

# Troop 700 Leadership Handbook



## 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.

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### WHY LEADERSHIP?

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

No, there's more to it than that. Lot's more. Usually he is named quarterback because he's *already* a leader. He's already the kind of guy the other players like to follow.

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And if the coach is wrong about him, he probably won't stay quarterback very long. If he can't lead the team, he won't have much value even if he can hit a receiver at 40 yards. Every successful team *must* have at least one leader.

That goes for your Scouting team, too—your patrol and your troop. In fact, if the patrol and troop are to succeed, you need several leaders. Guys like yourself who want to try “quarterbacking” in Scouting. The aim of this book is to show you how to become a better leader.

Let's begin by being honest about it. This book is *not* going to make you a good leader. You are *not* going to find 5 or 10 simple rules to follow to become a good leader. If leadership were as easy as that, almost everyone would be a good leader. And you know that most people are not.

There are no rules for leadership. But there are certain skills that every good leader seems to have. You will learn about them in this book and practice them in your patrol and troop.

Some of these skills you may already have—even without knowing it. That's the funny thing about leadership—a good leader doesn't necessarily know how he does it. He just does what comes naturally and the others follow him. Although he may not know it, he has mastered the skills of leadership.

As a patrol or troop leader you're going to learn these skills in a more structured manner. You're going to learn what they are from this book and from troop leadership development opportunities in your council or district.

Then you'll use these skills with your patrol and troop leader's council.

This doesn't mean we guarantee that you'll be elected student council president next year. Or that you will be the Super Bowl quarterback 15 years from now or President of the United States in 35 years. But we do guarantee that you *can* make yourself a much better leader in just a few weeks or months.

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### WHAT IS 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.

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## Leadership is a process of getting things done through people.

These leaders are getting things done by working through people—football players, Scouts, and ordinary citizens. They have used the process of leadership to reach certain goals.

Leadership is not a science. So being a leader is an adventure because you can never be sure whether you will reach your goal—at least this time. The touchdown drive may end in a fumble. The troop may have a bad weekend during the camporee. Or the city's citizens may not be convinced that the mayor's policies are right. So these leaders have to try again, using other methods. But still they use the same process. The *process* of good leadership.

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

Sometimes it helps to see the goal before you set out on the journey. Here are some things that people expect of leaders:

- be good at planning and organizing
- be self-confident
- be technically competent in outdoor skills
- care for and listen to other people
- make good decisions
- be trustworthy
- commit to responsibilities
- communicate well
- inspire others to do their best
- build and maintain morale
- be good teachers and coaches
- have a sense of humor
- think for themselves
- be able to deal with difficult people and handle conflicts

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- be able to build and guide teams
- anticipate problems and deal with them proactively.

That's a tall order! But remember, you don't climb a mountain in one leap. Take one step at a time. Leadership means responsibility but it's also adventure and often fun.

**The leader is the guy the others look to to get the job done.**

So don't think your new job as a troop leader will be just an honor. It's more than that. It means that the other Scouts expect you to take the responsibility of getting the job done. If you lead, they will do the job. If you don't, they may expect you to do the job all by yourself.

That's why it's important that you begin right now to learn what leadership is all about. Everyone can be a competent leader at the level they need to lead.

Wear your badge of office proudly. It does not automatically make you a good leader. But it identifies you as a Scout who others *want* to follow if you'll let them by showing leadership.

You are not a finished leader. No one ever is, not even a president or prime minister. But you are an explorer of the human mind because now you are going to try to learn how to get things done through people. This is one of the keys to leadership.

In a big troop such as ours there is only one way to go: Let the boys run the troop. That's one of the promises of Scouting. It's the job of your Troop leadership—including the other boys—to train you to do this.

You are searching for the secrets of leadership. Many of them lie locked inside you. As you discover them and practice them, you will join a special group of people—skilled leaders.

Welcome to the adventure. Good exploring—both in this book and with the groups you will have a chance to lead.

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The best leaders are those the people hardly know exist. The next best is a leader who is loved and praised. Next comes the one who is feared. The worst one is the leader that is despised.

If you don't trust the people, they will become untrustworthy. Fail to honor people, they fail to honor you.

The best leaders value their words, and use them sparingly.

When he has accomplished his task, the people say, "Amazing: we did it, all by ourselves!"

Lao Tzu in the *I-Ching*

**WHY DO YOU LEAD?**

What you believe about leadership—your attitudes—will greatly influence the results you get. There will be times when you need to *see* yourself as a leader. Others will need to feel—and you will need to call forth—a quiet confidence acceptance of your leadership role. It's this vision of yourself, that acceptance of your role, that squares your shoulders, settles your emotions, and prepares your mind and heart to lead.

One kind of leader sees himself at the top and views his position from what it will bring to him. He' better, more deserving, privileged. This 'top-down' attitude attempts to control and manipulate—and is only occasionally successful. If you think of yourself as a 'bottom-up' sort of leader, your view is that of *servicing* your patrol's interests and needs. This focus on the *we* rather than the *me* encourages shared leadership and a much more successful patrol.

Why do you lead? Your vision won't come overnight. It'll grow and deepen with training and experience. There is no "right" answer to this question, but there is an answer for you where you are now. You'll find yourself asking this

question repeatedly. Reflection will help you weigh the responsibility and risk with the rewards and satisfactions. To sustain the commitment you'll need, personal costs and benefits need to be acknowledged.

Here are some thoughts that may sustain you.

- **Believe in people.** Are you doing your best? Of course. Others are too. Don't be negative. Everyone is doing the best they can.
- **Make practice a priority.** Don't assume that skills will just be there when you need them. The skills and confidence you gain in mastering techniques and process are cumulative.
- **Know that, as a leader, you're always in the right place at the right time.** Some challenges will come at you unexpectedly or be more difficult than you bargained for. When that happens, don't waste time wondering why—it's not a mistake that you're there. Believe that you would not be the one challenged if you were not up to the task. Trust that your inner reserves are sufficient. Then do what you have to do.

**THE TASKS OF LEADERSHIP**

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.

In other words, you're not a leader because you wear the leader's hat. Or because you wear the patrol leader's insignia on your uniform. You're a leader only when you are getting things done through other people.

