

Junior Leadership Training

April 30, 2011

Agenda

Ice Breaker Activity	Dan Boatright	9:00 – 9:15
Scout Oath & Law	Volunteer	9:15 – 9:20
Why Leadership Exists	Dan Boatright	9:20 – 9:35
The Leadership Structure	Michael Morris	9:35 – 9:50
Activity	Dan Boatright	9:50 – 10:10
The Patrol Method	Tyler Booth	10:10 – 10:25
Communication & Resources	Jack Curtis	10:25 – 10:40
Activity	Dennis Wagner	10:40 – 11:00
Knowing and Using Resources of Group	Tyler Booth & Jack Curtis	11:00 – 11:15
Setting the Example	Michael Morris	11:15 – 11:30
Applying What You've Learned	Dennis Wagner	11:30 – 11:40
Lunch	Leaders	11:40 – 12:00
Scout Master Minute & Close	Dan Boatright	12:00 – 12:15
Clean Up and Sign Attendance		



Why Leadership Exists

Dan Boatright



Why Leadership?

- Every team has a leader.
- The leader is elected because he already displays some leadership skills.
- A patch or a title does not make you a leader - the patch identifies you as a Scout who others want to follow.
- What matters is:
 - What you do.
 - What happens when you do not.
 - Responsibility



The Tasks Of Leadership

True or False?

- The only people who lead have some kind of leadership job, such as chairman, coach, or king.
- Leadership is a gift. If you're born with it, you can lead. If you're not, you can't.
- "Leader" is another word for "boss."
- Being a leader in a Scout troop is like being a leader anywhere else.



The Job of a Leader

- Get the job done.
- Keep the group together.



The Job of a Leader

True or False?

- a. Nice guys finish last.
- b. Mean guys finish last.
- c. Leaders get the job done and keep the group going.
- d. Leaders have a special title or badge that makes others like to follow.



What Affects Leadership?

- Leadership is not magic - It's skill.
- A leader learns how to get the job done and still keep the group together.
- Leadership differs with the leader, the group, and the situation.



What Affects Leadership?

- Leaders are all different - no two leaders are the same.
- Groups are different, too - when a good leader changes groups, he changes the way he leads.
- Situations change also – good leaders change leadership styles when faced with different situations.



What Affects Leadership?

- An effective leader, then, must be alert at all times to the reaction of the members of the group; the conditions in which he may find himself; and be aware of his own abilities and reactions.



The Skills of Leadership cont'd

- Evaluation
- Planning
- Controlling the Group
- Sharing Leadership
- Setting the Example



Leadership

The pessimist complains about the wind.

The optimist expects it to change.

The leader adjusts the sails.

