



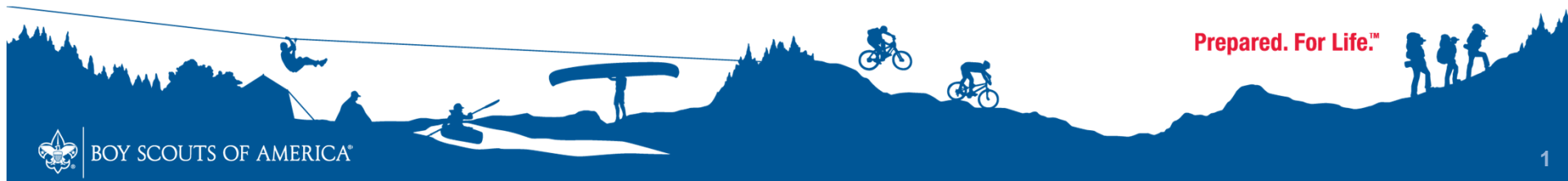
ILST

Introduction to Leadership Skills for Troops

Slide show developed by Matt Wendling,
Scoutmaster, Troop 333, Heart of Ohio Council

based on BSA publication 511-016

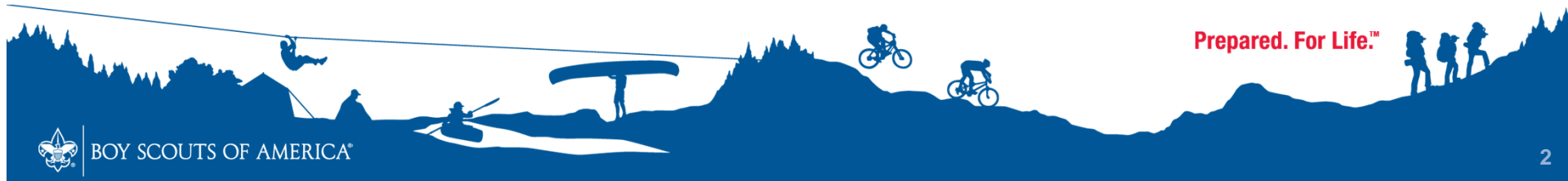
Revised : 10/23/12, 5/1/13, 10/23/13, 11/10/13, 2/7/14, 2/28/14, 5/15/14,
2/28/15, 5/17/15, 12/4/15





Who teaches ILST?

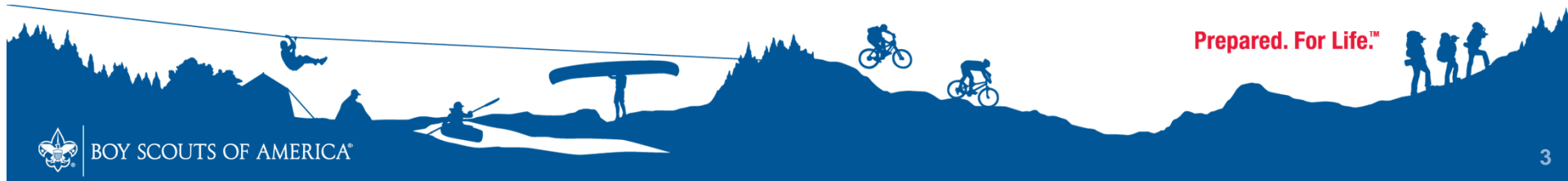
- The adults, including the Scoutmaster, should always a “back stage” role, allowing youth to lead.
- This training is one of the Scoutmaster’s key opportunities to set expectations and teach the youth how to run a troop, but...
- It is best for youth to teach other youth.
- Youth NYLT graduates and previous incumbents (immediate past SPL, etc.) should be asked to teach this training as part of their “serve actively” requirements.
- The main message can still be influenced by the Scoutmaster and committee.





Techniques of ILST

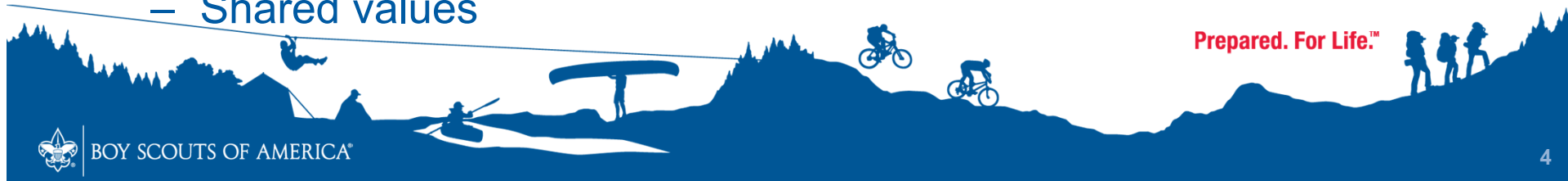
- Some lecture is required.
- However, all of us learn best by doing – especially boys.
- ILST should include many opportunities to practice what has been taught.
- Practice should include
 - Games
 - Planning mock campouts
 - More games
 - Conducting mock PLC meetings, and
 - Still more games
- **K.I.S.M.I.F.!**





Content of ILST: Divided into 3 Modules

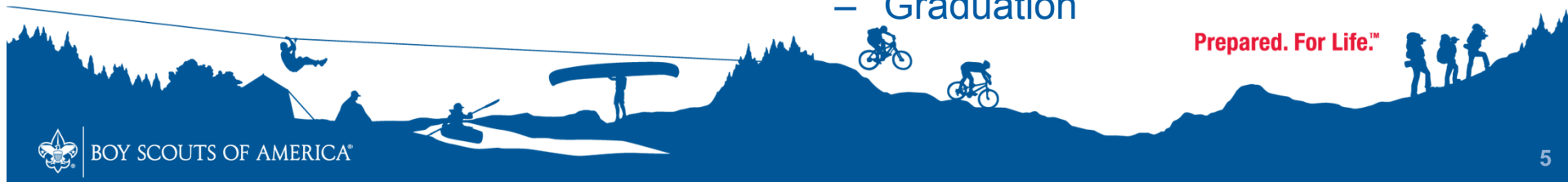
- **Module 1: Troop Organization**
 - Discusses traits of good leadership
 - Sets the standard for each job (youth & adult) in the troop
 - Describes interrelationships between these positions
 - Introduces the concepts of vision and goals
- **Module 2: Leadership Tools**
 - Communication: Listening skills and the EDGE method
 - Planning: How to achieve goals, dividing projects into tasks, obtaining agreement on accountability
- **Module 3: Teamwork**
 - Traits of good teams
 - Inclusion
 - Shared values





Detailed Table of Contents

- **Module “0”**
 - Introduction
 - History of ILST @ T333
- **Module 1**
 - The Youth-Led Troop
 - Leadership Examples
 - Troop Organization
 - Youth Job Expectations
 - Adult Job Expectations
 - Vision of Success
 - Goals are SMART
 - Servant Leadership
 - Delegation
- **Module 2**
 - Communication
 - EDGE Method
 - Kitchen Patrol
 - The Woggle
 - Planning to Be Prepared
 - Teams and Teamwork
 - Stages of Team Development
 - National Honor Patrol Award
- **Module 3**
 - Diversity and Inclusion
 - Shared Values
 - T333 Electronics Policy
 - Graduation





Game (icebreaker): Team juggling with names

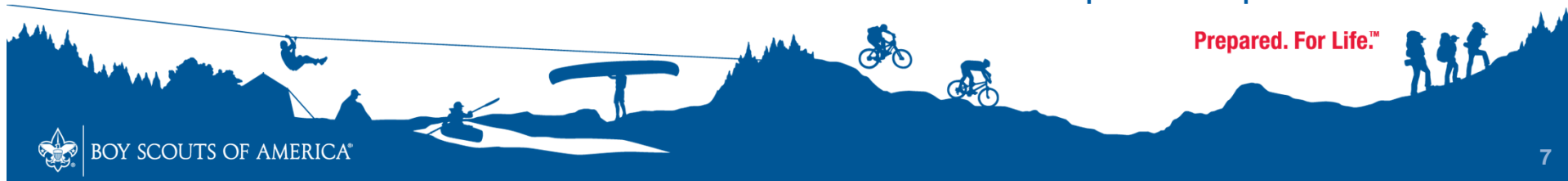
- Participants stand in a circle, facing each other.
- Facilitator gives one participant a ball.
- Participant calls another participant's name and says "catch".
- That participant says "thanks", including the thrower's name, then chooses another participant, and repeats the last step.
- The facilitator gradually adds more balls.
- Debrief can include concepts of focus, communication, value of the individual, and fun.





History of ILST@T333

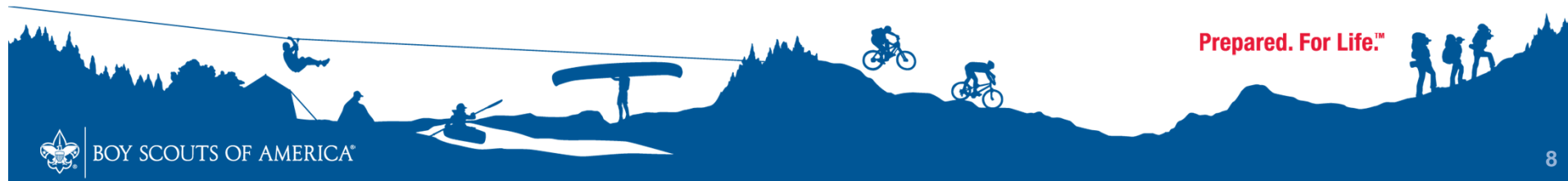
- *Introduction to Leadership Skills for Troops* was published by the BSA in 2011.
- ILST was first administered at Troop 333 in May 2012 by Mr. Wendling, shortly after he became Scoutmaster.
- ILST has been held semiannually, about 2 weeks after new leader elections, prior to those new leaders being “sworn-in”.
- Every time T333 has ILST, the content of this training material evolves and grows.
- The first 2 sessions were:
 - Spring / Summer 2012
 - During troop meetings
 - May 31 = Module 1
 - July 12 = Module 2
 - July 19 = Module 3
 - November 25, 2012
 - Led by Bradley Katcher, SPL May-Nov 2012
 - Avon police department





