

LEADERSHIP SEGMENT – WHO IS A LEADER?

Begin with Hog Call Game.

HOG CALL

Objective: *To find your partner while blindfolded..*

Procedure:

Ask the group to pair up with someone they do not know very well. Pairs are then asked to choose a matching set of words. e.g. salt-pepper, black-white, etc.

Split the pairs, asking each member to walk to opposite ends of a field. When in place, Scouts are instructed to put on blindfolds. On a signal, they are to try to find their partner by shouting their matching words.

Leaders should protect individuals from running into each other or wandering off.

Rules: - Keep blindfold on until partner is found.

Concepts: Communication, teamwork.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think was the purpose of this game?
- What did you notice about the "noise volume" of the group at first? Did this change? Why?
- What skills were developed by this activity?
- How can these skills be applied to your scouting?
- How can these skills be applied to life outside of scouting?
- How did you and your partner decide on the pair of words you used?
- How did it feel to try to find someone with everyone shouting?

- How hard was this to do?

Materials: - Blindfolds

CONSIDER: A Scout Troop without leaders is a lot like having a group of kids walking about blindfolded and calling for attention. Consider that from the perspective of us adults, many of you are young men who have a few friends here in the Troop and these small groups want to do things together – often excluding others. Sometimes you are in different patrols and your calling to each other increases the noise level to the point where nothing productive can happen. We adults are looking to find some way of getting all these groups of kids together and working towards definite goals.

You are all leaders in training. Until you become an Eagle Scout, you are supposedly constantly learning how to lead others. You do that by mastering leadership skills – many of which we are going to cover today – and all of which we will reinforce during the rest of your Scouting career.

Here's a Question for you: TRUE or FALSE – The only people who lead have some kind of job or a title that makes them the leader?

Exercise #1:

Quick! Everybody line up according to when your birthday is. January birthdays to the right and working down to the end of the year.

In our first exercise, who was the Leader?

I wasn't the leader for more than 5 seconds...I just told you what the mission was ... then I stood back.

Who became the first leader?
Did the leader change? When?
Who else was the leader? When? Why?
What made this person the leader?

What does it take to be a Leader?

**POINT OUT SIGN: THE ONLY TEST OF
LEADERSHIP IS THAT SOMEBODY FOLLOWS.**

All it takes to be a Leader is to have somebody willing to follow you. That's it. You are then the Leader until your follower(s) follow somebody else. You can even be a Leader and a follower at the same time!

In the military, when an officer tells the Sargent to do something and the Sargent follows those orders, the officer is the leader and the Sargent is the follower. When the Sargent gets a corporal and a couple of privates to complete the task the Sargent, who is still following the officer, becomes a leader of those other men. The Sargent is both a follower and a leader at the same time.

Let me give you another hypothetical:

A bunch of cars pull up to a traffic red light and stop. Pretty soon it becomes clear that the light is out of order because it is staying red and not changing at all. Traffic is backing up. Finally a car waits until traffic is clear and then safely goes through the intersection. Other cars begin to do the same thing. Who was the leader? Did that unknown driver have a job or title?

So let me repeat our first question: Does a leader have to have a job or a title?

No. You're not a leader just because you wear a leader's hat or a badge of rank. You're a leader when you have people following you and you are getting them to do things.

Do leaders always lead in a positive direction?

No. People are often "led astray" by a leader who takes them down a wrong path. Whenever you bend to the wishes of your peers to do something you know is not quite right, you have followed the wrong leader. (Examples)

Now here's another Question: TRUE or FALSE....Leadership is a gift....if your not born with it, you can't lead?

FALSE. Leadership does take some skill and not everybody can learn all of the skills as well as anybody else. BUT, most people can learn some of the skills of leadership and develop the potential be become good leaders. Chances are you were not born with leadership skills. However, if you can learn to swim, do math, cook a meal or fix a bike, you can learn leadership skills.

We are going to practice some leadership skills today. And this leads me to a 4th Question:

TRUE or FALSE – Being a leader in a Scout Troop is like being a leader anywhere else?

TRUE. The important thing now is that Scouting is giving you a chance to lead a lot earlier than other kids your age. You can learn how to lead in Scouting and practice leadership. Then you can lead other groups, too. The skills you lead are very much the same.

GAME: DIMINISHING LOAD

Objective: *To move a group across an open area as quickly as possible.*

Procedure: Instruct the group that they are to get across an open area as quickly as possible. To get across, a person must be carried.

Rules:

- The first person must return to be carried across.
- If someone being carried touches the ground, both must return to be carried across.

Concepts: Problem solving, teamwork, cooperation and trust.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- How did the group decide to solve the problem?
- Did anyone become the leader?
- How did the leader emerge?
- Did the leader change? When? Why?
- What things did you have to think about before you started?
- How did you feel when things didn't go as well as you wanted?
- How did you deal with the feelings?

(Give the group the option to try the activity a second time.)

Materials: - None

[possible solution: after 2 cross, they both carry 1, when 3 cross, they all carry either 1 or 2 people at a time]

WHY JLT?

Remember when you first came to Scouts? Remember that you couldn't wait to advance? Getting your book "signed off" was really important. Every meeting for the first month or so and at every campout you learned new things and got your book signed off as you worked to become a Scout – Tenderfoot – Second Class Scout.

OK...so how long have you been in Scouts now? Have you continued to advance as fast as you wanted to? Have you stalled a bit? Are you losing your focus on Advancement?

Why do we do all this leading and training and planning and advancement review anyway?

A few of you admitted last week that you didn't know your knots as well as you should. Didn't you have to tie them to advance in rank?

You tied them, but did you learn them? If you learned them, did you forget because you haven't had to use them?

When doctors, policemen or firemen respond to an emergency....do you expect them to know what to do?

When was the last time you think they reviewed the practices and procedures they use?

How often does a policeman practice shooting his gun?
Do you think firemen practice putting out fires once they learn?

Do you think Scouting should be any different?

In school you learn certain things....in math you learn to add and subtract....later you move on to Algebra and Calculus and higher math...but do the teachers ever let you have the chance to forget adding and subtracting?

What helps to make Scouting so unique is that you can review a skill that you don't learn in school – like outdoor cooking or camping – and to practice team building and leadership at the same time!

So, KEEP YOUR EYE ON THE PRIZE....It's common to get distracted at your stage and it may get even worse next year...but try to fight it. It's easy to put Scouting and Advancement on the back burner as you move into Jr. High and High School and go through other changes. Learn about Merit Badges that can get you on your way, if you don't ...no matter what ...you'll be disappointed that you didn't listen to this advice.

We go through JLT so that you can learn what it takes to be a Leader.... and that includes a vision of what you can do as a leader.

BOWLINE STROLL

Objective: *For the group, joined together, to travel over a course as quickly as possible.*

Procedure:

Everyone in the group ties a bowline around their waist, making sure the rope is snug around their middle. Next, they should tie the free ends of their ropes to one small loop of rope. Each person should be no more than one foot from the center loop. The group must then travel from point A to point B as quickly as possible.

Rules:

- Care must be given to proceed safely.
- No one may be dragged by the group.

Concepts: Communications, teamwork and cooperation.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did the group think the purpose of the activity was?
- How did the group decide the best way to move?
- Was anybody in the group a leader?
- How did you feel about that?
- What was the hardest part of the activity? Why?
- What was the best part of the activity?
- Can you think of specific examples of when the group cooperated in the activity?
- What did you learn from the activity?
- What did you learn about the others?
- If you were to do this again, how would you do it differently?

(Give the group the option to try the activity a second time.)

As a Troop, we have to move together as a team. We all have to know what the ultimate goal is and how we intend to get there. If you were told that you had to guide the Troop from our Meeting place to the Rose Parks Circle for Ice Skating later this month you would probably want to look at a map before you started heading towards downtown Grand Rapids. Each year we set out a Map before you of places that you have said you want to go – our Troop Calendar.

Every month we have several events that we either sponsor or decide to attend. There is a lot of event planning going on. This takes work as well. It is not easy to think of everything, but the more experience we gain, the easier it becomes.

IF YOU FAIL TO PLAN, YOU PLAN TO FAIL.

Leadership involves vision – you have to see the big picture and be able to identify the pitfalls so that you can plan to avoid them. Now this sounds hard – and I will tell you now that it is not easy. But once you learn the basics, the rest comes a lot easier. Lucky for you, we have a plan for letting you learn the basics before you have to take over and lead a big group. We practice those basics in what we call PATROLS.

Let's play another game.

GAME: TEAM TIC TAC TOE

Reflect on Game.

What was the purpose of the game? (To get the enough points to earn candy)

Was it supposed to be a competition?

Looking for a WIN:WIN solution.

In a Troop, the goal is for everybody to win.