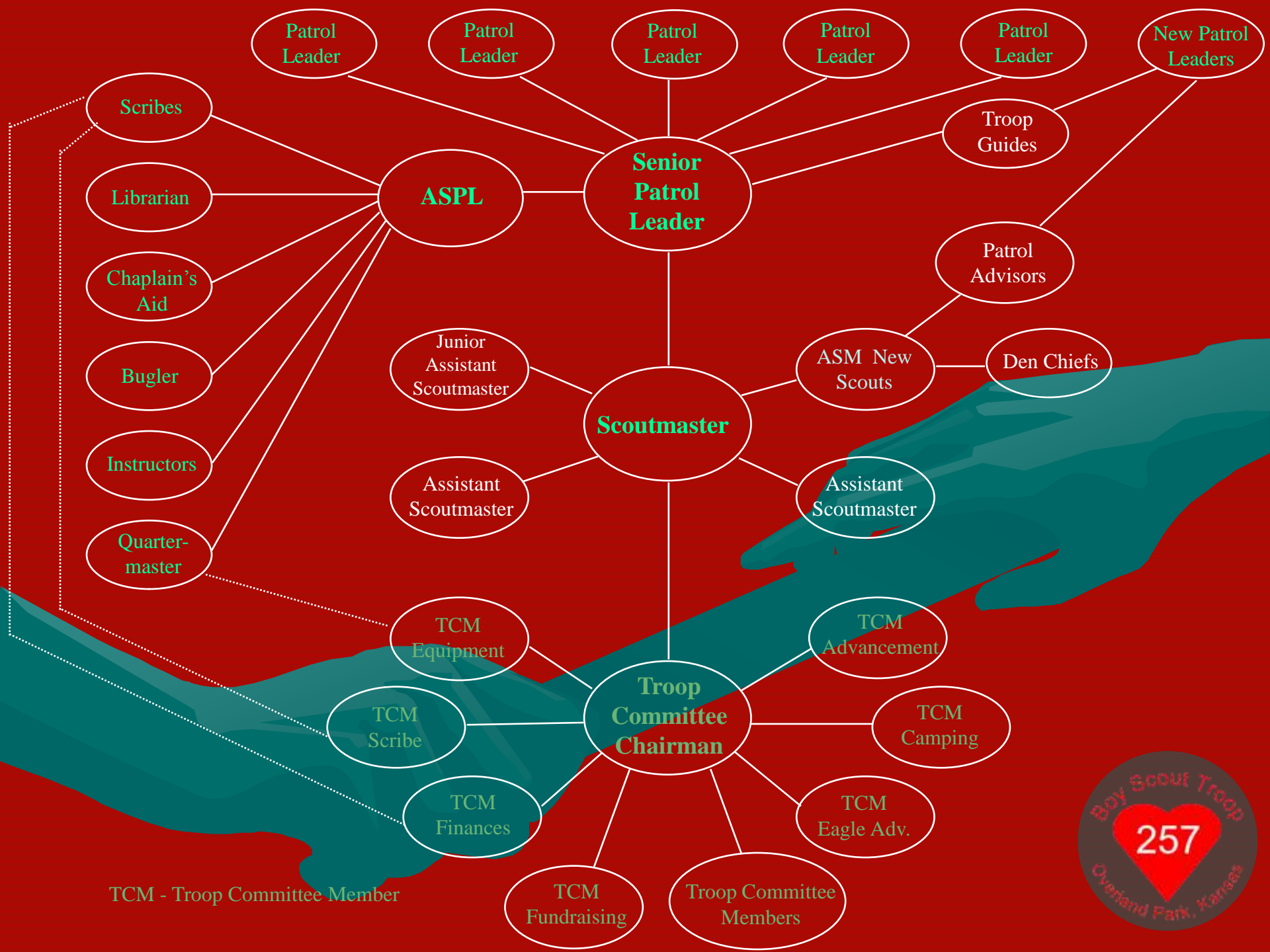
--John Maxwell



Leadership Structure

Michael Morris





TCM - Troop Committee Member



Junior Leader Positions

- **Senior patrol leader:** top junior leader in the troop. He leads the junior leaders and assigns specific responsibilities as needed.
- **Assistant senior patrol leader:** fills in for senior patrol leader in his absence. He is also responsible for training and giving direction to the quartermaster, scribe, troop librarian, and instructors.



Junior Leader Positions

- **Troop Historian:** collects and maintains troop memorabilia and information on the troop including former troop members.
- **Librarian:** keeps the troop books, pamphlets, magazines and visuals, and merit badge counselor list available for use by troop members.



Junior Leader Positions

- **Quartermaster:** responsible for troop supplies and equipment.
- **Scribe:** The troop secretary
- **Den Chief:** works with a Cub Scout den as a guide.
- **Troop Guide:** advisor and guide to the new Scout patrols.



Junior Leader Positions

- **Instructor:** teaches one or more advancement skills to troop members
- **Chaplain's Aide:** assists in troop religious services and promotes religious emblem program.
- **Junior Assistant Scoutmaster:** A Scout 16 years or older (Troop 257 uses Eagle Scouts) to support other boy leaders as assigned.



Junior Leader Positions

- **Patrol Leader:** responsible for leading the patrol.
- **Assistant Patrol Leader:** fills in for patrol leader in his absence.



Order of the Arrow

- OA Representative: represents OA members of the troop, assists in OA nominations, and collects OA dues as appropriate.



Activity

Dan Boatright



The Patrol Method

Tyler Booth



Patrol System

“The patrol system is not one method in which Scouting for boys can be carried on. It is the only method”

- Lord Baden-Powell, Scouting's founder



The Patrol

- The troop is made up of several patrols.
- The patrol method allows Scouts to interact in a small group outside a larger troop context, working together as a team and sharing the responsibility of making their patrol a success.



