

INTRODUCTION TO  
LEADERSHIP SKILLS WORKBOOK



BOY SCOUTS OF AMERICA®

## Module One—Unit Organization

### Introduction to the Course

The purpose of Introduction to Leadership Skills is to provide the foundational unit-level leadership skills every Scout leader should know. The objective of ILST is to give each Scout a clearer picture of how his position fits in the troop and how he can make a difference. We will discuss how the troop is organized and what other Scout leaders and adults each Scout can rely upon in his leadership role. Then we'll review some key leadership skills and ideas to help every Scout leader fulfill his role in the troop.

### The Boy Scout Youth Training Continuum



This is both an honor and a responsibility. Being a leader is not about being the person in front, or wearing the patch, or being the boss. Good leaders are not “all about themselves.” They understand that the reason to lead is because they can make a difference in the troop and help make those they lead successful in their roles and in all they do.

The badges of office presented to each of the Scouts when accepting their position of troop leadership did not automatically make them good leaders. The skills and information they learn during Introduction to Leadership Skills for Troops can help them get started in their leadership experience. The Scout leaders who have already had leadership positions in the troop can pick up new ideas during ILST and continue to develop their skills while serving in their new positions. ILST will help each Scout leader gain the knowledge and skills needed to fulfill his leadership assignment.

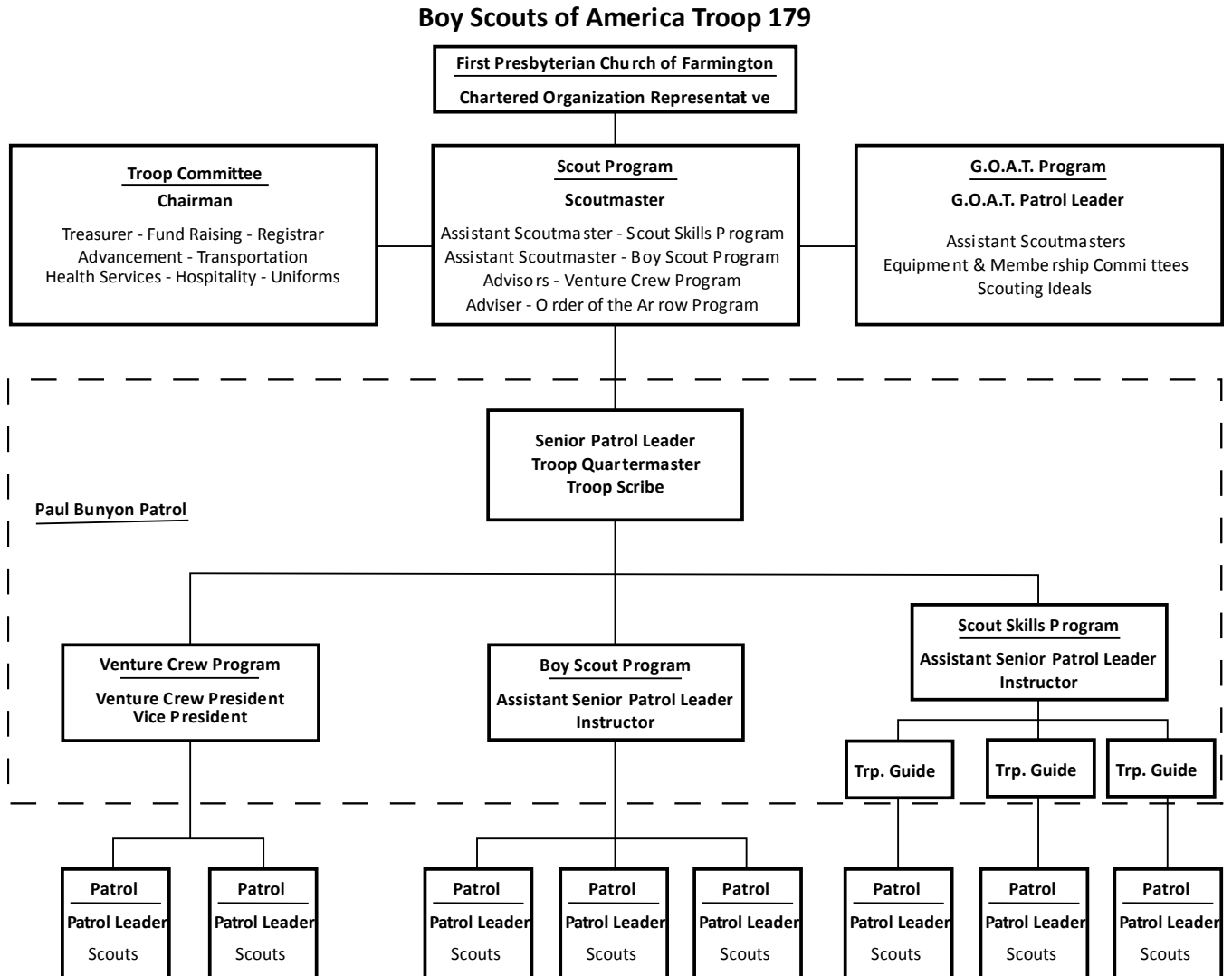
### Introduction to Vision

Vision is critical to success in any role or project. You must first know what success looks like before you can reach that success. In Scouting, a troop’s vision is something developed and shared by all members. It identifies

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where the troop is going—what it wants to accomplish. As an individual, you probably have a number of visions, but you may not have articulated them. We will discuss vision more thoroughly in Module Three, but each Scout should be thinking about his own vision of success in his new position, as well as his vision for the troop.

## Troop Organization



Notice that across the organizational chart, Scout positions are associated with adult positions: The senior patrol leader works closely with the Scoutmaster; other troop leaders work closely with other adults. No position is completely independent. Cooperation and teamwork between adults and Scouts is essential.

Also notice that Scouts with leadership positions have responsibilities to one another. The senior patrol leader manages other Scout leaders and is responsible for their performance. Elected Scout leaders can have appointed Scout leaders to manage, and be responsible for, as well.

Our troop has a number of important Scout positions. The highest positions are elected and serve for a period of time in those positions (a “term of office”). A number of appointed leadership positions are available, with varying levels of skill and commitment required to fulfill. Hopefully, every troop member is encouraged to

accept some kind of leadership position every year in the troop.

