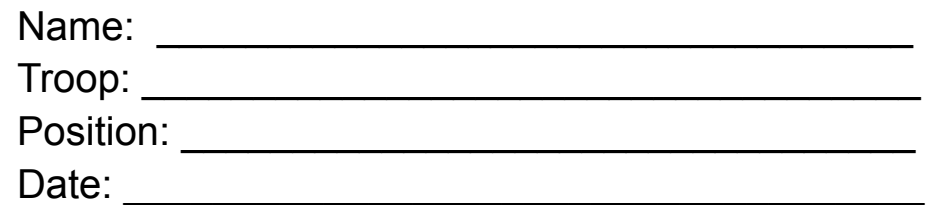


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Hosted by:
Arrowhead District

What is a 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 where the troop is going — what it wants to accomplish.

How do you realize a vision?

By accomplishing one goal at a time. They are the bite-sized pieces of the vision that you complete step by step. Fulfilling a vision might require just a few goals, or it might take many. In setting your goals, make sure they are “SMART”:

Each goal must be:

S

M

A

R

T

Think about a personal vision of success in your new position, as well as a personal vision for your troop.

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:

A Scout leader is brave:

A Scout leader is clean

A Scout leader is reverent:

SCOUT OATH

On my honor I will do my best
to do my duty to God and my country
and to obey the Scout Law;
to help other people at all times;
to keep myself physically strong,
mentally awake, and morally straight.

As leaders, we can—and should—ensure that the Scouts around us are showing the best side of Scouting ... at all times. : When Scouts are out in the community, each Scout is representing all of Scouting at that time and place. Each Scout represents every Scout who's ever joined—and helps parents decide (positively or negatively) whether they should encourage their child to join Scouting. The Scout Oath can guide us as leaders.

ON MY HONOR - AS A LEADER: By giving your word, you are promising to be guided by the ideals of the Scout Oath. I WILL DO MY BEST - AS A LEADER: Measure your achievements against your own high standards and don't be influenced by peer pressure or what other people do.

How do the elements of the Scout Oath and Scout Law apply to you now as a leader?

What does success look like for our troop?

What are my goals to get us there?

Sample Unit Vision:

Our unit will be a premier youth-lead and adult-supported organization postured toward developing lifelong skills in youth and helping them develop into people of character.

They will possess Scouting and citizenship skills, adhere to the Scout Oath and Law, serve their families, communities and nation and help others achieve Scouting's goals.

And they will do this through an exciting and challenging Scouting program.

TROOP ORGANIZATION CHART

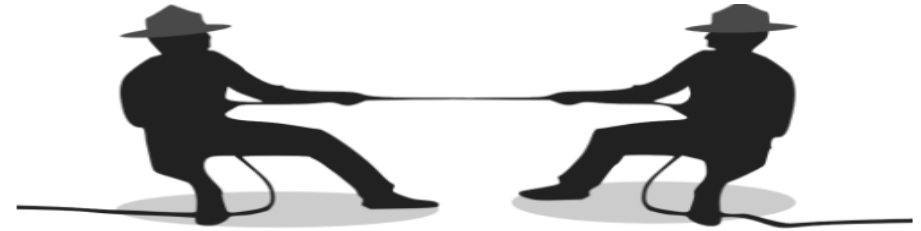
Example for a Large Troop



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.

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.

Whenever a group of people get together, conflict can occur. When people disagree with each other and seem unable to find a reasonable compromise, a leader may need to step in. The roots of these disagreements can arise from many sources, including differences in personality, values, and perceptions.



When a problem does arise, consider one of these approaches:

Avoiding: Avoiding a problem will seldom make it go away, but there are times when it is best to let others work out their differences on their own.

Compromising: In solving conflict by compromise, both parties must be willing to give something up to gain something more.

Problem Solving: The most effective way to resolve conflicts is for all parties to explain their points of view and to become convinced that they should make a real effort to solve the problem.

Every conflict, disappointment, or other difficulty we encounter can be resolved by applying our principles and ideals, which are found in the Scout Oath and Law.

What does it mean to be inclusive?

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.

Every culture, every nationality, every single person sees the world in a different way. Similarly, every culture, nationality, and person has different knowledge, perspectives, and points of view. When all of these different views are shared together, miracles can happen.

Why is it important to have inclusivity on your team?

1. Greater innovation and creativity
2. Diversity provides a range of skills
3. Increased productivity
4. Everyone has a say
5. Everyone can participate

Scout troops are run by youth leaders who are elected or appointed from and by the troop's Scout membership. These Youth 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.

In my position as _____, my primary responsibilities include:

Empowering youth to be leaders is one of the core principles in Scouting. Scouting is designed to help youth prepare to participate in, and give leadership to, American society.