The Patrol

- Patrols will sometimes join other patrols to learn skills and complete advancement requirements. At other times, they will compete against those same patrols in Scout skills. (The golden skillet)
- The members of each patrol elect one of their own to serve as patrol leader. To give more youths the opportunity to lead, we elect patrol leaders twice a year.



Patrol Size

- Depends upon troop's enrollment and the needs of its members, although an ideal patrol size is at least eight active Scouts.



New Scout Patrol

- Younger Scouts who recently joined the troop.
- Troop Guides are usually assigned to help a new scout patrol with the challenges of troop membership.
- Assistant Scoutmasters are available to assist the new Scout patrol, but all older Scouts should help to ensure each scout has every opportunity to succeed right from the start.



Regular Patrols

- Made up of Scouts who have completed their first year. They have been around long enough to be comfortable with the patrol and troop operation.
- In our troop, regular patrols are made up of Scouts of different ages and ranks.
- Are well versed in camping, cooking, and Scouting's other basic skills.



Patrol Activities

- Most patrol activities take place within the framework of the troop.
- However, patrols are encouraged to conduct day hikes and service projects independent of the troop, as long as they follow two rules.
 - The Scoutmaster approves the activity
 - The patrol activity does not interfere with any troop function.



Patrol Spirit

- Patrol spirit is the glue that holds the patrol together and keeps it going. Building patrol spirit takes time, because it is shaped by patrol's experiences – good and bad.
- Every patrol needs a good name. Usually, the patrol chooses its name from nature, a plant or animal, or something that makes the patrol unique.



The Patrol Leaders' Council

- The patrol leaders' council is made up of the senior patrol leader, who presides over the meetings; the assistant senior patrol leaders, all patrol leaders, and the Scoutmaster.
- Patrol leaders should present ideas and concerns of their patrol members.
- The PLC meets monthly to fine tune activities for the upcoming month.



Duties of a Patrol Leader

- Plan and lead patrol meetings and activities.
- Keep patrol members informed.
- Assign each patrol member a specific duty.
- Represent the patrol at all patrol leaders' council meetings and the annual program planning conference.
- Prepare the patrol to participate in all troop activities.



Duties of a Patrol Leader

- Work with other troop leaders to make the troop run well.
- Know the abilities of each patrol member.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Law.
- Show and develop patrol spirit.



10 Characteristics of a Good Patrol Leader

- Keep your word
- Be Fair to All
- Be a Good Communicator
- Be Flexible
- Be Organized
- Delegate
- Set an Example
- Be Consistent
- Give Praise
- Ask for Help



Communication and Resources

Jack Curtis



Communicating

- Information is received through:
 - Hearing
 - Seeing
 - Feeling (touch)
 - Tasting
 - Smelling



Most important
for inter-personal
communications



Communicating

- We receive information by reading what is written or listening to what is said
 - BUT, we often do a poor job of reading or listening:
 - Most people learn about **11%** of what they know by just listening, but **83%** of what they know by seeing (observation and reading)
 - Most people recall **20%** of what they heard but can recall **50%** of what they both heard and saw
- A multimedia approach to communicating is vital!



Communicating

- Communication involves several factors:
 - Receiving
 - Storing
 - Retrieving
 - Giving
 - Interpreting information
- It is important to communicate freely with each other



Communicating

(*Giving* information)

- Make sure *others* are *listening* before you start giving information
- Speak *slowly* and *clearly*; write neatly
- *Draw* diagrams and *pictures* and have those receiving the instructions make notes
- Have the others *repeat back* their understanding of the information; ask for feedback
- *Summarize* what has been communicated



Communicating (*Getting* Information)

- *Pay attention* and listen carefully
- *Make notes* and sketches
 - Sometimes just writing it down aids retention
- *Ask questions* and repeat your understanding of what was said



Communicating

(Problems in Communicating)