ILST on May 19, 2013

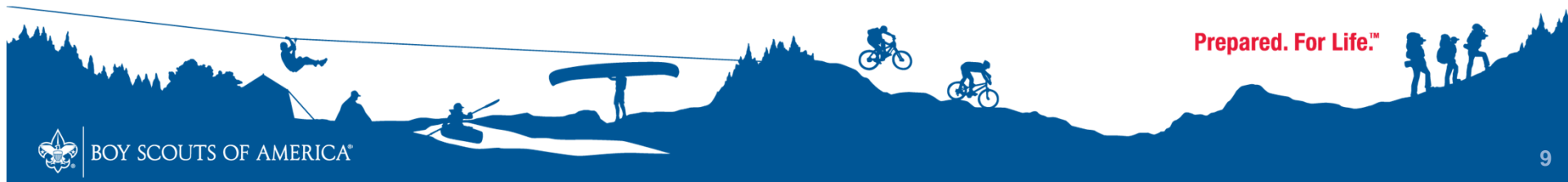
Start Time	Duration	Topic	Leader	Deliverables
5:00 PM	5 min	Opening/Assign Roles/Agenda Review	Mr. Wendling	Roles, Agenda, and Objectives
5:05 PM	50 min	Module 2: Communication, Teaching, and Planning	Bradley	Presentation and games
5:55 PM	5 min	Scoutmaster minute	Mr. Wendling	Debrief on Module 2
6:00 PM	30 min	Patrol Leader's Council	Nolan	Plan June troop meetings
6:30 PM	1 min	Grace	Andrew	Give thanks
6:31 PM	14 min	PIZZA!!!	Mrs. Wendling	Recharge
6:45 PM	15 min	Group juggling	Nolan	Focus, delegation, urgency, teamwork
7:00 PM	50 min	Module 3: Teamwork and Inclusion	Mr. Wysong	Presentation and games
7:50 PM	5 min	Parking Lot	Adam	Agendas for each troop meeting in June
7:55 PM	5 min	Coach's Comments	Mr. Wysong	What went well, even better if?
8:00 PM	End time			





ILST on November 10, 2013

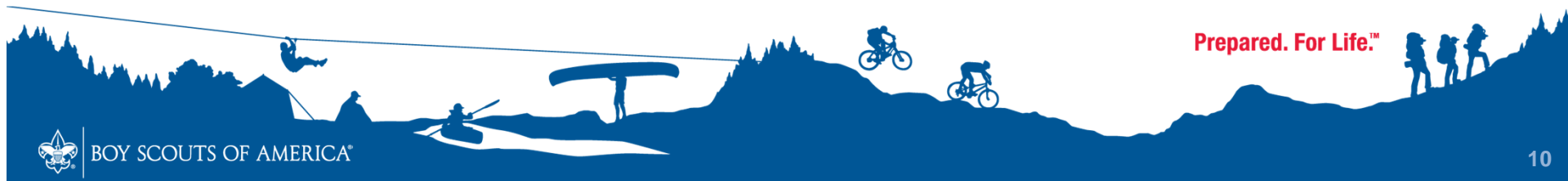
- **Troop Organization and Expectations**
 - Mr. Wendling, 3:00 – 3:25 PM
- **Finding your vision**
 - Aidan Harrington, 3:25 – 3:50 PM
- **Setting goals to achieve your vision**
 - Mr. Wysong, 3:50 – 4:15 PM
- **Communicating details**
 - Matt Hogrefe, 4:15 – 4:40 PM
- **The EDGE method**
 - Mrs. Volpi, 4:40 – 5:05 PM
- **Pizza!!**
 - 5:05 – 5:30 PM
- **Planning to be prepared**
 - Bradley Katcher, 5:30 – 5:55
- **Stages of team development**
 - Johnathan Gordish, 5:55 – 6:20 PM
- **Shared Values**
 - Mr. Wendling , 6:20 – 6:45 PM





ILST on May 18, 2014

- **Troop Organization and Expectations**
 - Mr. Wendling, 4:00 – 4:30 PM
- **Finding your vision**
 - Aidan Harrington, 4:30 – 4:45 PM
- **Setting goals to achieve your vision**
 - Mr. Wysong, 4:45 – 5:15 PM
- **Pizza!!**
 - 5:15 – 5:45 PM
- **Servant Leadership**
 - Mystery speaker, 5:45 – 6:00 PM
- **Planning to be prepared**
 - Andrew Scott, 6:00 – 6:15 PM
- **Shared Values**
 - Mr. Wendling , 6:15 – 6:45 PM





ILST on Nov 16, 2014

About 20 minutes per item, in this order...

1. Setting goals to reach a vision

– Brandon and Mr. Wendling

2. Planning a troop meeting

– Alex W, Mr. Wysong, and Mrs. Volpi

3. Enforcing good KP and following a duty roster

– Evan, Mr. Pendleton, and Mr. Wendling

4. Pizza and a game

– Alex W, Mr. Urban, and Mr. Wendling

5. Cyber chip refresher

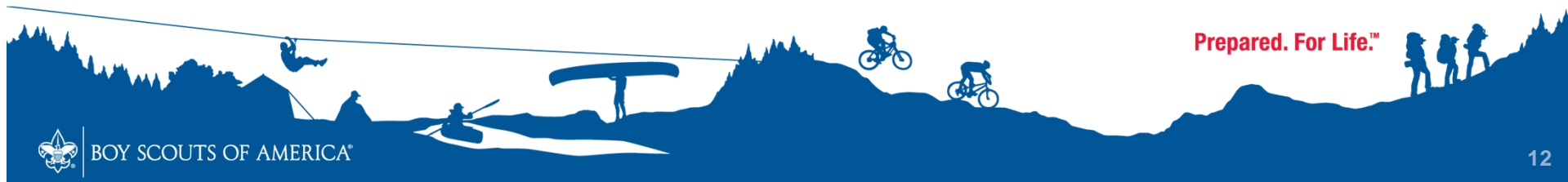
– Evan, Alex S, and Mrs. Volpi





ILST on May 17, 2015

- Patrol meetings – Adam Volpi
- Kitchen Patrol – Evan Richwalsky
- Good goals are SMART! – Ashton Dietz
- National Honor Patrol Award – Evan Richwalsky
- EDGE Method – Mr. Wendling
- Pizza!!
- Patrol Leaders Council





Module 1: The Youth-Led Troop





Module 1: Contents

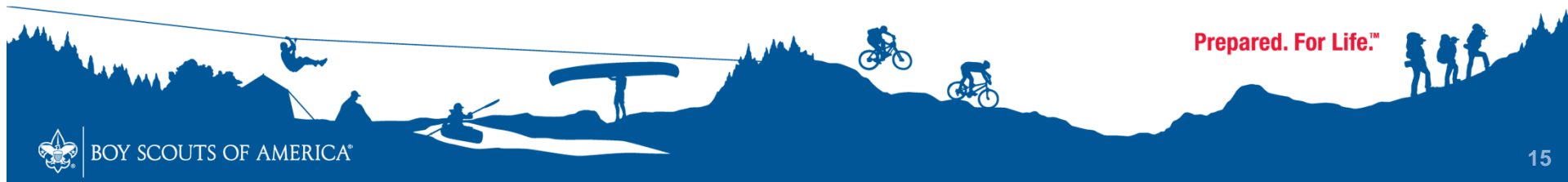
- Youth Leadership
- Leadership Examples
- Troop Organization
- Job Expectations
- Vision of Success
- Servant Leadership
- Delegation





Who's troop is it?

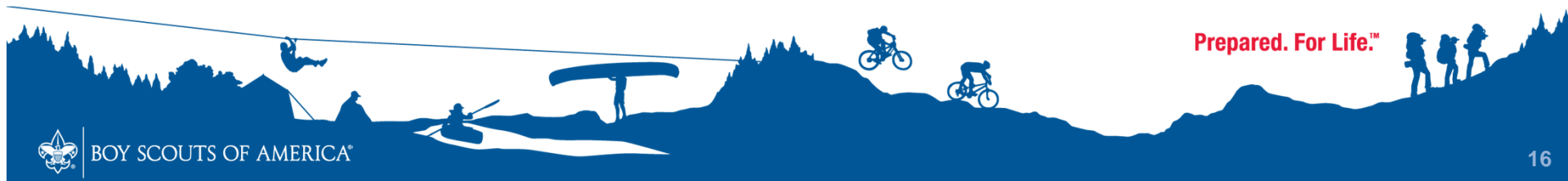
- What does it mean for a troop to be “youth-led”?
- Who is the leader of the troop?
- Who leads the meetings?
- Can the SPL do this alone?
- How can the SPL get help?
- What happens if there are issues with the meetings?
- What else is meant by “youth-led”?
- Who plans the outings?
- What happens if they don't get planned?





What is Leadership?

- **Leadership is**
“organizing a group of people to achieve a common goal”.
- **What does that mean?**
- **How is this done?**
- **Making plans**
- **Setting the pace**
- **Guiding others**
- **Making decisions**





Module 1: Leadership Examples





Leadership examples

- How do these leaders “organize a group of people to achieve a common goal”.