Leadership, then, is something people do. Some people inherit leadership positions, such as kings, or nobles, or heads of family businesses. Some are

elected: chairman, governor, patrol leader. Some are appointed, such as a coach, a city manager, or a den chief. Or they might just happen to be there when a situation arises that demands leadership. A disaster, or a teacher doesn't show up when class begins, or a patrol leader becomes sick on a campout.

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.**

Some people will tell you that. Some really believe it. But it's not so.

Leadership does take skill. Not everyone can learn all of the skills of leadership as well as anyone else. But most people can learn some of them—and thus develop their own potential.

You don't have to be born with leadership. Chances are, you weren't. But you were born with a brain. If you can learn to swim or play checkers or do math, you can learn leadership skills.

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 to get it done? This is true. A leader is a boss in that sense.

True or false?

**Being a leader in a Scout troop is like being a leader anywhere else.**

This one is true. When you lead in a Scout troop, you will do many of the same things as any leader anywhere.

The important thing now is Scouting gives you a chance to lead. You can learn *how* to lead in Scouting. You can *practice* leadership in Scouting. Then you can lead other groups, too. The skills you will need are very much the same.

## WHAT DOES A LEADER DEAL WITH?

Every leader deals with just two things. Here they are:

- the *job* and
- the *group*.

The job is what's to be done. The “job” doesn't necessarily mean work. It could be playing a game. It could be building a skyscraper. It could be getting across an idea.

A leader is needed to get the job done. If there were no job, there would be no need for a leader.

The *group*, such as a patrol, is the people who do the job. And in many cases, the group continues after the job is done. This is where leading gets tough, as you'll see later.

Think about this situation. Mark has a lot of firewood to split. There he is, all alone with his ax. He's got a job to do. Is he a leader?

We have to say in this situation that Mark won't be leading. Why? No group. There's nobody on the job but Mark.

Here's another example. Danny and three of his friends are on their bikes. They have no place to go. They're just riding slowly, seeing how close they can get to each other.

Is Danny—or any one of the others—a leader?

From what we know, we have to say no. Why? No job. There's a group of friends, but nothing special to be done. You don't need a leader for that. (You don't need a group, either.)

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## 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 it takes both.

Frank was elected patrol leader. That same week, the patrol had a job cleaning up an old cemetery.

It was Frank's first leadership position and he wanted it to go right. In his daydream he could see the Scoutmaster praising him for the great cleanup job. So when Saturday morning came, Frank and the patrol went over to the cemetery, and Frank started to get the job done.

He hollered. He yelled. He threatened. He called them names. He worked like a tiger himself. It was such a rough day, but the cemetery got cleaned up. Frank went home sort of proud, sort of mad, and very tired.

"How'd things go, Frank?" the Scoutmaster asked a few days later.

"Good."

"No problems?"

"No." Frank wondered what he meant by that.

"Oh! Well, a couple of the boys in your patrol asked me if they could change to another patrol. I thought maybe something had gone wrong...."

And that was how Frank learned that getting the job done isn't all there is to leadership. He had really given the patrol a hard time, and now they wanted to break up.

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Almost anybody with a whip and a mean temper can get the job done. But in doing it, they usually destroy the patrol. And that's *not* leadership. The patrol must go on.

Another example. Is this leadership?

Another new patrol leader called a meeting at his house. Everybody seemed to be hungry when they came. So they got some snacks from the kitchen. Then they tossed a football around. It began to get dark, and one by one they went home. Everybody had fun. But the patrol meeting—the job—never started.

Just going along, being everyone's buddy, isn't leadership. A gang of guys just being together doesn't need a leader. If they want to get something done, a leader will emerge.

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.
- We'll take the third one. Will you?

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## WHAT AFFECTS LEADERSHIP?

Leadership is not magic that comes out of a leader's head. It's skill. The leader learns how to get the job done and still keep the group together.

Does this mean that the leader does the same things in every situation? No. Here's why.

Leadership differs with

- the *leader*,
- the *group*, and
- the *situation*.

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 conditions in which he may find himself; and be aware of his abilities and reactions.

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## 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.

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## 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 skills of leadership are.

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## 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? Some of you will undoubtedly think that it should. But in the real world, that's rarely the way it works. If you were coming to a leadership position as complete stranger to the group, it would be reasonable to expect a grace period where the members of the group showed you respect based upon the position alone. Except for that one special case, respect doesn't come with the position. It is something that must be earned.

What can you do to earn the respect of others? Amazingly enough, the biggest single thing that you can do gain the respect of others is to treat others with respect. All of the other things that you can do—advancement to high rank, proficiency in Scouting skills, etc.—don't earn you much respect if you don't treat others with respect.

From the moment that you first joined the troop, you've been doing things that will influence how much respect you will receive as a leader. If you've been a cutup or if you've found it great sport to pick on the younger Scouts, you'll have a lot to make up for before you can even begin to earn the respect of those that you'll be expected to lead. If you've been treating others with respect all along, you've laid the foundation that you'll need to be successful as a leader.

### Sign's Up

One clear indication of respect is behavior during "sign's up." The Scoutmaster and SPL have clearly stated the expectation of "sign's up" (which is also found in the *Boy Scout Handbook*). Troop programs and activities will run more smoothly and we'll have more time to do more great things if you pay attention to "sign's up."

Things to do when the person in charge does “sign’s up”

- Be silent,
  - Raise your sign (and keep it up),
  - Stay where you are,
  - Wait for the person in charge to lower his hand.
  - If you are a leader, see to those you are responsible for.
- Things to not do when “sign’s up”
- Tell anyone (verbally) that “the sign’s up!”
  - Force someone else to raise the sign.
- The Troop Staff, Guide Patrol, and PL/APL’s will set the example and encourage those under their charge to quickly comply with “sign’s up”. It may be necessary for these leaders to move around (quietly) to do this encouragement.

The Scoutmaster (or other adult leader) will see that adult visitors understand the meaning of “sign’s up” and, at the very least, refrain from talking during “sign’s up”.

### THE SKILLS OF LEADERSHIP

Leading makes use of many skills. We are going to take up eleven of them here. These eleven skills are presented in leadership courses you may take as a patrol or troop leader. They are frequently referred to as the “Brownsea Leadership Skills.”

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.”

“No he didn’t. But go ahead, wise guy. I’ll see you there.”

So Rusty turned right and Bruce turned left. They were soon out of sight of each other. Bruce followed directions and reached their destination in a few minutes. When he arrived there, 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 had taken the wrong turn at the stream, soon lost the trail, and couldn’t get back.

