

Jamboree Junior Leader Training

Presenter's syllabus:

Mr. Burg: pages 3-4

Kevin Courtade: pages 4-8

(blindfolds needed)

VIDEO – LEADERSHIP IS. . . VTS_01_0.VOB (4:56).

Stephen King: pages 8-11

Kevin Courtade: pages 11-13

(bowline stroll – ropes needed)

ADULT ASM LEADER'S BRIEFING ON SCHEDULE OF
EVENTS PAGE 13.

Stephen King: pages 13-14

Mark Courtade pages 14-22

Flag design stuff needed – paper, crayons, etc

Videos Forming Teams/Patrols VTS_06_1.VOB and VTS_07_1.VOB

Dr. Fox: pages 22-26

(Sandwich making supplies)

Martin Burg: pages 26-30

Videos VTS_24_1.VOB Leader or Boss...Servant Leadership...

Identifying method of leadership.... Tests video's....VTS_25_1.VOB

LUNCH BREAK

Stephen King: pages 31-33

Mark Courtade: pages 33-37

Kevin Courtade: pages 37-40
(Need 9 magazines and scout stave)

Martin Burg: pages 40-42

Kevin Courtade: pages 42-43

Summary VIDEO: VTS_52_1.VOB

Survival Game: pages 45-48

SUPPLIES NEEDED:

name tags
HANDOUTS FOR GATHERING GAME
blindfolds
PROJECTOR
COMPUTER
NYLT TRAINING CD
SPEAKERS
Bags of Candy
Bread
knife
spoon
jelly
peanut butter
plate
clean up supplies
flip chart
eises
masking tape
large markers
Magazine game...9 MAGAZINES AND 1 stave
LEADERSHIP SIGNS FOR THE WALLS

LEADERSHIP SEGMENT – WHO IS A LEADER?

Introduction by Dr. Burg:

I want to welcome all of you to our Jamboree Junior Leader Training. This training is important for several reasons:

1. We are trying to build a cohesive Jamboree Troop and that starts with having a core group of leaders who know each other and can work together;
2. To be effective leaders, we have to understand not only how to lead, but how we can interact together in a leadership team to achieve our goals;
3. Some of you have had Junior Leadership training before, many of you have not. We want to deliver a quality program and that starts and stops with you.

To begin our training, we first have to begin to know each other. In a few minutes we are going to introduce ourselves to each other, but before that, we think a few informal activities might help to better break the ice.

Mr. Courtade will introduce our first 3 activities.

1. Hand out get to know you game....scouts have 10 minutes to complete it.
2. Play the TRAFFIC JAM game. Divide group into 2 groups and explain rules.
3. Line up in a circle. Every one introduce themselves.

Name

Rank

Troop and where that Troop is located
Current position in your home troop
The most fun thing you have done in scouting in the last 12 months

Dr. Fox will then introduce our SPL's and ASPL's of the 3 troops.

SPL Troop 1211: Kevin Courtade
ASPL: Nick Schweitzer

SPL Troop 1212: Stephen King
ASPL: Ryan Amstutz

SPL Troop 1213: Joshua Couturier (who cannot be here due to a wrestling meet)
ASPL: Austin Hendricks

We will now begin our formal JLT presentation by calling on Kevin Courtade to start us out.

Kevin COURTADE

We are going to begin with a game called the 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 how that might affect us as leaders when we call the entire Jamboree Troop together for the first time.

Many of the scouts forming out Jamboree Contingent will have friends in their Jamboree Troop and some will be spread out among the other 2 troops.

These small groups will want to do things together – often excluding others.

Sometimes scouts in different patrols will be calling to each other and this will increase the noise level to the point where nothing productive can happen. We need 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?

(Don't really wait for an answer – jump ahead to the next page)

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. Peer pressure get’s kids into more trouble because they have simply made the wrong choice and followed the wrong leader.

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.

VIDEO – LEADERSHIP IS. . . VTS_01_0.VOB (4:56).