What does a “youth-led unit” look like?

Goal Directed Leadership



Ten Tips for Being a Good Leader

1. ***Keep Your Word.*** Don't make promises you can't keep.
2. ***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 patrol. Know who likes to do what, and assign duties to patrol members by what they like to do.
3. ***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 going on.
4. ***Be Flexible.*** Everything doesn't always go as planned. Be prepared to shift to "plan B" when "plan A" doesn't work. And always have a "plan C" just in case you need it.
5. ***Be Organized.*** The time you spend planning will be repaid many times over. At patrol meetings, record who agrees to do each task, and fill out the duty roster before going camping.
6. ***Delegate.*** Some leaders assume that the job will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your patrol members to do things they have never tried.
7. ***Set an Example.*** The most important thing you can do is lead by example. Whatever you do, your patrol members are likely to do the same. A cheerful attitude can keep everyone's spirits up.
8. ***Be Consistent.*** Nothing is more confusing than a leader who is one way one moment and another way a short time later. If your patrol knows what to expect from you, they will more likely respond positively to your leadership.
9. ***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 patrol.
10. ***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.

- And never forget that "*Attitude Reflects Leadership*"

Stages of Team Development

- _____
- _____
- _____
- _____

When the team is starting out (skills are low; enthusiasm is high), 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.

In the next stage, the team is making good progress and there is an upswing of both attitude and accomplishment. At this point, 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. It's time to let go and enable the team to function on its own.

HAVE FUN!

What do we mean by “TEAM”?

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.

Characteristics of Effective Teams

Teams go through various stages of development as they come together. Team skill levels generally start low and increase as the team grows together and gets better at working as a team. Team enthusiasm usually starts out high but can then take a sudden dip. 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. Ultimately, both enthusiasm and skill level are high as the team becomes a high-performing team.

What is Leadership?

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

CRITICIZE IN PRIVATE. There will be times when you must provide a Scout with critical feedback. Pull the Scout aside and quietly explain what could be done better. Add a suggestion on how it should be done correctly. Criticizing in public will undermine the Scout’s self-esteem and may cause that Scout to quit trying.

ACCEPT CRITICISM AS A GIFT. You may get criticism from other Scouts and possibly from the adult leaders. If someone tells you that you aren’t doing a good job, ask them what they mean and how you might improve. Criticism, when offered and received properly, can give you ideas for performing your role better. Being open to suggestions and adopting those that will benefit your troop are signs of a good leader.

What leadership qualities do you possess?

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 is the relationship between a leader and the team?

Servant leaders understand what success looks like, not just for the team as a whole but also for each member. Servant leaders enable the success of those they lead, removing barriers and creating an environment for the team to succeed. Being a servant leader means accepting responsibility for the team—its members, objectives, reputation, morale, and more. Servant leaders recognize that they are responsible to the team, not the other way around, and they act accordingly. Servant leaders lead teams that people want to join.

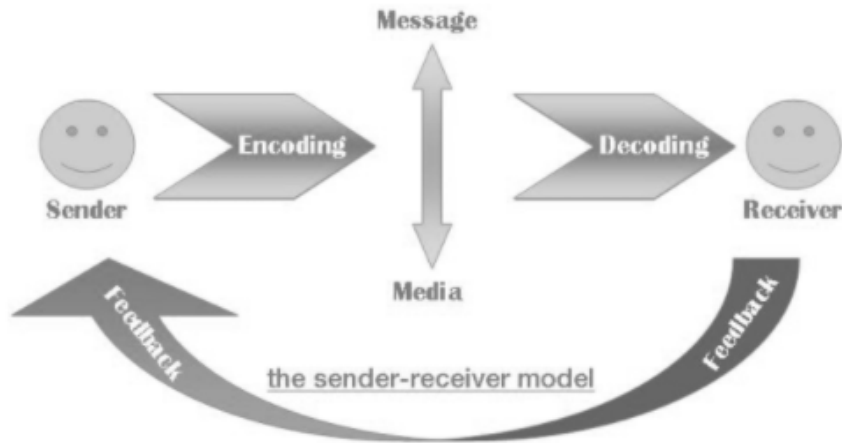
- For some skills, the Explain and Demonstrate steps can be combined.
- For some skills, the Guide and Enable steps might be merged.
- Watch your learners and ensure your pace matches their rate of learning.
- The Teaching EDGE can be used in a variety of teaching situations in the troop.

These three topics—communications, planning, and teaching—are core skills leaders can use any time they are working with their team. The links between the three skills are clear. Good planning is foundational to everything, including teaching and communicating. Effective communication skills enable the leader to share ideas and direct the team's activities. As you grow in Scouting and take on more leadership roles, your leadership skills and strengths will continue to grow over time.