## Individual Roles and Responsibilities

Note: See the “Troop 179 Youth Leadership Guide”

Scout troops are run by Scout leaders who are elected or appointed from and by the troop’s Scout membership. These Scout leaders are responsible for seeing that the troop runs well, grows, and meets the needs of the members. The number of Scout leaders can change over time, depending on the size and needs of the troop. Following is a summary of the responsibilities of some typical troop position. The Boy Scout Handbook, the Troop 179 Youth Leadership Guide, and your Scoutmaster will provide additional details for each position.

### Senior Patrol Leader

- Preside at all troop meetings, events, activities, and annual program planning conference.
- Chair the patrol leaders’ council.
- Appoint Scout leaders with the advice and consent of the Scoutmaster.
- Assign duties and responsibilities to other Scout leaders.
- Work with the Scoutmaster in training Scout leaders.
- Set and enforce the tone for good Scout behavior within the troop.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

### Assistant Senior Patrol Leader

- Be responsible for training and giving direct leadership to all the leaders, elected or appointed, within the program he is appointed to oversee.
- Help lead meetings and activities as called on by the senior patrol leader.
- Guide the troop in the Senior Patrol Leaders’ absence.
- Perform tasks assigned by the senior patrol leader.
- Function as a member of the patrol leaders’ council.
- Set a good example.
- Wear the uniform correctly.
- Live by the Scout Oath and Law.
- Show and help develop Scout spirit

### Patrol Leader

- Plan and lead patrol meetings and activities.
- Keep patrol members informed.
- Assign each patrol member needed tasks and help them succeed.
- Represent the patrol at all patrol leaders’ council meetings and the annual program planning conference.
- Prepare the patrol to take part in all troop activities.

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- Show and help develop patrol spirit.
- Work with other troop leaders to make the troop run well.
- Know what patrol members and other leaders can do.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.

## Assistant Patrol Leader

- Help the patrol leader plan and lead patrol meetings and activities.
- Help the patrol leader keep patrol members informed.
- Help the patrol leader prepare the patrol to take part in all troop activities.
- Lead the patrol in the patrol leader's absence.
- Show and help develop patrol spirit.
- Represent the patrol at all patrol leaders' council meetings in the patrol leader's absence.
- Work with other troop leaders to make the troop run well.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.

## Troop Guide

- Introduce new Scouts to troop operations.
- Guide new Scouts through early Scouting activities.
- Help set and enforce the tone for good Scout behavior within the troop.
- Ensure older Scouts never harass or bully new Scouts.
- Help new Scouts earn the First Class rank in their first year.
- Coach the patrol leader of the new-Scout patrol on his duties.
- Work with the patrol leader at patrol leaders' council meetings.
- Attend patrol leaders' council meetings with the patrol leader of the new-Scout patrol.
- Assist the assistant Scoutmaster with training.
- Coach individual Scouts on Scouting challenges.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.
- Teach basic Scout skills.

## Quartermaster

- Keep records of patrol and troop equipment.
- Keep equipment in good repair.
- Keep equipment storage area neat and clean.
- Issue equipment and see that it is returned in good order.

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- Suggest new or replacement items.
- Work with the troop committee member responsible for equipment.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

## Scribe

- Attend and keep a log of patrol leaders' council meetings.
- Record attendance and dues payments of all troop members.
- Record advancement in troop records and on the troop advancement chart.
- Set a good example.
- Wear the Scout uniform correctly.
- Work with the appropriate troop committee members responsible for finance, records, and advancement.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.
- Handle correspondence appropriately.

## Adult Positions

Adults in the troop are responsible for providing training to troop leadership and enabling them to carry out their duties. They also provide resources for the troop leaders and serve as mentors to all Scouts in the troop. The number of adult leaders and committee members needed is dependent on the size and needs of the troop.

## Scoutmaster

- Train and guide boy leaders.
- Work with other responsible adults to bring Scouting to boys.
- Use the methods of Scouting to achieve the aims of Scouting.
- Meet regularly with the patrol leaders' council for training and coordination in planning troop activities.
- Attend all troop meetings or, when necessary, arrange for a qualified adult substitute.
- Attend troop committee meetings.
- Conduct periodic parents' sessions to share the program and encourage parent participation and cooperation.
- Conduct Scoutmaster Conferences for all rank advancements.
- Provide a systematic recruiting plan for new members and see that they are promptly registered.
- Delegate responsibility to other adults and groups (assistants, troop committee) so they have a real part in troop operations.
- Conduct all activities under qualified leadership, safe conditions, and the policies of the chartered organization and the Boy Scouts of America. As you see, the Scoutmaster has many responsibilities.

I N T R O D U C T I O N T O L E A D E R S H I P S K I L L S

**Assistant Scoutmasters**

To fulfill his or her obligation to the troop, the Scoutmaster, with the assistance of the troop committee, recruits assistant Scoutmasters to help operate the troop. Each assistant Scoutmaster is assigned specific program duties and reports to the Scoutmaster. They also provide the two- deep leadership required by the Boy Scouts of America (there must be at least two adults present at any Boy Scout activity). An assistant Scoutmaster may be 18 years old, but at least one in each troop should be 21 or older so he or she can serve in the Scoutmaster’s absence.

**Committee Chairman**

- Supervises the Scoutmaster and committee members.
- Recruits and approves Scoutmasters and committee members.

**Committee Members**

- Serves as a resource to the troop.
- Works with an assigned officer.
- Recruits consultants.

**Chartered Organization Representative**

- Serves as the liaison between the troop and the chartered organization.
- Recruits the troop committee; approves Scoutmasters and committee members.
- Participates in district leadership.

**Role Balancing—Balloon Toss**

Reflection—How well could the leader juggle all those balloons, and why? Why is it important to get everyone involved so that everyone has one role to fill?

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## The Scout-Led Troop

Empowering Scouts to be leaders is one of the core principles in Scouting. Scouting is designed to help Scouts prepare to participate in, and give leadership to, American society. A troop is a small democracy. Within the safety framework provided by the adult leaders, and with the Scoutmaster's direction and mentoring, the Scouts plan and implement the troop program. Scouts serve in positions of responsibility to make that happen.