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.* 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.* 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 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.

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 pictures and have those receiving the instructions take notes.
  - Have the others repeat back their understanding of the information.
- Some people are able to retain information by just hearing it. Most others need to see it. Among these people there are those who will retain information best if they read it and those who will benefit from seeing some sort of drawing or map.

**Everyone will benefit from doing the processing that is necessary to write the information down.**

These guidelines for giving and getting information take advantage of this "land, sea and air" approach for making sure that information is correctly communicated.

### Evaluation of Communication

From time to time you can check yourself to see whether you are improving in the skill of getting and giving information. Ask yourself these questions:

- Are your Scouts forgetting less?
- Do they take notes regularly?
- Do they ask questions when in doubt?
- Do you take notes yourself and review them to be sure you don't forget things?

### Communication in Troop 700

We make every effort to provide each Scout with the information that he needs via the newsletter and the various handouts that get distributed throughout the year. Try as we might, we rarely succeed in addressing every question that might come up.

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 with a question and you are uncertain of the answer, it is your 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 them to reflect on their 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 is the purpose of this game?"
- **Ask rather than tell.** If one solution stands out, point out its pros and cons, then step back and let the Scouts discover for themselves whether it's 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 about learning to cooperate?"

- **Listen to your Scouts** just as much as you talk to them. To be a good listener, practice these three habits: Focus on the speaker, accept what he says, and try to draw out more information. "I think that's a good idea. Where else do you think it would work?"

- **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, "So you're telling me that Peter became the leader because he had a good idea."

- **Respect others point of view.** Treat Scouts as fairly as you would treat adults in similar situations. If you use respect in communications with your Scouts, nearly all of the habits listed here will fall into place naturally. Respect breeds good communication.

### Leadership is a dialogue, not a monologue.

James Kouzes and Barry Posner  
in *The Leadership Challenge*.

### 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 always seemed sure of himself.

Much to Harry's surprise, Phil's tent-pitching demonstration was a bust. It was pretty clear to all that Phil didn't know which part of the tent to fasten down and which part to put up in the air. But Bob, another patrol member, helped Phil out and soon had it going right. Then Bob helped the others set up their tents.

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. Not everyone has something to give to every job, but each member should be encouraged to add what he can. Even if the resources you need are not presently available, you need to know this.

From our example, it is clear that Harry needed to learn the resources of each of the members of his patrol. How might he have done this? Here are four ways:

- **Through observation.** In the case of Phil, Harry had seen him as a resource because he was always self-confident. But he was the wrong resource for that job. Later, Harry learned that Bob knew a lot about putting up tents. But the big disadvantage of this method is that it takes so long. You may make a whole lot of mistakes before you find out what resources everyone has.
  - **You can talk to people.** You may find out about various Scouts' interests and skills by casual talk with them. Or you may hear about it from some other person. But this is also a slow way to find out what you need to know.
  - **You can ask questions.** Harry might have asked his patrol who had experience in tent pitching. He probably would have discovered Bob's skill in this way.
  - **You could do a questionnaire.** Give each member of the patrol a resource sheet with specific questions on it. For instance, it could read, "Check below all of the skills that you are pretty good at: knot tying, nature lore, hiking, cooking, etc." The resource sheet might also include a suggestion that members of the patrol show which skills they think they could help others to learn.
- However you find the resources in your patrol, make notes of them in your notebook or keep a card file of personal resources. Don't trust your memory.

### 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 fears? Their weaknesses as well as their strengths? Goals? Attitudes? Find out these things and keep a record.

It may be that you will sometimes find ways to strengthen other Scouts by helping them learn to do things they have had little chance to do. You may give them experiences doing things they may have been afraid to do. In such ways, your resource knowledge works to benefit each Scout.

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 and 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 opportunities, the equipment, and even some initial training, but it is up to the patrol leaders to motivate the patrols and provide the best training possible.

As you consider any training needs, think about who has the most experience with each activity and who would be the best instructor for the skills involved. Talk to those individuals in advance to 1) make sure that your memory isn't faulty and that they are, in fact, proficient in the necessary skills, 2) make sure that they want to teach the skill, and 3) give them a chance to think about their teaching method and re-familiarize themselves with the skill if necessary.

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### UNDERSTANDING THE CHARACTERISTICS AND NEEDS OF THE GROUP

Pat had been to Lake Anna many times, knew the lake like the back of his hand and had never failed to catch his limit. Shortly after he became the leader of the Grizzly patrol, Pat learned that the Troop was going to be spending the weekend at Lake Anna.

"Oh boy!" he thought. "Planning meals for this trip is going to be a snap! All the catfish we can eat!" He packed up the seasoning and bread crumbs and never thought to check his plan out with his patrol.

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Imagine his surprise on Saturday. There the troop was, miles from civilization, when Pat discovered that two of his Scouts would rather starve than eat fish and a third was extremely allergic to fish. Fortunately, some of the other patrols were able to come up with some leftovers to feed the three Scouts. But Pat had failed to provide for his patrol and was quite embarrassed.

Where did Pat go wrong? He forgot that everyone wasn't just like him. If he'd stopped for a minute to consider that that wasn't necessarily the case, he would have discussed his plan past his patrol.

### How do I go about understanding my guys needs and characteristics?

What are some of the characteristics and needs that you would want to be aware of in your patrol?

**First, put aside any idea that everyone else is exactly the same as you. Actually, life would be pretty boring without variety.**

*Dietary restrictions:* There are many reasons that one of your Scouts might have dietary restrictions. Some religions prohibit the eating of certain foods. A person might be allergic to some foods. Many people are vegetarian. On a lesser scale, you might have a Scout who hates a particular food so intensely that he will refuse to eat it.

No one in your patrol should go hungry on an outing because you forgot to consider his dietary needs. Majority rule is not an excuse. You cannot allow the majority to decide to let one of the patrol members go hungry. If the majority wants to decide to have something that one of your Scouts can't eat, you need to make sure that provisions are made to have something there that he can eat. You need to do your best to handle this in a way that is not embarrassing to the Scout.

*Physical limitations:* Are your Scouts physically up to the challenge of the proposed outing? You might need to plan a practice outing to find out. You

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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 challenge. In these situations, you will either need to tailor the outing to the capabilities of the Scout or else make the difficult decision to leave the Scout at home. 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 patrol needs the most help? It's rarely this simple. Most of the time you're going to have some Scouts who have mastered a skill and some who haven't. Understanding the characteristics and needs of each of your Scouts is going to help you to determine who will be the teachers and who will be the learners.

