

INTRODUCTION TO LEADERSHIP SKILLS WORKBOOK



BOY SCOUT TROOP 555
NORTH STAR DISTRICT
LAS VEGAS AREA COUNCIL



BOY SCOUTS OF AMERICA®

SCOUT NAME _____ RANK _____ DATE _____



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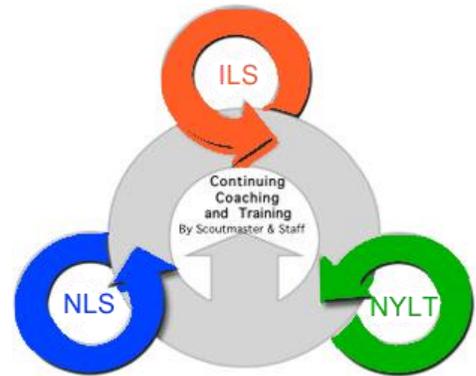
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INTRODUCTION

Introduction to Leadership Skills for Troops (ILS), formerly called Troop Leadership Training (TLT), is the first step in a training continuum for Boy Scouts, which includes National Youth Leadership Training (NYLT) and National Advanced Youth Leadership Experience (NAYLE) at Philmont. Our troop provides the ILS program twice annually and nominates youth to attend NYLT. A certain number of NYLT graduates are given the option of attending NAYLE.

In addition to this training, members of the Order of the Arrow are encouraged to attend the National Leadership Seminar (NLS) which takes place each year in our region. The troop has much greater control over who may attend NLS and so we make the effort to divert advanced youth (and adults) in that direction whenever possible.

Our troop at a minimum requires ILS and NYLT of its youth leaders, and encourages participation in NAYLE or NLS.



COURSE OBJECTIVES:

The purpose of Introduction to Leadership Skills for Troops (ILS) is:

1. To provide the foundational unit-level leadership skills every Scout leader should know;
2. To provide the Scout leader additional tools and ideas for fulfilling his role as a leader in the troop;
3. To clarify how the troop is organized and what other Scout leaders and adults each Scout can rely upon in his leadership role; and
4. To review some key leadership skills and ideas to help every Scout leader fulfill his role in the troop.

PLAN

This course will be discussed in three parts (modules):

1. **Troop Organization** includes a description of each leadership position in the troop, including roles and responsibilities, troop organization, and introductions to vision and servant leadership.
2. **Tools of the Trade** covers some core skill sets to help the Scout lead, including communicating, planning, and teaching.
3. **Leadership and Teamwork** incorporates additional leadership tools for the Scout, including discussions of teams and team characteristics, the stages of team development and leadership, inclusion/using your team, ethics and values of a leader, and a more in-depth review of vision.

MODULE ONE - THE BOY-LED TROOP (OUR TROOP ORGANIZATION)

INTRODUCTION

An average adult with no Scouting background might cringe at the idea of allowing boys to lead the troop. They wonder whether a youth of twelve can keep a patrol in order or a boy of fourteen can organize a successful troop meeting. In the short-term it might seem easier to those adults to make all the decisions and direct the action. However, when youth invest their time and energy in training, those same adults will watch in amazement and thrill as the youth leadership thrive in fulfilling the responsibilities they have been given.



At the end of this module Scouts will:

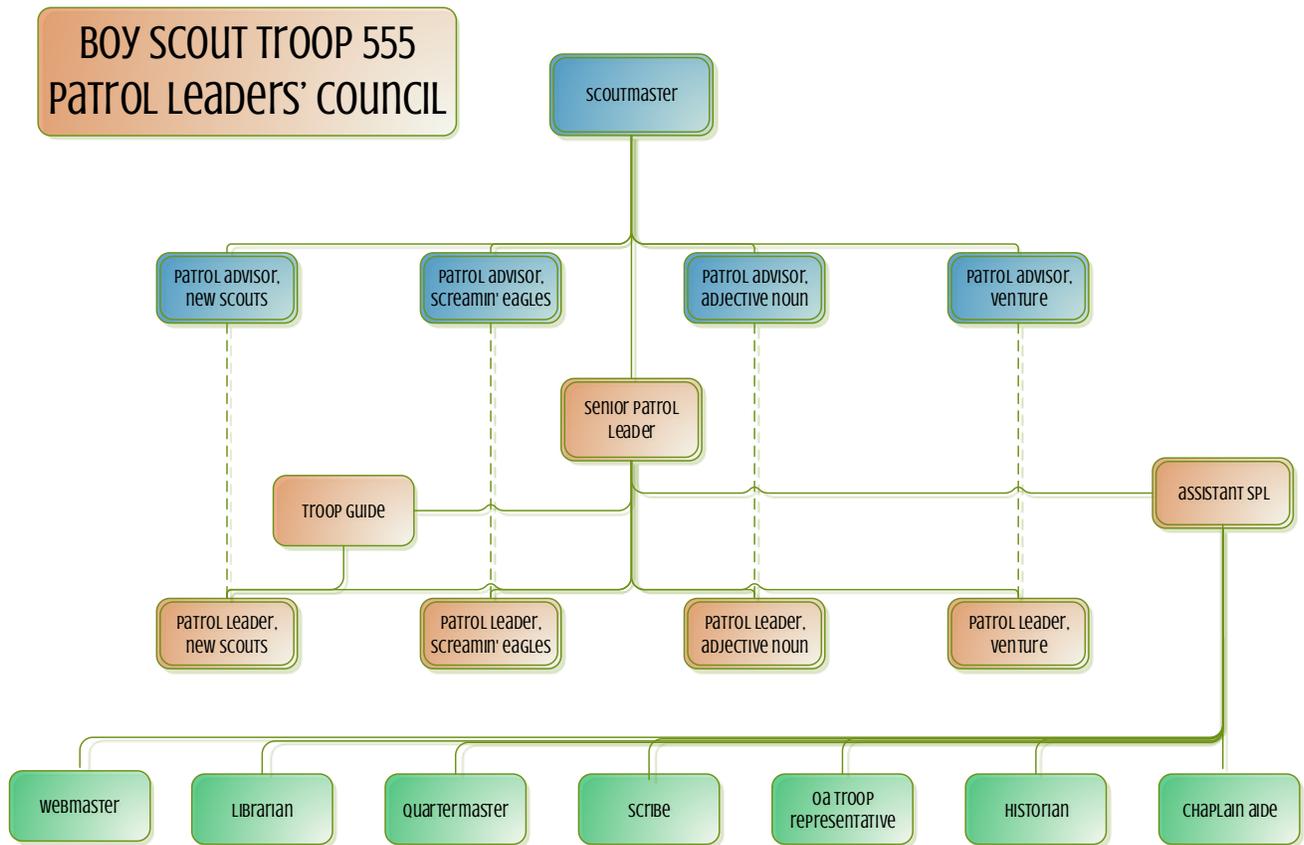
- Understand the various leadership roles within the troop, both elected and appointed, as well as the dynamics of having everyone be involved in the success of troop activities.
- Understand the various responsibilities of youth officers.
- Gain an introductory understanding of leadership principles and values.

DISCUSSION POINTS

- Why do we need training?
- Is it true that leaders are born, not made?
- Who are some great leaders in history and what made them great?

PATROL LEADERS' COUNCIL

A Boy Scout Troop is a small democracy. With the Scoutmaster's direction, the boys are formed into patrols, plan the troop's program, and make it a reality. In order for that to happen, a troop relies upon Scouts serving in positions of responsibility. The key youth officers form the Patrol Leaders' Council.



The Patrol Leaders' Council (PLC) plans and runs the troop's program and activities and gives long-range direction with an annual program planning conference. The structure of the troop and the PLC is shown in the diagram above.