### Game: Yurt Circle.

During the game, who led the group? \_\_\_\_\_

\_\_\_\_\_

Did someone step in as the leader, or did the group cooperate as equals? \_\_\_\_\_

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If someone stepped up, why did the group follow his lead? \_\_\_\_\_

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Did the size or age of the Scouts affect how the "leaning" worked? \_\_\_\_\_

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Why does the Scouting program have Scouts take on leadership roles in the troop? \_\_\_\_\_

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What do the Scouts lead in your troop? \_\_\_\_\_

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What do they not yet lead? \_\_\_\_\_

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What could the leadership team try to add to the list that Scouts accomplish during this period as troop leaders?  
Some key points:

- Often, natural leaders will step in when a leader is needed to help the group succeed.
- Sometimes, the group can accomplish a task through group cooperation and a mutual interest in success without a specific leader.
- Most everything in Scouting can be accomplished by Scouts of various ages and sizes by working together as a team and perhaps making a few adjustments here and there (e.g., by switching people around the circle or coaching a younger Scout about a successful technique).
- Scouting gives Scouts the opportunity to learn and practice leadership skills.
- Scouts will learn to lead by practicing leading and experiencing the results of their hands-on leadership efforts.



### The Patrol Leaders Council

Participants in the patrol leaders' council plan and run the troop's program and activities. Composed of specific members of the troop leadership team, this group of Scout leaders meets routinely (usually monthly) to fine-tune upcoming troop meetings and outings. The senior patrol leader runs the patrol leaders' council meeting, and the Scoutmaster and other adult leaders attend as coaches, mentors, and information resources. The Scoutmaster allows the senior patrol leader and Scouts to run the meetings and make decisions, stepping in with suggestions and guidance whenever that will enhance the program for the troop and Scouts.

#### Game: Helium Stick

Why did the stick rise when we wanted it to go down? \_\_\_\_\_

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Did you anticipate the problem? How did you fix it? \_\_\_\_\_

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How did you deal with people's fingers losing contact? \_\_\_\_\_

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During the game, who led the group? Did someone step in as the leader, or did the group cooperate as equals?

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Have the patrol leaders' council meetings been running as effectively as they could? \_\_\_\_\_

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Do Scouts in leadership positions usually come to the patrol leaders' council meetings well prepared? \_\_\_\_\_

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What would the group like to do differently or improve during this leadership term? \_\_\_\_\_

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- The stick has a tendency to rise because the collective force used to keep fingers in contact with the stick is often greater than the gravitational force (weight) of the stick.
- Cooperation, teamwork, and coaching each other were likely keys to everyone getting the stick to settle down and being able to manage the stick to the ground together.
- Coach the Scouts through developing possible ways to implement their improvement ideas for the patrol leaders' council meetings.

## Leadership:

Define leadership: \_\_\_\_\_

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Elements to use as a good leader:

- Teamwork
- Using each other's strengths
- Not trying to do it all yourself
- Doing what you said you'd do
- Being reliable
- Keeping each other informed
- Being responsible
- Caring for others
- Delegating
- Setting the example
- Praising in public, criticizing in private
- Leading yourself

Things to keep in mind:

- Keep your word. Don't make promises you can't keep.
- Be fair to all. A good leader shows no favorites. Don't allow friendships to keep you from being fair to all members of your troop or patrol.
- Be a good communicator. You don't need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so that everyone understands what's happening.
- Be flexible. Not everything goes as planned. Be prepared to shift to "Plan B" when "Plan A" doesn't work. Think about "Plan C."
- Be organized. The time you spend planning will be repaid many times over.
- Delegate. Some leaders assume that the task will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your team members to do things they have never tried.
- Set an example. The most important thing you can do is lead by example. Whatever you do, your troop members are likely to do the same. A cheerful attitude can keep everyone's spirits up.
- Be consistent. Nothing is more confusing than a leader who acts one way one moment and another way a short time later. If your troop knows what to expect from you, they will more likely respond positively to your leadership.
- Give praise. The best way to get credit is to give it away. Often a "nice job" is all the praise necessary to make a Scout feel he is contributing to the efforts of the troop.

- Ask for help. Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.

**Game: Willow in the Wind.**

**Introduction to Servant Leadership**

Most Scouts will very quickly tell you that they would rather tell people what to do than be told what to do. That is human nature, not just the nature of a Scout. But leadership in the troop is not about the title or even about being the person doing the telling.

It is about a choice to lead. It is about a choice to give rather than to receive. What we need to build into the makeup of our Scout leaders is the concept of servant leadership. We trust effective leaders because they care about us and about helping others succeed. That is the true roles of a leader—helping other members of the troop succeed. Servant leaders understand what success looks like not only for the group but for each member of every team. They do everything they can to help the troop and each member succeed.

Servant leaders help the troop through day-to-day operations and through all the chores and tasks that must be accomplished. Duties are delegated and roles assigned. Troop leaders help manage this process. They focus on how to make every member successful in assigned tasks so that the troop will come together quickly as a team.

Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.

What do you think the phrase "servant leadership" means? \_\_\_\_\_

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Why do you think Scouting encourages us to be servant leaders? \_\_\_\_\_

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What does that mean to you? How can you be an effective servant leader in your role? \_\_\_\_\_

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Is servant leadership focused on the team, the individuals, or both/all? \_\_\_\_\_

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What do you think other members of the team think of a good servant leader? \_\_\_\_\_

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How can a Scout serve as a servant leader? What are some examples? \_\_\_\_\_

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## Module Two—Tools Of the Trade

### Learning Objectives

This module teaches the basic leadership tools of communication, planning, and how to use the Teaching EDGE effectively in one’s leadership role.

- Communications—The skills of being an effective listener and an effective communicator are valuable tools for any leader.
- Planning—Proper planning makes the difference in almost all Scouting activities.
- Teaching EDGE—The Teaching EDGE method can be used any time a leader is helping others learn.

People grow and evolve their leadership skills and strengths over time. Understanding some core leadership skills will help the Scouts as they perform their leadership roles and develop their own individual leadership strengths. The skills of communicating, effective planning, and teaching are foundational to each Scout’s ability to lead his fellow Scouts.

### Communications

The Greek philosopher Aristotle broke communications down into three parts: A sender—A message—A receiver. This is still a valid model today. It applies to all forms of communication: verbal, written, music, film, signaling, pantomime, teaching, etc.

Receiving (Listening). Understanding the value of being a good receiver is a helpful foundation for a leader. Start with a short listening game.