**Schedule limitations:** Suppose you have a Scout who, for whatever reason, can never be available on Tuesday night. Maybe his Mom has a class that night and he has to baby-sit his little sister. Is that the night that you should pick for your regularly scheduled patrol meeting? In the unlikely case that there is no time when every member of your patrol will be available at the same time for a patrol meeting, do the best that you can but consider the needs of everyone. In the case mentioned above, it might be as simple as having the patrol meeting at his house or inviting him to bring his little sister along to the patrol meeting. In a more complicated case, you might need to vary the schedule for your patrol meetings so that everyone can make it to the meeting at least part of the time.

**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 they join the troop. Most troops offer ways for Scouts to earn the money to buy their own equipment and many offer bulletin boards where used equipment can be acquired. If the outing that you are planning is going to require that your Scouts acquire an unexpected, expensive piece of equipment or require that they acquire a piece of equipment sooner than they might have to otherwise, think twice. You may decide to go ahead with the

plan but do so with the knowledge that you may be forcing some of your Scouts to skip the outing.

**Are there *nothing but limitations*?** No, actually many of these are opportunities. To develop relationships you need to see and to respect individual needs. Unmet personal needs can hide behind group needs for a while but they will surface sooner or later. Being sensitive will serve *your* needs as a leader. Without sensitivity you'll certainly have trouble keeping the group together and you may well not be able to get the job done.

Indeed there is an advantage to understanding the characteristics and needs of the group that we haven't even touched on yet. When you understand the characteristics and needs of the individuals in your patrol, you will come close to understanding what it is that motivates those individuals. When you know how to motivate people, getting the job done will be easy.

### **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 member of your patrol when you make a decision?

### **Practicing understanding in Troop 700**

You're going to find opportunities to consider all of these things. Make sure that everyone in your patrol is going to be willing and able to eat what you've selected for meals. Make sure that your Scouts are up to the physical challenge of what you are asking. In preparing for a campout, put your energies into the areas where your patrol needs the most work. Do your best to accommodate everyone's schedule. When making plans, keep equipment considerations in mind.

## 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 anything like this. They always knew I wouldn’t put up with it.”

“Always until when?”

“Until... well, until last night. I guess I showed ‘em a little fooling around is OK.”

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?

People learn from models and 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 he wants to be or not. He doesn’t have to tell the patrol to follow his example. In fact, he can even tell the patrol not to follow his example, but they will.

“What you are speaks so loudly I cannot hear what you say,” said Emerson.

Setting an example is more than staying out of trouble. It is an important element in leadership. It is showing the way. It is an active process that raises standards and goals. It is a great deal more than just avoiding the wrong things. Setting an example means doing the right things and knowing why.

### 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?

*Follow instructions.* There’s at least one right way to do everything. There may be a dozen wrong ways to do each. Don’t expect others to do things right if you don’t.

*Try harder.* If you’ll settle for last place, so will the patrol. Get up earlier and run faster than anybody. They can’t follow you if you’re not out ahead.

*Be on time.* You show your respect to everyone’s commitments by this simple act.

*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 it’s 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. Walk thru what you’ll be doing—in your head—and make a plan. Find out what personal management tools you need to keep track of details; and use them.

Make a special effort to conduct yourself at home, school, and during Scout activities so that you will be pleased when others follow your example. How you act includes what you say and do and how you dress. It includes your attitudes and how you relate to others.

### Evaluating the example you set

As you work at improving your example as a leader, you should take stock from time to time. What new area can you develop? How is your conduct in meetings of the troop and the seniors / patrol leaders? What kinds of attitudes are others “catching” from you?

### The history of your example in Troop 700

All of the above is just as important in Troop 700 as it is in any troop. In Troop 700, we want you to hold one more thing in mind—the example that you’ve been setting all along. The example that you set as a leader is extremely important but don’t think that the other scouts are going to forget about the example that you set before you became a leader. Your good example as a leader is going to be much more effective if it doesn’t represent a sharp departure from the example set previously.

### REPRESENTING THE GROUP

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 a great hike. At a later troop meeting, the senior patrol leader announced the hike to Donner’s Mill and there was a great groan from the Foxes. The Scoutmaster and senior patrol leader were quite surprised, since Charlie had been so enthusiastic.

What made the Foxes react that way? Did they have a better location in mind? Had they grown tired of Donner’s Mill for some reason? Most likely, they just wished they had been consulted. Charlie just didn’t represent them. He had spoken for himself, not his patrol.

### How do I represent the group?

In a pure democracy, everyone speaks for himself. No one is ever appointed to speak for anyone else. Thus, everyone has to be consulted before anything is done.

There aren’t many pure democracies because it’s almost impossible to get very much done. The bigger the group, the less possible it becomes to have a pure democracy.

To overcome these problems, we have representative democracies. A Scout troop is an example of one. The patrol leaders are the representatives of the patrol. They speak for the members of their patrol.

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 speak for himself.  
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 when they're on the majority side.  
When they're different, your views won't be represented.
  - Tim will represent you every time—even when he doesn't agree with you.  
All leaders wear two hats: The guys in your patrol count on you to represent them to others. Other leaders expect you to represent the decisions that have been made by them to your guys.
- To do this well, pay attention to
- what you do *before* you represent your patrol,
  - what you do *when* you are representing your patrol, and
  - how you follow up *after* you've represented your patrol.
- First, how do you prepare yourself to represent your patrol?

**You Can Count on This:**  
**You can't represent a group unless you know what they think.**  
**And you can't know what they think unless you ask them.**

Here are some suggestions for asking:

*Get the facts.* Do you understand what they're telling you? Do they understand what you asked about?

*Analyze the situation.* If there's a problem, can it be handled inside the patrol? Or must other leaders be brought in?

*Get the group's reaction.* If all feel the same way, fine. If there's a difference of opinion, find out all sides of it.

*Take notes.* You can't remember all details long enough to represent the patrol. Write them down. Read them back to the patrol to be sure you haven't left out anything.

Now, how do you represent the patrol to others?

Make sure you get all the information, opinions, and ideas of the patrol before speaking for it.

*Give the facts.* If there are different points of view, state them. Give the reason for them. Present them so fairly that no one will know which side you favor.

