**The Aims of Scouting**

Baden-Powell said “Scouting is a game with a purpose.” The Scouting program has three specific objectives, commonly referred to as the Aims of Scouting. They are:

- character development,
- citizenship training, and
- personal fitness.

**The Methods of Scouting**

We achieve these aims by the following methods, listed below in random order.

**Ideals**

The ideals of Boy Scouting are the Scout Oath, the Scout Law, the Scout motto, and the Scout slogan. Scouts measure themselves against these ideals and continually try to improve. The goals are high, and, as he reaches for them, he has some control over what and who he becomes.

**Patrols**

The patrol method is an experience cooperation and citizenship. It places responsibility on young shoulders and teaches how to accept it. The patrol is small group where Scouts can easily relate to each other. Patrols determine troop activities through their elected representatives.

**Outdoor Programs**

*Scouting is Outing.* As much as possible, scouting takes place outdoors. Here Scouts share responsibilities and learn to live with one another. It is here that the skills and activities practiced at troop meetings come alive with purpose. Being close to nature helps Boy Scouts gain an appreciation for God’s handiwork and humankind’s place in it.

**Advancement**

Boy Scouting provides a series of surmountable obstacles and steps to overcome them. A Scout plans his advancement and progresses at his own pace. Scouts are rewarded for each achievement, which helps him gain self-confidence. These help a Scout grow in self-reliance and in the ability to help others.

**Personal Growth**

As Scouts plan their activities and progress toward their goals, they grow. The Good Turn and community service is a major part of Scouting. Frequent conferences with his Scoutmaster help each Scout to determine his growth toward Scouting’s aims.

**Leadership Development**

The Scouting program encourages boys to learn and practice leadership skills. Every Scout has the opportunity to participate in both shared and total leadership situations. Leadership helps a boy accept the leadership role of others and guides him towards citizenship.

**Uniform**

The uniform makes the Scout Troop visible as a force for good and creates a positive youth image in the community. Boy Scouting is an action program, and wearing the uniform is an action that shows each Scout’s commitment to the aims and purposes of Scouting. The uniform is practical attire for activities and provides a way for Scouts to wear their badges of accomplishment.
WHY LEADERSHIP?

On most famous football teams the quarterback is the team leader. Why is that? Is there something special about the position? Does he automatically become a leader—the guy who makes the team go—when he is named quarterback?

No, there’s more to it than that. Last more: Usually he is named quarterback because a leader—the guy who makes the team go—when he is named the quarterback.

WHY LEADERSHIP?

The quarterback moves the team toward a touchdown. The senior patrol leader guides the troop to a high rating at the camporee. The mayor gets the people to support new policies to make the city better.

WHAT IS LEADERSHIP?

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WHAT IS LEADERSHIP?
Welcome to the adventure: Good Exploring—both in this book and with the people you discover and practice, you will join a special band of leaders.

Leadership is a process of getting things done through people. You are searching for the secrets of leadership. Many of them are locked inside leadership. includes the other boys—to them you do this.

Leadership is the capacity to move others toward shared goals with a focus and competency they would not achieve on their own.

To move others toward shared goals...

Leadership is the capacity to get the job done. The leader is the guy the others look to to get the job done. That's why it's important that you begin right now to learn what leadership is expected to do the job all by yourself. So get the job done. The leader is the guy the others look to.
The best leaders are those who:

- Lead by example.
- Encourage their followers.
- Inspire others to work towards a common goal.
- Are open to feedback and willing to learn.
- Have the ability to make difficult decisions.
- Are committed to their mission.

Leadership is a skill that can be developed through practice and experience. It is not something that can be easily learned in a day or even a week. It takes time, patience, and dedication to become a successful leader.

In this section, we will consider several common statements about the people who serve in leadership positions throughout our world. After you have read the statement, decide for yourself whether you feel it is true or false and why you think it is.

Here’s the first one. True or false?

The only people who lead have some kind of leadership job, such as chairman, coach or king.

Do you think that’s true? Don’t you believe it. It’s true that chairmen, coaches, and kings lead, but people who hold no leadership position also lead. And you can find some people who have a leader’s title and ought to lead, but they don’t.

Leadership, then, is something people do. Some people inherit leadership positions, such as kings, or nobles, or heads of family businesses. Some people inherit leadership jobs, such as chairman, coach or king. Some people inherit leadership positions, such as president, or coach, or king. Some people inherit leadership jobs, such as chairman, coach or king.
Leadership does take skill. Not everyone can learn all of the skills of leadership. Some people will tell you that. Some really believe it. But it's not so.

True or false?

"Leader" is another word for "boss." 

Well, what do you mean by "boss"? A guy who pushes and orders other people around? No. A leader is not one of those. (But some people try to lead this way.)

Or do you mean a boss is somebody who has a job to do and works with other people?

Try this statement. Is it true or false?

Leadership is a gift. If you're born with it, you can lead. If you're not, you can't.

If you can't, you can't. Leadership is a gift. If you're born with it, you can lead.
WHAT IS THE JOB OF A LEADER?
A leader works with two things: a job and a group. You can always tell when a leader succeeds because:
• The job gets done.
• The group holds together.

Let’s see why that is so. The patrol works on a job and a group. That’s its leadership. The patrol must go on.

WHAT AFFECTS LEADERSHIP?

1. Leaders have a special type of power that makes others like to follow.
2. Leaders get the job done and keep the group going.
3. Leaders go by finish last.
4. Mean guys finish last.

One of the following statements is the message of this part of the book. Which one?

1. Nice guys finish last.
2. Mean guys finish last.
3. Leaders get the job done and keep the group going.
4. Leaders have a special title or badge that makes others like to follow.

WHAT IS THE JOB OF A LEADER?
Leaders—like other people—are all different. No leader can take over another leader's job and do it the same way. So, when leaders change, the methods the new leader uses may differ.

Groups are different, too. A great football coach might have difficulty leading an orchestra. A good sergeant might be a poor Scoutmaster. So, when a leader changes groups, he changes the way he leads. Said another way, trying old ways on a new group may not work.

Situations differ, too. The same leader with the same group must change with conditions. A fellow leading a group discussion needs to change his style of leadership when a fire breaks out. As a Scout leader, you probably can't lead the group in the rain the same as you do in the sunshine.

Good leaders are flexible and adapt to changing situations. An effective leader, then, must be alert at all times to the reaction of the members of the group; the condition in which he may find himself; and be aware of his abilities and reactions.

HOW DOES LEADERSHIP DEVELOP?

Picture a long scale like a yardstick. On the low end, there are no leadership skills. On the other end, there is a complete set of leadership skills. Everyone is somewhere between those ends. Where do you find yourself at this time? Unknowingly, you may be further up the scale than you realize. As a patrol or troop leader you'll now have the opportunity to find out.

HOW WILL YOU KNOW YOU'RE IMPROVING?

You learn leadership best by working with patrols. That is something like learning swimming best by getting into the water. To measure yourself, refer back to the Job of a Leader:

Is the job getting done?
Is the group working together?