#### Game: The Telephone Game.

What’s the difference between hearing and listening? \_\_\_\_\_

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What is active listening? \_\_\_\_\_

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Is active listening a helpful/useful skill? \_\_\_\_\_

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Why do leaders need to be good listeners? \_\_\_\_\_

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What would have happened in the game if someone hadn’t passed the message on? What happens in the troop when someone doesn’t pass the message on? \_\_\_\_\_

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# INTRODUCTION TO LEADERSHIP SKILLS

In the game, did you check for cues that the listener understood your message? How? \_\_\_\_\_

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How would it have helped if you could have asked questions? \_\_\_\_\_

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- Listening is different than hearing—it involves actually receiving the message being sent.
- Focus on the person who is speaking and on what is being said. Stay engaged.
- Engage your brain when someone else is talking or communicating.
- Being a good listener is a very important part of being a good leader; you need to understand what people are trying to say to you.
- Using active listening skills will help you as a leader.
- Pass the word—to your people or to the leadership team. Don't break the communications chain.
- Listening is one of the most important skills a person can learn.
- Active listening can involve repeating or reiterating what you've heard back to the speaker.
- A good rule of thumb is to try to listen twice as much as you talk.
- Confirm receipt of your message.
- If you are the receiver, ask questions. If you are the sender, encourage the receivers to ask questions until they are clear. Some listening tips:
  - Listen with your eyes as well as with your ears. Watch for nonverbal cues.
  - Avoid distractions, both physical and mental. Give the speaker your full attention.
  - Try to see things from the speaker's point of view. In other words, try to put yourself in the speaker's shoes.
  - Apply the ideas to yourself. Think about how the speaker's message relates to you and your experiences.
  - Review the speaker's points and think what logically might come next in the message.
  - Curb your desire to talk until the speaker has finished.
  - Respond nonverbally (nod your head or smile) to the speaker.
  - Practice listening with respect for the speaker. Work hard not to interrupt even when you have a burning desire to make a point.
  - Ask questions if you are unclear about anything.

## **Sending a Message.**

### **Game: The Whole Picture.**

Do the receivers' drawings look like the original drawing/picture? \_\_\_\_\_

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Did you draw what the communicator said? \_\_\_\_\_

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# INTRODUCTION TO LEADERSHIP SKILLS

Were the communicator's instructions clear? What sorts of things could he have said to be clearer? \_\_\_\_\_

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Did the communicator's plan how you were going to describe the drawing? How? \_\_\_\_\_

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Would it have helped if you could have asked questions? \_\_\_\_\_

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What happens when the message isn't clear? \_\_\_\_\_

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- Be as clear as possible with your message.
- Plan ahead and prepare.
- People will do what they think you told them—even if it's not what you meant.
- Allow your listeners to ask questions and get a clear understanding of your message.
- You may want to ask your listeners to tell you what they think your message is—to confirm that they received it correctly.
- As the sender, the message often seems clearer to you than to the receiver.
- Messages flow both ways—from sender to receiver and back. Both sender and receiver are responsible for good communications to work.

Some communicating tips when passing out information:

- Before you begin to pass out information to your troop/audience, take a moment to organize your thoughts. You may want to write a few notes to remind yourself of the points you want to cover.
- Have the troop/audience gather in a place free of distractions. Do not begin until you have everyone's attention. You can use the Scout sign as a signal that it is time for everyone to stop other discussions and focus on the business at hand.
- Speak clearly. Make eye contact with your listeners. As you finish explaining each item, ask if there are any questions.
- Repeat facts such as dates, times, and places.
- If possible, ask the troop scribe to make and distribute notes of the discussion.

To help remember the three important parts of communications, think of "MaSeR": Message, Sender, Receiver.

A laser sends light and a MaSeR sends messages.

## Planning

Second only to communicating, good planning is an essential skill for every effective leader. As new Scout leaders, you will quickly notice that things you thought “just happened” in the troop are usually actually the result of someone—perhaps now you—planning ahead and preparing for it to happen. Generally, the better planned an activity, the more fun the group will have and the more successful the event will be. Conversely, everyone suffers when the person in charge has not planned properly for the group to participate in an activity.

At its core, planning is really just thinking ahead—thinking ahead about what’s needed to get the outcome you want to have happen. In planning Scouting activities, usually the desired outcome is that the planned activity is successful—and that the participants had fun and learned or experienced something. Planning is figuring out what it will take to make that come together smoothly.

Ask questions—develop answers: To start planning, it often helps to sit either alone or in a small group and start asking yourself questions—then coming up with the answers. Like a newspaper reporter writing an article or a policeman solving a case, walk through some basic who, what, when, where, and how questions: What do we want to do? What is the desired outcome? Where is a suitable site? How will we get there? What will we do once we get there? What equipment do we need? Where do we get that equipment? Who is responsible for getting the equipment? Who is participating? When is the activity? Do we need permits or permission? What will we do if . . .? Etc.

The questions vary considerably depending upon the activity, but the process is the same. The more questions you can think up ahead of time, and the more answers you develop, the smoother the activity will be.

After you get through the basics in planning the activity, spend a good part of your time thinking through some “what do we do if ‘x’ happens?” kinds of questions. That will help you be prepared when things don’t go as originally planned.

Also, focus on the “who”: “Who is responsible for making that part happen?” or “Who will bring that item?” Sometimes teams work out a good plan, but then the leader doesn’t assign specific owners to every needed task. Figuring out what’s needed is an important part of planning, but assigning someone to take care of it is essential. Be certain that someone is assigned to get every needed task done—don’t presume that “someone” will step up and take care of something.

### Planning Experience.

Who led the planning discussion? Did that work? \_\_\_\_\_  
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Did anyone take notes? \_\_\_\_\_  
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What did the team focus on first? Was that an important thing to focus on? \_\_\_\_\_



# INTRODUCTION TO LEADERSHIP SKILLS

What happened during the team's planning process? \_\_\_\_\_

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Did you ask yourselves key questions? Did you develop any answers? \_\_\_\_\_

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Did you get through some necessary planning activities? \_\_\_\_\_

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What else still needs to be planned to make this project a success? Are there areas you didn't get to? \_\_\_\_\_

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Is 10 to 15 minutes enough time to plan a project of this size? \_\_\_\_\_

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## **About the project:**

Who was assigned to lead the overall project and coordinate the work effort during the project? \_\_\_\_\_

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How did you divide up the troop to work the service project? Did you divide up by patrols, by skill level, by age, or by some other method? \_\_\_\_\_

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Who was in charge of each of the teams? \_\_\_\_\_

How did you allocate the adult leaders to the teams? What about the parents? \_\_\_\_\_