SPL Stephen King:

I think it is time for another game. We need to divide into 3 teams. Remember what team you are in because from here on out when we do team exercises we will use these same 3 teams.

Our game is called: DIMINISHING LOAD

The Objective: *To move a group across an open area from one side of the room to the other 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.

(Play the Game)

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]

Now that we have played the game, I have a question:

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?

Most of you don'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?

Of course you 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?

Doctors, firemen, policemen, soldiers and even teachers...in fact, most professionals continue to practice their skills on a regular basis.

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!

We go through JLT so that you can learn what it takes to be a Leader.

KEVIN COURTADE:

We are now going to try our hands on another practical exercise, the 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.

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?

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 Rosa Parks Circle in downtown Grand Rapids for Ice Skating later this month you would probably want to look at a map before you started heading towards downtown Grand Rapids.

With our Jamboree Troop we have a map of sorts – our travel plans and a Leader Guide that will tell us how the Jamboree

works.

We all need to be familiar with those plans so that we know where we are going and what we need to accomplish.

(Point out the sign:
IF YOU FAIL TO PLAN, YOU PLAN TO FAIL.)

We are now going to ask the adults to brief us on what the plan is for our Jamboree experience so that we know what he have to prepare for.

ADULT LEADERS BRIEFING *****

AFTER BRIEFING ON THE SCHEDULE/PLAN

SPL STEPHEN KING:

One of the first things we are going to have to do as the troop leaders is to make sure that our leadership teams is working well and that our troops are formed and functioning as smoothly as possible. This is not going to be easy because we are putting together troops of scouts who in large part don't know each other.

For this reason, it is important that we understand some group dynamics and how teams function.

For this next section of Junior Leader Training, we are going to look at how patrols work and how we can be better leaders at the patrol and troop level.

SM MARK COURTADE:

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 OUR Jamboree Troop 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 Jamboree 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 four 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). At this stage they are just learning what is expected of them. They have no real idea about what role anyone plays and have not yet learned to work together. They need a lot of help and direction.

Stage II: They develop an identity and begin to think of themselves as a team. They are learning more and beginning to get along.

Stage III: 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 IV: 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 Patrols to Stage III and IV as quickly as possible. This is why the first shakedown campout is going to be so important. On that weekend we need to find a way to almost FORCE all the scouts to do things together and to Stage II by the end of that weekend. Our goal by the end of the shakedown weekend (our second campout) is for all patrols to be at Stage III. If you get to Stage IV by the time we leave the Jamboree then you will all deserve a pat on the back and a candy cigar.

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 as a new scout, how did you feel?

Were you given a voice in the process or did your Scoutmaster just assign you to the "new scout patrol"?

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 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. We would like to get to the point where each one of our Scouts thinks of himself as a Boy Scout of the Pinetree Patrol of Jamboree Troop 1211 or 1212 or 1213.

We are going to 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.

So we are going back to the basics for a few minutes. We want to divide into 3 groups. Each group will be, for today's purposes, a Patrol.

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?

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?

When our scouts get together for the first campout weekend, we are going to be putting them into patrols. Each patrol will need to immediately form its own identity. We need to be prepared to repeat this exercise with them.

At this point we are going to look at a scouting video that talks about these same issues and breaks down how groups form and act.

Videos Forming Teams/Patrols [VTS 06 1.VOB](#) and [VTS 07 1.VOB](#)

DR. FOX:

Being a leader is not about being the guy in the front of the room, or wearing a special patch, or being the boss. Good leaders are not all about themselves. They understand that the reason to lead is because they can make a difference in the troop and help

make those they lead successful in their roles and in all they do.

Next we want to talk about leadership styles.

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 Senior Patrol Leader? What if next week you were told that we are forming a troop 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" (Appoint a Scout to be Simon – Ryan Amstutz??)

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.

(After the game, discuss what went on as follows):

- 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?

I am going to ask SPL KEVIN COURTADE TO ILLUSTRATE THIS WITH ANOTHER ACTIVITY...MAKING A SANDWICH.