*Repeat their opinions.* Your patrol may all agree on something. Other patrols may agree on the opposite. Listen to what they have to say. They may have information your patrol did not know about.

*Represent some things in private.* When there's some personality problem in your patrol, present it to one or two leaders. Don't hang it out for everyone to see.

*Take notes.* You will have to report back to your patrol. They will want to know what happened and why. Write it down so you won't forget anything.



Have you been selected patrol leader? How can you best represent your patrol at the patrol leaders council and represent the meetings to your patrol? Some possibilities are (1) give the facts, (2) respect others' opinions, (3) represent some things in private, and (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. Present the facts. Explain the decisions fairly.

**How well do you represent the group?**

As you practice the skills noted above, you need to evaluate your progress. Are you giving every patrol member a chance to express his opinion? Do you report opinions different from your own? Do you present the opinions of others fairly?

**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**

A Scout troop recently made a bus tour of the Southeast. Most nights the troop camped in parks and campgrounds. The four patrols set up their camps in the usual fashion without difficulty.

One night the troop stayed in a motel. The Scoutmaster told the senior patrol leader that five boys would sleep in each of the seven rooms. He then gave the SPL the task of assigning boys to rooms.

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The SPL laid out seven pieces of paper and announced that the Scouts should sign up for their rooms and select their own room leader.

Before the Scouts began moving into the rooms the Scoutmaster asked to see the room assignments. The SPL was very proud of what he had done and handed over the sign-up sheets. The Scoutmaster then discovered that two rooms had only five boys between them, and five boys had no place to sleep at all. Of course, the problem was quickly solved, but how did it come about in the first place? Poor planning!

Someone must have known in advance that staying in the motel would involve different arrangements than the usual patrol setup. You can't just pull into a motel and register 40 people in an instant. How could it have been handled better?

In this case the patrol leaders council should have done the planning, not just one person. The first task was to consider the situation: 35 boys in seven rooms, each room with a room leader. Next, the resources should have been reviewed: five beds in a room, four patrols of eight boys plus the SPL, assistant SPL, and quartermaster. (Do you see an obvious plan already?)

**How do I plan?**

Planning is almost always faster and easier if you know what you're planning. More specifically, you have to know what you're trying to accomplish. So in considering the task, think about the outcomes. What do you want to happen? What will be the result? Will there be more than one desired result? If so, will they conflict?

As a plan develops, you need to consider alternatives. (For instance, what would this troop have done if it turned out that some rooms held four and others six?) Have a Plan B ready in case something upsets your plan.

Finish your plan, make assignments, and write the plan down so everyone can understand it.

Effective planning is usually the result of seven specific steps.

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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 too often, great plans are formed but never followed.
7. **Evaluate.** Evaluation must take place all during this process. As each step is taken, it is evaluated against the previous steps to assure that the original task is still being considered.

### **Problem solving**

In many ways, the steps for planning are similar to those for problem solving. Solving a problem is a type of planning; developing a plan is a type of problem solving. Substitute the word problem for the word task, and the seven steps can be used in either case.

When faced with a specific project to complete or a problem to solve, a process known as “verbal rehearsal” works well. Here the members of the patrol literally “talk it thru” as they decide how to approach the project or problem. As in classic problem-solving, seven steps are involved.

1. **What is the problem?** A problem is any situation that a patrol needs or wants to do something about. A clear understanding of the problem is needed before the setting a goal.

2. **What’s our goal?** A goal redefines the problem into a positive statement that answers the question, “What do we want?” A goal must be important to the patrol and must be realistic, not based on wishful thinking. A goal should require the patrol’s best effort, and members should feel good after reaching it.

3. **Stop and think.** Here the patrol should stop talking and allow each person to examine the problem and goal before continuing to the next step. Often boys—and adults—take the first suggestion that is offered and jump directly into action. If patrol members take a few moments to think and form their ideas, they will be able to add some original thought to a plan to be followed.

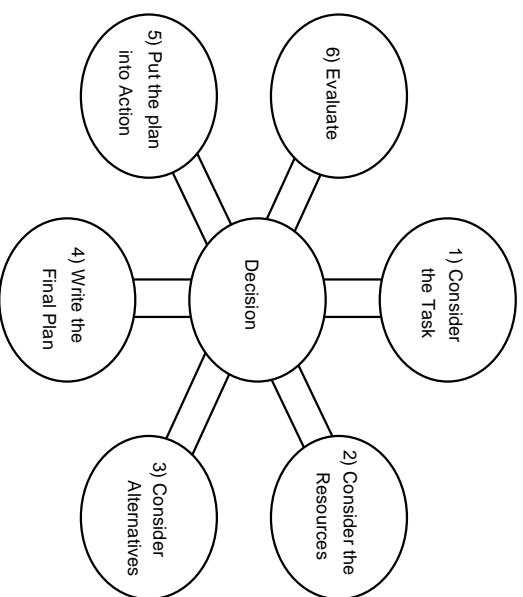
4. **Make a plan.** A good planner is always looking for options. The ability to think of a large number of possible pathways to reach a goal is an important skill. “What happens if...?” examines the consequences of a particular course of action. For each alternative there are pros and cons. Once the alternatives and consequences have been discussed, a decision is made on a start-to-finish plan.

5. **Do it.** Action must follow the planning. If the patrol has discussed the plan in enough detail, each member will know how to proceed.

6. **Keep at it.** Nothing worthy of achieving is gained without endurance. The patrol must recognize that before a plan is abandoned, sustained effort is needed. Sometimes only a small adjustment in the plan is required to make it work.

7. **How did it go?** Was the goal attained? Did we give our best effort? What might have been changed? It is important to evaluate the entire problem-solving process so that the result will be a better plan next time.

You can use these steps in planning just about anything: a hike, teaching a skill at a troop meeting, a window display, summer camp, a service project. After a while the six steps will come to you naturally.



**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 participate? Did they enjoy it? Were they satisfied with the outcome? 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, on an individual basis, planning the contents of your pack for an upcoming outing, 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 its 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 the Scouts were horsing around, learning nothing about camp housekeeping or, for that matter, responsibility.

In managing the job this way, George had the task under control but not the troop. He had lost sight of the people while he got the job done. How might he have done it?