Yet you can't keep track of your progress without a guide. You must understand what you're trying to learn. This means you have to know what the standards are. You can keep track of your progress without a guide. You must keep track of your progress with a guide. You can track your progress by understanding what you're trying to learn. This means you have to know what the standards are.

WHAT CAN YOU DO TO EARN THE RESPECT OF OTHERS?

Amazingly enough, the biggest single thing that you can do to earn the respect of others is to treat others with respect. All of the other things that you can do—enforcement of rules, good leadership, etc.—don't earn as much respect as you can get by treating others with respect. And when is the last time you got in trouble for being respectful? You must be a leader before you can be a leader. You can't lead the respect of others unless you show respect yourself.

HOW DO I GET RESPECT?

Does being placed in a leadership position automatically entitle you to the respect of those that you are expected to lead? No. You'll now have the opportunity to find out. Where do you find yourself at this time? Unknowingly, you may be further up the scale than you realize. As a patrol or troop leader you'll now have the opportunity to find out. You learn leadership best by working with patrols. That is something like swimming best by getting into the water. To measure yourself, refer back to the Job of a Leader:

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Leadership Skills

Leading makes use of many skills. We are going to take up eleven of them here. These eleven skills are important. Many of them intertwine. Some cannot be used alone. If you can improve your skill in each of the eleven, you'll improve your effectiveness as a leader.

With each skill, we'll follow this pattern:
• An example of the skill in use
• An explanation of use of the skill
• How to evaluate whether you're improving in that skill
• A Troop 700 context

COMMUNICATION—GETTING AND GIVING INFORMATION

A patrol leader sent two Scouts on an errand from camp. Rusty and Bruce did fine until they came to a stream.

"Hey, where ya goin'?"
"He said turn left."
"He did not. He said turn right here."
"No, that was back there. By the clearing. He said when we get to the stream, we turn left."

So Rusty turned right and Bruce followed directions and reached their destination in a few minutes. When he arrived, Bruce followed directions and reached the wrong point. They were soon lost in the wood. The Patrol Leader came to the camp to find them and was told that they had been sent in a different direction.

Why did this happen? Here are some possibilities. Which do you think was the problem:
• Rusty didn't listen to the Patrol Leader's instructions.
• Rusty thought he understood the directions when he really didn't.
• The Patrol Leader gave poor directions.
• The Patrol Leader should have made sure both boys knew the directions.

Now let's consider each of these statements:

Rusty didn't listen. This may be true. But the Patrol Leader didn't know that Rusty didn't listen or, at least, he didn't find out whether he did or not.

Rusty thought he understood the directions. This is probably true. He was pretty convinced when he argued with Bruce. But we must ask how the Patrol Leader managed to let him go away with the wrong idea.

The Patrol Leader gave poor directions. This might be true. But the Patrol Leader didn't know that the directions were incorrect.

Rusty didn't listen to the Patrol Leader's instructions. This may be true. But the Patrol Leader didn't know that Rusty didn't listen or, at least, he didn't find out whether he did or not.

So Rusty turned right and Bruce turned left. They were soon out of sight of each other. Bruce followed directions and reached the right destination in a few minutes. When he arrived, he found no Rusty. Half an hour later, still no Rusty. Bruce finally raced down the trail back to camp, got help, and they began searching. It took 2 hours to find Rusty. He was lost in the woods, still no Rusty.

Now let's consider each of these statements:

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Communication—Getting and Giving Information
The patrol leader gave poor directions. Bruce got them right, so they were OK to him. But since only one of the two boys understood the directions, we have to suspect that they might not have been perfectly clear. The patrol leader should have made sure. This is certainly true. If he had made Rusty repeat the directions, he would have found where “right” replaced “left.”

Whatever happened, we need to look at the results. Information wasn’t given and received properly. The job didn’t get done. (And the search for Rusty prevented some other jobs from getting done.) Besides, the confused information began to affect the way the members of the patrol felt about each other. This kind of thing threatens the patrol morale and effectiveness.

How could this misunderstanding—of one word—have been prevented? Check any of the following that would have helped if the patrol leader had done them:

• He made sure both boys were paying attention before he gave directions.
• He spoke slowly and clearly.
• He had Rusty and Bruce make a diagram and write the directions in a notebook.
• He had the boys repeat the directions.

You probably checked all of them, and you’re right. Any one of them might have prevented the misunderstanding.

How do we communicate?

Notice that leaders both give and get information. Communication happens both ways. How can you apply these ideas in your leadership tasks? Easy. To improve your skills in getting information, follow these rules:

• Pay attention and listen carefully.
• Make notes and sketches.
• Ask questions and repeat your understanding of what was said.
• Have your scouts take notes and draw diagrams.

To improve your skills in giving information, there is a similar set of guidelines:

• Make sure the others are listening before you start giving information.
• Speak slowly and clearly.
• Draw diagrams and have those receiving the instructions take notes.
• Have the others repeat back their understanding of the information.

Everyone will benefit from doing the processing that is necessary to write the information down. Your scouts will benefit by writing down the information that is given to them.

Communication is a two-way street, and it can be very confusing if both giver and receiver are not careful. Careful communication is essential.

Evaluation of Communication

Communicate

Communication is not only the process of giving and receiving information, it is also the ability to think critically about that information. The following guidelines will help you improve your ability to communicate effectively:

• Use clear and concise language.
• Be aware of nonverbal cues that may be misleading.
• Be open to feedback and suggestions for improvement.
• Be willing to learn from your mistakes.

Communication in Troop 700

We make every effort to provide each scout with the information that he needs. The newsletter and the various handouts that get distributed throughout the year are examples of this. But we know that we can always do better. We welcome suggestions for improving our communication efforts.

Helpful hints:

• Use clear and concise language.
• Be aware of nonverbal cues that may be misleading.
• Be open to feedback and suggestions for improvement.
• Be willing to learn from your mistakes.

We are always looking for ways to improve our communication efforts. If you have any suggestions, please let us know.
When we have additional information to get out, we go through the patrol leaders. When a Scout has questions, he knows to go to his patrol leader. You, as patrol leader, are a vital link in the Troop 700 communications network. The information that you distribute needs to be correct! It's up to you to take accurate notes at troop meetings, patrol leaders council and when you are called. When one of your Scouts comes to you ... responsibility to find out. Talk to your patrol guide, patrol advisor, or an assistant scoutmaster working in that area.

We ask that each patrol leader set up a phone tree for his patrol. A significant part of any phone tree is a feedback loop. Each branch of the phone tree needs to loop back to the patrol leader so that he can:

• Make sure that everyone got called.
• Make sure that the message got out correctly.

Information has a tendency to deteriorate as it passes from person to person. You want the last person to call you and repeat the message as he understands it. If the message has been corrupted you may have some more phoning to do.

Practice Effective Communication patterns

Older people tend to talk at younger people and not with them. There are some ways to think about communication with Scouts in the troop.

• Qualify your opinions to avoid making judgment statements. Practice saying "I think" when you are leading Scouts in an activity. This leads Harry to reflect on his own reaction to an event.