Comprised of the elected youth officers, the PLC meets at a minimum once each month to plan and fine-tune upcoming troop meetings and outings, as well as discuss and vote on other matters of troop business. They might also get together briefly after each troop meeting and make any necessary adjustments to ensure success.

The Scoutmaster attends PLC meetings as an advisor and an informational resource. As much as possible, a Scoutmaster allows the boys to run the meetings and make decisions, stepping in with suggestions and guidance when that will enhance the program for the troop, the patrols, and individual boys.

The Scoutmaster retains veto power over decisions of the PLC but will only exercise it on the rare occasions when the plans of the PLC would violate BSA or troop policy, or could lead to a situation that might jeopardize the safety and well-being of troop members.

POSITIONS

Empowering Scouts to be leaders is one of the core principles in Scouting. Our troop is designed to help Scouts prepare to participate in, and give leadership to, American society.

Within the safety framework provided by the adult leaders, and with the Scoutmaster's direction and mentoring, Scouts like you plan and implement the troop program, and so Scouts serve in the various positions of responsibility to make that happen.

Following are the voting members of the PLC and their responsibilities:

In addition to the others listed, all youth officers have the following duties:

- Set and enforce the tone for good Scout behavior within the troop.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

Senior Patrol Leader

The youth leader with the most responsibility in a troop is the Senior Patrol Leader (SPL). He is elected by all members of the troop and serves one six-month term.

The SPL is in charge of troop meetings from beginning to end and has a hand in planning all troop activities along with the Patrol Leaders Council (PLC). In short, the SPL's job is to see that the troop runs in an orderly and timely manner.

The SPL meets regularly with the Scoutmaster, including before and after troop meetings, to discuss issues that will enhance the quality of experience the Scouts are enjoying. The relationship between an SPL and his Scoutmaster is often one of friendship and mutual admiration.

The summary of his duties include:

- Preside at all troop meetings, events, activities, and annual program planning conference.
- Chair the patrol leaders' council.
- Appoint youth Scout leaders with the advice and consent of the Scoutmaster.
- Assign duties and responsibilities to other Scout leaders.
- Work with the Scoutmaster in training youth Scout leaders.



assistant senior patrol leader

The youth leader who assists the SPL, he is elected by all members of the troop and serves one six-month term. The ASPL serves the SPL as needed, takes the place of the SPL when the SPL is absent, and oversees other youth leadership positions in the troop including Quartermaster, Scribe, Historian, Librarian and Chaplain Aide.



The summary of his duties include:

- Help lead meetings and activities as called upon by the senior patrol leader.
- Guide the troop in the senior patrol leader's absence.
- Perform tasks assigned by the senior patrol leader.
- Function as a member of the patrol leaders' council.

patrol leader

This is the single most important position in the troop because patrols make the troop go, and Patrol Leaders make the patrol go!

The Patrol Leader (PL) takes responsibility for the patrol's activities and represents the patrol as a member of the PLC. Each patrol leader appoints an Assistant Patrol Leader to serve with him, and may appoint other positions within the patrol for support.



The summary of his duties include:

- Plan and lead patrol meetings and activities.
- Keep patrol members informed.
- Assign each patrol member needed tasks and help them succeed.
- Represent the patrol at all patrol leaders' council meetings and the annual program planning conference.
- Prepare the patrol to take part in all troop activities.
- Show and help develop patrol spirit.
- Work with other troop leaders to make the troop run well.
- Know what patrol members and other leaders can do.

EMPOWERING SCOUTS TO BE LEADERS IS ONE OF THE CORE PRINCIPLES IN SCOUTING.

TROOP GUIDE

Appointed by the Scoutmaster, the Troop Guide is both a leader and a mentor to the members of a new Scout patrol. He is an older Scout, at least First Class in rank but usually someone who is a former SPL or senior leader who helps the patrol leader of a new Scout patrol in much the same way as a Scoutmaster works with the SPL – providing direction, coaching, and support as determined by the skill level and morale of the patrol leader and members of the new patrol.



The summary of his duties include:

- Introduce new Scouts to troop operations.
- Guide new Scouts through early Scouting activities.
- Help set and enforce the tone for good Scout behavior within the troop.
- Ensure older Scouts never harass or bully new Scouts.
- Help new Scouts earn the First Class rank in their first year.
- Coach the patrol leader of the new-Scout patrol on his duties.
- Work with the patrol leader at patrol leaders' council meetings.
- Attend patrol leaders' council meetings with the patrol leader of the new-Scout patrol.
- Coach individual Scouts on Scouting challenges.
- Teach basic Scout skills.

OTHER TROOP OFFICERS

The Senior Patrol Leader (through his ASPL) may appoint any or all of the following positions. The Scoutmaster can help the SPL make his decisions on the basis of candidates' overall qualifications rather than merely on friendships. Scouts serving in the following positions will remain active members of their patrols.

quartermaster

The Quartermaster is the supply and equipment boss. He keeps a current inventory of troop equipment and sees that it is kept in good condition. He works with patrol quartermasters as they check out equipment and return it. He reports to the Assistant Senior Patrol Leader.



The summary of his duties include:

- Keep records of patrol and troop equipment.
- Keep equipment in good repair.
- Keep equipment storage area neat and clean.
- Issue equipment and see that it is returned in good order.
- Suggest new or replacement items.
- Work with the troop committee member responsible for equipment.

SCRIBE

The Scribe is the troop secretary (a person whose job is to handle records, letters, etc., for another person in an office). He attends meetings of the Patrol Leaders' Council and keeps a log book of their discussions, but is not a voting member. During troop meetings he records attendance, collects payments for the Committee Treasurer, and maintains the troop advancement board (with the help of the Troop Committee Advancement Chair). He reports to the Assistant Senior Patrol Leader.



The summary of his duties include:

- Attend and keep a log of patrol leaders' council meetings.
- Record attendance and dues payments of troop members.
- Record advancement in troop records and on the troop advancement chart.
- Work with the appropriate troop committee members responsible for finance, records, and advancement.
- Handle correspondence appropriately.

HISTORIAN

The Historian collects and preserves troop photographs, news stories, trophies, flags, scrapbooks, awards, and other memorabilia that can be presented at a Court of Honor. He might also collect and organize information about former members and make materials available for Scouting activities and troop history projects. He reports to the Assistant Senior Patrol Leader.



The summary of his duties include:

- Gather pictures and facts about past activities of the troop and keep them in scrapbooks, wall displays, or information files.
- Take care of troop trophies and keepsakes.
- Keep information about troop alumni.

LIBRARIAN

The Troop Librarian oversees the care and use of troop books, pamphlets, magazines, audiovisuals, etc. He checks out these materials to Scouts and Scouters, and maintains records to ensure that everything is returned. He may also suggest the acquisition of new materials and report on the condition of current holdings. He reports to the Assistant Senior Patrol Leader.



The summary of his duties include:

- Establish and maintain a troop library.
- Keep records on literature owned by the troop.
- Add new or replacement items as needed.
- Have literature available for borrowing at troop meetings.
- Maintain a system to check literature in and out.
- Follow up on late returns.

CHAPLAIN AIDE

The Chaplain Aide assists the troop chaplain (adult) in religious services for the troop. He sees that religious holidays are considered during program planning and promotes the religious emblems program. He reports to the Assistant Senior Patrol Leader and Scoutmaster.



The summary of his duties include:

- Keep troop leaders apprised of religious holidays when planning activities.
- Assist the troop chaplain or religious coordinator in meeting the religious needs of troop members while on activities.
- Encourage saying grace at meals while camping or on activities.
- Lead worship services on campouts.
- Tell troop members about the religious emblems program for their faith.

WEBMASTER

The troop webmaster is given responsibility over the troop's social media tool, Facebook. He is granted a special level of access to the site so he can enter events, write encouraging remarks and post photos as needed or desired.