Scouting is not based on Competition between boys or patrols or troops. We have competition in Scouting, but the competition is designed so that boys can show group and team leadership. We don't race against other boys to the Eagle Rank, with only the first in a group getting it. That is a race that each of you have to conduct against yourself and your 18th birthday. Some boys find the race too tiring or boring and they drop out, some wait until the very last moment and then have to sprint to get there in time. others wait until they see the finish line, but can't reach it in time and never become Eagle Scouts. Those that sprint and get there at the last minute rarely have enough time to enjoy their rank before they are out of scouting and off to college or a job.

We are looking for a WIN:WIN solution in Scouting. One where you win and Scouting wins. Scouting wins when you become a complete

leader and pass on what you have learned to other Scouts. You win when you reach that Eagle Rank and learn to live by the Scout Law.

But you can't win a race unless you know not only where the finish line is, but how to get there.

We get there by following the PATROL METHOD.

In 1914, Baden Powell said the Patrol System is merely putting your boys into permanent gangs under the leadership of one of their own number, which is their natural organization whether bent on mischief or for amusement. But to get first class results from this system you have to give the leader a real free-handed responsibility if you give only partial responsibility, you will get only partial results.

WHY IS THE TROOP DIVIDED UP INTO PATROLS?

There is a method to the groups of groups that make up the Troop's leadership development experience. We didn't invent it. Lord Robert Baden-Powell, the founder of the Boy Scouts, did. It's called the Patrol Method. Baden Powell's Insight.

In 1888, BP wrote,

The formation of the boys into Patrols of from six to eight and training them as separate units each under its own responsible leader is the key to a good Troop. The Patrol is the unit of Scouting always, whether for work or for play, for discipline or for duty. An invaluable step in character training is to put responsibility on to the individual. This is immediately gained in appointing a Patrol Leader to responsible command of his Patrol. It is up to him to take hold of and to develop the qualities of each boy in his Patrol. It sounds a big order, but in practice it works.

Then, through copying and competition between Patrols, you produce a Patrol spirit which is eminently satisfactory, since it raises the tone among the boys and develops a higher standard of efficiency all round. Each boy in the Patrol realizes that he is in himself a responsible unit and that the honor of his group depends in some degree on his own ability in playing the game.

This, he felt, was Scouting's most essential contribution to education.

Twenty years later, commenting on the successful use of the patrol method, he says, "The sum of the whole thing amounts to this--every individual in the patrol is made responsible, both in den and in camp, for his definite share in the successful working of the whole."

We use the patrol method deliberately--not just because of the program's roots in Scouting. The origins and basis for the patrol concept are grounded in society at large. No one individual could run an organization of several hundred members; there must be subgroups.

Social research has confirmed the fact (many years after Baden-Powell intuited it) that the best size group, the one that functions most effectively, has from 6-9 members. Why? And what does this contribute to the Troop's program and to an individual's experience?

The team is a natural sized group. Most boys and girls naturally run around in groups of 6-9.

There is a job for everyone in a patrol of 6-9. In a larger group, one person can get lost and go unnoticed. In a team, every member's participation is essential. Each has responsibility whether it be for collecting dues, washing pots, or acting as Assistant Patrol Leader.

Furthermore, every person has a place, a degree of responsibility, and the opportunity to exert influence over others as a leader. The team concept is more efficient; more can be accomplished in a shorter time. Teams of teams can plan and do more than one big amorphous group. What otherwise is an overwhelming task of planning, teaching, directing, supervising, and controlling the learning experience is delegated to learners. The task, without the team method, may be insurmountable. In smaller groups (of less than 6), there is not enough people to develop good spirit and to do the job.

Citizenship training happens in a patrol-sized group. Nearly everyone operates in a patrol sized group – both at home and on the job. Whether were a Scout, a steel furnace operator, a fireman, or an insurance salesman – we must cooperate in order to get the job done. A very large group cannot pay adequate attention to individual concerns.

The Scouting program and Troop 354 belongs to its members. We are responsible for it and how well it works. If we stay committed, want it to work, and feel valued and appreciated as a member of a team we can have the best Troop in all of Scouting. That is our goal – to be the best and to have fun along the way!

HOW DOES THIS WORK? LET’S FIRST LOOK at what happens whenever we bring boys like you together into groups. The process of bringing a group of strangers together and expecting them to get along under stressful circumstances requires special care. As a leader, you have an opportunity to have a terrifically positive impact on someone's self esteem if you manage the group right.

Patrols go through three stages after the members are gathered together:

Stage I: They are formed into a real patrol (the members know they are members, and so on). They develop and identity and begin to think of themselves as a team.

Stage II: They develop their capabilities to act as a patrol. They all pitch in as a team and get things done that individually they cannot. More importantly, each member is ready to do his part to make sure that they all succeed.

Stage III: They actually function or operate as a patrol. They don't think in terms of "I" or "Me", but of "Us" and "Our Patrol". The members of the patrol begin to all advance in rank....the higher ranking boys pulling the lower ranking ones along.

Leadership, you will learn, involves looking out for the group and its members...helping all succeed. **HERE'S THE SECRET:** This is how you get people to follow you: **PEOPLE WILL FOLLOW YOU WHEN IT IS IN THEIR BEST INTEREST TO DO SO.** They will follow you because you offer them the best chance of succeeding in something that is important to them.

We want to get you and your Patrol to Stage III as quickly as possible. This is why the first few months you have been together were loaded with requirements that you meet and do things together. After you are operating pretty well as patrols, then we can learn some refinements or special techniques leaders ought to have.

WHAT HAPPENS WHEN YOU PUT PEOPLE TOGETHER FOR THE FIRST TIME?

When a group of people who will work together meets for the first time, what's the first thing that happens? People cast about for clues to one

another's identities: values, social standing, friends in common, hobbies, and later in life, jobs or professions.

People often attempt to establish dominance; they may assert their knowledge, skills or social standing, their occupation, the school they attended, the community they live in, and so forth.

These people are obviously trying to find what they have in common. Perhaps a couple of members know one another already. These people will usually get together first. Nonetheless, all members are new to this particular group. If the group is to be successful and complete its task, it must begin to establish itself. Someone becomes apparent as a potential leader if one has not been designated. How does this happen?

In the world at large, if a leader is not picked by an outside authority figure, then the loudest, most assertive person may become leader; or the group may intelligently choose a member with the greatest apparent expertise in the subject at hand; or it may fall by default to someone who, after a long interval, finally says, "Oh, I'll be Patrol Leader!"

This is STAGE ONE. A Patrol is formed. So what?

When you were first told you were going to be in a Patrol this past fall, how did you feel?

How did you feel about being assigned to one without getting a voice in the process?

Do you think it worked? Why? Why not?

Were there people in another patrol you wanted in your's instead?

What is one of the first things you were asked to do?

{Elect a leader}

Were you asked to pick a name? Why? What is the purpose of that?

Were you happy with the name that was picked? How was it picked?

Was it a fair process?

Did you ever come up with a cheer? Why not?

How about a flag? Why not?

Can you think of any reason why having a cheer or flag would be important?

How many of you have your patrol emblem on your uniform? Why not? Why not everybody?

Do some of you not want to be in a patrol?

You have heard that patrols are to be 6-9 boys in size. What size is your patrol?

PATROL FLAG - You've been told for months about how **THIS IS YOUR IDENTITY** it's important to make one and have with you at all Troop activities. This is so that you can focus and develop Patrol Spirit.

Look at the American Flag. What does it symbolize to you?

People have died for that flag and what it represents.

We don't expect you to die for a patrol flag, but without one, can you think of any other way to focus on what your group means to you?

Right now, I would have to say that most of you don't think your patrol matters at all – not one bit. You might not want to see the troop embarrassed, but you could care less about your Patrol.

Do you know why? I would suggest it is because you don't identify with your patrol and you are not perceived by your fellow scouts as belonging to a patrol either. I would like to see this change. I would like to get to the point where Stephen Courtade thinks of himself as a Boy Scout of the Pinetree Patrol of Troop 354.

We need to work on Developing Patrol Spirit

It is difficult to see inside people--so we usually estimate "what's going on" inside them by looking at their outward appearance. In tight knit organizations like Scouting, groups that are really welded together often show this by taking pains to create symbols of their group spirit. You can't create patrol spirit simply by devising a special T-shirt or flag or composing a song or yell--even if it's great. We can't give you patrol spirit by mandating it. But a patrol or team that adopts even a not-so-great song with real enthusiasm has something going for it. The patrol flag, song, yell, totem, hat, T-shirt, and the like are only important in this experience because, if they don't happen it means that the Patrol is not working the way it is supposed to.

The desire to create these things must come from within the patrol members. Expressing team spirit is important because it lets us, and all your fellow scouts, know how healthy your group is. Patrols that don't take pride in their group more than likely they are not working as a group.

HOW CAN YOU DEVELOP PATROL SPIRIT?

[Working together ... doing things together....helping each other....succeeding together.... supporting each other....relying upon each other....] Being friends. Friends don't let friends fail.

PATROL ACTIVITY: DESIGN A PATROL FLAG – Allot 20 minutes.