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How much time did you estimate the project would take with this number of participants? \_\_\_\_\_

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What safety considerations did you plan for? \_\_\_\_\_

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What were your plans for food (snacks, drinks, lunch, etc.) during the project? \_\_\_\_\_

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# INTRODUCTION TO LEADERSHIP SKILLS

How did you plan to communicate among the various teams? \_\_\_\_\_

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Were any special skills needed to do this project? Was there someone in the troop with these skills? If not, did you consider finding out how to do those skills before the day of the project? \_\_\_\_\_

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What were your considerations for poor weather? Was there anything in this project that couldn't be done in the rain? \_\_\_\_\_

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What equipment did you put on your equipment list? (If anything significant is missing from the list, coach the team about what else is needed.) \_\_\_\_\_

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Did you assign someone in the troop to bring every item on the list? \_\_\_\_\_

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Did you assign someone to check before the project that the Scouts are still planning to bring each needed piece of equipment? \_\_\_\_\_

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What equipment did you tell every person to bring? \_\_\_\_\_

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- Pick someone to lead the planning process.
- Designate a scribe. Write down the plan.
- Plan your planning—focus on important things early in the planning process.
- Plan your planning—identify the big areas that are going to need to be thought about and make sure you cover each one thoroughly.
- Think through some key questions in each area.
- Develop answers to each question.
- Write down tasks that need to be accomplished to make the project a success.
- Assign owners to each task.
- Assign due dates as appropriate.
- Assign someone to follow up and verify that needed things are getting done.
- Take enough time to plan well. If you don't have enough time initially, schedule more time later.
- Do not presume needed things will "just happen."

## About the project:

- Pick someone to lead the project, ideally the senior patrol leader.
- Assign age-appropriate tasks to each group.
- Have enough activity to keep everyone busy and engaged in the project. Ensure everyone is fully participating—and given an opportunity to participate.
- Divide up the adults. They should be coaching and mentoring the Scout leader of each team—not leading the team themselves.
- Place skilled adults with the teams needing greater skill (e.g., building the fence or properly planting the plants) to help the Scouts learn and be successful. If no one in the troop knows how to build the fence or plant the plants, make arrangements to learn these skills ahead of time—or ask someone to join you for the project who can teach the Scouts.
- Always consider safety factors when working on service projects or other Scouting activities. (Discuss specific considerations for this project with the team.)
- Every Scout should be instructed to bring his outdoor essentials whenever the troop is doing an activity of this nature. Personal safety gear, like work gloves or eye protection, should also be considered for service projects.
- All of this project can be done in the rain. No need to cancel the project for (reasonable) bad weather.
- A variety of equipment is needed for this project, but none of it is beyond what many families have for home use. Make a good list, and then assign owners to either bring each item or to track down someone else who could bring it. Delegate. Use the troop leadership team—can the quartermaster or senior patrol leader drive this activity? Or perhaps the Scouts in charge of each team?

When planning an activity, it helps if you don't presume—don't presume that something needed will be there or that it will just happen; don't presume that someone will take care of something because it seems obvious or because he usually does it. Include that responsibility in your plans and assign an owner. Check on it—then you'll know that it's taken care of.

As you become more aware of the value of planning and how it can affect the success of activities, you may also notice when others in your troop—either Scout leaders or adult leaders— have not put enough time or effort into planning the activity. Recommend the members of the troop find ways to provide constructive feedback to each other to ensure that those who don't properly plan are coached that it is not OK—everyone suffers when the person in charge of making something happen doesn't plan properly. You will also see who on the team is good at planning—get them into positions to coach and help others learn this important skill.

As a senior patrol leader or other key member of the troop leadership team, you can often tell how well people think you are planning by how many of them keep attending your activities— meeting, outings, etc. If the number of faces looking back at you in formation each week starts to dwindle, it may be due to many factors, but consider that it may be that you're not planning enough entertaining and engaging activities for the Scouts—and they are spending their time elsewhere. If this starts happening, actively—and quickly—make changes in your planning efforts. Ask for feedback—what do others think? If you feel that you're doing all you can or that you are running out of ideas, ask for help. When you DO put in the proper planning time, the Scouts

will see that you care enough about them to put your energy into planning the best possible experience for the troop—they will see you as a leader.

### Teaching EDGE

The EDGE (Explain, Demonstrate, Guide, Enable) method is the primary training method to teach skills in the troop. EDGE should be used for all teaching opportunities. Make it a habit. It can be used anytime a leader is helping others learn.

The four-step EDGE process is a simple method for teaching any skill:

1. Explain—The trainer explains how something is done.
2. Demonstrate—After the trainer explains, the trainer demonstrates while explaining again. This gives the learner a clear understanding of what success looks like.
3. Guide—The learner tries the skill while the trainer guides him through it. The trainer gives instant feedback as the learner practices the skill.
4. Enable—The learner works independently under the watchful eye of the trainer. The trainer helps remove any obstacles to success, thus enabling the learner to succeed.

### Teaching EDGE Experience.

What happened during the Explain step? What happened during the Demonstrate step? \_\_\_\_\_

\_\_\_\_\_

What happened during the Guide step? What happened during the Enable step? \_\_\_\_\_

\_\_\_\_\_

Did parts of the training go too fast or too slow for you? What could the trainer do to address that? \_\_\_\_\_

\_\_\_\_\_

Did the learners ask questions? Did the trainer answer them? \_\_\_\_\_

\_\_\_\_\_

Did the trainer ask questions of the learners to ensure they were following? \_\_\_\_\_

\_\_\_\_\_

How did the trainer know the learners had learned the skill? \_\_\_\_\_

\_\_\_\_\_

How could you as a leader use the EDGE method with your troop or patrol? \_\_\_\_\_

\_\_\_\_\_



## Module Three—Leadership and Teamwork

### Learning Objectives

Upon completion of this session, participants will understand the dynamics of team building, the stages of team development, the relationship of team development to team vision and goals, the selection of an appropriate style of leadership for the team and condition, and valuing every team member's contributions and development.

### Introduction to Leadership and Teamwork

What do we mean by “team”? The word “team” applies to any group working together on a common goal. It can be a temporary group that meets once to solve a particular problem or it can be a permanent group. In Scouting, the team could be the patrol leaders' council, a group of backpackers, or an entire troop.