- Attention span
- Distractions (something on your mind or something or someone distracts you)
- Meaning (the content of the message)
- Lack of interest (subject matter)
- Personal dislikes (you dislike the other person, so you tune him out)
- Attitude (you think you already know everything about the topic)



Communicating

- What kind of information do Scouts receive?
 - Hints
 - Updates
 - Schedule
 - Program information
 - Policy
 - Training
 - Instructions
 - Complaints



Communicating (Body Language)

- What is body language?
 - Motions
 - Attitude
- What do we communicate with body language?
 - Anything we want
- Why is body language important?
 - Allows you to read, or inject, more into a situation



Communicating (Check Yourself)

- Do the Scouts remember what you say?
- Do they take notes regularly?
- Do they ask questions when in doubt?
- Do you take notes yourself and review them to be sure you don't forget things?
- Is the job getting done?
- Is the group staying together?



Leadership

“The best leaders are clear. They continually light the way, and in the process, let each person know that what they do makes a difference.”



Activity

Dennis Wagner



Knowing (and *Using*) the Resources of the Group

Tyler Booth and Jack Curtis



Knowing (and *Using*) the Resources of the Group

- A resource is something that you can use
 - A book
 - Tools
 - A piece of wood
 - People can also be resources
 - They know how to do things
 - They have information or knowledge
 - They know how and where to get other resources



How Can You Identify Resources?

- Through observation
- Through casual conversation with Scouts about their interests and skills
- Ask questions: “Who knows how to...?”
- Give each member of the patrol a resource sheet with questions on it



Talent Survey

Check all the skills you are good at:

<input type="checkbox"/> Cooking	<input type="checkbox"/> Hiking
<input type="checkbox"/> Knot tying	<input type="checkbox"/> Nature



Knowing (and *Using*) the Resources of the Group

- Resources can come from:
 - Members of the patrol
 - Members of the troop
 - Chartered organization
 - Parents and friends
 - Local business
 - Scout council / district
 - Community organizations and services
 - Fire, Police, Parks & Recreation, *etc.*



Knowing (and *Using*) the Resources of the Group

- Resources within our group are greater than you think
- As you see the resources available to the group and from within the group, you will gain a better understanding of each other and the potential for what you and your group can achieve



Setting the Example

Michael Morris



Setting the Example

The most positive leadership skill is the personal example of the leader. A good leader sets a positive example in these ways:

1. Following instructions
2. Trying hard
3. Showing initiative
4. Acting with maturity
5. Knowing the job
6. Keeping a positive attitude



Setting the Example (Following Instructions)

- As simple as obeying the law
- As complex as doing what is right
- Carrying out tasks in the recommended manner points out that rules and procedures are important



Setting the Example (Trying Hard)

- Leader sets the tone for the group
- Leader must work as hard as, if not harder than, any one member of group
- Leadership by direction is not as effective as leadership by example
 - How many times have you heard:

“Do as I say, not as I do”



Setting the Example (Showing Initiative)

- A good leader does what needs to be done without waiting to be told or forced to act
- Effective leaders respect the good suggestions of the group members and encourages each person to show initiative
- “Nothing to it but to do it”



Setting the Example (Acting with Maturity)

- Effective leaders show good judgment
- Expect no more maturity from group members than they are willing to show
- Group members see that the leader's personal behavior is directed toward accomplishing task



Setting the Example (Knowing the Job)

- Generally, leader should have solid knowledge of skills to be used
- If not, leader should recognize group members with those skills and apply them toward task



Setting the Example (Keeping a Positive Attitude)

- Positive attitude is a vital example to group
- Leader's personal frustration or discouragement should never be apparent
- Failure happens. Consider it a potential learning experience
- Enthusiasm is contagious. Try it!
- Be a role model
- “When life gives you a lemon, make lemonade!”



Setting the Example

What kind of attitudes are people catching from you?



Applying What You've Learned

Dennis Wagner



So, how will you use what you have learned today?

- Scout Meetings
 - When you arrive
 - At your scout table
 - In your patrol
- Your next campout
 - Food planning
 - At the Camp
- At Summer Camp
 - In your pod
 - At the flagpole
 - Kitchen Patrol



Leadership

*“Leadership is the capacity to translate vision
into reality.”*

--Warren G. Bennis