Materials Needed: Paper, Pens, Pencils, Crayons. Paper.

Show results.

Did your patrol work together?

Did everyone pitch in?

Did anybody refuse to help?
Are you satisfied with the results?
Will this be your patrol flag?

If not all the patrol members are here, do you think we should repeat this process as a Patrol? Why or Why not? Don't you think all the patrol members should agree that this will be their symbol if they are expected to recognize it?

Do you think that competition and working towards a common goal is a good way to develop Spirit? Do you think we should reward those patrols that work best together? ¹

WORKING TOGETHER

One way we can start working as a group better is to have to accomplish tasks that require everyone's assistance. This is why we have been giving Patrols assignments to complete on a weekly basis. You will note that we assign ONE BOY to complete a task or prepare an event and that we require ONE PATROL to serve as the resource group to accomplish it. ONE PATROL is given the responsibility of opening and closing our meetings...ONE BOY is given the task of leading it.

Let's practice a task that will require help from everyone.

THE AMAZON

Objective: *Using a plank, stick, pole and rope, for the group to retrieve a container placed some distance from a simulated river bank.*

¹ CONSIDER A DISCUSSION ON THE QUALITY PATROL CONCEPT (ATTACHED) AT THIS POINT. THIS SHOULD TAKE 15-20 MINUTES. THIS IS NOTHING TO ADOPT AT THIS POINT – MERELY TO DISCUSS FOR A LATER PROPOSAL.

Procedure: The group must use the materials provided to retrieve the container. They may use the materials and themselves in any way they see fit. The group may not touch the ground beyond *the "river bank."*

Rules:

- The group may only use the materials provided.
- If a participant touches the ground beyond the back, the group must start over.

Concepts: Decision making, cooperation, problem solving and teamwork.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think the purpose of this activity was?
- How did the group decide to solve the problem?
- Were you satisfied with how decisions were made? Why or why not?
- What was the hardest part in completing the activity?
- What was the best part?
- Who assume leadership?
- Did leadership shift as the activity progressed?
- Who made suggestions for completing the activity?
- Were all of the suggestions heard?
- Why were some suggestions ignored?
- What did you do during the activity?

(Give the group the option to try the activity a second time.)

Materials:

- 2 - 30 foot length of 5/8th inch rope

- Four to Six Scout staves. (2 per group)
- 2 #10 can with bail handle.

Do your Patrol members work together?

Does everyone pitch in?

Do your Patrol members want more challenges?

Was the job done right?

Was the job done on time?

Did your Patrol follow a plan?

ASSUMING you worked together as a Patrol to accomplish this task, you would have arrived at STAGE TWO – Developing your capabilities as a Patrol.

STAGE 3 – “actually functioning or operating as a patrol... not thinking in terms of “I” or “Me”, but of “Us” and “Our Patrol”. This is something that you will have to continually work on THIS YEAR. What we wanted to do this morning was to give you the picture of how it will look when this happens.

I want to share that vision with you now.

SHARED VISION

1. Every Monday meeting should start out from 7:10-7:45 with a Patrol meeting, followed by joint Troop meeting at 7:50-8:30. You will meet in Patrols to practice and learn leadership, to focus on advancement and to complete merit badge work. You will also work on Troop demonstration projects that they will be assigned or pick to teach the Troop during the combined Troop meeting that will follow that same night and/or to prepare for the upcoming camp out. The Patrol assigned the opening or closing can use part of that time to plan a meaningful one...or at least an efficient one.

2. Each Patrol will maintain its own roster, attendance chart and phone tree. Each Patrol must keep records of member advancement and merit badges earned. Each Patrol must keep minutes of Patrol meetings in a special minute book designed for that purpose. Minutes should be reviewed monthly by an Assistant Scoutmaster, who gives guidance to the Scribe on how to take notes and maintain records. An Assistant Scoutmaster, the Scoutmaster or the SPL will either attend or pop in on Patrol meetings to make sure they are accomplishing something. Patrol leaders will report attendance figures at each PLC meeting and identify non-participating scouts so that the SPL, Scoutmaster, and ASMs can either recommend a course of action or plan some follow-up.
3. Each Patrol will have an agenda for its Patrol meetings. The Assistant Scoutmaster or SPL will help create that agenda until the Patrol Leader becomes proficient at it. Monthly agendas can even be pieced together at PLC meetings. Patrols must meet regularly and have duties assigned to them that require them to work together. Patrols that don't meet regularly should be disbanded.
4. Each Patrol will have its own specifically assigned tents that it is responsible for. Only those tents assigned to a Patrol can be used by the Patrol. If only 1 or 2 boys from a particular Patrol go on a camp out, they will still use their own Patrol gear – i.e. they/he will only need one of their Patrol's tents; the other(s) remain unused. If the Patrol needs a tent, because it didn't bring it or it is not in useable condition, the Patrol will have to borrow one from another Patrol by going through that Patrol's Quartermaster and making arrangements – otherwise, it gets either a very old, but serviceable tent or a tarp. The Patrol is responsible for drying/cleaning/returning its tents to the Troop Quartermaster, who will keep them until the next camp out.

5. Each Patrol will have its own specifically assigned Patrol chuck box. Your patrol will get a full box and only that Patrol has use of it. A laminated list of standard contents should be affixed inside each box. When standard supplies are used up, the Patrol Quartermaster must fill out a requisition form for replacement items before the next camp out. If only 1 or 2 boys from a particular Patrol go on a camp out, they will still use their own Patrol gear – i.e. they/he will only need one of that Patrol's tents; the other(s) remain unused. They still use their own chuckbox and supplies and are responsible for them. The troop maintains and provides up to 3 cookstoves for each camp out. The Patrol can requisition additional equipment for its use during the camp out, but this must be done in advance.
6. Each Patrol must set up its own duty roster for camp outs. This includes tent-mate assignments and setting up tents. Tents are set up by Patrol and each Patrol should have all its tents set up together in the same area, preferably all in a line. While some boys are responsible for setting up all the tents, others are assigned to set up Troop dining fly's etc. This means that members of the Bat Patrol camp/tent with members of the Bat Patrol; the Flaming Arrows camp with the Flaming Arrows. We should allow single tent camping, if needed, for odd man Patrols. The Patrol will decide its own menu and KP and will assign boys to assist in functions designated by the SPL.
7. Each Patrol and each boy should have a tent peg or other totem identifying itself/himself that is to be displayed outside the tent and Patrol campsite assigned. (I have designs for several types).
8. Each Monday meeting starts out with break-out sessions for Patrols. Each Patrol takes attendance, discusses advancement or plans for it, and discusses potential advancement exercises for the next camp out. We should get into a cycle of working on either Advancement/Merit Badges or planning for camp outs – hopefully both at once – where

boys are working for 3 meetings preparing for the camp out and its activities and the 4th meeting recapping the camp out, lessons learned, and deciding on a plan of action for the next month. Boys should be planning one month out for their next adventure or merit badge. After the Patrol Meetings, the Troop comes together for an opening and Troop activities.

9. One Patrol should be assigned to prepare a demonstration for each Troop meeting. Each will demonstrate a new skill and may involve competition among all the other Patrols. As adults, we should prepare a list of some suggestions that they can adopt weeks in advance. Some will require advance preparation and they can use their Patrol time to work on them. Demonstrations at Troop meetings will take at least 10-15 minutes and may be longer, depending upon the project. For instance, Dutch Oven Pizzas can have each Patrol spending 30 minutes to make it and 15 minutes to eat it.
10. Assistant Scoutmasters should encourage the boys to earn merit badges in their Patrols, perhaps working on them during Patrol meeting times. The Assistant Scoutmaster can be there and help the assigned boy contact the Merit Badge Counselor set up the training time, and then help make sure the boys stay on task to complete the merit badge.

What do you think of these ideas?

Would you like our Troop to operate this way? Lots of Troops do and the boys have fun.

ALL ABOARD

Objective: *For an entire group to stand on a two by two foot platform without anyone touching the ground.*

Procedure: Everyone in a group must get off the ground and onto the platform. For groups of 10-15, a two by two foot platform is adequate. Use smaller or larger platforms accordingly. In order to be counted as on the platform, each participant must have both feet off the ground for five seconds.

Rules: Everyone must have both feet off the ground, simultaneously, for 5 to **10** seconds.

Concepts: Problem solving, teamwork, cooperation and trust.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- Did it seem simple at first?
- How difficult was the activity?
- What made the activity go well or not?
- What things involved teamwork?
- Did everyone want to cooperate?
- What did you learn from this activity?
- How did you decide what to do?

(Give the group the option to try the activity a second time.)

Materials: Stable two by two foot platform.

QUALITIES OF LEADERSHIP

What does it take to be a leader, besides having a follower or two?
What qualities do you think a good leader should have.

REVIEW HANDOUT – TEN QUALITIES OF LEADERSHIP

and then

Ten Tips for Being a Good Patrol Leader

Discuss them. POINT OUT SIGNS: Blessed is the leader who seeks the best for those he serves.