Just because we call something a “team” does not mean that the group functions effectively AS a team. Some individuals may be pulling in different directions, communicating poorly, or treating each other badly. A high-performing team works well, energizes and supports all of the team members, and produces highly effective results. A team working poorly is a source of stress and tension, and productivity suffers from the lack of cooperation. Whether in sports, in the troop, or in life, teamwork is a common factor in all effort and human interactivity.

The purpose of this session is to focus on the team as a whole and the role of the leader in bringing out the best in that team. We will discuss different kinds of teams and the stages that all teams go through as they progress toward their vision of success. We will teach the Scouts the need for interdependence among team members, how to find the value of every team member, and how to capitalize on the strengths of each individual to contribute to the success of the group. We remind them that all leadership has its underpinnings in values and discuss ethical decision-making. Last, we revisit the vision that the Scouts have been thinking about for their roles and for the troop.

### Teams and Team Characteristics

What do we mean by “team”? The word “team” applies to any group working together toward a common goal. A team can be a temporary group that meets once to solve a particular problem, or it could be a permanent group. Name some permanent or temporary teams in the troop. In Scouting, the team could be the group going on a particular outing, the group planning an activity, the troop leadership team, or the entire troop.

Just because we call something a “team” does not mean that the group functions effectively AS a team. What makes a “team” of people stronger/different than simply a “group” of people? A team works toward a common goal. All members work together for a common purpose and for the betterment or advancement of each member, too. A high-performing team works well, energizes and supports all of the team members, and produces highly effective results.

## What are some characteristics of effective teams?

- Common Purpose
  - A team is a group of interdependent people who cooperate to achieve exceptional results. They have common purpose for which they are all accountable.
  - The goal must be clear to all.
  - Members feel a common purpose; their personal goals are linked to the team goals. It's a win/win.
- Interdependence
  - A team cannot be successful unless all members of the team are truly successful in their roles.
- Appropriate Roles, Structure, and Process
  - People know their roles and boundaries—and their value to the team.
  - Decisions are agreed upon and supported.
  - Feedback is timely and useful.
  - Communications channels are open.
- Leadership and Competence
  - Members have the necessary technical and interpersonal skills to accomplish their tasks and work together.
  - The team has the leadership and support it needs to be successful.
- Team Climate
  - The team environment is open and collaborative.
  - People show respect and trust for one another, and they value different opinions.
  - There is a genuine interest in gaining agreement.
- Performance Standards
  - The team sets high standards and monitors itself for continuous improvement.
  - Team members critique their own performance and decisions against a high standard.
- Clarity and Understanding of Boundaries
  - The team has a clear understanding of its task and the limits of scope for accomplishing the task.
  - The vision for accomplishing the goals of the team and the methods to be used is understood by all.

## Stages of Team Development and Styles of Leadership (Leading EDGE)

Teams go through various stages of development as they come together. Individual people go through the same stages—and their natural ups and downs—as they take on new tasks or roles. To get a better sense for how this might work in a team, let's first look at how it works in us as individuals.

Let's look at where each of you is as you begin to take on your new leadership role for the troop. Let's focus on two important elements that change as we face a new task: skill level and enthusiasm.

- You've each recently been selected to hold a leadership role in the troop this term. You'll get new authority and new opportunities and experiences. How's your enthusiasm right now—high? (Yes.) Does taking on the new position seem kind of exciting? (Yes.)

## INTRODUCTION TO LEADERSHIP SKILLS

- But do you actually know how to handle the role yet? (Probably not.) You've seen others do it, but are your personal skill high or low right now? (Low.)
- Soon, if you haven't already, you'll each sit down with an adult leader or the Scout who had your position before and start learning the details. You may find that there's a lot to it and that it seems kind of hard. For example, if you're the quartermaster, you may suddenly realize that there's a lot more to do behind the scenes to help make an outing successful than it looked like when you were just a participant. What might happen to your enthusiasm for the position? (It will likely go down. It may not seem like such a good idea to have been picked anymore.)
- Then what happens? You get more into the role, start doing it once or twice. You realize that it's not impossible, that you can get the hang of it, and that you're able to be successful and help the troop. What's happening to your skills as you serve as quartermaster for a few outings and meetings? (They are improving.) What happens to your enthusiasm? (It goes up.)
- After a while, many of you will get quite good at your new role. You'll know what to do and how to do it—and you'll start thinking about ways to take it up a notch during your term. What will have happened to your skills? (They will be high.) What will happen to your enthusiasm? (It will be high.)

### So remember when you approach your team:

- When starting out, enthusiasm tends to be high and skills tend to be low.
- Then, as a person learns more about the needed tasks and realizes that he doesn't necessarily have all the skills or resources (time, people, etc.) to handle the position easily, enthusiasm tends to drop. Skills are generally only slightly improving as the person learns more about what's needed and how to do it.
- Once a person starts making progress and having some successes in the position, his skills and enthusiasm will start going up.
- Then, as the person gets into the role and develops more skills, his enthusiasm will grow, too.

This flow of enthusiasm and skills is quite typical—for people as they take on new roles and for teams as they come together as a team. Let's look at the same flow from a team perspective.

### Where the Group Is

- Starting out (skills are low; enthusiasm is high)
- Becoming discouraged (skills and enthusiasm are low)
- Making progress (skills and enthusiasm are rising)
- Finding success (skills and enthusiasm are high)

### Team Skill Level and Enthusiasm

1. Skill Level—Generally, the skill level of the team starts low and increases as the team grows together and gets better at working as a team.
2. Enthusiasm—Often, unlike skill level, enthusiasm usually starts out high but can then take a sudden dip. Then, as the team members explore their differences and align their expectations with reality, the team begins to achieve results and enthusiasm begins to rise again.



# INTRODUCTION TO LEADERSHIP SKILLS

Ultimately, both enthusiasm and skill level are high as the team becomes a high-performing team.

How can a leader help the team? Now we know what stages we as individuals go through, and we see that they are similar to the stages that teams will go through as they come together. What can a leader do to help the team—or individual team members—through the stages?

As with the Teaching EDGE, the Leading EDGE enables a leader to help team members learn and grow as they strive toward a goal. The four stages are the same: Explain, Demonstrate, Guide, and Enable.