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.

REFLECTION: What did this teach us about a leadership style? What was the leadership style? **BOSS OR DICTATOR.** What I say goes!!!

SM MARTIN BURG

Let me tell you about 4 different leadership styles. Remember, all of them are effective, some more than others.

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. Be aware, however, that the ability of a dictator to lead depends solely on his having power over the group. Once he loses that power it is hard for the dictator to ever regain the group's confidence again.

Style Two: Selling - In this style of leadership, the leader once more makes the decision for the group, but seeks to sell 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. Remember, a person will follow a leader when he thinks it is in his best interest to do so. You can “sell” a group on a proposition and they will follow. You then need to make sure that the result is one

that “delivers” on the promise you made them during the sales pitch.

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. Note that the leader still makes the decision. In this style of leadership the group pretty much agrees that the end result is something they want, including them in the process of setting goals that get them there causes them feel valued and makes them more likely to contribute their best effort.

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 this style, each member of the group is empowered with the right to help plot the group's path to the goal.

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. We will talk more about discipline later.

There is one more type of leadership: SERVANT LEADERSHIP. And for that, we have another video:

VTS 24 1.VOB Leader or Boss...Servant Leadership...

Identifying method of leadership.... Tests video's....

VTS 25 1.VOB

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.

**PROBABLE LUNCH BREAK AND ANY
LEADERSHIP EXERCISE FOR LUNCH.**

STEPHEN KING:

Before lunch we talked about group dynamics and how patrols are formed. We talked about leadership styles and how that impacts our ability to get things done. Now we want to talk about

CHALLENGES TO 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?

What are some ways you have seen or experienced that have helped with a troublesome scout?

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!

MARK COURTADE

I want to talk a bit about the role planning, evaluation and problem solving have in our ability to succeed as leaders.

Part of planning also includes constantly re-evaluating where we are. We need to see if we are on the right path to our goal. 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 (even after this JLT) but it should also be going on during the course of the event.

As we make plans for the Jamboree Troop, we need to continually ask ourselves 3 important questions:

1. What should we START doing to make things better?
2. What should we STOP doing because it isn't helpful?
3. What should we CONTINUE doing because it is working well?

Let's envision a goal of planning to go to the top of Mount Everest and having campsites along the way.

Our VISION is to get to the top. That is what our future success looks like -- All of us on top of the mountain drinking Mountain Dew.

Our planning consists of 4 steps.

1. Deciding WHAT has to be done.
2. Deciding HOW to do it.
3. Deciding WHEN to do it.
4. Deciding WHO will do it.

As we evaluate these 4 steps, we will want to evaluate how we are doing.

We want to look at how we plan to achieve our goals.

When we review our plans, the STOP/START/CONTINUE method is helpful.

How many of you have had either a Scoutmaster conference or Board of Review this year?

Were you asked the question "Is there anything happening at the meetings you don't like?"

That is a STOP question.

Were you then asked what we could do to improve the Troop?
That is a START question.

Were you also asked “What do you like most about the Troop?”
That is a CONTINUE question.

The reason you are asked these questions by the adults is that they are evaluating their plan for our troop. They want to see if their PLAN is working out so that they can reach their VISION of having the best troop possible.

In our troop, we do the same thing after each campout. That is why we ask 3 important questions:

What worked ? (The “What should we Continue” question)
What didn’t work? (The “What should we Stop doing” question); and
What should we change? (the “What should we Start doing” question.)

So there is a reason why we ask those questions. It is all part of delivering the vision.

LET’S SAY WE HAVE A VISION FOR THE FUTURE...
...GOALS TO GET US THERE
...PLANS FOR ACHIEVING OUR GOALS.

We are working on our plans and things don’t go according to plan.

The plans aren’t working.
Roadblocks are stopping us.
We can just see that things aren’t working out...

What do we do?

Clearly we have a problem. **PROBLEM SOLVING** is what we have to do when the plan is no longer working.