The summary of his duties include:

- Establish and maintain a safe and secure troop Facebook.
- Ensure the troop Facebook is a positive reflection of Scouting for the public.
- Manage the troop's electronic communication tools.
- Work with the Scouts to provide up-to-date troop information.
- Work with the scribe.



DISCUSSION POINTS

- Why do we need so many positions in the troop?
- Is there any position that you think should exist or that you think is unnecessary? Why?
- Of all the responsibilities of youth officers, what do you think is the most important?

SPECIAL POSITIONS (APPOINTED BY SCOUTMASTER)

The Scoutmaster may appoint any or all of the following positions to support the troop and its officers. These positions are purpose-driven and are usually filled by experienced Scouts or even Eagle Scouts candidates.

INSTRUCTOR

Each Instructor is an older Scout proficient both in a Scouting skill and in the ability to teach that skill to others. First aid, camping, backpacking—the subjects can encompass any of the areas that Scouts will want to master, especially those required for outdoor activities and rank advancement. There can be more than one Instructor. He reports to the Assistant Senior Patrol Leader.



The summary of his duties include:

- Instruct specifically assigned Scouting skills as needed within the troop or patrols.
- Prepare well in advance for each teaching assignment.

DEN CHIEF

A Den Chief works with a den of Cub Scouts and with their adult den leader. He assists with den meetings, encourages Cub Scout advancement, and serves as a role model for younger boys. Serving as a Den Chief can be a great first leadership experience for a Scout, and a vital one for the ongoing relationship between the troop and packs.



The summary of his duties include:

- Serve as the activities assistant at den meetings.
- Meet regularly with the den leader to review the den and pack meeting plans.
- If serving as a Webelos den chief; help prepare boys to join Boy Scouting.
- Project a positive image of Boy Scouting.

ORDER OF THE ARROW TROOP REPRESENTATIVE

This position serves as a communication link between the troop's OA members and the OA chapter and OA lodge. He promotes the OA in the troop while encouraging year-round and resident camping, and participation of older Scouts in High Adventure programs. He reports to the Assistant Senior Patrol Leader.



The summary of his duties include:

- Serve as a communication link between the lodge or chapter and the troop.
- Encourage Scouts to actively participate in community service projects.
- Encourage Arrowmen to assume leadership positions in the troop.
- Encourage Arrowmen in the troop to be active participants in lodge and/or chapter activities and to seal their membership in the Order by becoming Brotherhood members.

ADULTS

As much as we want things to be boy-led, there are still some things that must be done by adults, such as transportation, equipment purchases, fund organization, etc. One of the main responsibilities of adult leaders is to provide guidance, advice, and a positive role models for the youth to follow.

All of our adult leaders are required to be trained, just like the youth leaders. This is not only the national direction, it is our troop's policy, and one of our founding principles:

every YOUTH Deserves a Trained Leader.

In our troop, we don't stop with basic training for adults any more than we do with the youth. For adults, basic training is like this course, Wood Badge is like NYLT, and NLS is attended by both youth and adults.

THE SCOUTMASTER

The primary adult responsible for the troop overall is the Scoutmaster. This adult is carefully selected for his background, character, and general fitness as a youth leader. Our troop requires the Scoutmaster to have been a former Scout.



The key responsibilities of our Scoutmaster are:

- Train and guide boy leaders.
- Work with other responsible adults to bring Scouting to boys.
- Use the methods of Scouting to achieve the aims of Scouting.
- Meet regularly with the patrol leaders' council for training and coordination in planning troop activities.
- Attend all troop meetings or, when necessary, arrange for a qualified adult substitute.
- Attend troop committee meetings.
- Conduct periodic parents' sessions to share the program and encourage parent participation and cooperation.
- Conduct Scoutmaster conferences for rank advancements.
- Provide a systematic recruiting plan for new members and see that they are promptly registered.
- Delegate responsibility to other adults and groups (assistants, troop committee) so they have a real part in troop operations.
- Conduct all activities under qualified leadership, safe conditions, and the policies of the chartered organization and the Boy Scouts of America.

As you can see, the Scoutmaster has many responsibilities. Because of this, and especially for a troop our size, the Scoutmaster will recruit, train and delegate to Assistant Scoutmasters. Our troop is structured in such a way that we are careful to balance the number of adults with the needs of the troop so that the youth are able to effectively lead. Our rule of thumb is one adult per patrol, plus one special assistant scoutmaster for additional duties such as troop OA representative adviser.



There are many other adults in the troop, too, and they form the committee. It is their job to support the Scoutmaster in his duties and the troop as a whole. Some positions include Advancements Chair, Treasurer, Fundraising Chair, and of course, the Committee Chair (the leader of the committee).

PATROLS

A patrol is a small group (cell) of boys who are more or less similar in age and program level. The patrol is the main functional group within the troop and it is the where most of the Boy Scout program operates. Working together as a team, patrol members share the responsibility of making the patrol a success. They gain confidence by succeeding and advancing together. Patrol members enjoy the friendship, sense of belonging, and achievements of the patrol and its members.

A PATROL TAKES PRIDE IN ITS OWN IDENTITY, AND ITS MEMBERS STRIVE TO MAKE THEIR PATROL THE BEST IT CAN BE.

While Scouts see their patrol as their home in Scouting, they often must cooperate with other patrols during troop games, adventures, and opportunities to learn skills and to complete requirements for advancement.

In our troop there are three kinds of patrols:

THE NEW-SCOUT PATROL

New Scout patrols are boys who have just joined the troop. The new Scouts function together as a patrol during their first year in the troop, working toward their goal of completing the requirements for the First Class rank. When first starting out, each new patrol will select a name for itself based on our troop standard of a bird and an adjective for that bird (e.g. *Screamin' Eagles*). The patrol will also design and build a flag, design and memorize a patrol yell that reflects the patrol spirit.



An older, experienced Scout with the position of Troop Guide will be appointed by the Scoutmaster and he will serve these new Scouts during their first year. The troop guide helps new Scouts through the early challenges of troop membership. An Assistant Scoutmaster will work closely with the troop guide and the new-Scout patrol to ensure that each Scout has an opportunity to succeed.

REGULAR PATROLS

Regular Patrols usually are comprised of Scouts who have completed the First Class requirements. They are groups of peers similar in age, achievement, and interests. Most of them been around in Scouting long enough to be comfortable with patrol and troop routines, and are well-versed in camping, hiking, cooking, and Scouting's other basic skills. Most of the members started out together as a new-scout patrol.

THE VENTURE PATROL

This patrol is for older boys in the troop (currently it is the *Screamin' Eagles*). These boys have the maturity and experience to plan and take part in more challenging high-adventure outings and sports activities. Members of this patrol started out with other patrols and usually join this patrol after serving in a senior position.



It is important to understand the distinction between the venture patrol and Venture Crew 555. The patrol is a part of the troop and adheres to all of the

rules and obligations of the troop. The Crew is a separate unit with a different agenda and program. Although we are all part of the same larger family, the two do not often function together.

PATROL ACTIVITIES

Most patrol activities take place within the framework of the troop activities, however, patrols may also set out on day hikes, service projects, and overnights independent of the troop and free of adult leadership as long as they follow two rules:

1. The Scoutmaster or patrol advisor approves the patrol activity;
2. The patrol activity does not interfere with any troop function.

The Scoutmaster or patrol advisor will approve the activity only when adequate planning has been shown and the Scoutmaster is satisfied that the activity is well within the patrol members' levels of training and responsibility.