The President

Your coach

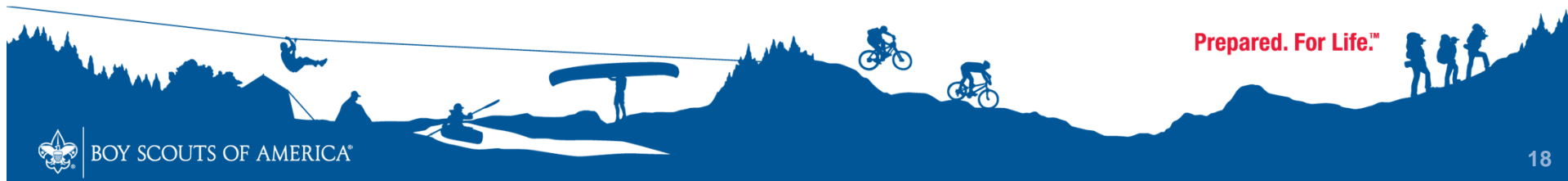
Your favorite teacher

Your least-favorite teacher

Your parents

Your SPL

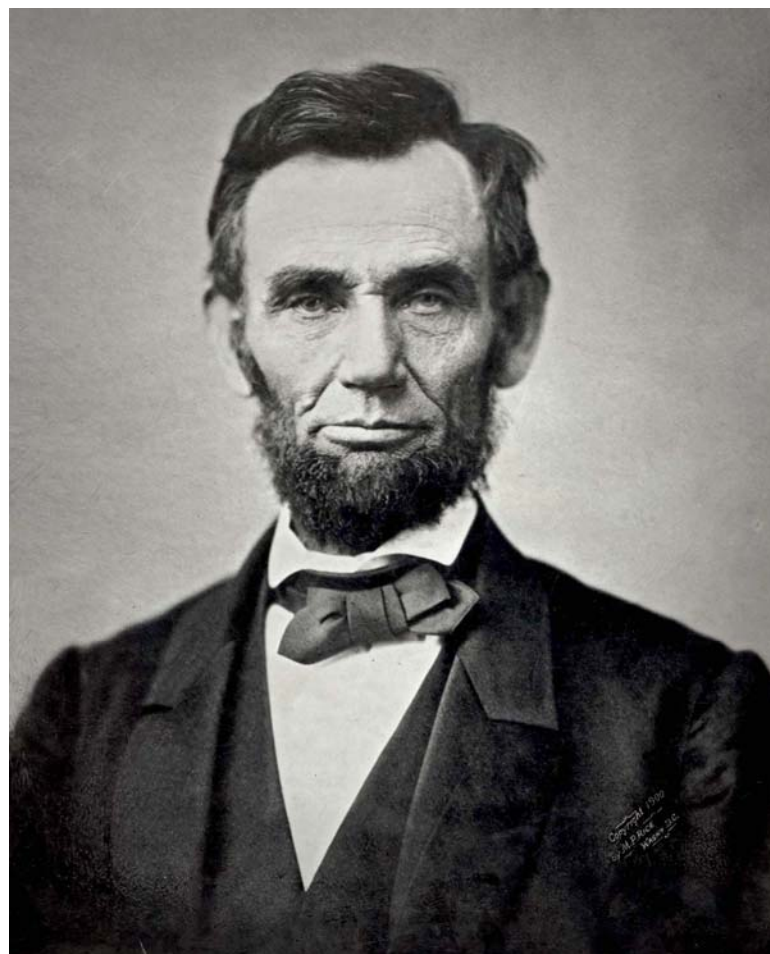
How would you?





How did this leader

“organize a group of people to achieve a common goal”?

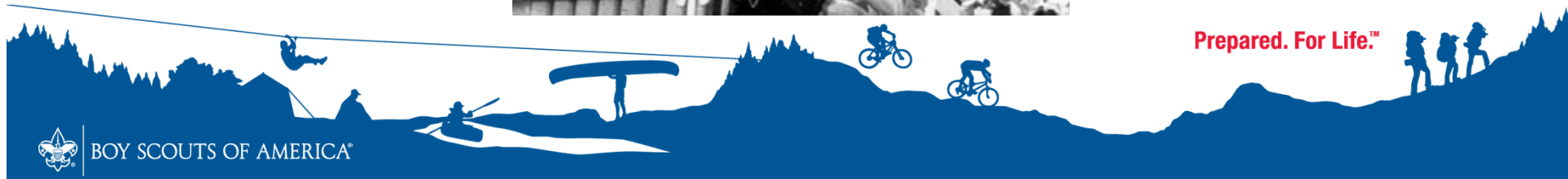


BOY SCOUTS OF AMERICA®



How did this leader

“organize a group of people to achieve a common goal”?





How did this leader

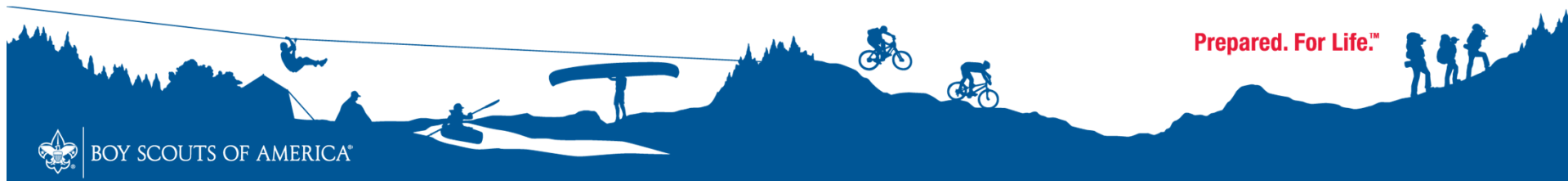
“organize a group of people to achieve a common goal”?





How did this leader

“organize a group of people to achieve a common goal”?



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How did this leader

“organize a group of people to achieve a common goal”?





Leadership Traits

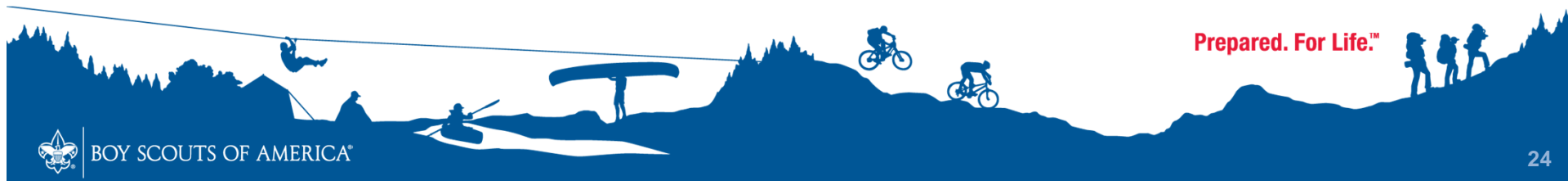
Did these leaders have anything in common?
Did anything set them apart from each other?

- **Shared traits**

- Part of a team
- A goal or vision
- Passion
- Hard work
- Served others

- **Unique traits**

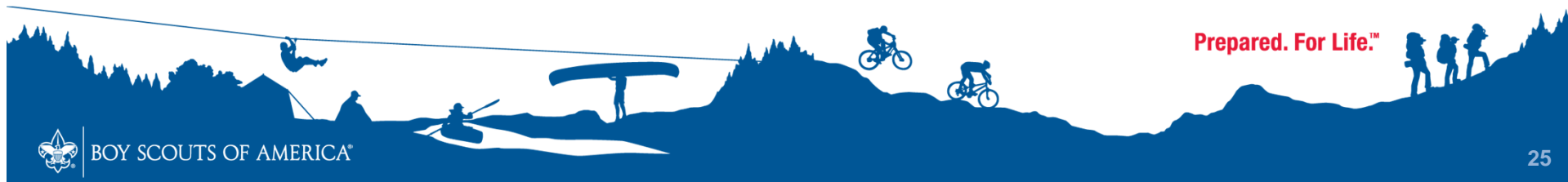
- Values
- Style or method





Good leadership includes...

- Teamwork
- Using other's strengths
- Delegating
- Asking for help
- Communicating
- Keeping your word
- Being reliable
- Being responsible
- Being organized
- Being flexible
- Caring for others
- Being fair
- Being consistent
- Praising in public
- Criticizing in private
- Setting the example
- Leading yourself