Remember when we talked about planning something we said there were 4 steps.

1. Deciding **WHAT** has to be done.
2. Deciding **HOW** to do it.
3. Deciding **WHEN** to do it.
4. Deciding **WHO** will do it.

We can use those same 4 steps to problem solve our way out of what looks like looming failure.

We need to ask:

1. **WHAT** is the problem? ***Figuring out WHAT is causing the problem is critical.*** Describe it as accurately and completely as possible. The better you understand the problem, the more quickly and efficiently you can solve it.
2. **HOW** might we solve the problem? ***Figuring out HOW to solve the problem is the hardest part.*** Consider all the ways your team might be able to solve the problem, then chose the best. Give careful thought to materials you will need and additional information you might require.
3. **WHEN** should we solve the problem? ***Figuring out WHEN to solve the problem could actually save us time and effort. Some problems may work themselves out.*** Determine the order of the steps that must be taken to reach a solution. Some steps might need to be completed before others can be started. Sometimes doing the

most important steps first will solve the problem and allow a team to move ahead quickly.

4. WHO will take responsibility? **We need to Figure out WHO will take responsibility.** There may be many steps in solving a problem. Who will own each step? Even if there are only a few steps, having someone taking responsibility for each one will ensure it gets done.

KEVIN COURTADE:

PROBLEM SOLVING IS PLANNING WHEN THE FACTS HAVE CHANGED.

When that happens, the cause is usually pretty obvious. So the real question is how to we solve the problem.

Here are 4 ways: (refer to sign)

1. Brainstorming
2. Consensus
3. Multi-voting
4. Parking lot

BRAINSTORMING involves getting everyone involved in looking for a solution. Brainstorming allows for the free-flow of ideas. A team can get lots of ideas out on the table before evaluating any of them. As team members bounce thoughts off one another, the combined result can be greater than any of the individual contributions. People are encouraged to “think outside the box” and all ideas are considered, that is, consider solutions beyond the obvious. Encourage this kind of input by agreeing at the outset

not to be critical of the ideas of others. Remember, everyone is involved in a BRAINSTORMING session.

Piggyback ideas....add one solution on top of another if that helps.

Consider similar problems that might develop and see if some of those solutions could help in the present case.

CONSENSUS is reached when the group all decides on what the proper solution is without ever having to reach a vote.

MULTI-VOTING allows a team to consider many different options each member of the team gets an equal vote sometimes having everyone in the group list the solutions in rank order of importance helps everyone.

If reducing the list, take votes on what solutions to take out of the mix.

Cast votes/total scores/repeat as necessary.

The PARKING LOT is where you take ideas that might be good, but don't directly apply. Team discussions can lead to lots of good ideas that aren't directly related to solving the problem that needs to be solved right now. The person leading the discussion can make a note of each good suggestion, then put that idea in the "parking lot." Team members feel as though all of their suggestions are being considered, just not right now. It also helps a team hold onto fresh ideas whose time has not yet come.

IN THE MOVIE DODGEBALL when the group found out the gym was going to close they tried a number of these. Their VISION was to raise \$50,000 and save their gym.

1. They did some Brainstorming to figure out what they could do to keep the gym open.

They talked about

having a car wash,
selling blood and other bodily fluids,
paying in Canadian dollars, etc.

2. The suggestion that they sell their BLOOD and BODILY FLUIDS was okay, but they were not that desperate yet, so it got put in the **Parking Lot**.
3. The suggestion that they pay in CANADIAN DOLLARS was voted out and eliminated by the group.
4. The idea to hold a car wash was adopted by **consensus** and they held one, but it didn't work – so they had to **problem solve**.
5. They **voted** and decided to play dodge ball to earn them \$50,000. The VISION was to pay off the debt. The GOAL was to win \$50,000. They then set about reaching their goal by PLANNING how to beat up on some steroid crazed girl scouts on beaver tranquillizers . . . and the rest is history.