Etc [attached chart of corresponding points]

KEEPING THE MORALE OF YOUR PEOPLE UP & KEEPING THEIR RESPECT OF YOU:

Would you enjoy having to listen to the leader you don't respect?

Building trust & respect in Scouting has a lot to do with strengthening and maintaining personal relationships. Most Troops are a small tightly-knit group of people who see a lot of each other and who live together in camp quite frequently. Imagine how much easier leadership would be if you were suddenly thrown into that position among people who respect you.

Recap: The primary concern of a good leader is (1) the group; and (2) the mission of the group.

[INSERT DISCUSSION OF OUR ORGANIZATION CHART AND DUTIES OF EACH TROOP POSITION]

REFER TO HANDOUT – LEADING THE WAY – DESCRIPTION OF DUTIES

REPRESENTING THE GROUP

Representing the Group is accurately communicating to non-group members the sum of group members' feelings, ideas, etc., and vice versa. A leader must represent his team on a great variety of issues. Some of these issues and the need for a decision representing group interests will be known in advance; others will not be.

Under any circumstances, to faithfully represent the group, you must:

Fully understand the nature of the problem.

Know how the decision (if any) was reached and be able to communicate it to others.

Accurately and responsibly communicate from and back to the original group.

Realize that other groups may derive their entire picture of another group through you, the representative. You must be consistent, possess integrity, and be fair to all parties.

When the Need is Known

Representing the Group is more an art than an exact science. When the requirement to represent a group regarding a specific issue is known beforehand, then the entire representation issue is much more manageable. It's an issue requiring decision-making skill.

If you are effective at representing your group, you will positively influence their attitude, motivation, and enthusiasm. They will come to feel that what they think matters, that the ideas they develop are good, and that they are making a positive contribution to the entire group.

Before Representing the Group

Before you can effectively represent the group:

- Define the nature of the problem. Ask leading, open-ended questions to solicit their ideas and assess their feelings.
- Get all the facts you can. Make sure you have all the information necessary to help the group make a fully informed decision. Don't frustrate the group by stalling the proceedings to go and get answers to questions you could have anticipated.
- Use your skills in Getting and Giving Information to prepare yourself to represent the group. Take notes on pertinent facts. Bring together relevant resources.
- Determine group members' commitment to the decision they are making. How much leeway will you have in representing them?

As you listen to group members talk, be sensitive to their needs and characteristics. Don't ever make fun of an idea, or dismiss it out of hand. Use your Counseling skills and listen. Focus on the positive and keep things moving. Use your competence at Problem-Solving to help the group make a decision.

Once you've developed an assessment of the group's commitment to the decision, you can specifically ask them how much room you have to maneuver when it comes time to meet with the other groups. You may pose some "if/then" scenarios to them: "If they want to do such-and-so, then would it be okay if..." and so forth.

If the group is not locked into one option, you may be able to take several acceptable ideas to the group representatives for consideration. When group members are compliant, indifferent, or resistant to a decision, they may decide to ask you as their leader to represent them as

uncommitted.

Once your group has made a decision, you as their leader are committed to it, even if you personally think and feel otherwise. Your time to voice your personal opinion is within the patrol. As their representative, you are now their voice. You do not speak for yourself.

Obviously every decision and situation is unique with situational factors affecting your decision as the representative for the your group. If, for example, your group is wholeheartedly and unreservedly committed to their decision, but it is rejected by the other group representatives, given the option to do so, you must return to your group and ask them to reconsider.

If the group was neither decidedly against or for a particular idea, then you as their representative might ask the group if you can represent them as uncommitted and work with the other representatives to find the best solution.

Assuming the decision has been made to everyone's satisfaction, the representative simply bears the responsibility to represent his team thoughtfully and accurately.

When representing the group, you must be able to:

- Clearly state the group`s position on the issue under consideration.
- Listen carefully and respectfully to the ideas and points of view of the other group representatives.
- If there are conflicting opinions, decide how to achieve the goals of your group so that all can be satisfied.

If new information surfaces, then a second decision may be called for, if permitted.

After representing the group:

Carry the decision back to your group. Refer to your notes.

Explain the context for the decision to the patrol. Remember, you are now representing the group which made the decision back to your own group.

When advance notice is not available, representation rises to an art form.
No Notice--What Next?

Sometimes you are faced with the potentially uncomfortable situation of representing your group without first having had a chance to seek their opinion. Depending on the trust and respect they have developed for you and the complexity of the decision you have to make, you may or may not have an easy time of it. If you only have to decide what the menu will be for the next meal, that's one thing. But if you are asked to make a decision affecting how others, for example, will spend their money--be careful!

Consider these questions before proceeding:

- What precedents within the group do you have to go on?
- How much trust does the group have in you?
- Has the group empowered you to act on your own, to use your best judgment?
- How committed is the group to the issue and to their decision?
How does this issue/decision rank from a larger perspective?
- What will be the short and long term effects of this decision, and who will it affect?
- Can the commitment to a decision be deferred until you can counsel with your group? If the decision is especially important, you should insist on it.

- How well do you know your group members' needs and characteristics? Can you anticipate their concerns, objections, etc.?

Delegating Representing the Group

Are the representative and the leader necessarily one and the same? Not necessarily. As the leader you are responsible and accountable for all decisions. Thus, you probably should not delegate critical decisions. You are the leader because of your high level of interpersonal skills, your tact, fairness, sensitivity and knowledge of team members and the job. These skills are especially important when making high-powered decisions which have long-lasting implications.

You may choose to delegate non-critical issues, asking someone else to represent the group. This is a good opportunity to give others opportunity to practice and improve their competence in Representing the Group. This also enables others to grow in leadership competency, helping in turn the entire group to prosper.

PRACTICE REPRESENTING THE GROUP EXERCISE: (lunch)

TEACHING A JLT CLASS ABOUT THE TROOP GUIDE POSITION:

In a few short weeks, each of you will have the opportunity to serve as a leader for a brand new Boy Scout. By your example, if nothing else, you will be leading them. They will look up to you as they try to advance in rank and get acclimated to the Troop. This is a critical time – their indoctrination into scouting. They are coming from Cub Scout Packs

where there den leader does everything for them and coming here, where they are expected to fend for themselves. As a friend and as a Scout, you can make this a great or a terrible experience...the choice is yours.

RECALL THE SCOUT LAW: Everybody recite is SLOWLY...

TRUSTWORTHY

LOYAL

HELPFUL

FRIENDLY

COURTEOUS

KIND

OBEDIENT

CHEERFUL

THRIFTY

BRAVE

CLEAN

REVERENT

How does this especially apply to our conduct towards these new Boy Scouts?

What can we do to help them as they join our Troop?

"The Troop Guide will be at least a First Class Scout. The Scoutmaster, with the advice of an Assistant Scoutmaster for the new Scout Patrol, appoints a Jr. Leader who is mature enough to work with new Scouts. The Scoutmaster expects the Troop guide to be their friend or big brother. Right away, as the Troop Guide, you'll set out to make certain the older Scouts REMEMBER what is what like to be the new guy. You'll want them to help you make the new Scouts feel welcome and part of the Scouting family. This means no teasing or intimidation".

Junior Leader Handbook Chapter 4

REGARDING NEW SCOUTS:

- 1) Make him feel welcome as soon as possible - Very often a boy will come into the Troop knowing only one or two people or no one at all. No matter who it is, you have to respect the COURAGE of that person.
- 2) WITH A LARGE GROUP, IT'S EASY TO GET LOST IN THE SHUFFLE - You don't have to be a Troop Guide to make sure this doesn't happen. In the Troop, as in different social situations, people form friendships and sometimes forget about or just don't notice someone new. You have to be AWARE of when someone new joins and do everything you can to make the new Scout feel like he's part of the group right away!
- 3) IMAGINE YOURSELF COMING TO ONE OF OUR MEETINGS OR CAMPOUTS AND NOT KNOWING ANYBODY - At one time, most of you did. Since this class is mainly made up of Scouts who have been with us for a while...what are some of your memories of when you first joined?

IF YOU DON'T FEEL WELCOME, YOU PROBABLY WON'T LAST LONG. IT'S VITALLY IMPORTANT TO MAKE A GOOD FIRST IMPRESSION

IT'S VITALLY IMPORTANT NOT TO FORM CLIQUES.
TALK TO THE NEW GUY...HELP HIM ADVANCE.
We want him to have fun.

RESCUE ROPE I

Objective: *For the group to throw a rope to a "victim" and coil it as quickly as possible.*

Procedure: Select a victim and place him twenty feet from the throwing line. One at a time, each member of the group throws the rope to the victim, coils the rope and hands it to the next person. They should attempt to do this as quickly as possible.

Rules: - Each person throws and coils once.
- Bonus points are awarded for each throw that is within reach of the victim.