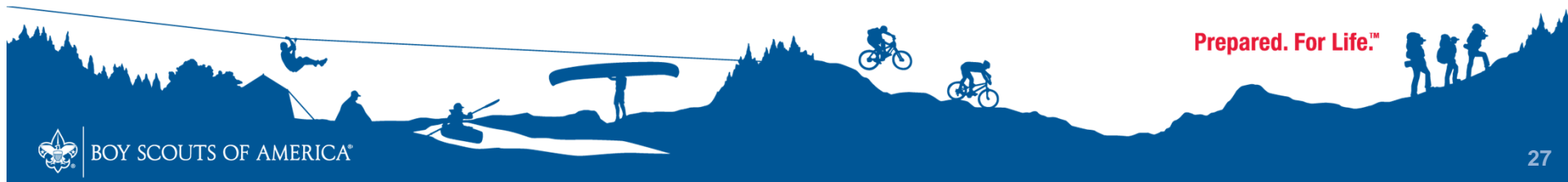
Module 1: Troop Organization

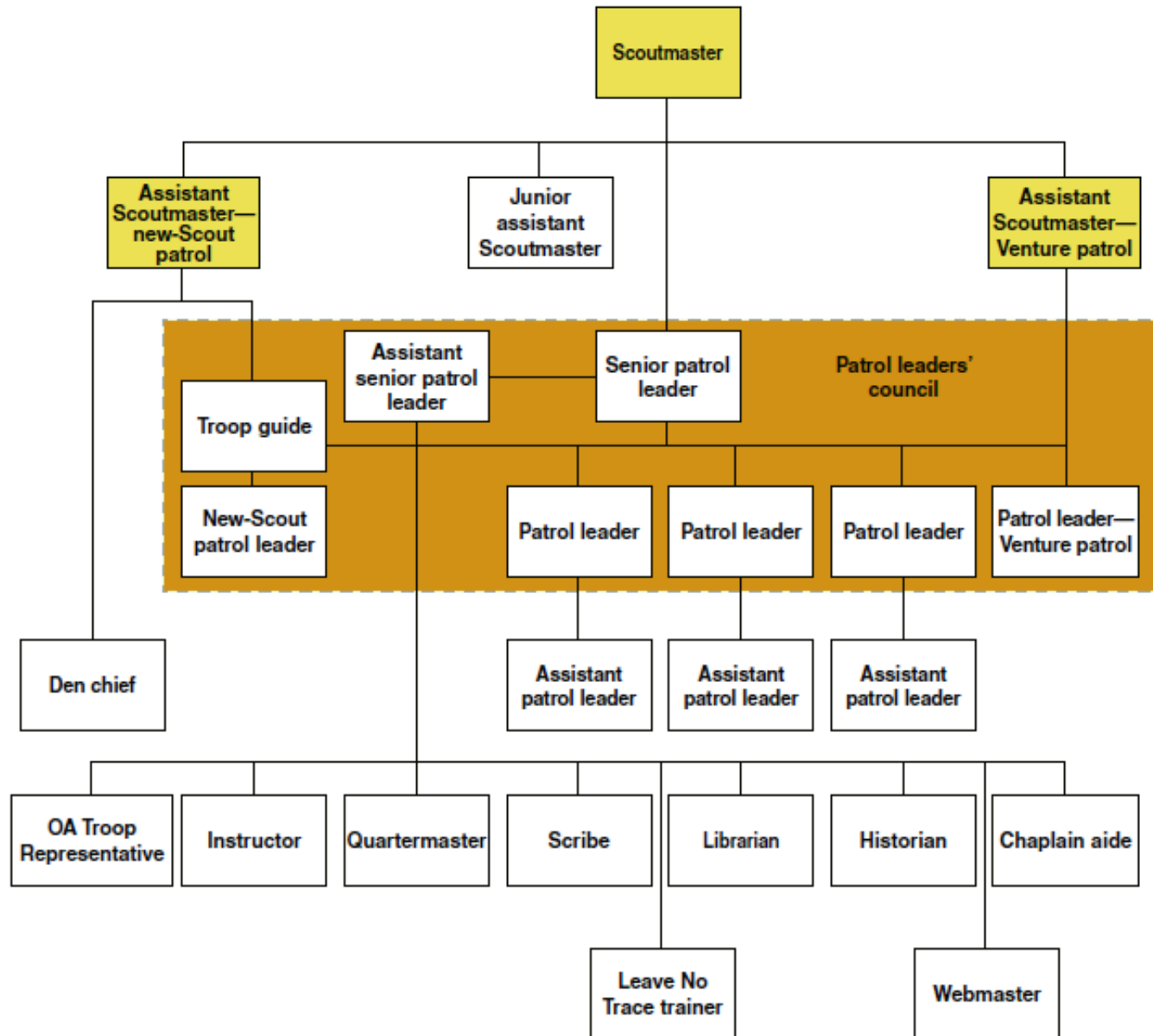




Youth Leadership Roles

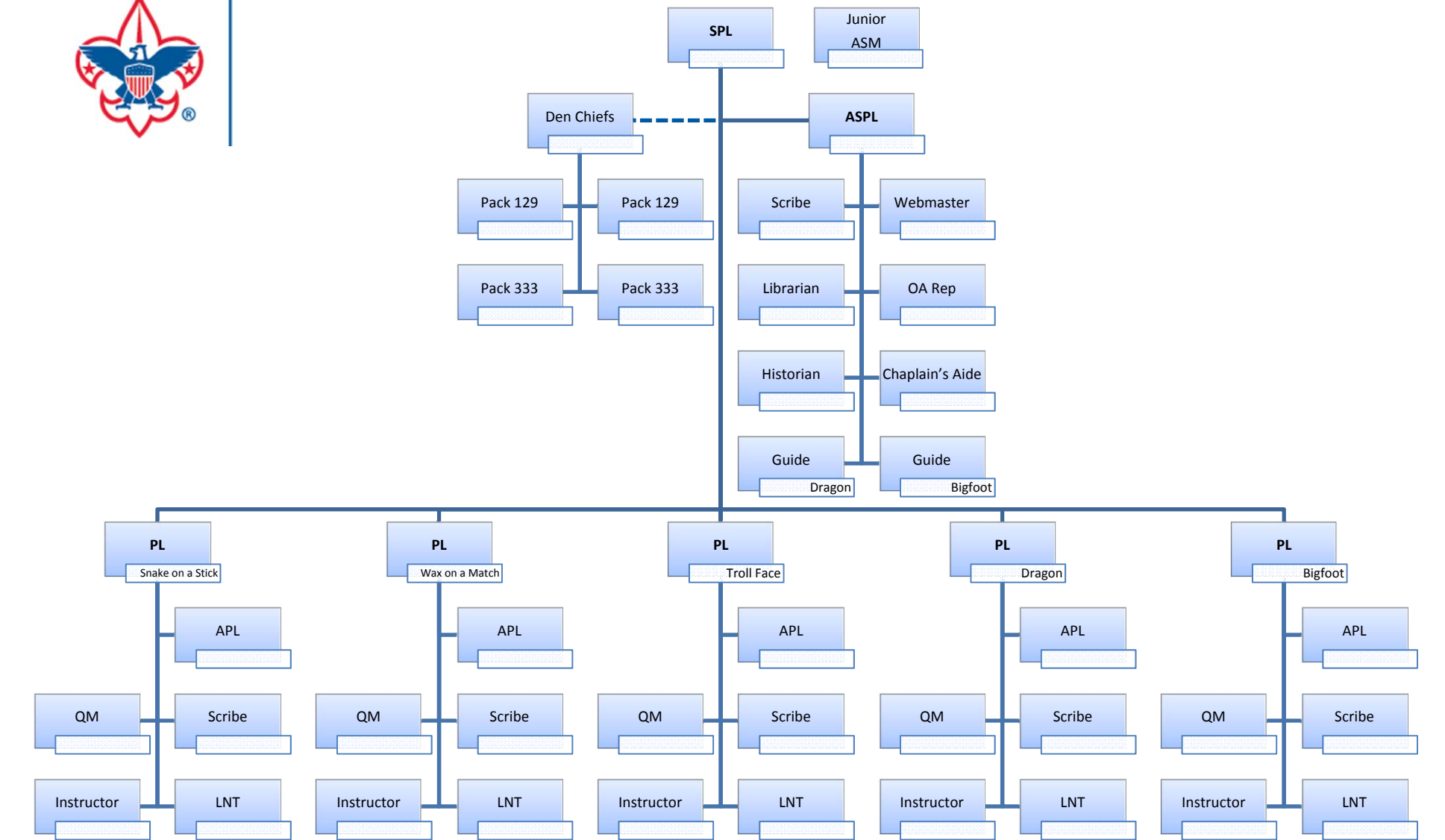
- Patrol Leader = PL
- Assistant Patrol Leader = APL
- Senior Patrol Leader = SPL
- Assistant Senior Patrol Leader = ASPL
- Troop Guide
- Scribe
- Quartermaster = QM
- Webmaster
- Librarian
- Instructor
- Historian
- Chaplain Aide
- OA Troop Representative
- Den Chief
- Leave No Trace Trainer
- Bugler
- Junior Assistant Scoutmaster





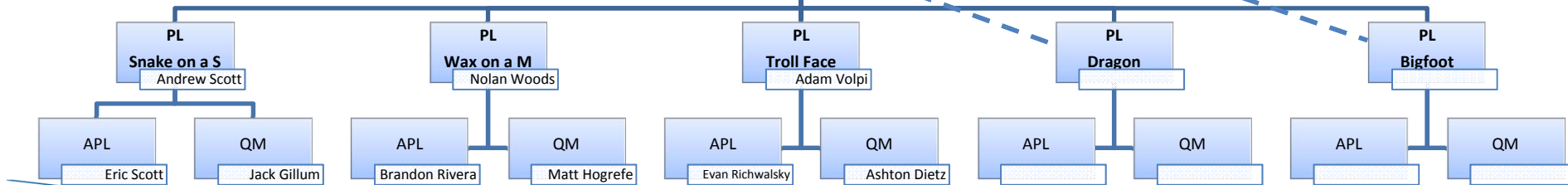
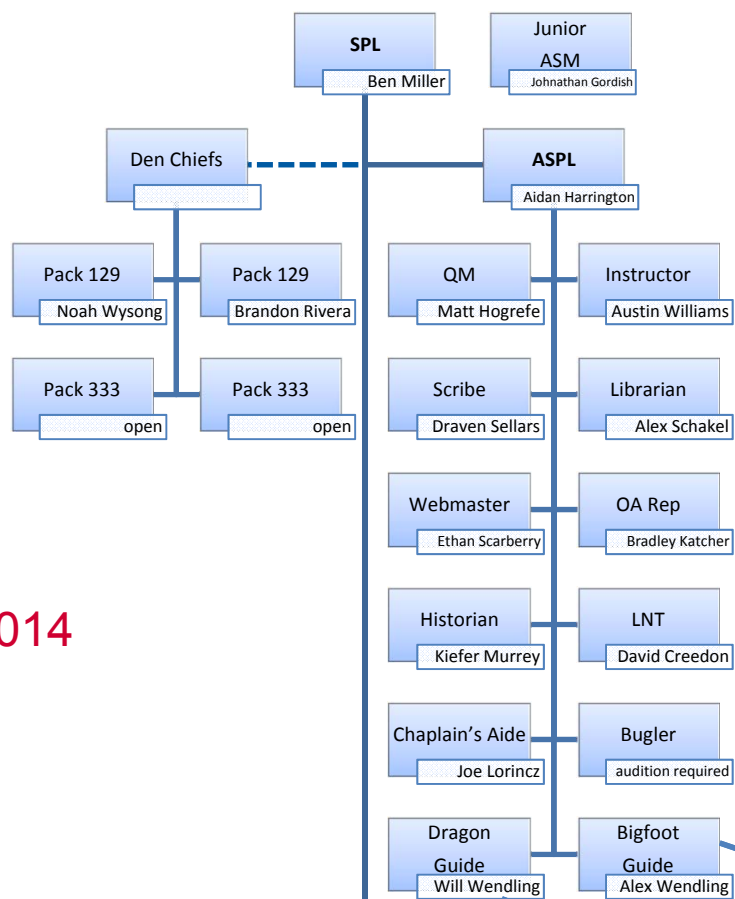
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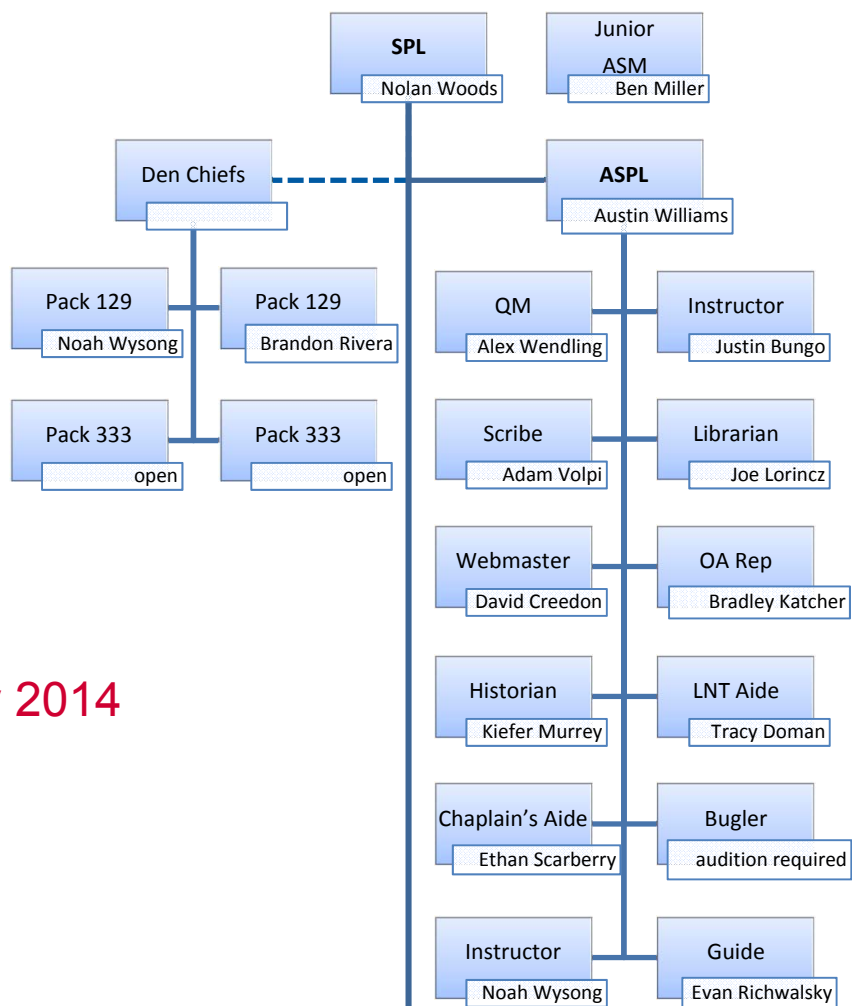