NATIONAL HONOR PATROL AWARD

The National Honor Patrol Award is awarded to patrols whose members demonstrate they have what it takes to function at their best. The award can be earned once each quarter (four times a year) by satisfying the following criteria:

1. Have a patrol name, flag, and yell. Put the patrol design on equipment and use the patrol yell. Keep patrol records up-to-date. *This is easy to do and most of the time only requires maintaining the flag and yell.*
2. Hold two patrol meetings every month. *One is already planned for the patrol each month and the patrol leader needs to plan only one other to meet this requirement.*
3. Take part in at least one hike, outdoor activity, or other Scouting event. *This occurs naturally during the monthly activities.*
4. Complete two service projects approved by the Patrol Leaders' Council. *These can be as simple as holding a patrol meeting in a park for fun, and picking up the park or area afterward.*
5. Help two patrol members advance one rank. *This is done by encouraging each other. For Life Rank members, progress toward Eagle is acceptable (e.g. earning a merit badge, etc.)*
6. Wear the full uniform correctly at troop activities. *Easy to do and no exceptions.*
7. Have a representative attend at least three PLC meetings. *This should be the patrol leader or his delegate.*
8. Have eight members in the patrol or experience an increase in patrol membership. *This is largely out of the control of the patrol so our troop honors the patrol who retains members, makes frequent calls to members who haven't been coming to meetings, and otherwise helps promote membership.*



The patrol leader (or his delegate) keeps track of the progress of the patrol in written form, so that he can report progress to the PLC and Scoutmaster, and hand-off progress to the next patrol leader when he takes office.

LEADERSHIP BASICS

Most Scouts will very quickly tell you that they would rather tell people what to do than be told what to do. That is human nature, not just the nature of a Scout. But leadership in the troop is not about the title or even about being the person doing the telling.

Being a leader is about choosing to *give* rather than receive. Effective leaders care about us and about helping others succeed. That is the true role of the leaders in our troop – helping other succeed. This is a servant leader.

Servant leaders help the troop with everything the troop has to do, including the fun parts like camping and climbing, and the not-so-fun parts like cleaning up after dinner. Leaders delegate duties and roles as needed and manage them.

Servant leaders want to lead because they know they can help make a difference and provide a better experience for each person.



VISION

Vision is critical to success in any role or project.

YOU MUST FIRST KNOW WHAT SUCCESS WILL LOOK LIKE BEFORE YOU CAN REACH THAT SUCCESS.

In Scouting, a troop's vision is something developed and shared by all members. It identifies where the troop is going—what it wants to accomplish.

As an individual, you probably have a number of visions, but you may not have articulated them. We will discuss vision more thoroughly in the other modules, but each Scout should be thinking about his own vision of success in his new position, as well as his vision for the troop.

Your senior patrol leader and Scoutmaster have agreed on a vision for this current officer term. We must together create goals to help achieve that vision and so we will record those goals during our workshop today.

THE HABITS OF A GOOD LEADER

- Teamwork
- Using each other's strengths
- Not trying to do it all yourself
- Doing what you said you'd do
- Being reliable
- Keeping each other informed
- Being responsible
- Caring for others
- Delegating
- Setting the example
- Praising in public, criticizing in private

CHARACTER TRAITS OF A GOOD LEADER

- **Keep your word.** Don't make promises you can't keep.
- **Be fair to all.** A good leader shows no favorites. Don't allow friendships to keep you from being fair to all members of your troop or patrol.
- **Be a good communicator.** You don't need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so that everyone understands what's happening.
- **Be flexible.** Not everything goes as planned. Be prepared to shift to "Plan B" when "Plan A" doesn't work. Think about "Plan C."
- **Be organized.** The time you spend planning will be repaid many times over.
- **Delegate.** Some leaders assume that the task will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your team members to do things they have never tried.
- **Set an example.** The most important thing you can do is lead by example. Whatever you do, your troop members are likely to do the same. A cheerful attitude can keep everyone's spirits up.
- **Be consistent.** Nothing is more confusing than a leader who acts one way one moment and another way a short time later. If your troop knows what to expect from you, they will more likely respond positively to your leadership.
- **Give praise.** The best way to get credit is to give it away. Often a "nice job" is all the praise necessary to make a Scout feel he is contributing to the efforts of the troop.
- **Ask for help.** Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.

DISCUSSION POINTS

- What does the phrase "servant leadership" mean to you?
- Why does Scouting encourage us to be servant leaders?
- How can you be an effective servant leader in your role?

MODULE TWO – TOOLS OF THE TRADE

INTRODUCTION

This module will focus on the tools every Scout leader will need to be successful, besides his own knowledge and Scout Spirit.

People grow and evolve their leadership skills and strengths over time. Understanding some core leadership skills will help you as you perform your leadership roles and develop your own individual leadership strengths.

The skills of communicating, effective planning, and teaching are foundational to your ability to lead your fellow Scouts.

At the end of this module you will have an understanding of:

- Communications—The skills of being an effective listener and an effective communicator are valuable tools for any leader.
- Planning—Proper planning makes the difference in almost all Scouting activities.
- Teaching EDGE—The Teaching EDGE method can be used any time a leader is helping others learn.

communication

The Greek philosopher Aristotle broke communications down into three parts:

A sender → A message → A receiver. This is still a valid model today. It applies to all forms of communication: verbal, written, music, film, signaling, pantomime, teaching, etc.

GOOD LISTENING HABITS

Listening is one of the most important skills a person can learn. Active listening can involve repeating or reiterating what you've heard back to the speaker. A good rule of thumb is to try to listen twice as much as you talk. For best results:

- Confirm receipt of your message.
- If you are the receiver, ask questions. If you are the sender, encourage the receivers to ask questions until they are clear.
- Listen with your eyes as well as with your ears. Watch for nonverbal cues.
- Avoid distractions, both physical and mental. Give the speaker your full attention.
- Apply the ideas to yourself. Think about how the speaker's message relates to you and your experiences.
- Review the speaker's points and think what logically might come next in the message.
- Curb your desire to talk until the speaker has finished.
- Respond nonverbally (nod your head or smile) to the speaker.
- Practice listening with respect for the speaker. Work hard not to interrupt even when you have a burning desire to make a point.
- Ask questions if you are unclear about anything.



HOW TO TALK TO ADULTS

Communicating with adults can be frustrating. Have you ever had good ideas that a leader just wouldn't listen to? Do you have the same problem with your parents, teachers or other adults? Communicating across a generation gap can be hard for both sides.

TO BE A SUCCESSFUL YOUTH LEADER, YOU NEED TO BE ABLE TO COMMUNICATE EFFECTIVELY WITH THE ADULT ADVISORS AND COMMITTEE, BOTH IN OUR TROOP AND IN THE LARGER SCOUTING COMMUNITY.

You want to be able to get the message across to them that you know what you want or need, and you need their help to get it done.

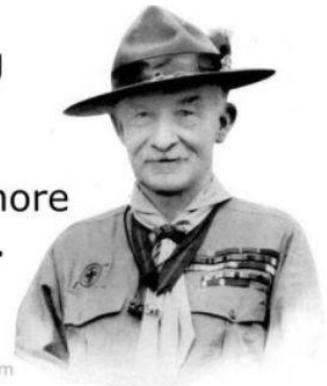
Following are some tips for communicating with adults:

- Consider the character of that particular adult. Talking to someone who spent eight years in the Navy can be very different than someone who has never been in the armed forces. Older adults tend to be more set in their ways of thinking, and you may sometimes have to reach a little further out to them, the veteran, than they are willing to do for you, the newcomer. This is normal in polite society.
- Think about how you can get the adult to respect you. Be formal and use "Mr." or "Mrs." until and unless invited to use an informal name. Respecting them will go a long way in getting them to respect you.
- Remember, the adult is sometimes uncomfortable as well, especially if they are new to Scouting. Try to refrain from using slang or unusual expressions they might not understand.
- Adults sometimes forget that you may not understand something they find very easy to comprehend. Be clear in what they are telling you, repeat it if necessary, and don't be afraid to ask questions.
- Be sure what you're saying is clear. If the adult is stubborn, back what you are saying with good fact. Make sure you listen to them too, and consider their ideas.
- Most adults turn out pretty cool once you get to know them and talking will become very easy. Once good communication is established, adults WILL give you the ideas and support you in doing your job.