• Exchange information with Scouts rather than lecturing them. When we lecture, we seldom give any new information, and we don’t learn what it is that they know. Remember that communication is a two-way process, and the feedback is half of the process. Ask your Scouts “What do you think the purpose of this game is?”

• Ask rather than tell. If one solution stands out, point out its pros and cons. Then stop and let the Scours discover for themselves whether this is the best one. A suggestion should always be framed in the form of a question, such as, “Don’t you think this game showed you some ideas of how you can solve a problem?”

• Listen to your Scouts. James Kouzes and Barry Posner write in The Leadership Challenge that "Listening is a dialogue, not a monologue."

Knowing and Using the Resources of the Group

Most of the members of the Eagle Patrol were new Scouts. Harry, the patrol leader, thought the Scouts should be trained to pitch tents just before their first campout. He picked Phil to run the demonstration because he was aggressive and strong. Phil didn’t know which part of the tent to fasten down and which part to put up in the air. But Phil didn’t know which part to fasten down and which part to put up in the air. Harry’s idea was that the Scouts should be trained. Harry, the patrol leader, thought that the information about the training should be conveyed:

• Respect others’ point of view. Read Scouts as fairly as you would read adults in similar situations. If you use respect in communication with adults in similar situations, if you use respect in communication with your Scouts, your Scouts will respect you.

• Summarize your understanding of the situation or the solution for your Scouts to avoid misunderstandings. "Read back" their ideas to them, so that they can see if they’ve said what they wanted to say. For instance, “I think that’s a good idea. But why do you think it would work?”

• When you do you think it would work?”

• When you do you think it would work?”

• When you do you think it would work?”

• When you do you think it would work?”

• When we have additional information to get out, we go through the patrol leaders.
Later on, Harry learned that Bob had done a lot of weekend camping with his family and knew a lot about tents. But why had he picked Phil to do the demonstration? Harry probably thought that Phil, being as confident as he was, could handle it. It never occurred to him that Phil didn't know anything about tents. And because Bob was quieter, it didn't enter Harry's mind that he had some skills.

Harry didn't learn about Bob's knowledge and skill as a camper until it was almost too late. How could he have avoided embarrassing Phil in front of the patrol?

How do you know and use the resources of the group?

To establish a group, you must know what you have to work with. Two types of resources can be used-those available to the group and those available from within the group's own members. Your resources are things and people. As patrol leader, Harry needed to know what resources were available to him. A resource is a thing you can use. A book, a tool, a piece of wood, or a handful of sand may be a resource. People can also be resources, because:

• They know how to do things.
• They have information or knowledge.
• They know how and where to get other resources.

The single most common mistake of a new leader is acting like he has to know everything and do everything himself. You don't. You can't. Plus, all your guys are feeling pretty useless and they aren't learning anything.

Every member of every patrol is some kind of resource. No one person has pretty useless and they aren't learning anything.

To establish a group, you must know what resources everyone has.

How well do you know and use your group's resources?

How much do you know about the Scouts in your patrol or troop? What would it be helpful to know? Their special skills? Their past experiences? Their hopes and dreams? These are the resources that will help you succeed. Every member of every patrol is a resource. Every member of every patrol is some kind of resource. No one person has pretty useless and they aren't learning anything.

You don't, you can't, plus, all your guys are feeling pretty useless and they aren't learning anything.

How do you know and use your group's resources?

need to know this.

What he can learn if the resources you need are not presently available, you

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later on, harry learned that bob had done a lot of weekend camping with his family and knew a lot about tents. but why had he picked phil to do the demonstration? harry probably thought that phil, being as confident as he was, could handle it. it never occurred to him that phil didn't know anything about tents. and because bob was quieter, it didn't enter harry’s mind that he had some skills.

harry didn’t learn about bob’s knowledge and skill as a camper until it was almost too late. how could he have avoided embarrassing phil in front of the patrol?

how do you know and use the resources of the group?

to establish a group, you must know what you have to work with. two types of resources can be used—those available to the group and those available from within the group’s own members. your resources are things and people. as patrol leader, harry needed to know what resources were available to him. a resource is a thing you can use. a book, a tool, a piece of wood, or a handful of sand may be a resource. people can also be resources, because:

• they know how to do things.
• they have information or knowledge.
• they know how and where to get other resources.

the single most common mistake of a new leader is acting like he has to know everything and do everything himself. you don’t. you can’t. plus, all your guys are feeling pretty useless and they aren’t learning anything.

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From our example, it is clear that harry needed to learn the resources of each of the members of his patrol. how much he has done this? here are four.

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From time to time, check over your resource file and ask yourself whether you're keeping it updated. Has your patrol program improved through the use of the information recorded on each boy's card? Has knowing these resources made you a better leader?

A leader must know the resources of his patrol. He can never know too many. Every time there is a job, some of these resources should be used. Which ones? The ones that will (1) get the job done and (2) keep the group together.

Knowing and using resources in Troop 700

We don't have to search very far to find an application for this skill in Troop 700. Each month, each patrol leader is responsible for preparing his patrol for the campout. The troop may provide the food and some initial training, but it is up to the patrol leaders to motivate the patrol to work hard to complete the campout successfully. These leaders must also provide the best training possible. We don't have to search very far to find an application for this skill in Troop 700.

Understanding the Characteristics and Needs of the Group

First, put aside any idea that everyone else is exactly the same as you. Actually, life would be pretty boring without variety. Everyone should appreciate your differences and needs that you would want to be understood.

How do I go about understanding my group's needs and characteristics?

A leader must know the resources of his patrol. He can never know too many. Every time there is a job, some of these resources should be used. Which ones? The ones that will (1) get the job done and (2) keep the group together.
might even need to plan a series of practice outings to condition your Scouts for the rigor of the upcoming outing. There are going to be times when you have a Scout who is unable to meet the physical demands of the outing. Again, this needs to be handled in a manner that will bring the least amount of embarrassment to the Scout.

**Skill limitations:**
You're preparing your patrol for camporee. Do you want to put your training efforts into the areas that your Scouts have already mastered or does it make more sense to put your efforts into the areas where your Scouts are still developing? In the case of needs, make sure that your Scouts are up to the physical demands of the outing. You're going to need to consider all of these things. Make sure you're paying attention to your individual Scout at home. Again, this needs to be handled in a manner that will bring the least amount of embarrassment to the Scout.

**Equipment limitations:**
Consider whether or not the outing that you are planning is going to place any equipment hardships on any of your Scouts. Most Scouts get some idea of the types of equipment that they are going to need to acquire before joining the troop. Those troops are more likely to have a Scout who is unable to meet the physical demands of the outing. Again, this needs to be handled in a manner that will bring the least amount of embarrassment to the Scout.

**Evaluating your understanding:**
As you practice this skill, you need to consider all of these things. Make sure you're paying attention to your individual Scout at home. Again, this needs to be handled in a manner that will bring the least amount of embarrassment to the Scout.