At the patrol leaders counsel he should have reminded the patrol leaders of the task of putting away the equipment properly. When the time came to do it, he should have been casually observing the patrols as they went about it. Where it was done quickly and well, he would comment on the good job being done and go on. If he found problems, he would offer to help, give the patrol leader a hand, or perhaps note how it might be done better. If he encountered disagreements about how to do it, he would resolve them.

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. **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 were done well and accept responsibility for work not done well. A reaction such as “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. 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. By building trust you remove the fuel for their blame. To do this, a good leader will *head towards trouble*. There is no substitute for spending time and effort on problems. To find ways to *start conversations* with people who seem to oppose you or the patrol, *you have to care about them*. To unlock the key to trust, they have to

feel that you care. One way to do this is to *do simple favors* for them. In your Scout Promise you’ve said you’d be kind and courteous to everyone, not just when it’s easy or convenient.

Many who refuse to try a trust-building approach are reluctant, not because they think it won’t work, but because they are afraid to try. They have a point. Probably, in the past they’ve tried and it failed. So, be aware that the caring, trusting, and vulnerability demanded by this approach ask far more from spirit and character than does squaring off to fight. It’s your choice.

### **How well did your group perform?**

Your next patrol or troop activity will give you a chance to try this system. How will you know how successful you were? Ask yourself these questions afterward. Did the job get done on time? How do you feel about it? How do your patrol members feel? Did you help those who needed it? How did others react? Will the patrol do better because of this experience? Why?

Successful control gets the job done at the right time, at the right place, and in the right way. But more, it encourages the patrol to do better next time.

### **Control in a Super Troop**

Observe how other leaders attempt to control group performance in our large Troop. When is instruction given? Is instruction effective? Did learning occur? When a patrol needs help, who noticed it? What did they do to help? Did they help the patrol do things themselves, or did they do it for them? When are inspection checklists used? Can you see other places where they would help? Do you notice any off-the-cuff, quick reactions from other leaders? Was the reaction positive or negative? Look around and see the many examples of controlling in Troop 700.

## 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.”

“I look at those Foxes. The Bats can do a lot better than that.”

“We made a few mistakes this time, but watch out for us at the next camporee!”

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 a survey was made of Scout camps. Camp leaders were asked how they thought the Scouts liked various camp activities. The Scouts were asked how they liked the same ones.

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. Camp leaders rated big, mass activities as most popular among Scouts. But the Scouts said the things they liked best were the ones they did in small groups.

### 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 from Scouts.

- *People's personal values show.* Each person sees things in his own way. The boy who loves water sports may not think much of camping on the

desert. That doesn't mean he's wrong. It just helps you to see how he evaluates 3 days on very dry land.

- *When you ask for the facts, you need simple answers.* This means that you will have to ask questions that will get simple answers. This type of question will get a simple answer: How many patrol meetings should there be every month?

On the other hand, this question will *not* get a simple answer: Why do you think your patrol should meet once a week?

- *A person seldom tells how he really feels with 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?

(The first two questions above allow only one possible answer each, and they don't tell us why. You can say anything you want to answer the third.)

- *Some situations prevent honest answers.* When a person feels threatened, he will not evaluate honestly. The newest Scout in your troop probably will not answer questions frankly until he feels that he belongs. A newly appointed quartermaster is not going to evaluate the senior patrol leader's recommendation too critically until they have worked together for a time and he has become better acquainted with the job. You may want to try some group evaluation in your patrol the next time you have an activity. Were all members present? If not, why? What did the patrol get done? Did they enjoy doing it? Will they do it again? How could the activity have been improved?

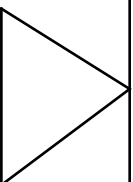
## Checking your evaluations

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; you may learn something.

- 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.
- Find out from others how you're doing. Don't just trust your own judgment.
- Be sure you know what you're asking.
- Be sure you know what they're telling you.



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 make decisions based on reality, they succeed.

Paul Petzoldt

founder of the National Outdoor Leadership School

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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.

## Learning from the past

In Troop 700, you have many opportunities to participate in the planning for our different events. At the very least, we hope that you start out by taking a look at how it went last time. It would be nice to avoid stepping into the same pits time after time. This, at a minimal level, is evaluation.

As your leadership skills grow, we hope that you will see value in evaluating as you go along (How's it going so far? Do we need to make any adjustments to the plan?) and immediately afterward. The disadvantage in waiting until the next time that you plan a similar event is that you may forget something. Write down your evaluation while it's still fresh and take your notes into the next planning session.

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

## Reflections

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. Why? Reflections are the most important part of an activity. 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?

*Participant-Ground rules.* Sit where you can see one another. Agree not to interrupt or make fun. You may keep silent if you wish

*The Leader's job: Facilitate the discussion.* Ask questions. Don't tell them what to think. Reserve judgement. Avoid criticism. Prepare a question to move things along or crack a deadlock

*The Model for Reflection* (in this order): Discuss what happened. Make a judgement. Generalize the experience. Set goals.

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?

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## 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 it's 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 back or to get some substitutes.

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 looking straight at Tom.

"Well, I guess it was my fault—I didn't check up on Mike. He agreed to bring the buns, and I let it go at that."

Carl pressed a little further. "How will you handle things like this another time?"

"Well, I guess I'd better keep a list of responsibilities and review them with those on the list before we get going," said Tom.

"OK, that's good," responded Carl. "Now how about you, Mike? What did you learn?"

"Well, I made a list of what I was to bring. But Saturday morning I didn't read it over carefully. And I should have checked off the items when I had them packed."

Thus, a simple matter of forgotten buns was made into a real learning experience. Let's review just what Carl did to bring this about.

First, he noticed that the two boys (and the whole patrol, for that matter) had had what can be called "a guided discovery." They had been in the middle of something and they knew about it firsthand.

Second, he had Tom and Mike review the experience and helped them to realize that they had learned something that could be applied to other situations. They hadn't learned that hamburgers need rolls but about how to get things done.

Third, he had them think about how they would apply what they had learned the next time.

The final step would be to evaluate the learning. That could only happen next time. If Mike was more careful about reading his checklist or if Tom was more thorough about checking up on his patrol members, they would know that learning had really occurred.

We call this process "managing learning." In this case it was Carl who did the managing. He took advantage of a situation that had already happened. If he had ignored it or just had a good laugh about Mike's forgetfulness, there might have been little or no learning.

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 are stated in performance terms. To "know," "understand," "appreciate," or "value" are slippery words that have no part in good learning objectives. Learning objectives should clearly state what the individual will be able to do as a result of the learning experience.