If you make listening
and observation
your occupation
you will gain much more
than you can by talk.

Robert Baden-Powell

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PLANNING

Second only to communicating, good planning is an essential skill for every effective leader. As new Scout leaders, you will quickly notice that things you thought “just happened” in the troop are usually actually the result of someone—perhaps now you—planning ahead and preparing for it to happen. Generally, the better planned an activity, the more fun the group will have and the more successful the event will be. Conversely, everyone suffers when the person in charge has not planned properly for the group to participate in an activity.

At its core, planning is really just thinking ahead—thinking ahead about what’s needed to get the outcome you want to have happen. In planning Scouting activities, usually the desired outcome is that the planned activity is successful—and that the participants had fun and learned or experienced something. Planning is figuring out what it will take to make that come together smoothly.

Ask questions—develop answers: To start planning, it often helps to sit either alone or in a small group and start asking yourself questions—then coming up with the answers. Like a newspaper reporter writing an article or a policeman solving a case, walk through some basic who, what, when, where, and how questions: What do we want to do? What is the desired outcome? Where is a suitable site? How will we get there? What will we do once we get there? What equipment do we need? Where do we get that equipment? Who is responsible for getting the equipment? Who is participating? When is the activity? Do we need permits or permission? What will we do if . . . ? Etc.



The questions vary considerably depending upon the activity, but the process is the same.

THE MORE QUESTIONS YOU CAN THINK UP AHEAD OF TIME, AND THE MORE ANSWERS YOU DEVELOP, THE SMOOTHER THE ACTIVITY WILL BE.

After you get through the basics in planning the activity, spend a good part of your time thinking through some “what do we do if ‘x’ happens?” kinds of questions. That will help you be prepared when things don’t go as originally planned.

Also, focus on the “who”: “Who is responsible for making that part happen?” or “Who will bring that item?” Sometimes teams work out a good plan, but then the leader doesn’t assign specific owners to every needed task. Figuring out what’s needed is an important part of planning, but assigning someone to take care of it is essential. Be certain that someone is assigned to get every needed task done—don’t presume that “someone” will step up and take care of something.

meetings

Troop meetings and patrol meetings are where the planning aspect of Boy Scouting takes place, whereas campouts and other activities are what all of the planning is about.

EVERY MEETING OF THE SCOUTS SHOULD BE PLANNED AND BUSINESSLIKE. A WRITTEN MEETING AGENDA IS REQUIRED, ALWAYS.

Meetings always should always start with the Scout leader leading the group in the Scout Oath and Law, which sets the tone for the meeting.

The three main meetings planned and led by Scout leaders are:

- Troop meetings – these take place three or four times a month and lead to the outing for that month. With some exceptions, we hold troop meetings every Monday at 7pm. The troop meeting is led by the Senior Patrol Leader and his agenda is the Troop Meeting Plan.
- Patrol Leaders' Council meetings - held at least monthly, immediately following the monthly troop activity. As stated earlier in the module, this meeting is the business meeting of the troop and all elected officers are required to attend and participate. The PLC meeting is led by the Senior Patrol Leader and his agenda covers items such as Start/Stop/Continue, planning for the next event, Honor Patrol status, advancement and other troop business as he sees fit.
- Patrol Meetings – may be held at any time and place. We have a monthly time allocated for this purpose after each campout, but it should not be the only meeting. One of the patrol leader's responsibilities is to help the patrol earn the Honor Patrol distinction and a second meeting each month is one requirement. The Patrol Meeting is led by the Patrol Leader and his agenda covers items similar to the PLC meeting, including reviewing the Start/Stop/Continue discussed at the PLC, planning for the next event, Honor Patrol status, advancement and other patrol business as the patrol leader sees fit.

Effective meetings should:

- Have variety, action and purpose. Don't get into the same old rut.
- Be planned for portions of the meetings to take place outdoors whenever possible.
- Start and end on time! People plan their schedules around the meetings.

THE TROOP MEETING PLAN

Troop meetings require special plans that are created by the SPL with the help of his PLC. Except for the Scoutmaster's Minute during the closing, planning each section of each meeting is the responsibility of the SPL. The SPL can assign patrols or individuals to take care of various portions of a meeting, giving as many Scouts as possible the opportunity to contribute. The "Seven-Step Troop Meeting Plan" shown below provides the framework for efficient, well-run meetings.

We'll cover each of the steps in detail.

1. **PREOPENING:** As boys begin to arrive for a troop meeting, the SPL or his designee should get them involved in a game or project designed so that additional Scouts can join as they show up. The preopening is often well-suited for the outdoors. The person in charge should be ready to start about fifteen minutes before the beginning of the meeting.
2. **OPENING:** The SPL calls the meeting to order at the appointed time, instructing Scouts to gather by patrols and come to attention. A patrol assigned to conduct the flag ceremony should do so. The Patrol Leader for that patrol should lead the troop in the Scout Oath and Law and may vary things, such as included the Outdoor Code, to keep it fresh.
3. **SKILLS INSTRUCTION:** This part of the meeting might focus on skills Scouts will need in order to fully participate in an upcoming activity, or upon skills they must have to complete requirements for advancement. Instruction can be broken down by rank levels. Instruction needs to be hands-on learning as much as possible.
4. **PATROL MEETING:** At the conclusion of the skills instruction sessions the SPL will announce that it is time for each patrol to go to its area for its private meeting. The patrol leaders will lead these meetings.



5. **INTER-PATROL ACTIVITY:** Led by the SPL, this part of the meeting allows all of the patrols to interact with one another in a competition or in a cooperative effort. The activity might be a game that tests the skills Scouts are learning for an upcoming activity—a race by each patrol to set up a tent properly, for example, or for patrol members to tie a set of knots correctly.

6. **CLOSING:** The closing is the Scoutmaster's portion of the meeting. The SPL should bring the meeting room to order and the Scouts should be paying attention and not conducting other business. The announcements and other items need to be announced first, as well as rank advancements achieved that night.
7. **AFTER THE MEETING:** At the end of the meeting those chosen for service put away any equipment and return the room to its original configuration. Meanwhile, the SPL should meet briefly with the other members of the Patrol Leaders' Council and the Scoutmaster to review the meeting, go over plans, etc.

CAMPFIRES

Campfire Magic! Participants sang the songs enthusiastically and laughed uproariously (or groaned painfully) at the skits. From there, the tone and pace of the program slowed until the final prayer was just a memory on the lips and in the ears.

As the dying campfire crumbled into ashes, campers reluctantly drifted off to bed. You stood before the glowing embers, soaking in their fading warmth and knowing that everything was just right.

You've been touched by campfire magic.

WITH A LITTLE CAREFUL THOUGHT AND PREPARATION, CAMPFIRES LIKE THIS CAN BECOME THE RULE AND NOT THE EXCEPTION.

The structure of a magic campfire is like the shape of the fire. It builds up slowly from the lighting and opening, to a peak, and then subsides gradually to the closing as the fire burns down to embers.

The opening should include introductions, the fire lighting, and a short, upbeat opening verse or song that sets the mood and guidelines for the fire. You may deliver it dramatically with arms in the air or holding a hand over the fire. You may involve participants by having them echo a line or, if you are using a "magic start", asking them to concentrate to inspire the fire to light. Perhaps you'll have a number of torch bearers light the fire as you declare it open.