**Practicing understanding in Troop 700:**
Member of your patrol when you make a decision about who does what in your patrol, do you consider the unique characteristics and needs of each as part of your decision-making process? As you practice this skill, you need to consider all of these things. Make sure you're paying attention to your individual Scout at home. Again, this needs to be handled in a manner that will bring the least amount of embarrassment to the Scout.

**Specifying your understanding:**
Suppose you have a Scout who, for whatever reason, will never be available on Tuesday night. Maybe his Mom has a class that night and he has to baby-sit his little sister. Is there a way that you can make it more possible for him to attend the meeting? In the case of your patrol, you might need to vary the schedule for your patrol meetings so that everyone can make it to at least part of the meeting. In some cases, you might need to vary the schedule for meals to accommodate this. You might need to change the schedule for your patrol meetings so that everyone can make it to at least part of the meeting. In some cases, you might need to change the schedule for meals to accommodate this. You might need to change the schedule for your patrol meetings so that everyone can make it to at least part of the meeting. In some cases, you might need to change the schedule for meals to accommodate this. You might need to change the schedule for your patrol meetings so that everyone can make it to at least part of the meeting. In some cases, you might need to change the schedule for meals to accommodate this. You might need to change the schedule for your patrol meetings so that everyone can make it to at least part of the meeting. In some cases, you might need to change the schedule for meals to accommodate this.

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**Evaluating your understanding:**
As you practice this skill, you need to constantly test to see what kind of job you're doing. Do you consider the unique characteristics and needs of each as part of your decision-making process? As you practice this skill, you need to consider all of these things. Make sure you're paying attention to your individual Scout at home. Again, this needs to be handled in a manner that will bring the least amount of embarrassment to the Scout.

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SETTING THE EXAMPLE

A den chief came to a den meeting without his uniform. A week later, two of the Cub Scouts appeared out of uniform. "Why?" demanded the Den Mother. "Bill didn't wear his last week."

Bill never said to any of the Cub Scouts, "It's OK if you don't wear your uniform sometimes." But that was the message that came through. His good example of coming in uniform broke down only once. That was enough for a couple of his guys.

Which is stronger, good or bad example? We can't always be sure.

Setting a good example will often not work all by itself. But if you exchange it for a bad example, you may get immediate action (of the wrong kind).

Alan was elected senior patrol leader. He took his new job very seriously. If there was ever any horseplay, he stayed out of it. He felt he had to in order not to set a bad example.

On one camping trip the patrol leaders got some horseplay going after "Taps," and Alan joined in. Everybody had a ball. The next day, every one of the patrols got completely out of hand. The Scoutmaster finally had to step in and settle everyone down. Then he and Alan had a talk.

"That's the first time I've done anything like that since I was elected," Alan complained.

"What effect do you think it had?" asked the Scoutmaster.

"I don't know. There's been a little trouble before, but never as much as this. They always knew I wouldn't put up with it."

"Why do you think it had an effect?" asked the Scoutmaster.

"I think it showed them that there was someone who would stand up to them and say, "No, that's enough."

Thus, Alan learned to keep a good example going. Even though it seemed not to do much good. Because a bad example would almost certainly make things worse.

How do you set the example?

As a leader, you are observed by others at all times.

Some say being a leader means doing the right things and knowing why.

Others say that setting an example requires doing the right things and knowing why.

People learn from examples. I show you my square knot. I untie it and tie it slowly while you watch. Then you try to tie a knot like mine.

We use models in teaching because they work. Models let people know what we want. Models say, "Here, do it like this."

People are models themselves. A woman models a dress for a customer. The message is, "If you buy this dress, you'll be as beautiful as me."

A leader is a model. Whether we want it or not, the people who follow the leader will do what the leader does. People are models. Women models dress for a customer. The models are mirrors. "If you buy this dress, you'll be as beautiful as me."

We want models. "Here, do it like this." People look for examples. They look for leaders. They look for people who know what we want. Models in marketing because they work. Models let people know what we want. Models in teaching because they work. Models let people know what we want. Models in marketing because they work. Models let people know what we want.

As a leader, you are observed by others at all times. Other Scouts are watching you and learning to do what you do. Are you proud of what they see? How can you set a good example?

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Other Scouts are watching you and learning to do what you do. Are you proud of what they see? How can you set a good example?
Take the initiative. Shakespeare wrote, "Some are born great, some achieve greatness, and some have greatness thrust upon them." Don't wait for leadership to be thrust upon you. Find out what has to happen and make it happen.

Act mature. If you act like a half-wit, you'll be a good model for those trying to win the half-wit badge. That's not what your patrol needs. You'll get a lot more respect by acting mature than by being a silly kid.

Know your job. Never quit trying to do a better job. Know your patrol and its resources. Pick up new skills and improve on old ones. You can't learn too much about leadership. (But it's very easy to learn too little.)

Keep a positive attitude. A positive attitude is vital as an example to patrol members. A leader's personal frustration or discouragement should never be apparent. Failure should be considered a potential learning experience. Enthusiasm is contagious.

Get yourself ready ahead of time. Be prepared. When there are things to do—and you have your hands full with other people's problems—you should have already anticipated the needs of the task so that you are not part of the problem.

Get organized. Keep your stuff together. When you're ready, others will be ready. When you're not, others will be waiting. Get organized! Keep your stuff together! When you're not, others will be waiting. Get organized! Keep your stuff together! When you're not, others will be waiting.

Representing the example you set. And how you react to others.

How do I represent the group?

For instance, use this patrol leader script for your patrol. It's easy to adapt and more effective. It doesn't represent a strip.

Consider the script that the patrol leader has spoken. He's representing the group. He's not speaking for himself. He's speaking for the patrol. The script says:

"At the patrol leaders council, Charlie, the Fox Patrol leader, voted for the hike to Donner's Mill with great enthusiasm. He thought it would be great. At a later troop meeting, the senior patrol leader announced the hike to Donner's Mill and the Foxes groaned. The Scoutmaster and senior patrol leader announced the hike to Donner's Mill. The Foxes groaned. The Scoutmaster and senior patrol leader announced the hike to Donner's Mill. The Foxes groaned. The Scoutmaster and senior patrol leader announced the hike to Donner's Mill. The Foxes groaned. The Scoutmaster and senior patrol leader announced the hike to Donner's Mill. The Foxes groaned. The Scoutmaster and senior patrol leader announced the hike to Donner's Mill. The Foxes groaned."

The history of your example in Troop 700. The history of your example in Troop 700 is an example of one. The patrol leaders are the representatives of the patrol. If you want to know what happened in the past, you look at the history of your example. If you want to know what will happen, you look at the history of your example.
Suppose you are a patrol member. The patrol is going to elect a leader. Three members of your patrol are candidates. You don’t know which one to vote for.

Each candidate is asked to state what he understands about representing his patrol at the patrol leaders council. Which of the following Scouts would get your vote?

SAM: Look, man, if you elect me, you gotta trust me to do what’s right. I know what you guys want. I won’t let you down.