When the team—or person—is just starting out, what leadership method would help the team best? \_\_\_\_\_

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What next? Once the team or person starts becoming discouraged (skills and enthusiasm are low), how can the leader change styles to help? What style would work in this stage? \_\_\_\_\_

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Then the team starts to gel, working hard together and getting a sense of accomplishment. What style can a leader use in this stage? \_\_\_\_\_

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In the final stage (skills and enthusiasm are high), as the team becomes a high-performing team and finds success together, what style can the leader use? \_\_\_\_\_

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- When the team is starting out (skills are low; enthusiasm is high), a leader can use the Explain method to assist the team. The same is true for an individual learning a new skill. Often, the best way a leader can help the team through the first stage is by Explaining what the group needs to get done and helping get every team member on the same page.
- In the second stage, the team's productivity is still low—but, hopefully, on the rise—and morale can also drop as team members realize what must be done and with whom. This stage is often filled with tension, conflict, and power struggles.
- As the team starts to come together in the second stage and starts to become discouraged as they understand the needed tasks, the leader can shift into Demonstrating—showing the team how to do the needed tasks and where they are headed.

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- Usually, a team will get through these early stages quickly. An effective leader can help the team move through more quickly and with less distress. The leader’s team-building skills can have a significant impact.
- In the next stage, the team is making good progress and there is an upswing of both attitude and accomplishment. Everyone gets moving in the right direction, but sometimes there are still some grumblings or interpersonal challenges among the team members.
- With skills and enthusiasm on the upswing in this stage, the leader can start shifting into Guiding mode, coaching the team and team members in taking charge of the effort.
- In the last stage, the team finds success together. The leader can shift to an Enable style.
- There are a lot of smooth-flowing interactions, and the team is achieving its goals. It’s time to let go and Enable the team to function on its own. Make it a smooth transition and help them see their success.
- Different teams may proceed through different stages at different speeds. A stage can last for a moment or a month, or it can be skipped instantaneously forward or backward.

Recognizing the various stages enables the leader to use appropriate leader styles to smooth the progress of a team as it evolves. With a greater understanding of this individual and team development, Scout leaders can better apply the best Leading EDGE skills at the right time to help their teams. We can modify how we lead the team based upon the stage of development it is in.

Teams don’t start as effective high-performance teams; they grow as they come together as a team. A new team leader changes the dynamics of a preexisting team, such as when a new group of troop leaders steps in. The new leadership team will want to pay close attention to what stages the troop is in as the new leadership team ramps up.

## Inclusion

As a leader, learning to effectively include, engage, and use each member of your team is an important skill. Leaders want to look at their team and see how best to involve and use the skills of every person, not just a few friends or the strongest individuals. Leaders also want to understand the needs and goals of each individual person and how all the members of the team can help each team member achieve their individual goals.

### Game: The Potato Game

What do you think this activity was all about? What happened in the game? \_\_\_\_\_  
\_\_\_\_\_

Every potato was alike in some ways. In what ways are we like each other? \_\_\_\_\_  
\_\_\_\_\_

How do these similarities help us get things done? How could they get in the way? \_\_\_\_\_  
\_\_\_\_\_

# INTRODUCTION TO LEADERSHIP SKILLS

Every potato was different in some ways. What about differences? How are we different from one another? \_\_\_\_\_

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How can differences strengthen the group as a whole? When can differences prevent a group from reaching its goal? \_\_\_\_\_

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If a leader keeps going to the same people (friends or experienced Scouts) to get things done, what can be lost? \_\_\_\_\_

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How could we find out about the special qualities and abilities of each member of our troop? \_\_\_\_\_

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- As people, we have many similarities. These similarities can help us get many things done in the troop.
- Like potatoes, each person also has unique traits. These unique differences can be useful assets to the team and to the leader when you're trying to get things done.
- Leaders need to find out about and use these unique strengths and differences for the good of the group.
- If a leader keeps going to the same people repeatedly, then the talents of others may be missed. Also, those who are able but less experienced may not get a chance to grow and get enough experience to fully contribute.
- Leaders should think about the value of each person on the team. Find out how to best employ them for the good of the team and the good of the individual.
- Leaders don't always go to the same person to get things done. They vary the participants and give multiple people chances to learn, grow, and contribute.
- Everyone has strengths of some sort—leaders seek out ways to find them.

## Leadership Ethics and Values

Review the Scout Oath and Scout Law and what they mean. Each phrase in the Scout Oath and word in the Scout Law is broken out and briefly discussed. The focus is on what Scouts are agreeing to as individuals when they say the Scout Oath or the Scout Law. You have been selected to take on leadership roles in the troop. Consider how the elements of the Scout Oath and Scout Law apply to them now as leaders.

### The Scout Oath

On my honor . . . as a leader: As a Scout leader, a Scout must, above all, be honorable in what he says and does. More Scouts will now be watching you—watching how you act and assessing whether you are a man of honor at all times. A Scout leader also steps up and encourages others to do the honorable and right thing. You will find occasions where you see others doing less than honorable things—set the example as a Scout leader and intervene. By giving your word, you are promising to be guided by the ideals of the Scout Oath.

## INTRODUCTION TO LEADERSHIP SKILLS

. . . I will do my best . . . as a leader: As a Scout leader, do you cut corners and shirk responsibilities? Or do you stand up, do your best, and lead your team to do its best? Every time? Try hard to live up to the words of the Scout Oath. Measure your achievements against your own high standards and don't be influenced by peer pressure or what other people do.

. . . to do my duty . . . as a leader: You now have new and additional duties as a Scout leader. There will be days or times when you'd prefer to not bother doing these duties—perhaps you'd rather play a game with the other Scouts or relax and do nothing with the others. The other Scouts will know what kind of leader you are by whether or not you step up and do your duty, even when you'd rather not.

. . . to God and my country . . . as a leader: Are you serving as best as you can? Are you setting the example for your team? Are you encouraging others to serve well, too? Your family and religious leaders teach you about God and the ways you can serve. You do your duty to God by following the wisdom of those teachings every day and by respecting and defending the rights of others to practice their own beliefs. Help keep the United States a strong and fair nation. When you work to improve your community and your home, you are serving your country. Natural resources are another important part of America's heritage worthy of your efforts to understand, protect, and use wisely.

. . . and to obey the Scout Law . . . as a leader: The 12 points of the Scout Law are guidelines that will help you do the right thing—throughout your life, and right now while you're a Scout leader. The Scouts you are leading will watch whether you are living and acting according to the Scout Law—and whether you are leading your fellow Scouts to do the same. When you obey the Scout Law, other people will respect you for the way you live, and you will respect yourself.