Scoring: Time event after signal to begin and record number of people in the group that throw. Subtract five seconds for each throw within reach of the "victim." Calculate the average time.

- What skills were developed by this activity?
- How can these skills be applied to life inside and outside of scouting?
- What advice would you give to a person trying this event?
- Did you see anyone do this differently than you?
- How did you feel about doing your best for the group?
- What did you like about this? Why?

(Give the group the option to try the activity a second time.)

Materials:

- Length of rope.
- Stopwatch or watch with a second hand.

How does this apply to our topic – helping the new boys who join our Troop?

WHEN WE HAVE NEW BOYS JOINING OUR TROOP, YOU MIGHT BE THE ONE CALLED UPON TO THROW THEM A LIFELINE – one of friendship, trust, respect and leadership.

LEADERSHIP STYLES

We are going to study some basic leadership styles.

YOU CAN LEARN TO LEAD

Unlike academic or technical skills, the lessons of leadership are learned in life, not in school. That's good news for all of us. If we are weak in leadership skills, we can get better at virtually any point in life with the right effort. But it takes motivation, a clear idea of what you need to improve and consistent practice. Much of what you're learning in our course can be adapted to your very own life outside of Scouting.

LEADERS ARE GROWN, NOT BORN.

POINT OUT SIGN: LEADER'S GROW, THEY ARE NOT MADE.

THERE ARE SOME LEADERS IN THE TROOP WHICH ARE ELECTED...SOME ARE APPOINTED.

You never know when you'll be called upon to step into a 'Leadership' position. You may or may NOT see it coming. Who has never been a Patrol Leader? What if next week you were told that we are forming a new patrol and you are going to be the leader? Do you think you are ready? Do you know where to begin?

Do you know what type of leader you will be? What is your "style"?

One thing about styles... there are several and they all work...depending upon the situation and the person using that style. Even the ones you might not like are and can be effective. It all depends upon the situation.

If this building caught on fire, my style of leadership might suddenly change. I would no longer be nice – I would scream at all of you to get out! I would become a dictator and assume complete control. And that would be the right thing to do, wouldn't it?

There are times when adults need to promote a Scout to a Staff or Patrol Leader position if the situation calls for the move and there is no time to prepare for it. Adult leaders are constantly reviewing your performance as Scouts. That's why it's a good thing to learn that **THERE'S A RIGHT TIME AND PLACE FOR EVERYTHING.** **There's a time and place for each one of you to practice different leadership styles. We will help you evaluate which one works best for you.**

Let's start out with a Game.

"SIMON SAYS"

Objective: *To respond to any orders given by a leader that is preceded by "Simon Says."*

Procedure: The group gathers in front of "*Simon.*" Simon gives orders to the group. The orders may or may not be preceded by "*Simon Says.*" The group must respond only to the "*Simon Says*" orders. If someone follows an incorrect order or follows a correct order incorrectly, they are out. The process continues until only one person remains.

Rules:

- The group should remain silent unless ordered to make noises.
- Players who are out must remain quiet.

Scoring: Rate performance on a scale of 1-20 on the basis of cooperation, speed, skill and spirit.

Processing:

You may wish to consider these questions as a starting point and then let the, discussion go where the group takes it.

- What do you think is the purpose of this activity?
- Are there any "tricks" to playing Simon?
- Why do Scouts like to play Simon?
- What made it tough to follow Simon?
- When you made a mistake did you get mad at Simon or yourself?
- Did you ever follow someone else's action instead of Simon's commands?
- What do you think of the person who lasted the longest?

Some people find it comforting to just follow directions. They don't want to have to make any decisions at all, except to do what others tell them.

Why is that?

Could it be that if you don't have to make decision, you don't have to accept responsibility if things don't work out? Leadership involves some risk. If you accept being a follower under such a situation, the Leader is absolved of responsibility only if you don't do what you are told – and the consequences are extreme if you mess up – you are OUT OF THE GAME.

What if we did that in Scouting? Would that be fair?

Would you want to be a leader knowing that everybody HAD to follow your orders? (Sure)

What if you were totally responsible if you made a mistake? What if you had to get every detail right? What if you lose if you leave a step out?

ILLUSTRATION GAME: MAKING A PEANUT BUTTER

SANDWICH. (Have a loaf of bread, peanut butter, jelly, knife, spoon, etc., available). Ask scouts to tell you how to make a peanut butter sandwich. If they say to “put peanut butter on the bread” but the jar on the loaf of bread...go to extremes to follow EXACTLY what they are saying. If they say “spread the peanut butter” use your fingers, etc.

OR ILLUSTRATION GAME: Pick one boy as the driver, the other as the back seat driver (leader). Set up two seats in the front of the room to serve as the car. Leader must say out loud exactly what he wants the driver to do. He starts until he messes up and then he is out of the car and another driver chosen. If the driver does not follow directions exactly, he is out and is replaced.

Starting and moving a car. You have seen it done thousands of times. You might have even done it yourself. Can you tell somebody how to do it? Lets see.... Leader must direct how to move the car.

Steps:

Open car door.	Turn key
Sit down.	Let key return
Adjust mirrors	Foot on brake
Seat belt on.	put into gear.
Key in ignition	Remove foot from brake....

REFLECTION: What did this teach us about a leadership style?

What was the leadership style? BOSS OR DICTATOR. What I say goes!!!

REVIEW HANDOUT – ARE YOU A BOSS OR A LEADER?

Style One: 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.

Style Two: 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.

Style Three: 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.

Style Four: 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.

In all the above situations, the leader remains in control of the group. How he gets that control varies depending upon his style, but he remains the leader and the group follows him.

INTRODUCE KEY CONCEPT: LEADERS ARE IN CONTROL

What is control?

Action taken while the group is at work to keep the group together and get the task done:

How does the DICTATOR control? Force...tight order...discipline...

How does the SELLING leader control? By getting the group to agree with him. They believe that he has a valuable idea or project and willingly go along.

How does the CONSULTING leader control? Like the Selling leader, he finds out what motivates the group and they then willingly go along...because it was their idea.

How does the delegating leader get along? He motivates the group...in part by identifying the worthy mission for them and inspiring them to want to get it done. He doesn't sweat the details and people appreciate being trusted to get the job done.

What are some reasons to control?

- To keep on task
- For the safety of the group
- To achieve a goal

How do you control?

- Observe
- Instruct
- Help
- Inspect
- React
- Set an example

Controlling the Group:

Controlling the group is an important function of leadership but it is often misunderstood. To some, control implies that a whip-cracking boss is in charge. Good control is much more subtle. A group needs control to keep its members moving in the same direction for best results. Control involves six basic operations.

1. **Observing.** The leader should be in position to see the group, communicate with the members, be available, but not appear to dominate. Good work is praised. Suggestions, rather than orders, are given.
2. **Instructing.** The leader must often give instructions as the work proceeds and the situation changes. As long as the work is progressing well, the leader should not intrude.
3. **Helping.** the leader does his own job well, takes a positive approach and gives a helping hand when needed. Care is taken to see that an offer of help is not implied criticism.
4. **Inspecting.** The leader must know what he should expect to see. A checklist is valuable. If the work is not correct, the person is led to the proper performance of the task.
5. **Reacting.** How the leader reacts to the efforts of the group is important. Praise the person if the work is good, but the praise must be sincere. If the work is not correct, praise the parts that were done well and accept responsibility for work not done well. "Gosh I guess I didn't explain it very well" doesn't hurt the leader but makes the person feel good about corrections that are suggested.
6. **Setting the Example.** The most effective way of controlling the group is the personal example of the leader.

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.

Evaluating:

When an event or a project is done it is important to find out how well the objectives were met and if improvements can be made for the future.

- Did the job get done?
- Was it done right?
- Was it done on time?
- Did everybody take part?
- Did they enjoy themselves?
- Do they want more?

Evaluation should be done after any event (say at the next PLC) but it should also be going on during the course of the event.

In Closing:

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 more the Scouting program will happen in your Unit.

[Need a game here that can have evaluated results]

PEER PRESSURE & TROOP LEADERSHIP

As you enter adolescence, all of you will share one common occurrence --- the experience of transition. There's no middle ground in these experiences. They'll either be successful and lead to happiness or the experiences will be troublesome and lead to failure.

Most people think (especially parents) that peer pressure is the reason for negative behaviors in young teenagers but the reality is that peers are necessary and very important in helping adolescents make successful transitions:

How can you help each other as peers, be more successful in troop leadership?

PEERS CAN AND DO ACT AS POSITIVE ROLE MODELS (Lead by example)

PEERS CAN AND DO DEMONSTRATE APPROPRIATE SOCIAL BEHAVIORS (Always keep in mind you're working with boys of different ages)

PEERS LISTEN TO, ACCEPT AND UNDERSTAND THE FRUSTRATIONS, CHALLENGES AND CONCERNS ASSOCIATED WITH BEING A YOUNG TEENAGER.