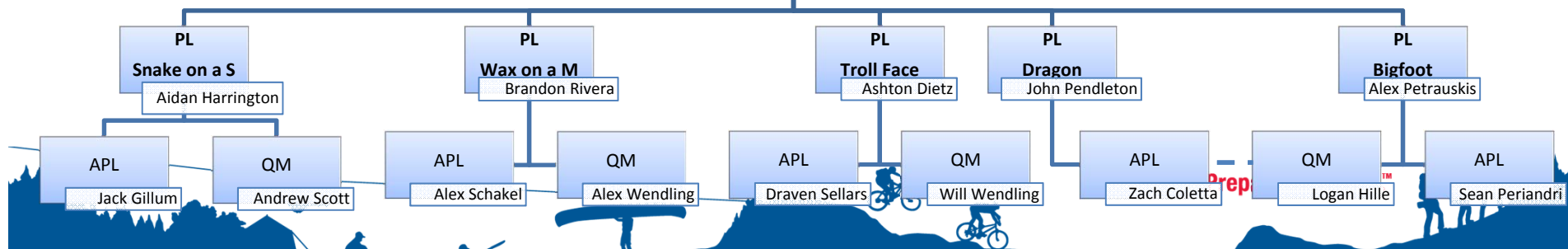
Nov 2013 – May 2014



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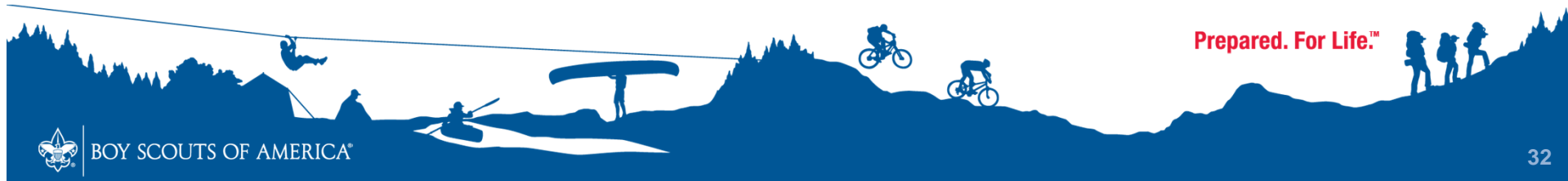
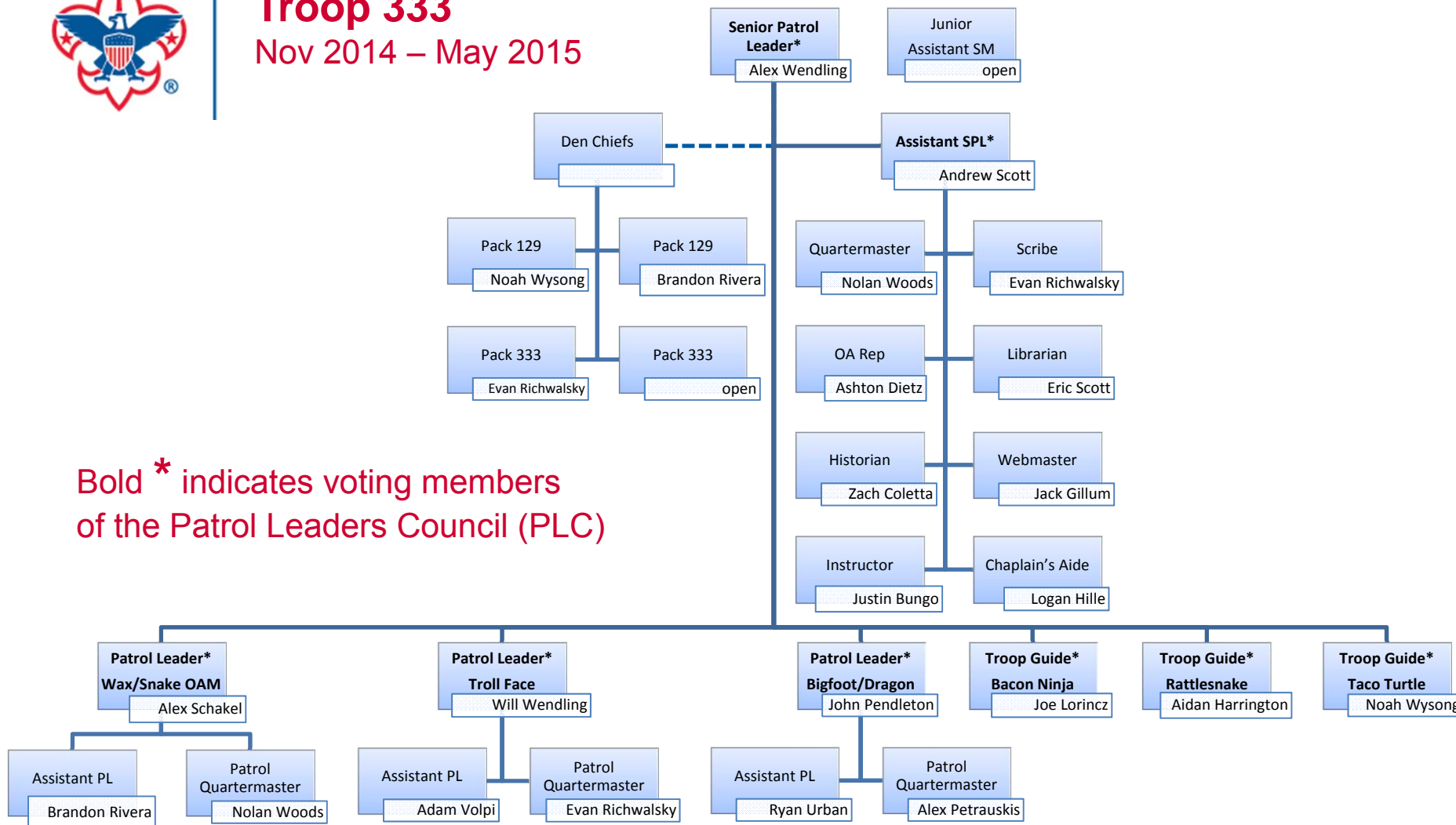
May 2014 – Nov 2014