PAT: I don’t agree with Sam. I don’t think he knows what you want. I don’t know either. But any time there’s a question, we’ll take a vote. Majority rules. I’ll speak for the side with the most votes. Isn’t that fair?

TIM: No, it’s not fair. I think the leader should speak for everybody, not just the majority. If five of you vote for A and only two of you vote for B, I think the two should be heard too. If you elect me, I’ll speak for everybody, whether we all agree or not.

You can vote the way you please, but...

• Sam will represent the side he votes for. When his views and yours are the same, he’ll be representing you. When they’re different, your views won’t be represented.

• Pat will represent your views only when they’re on the majority side. When they’re different, your views won’t be represented.

• Tim will represent every view equally. Whether we all agree or not, he’ll be representing you.

To do this well, pay attention to:

1. Open-mindedness. Every patrol needs a leader who can represent a group that may be different from their own. If Tim is elected, how will he be representing your views when they’re different from his?

2. What you do before you represent your patrol. You can count on this:

   - You can’t represent a group unless you know what they think.
   - You can’t know what they think unless you ask.
   - You can’t ask unless you think.

   You can count on this:

   - First, how do you prepare yourself to represent your patrol?
   - When you do agree with your views, you should be prepared to explain them.
   - When you do differ, you are representing your patrol, and you should explain why.

   To do this well, pay attention to:

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Troop 700 Leadership

How can you best represent your patrol to the patrol leaders council and to the meetings? Some possibilities are:

1. Speak facts
2. Respect others' opinions
3. Represent some things in private
4. Take notes

How should you follow up and report back to your patrol?

First and foremost: Do report back. Keeping information to yourself is not productive. You and your guys are all in this together so bring them up to date.

How do I plan?

Planning is almost always faster and easier if you know what you're planning. Some common things have to be thought through ahead of time.

1. SPL and quartermaster: (Do you see an obvious plan already?)
2. Assistant patrol leaders: (Are you ready to take over for the SPL?)
3. Room leaders: (Are you ready to take over for the room leaders?"

The PLC in Troop 700

While patrol meetings are not a regular occurrence in Troop 700, we frequently have patrol corners at our troop meetings and on outings. We do have monthly patrol leaders council where most of the major Troop 700 decisions are made. You have the opportunity to consult with and represent your patrol. How are you doing?

Planning

When will the result occur? What do you want to happen? How do you want to accomplish that?

How do I plan better?

Effective planning is usually the result of seven specific steps:

1. Define the problem
2. Gather all the facts
3. State the problem
4. Brainstorm possible solutions
5. Analyze the possible solutions
6. Select the best solution
7. Plan the action

How do I plan?

Planning is almost always faster and easier if you know what you're planning. So in planning, you need to know what you're trying to accomplish. So in planning, you need to know what you're trying to accomplish.

Some ways to improve your planning:

1. Write down your ideas
2. Discuss your ideas with others
3. Use a checklist
4. Review your progress

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Some ways to improve your planning:

1. Write down your ideas
2. Discuss your ideas with others
3. Use a checklist
4. Review your progress
1. Consider the task. This involves what has to be done, who does what, when, where, and how.

2. Consider the resources. What time is available? What are the skills of the patrol? What equipment and supplies are needed and available? What other items should be considered?

3. Consider alternatives. What happens if something goes wrong? What are the emergency procedures? What is the alternate plan? Could the alternate plan be better than the original plan?

4. Reach a decision. Who has the responsibility? Is a poor decision better than no decision? Is no decision a decision? Is a patrol decision best? A decision usually is needed at every step in the process.

5. Write down the plan. The act of writing down an action plan may cause it to be revised or refined. The final plan might need considerable discussion.

6. Put the plan into action. All plans are formulated but never followed.
Controlling Group Performance involves six basic operations:

1. Consider the Task
2. Consider the Resources
3. Consider Alternatives
4. Write the Final Plan
5. Put the plan into Action
6. Evaluate Decision

How well did you plan?
Improve every time you plan by evaluating what you did last time. How can you do it better? Did you use all available resources? How do you know? Were all alternatives considered? Did everyone understand the plan? Will they look forward to doing this same activity again?

Do we plan in Troop 700?
You bet! Planning is a regular part of almost everything we do in Troop 700. Whether you're planning for the troop at a patrol leaders council, or planning meals for your patrol at patrol corners or a patrol meeting, or planning your own activities, you are planning. Take every opportunity to do it right.

CONTROLLING GROUP PERFORMANCE
George is a senior patrol leader. At a camporee, the troop was packing its gear, getting ready to leave. The equipment was spread out on the ground, and each of the five patrols was assembled around the equipment.

The senior patrol leader was barking out instructions: "Trail Chef Kit—first, the large pot." In turn, each patrol leader would shout to his patrol to come up with the large pot. Seeing each patrol leader with the large pot in hand, George would bellow out the next order: "Four aluminum plates in the bottom!" Then each patrol leader would respond, the plates would be found and inserted, and the next command would follow. So it went through the folding of the tents and the storing of all equipment. The task was finally completed, and everything was in its proper place.

But long before the job was finished, many of theScouts were horsing around, learning nothing about camp housekeeping or responsibility.

For their master, responsible
in charge of camp housekeeping, George was hardly compliant, and everything was in proper place.
The last leader would respond, the plates would be found and inserted.

So we see that control is not being a dictator. Rather, it is using good sense and skill to get the job done and keep the group together.

Controlling group performance involves six basic operations:

1. Consider the Task
2. Consider the Resources
3. Consider Alternatives
4. Write the Final Plan
5. Put the plan into Action
6. Evaluate Decision

How well did you plan?
1. Observing. Be in a position to see the patrol, to communicate with its members, and to be available, but not appear to dominate. Praise good work. Give suggestions for improvements, rather than orders.

2. Instructing. When necessary, give instructions as the work proceeds and the situation changes. Communicate well, apply the skill of effective teaching, and allow members to use their own initiative. As long as the work is progressing well, the leader should not intrude.

3. Helping. When a patrol has decided that it wants to perform a task, the leader must help the members be successful. The leader does a good job personally, takes a positive approach, and gives a helping hand when needed. Take care that an offer to help is not an implied criticism.

4. Inspecting. Think about what to expect to see. The leader should know the plan and the skills involved. A checklist is valuable. If the work is not correct, the worker is led to the proper performance of the task. Again, a positive approach with helpful suggestions for improvement is vital.

5. Reacting. How the leader reacts to the efforts of the patrol 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 are correct and encourage the person to feel good about corrections that are suggested. React to the total job—do not focus on obvious weak points.

6. Setting the example. The most effective way of controlling group performance is the personal example of the leader. How the leader observes, instructs, helps, inspects, and reacts is vital.

Difficult people

If there seems to be difficult people in your patrol, go out of your way early to open dialog and take actions that build trust. Difficult people find it harder to justify bad behavior if they can't blame someone else. Build trust by building trust. There is no substitute for spending time and effort on problems. To reduce the risk for future problems, do this: a good leader will head problems off. Remove the idea for their blame. To do this, a good leader will head problems off. Be patient and take actions that build trust. Difficult people are harder to influence. Help ideas and take actions that build trust. Difficult people often see false reasons to be difficult, and these actions can build trust. If these reasons are difficult, and these actions can build trust.