Build up from the opening with some well-known songs, and at the peak of excitement, skits and yells, before starting to bring things down slowly with a one or two rousing songs, perhaps a story.

Build down the campfire with a flag retirement and vespers. You might include a short Scout silence before during or after the flag retirement, and even before vespers, invite the participants to pause for a moment to listen to night sounds or reflect and be thankful.

The Campfire Planning Worksheet is printed two-sided. The back side is where you plan the program. The front side is the program agenda, in proper order, used by the Master of Ceremonies (MC).

Remember that patrols should work on skits and songs early – even before the camping weekend! Plan a time when a representative of each patrol will report to the MC with the name and type of each item that they will do.

Write them on the back side, in the appropriate place, in no particular order. When you have all possible skits, cheers, songs -- even those that the MC will lead -- written on the planning section, consider how to put them together into a program.

Remember, as you read above, a campfire program should start slowly and quietly, build to a high level, then taper off to a quiet closing.

“THE TWELFTH POINT OF THE SCOUT LAW: a SCOUT IS reverent.”

INTERFAITH SERVICE (SCOUT'S OWN)

Coming together on Sunday morning with our fellow Scouts and Scouters is an excellent opportunity to live the part of the Scout Law “A Scout is Reverent”, and the part of the Scout Oath that states “to do my Duty to God”.

In Scouting it is our responsibility to help each Scout grow in his chosen religious teachings and not to dictate what beliefs or denominations should be followed. We encourage Scouts to develop in their own faith while guiding and encouraging them to do their duty to God.

At many of our Scout weekends (troop campout, OA fellowship or conclave, District activities, etc) the resources available and the number in attendance do not justify planning and carrying out multiple religious services. It would seem ideal in these circumstances if we could plan and conduct a single multi-faith religious service, and a single service would certainly ease the burden of the planners. However, preparing such a service is difficult, and requires a good understanding of the Scouts and Scouters who will be in attendance (or expected to be in attendance), along with a significant understanding of their varied faith traditions.



AN INTERFAITH (OR SCOUT'S OWN) SERVICE MEANS THAT EVERYONE IS WELCOME, AND EVERYONE SHOULD FEEL COMFORTABLE WITH WHAT IS SPOKEN, SUNG, READ, OR OTHERWISE IMPARTED DURING THE SERVICE.

Just as you would be upset with a salesperson who sold you a machine that did not do what it advertised, so a non-Christian Scout who attends a multi-faith religious service that turns out to really be a Christian service is rightfully upset.

Here are some basic guidelines for carrying out interfaith religious services:

- The word God is generally accepted by all major faith groups. Note that this term represents the creator or divine spirit, as it is used in the Scout Oath. It is not intended to be a limiting term – there are many names that individual religions use to represent God.
- Other than God, specific names should be avoided (e.g. Jesus, Buddha, Holy Spirit, etc) since they are religion specific. Likewise, male pronouns (e.g. Father God, Heavenly Father, His, etc) should be avoided as they are offensive to some religions.
- Pick a theme for the service that fits with the specific weekend or time of year. This helps focus the prayers, songs, and message in a meaningful way and ties the religious service into the weekend rather than having it stand alone and appear to be a separate piece. Possible themes include God's Creation, Thanksgiving, The Great Outdoors/Forest/Ocean, Doing One's Best, On the Trail of the Eagle, Native Americans, etc.

TEACHING

The EDGE (Explain, Demonstrate, Guide, Enable) method is the primary training method to teach skills in the troop. EDGE should be used for all teaching opportunities. Make it a habit. It can be used anytime a leader is helping others learn.

The four-step EDGE process is a simple method for teaching any skill:

E.D.G.E. Ideas	<i>Explain</i> how it is done—Tell them. <i>Demonstrate</i> the steps—Show them. <i>Guide</i> learners as they practice—Watch them do it. <i>Enable</i> them to succeed on their own—Have them practice/teach it.
EXPLAIN <ul style="list-style-type: none">• Explain how to evaluate a scene.• Discuss universal precautions rescuers should take.• Explain how to get help.• Cover the hurry cases described in the <i>Boy Scout Handbook</i>.• Explain the difference between trauma and medical emergencies.	GUIDE <ul style="list-style-type: none">• Run a first-aid simulation where Scouts must evaluate and triage a scene.• Have parents serve as volunteer victims so the Scouts' work.• Ask Scouts to prepare personal first-aid kits and inspect the contents.• Have older Scouts prepare simulated wounds for use in first-aid practice.• Have Scouts practice making improvised stretchers.
DEMONSTRATE <ul style="list-style-type: none">• Demonstrate the Heimlich maneuver.• Show Scouts how to apply splints and bandages.• Demonstrate transportation carries.• Ask an ambulance crew to bring their ambulance to a meeting for a show-and-tell.• Show photos of different types of fractures and degrees of burns.	ENABLE <ul style="list-style-type: none">• Hold a First-Aid Championship to test skills.• Have older Scouts teach basic skills to younger Scouts.• Encourage Scouts to sign up for advanced first-aid training.• Participate in or set up a disaster drill.• Have Scouts survey first-aid kits at the chartered organization.

Explain—The trainer explains how something is done.

Demonstrate—After the trainer explains, the trainer demonstrates while explaining again. This gives the learner a clear understanding of what success looks like.

Guide—The learner tries the skill while the trainer guides him through it. The trainer gives instant feedback as the learner practices the skill.

Enable—The learner works independently under the watchful eye of the trainer. The trainer helps remove any obstacles to success, thus enabling the learner to succeed.

When planning to teach something, it helps to think about what outcome you want: What do you want your audience to learn?

Other good questions to consider:

- Who is the audience? What do they already know about this subject?
- What are the critical things to be taught?
- What is the best order in which to present your major points? How will you present these various points?
- What teaching aids will you use?

So many Scouting skills and activities can be taught using the Teaching EDGE method. With practice, this method will become easy to use and a natural skill for you to use in many situations.

DISCUSSION POINTS

- How does communication, planning and teaching work to support our troop?
- How can these three elements help you in other parts of your life?
- In what ways do these three elements affect your role as a servant leader?

MODULE THREE – LEADERSHIP AND TEAMWORK

INTRODUCTION

What do we mean by “team”? The word “team” applies to any group working together on a common goal. It can be a temporary group that meets once to solve a particular problem, or it can be a permanent group. In Scouting, the team could be the patrol leaders’ council, a group of backpackers, or an entire troop.

JUST BECAUSE WE CALL SOMETHING A “TEAM” DOES NOT MEAN THAT THE GROUP FUNCTIONS EFFECTIVELY AS A TEAM.

Upon completion of this session, participants will:

- Understand the dynamics of team building, the stages of team development, the relationship of team development to team vision and goals, the selection of an appropriate style of leadership for the team and condition, and valuing every team member’s contributions and development.
- The different leadership styles and when to use them.
- Techniques for maintaining control and managing those who challenge authority.

TEAMS AND TEAM CHARACTERISTICS

A team can be a temporary group that meets once to solve a particular problem, or it could be a permanent group. Name some permanent or temporary teams in the troop. In Scouting, the team could be the group going on a particular outing, the group planning an activity, the troop leadership team, or the entire troop.

Just because we call something a “team” does not mean that the group functions effectively AS a team. What makes a “team” of people stronger/different than simply a “group” of people? A team works toward a common goal. All members work together for a common purpose and for the betterment or advancement of each member, too. A high-performing team works well, energizes and supports all of the team members, and produces highly effective results.

What are some characteristics of effective teams? They have:

- Common Purpose
- Inter-dependence
- Appropriate Roles, Structure, and Process
- Leadership and Competence
- Performance Standards
- Clarity and Understanding of Boundaries

STAGES OF TEAM DEVELOPMENT

Teams go through various stages of development as they come together. Individual people go through the same stages—and their natural ups and downs—as they take on new tasks or roles. To get a better sense for how this might work in a team, let's look at where each of you is as you begin to take on your new leadership role for the troop.