If all of you really understand this and you develop into Troop Leadership together, you will be more supportive of each other, which is necessary in being an effective leader.

Peers provide an opportunity for young teens to meet their needs, to feel capable, to belong, to be respected and to have fun! You'll find that sometimes the adult leaders may bring you down in some moment of decision-making --- that's

when you have to rely on each other for strength of character so you can go forward on not dwell on negatives.

[Find a game that involves a challenge for the leader]

CHALLENGING YOUR AUTHORITY

A big problem that leaders must deal with is a person that will not cooperate. There are 4 possible reasons for this:

1. The instructions you gave were unclear
2. Your instructions were misinterpreted
3. Distraction
4. Disrespect & 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. Do not talk about it in front others as this might cause him to be embarrassed and hurt in front of his peers. If a Scout disobeys you, take him aside and find out why. He might explain that he doesn't follow your instructions because he doesn't respect your authority or he feels the task isn't suitable for him or he shouldn't have to do the work because others are also not working.

DISCUSS WITH HIM HOW YOU MIGHT WORK TOGETHER.

Negotiate. This might require the help of an outside neutral source like an adult leader.

Dealing with problem Scouts is a lot like pulling weeds – get to it fast or it will be out of control.

And remember, take each Scout aside and have a chat. REMEMBER THAT ANY PERSON CAN BECOME A PROBLEM AT ALMOST ANY TIME AND CAN BECOME PRODUCTIVE JUST AS QUICKLY IF YOU TALK TO HIM.

Can anyone think of times when you saw disrespect to a leader happen in the Troop?

Have you ever seen anyone refuse to do something?

Did you ever feel that it was unfair to have to do something when others weren't doing anything?

If you were able to answer any of these questions, did you ever think about you would do if you were the leader in charge?

Always remember the Troop is a team and you're a part of that team. You have your part to play in Troop leadership. A goalie may be assigned to only one specific area, but he is part of an entire team that moves all over the field. He has his job to do just like you.

Leaders deal with just 2 things – the job & the group. Leaders, like all people, are different. No leader can take over another leader's job & do it the same way. Groups are different too. A football coach may have trouble leading an orchestra - a Marine drill sergeant may not make a good Scoutmaster. Focus on the group. When a leader changes groups, he changes the way he leads. We lead these JLT classes a little differently than the way we lead the Troop. Situations differ, too. Leaders must change with conditions. You'll change your leadership style if a fire breaks out at a meeting place or if a safety issue is at hand. You may not lead the group the same way in bad weather as you would when it's sunny.

THE MOST IMPORTANT THING TO DO IS TO TAKE THOSE
SKILLS OF LEADERSHIP
THAT YOU ARE LEARNING BACK TO YOUR TROOP!

BE PREPARED FOR ANY OLD THING. What's the Scout motto?
That's right, "Be Prepared"

Can anyone tell me where it came from? Well, it was started by a man who founded the Scouting movement almost 94 years ago. His name was Robert Baden-Powell. He was an English general who took the first Scouts camping back in 1907. He was a most interesting man.

Baden-Powell was once asked what the motto meant. What is a Scout supposed to be prepared for? "Why any old thing," Baden-Powell replied.

That's a tall order. Life holds a lot of surprises and we can't be prepared for all of them. But in Scouting you're learning how to handle many surprises and crises. You learn how to give first aid, how to live comfortably outdoors, give service to your community and nation, clean up your environment, do good Turns for people and a host of other things.

Preparing you for life is what Scouting is all about. We're going to do our best to make you prepared for any old thing.

HELPING OTHERS SUCCEED:

+If you see that a Scout is relying on you for direction or advice then
YOU'RE BEING LOOKED UPON AS A LEADER!

SEEING THE NEED:

+One thing we do is make sure no Scout is idle during advancement time. This is one way we 'see the need' and you should help.

+In time, you'll all become instructors in one way or another. Work on developing a sense of being aware of what another Scout needs.

THE QUALITIES OF 'FOLLOWERSHIP'

What are the qualities of a good follower? Think of the people in your Troop who get the job done. You'll likely find they have some characteristics in common. The List Below is far from complete but it provides something to think about.

A GOOD FOLLOWER

. . . . ACCEPTS DIRECTION & INSTRUCTION. Good followers can handle training, directions & criticism. They're open to new ideas and suggestions and do not become defensive. They are flexible.

. . . .is ACTIVE RATHER THAN PASSIVE

Followers need the ability to acquire, evaluate and integrate information necessary to complete an assignment. They will ask questions to clarify goals or values. They contribute to discussions and participate in decision making. A Scouter takes this role as a member of a group committee; a youth member takes it as a member of his Patrol.

. . . . is RESPONSIBLE!

Good followers accept responsibility for their own actions and for decisions of the group. This may require questioning or even opposing leadership that is against the 'good of the group' or against greater values. A young person tries to talk his friends out of an act of vandalism is one example. Another is the Scouter who points out possible negative consequences of a program activity.

. . . is LOYAL & DEPENDABLE

Good followers accept being part of a whole and recognize they cannot always have their own way. They feel good about themselves by contributing to the group and its goals and help achieve those goals.

COMING FULL CIRCLE

I expect you've noticed already that it's no coincidence that the qualities of a good follower overlap those of a good leader. A follower is able to assume leader when necessary. By training young people to be effective followers, we're training them to be good leaders.

CENTIPEDE RACE

Objective:

For a human chain to travel as quickly as possible together.

Procedure:

Have the group line up single file facing in one direction. The first person should reach between his legs with his left hand and grab the right hand of the person behind him with his left hand. The second then reaches between his legs with his left hand and so on until the entire group is joined. On a signal from the starter, the group must travel (A.)

as far as possible in a given time or (B.) travel set distance as fast as possible.

Rules:

- The group must maintain their grip for the entire distance or receive a penalty.

Scoring:

- A. Record the distance the group traveled or
- B. Record the time it took the group to travel the set distance.

Processing:

You may consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- How did you decide to proceed?
- What kinds of problems were there in trying to move?
- What did you like the best?
- How could you have done the race better, faster?
- How well did your group work as a centipede?

(Give the group the option to try the activity a second time.)

Materials:

Stopwatch or watch with a second hand.

BE A GOOD LEADER BUT BE A FOLLOWER FIRST!

HOW TO TALK TO ADULTS

Here are some hints on how to talk with adults so they listen and understand you. You'll find this helpful if you are or some day will be a junior leader. Believe it or not, some adults are scared of kids. This will also help if you just have a hard time establishing communication with an adult.

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 parties.

1. Consider the character of that particular adult. Talking to someone who spent 8 years in the Navy can be very different than someone who has never been in the armed forces.
2. Think about how you can get that adult to respect you. If you are inside, remove your hat. Be formal, use Mr. or Mrs.
3. Remember, the adult is most likely uncomfortable too. Try NOT to use slang or unusual expressions they might not understand.

Those tips should, at least, make a conversation easier. TRY TO THINK LIKE THEM AND MAKE SURE WHAT YOU'RE SAYING IS CLEAR. If the adult is stubborn, back up whatever 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 all kinds of ideas and support.

I am personally comfortable with any adult. Sometimes they just won't listen to me or my ideas.

They think I am too young to know what I am talking about. If you have a problem like this, find an adult that you know well and get along with, and talk with them about your problem. Have that adult talk to the one you're having a problem with. Many problems occur with some older adults where they may be used to the old days when children didn't speak unless spoken to.

When I talk to these kinds of adults, I usually have plenty of facts and reason to back myself up.

ALWAYS REMEMBER TO BE POLITE AND TO LISTEN TO THEM TOO

*Now that we've looked at how to show kids how to talk to adults, let's take a look at showing adults how to teach kids about leadership styles by using your Troop leaders as a teaching-tool:
????*

JUST 40 WORDS - (recite oath) the scout oath is just forty words long, but in these concise phrases are the values and ethical standards that have molded generations of boys into a special breed of men; Responsible and responsive, capable of leadership, yet trained in teamwork and able to adapt and face the challenges of their times. The unique strength of the scout ethic is that it remains as relevant today as

it was in 1910, and, if ever there was a need to develop men who can overcome challenges, it is now. Our world is changing faster than ever before, for both good and bad. The seeds of the future are already sewn. What the BSA does for each boy, it does for the man he will become. In doing so, scouting paves the way for individuals along the road of life.

EXCERPT OF PRESIDENT'S SPEECH TO THE 2005 JAMBOREE:

Coming to this jamboree gives me great confidence in the future of our nation. For nearly a hundred years, Boy Scouts have set a high standard of service and duty to God and country. Millions of Americans have pledged the Scout oath: On my honor, I'll do my best. And through the generations, Scouts have made America a stronger and better nation.

Scouts have excelled in fields from science to business to education to the arts. Scouts have earned Olympic Gold Medals, Nobel Prizes and Academy Awards. Thousands of Scouts have shown the highest form of patriotism, by going on to wear the uniform of the United States military.