Successful the example

The most effective way of controlling group performance is the personal example of the leader. How the leader observes, instructs, helps, inspects, and reacts is vital.

On obvious weak points:

Good show correlations are suggested. Praise is the local job—do not focus on obvious weak points. On obvious weak points.

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EVALUATION

Think back to the last time a skill was demonstrated at a troop meeting. How did it go? Who did it? Do you think you could do as well? Better? Quite a bit better? There you go—evaluating. And it's all based on your personal values.

"Boy, I wish I was as good a patrol leader as Sam."

"Look at those Foxes. The Bats can do a lot better than that."

"We made a few mistakes this time, but we're still on top."

"Boys, I wish I was a good patrol leader like you."

Evolution is not all black and white; there is gray. How did it go? Why do you think you couldn't improve? What do you need to practice? This means that.

Some situations prefer long answers. When a person feels constrained, he's the last to answer. (The first two questions above allow only one possible answer each, and they should be avoided. How do you think we could improve our camping program?)

1. Did you enjoy the last campout?
2. Would you rather fish or play golf?
3. How do you think we could improve our camping program?

Other situations prefer short answers. If you want to know how many or how much, short answers are fine. If you want to know how people really feel, you have to give them freedom to answer.

Which of the following questions leaves the person the greatest freedom to tell how he feels?

1. Did you enjoy the last campout?
2. Would you rather fish or play golf?
3. How do you think we could improve our camping program?

There are some pointers that will help you understand the answers you get.

But there are some pointers that will help you understand what they are looking for.

Why evaluate? How?

Everything your patrols and troop do should be evaluated. But not by you alone; let the Scouts who take part in them share their thoughts with you. But you have to be sure you understand what they are telling you. Here are some pointers that will help you understand the answers you get.

People's personal values show. Each person sees things in his own way. From Scout to Scout, the things that seem very important may not seem as important to another Scout. The results showed that the camp leaders were very good at evaluating, but the Scouts were asked how they would change the same ones.

The greatest evaluation for a leader is to trust his own judgment. That's also the worst. What the leader thinks and what the group thinks are often far apart. Years ago in a survey of Scout camps, camp leaders were asked how they thought the Scouts liked various camp activities. The results showed that the camp leaders weren't very good at guessing what the Scouts liked. For example, leaders rated religious services in camp as very low in popularity. Scouts rated them very high. Leaders rated big, mass activities as most popular; Scouts rated individual activities as most popular.

The easiest evaluation for a leader is to trust his own judgment. That's also the worst. What the leader thinks and what the group thinks are often far apart. Years ago in a survey of Scout camps, camp leaders were asked how they thought the Scouts liked various camp activities. The results showed that the camp leaders weren't very good at guessing what the Scouts liked. For example, leaders rated religious services in camp as very low in popularity. Scouts rated them very high. Leaders rated big, mass activities as most popular; Scouts rated individual activities as most popular.

People's personal values show. Each person sees things in his own way.

Why evaluate? How?
Checking your evaluations

First, do you honestly ask for feedback? It's easy to assume you know how well something went. Two guarantees are in order:

• You don't know the whole story until you check it out.
• When you do, you'll be better for it.

To check your ability in this skill, you must decide just how you are using evaluation to help you lead better. Do you listen to what is said? Do you make excuses for doing what you do? It's easy to be defensive. Listen first, do you honestly ask for feedback? It's easy to assume you know how well something went.

To train people to make good decisions in the outdoors, you've got to take them into the outdoors, into real situations, and let them face challenges by themselves. They learn soon enough that if they make foolish decisions, or if they base their decisions on "hope" or "faith" that things will work out--they fail and if they don't learn from their mistakes, they'll do the same thing again. You've got to take them into the outdoors, into real situations.

Paul Petzoldt
Founder of the National Outdoor Leadership School

If you've prepared your guys to succeed, it's OK to have one of them fail. It's actually a tremendous learning opportunity. Make sure the opportunity is not lost.

Find out from others how you're doing. Don't just trust your own judgment. You can't stay on the track unless you know where you are going and then evaluate what you are doing successfully to get there.

Be sure you know what they're telling you.

Reflections

Some call these "thorns and roses." Reflections are different from an evaluation. An evaluation is often a more formal way to get feedback. Reflections are more of a group self-examination. Reflections should happen after nearly any activity with a purpose.

Reflections are the most important part of an activity. What did we learn? How did it go? How do we need to improve?

Reflections are different from an evaluation in evaluation is often a more

Reflections

There is one more topic related to evaluations. Reflections. Some call these "sessions..." Reflections and "thorns and roses."

Planning session.

Emphasis: Generalize the experience. Set goals.


Reflections should happen after nearly any activity with a purpose. Why? A reflection makes you think about it. You may learn something. You'll understand how others saw it. You'll think about how can we apply what we learned? And you'll ask:

Was it fun?

Was it useful?

Was it worth doing it again?

Was it helpful to others?

Was it helpful to you?

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First discuss what happened. Do-ask open ended, direct questions about specific incidents. Get them to describe. Have fun. The real issues lie beneath the surface.

Then ask for a judgment in this situation. Once what happened is clear, ask the group to make a judgment. What was good about …? What didn't work so well about …?

Finally generalize from this situation to our Troop/your Patrol. What's the connection between the activity and our real world? How can we use what we learned about … in our Troop/your patrol? And set goals. What skills do they want to keep doing? What things do they need to change in order to work together better?

Effective Teaching

For a patrol hike, Mike had been made responsible for bringing the hamburger buns. He got them in plenty of time and put them in the freezer to keep them fresh for Saturday. When the patrol reached its destination on the big day, everyone began pulling out their part of the patrol's lunch. It wasn't until Mike reached for the hamburger buns that he remembered that they were still at home in the freezer! And there was no way to get there.

At the time it wasn't a laughing matter, but by the next meeting of the troop, Mike and his patrol leader Tom were having a good laugh as they told the story to Carl, the senior patrol leader.

"What'd you learn from that?" Carl asked them.

"Not to forget the hamburger buns!" was Mike's instant reply.

"Sure," laughed Carl, "but is that all?" He seemed to be leading.

Mike agreed. "No to forget the hamburger buns." He asked, "What's the moral of this story?"

Carl pressed a little further. "How will you handle this situation?"

That's when it was their turn to laugh. Mike and his patrol leader, Tom, were having a good laugh about what could have been a bad situation. They had learned something that could be applied to other situations. They had learned that hamburgers need buns, just as they had discovered, "They had been in the middle of planning our patrol's lunch. It wasn't until they had the buns in the freezer to keep them fresh for Saturday when the hamburger buns were still at home in the freezer!"