Troop 333

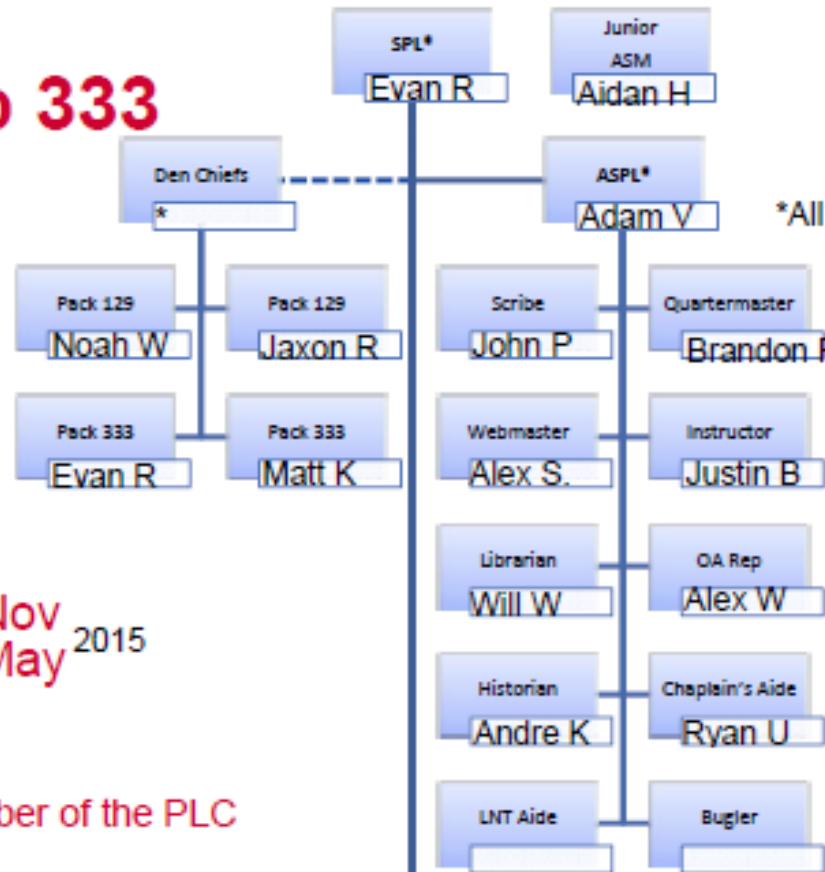
Nov 2014 – May 2015





Troop 333

Evan
Richard



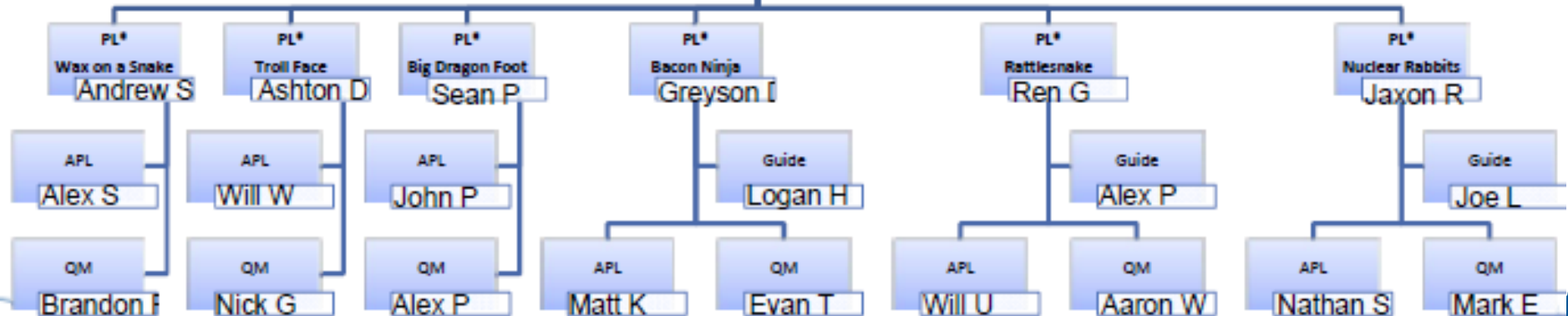
*All below are temporary except for Noah, trained

For the term:

● May 2015
○ Nov 2015

— Nov May 2015

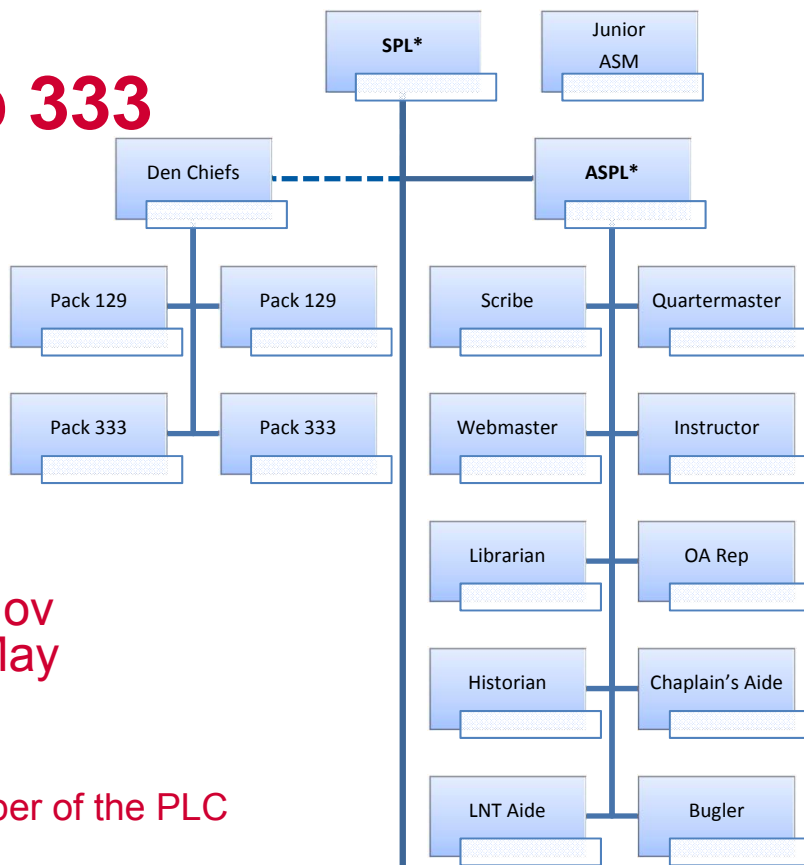
* indicates voting member of the PLC



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Troop 333



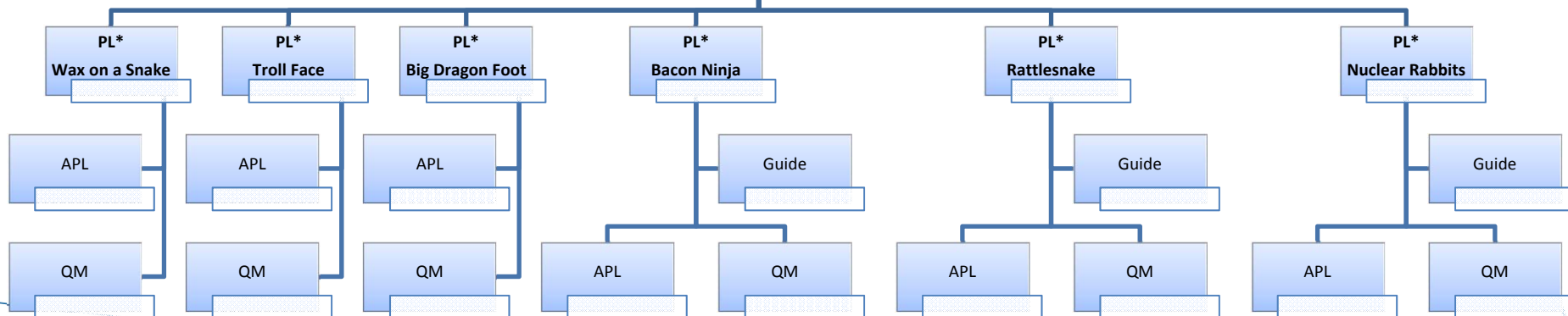
For the term:

May
Nov

—

Nov
May

* indicates voting member of the PLC



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Troop 333

For the term: Nov 2015 – May 2016

Scott, Andrew

Senior Patrol Leader

Schakel, Alex

Assistant SPL

Lorincz, Joe

Patrol Leader

Till, Evan

Scribe

Richwalsky, Evan

Patrol Leader

Drinan, Jack

Quartermaster

Volpi, Adam

Assistant PL

Gorman, Max

Assistant QM

Hille, Logan

Patrol Leader

Wendling, Will

Instructor

Urban, Ryan

Assistant PL

Wendling, Alexander

Webmaster

Meyer, Paul

Patrol Leader

Davis, Austin

Librarian

Harrington, Ian

Assistant PL

Gleason, Ren

Bugler

Porchetta, Josh

Patrol Leader

Dietz, Ashton

OA Representative

Umland, Will

Assistant PL

Dietz, Greyson

Chaplain's Aide

Roberts, Jaxon

Patrol Leader

Woods, Nolan

Junior ASM

Ray, Lucas

Assistant PL

Pendleton, John

Troop Guide, Holy Cow

Periandri, Sean

Troop Guide, Rattlesnake

Petrauskis, Alex

Troop Guide, Bacon Ninja

Bold indicates voting member of the PLC





Job Expectations: All Youth Positions

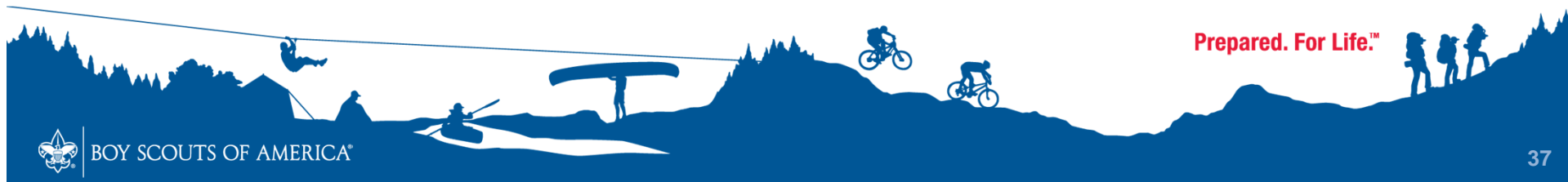
- **Set a good example (language, behavior).**
 - Live by the Scout Oath and the Scout Law.
 - Wear your Scout uniform correctly.
 - Show and help develop Scout spirit.
- **Serve actively.**
 - Develop a vision of success and associated goals for your office or job.
 - Devote the time necessary to handle the responsibilities of the position.
 - Work with other troop leaders to make the troop successful.
 - Provide updates on progress towards goals during each PLC (or troop committee meeting).
 - Discuss your service and goals during your next scoutmaster conference.
- **Learn.**
 - Continue with your own advancement and performance in school while serving the troop.
 - Participate in Introduction to Leadership Skills for Troops (ILST)
 - Attend NYLT (National Youth Leadership Training) if you have not already done so (if ≥ 13 years-old and First-class).
 - Complete other job-specific training as appropriate (LNT trainer, Den Chief, etc.).





Leadership Requirements

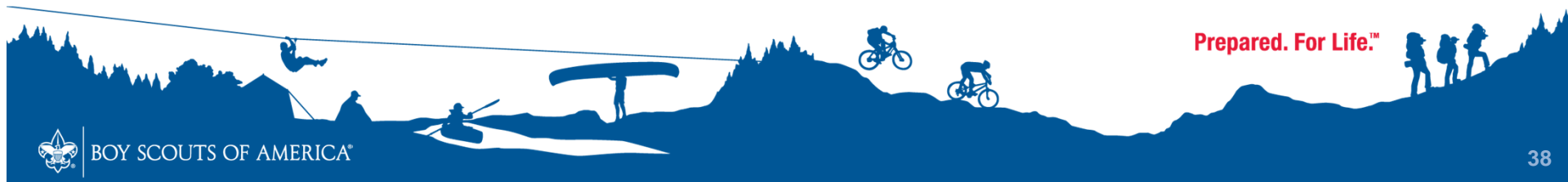
- **Serve actively in your unit for six months (four for Star) in one or more of the following positions of responsibility...**
 - Star requirement #5
 - Life requirement #5
 - Eagle requirement #4
- **What does “serve actively” mean?**
- **Develop a vision of success and associated goal(s) for your office or job.**
- **Provide updates on progress towards goal(s) during each PLC.**
- **This will be discussed during your next SM conference.**





Officers of the Troop

- The most recent, previous incumbent(s) of each office should present the job expectations for each of their roles.
- The following slides outline these duties.