The first Scout Jamboree was held in Washington, D.C. The Scouts have felt at home in the Nation's Capital ever since. More than half of the current members of the United States Congress participated in the Scouts. One of the capital's most famous Scouts is President Gerald Ford. He first saw Washington just a few years after he earned his Eagle badge, and eventually became the first Eagle Scout to call the White House his home.

As President, I have the privilege to work with Scouts every day. When I come to the Oval Office in the morning, the first person I see is a Scout - - my Chief of Staff, Andy Card, from the state of Massachusetts. Down the hall is Vice President Dick Cheney, a Boy Scout from Casper,

Wyoming. And across the river at the Pentagon sits an Eagle Scout from Illinois who Americans count on to "be prepared" -- Secretary of Defense Donald Rumsfeld.

These Scouts have a lot of things in common, and one of the most important is that they all benefitted from the influence of a caring adult early in their lives. Across America, Scoutmasters and volunteers devote long hours to building the knowledge and integrity of our Scouts. It's not always an easy job. When I was a Cub Scout, my mother was our den mother. It's about the time her hair turned white. I want to thank the Scoutmasters of America and the volunteer Scouters for taking the time to care. I want to thank you for your leadership, and thank you for setting such a good example for a new generation of Scouts.

When you join a Scout troop and put on the Boy Scout uniform you make a statement. Your uniform is a sign that you're a certain kind of citizen -- trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent. These are the values of scouting, and they're important values for America. By working to live up to them, you're bringing great credit to yourselves and to our nation.

Coming to this jamboree is a great way to practice the values of Scout law. And when you get back home there are a few lessons you might keep in mind. The first one is one you've probably heard before, and it's one of the most valuable lessons I've learned -- listen to your mother. I didn't have much choice -- Mom always has a way of speaking her mind. When I paid attention, I benefitted. And that's how it still works. Listen, you may not always agree with your mother, but think of it this way: The first voice you heard is always worth listening to.

Second, always remember where you come from and what you believe. At times, you may come across people who say that moral truth is relative, or call a religious faith a comforting illusion. They may question the values you learn in scouting. But remember, lives of

purpose are constructed on the conviction there is right and there is wrong, and we can know the difference.

In the years ahead you will find that indifferent or cynical people accomplish little that makes them proud. You'll find that confronting injustice and evil requires a vision of goodness and truth. You'll find that many in your community, especially those younger than you, look to you as an example of conduct and leadership. For your sake, and for the sake of our country, I hope you'll always strive to be men of conviction and character.

Finally, your life will grow in meaning when you serve a cause greater than yourself. There's a wise saying: We make a living by what we get; we make a life by what we give. That truth is expressed well in the Scout slogan: Do a good turn daily. When you help someone in need, you're making America more hopeful, one heart and one soul at a time. And you're answering the call to love a neighbor just like you'd like to be loved yourself.

Every day, every day Scouts are showing that the greatest strength of America lies in the hearts and souls of our citizens. ... On behalf of a grateful nation, I thank the Boy Scouts for serving on the front line of America's armies of compassion.

...You also understand that freedom must be defended, and I appreciate the Scouts' long tradition of supporting the men and women of the United States military. Your generation is growing up in an historic time, a time when freedom is on the march, and America is proud to lead the armies of liberation. I believe we're laying the foundations of peace for decades to come.

And that's not the only reason I'm optimistic about the decades ahead, because I'm standing in front of America's future leaders. When you follow your conscience, and the ideals you have sworn as a Scout, there is no limit to what you can achieve for our country. Continue to make

right choices in life; continue to set high standards; continue to be a leader.

Thanks for hosting me tonight. May God bless you all, and may God continue to bless the United States of America.

AN INSPIRATIONAL STORY

inspirational stories can really help enhance a training class HERE'S A GREAT INSPIRATIONAL STORY EMAILED TO ME BY FRIEND.

In a supermarket, Kurtis, the stock boy, was busily working when a new voice came over the asking for a carryout at check Register 4. As he approached the check-out stand, a smile caught his eye; the new check out girl was beautiful. She was an older woman (maybe 26; he was only 22). Later that day, after his shift was over, he waited by the punch clock to find out her name. She came into the break room, smiled softly at him, took her card and punched out, then left. He looked at her card: Brenda.

Next day, he waited outside as she left the supermarket, and offered her a ride home. He looked harmless enough, and she accepted. When he dropped her off, he asked if maybe he could see her again, outside of work. She simply said it wasn't possible. He pressed and she explained she had two children and she couldn't afford a baby-sitter. He offered to pay for the baby-sitter. Reluctantly she accepted his offer for a date the following Saturday.

That Saturday night he arrived at her door only to have her tell him that she was unable to go with him. The baby-sitter had called and canceled. To which Kurtis simply said, "Well, lets take the kids with us."

She tried to explain that taking the children was not an option, but he wouldn't take 'No' for an answer. Finally, Brenda, brought him inside to meet her children. She had a cute older daughter. Then Brenda brought out her son, in a wheelchair. He was born a paraplegic, with Downs syndrome.

Kurtis told Brenda, "I still don't understand why the kids can't come with us."

Brenda was amazed. Most men would run away from a woman with two kids, especially if one was disabled. Her prior husband, the father of the kids, had done that.

That evening Kurtis and Brenda loaded up the kids and went to dinner and the movies. When her son needed anything, Kurtis took care of him. When he needed to use the rest room, Kurtis picked him up out of his chair. The kids loved Kurtis. At the end of the evening, Brenda knew this was the man she was going to marry and spend the rest of her life with.

A year later, they were married and Kurtis adopted both of her children. Since then they have added two more kids.

So what happened to the stock boy and check out girl?

Mr. & Mrs. Kurt Warner now live in St. Louis, where he retired as quarterback for the St. Louis Rams. It appears he may be headed for the Hall of Fame.

A SESSION ON COUNSELING

Why do we counsel?

- To help people solve their problems
- To encourage or reassure
- To help a Scout reach his potential

Counseling:

Counseling involves listening to a person with a problem and guiding that person to help. This is different from just helping someone with a simple problem. A simple problem might be helping them figure out how to tie a knot, set up a tent, come up with an idea, etc. We often help our friends with problems. When a friend or Scout comes to you with a problem that has no simple solution – usually a personal issue – it is more important to counsel them and try to help them work through the issue by finding others to help.

Counseling is a private talk with someone that helps the individual with a personal problem.

- Takes away minor aches and pains--common sense stuff.
- What to do until the doctor arrives--help the person tell you "where it hurts" and send for help.

As a leader, people will come to you with problems. Because you are a leader, you will spot people with problems. You can't turn them away or just let them suffer, because the ignored problem, if serious, will almost inevitably become a group problem.

Counseling is considered pretty difficult. Professional counselors, like lawyers, bankers, clergymen, vocational counselors, teachers, psychiatrists and others, sometimes spend years learning how to counsel in their fields. People often pay large amounts of money to be counseled.

Why Counseling

Why should leaders learn to counsel? Why should a patrol leader, for instance, need to know how to counsel? Why is it considered one of the competencies a leader ought to know?

Because everyone has challenges or problems from time to time.
Because as an effective leader, individuals will grow to respect you.
They will seek you out and ask for counsel from you.

Giving First-Aid

"Counseling" is sometimes just another word for "listening." When troubled, many times it helps the individual to just talk it out, to voice their concerns and express what's troubling them. Just having their worries or problems heard by another gives the person a sense that his or her problems are legitimate, thus perhaps increasing their self-esteem and their feelings of adequacy in handling the situation.

You may or may not need to respond with anything more than reflective listening.

Usually the challenge or problem isn't big enough to require professional help, but if the problem cuts into the effectiveness of a group member and then you have a problem. You might use counseling to help a group member resolve the problem if it isn't too big.

In any case, you should not even try to help someone with personal problems that cannot be resolved in a ten or fifteen minute conversation. The type of counseling described here is best called "first aid" counseling. If the problem is at all serious, you're just going to put a band-aid on the wound until professional help arrives.

Suggest to the individual they seek the counsel of more knowledgeable individuals--another leader you or the individual respects, their parent, minister, priesthood leader, or another individual they respect.

We counsel people to:

Help them resolve challenges and solve their own problems.

Encourage or reassure the individual.

Help a member reach his or her full potential.

When To Counsel

First off, only when asked. We must respect individual's right to privacy. There is no one more arrogant than someone who offers unsolicited and unwanted advice. Even when asked, advice is rarely appropriate, as we will discuss later.

Do offer a listening ear when a person asks and he or she is:

Undecided (can't or won't make a decision).

Confused (hasn't enough facts, or more than the individual wants).

Uninformed, lacking options (knows no way out).

Locked in (knows no alternative ways to go).

Sometimes the person only thinks he's in a bind--counseling may help him find out he doesn't have a problem or help him discover the true nature of the problem.

We might also counsel with an individual when a person has made a hasty decision:

Worried about a decision (was it right?).