In an emergency situation when it is time to do the work, the leader's job is to step back from the action to keep an overall view of the entire situation. If the leader gets involved in working on the solution, he is no longer free to view and direct everything else that is happening.

We are now going to do some brainstorming with a little game called 9 MAGAZINES. The purpose of this activity is to show you

that you may have to look at several possibilities before you arrive at the right solution.

(Kevin AND Nick Schwietzer play the game)

Mr. MARTIN BURG

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 more than 100 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.

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

But many a wise Scoutmaster (and most Eagle Scouts) know that being a good leader starts with being able to follow as well. No Junior Leader Training is complete without reminding each of you that to be a good leader you need to be a good follower as well.

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.

Kevin Courtade:

That is basically it for the learning part of our program on Junior Leader Training. I want to commend all of you for spending a very large part of this day to help make the troop better and to invest in yourselves as you learn to be a better leader.

My final comment before watching one last video is that you cannot expect to be a good leader until you have first mastered what it takes to be a good follower as well. When you are a good follower you are helping secure the joint vision you share with the leader.

Not only that, but by being a good follower you will develop the loyalty and goodwill of those that will at some point be following your lead as you strive to reach your VISION.

VIDEO: VTS_52_1.VOB

SURVIVAL

A Simulation Game

You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Michigan. The daily temperature is 5 below zero, and the night time temperature is 10 below zero. There is snow on the ground, and the countryside is wooded with several creeks crisscrossing the area. The nearest town is 20 miles away. You are all dressed in city clothes appropriate for a church meeting. Nobody has a jacket. Your group of survivors managed to salvage the following items:

- A softball sized wad of steel wool
- A small hand ax
- A loaded .45-caliber pistol with 8 shots
- Can of Crisco shortening
- Newspapers (one per person)
- Cigarette lighter (without fluid)
- Extra shirt and pants for each survivor
- 20 x 20 ft. piece of heavy-duty canvas
- A sectional air map made of plastic
- One quart of 100-proof whiskey
- A compass
- Family-size chocolate bars (one per person)

Your task as a group is to list the above 12 items in order of importance for your survival. List the uses for each. You **MUST** come to agreement as a group.

	ITEM	Rationale – why this item, what is it good for?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

EXPLANATION

Mid-January is the coldest time of year in Northern Michigan. The first problem the survivors face is the preservation of body heat and the protection against its loss. This problem can be solved by building a fire, minimizing movement and exertion, using as much insulation as possible, and constructing a shelter.

The participants have just crash-landed. Many individuals tend to overlook the enormous shock reaction this has on the human body, and the deaths of the pilot and co-pilot increases the shock. Decision-making under such circumstances is extremely difficult. Such a situation requires a strong emphasis on the use of reasoning for making decisions and for reducing fear and panic. Shock would be shown in the survivors by feelings of helplessness, loneliness, hopelessness, and fear.

These feelings have brought about more fatalities than perhaps any other cause in survival situations. Certainly the state of shock means the movement of the survivors should be at a minimum, and that an attempt to calm them should be made. Before taking off, a pilot has to file a flight plan which contains vital information such as the course, speed, estimated time of arrival, type of aircraft, and number of passengers. Search-and-rescue operations begin shortly after the failure of a plane to appear at its destination at the estimated time of arrival.

The 20 miles to the nearest town is a long walk under even ideal conditions, particularly if one is not used to walking such distances. In this situation, the walk is even more difficult due to shock, snow, dress, and water barriers. It would mean almost certain death from freezing and exhaustion. At temperatures of minus 25 to minus 40, the loss of body heat through exertion is a very serious matter.

Once the survivors have found ways to keep warm, their next task is to attract the attention of search planes. Thus, all the items the group has salvaged must be assessed for their value in signaling the group's whereabouts.

The ranking of the survivors items was made by Mark Wanvig, a former instructor in survival training for the Reconnaissance School of the 101st Division of the U.S. Army. Mr. Wanvig currently conducts wilderness survival training programs in the Minneapolis, Minnesota area.