. . . to help other people at all times . . . as a leader: There are many people who need you. Are you helping others—on your team and in the other patrols? Are you helping the leaders above you? Below you? Are you helping the Scoutmaster and senior patrol leader run the troop—or are you being less than helpful? Is your patrol helping the senior patrol leader, assistant senior patrol leader, quartermaster, or adult leaders when there are things that need to get done for the troop? By helping out whenever possible, you are doing your part to improve your troop and your community.

. . . to keep myself physically strong . . . as a leader: Take care of your body so it will serve you well for an entire lifetime. Are you in good enough shape to participate and lead? Could you do better? Are you encouraging those in your patrol to participate in activities and to develop nutritious patrol meals on outings? Are you setting the example? Are you eating nutritious foods, getting enough sleep, and exercising regularly to build strength and endurance? Do you wear your uniform correctly? Is your uniform shirt buttoned and tucked in at all times? Are you setting the example in uniform? Are you avoiding harmful drugs, alcohol, tobacco, and anything else that can harm your health?

. . . mentally awake . . . as a leader: Are you developing your mind and body? Be curious about everything around you, and work hard to make the most of your abilities. Are you learning about your Scout leadership position? Is there more you can learn? Is there more you can try to do in your leadership role? Are you encouraging your team to grow and develop?

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. . . and morally straight . . . as a leader: Are you an honest and open leader? Are you treating everyone fairly—and ensuring that the other Scouts are doing the same? Are you letting others bully or harass some Scouts? Are you letting (or leading) other Scouts behave poorly? To be a person of strong character, your relationships with others should be honest and open. Respect and defend the rights of all people. Be clean in your speech and actions, and remain faithful in your religious beliefs. The values you practice as a Scout will help you shape a life of virtue and self-reliance.

## The Scout Law

As in the Boy Scout Handbook, break out each word of the Scout Law individually and discuss it together briefly—with a focus on applying it as a leader in the troop. Remember, the Scout Law is for everyone. Before each point of the Scout Law, insert “A Scout leader is.”

A Scout leader is **trustworthy**: \_\_\_\_\_

\_\_\_\_\_

A Scout leader is **loyal**: \_\_\_\_\_

\_\_\_\_\_

A Scout leader is **helpful**: \_\_\_\_\_

\_\_\_\_\_

A Scout leader is **friendly**: \_\_\_\_\_

\_\_\_\_\_

A Scout leader is **courteous**: \_\_\_\_\_

\_\_\_\_\_

A Scout leader is **kind**: \_\_\_\_\_

\_\_\_\_\_

A Scout leader is **obedient**: \_\_\_\_\_

\_\_\_\_\_

A Scout leader is **cheerful**: \_\_\_\_\_

\_\_\_\_\_

A Scout leader is **thrifty**: \_\_\_\_\_

\_\_\_\_\_

# INTRODUCTION TO LEADERSHIP SKILLS

A Scout leader is **brave**: \_\_\_\_\_  
\_\_\_\_\_

A Scout leader is **clean** \_\_\_\_\_  
\_\_\_\_\_

A Scout leader is **reverent**: \_\_\_\_\_  
\_\_\_\_\_

When Scouts are out in the community, each Scout is representing all of Scouting at that time and place. Each Scout is representing every Scout who's ever joined—and helping parents decide (positively or negatively) whether they should encourage their child to join Scouting. Whether in a public campsite, hiking in the woods, at a rest stop, or stopped at a gas station or restaurant, each of us represents all of Scouting to the people who see us. To the public, we are Scouting.

- Are we showing the best side of Scouting?
- Do we act like good Scouts?
- Are we helpful and friendly?
- Are others seeing us bullying or being rough with each other?
- Are we treating nature respectfully, or are we damaging or taking something?
- Are we treating the property of others with respect?
- Are we obeying the rules? Are we behaving safely?
- Are we showing the ethics and values of the Scouting program?

As leaders, we can—and should—ensure that the Scouts around us are showing the best side of Scouting . . . at all times.

## The Servant Leader.

What is the relationship between a leader and the team? Many people's first reaction is to state that the team "works" for the leader, performing tasks for one person. When this happens, the leader isn't simply a leader, but more like a "boss" or an "owner." Many people don't want to be part of a team that works this way, and they'll only join them for the sake of external rewards, like a salary.

In a true team, the leader is one part of the team, and this role isn't necessarily any more important than the role of any other member. Being a team leader means accepting responsibility for the team, its members, its objectives, its reputation, its morale, and more. Being a team leader means serving the team.

When a leader recognizes that he is responsible to the team (and not the other way around) and acts accordingly, he becomes a "servant leader." Servant leaders lead teams that people want to join. Servant leaders use a variety of leadership styles based upon the needs of the team and its objectives.

A servant leader needs to enable the success of those led, remove barriers for them to the best of the leader's ability, and create an environment for the team to succeed.

Many of the leadership examples you've seen in your lives aren't servant leaders, they're "bosses" and "commanders." These kinds of leaders are rarely chosen by a team's own membership to lead them but are imposed from outside. The modern workforce is making this kind of leadership less valuable. As people become more skilled and capable, they expect more respect for their actions and capabilities, more input into decisions, and more interactions with their leaders. They need more service.

In your lives today and in the future, you will have many opportunities to lead. If you accept the role of a servant leader, you'll find that teams will seek you out to lead them, your advice and opinion will be sought, and your team members will also grow and succeed.

To be a servant leader to a high-performing team, you'll need to listen carefully: Be attuned to the people around you, and empathically understand what they're thinking. The servant leader knows his team's capabilities and desires.

At the same time, servant leadership is more than just a consensual approach. Leaders need to lead— to set direction and lead team members in that direction. Sometimes they need to hold team members to account, to make tough decisions that some won't always like, and to encourage (push) people to excel. Sometimes, this is uncomfortable—for the leader and for team members. If leaders don't do this, however, teams may become too "cozy"; they may lose their edge and start to fail their customers—the real reason teams exist.

From a point/counterpoint perspective, servant leaders:

- Need to listen and know when the time for discussion is over.
- Achieve consensus and know when to preserve things that are good without foundering in a constant storm of question and reinvention.
- Set/maintain standards and know when to reject what does not maintain those standards or the team vision.
- Serve their customers and know how to make a difference with the team. Please think about how you can be a servant leader in your current role in the troop.

## Your Vision of Success

How will we use our leadership skills to help reach success? Offer to help any new Scout leader with suitable goals to achieve success in his new role.

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