Almost always, write down the learning objectives as guidelines to the instructor. The objectives usually will determine the content of the instruction. In casual situations or "opportunity teaching," the objectives might not be written but should be clearly in the mind of the instructor.

The objectives for a map and compass exercise might be: Given a map, the patrol should use their compasses to follow a course in the field.

#### **2. Guided Discovery**

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

- Knowledge is confirmed. People discover what they do know. Until then they might not have been sure.

- The need to know is established. People discover that they do not know something they must know if they are to be successful in what they want to do.

- Motivation is instilled. Participants discover the desire to learn more. Sometimes a discovery just happens. An alert leader can turn this happening into a learning experience. This is referred to as "opportunity teaching." In more structured teaching, an instructor often will set up a discovery as the introduction to a learning activity. A discovery can be simply a leading question, or more complicated as in dramatic role-playing.

In our example, we could provide each member of the patrol with a compass and have each one orient a map and plot a course that you specify. Watch how they do. Some may do well. Others will get off to a bad start and fumble. Out of this you will know just who needs to learn what. You will also identify those who are proficient enough to help you work with the others. But equally important is that the learner discovers his shortcomings or forgotten skills.

#### **3. Teaching-Learning**

Once the discovery has shown what the person already knows, the instructor has choices to make.

- The person knows and can do what is desired. The learning objectives have been met.
- Subtract what the person knows from what is desired and work on what the person needs to know.
- Give the full instruction session. The participant will learn what he or she needs to know and will review what is already known.

Teaching involves a variety of communication techniques. We learn principally from hearing (lecture, discussion, conversation, dramatization), seeing (reading, displays, visual aids, demonstrations), and doing (trial and error, experimenting, copying the acts of others). As each task, skill, or idea is broken down into simple steps, the learner can confirm what he or she now knows, needs to know, and wants to know. Thus, learning is actually a series of discoveries. Each step should lead to some success—it is important to keep the person encouraged that progress is being made.



You or someone you share leadership with gives instructions and information about the map and compass task. Let them practice each step as you describe or demonstrate it. When you feel certain the learners know the skills, you allow them to progress to the next phase. Some learners may reach this step faster than others—that's just fine—let them proceed at their own speed. Turn those who master the skill first into your assistants. Teaching the skill will reinforce what they've just learned and the other learners will benefit from the additional, more personalized, attention.

#### 4. Application

Each individual should have an *immediate* chance to apply what has been learned. Application must be deferred in some situations, but immediate application is more desirable.

In attempting to apply what has been learned, another discovery likely will occur, which leads to new learning objectives, more teaching and learning, and further application.

For instance, have the learners do a series of problems with map and compass. If they are successful, they go on. If not, you take them back through some of the teaching-learning process until they can be successful.

#### 5. Evaluation

This process occurs every step of the way, but it's important to review all four steps when you are through. As learners are called on to perform, you must decide whether they are performing acceptably. Have each learner express himself about what he has learned. Ask questions, such as:

“Do you feel you know this skill well enough to do it again next week?”

“Could you help one of the others here who is having trouble learning the skill?”

“Could you teach someone else to do it?”

**Recycling.** If evaluation shows that the person has not learned what was to be taught, there is a need to recycle—teach it again. The approach may be changed, the steps simplified, or the explanation more detailed, or the learning objectives might need to be changed.

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**Learning is most effective when it is self-directed.**

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.

**Teach from the point of view of the student; not the teacher.**

Be sure that personal objectives are met before dealing with organizational objectives. Otherwise you'll be paddling upstream against a tough current.

**Move from what is known to what is unknown.  
From what is simple to what is more complex.**

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

#### Do we use effective teaching in Troop 700?

Once again, we have but to look to Troop 700's preparation for a Camporee or the canoe trip to see examples of managing learning in action. For the Camporee, we learn and practice in a structured environment—we need to create the guided discovery situation. In preparing for the canoe trip, we need to look for and take advantage of opportunities to manage learning. In the many practice hikes, mistakes are going to be made. It's up to each of us to see that the right lesson is learned from these mistakes.

#### 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 plan had already been made by the patrol leaders council, so the patrol had to stay within that plan in making their own. By

the 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?"

"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, let me know if you need help."

"OK, Jim. I'll get 'em. Don't worry."

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, therefore, felt a part of the team.

As leader, Jim was smart enough to check on everyone. When he found Bill hadn't done his job, he had two alternatives. He could have taken over and got the maps. Or he could persuade Bill to do his job. That was the course he chose. Do you think it was the right one?

There are two other ways in which Jim might have shared leadership. One would be the "iron hand" type where he would simply tell the patrol what he

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expected of them. This is the least desirable for the growth of the members and the patrol, but it is sometimes necessary with a weak or experienced patrol or in the event of an emergency.

Another approach is for the leader to join the patrol as an equal and not play any leadership role at all. This is a good style when your goal is to generate discussion but not the right approach for most situations.

**As a leader, you can share tasks but never share responsibility.**

If you assign John to cut the firewood, the task is his but the responsibility is yours. If John doesn't have a pile of firewood ready when it's needed, you will not get off the hook by saying, "Well I gave that job to John, and it's his fault that there's no wood." If there is no wood, it's your fault. Giving the job to someone doesn't end your responsibility. It ends only when the job is done satisfactorily.

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

- A spirit of cooperation
  - Teamwork
  - A feeling on the part of each member that he is needed and wanted.
- With good leadership members of the patrol will continue to grow in their development as individuals because they are made to feel that they are accountable for their actions.

**There is no one right way.**

In your next few opportunities to lead, try using some or all of the various styles of leadership. They refer to the extent of sharing of leadership with the patrol and are listed in order from the least to the most sharing:

Much has been written on the styles of leadership and how they are applied in given situations. Five styles of leadership generally are recognized.

1. **Telling** (or ordering). The leader alone identifies the problem, makes the decisions, and directs the activities. The style appears autocratic and may or may not involve the opinions of the patrol members.

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 final decision, usually based on patrol consensus. 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 of the patrol if it falls within the boundaries 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. Before deciding to use this style, 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 leadership styles move from telling to joining, the leader's authority appears to diminish and the patrol's participation increases.

Selecting the appropriate style of leadership is an act of leadership based on the nature of the situation and the ability and experience of the patrol members. Leadership is a dynamic process, varying from situation to situation with changes in leaders, followers, goals, and circumstances.