Job Expectations: SPL

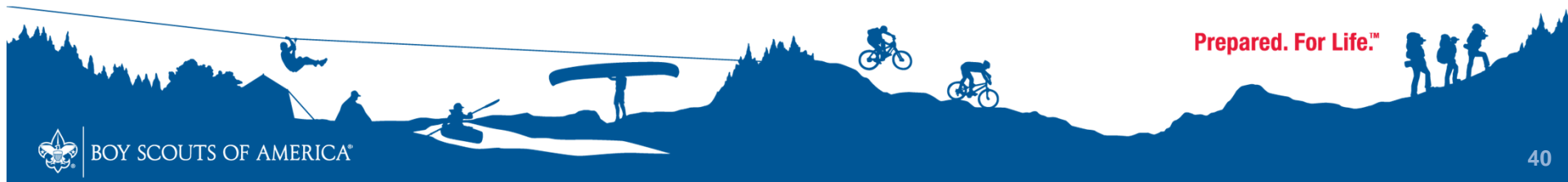
- Agree on a written vision of success for his term of office and a plan to get there.
- Lead all troop meetings, events, activities, and annual program planning conference.
- Lead the PLC (Patrol Leaders' Council) to plan all troop activities.
- Appoint Scout youth leaders with the advice and consent of the Scoutmaster.
- Assign duties and responsibilities to other Scouts.
- Work with the Scoutmaster in training Scouts as leaders.
- Set and enforce the tone for good behavior within the troop.





Job Expectations: ASPL

- Be responsible for training and giving direct leadership to other Scout leaders: scribe, librarian, quartermasters, chaplain's aide, etc.
- Help lead meetings and activities as called upon by the SPL.
- Guide the troop in the SPL's absence.
- Perform tasks assigned by the senior patrol leader.
- Function as a member of the PLC.
- Help set and enforce the tone for good Scout behavior within the troop.





Job Expectations: PL

- Plan and lead patrol meetings and activities.
- Keep the members of your patrol informed.
- Assign each patrol member needed tasks and help them succeed.
- Represent the other members of your patrol at all PLC meetings and the annual program planning conference.
- Prepare the patrol to take part in all troop activities.
- Show and help develop patrol spirit.
- Work with other leaders to make the troop run well.
- Know the abilities of other patrol members and other leaders.





Job Expectations: APL

- Help the PL plan and lead patrol meetings and activities.
- Help the PL keep patrol members informed.
- Help the PL prepare the patrol to take part in all troop activities.
- Lead the patrol in the PL's absence.
- Show and help develop patrol spirit.
- Represent the other members of your patrol at PLC meetings in the PL's absence.
- Work with other leaders to make the troop run well.





Job Expectations: Troop Guide

- Introduce new Scouts to troop operations.
- Guide new Scouts through early Scouting activities.
- Help set the tone for and enforce good behavior within the troop.
- Ensure older Scouts never harass or bully new Scouts.
- Help new Scouts earn First Class in their first year.
- Coach the PL of the new-Scout patrol on his duties.
- Attend PLC meetings with the PL of the new-Scout patrol.
- Assist the scoutmasters with training.
- Coach individual Scouts on any challenges they face.





Job Expectations: Scribe

- Take notes at the Patrol Leaders Council, including troop meeting agendas created by the PLC, and provide copies of these notes when asked.
- Record attendance at meetings, events, and activities.
- Be responsible for sign-up sheets for campouts, outings, and other events. Record payment of camping fees.
- Record advancement in troop records and on the troop advancement chart.
- Work with the adult troop committee members who are responsible for finance, records, and advancement.
- Handle correspondence appropriately.





Job Expectations: Quartermaster

- Keep an inventory of patrol and troop equipment, including information about its condition and location.
- Keep equipment in good repair.
- Keep equipment storage area neat and clean.
- Issue equipment and see that it is returned in good order.
- Suggest new or replacement items.
- Work with the adult troop committee member that is responsible for equipment.





Job Expectations: Webmaster

- Establish and/or maintain a troop website.
- Following each PLC, update the troop website to reflect decisions and plans made by the Patrol Leaders Council.
- Ensure that information posted on the website is correct and up-to-date.
- Ensure that the privacy of the members of the troop is protected.
- Train the members of the troop where information can be found and how to navigate the troop website.
- Work with the adult troop committee member who is responsible for communication or web-presence.





Job Expectations: Librarian

- Establish and maintain a troop library including merit badge pamphlets, handbooks, and other publications.
- Keep records on literature owned by the troop.
- Add new or replacement items as needed.
- Have literature available for borrowing at troop meetings.
- Maintain a system to check literature in and out.
- Follow up on late returns.





Job Expectations: Historian

- Gather photos and facts about past activities.
- Create and maintain scrapbooks, wall displays, trophy cases.
- Maintain information about troop alumni.
- Work with the Webmaster to publish and archive this material as appropriate.





Job Expectations: Instructor

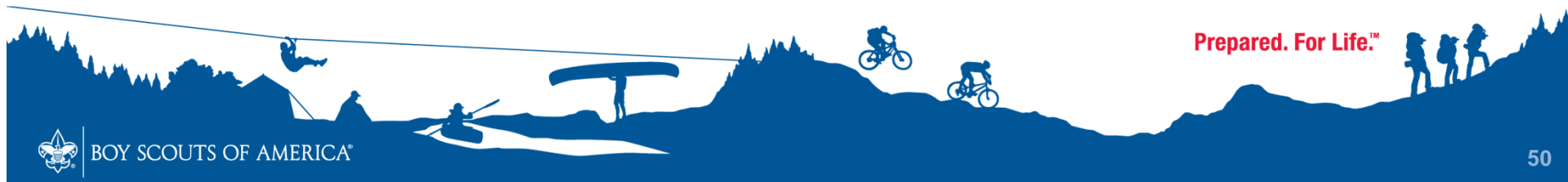
- Determine the training needs of the troop, patrols, and individual scouts.
- Develop lesson plans to fulfill these training needs.
- Present these plans to the PLC to be included in troop meeting agendas.
- Prepare well in advance for each teaching assignment. Obtain the necessary materials and other resources.
- Instruct skills within the troop or identify other qualified instructors, including merit badge counselors and other adult experts.
- Ensure that completion of requirements is documented in individual handbooks or on blue cards.





Job Expectations: Chaplain Aide

- Keep the PLC apprised of religious holidays when planning activities.
- Assist the troop chaplain or religious leader in meeting the religious needs of troop members while on activities.
- Facilitate saying grace at meals while camping or on outings.
- Lead worship services on outings.
- Encourage troop members to earn the religious emblems for their faith (God and Country, *etc.*).





Job Expectations: Bugler

- Save the voices of the SPL and SM by communicating to the troop across distances.
- Play the bugle to communicate activities during troop meetings and outings, including reveille, assembly, mess, lights-out, etc.
- Be familiar with the schedule of all activities to sound the appropriate calls at the appropriate time.
- Be prepared to sound non-scheduled calls at the direction of the SPL or SM.
- Earn or work towards Bugling merit badge.
- See also: <http://bands.army.mil/music/buglecalls/default.asp>





Job Expectations: LNT Aide

- Know the Outdoor Code and 7 Principles of Leave No Trace.
- Enforce the 7 Principles during troop outings.
- Earn or work towards Environmental Science and Camping merit badges.
- Encourage members of the troop to earn the Leave No Trace award.
- See also: <http://lnt.org/learn/>





Job Expectations: Den Chief

- Locate and contact a Den of a local Cub Scout Pack.
- Participate in den meetings and pack meetings for the den that you are supporting.
- Help the Den Leader plan and lead den meetings and activities.
- Act as a role model to Cub Scouts.
- Encourage Cub Scouts to earn the advancements appropriate for their grade level.





Job Expectations: OA Troop Rep

- Be a current, active member of the OA.
- Exemplify cheerful service as a brother to all.
- Serve as a communication link between your troop and your OA chapter and lodge.
- Promote the OA as a service arm of the troop.
- Teach the troop that they are a part of a larger team that extends to the chapter (district), lodge (council), and all of BSA.
- Encourage Scouts to participate in camping and service to qualify for future OA membership or to fulfill their responsibilities as current OA members.
- Assist in leadership skills training.





Job Expectations: Jr Assistant SM

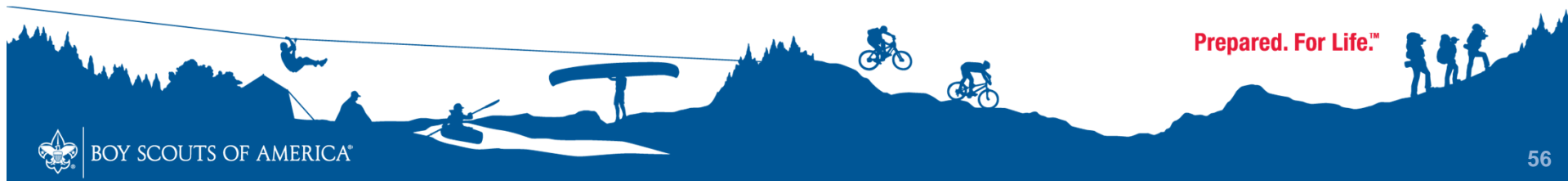
- Support and supervise the other youth leaders of the troop, as guided by the Scoutmaster.
- Execute specific program duties as assigned by the SM.
- Assist in leadership skills training.