This survival simulation game is used in military training classrooms.

RANKINGS

1. Cigarette lighter (without fluid)

The gravest danger facing the group is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signaling devices. This makes building a fire the first order of business. Without matches, something is needed to produce sparks, and even without fluid, a cigarette lighter can do that.

2. Ball of steel wool

To make a fire, the survivors need a means of catching the sparks made by the cigarette lighter. This is the best substance for catching a spark and supporting a flame, even if the steel wool is a little wet.

3. Extra shirt and pants for each survivor

Besides adding warmth to the body, clothes can also be used for shelter, signaling, bedding, bandages, string (when unraveled), and fuel for the fire.

4. Can of Crisco shortening

This has many uses. A mirror-like signaling device can be made from the lid. After shining the lid with steel wool, it will reflect sunlight and generate 5 to 7 million candlepower. This is bright enough to be seen beyond the horizon. While this could be limited somewhat by the trees, a member of the group could climb a tree and use the mirrored lid to signal search planes. If they had no other means of signaling than this, they would have a better than 80% chance of being rescued within the first day.

There are other uses for this item. It can be rubbed on exposed skin for protection against the cold. When melted into an oil, the shortening is helpful as fuel. When soaked into a piece of cloth, melted shortening will act like a candle. The empty can is useful in melting snow for drinking water. It is much safer to drink warmed water than to eat snow, since warm water will help retain body heat. Water is important because dehydration will affect decision-making. The can is also useful as a cup.

5. 20 x 20 foot piece of canvas

The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Spread on a frame made of trees, it could be used as a tent or a wind screen. It might also be used as a ground cover to keep the survivors dry. Its shape, when contrasted with the surrounding terrain, makes it a signaling device.

6. Small ax

Survivors need a constant supply of wood in order to maintain the fire. The ax could be used for this as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.

7. Family size chocolate bars (one per person)

Chocolate will provide some food energy. Since it contains mostly carbohydrates, it supplies the energy without making digestive demands on the body.

8. Newspapers (one per person)

These are useful in starting a fire. They can also be used as insulation under clothing when rolled up and placed around a person's arms and legs. A newspaper can also be used as a verbal signaling device when rolled up in a megaphone-shape. It could also provide reading material for recreation.

9. Loaded .45-caliber pistol

The pistol provides a sound-signaling device. (The international distress signal is 3 shots fired in rapid succession). There have been numerous cases of survivors going undetected because they were too weak to make a loud enough noise to attract attention. The butt of the pistol could be used as a hammer, and the powder from the shells will assist in fire building. By placing a small bit of cloth in a cartridge emptied of its bullet, one can start a fire by firing the gun at dry wood on the ground. The pistol also has some serious disadvantages. Anger, frustration, impatience, irritability, and lapses of rationality may increase as the group awaits rescue. The availability of a lethal weapon is a danger to the group under these conditions. Although a pistol could be used in hunting, it would take an expert marksman to kill an animal with it. Then the animal would have to be transported to the crash site, which could prove difficult to impossible depending on its size.

10. Quart of 100 proof whiskey

The only uses of whiskey are as an aid in fire building and as a fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch). The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth. Alcohol takes on the temperature it is exposed to, and a drink of minus 30 degrees Fahrenheit whiskey would freeze a person's esophagus and stomach. Alcohol also dilates the blood vessels in the skin, resulting in chilled blood being carried back to the heart, resulting in a rapid loss of body heat. Thus, a drunk person is more likely to get hypothermia than a sober person is.

11. Compass

Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. Its only redeeming feature is that it could be used as a reflector of sunlight (due to its glass top).

12. Sectional air map made of plastic

This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. Its only useful feature is as a ground cover to keep someone dry.

How to score

Each team should list its top 5 choices in order prior to seeing the answer sheet. To award points, look at the ranking numbers on this answer sheet. Award points to each team's top choices according to the numbers here. For example, the map would earn 12 points, while the steel wool would earn 2 points. Lowest score wins (and survives).