Let's focus on two important elements that change as we face a new task: skill level and enthusiasm.

- You've each recently been selected to hold a leadership role in the troop. You'll get new authority and new opportunities and experiences. How's your enthusiasm right now—high? Does taking on the new position seem kind of exciting?
- But do you actually know how to handle the role yet? You've seen others do it, but is your personal skill high or low right now?
- Soon, if you haven't already, you'll each sit down with an adult leader or the Scout who had your position before and start learning the details. You may find that there's a lot to it and that it seems kind of hard. For example, if you're the patrol leader, you may suddenly realize that there's a lot more to do behind the scenes to help make an outing successful than it looked like when you were just a participant. What might happen to your enthusiasm for the position?
- Then what happens? You get more into the role, start doing it once or twice. You realize that it's not impossible, that you can get the hang of it, and that you're able to be successful and help the troop. What's happening to your skills as you serve as patrol leader for a few outings and meetings? What happens to your enthusiasm?
- After a while, many of you will become quite good at your new role. You'll know what to do and how to do it—and you'll start thinking about ways to take it up a notch during your term. What will have happened to your skills? What will happen to your enthusiasm?

In summary:

- When starting out, enthusiasm tends to be high and skills tend to be low.
- Then, as a person learns more about the needed tasks and realizes that he doesn't necessarily have all the skills or resources (time, people, etc.) to handle the position easily, enthusiasm tends to drop. Skills are generally only slightly improving as the person learns more about what's needed and how to do it.
- Once a person starts making progress and having some successes in the position, his skills and enthusiasm will start going up.
- Then, as the person gets into the role and develops more skills, his enthusiasm will grow, too.

FOR A TEAM, WE CAN SIMPLIFY THIS INTO GROUP BEHAVIOR PRINCIPLES KNOWN AS:

- **Forming** – Team is just starting out (skills are low; enthusiasm is high)
- **Storming** – Team becoming discouraged (skills and enthusiasm are low)
- **Norming** – Team making progress (skills and enthusiasm are rising)
- **Performing** – Team is finding success (skills and enthusiasm are high)

Team Skill Level and Enthusiasm

How can a leader help the team? Now we know what stages we as individuals go through, and we see that they are similar to the stages that teams will go through as they come together. What can a leader do to help the team—or individual team members—through the stages?

AS WITH THE TEACHING EDGE, THE LEADING EDGE ENABLES A LEADER TO HELP TEAM MEMBERS LEARN AND GROW AS THEY STRIVE TOWARD A GOAL.

The four stages are the same: Explain, Demonstrate, Guide, and Enable.

- **Skill Level**—Generally, the skill level of the team starts low and increases as the team grows together and gets better at working as a team.
- **Enthusiasm**—Often, unlike skill level, enthusiasm usually starts out high but can then take a sudden dip. Then, as the team members explore their differences and align their expectations with reality, the team begins to achieve results and enthusiasm begins to rise again.

Ultimately, both enthusiasm and skill level are high as the team becomes a high-performing team.

Team Stage	Development Phase	Leadership Behavior Best for This Stage
Forming	High Enthusiasm	Explain
Storming	Low Enthusiasm	Demonstrate
Norming	Rising Enthusiasm	Guide
Performing	High Enthusiasm	Enable

Recognizing the various stages enables the leader to use appropriate leader styles to smooth the progress of a team as it evolves. With a greater understanding of this individual and team development, Scout leaders can better apply the best Leading EDGE skills at the right time to help their teams. We can modify how we lead the team based upon the stage of development it is in.

- When the team is starting out (skills are low; enthusiasm is high), a leader can use the Explain method to assist the team. Often, the best way a leader can help the team through the first stage is by **Explaining** what the group needs to get done and helping get every team member on the same page.
- In the second stage, the team's productivity is still low and morale can also drop as team members realize what must be done and with whom. This stage is often filled with tension, conflict, and power struggles. As the team starts to come together in the second stage and starts to become discouraged as they understand the needed tasks, the leader can shift into **Demonstrating**—showing the team how to do the needed tasks and where they are headed.
- In the next stage, the team is making good progress and there is an upswing of both attitude and accomplishment. Sometimes there are still some grumbings or interpersonal challenges among the team members. With skills and enthusiasm on the upswing, the leader can start shifting into **Guiding** mode, coaching the team in taking charge of the effort.
- In the last stage, the team finds success together. The leader can shift into an **Enabling** style. There are a lot of smooth-flowing interactions, and the team is achieving its goals. It's time to let go and Enable the team to function on its own.

TEAMS DON'T START AS EFFECTIVE HIGH-PERFORMANCE TEAMS; THEY GROW AS THEY COME TOGETHER AS A TEAM.

A new team leader changes the dynamics of a preexisting team, such as when a new group of troop leaders steps in. The new leadership team will want to pay close attention to what stages the troop is in as the new leadership team ramps up.

LEADERSHIP ETHICS AND VALUES

You have been selected as a leader in our troop. How does the Scout Oath and Law apply to you as you lead others? As with everything else in Scouting, the Oath and Law are our guidelines for how to conduct ourselves. Let's review the Scout Oath to understand it better.

On my honor . . . as a leader. As a Scout leader, a Scout must, above all, be honorable in what he says and does. More Scouts will now be watching you—watching how you act and assessing whether you are a man of honor at all times. A Scout leader also steps up and encourages others to do the honorable and right thing. You will find occasions where you see others doing less than honorable things—set the example as a Scout leader and intervene. By giving your word, you are promising to be guided by the ideals of the Scout Oath.

. . . I will do my best . . . as a leader: As a Scout leader, do you cut corners and shirk responsibilities? Or do you stand up, do your best, and lead your team to do its best? Every time? Try hard to live up to the words of the Scout Oath. Measure your achievements against your own high standards and don't be influenced by peer pressure or what other people do.



. . . to do my duty . . . as a leader. You now have new and additional duties as a Scout leader. There will be days or times when you'd prefer to not bother doing these duties—perhaps you'd rather play a game with the other Scouts or relax and do nothing with the others. The other Scouts will know what kind of leader you are by whether or not you step up and do your duty, even when you'd rather not.

. . . to God and my country . . . as a leader: Are you serving as best as you can? Are you setting the example for your team? Are you encouraging others to serve well, too? Your family and religious leaders teach you about God and the ways you can serve. You do your duty to God by following the wisdom of those teachings every day and by respecting and defending the rights of others to practice their own beliefs. Help keep the United States a strong and fair nation.

When you work to improve your community and your home, you are serving your country. Natural resources are another important part of America's heritage worthy of your efforts to understand, protect, and use wisely.

. . . **and to obey the Scout Law** . . . as a leader: The 12 points of the Scout Law are guidelines that will help you do the right thing—throughout your life, and right now while you're a Scout leader. The Scouts you are leading will watch whether you are living and acting according to the Scout Law—and whether you are leading your fellow Scouts to do the same. When you obey the Scout Law, other people will respect you for the way you live, and you will respect yourself.

. . . **to help other people at all times** . . . as a leader: There are many people who need you. Are you helping others—on your team and in the other patrols? Are you helping the leaders above you? Below you? Are you helping the Scoutmaster and senior patrol leader run the troop—or are you being less than helpful? Is your patrol helping the senior patrol leader, assistant senior patrol leader, quartermaster, or adult leaders when there are things that need to get done for the troop? By helping out whenever possible, you are doing your part to improve your troop and your community.