Carl ended the story, "You've made a good judgment, Mike. We're having a good laugh about what could have been a bad situation. You have learned something that could be applied to other situations."
You can use this same method to help almost anybody learn almost anything. We'll take another example and see how you can use the method.

Leadership and learning are indispensable to each other. John F. Kennedy

Suppose a camporee is coming up. There is to be a competitive event involving the use of map and compass. You think your patrol members are a little rusty on that. Here's how you might proceed.

Effective teaching is a process. Five elements are involved, but these are not necessarily steps in a sequence.

1. Learning Objectives

   Before attempting to teach, it is important to know what is to be taught. Asking "What should the participants be able to do by the end of the session?" determines the learning objectives. Learning objectives should clearly state what the individual will be able to do, know, and understand. Learning objectives should be clearly stated, and work on what the person knows and can do. The learning objectives have chosen to make.

   Once the discovery has shown where the person already knows the instructor.

2. Guided Discovery

   A discovery is any sort of happening that has these results.

   • Knowledge is confirmed. People discover what they do know. Until then they might not have been sure.
   • A discovery is any sort of happening that has these results.

   The objectives for a map and compass exercise might be: Given a map, the participant will learn what he or she needs to know.

   The person needs to know what the person knows from what is already known.

   The person knows and can do what is desired. The learning objectives.

3. Teaching-Learning

   Learning is when the learner discovers his shortcomings or unforgotten skills.

   In our example we could provide each member of the patrol with a compass and have each member orient a map and plot a course that you specify. Watch how they do. Some may do well, others will do badly. Allow our students to see that you can see what they see. Watch how they feel. Then explain or relate the instructions. Help them work with the others. But equally important is that the learner discovers his shortcomings or unforgotten skills.

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Learning is most effective when it is self-directed.

Do we use effective teaching in Troop 700?

From what is simple to what is more complex.

More from what is known to what is unknown.

not the teacher.

Teach from the point of view of the student?

People construct knowledge upon the base of what they know. And, how do you know where they are if you don't ask?

Learning objectives must be clear.

Sharing Leadership

SHARING LEADERSHIP

Last week the patrol of which Jim is the leader made plans for their part in the troop's canoe trip. All nine members were present and all had a part in developing the plans. The overall concept of the plan was made by the patrol leaders council, so the patrol had to stay within that plan in making their own. By plan, the patrols report back to the patrol leaders council so that plans may be changed. The steps described for the explanation of the map and compass task are not to be changed. These are needed to occur—each is again. The approach may be changed, but the steps remain the same.

Teaching. If evaluation shows that the patrol has not learned what was to be learned, it must be done more thoroughly. The steps described for the explanation of the map and compass task are not to be changed. These are needed to occur—each is again. The approach may be changed, but the steps remain the same.

The more deeply a person can be involved in his or her own learning, the more that individual will learn and the longer he or she will retain what has been learned. Learning objectives must be clear.

Teach from the point of view of the student?

People construct knowledge upon the base of what they know. And, how do you know where they are if you don't ask?

Learning objectives must be clear.

4. Application

Learning is most effective when it is self-directed.

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5. Evaluation

Evolution through some of the learning process, until they can be successful.

For instance: have the learners do a set of problems with map and

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time the patrol meeting broke up, every member had taken on some responsibility for the trip, either before it or during it. A day or so before they left, Jim called each member to check on his progress. Everyone was all set except Bill. He was to act as tour navigator, but he hadn’t got the maps he needed. With Jim’s questioning, he admitted he hadn’t done much about trying to get them.

Jim then wanted to know how he planned to carry out his navigator duties if he had no maps. “Oh, I thought we’d just follow another patrol,” Bill replied.

“How do you think our guys will like that?” Jim asked.

“Not so great I guess. What do you think I should do?” Bill sounded a little bit defeated.

“We still have a day and a half before the trip, why don’t you call the Scoutmaster and see if he has any maps. If he doesn’t, you can try Mr. Jones. He’s the Dad’s club organizer for the trip. I’m sure they’ll get the maps for you. Next time you have a job to do, I’d like to take part in planning. He had to call the Scoutmaster and see if he has any maps. If he doesn’t, he can tell us what to do. I’d like to take part in planning.

Although Jim is the elected patrol leader, he chose to share his leadership in several ways in this situation. Did you notice how?

At the beginning, he allowed every member to take part in planning. He had to set limits because some things had already been decided, but within those limits, he let them plan.

Second, he had everyone share in the responsibility for a successful trip. Everyone had a job to do and everyone felt a part of the team.

As leader, Jim was smart enough to check on everyone. When he found Bill hadn’t done much about the maps, he suggested that Bill call the Scoutmaster and see if he has any maps. If the Scoutmaster doesn’t have any maps, Bill can try Mr. Jones. He’s the Dad’s club organizer for the trip. I’m sure they’ll get the maps for you. Next time you have a job to do, I’d like to take part in planning.

Good leadership—using several styles and approaches—will produce such results as these:

• A spirit of cooperation
• Teamwork
• Good leadership

But never share responsibility.

As a leader, you can share tasks.

A discussion of the negative approach shows simulations and examples about functioning as a leader. The discussion of the positive approach shows simulations and examples about functioning as a leader.

Another approach is for the leader to join the patrol as an equal and not play the part of the equal in the patrol.
2. 

**Persuading (or selling).** In this style of leadership, the leader still makes the decision. Having made the decision, the leader must sell it to the patrol to get cooperation.

3. 

**Consulting.** Patrol members participate and provide input. The leader may suggest a tentative decision or plan and get the patrol's reaction. Having consulted the patrol, the leader still makes the decision. If consensus can not be reached, the patrol is encouraged to note and follow the desires of the majority.

4. 

**Delegating.** The leader identifies the problem, sets certain guidelines, boundaries, or rules, and then turns the problem over to the patrol or one of its members. The leader accepts the decision and guidelines established. While authority may be delegated, the responsibility must remain with the leader.

5. 

**Joining.** The leader steps down as leader and joins the patrol. The leader agrees in advance to abide by the patrol's decisions. It is important to remember that joining the patrol is still leadership. The leader must carefully consider the resources of the patrol and, if necessary, change to a more direct leadership style.

No single leadership style is "best." Each depends on the situation, experience of the patrol members, and tasks to be done. As a leader, you must consider your style of leadership and be prepared to change styles. No one expects you to be the Scoutmaster. Do your best and your patrol will support you.

**Types of Leaders:** There are some behaviors that don't work and should not be tried. For instance: bullying, insulting, sarcastic, sexist, racist, or manipulative are inexcusable styles. You don't tear down others to raise yourself.

How well do you share leadership?

You should be doing all of these things to build a leadership style that works for your patrol. You should be sharing leadership with your patrol members. As a leader, you should be listening to the thoughts and ideas of your patrol members. You should be encouraging your patrol members to share their thoughts and ideas with you. You should be making decisions with your patrol members. You should be setting goals with your patrol members. You should be working together to achieve those goals.