Worried about the consequences (what will happen?).

Did not consider all the facts.

Misinterpreted the facts.

Did not consider all the alternatives.

Counseling may give him a "second chance" to think the matter through and decide on a reasonable course of action. It may also just give the person the breathing room to allow other forces, forces they do not control, to work on and resolve the situation for them.

Setting Up the Counseling Situation

First, find out if there really is a problem.

If he comes to you with it, there is. It may not seem important to you, or it may be easily solved, but it's very real to the individual affected. If you think the individual might be experiencing a challenge, ask him or her, tactfully and privately, that you sense something and wonder if there is anything the person wants to talk about. Let him or her know you are willing to listen.

Once you feel there is a need for counseling, create a positive "climate" for the conversation.

Take the person aside--make it possible to talk in privacy and confidence. Help him or her to relax and take it easy--maybe he can't get started talking, maybe he can't stop talking. No two people are alike, so no two problems are really alike. Wait and see what this one looks like. Meanwhile, get the two of you as comfortable as you can.

Counseling Techniques:

1. Find out if there really is a problem:

If the person comes to you, there is a problem. It may be big or small but there is one. If you THINK there might be a problem, ASK. Do it in a kind and helping way.

2. Create a climate for counseling:

Take the person aside but don't make it obvious to other members of the group. Aim for privacy and confidence.

Help the person to relax and calm down.

Wait and see what the problem looks like.

THE BASICS:

Listen Carefully – Hear what he has to say. We are usually good listeners. You must give your undivided attention. Make it known that you are willing to take the time to hear him out.

Summarize – It is important to summarize now and then to ensure understanding and keep things on track. This allows the person to know exactly what you are hearing from him.

Add facts – There may be a need to give additional information at some point. The conflict may have resulted from a misunderstanding that can be corrected if the person understands the truth of the matter.

Check Alternatives – Encourage the person to think of different ways of handling the problem. Ask if he can think of anything else to do. Try not to let him settle on just one approach too hastily. Encourage him to think through all the possibilities.

Don't give advice – Above all, you should NOT try to solve the problem yourself, because it may not be the right advice for this person.

The Five ways to respond:

1. Restate his words in your own words
2. Make a statement about his feelings
3. Show that you are listening and understand
4. Ask questions but don't cross-examine

5. Encourage him to keep talking

REMEMBER:

NEVER yell at or discipline another Scout – this isn't the job of the youth leader. Always send to an adult if there is a behavior problem.

Scouting comes to boys through you, the leader. This is a place where youth can struggle with trying to understand, sort through and do something about the things which matter, the ideas they believe and the people about whom they care. Scouting is a place to think about and act on what matters... one's values.

Values & ethics — together--- give meaning to our lives. Values are those things which really matter to us. They are the ideas and beliefs which we hold as special ethics deals with what we believe to be good or bad and with the moral obligations these beliefs imply.

ROAD TO SUCCESS -- OVERCOMING CHANGE

CELL GOAL: The participants should realize that change is not a bad thing but rather that change offers the opportunity to improve our situations, whether personal or as a group.

OBJECTIVES OF THE SESSION:

1. The participants will understand why people often resist even the most minute change.
2. The participants will understand how to approach change in such a way as to effect change in the most beneficial way for the individual and the group.

3. The participants will understand the importance of
 - (i) recognizing and understanding the need for change in a particular situation(s),
 - (ii) commitment to that change once it is deemed needed, and
 - (iii) focus on effecting the change positively.

SESSION NARRATIVE

Why change? Don't we all ask this question each time we are confronted with something new or different. This is because we are all wed to that which we have always done and the way we have gone about doing it. As humans, we generally live by the mantra: "If it ain't broke, don't fix it." But that is poor leadership and an almost sure recipe for stagnation.....and failure.

"If it ain't broke, IMPROVE it." In other words, as future Troop Leaders you should always strive to make things better than they are. The status quo is almost never good enough. Virtually everything can be improved upon. But this requires 'change', that dreaded concept.

So again, we come back to "Why change?"

Today, we are going to answer this question. We are going to explore the concept of change and why people generally avoid change unless forced to accept it. We are also going to examine how as leaders we can effect change to maximize its benefits. And, finally, we are going to figure out that – contrary to popular belief – CHANGE IS GOOD!!

Even though change as a general matter is good, it is, however, rarely easy, so we are going to examine how to maximize the benefits that can be realized by change.

[Ask the participants to offer some situations where people are forced to confront change.]

Examples of forced change:

- parental correction/admonition
- supervisor revisions
- coach's instructions
- institutional changes, e.g., mergers
- new coach, teacher, adviser or supervisor
- new scoutmaster or Senior Patrol Leader

Each situation represents different types of change, but all create the same general types of problems.

In each situation, you will hear:

1. If it ain't broke, don't fix it.
2. We have always done it this way, and it has worked well in the past.
3. I cannot do that. It's different.

How many times have you heard these statements? Dozens of times? Hundreds? More?

[Point out wall sign with Brandeis quote: "Most of the things worth doing in the world were declared impossible before they were done."]

While not all changes are for the better, many, if not most, are. However, there is one thing that is certain: you will never know until you try.

Even in the case of the best ideas for change, there will always be resistance, perhaps even outright revolt. BUT an effective leader knows the way to bridge gap between proponents and opponents of change.

A leader must understand the reasons underlying the need for change and must be committed to effecting the proposed change. At the same time, however, the leader must understand the needs and desires of the group he is leading to ensure the change is effected in a long-term beneficial way.

[Cite examples of the leadership of various "change" movements. For example, consider George Washington and the rag tag Continental Army taking on the most powerful military regime in the world.... and winning. Consider the commitment of the common people who stormed the Bastille igniting the French Revolution in an effort to secure that to which they were entitled as humans: freedom from tyranny and oppression. Consider Martin Luther King, Jr. and the other leaders of the 1960s civil rights movement. Consider also Elizabeth Cady Stanton, Susan B. Anthony, and the current leaders of the women's rights movement and their commitment. Consider the boldness and revolutionary character of Franklin Roosevelt as he implemented his New Deal at the height of the Great Depression.]

What do leaders who effect great change have in common? They understood the need for change. They were committed to effecting change in a way that changed the circumstances of their group for the better in the long term; they were willing to sacrifice greatly to improve their group's situation. They were able to focus on effecting positive change even in the midst of harsh and constant criticism and even physical danger.

Sometimes it takes a bold stroke, a sweeping gesture to effect change. At other times, only incremental steps are appropriate. An effective leader will consult with the group before, during, and after any transition to determine which paths are best.

[Point out wall sign with Chinese proverb: "The man who removes a mountain begins by carrying away small stones."]

In order to effect beneficial change, it is important that leaders be trusted or respected by the group they are leading through transition. We are all more willing to accept advice from those whom we trust, admire or respect, e.g., parents, teachers, coaches, scoutmasters, etc. The more trust and respect a leader has earned, the more easily he will be able to effect positive change.

One way to earn the trust and respect of those you are trying to lead through change is to demonstrate your own resolve and commitment to any proposed change.

ATTACHMENT – QUALITY PATROL POINT SYSTEM

POINT SYSTEM for new Equipment and Quality Patrols:

We will adopt a point system for getting new equipment and designating Quality Patrols. Each school semester we will identify the Quality Patrol(s). These will be based upon the number of Quality Points earned.

Quality Points earned per boy:

- For each boy attending a meeting, 1 point;
- for attending in uniform, 1 additional point;
- for each boy attending a camp out: 5 points.
- for every completed merit badge card turned in: 15 points;
- for advancement in rank: 15 points (awarded after Board of Review);
- for achieving Eagle rank: 25 points;
- Summer Camp: 10 points per boy.
- All Service Projects and fundraisers: 3 points per boy.
- Den Chief for Webelos Den: 2 points per den meeting.

Quality Points earned by Patrol (in addition to boy-earned points):

- Pass campsite inspection: 5 points
- Best Patrol Campsite: 10 bonus points
- Troop meeting Opening/Closing: 5 points
- Troop meeting presentation/game: 20 points
- Representation at PLC: 10 points
- 100% attendance at Troop Meeting: 5 bonus points
- 100% attendance at campout: 5 bonus points
- Attending Webelos cross-over: 5 points per patrol represented
- Attending a local Pack Meeting as a patrol: 20 points per meeting.
- Representing Troop at District or Council event: 15 points

Points are tallied at each Troop Meeting, certified at PLC meeting and posted monthly.

As new equipment is purchased, it will be provided to the patrol with the most points. We can then lower that Patrol's points by at least the number of points held by the then-lowest ranked patrol, this will recycle patrol position and allow lower performing patrols to slowly gain points on the other patrols. Replaced equipment will be returned to the Troop Quartermaster who will reassign it as determined by the PLC. We will keep track of points earned each school semester and then award a special ribbon to the Quality Patrol(s) or Top Patrol.