. . . **to keep myself physically strong** . . . as a leader: Take care of your body so it will serve you well for an entire lifetime. Are you in good enough shape to participate and lead? Could you do better? Are you encouraging those in your patrol to participate in activities and to develop nutritious patrol meals on outings? Are you setting the example? Are you eating nutritious foods, getting enough sleep, and exercising regularly to build strength and endurance? Do you wear your uniform correctly? Is your uniform shirt buttoned and tucked in at all times? Are you setting the example in uniform? Are you avoiding harmful drugs, alcohol, tobacco, and anything else that can harm your health?

. . . **mentally awake** . . . as a leader: Are you developing your mind and body? Be curious about everything around you, and work hard to make the most of your abilities. Are you learning about your Scout leadership position? Is there more you can learn? Is there more you can try to do in your leadership role? Are you encouraging your team to grow and develop?

. . . **and morally straight** . . . as a leader: Are you an honest and open leader? Are you treating everyone fairly—and ensuring that the other Scouts are doing the same? Are you letting others bully or harass some Scouts? Are you letting (or leading) other Scouts behave poorly? To be a person of strong character, your relationships with others should be honest and open. Respect and defend the rights of all people. Be clean in your speech and actions, and remain faithful in your religious beliefs.

THE SERVANT LEADER

What is the relationship between a leader and the team? The reaction from many people is to state that the team “works” for the leader, performing tasks for one person. When this happens, the leader isn't simply a leader, but more like a “boss” or an “owner.” Many people don't want to be part of a team that works this way, and they'll only join them for the sake of external rewards, like a salary.

In a true team, the leader is one part of the team, and this role isn't necessarily any more important than the role of any other member. Being a team leader means accepting responsibility for the team, its members, its objectives, its reputation, its morale, and more. Being a team leader means serving the team.

WHEN A LEADER RECOGNIZES THAT HE IS RESPONSIBLE TO THE TEAM (AND NOT THE OTHER WAY AROUND) AND ACTS ACCORDINGLY, HE BECOMES A “SERVANT LEADER.”

Servant leaders lead teams that people want to join. Servant leaders use a variety of leadership styles based upon the needs of the team and its objectives.

A servant leader needs to enable the success of those led, remove barriers for them to the best of the leader’s ability, and create an environment for the team to succeed.

In your lives today and in the future, you will have many opportunities to lead. If you accept the role of a servant leader, you’ll find that teams will seek you out to lead them, your advice and opinion will be sought, and your team members will also grow and succeed.

CONTROL

Control is action taken while the group is at work to keep the group together and get the task done. Control is not yelling or berating each other. Control is what you must have to ensure the work is completed as desired.

Some reasons for control are:

- Maintaining a schedule, such as a troop meeting;
- Maintaining motivation;
- Ensuring that members participate within agreed limits;
- Coordination.

Those are just some primary examples. Work without control would mean uneven yellow lines on our roads, textbooks with spelling errors, and elections without results. Control is not the same as manipulation. Control is effectively working together toward a positive, mutual objective. Manipulation is trying to get some edge over someone else in order to achieve a selfish objective. There is no room for manipulation in a leader’s toolbox.

HOW DO WE CONTROL?

One of the best ways of controlling work is through the “Leading/Teaching EDGE” method we have discussed already.

After a function or task, another control is the “Start, Stop, Continue” test:

- What should we START doing that we are not currently doing?
- What do we STOP doing that is not working?
- What should we CONTINUE doing that is working well and helps us succeed?

How does control differ from discipline? Control happens during an activity to insure it gets done right. Discipline usually happens afterward when something has gone wrong.

Controlling the group's performance is the key to successful leadership. In your home or unit, your job depends upon your ability to effectively lead others. The stronger your leadership, the stronger your Scouting program will be.

STYLES OF LEADERSHIP

Dictatorship - In this style of leadership, the situation calls for quick decision making and the leader has little or no opportunity to poll the group's feelings on what decision should be made. The leader considers alternatives, chooses one and tells the patrol what they will do.

Selling - In this style of leadership, the leader once more makes the decision for the group, but seeks to tell others in the Patrol on why his decision was best for the group. He is trying to persuade others that his idea will benefit the group.

Consulting - In this style, the leader consults with the group for their feelings on what should be done but then makes the final decision for the group.

Delegating - In this style, the leader states the problem and delegates the decision-making to the group. The group's decision must fall into acceptable boundaries for the leader to accept responsibility for their choice.

CHALLENGING AUTHORITY

A big problem that leaders must deal with is a person that will not cooperate. There are four possible reasons for this:

- The instructions you gave were unclear;
- Your instructions were misinterpreted;
- Distraction;
- Disrespect and refusal to obey.

Regardless of what the problem is, you need to take that person aside, well out of earshot and preferably out of sight and talk with him one-on-one. Don't talk about it in front of others. This might cause him to be embarrassed and hurt in front of his peers.

If a Scout disobeys you take him aside at an opportune moment and find out why. He might explain that he doesn't follow your instructions because he doesn't respect your authority, feels the task isn't suitable for him, or he shouldn't have to do the work because others are not also working.

Discuss with him how you might work together. Negotiating this might require the help of an outside neutral source like an adult leader.

Always remember the troop is a team and you are a part of that team. You have your part to play in troop leadership. In baseball a catcher may be assigned to only one specific area, but he is part of a larger team that moves all over the field. He has his job to do just like you.

WRAP-UP

Being a leader in the troop is an important and empowering thing to undertake. You have demonstrated by being a part of our training that you want to take it seriously. THANK YOU!

Congratulations again on your new leadership position and remember that the senior Scouts and adults in the troop are here to help you be successful. If you put to work the things you learned in this course, you will be well on your way!

After all, our troop motto is "Follow Me!"

APPENDIX – SURVIVAL ACTIVITY

On vacation in July, you and your family have been traveling in a pickup camper through the wilderness of Western Maine. In a blinding rainstorm, you made a wrong turn onto an unmarked lumber road. You have wandered more than 150 miles over a maze of truck routes into the wilderness. The camper has run out of gas and now you, your parents, a ten-year-old sister, a six-year-old brother, and the family cat are lost.

After a family conference, you decide it is not wise to split up. You are going to try to walk back together. You are pretty sure that if you pace yourselves, you can cover about fifteen miles a day. Because of a fuel shortage, there are no helicopters or jeeps patrolling the area, and you have seen no other cars or houses.

The family is dressed in lightweight summer clothing, and everyone is wearing sneakers. Temperatures at night dip into the low 40s. It is also bug season. As you look around, you find the following items in the camper, some of which might be useful:

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| _____ Fishing gear | _____ 10-lb. cheese wheel |
| _____ \$500 in traveler's checks | _____ Transistor radio |
| _____ .44 Magnum handgun and ammo | _____ 6-foot tent pole |
| _____ Four Dacron-filled sleeping bags | _____ Sheath knife |
| _____ 5-gallon jug of water | _____ Wool sweaters for everyone |
| _____ Instant breakfast (three boxes) | _____ Raft paddles |
| _____ House and RV keys | _____ Inflatable rubber raft (20 lbs.) |
| _____ Cigarettes | _____ Paperback books |
| _____ Coleman camp stove (two-burner) | _____ First-aid kit |
| _____ Family tent (10 lbs.) Snakebite kit | _____ Matches |
| _____ Alarm clock | _____ Steak (3 lbs.) |
| _____ Five cans of kidney-liver cat food | _____ Marshmallows (four bags) |
| _____ 5-lb. tub of peanut butter | _____ Bug repellent |
| _____ Bathing suits | _____ Walkie-talkie radio |
| | _____ Road map of Maine |

THE TASK

1. Individually, you must choose, and put in priority order, the fifteen most important items for survival in this situation. The other fifteen may be eliminated.
2. As a group you must choose, and put in priority order, the fifteen most important items for survival in this situation. The other fifteen may be eliminated.