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• Ask questions that will keep the Scout talking (the longer he talks, the more likely he'll be to find a solution).
• Demonstrate that you are listening by summarizing back to him what you think that he's trying to say.
• If you can sense the direction that you think he wants to go, guide him gently in that direction with your questions or comments. Do not tell him the solution.

Why do you suppose that it's a good idea to let people solve their own problems? Here are a couple of good reasons:
• Since you're not always going to be around to solve his problems for him, let him experience solving his own problems and living with the results.
• If he's like most people, he's not going to value or buy into your solution nearly as much as he would one of his own. As a result, he's more likely to be right there with him and you when things go wrong.

Problems in Troop 700
What kinds of problems are the Scouts in Troop 700 likely to bring to you? (Hopefully you've built the kind of trust with the members of your patrol that they will want to come to you.)

First year scouts are likely to experience some bullying. Many Scouts persist in trying to scare or intimidate the younger, smaller Scouts. You may have been on one end or the other of this at one time. As a patrol leader, you have a responsibility to help the group learn how to handle these kinds of problems.

You're the safety net for all the older scouts in your patrol. They need to trust you and understand that no matter what will happen, you'll be right there with them and you need to trust you're the senior leader for all the year scouts in your patrol. They need to trust you.

Problems in Troop 700
What kinds of problems are the Scouts in Troop 700 likely to bring to you?

Personal responsibilities for the success or failure of the patrol are much easier to execute when the solution is not going to be found by someone else. Some problems are going to be too big for you to handle and you feel that, just because you're the patrol leader, you can't refer a problem.

Don't feel that, just because you're the patrol leader, you can't refer a problem. Transfer the responsibility for solving the problems to someone else. You are the leader of the patrol and you need to be able to do both of these well. To do this:

As a leader, you both get and give information. You must be able to do both of these well. To do this:

Communication
Leadership is a process of getting things done through people. A leader succeeds when the job gets done and the patrol holds together. Communication can bring understanding and dissent.

Summary of Leadership Skills
Having trouble with something? Go to him.

The master counselor is the Scoumaster. If you still are having trouble, go to him.

If you can sense the direction that you think he wants to go, guide him gently in that direction with your questions or comments. Do not tell him the solution.

If you can't, then you must pass the problem up to an adult leader in the troop. Some other problems that you might be asked to deal with:

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SUMMARY OF LEADERSHIP SKILLS
Leadership is a process of getting things done through people. A leader succeeds when the job gets done and the patrol holds together.

Communication
A leader has to depend on what the members of the patrol can do as well as what the leader can do. In order to use these available resources a good leader has to depend on what the members of the patrol can do as well as what they are.

• Ask questions that will keep the Scout talking (the longer he talks, the more likely he'll be to find a solution).
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Summary of Leadership Skills
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The master counselor is the Scoumaster. If you still are having trouble, go to him.
When this skill is used properly, a leader will give others what they need to stop
behaviors that negatively impact the troop, but everyone is happier if the
behavior is changed, not stopped. The PLC has the authority to do so if
the behavior is not stopping and the troop members agree. The
leadership process is working when the junior leaders are involved in
planning the troop program. Scan the plan. Does the plan make sense?
Have you considered all aspects of the plan? Do you know the
people involved? What are their strengths and weaknesses? What are
the goals of the program? How will the program be different this
year? How will the program be conducted?

The core of a successful program is planning a successful troop program.
Planning

Understanding Characteristics and Needs of the Group

• Each person has certain strengths and weaknesses.
• When a leader understands these, everyone's needs are met.
• The patrol leaders' council applies this skill since the purpose of the PLC
is to plan and run the program of the troop that will meet the needs and
desires of the Scouts.

Representing the Group

• You don't know what the Scout feels until you ask.
• Success is achieved when each Scout feels he has a part in troop
decisions.
• Sometimes there won't be an opportunity to consult with your patrol.
In these cases, you'll have to make a decision.

Setting the Example

• What you are speaks louder than what you say. "Do as I say, not as I do"
will not work.
• You know a leader may be the only good example the Scouts have.

Planning

• Consider the task. What do you want to accomplish?
• Consider the resources. What do we have to work with?
• Consider the alternatives. What are the ways we can do this?
• Reach a decision. How will we do it this time?
• Write down the plan. What is the plan? Review it.
• Put the plan into action. Do it. Keep at it.
• Evaluate. How did it go? What worked? What did not work? What
would you do differently next time?
Evaluating

Evaluating should be done both during and after every activity. Each activity should have a definite goal.

In terms of getting the job done:

• Was the job done?
• Was the job done right?
• Was the job done on time?

In terms of keeping the group together:

• Were relationships between patrol members helped or hurt?
• Was there equal participation? Fair participation?
• Did they enjoy it?
• How well were conflicts handled?

Effective Teaching

This is not a new method of teaching; Scouting has used it since 1910. The difference is today we do not assume that just because we have taught that Scouts have learned. The proof lies in what they actually know, put them into a situation where they recognize the need to know, then offer them the opportunity to learn.

• Know the objectives
• Use guided discovery to: Confirm knowledge, establish a need to know, and instill motivation.
• Make sure learning is happening while you think you are teaching
• Give them an immediate chance to apply what has been learned
• Evaluate the application in light of the objectives

Place the emphasis on the learner, not the teacher.

• Accept, if necessary, be patient
• Explain the application in light of the objectives
• Give them an immediate chance to apply what has been learned
• Make sure learning is happening while you think you are teaching
• Place the emphasis on the learner, not the teacher

Sharing Leadership or Styles of Leadership

With the responsibility of leadership goes trust. The effective leader must adjust his leadership style to fit the situation without giving up the responsibility for the welfare of the troop. The five styles are:

• Telling
• Persuading
• Consulting
• Delegating
• Joining.

The secret is to share the leadership allowing everyone to join and share in the responsibility, without giving up the role as a leader.

Counseling

A leader must be able to counsel Scouts in order to help them. Listening is the most important key to counseling. Be careful not to give advice, instead use questions to help the individual arrive at his own solution to the problem.

• Listen
• Ask questions
• Summarize
• List options; with plusses and minuses.
• Guide him to where he wants to go.

This is not a new method of teaching; it was used since 1910. The secret is to share the leadership, allowing everyone to join and share in the leadership.

Evaluating

Evaluating should be done both during and after every activity. Each activity

ATTRIBUTIONS

Jeff Cairns wrote the original version of this document. The most recent version is at http://www.geocities.com:0080/Yosemite/Trails/7950/leadrshp.htm. Al Best changed some things to make it more relevant to Troop 700 and to reflect the latest principles given in the Scoutmaster Fundamentals and Woodbadge training courses. One good source of on-line information on the skills of leadership is at the official BSA website: www.bsa.scouting.org. Other information was found at www.usscouts.org. I've also borrowed from a recent book on leadership: John Graham (1997) Outdoor Leadership: Technique, Common sense, and Self-confidence. The Mountaineers. ISBN 0-89886-502-6. I highly recommend this book. If you find any mistakes, they are mine. Send and comments or suggestions to: ALBest@VCU.edu. Last date modified: 12 January 2001.