**Your style must be you.** Don't try to lead by being someone you're not. The temptation to fake a style is strongest for new leaders. If you're new to this, just remember: no one expects you to be the Scoutmaster. Do your best and your patrol will support you.

**Never-ever styles.** There are some behaviors that don't work and should never be tried. For instance: bullying, insulting, sarcastic, sexist, racist, or

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manipulative are inexcusable styles. You don't tear down others to raise yourself up.

### **How well do you share leadership?**

When you have given several of these a try, then ask yourself these questions. Do you use more than one comfortably? How do you really feel about sharing leadership with the patrol? Do you get better results with one or more methods? How does the patrol react to each style of leadership you use? Can you combine methods?

**In the best circumstances almost anyone can lead; In the worst circumstances only the best leaders emerge.  
The same is true for followership.**

### **Styles in Troop 700**

We see a lot of different leadership styles. Do you like them all? Different styles come more naturally to different people. Depending on the individuals involved, different styles are going to work differently. The important thing that we want you to realize is that you have a whole spectrum of styles available to you. Take the time to familiarize yourself with them all. Find out what works best for you and realize that this might vary depending on the situation

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### **COUNSELING (LISTENING)**

From time to time, another Scout is going to come to you with a personal problem. It's going to look to you as if he is asking you to solve that problem for him. *Don't do it!*

Despite appearances, most people are not looking for someone else to solve their problems for them. Instead, they're looking for a sounding board—a caring person who will listen while they think the problem through out loud.

In counseling another Scout, the best thing that you can do is listen. If you find it necessary to open your mouth at all, it should be to do the following:

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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 not going to put as much energy into executing the solution, and he's not going to take personal responsibility for its success or failure.

### 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 responsibilities towards younger scouts.

You're the safety net for all the year Scouts in your patrol. They need to trust you and understand that, no matter what, you'll be right there with them and nothing is going to happen to them while you are at their side.

Your patrol members must take care of one another. Under no circumstances should hurtful behavior be tolerated. Try to stop it yourself. If you can't, then make sure you pass the problem up to an adult leader in the troop.

Some other problems that you might be asked to deal with: attendance problems, conflicts between Scouting activities and homework or other activities, behavior problems, etc.

Don't feel that, just because you're the patrol leader, you can't refer a problem to someone else. Some problems are going to be too big for you to handle alone. Others will be more appropriately dealt with by someone else. Don't be afraid to involve the senior patrol leader, your patrol guide, your patrol advisor, or one of the assistant scoutmasters when you feel the need.

**The master counselor is the Scoutmaster. If you still are having trouble with something, go to him.**

### 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.

#### Communicating

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

- Pay attention and take notes.
- Ask questions after giving or receiving instructions.
- Get feedback to make sure the message gets through.
- Don't give orders; discuss things that are going to happen.

Measure your success in terms of the job getting done and the degree to which instructions are followed. Good communications fosters good morale; poor communications can bring mumbling and dissent.

#### Knowing and Using the Resources of the Group

A patrol 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 leader must know what they are.

- Find out what the guys can do by observing, *asking* the members as well as other leaders.
- When you are using the resources of the patrol *others will lead* and the program will not be the result of your ideas alone.

## Understanding Characteristics and Needs of the Group

When this skill is used properly a leader will give others what they need to grow—not what the leader thinks they need.

- Each person has certain strengths and weaknesses.
- When a leader understands, everyone's needs all benefit.

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

This skill is the Patrol Method in action. Patrol leaders take the ideas and problems of the patrol members to the PLC and then will bring back the decisions of the PLC to the patrol.

- You don't know what others think 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 weigh what you know about your guys and make an independent judgement.

## Setting the Example

What you are speaks louder than what you say. "Do as I say, not as I do" will not work. Think about how you'd expect your leader to act.

- Follow instructions
  - Try harder
  - Take the initiative
  - Act mature
  - Know your job
  - Keep a positive attitude
- Scouts need a model to follow, their leaders may be the only good example they know.

## Planning

The core of a successful program is planning. A successful scout-lead program comes from planning good troop programs in the PLC. It takes a while to develop the ability of the PLC to plan good troop programs, but it is well worth your effort. You cannot achieve Scouting's aims of building character, fostering citizenship and developing fitness, without good plans.

- 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 might we change next time?

The planning process is working when the junior leaders are involved in planning and carrying out the troops programs.

## Controlling Group Performance

The purpose of this skill is to control the performance of a patrol so that it will be successful in doing its job and to have fun in the process. This means the troop has good meetings, activities, and camping trips. Along the way, the members have fun, are in good spirits, become better Scouts and help to build stronger patrols.

- Be where you can observe the patrol.
- Give instructions when necessary.
- Leaders help the *group* achieve *their* goal.
- Inspect performance all along the way.
- Guide the patrol towards self discipline.
- React to the total job—without focusing on obvious weak points.
- Set the example by your personal behavior.

Sometimes controlling group performance means you will have to stop behavior that negatively impacts the patrol, but everyone is happier if the patrol helps to control itself rather than depend on the leader to do all the controlling. We use the PLC to control the troop.

## 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 their 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 can DO. If they can do something then you have successfully taught. The key is to actively involve the Scouts in the learning process by giving them choices as to what they can learn, and by checking constantly to see what they have learned. Find out what they 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.
  - Recycle, if necessary. Be patient.
- 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 their own solution to the problem.

- Listen
  - Ask questions
  - Summarize
  - List options; with pluses and minuses.
  - Guide him to where *he* wants to go.
- Feel free to give factual information, but be cautious about giving advice. A person grows if he is able to think problems through for himself. Be a facilitator not a manipulator.

## ATTRIBUTIONS

Jeff Cairns wrote the original version of this document. The most recent version is at <http://www.geocities.com/0080/Yosemite/Trails/7950/leadship.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 [http://www.gulfed.com/~lwjones/scouts/ldr\\_skl/wb\\_index.html](http://www.gulfed.com/~lwjones/scouts/ldr_skl/wb_index.html). The aims and methods of scouting are found at the official BSA website: [www.bsa.scouting.org](http://www.bsa.scouting.org). Other information was found at [www.uscouts.org](http://www.uscouts.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@VCI.edu](mailto:AlBest@VCI.edu). Last date modified: 12 January 2001.