Tools of Leadership:

- **COMMUNICATION** — 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

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



What's the difference between hearing and listening?

Communication does not take place unless the message is received and understood. Being a good listener is a very important part of being a good leader; in fact, listening is one of the most important skills a person can learn.

A good rule of thumb is to try to listen twice as much as you talk. Ask questions if you are unclear about anything.

What is a servant leader?

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

Servant leadership is more than just doing what the others want. Leaders need to lead—to set direction and lead team members in that direction. Sometimes they need to hold team members accountable, 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.

Three Key Functions of the Role of a Leader

- **Authority** - the earned right to make decisions that come from the group
- **Responsibility** - The assignment for achieving a goal, and guiding the group to achieving them
- **Accountability** - The acceptance of success or failure of achieving the goal or goals of the group

Messages flow both ways—from sender to receiver and back. Both sender and receiver are responsible for effective communication to work well. Be as clear as possible with your message. Make eye contact with your listeners. People will do what they think you told them - even if it's not what you meant.

Active 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 not to talk until the speaker has finished.
- Ask questions if you are unclear about anything.

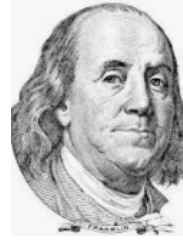
Effective Communication Tips:

- Plan ahead and prepare.
- Be as clear as possible with your message.
- Allow your listeners to ask questions and get a clear understanding of your message.

The seven C's of communication are a list of principles for written and spoken communications to ensure that they are effective.

- clarity
- correctness
- conciseness
- courtesy
- concreteness
- consideration
- completeness

**Effective listening is vital
for forming relationships,
finding solutions, and
developing team spirit.**



Benjamin Franklin said “Tell me and I forget, teach me and I may remember, involve me and I learn.” He was right – the best learning involves doing, and the more the better.

Using the EDGE method to teach something is a great way to get organized and will help ensure that actual learning occurs as a result of your efforts.

The EDGE method is the primary training method to teach skills in the troop. EDGE should be used for all teaching opportunities.






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

E: _____

D: _____

G: _____

E: _____

	Meeting Plan: _____		
	Week ____ Date _____		
ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening ____ minutes before meeting			_____
Opening Ceremony ____ minutes	Flag presentation Oath and Law Uniform inspection		_____
Group Instruction ____ minutes	• • • •		_____
Skills Instruction ____ minutes   	• • • •		_____
	• • • •		
	• • • •		
Breakout Groups ____ minutes			_____
Game ____ minutes			_____
Closing ____ minutes	Announcements Leader's minute Closing		_____
Total 90 minutes of meeting			
After the Meeting ____ minutes	Leadership team review plans for the next meeting and for the main event.		

Start: _____

Stop: _____

Continue: _____

Who is part of the Patrols' Leader Council?

Second only to communicating, good planning is an essential skill for every effective leader. At its core, planning is really just thinking ahead—thinking ahead about what's needed to get the outcome you want to have happen.

What are a few important things to consider when planning?

To start planning, it often helps to sit either alone or in a small group and start asking yourself questions — who, what, when, where, and how — then coming up with the answers. After you get through the basics in planning the activity, spend a good part of your time thinking through some “What if” questions.

***Don't presume 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/she usually does it. Include that responsibility in your plans and assign an owner.

Always consider safety factors when working on service projects or other Scouting activities.

SCOUT PLANNING WORKSHEET

"Plan on a Page"

If needed, use attachments for additional information.

GOAL

Describe what you intend to accomplish, the objectives.

WHY?

Describe the purpose or need for this activity—why it is important.

WHO?

Team leader _____

Telephone _____ Email _____

Team members _____

Name _____ Telephone _____ Email _____

Name _____ Telephone _____ Email _____

Name _____ Telephone _____ Email _____

Name _____ Telephone _____ Email _____

WHEN?

Consider creating a work-back schedule based on the completion date.

Anticipated start date _____, Projected completion date _____

WHERE?

Location _____

Permissions/permits required _____

Transportation/parking needs _____

Weather contingencies _____

Liability and possible site hazards _____

WHAT?

What resources do you need to complete the goal?

Equipment, materials, volunteers, shelter, food/water, and other resources needed and the sources

Estimated expenses and the sources

Safety issues

Health, sanitation, and cleanup

HOW?

Outline the anticipated phases of your activity, specific actions to be taken in each phase, and target dates for completion.

For example: choosing a location, setting an agenda, securing equipment, implementation.

Planning Phases	Steps to Completion	Target Date	Person Responsible

ASSESSMENT

If you could start over, consider what you would

Start _____

Stop _____

Continue _____



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