Questions for discussion in pairs

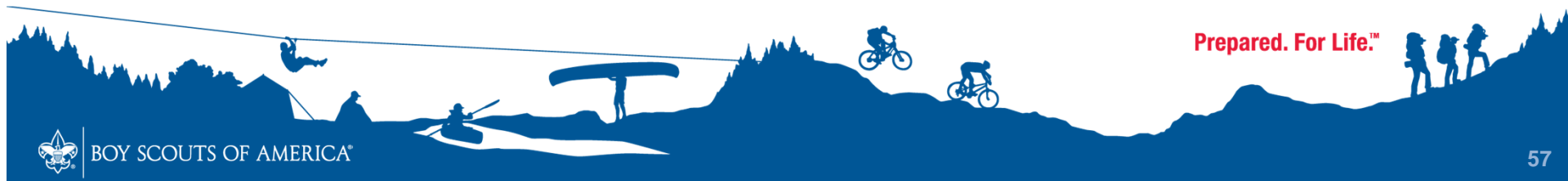
- Which of these expectations do you expect to be the most difficult to meet in your office?
- How do you plan to overcome this challenge?
- Which of these expectations do you expect to be the most enjoyable? Why?
- What can you do to help the other offices fulfill their expectations? For example, what can the QM do to help the SPL meet all of the expectations of SPL?
- What position do you think you would be best at? Why?





Roles for Registered Adults

- **Scoutmaster = SM**
- **Assistant SMs**
 - Patrol Advisors
 - High Adventure Advisor
 - Quartermaster's Advisor
- **Merit Badge Counselors**
- **Troop Committee Chair = CC**
- **Committee Members**
 - Treasurer
 - Advancement
 - Popcorn Kernel
 - Secretary
 - Community Service (Good Turn)
 - Other Fundraising
- **Chartered Organization Representative**





Job Expectations: All Youth Positions

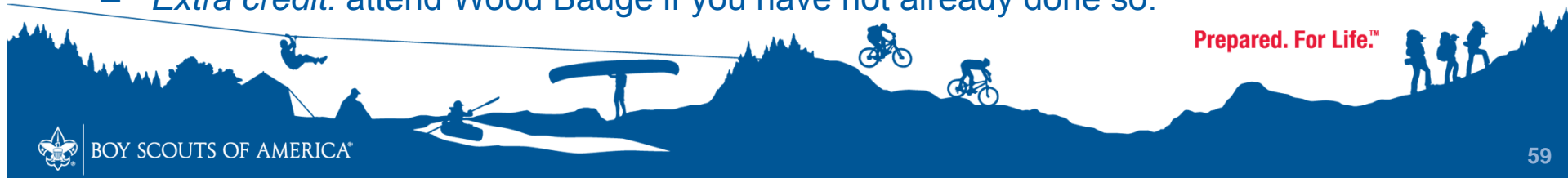
- **Set a good example (language, behavior).**
 - Live by the Scout Oath and the Scout Law.
 - Wear your Scout uniform correctly.
 - Show and help develop Scout spirit.
- **Serve actively.**
 - Develop a vision of success and associated goals for your office or job.
 - Devote the time necessary to handle the responsibilities of the position.
 - Work with other troop leaders to make the troop successful.
 - Provide updates on progress towards goals during each PLC (or troop committee meeting).
 - Discuss your service and goals during your next scoutmaster conference.
- **Learn.**
 - Continue with your own advancement and performance in school while serving the troop.
 - Participate in Introduction to Leadership Skills for Troops (ILST)
 - Attend NYLT (National Youth Leadership Training) if you have not already done so (if ≥ 13 years-old and First-class).
 - Complete other job-specific training as appropriate (LNT trainer, Den Chief, etc.).





Job Expectations: All Adult Positions

- **Set a good example (language, behavior).**
 - Live by the Scout Oath and the Scout Law.
 - Wear your Scout uniform correctly.
 - Show and help develop Scout spirit.
- **Serve actively.**
 - Develop a vision of success and associated goals for your position.
 - Devote the time necessary to handle the responsibilities of your position.
 - Work with other troop leaders to make the troop successful.
 - Provide updates on progress towards goals during each troop committee meeting.
- **Live and learn.**
 - Continue to love and support your family (set appropriate priorities).
 - Continue to perform in your paid job and professional career.
 - Complete position-specific training as appropriate (troop committee challenge, SM specific, outdoor leadership skills, wilderness first aid, CPR training, hazardous weather, *etc.*).
 - Provide support for Introduction to Leadership Skills for Troops (ILST).
 - *Extra credit:* attend Wood Badge if you have not already done so.





Chartered Org
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Jon Lorincz
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934-2794

Avon UMC Pastor
Pastor Liz Krall
avonumlk1223@aol.com

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Office
934-5121

Unit Commissioner
Open

District Executive
Amanda Paul
248-763-1653

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934-6315

Pack 333
Cub Scout Chair
Jason Urban
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934-9817

Scout Master
Matt Wendling
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934-6864

Committee

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Scoutmaster
Martin Payne
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Assistant
Scoutmaster
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Treasurer
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Secretary
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Assistant
Scoutmaster
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Assistant
Scoutmaster
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We need you!

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Tracy Miller
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Assistant
Scoutmaster
Sean Conwy
cnwysean@hotmail.com

Assistant
Scoutmaster
Tom Wendling
352-514-5502

Good Turn
Karen Payne
kammp@centurytel.net

Equipment
We need you!

High Adventure
We need you!

Fundraising
We need you!

Patrol Leader's Council
(Youth Leaders)
Boy Scouts
5th-12th grade

Cub Master
Rob Gersna
rob@erie1.com

Treasurer
Greg Hammerschmidt
gregham25@gmail.com

Secretary
Nat Pendleton
pendleton3@centurylink.net

Committee

Assistant
Cub Master
We need you!

Camping
We need you!

Popcorn Kernel
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Religious
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Advancements
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Pack Trainer
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Webmaster
We need you!

Pinewood
Mike McSweeney
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Blue & Gold
Web 2 Parents

Good Turn
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216-288-8334

Recharter
Greg H
934-4588

Parades
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rob@erie1.com

Space Derby &
Regatta
Nat Pendleton
934-6731

Webelos
4th grade

Bigfoot
Patrol
Jason Urban
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Dragon
Patrol
Nat Pendleton
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Bear
3rd grade

Den 8
Dave Willins
dwill63@aol.com

Den 9
Kevin Drinan
kbdrinan@yahoo.com

Den 11
Matt Davis
mwdavis@lorain.k12.oh.us

Wolf
2nd grade

Den 2
James Bearer
bearer73@gmail.com

Den 7
Rob Gersna
rob@erie1.com

Den 16
Todd Kreinbrink
440-937-4499

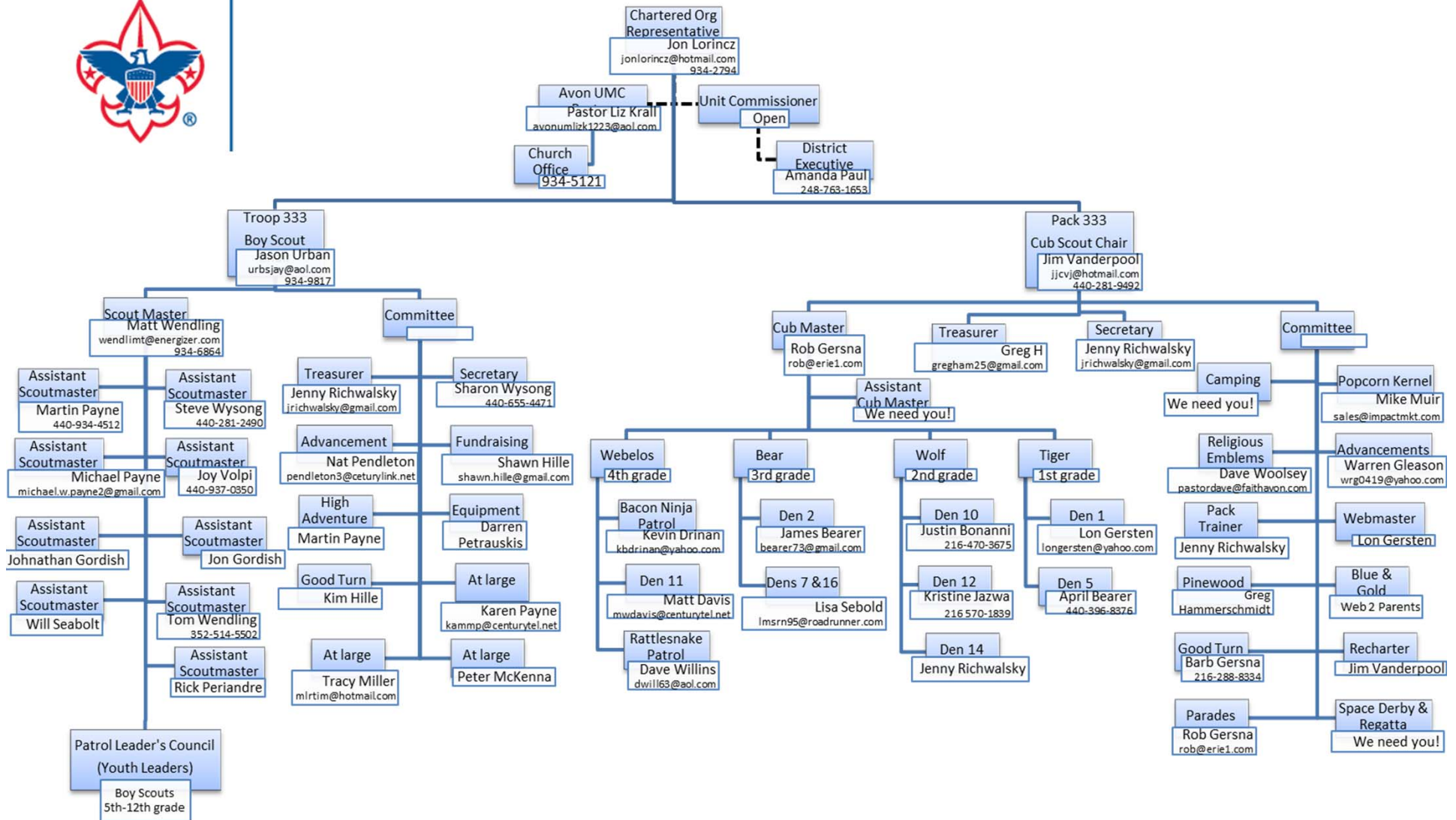
Tiger
1st grade

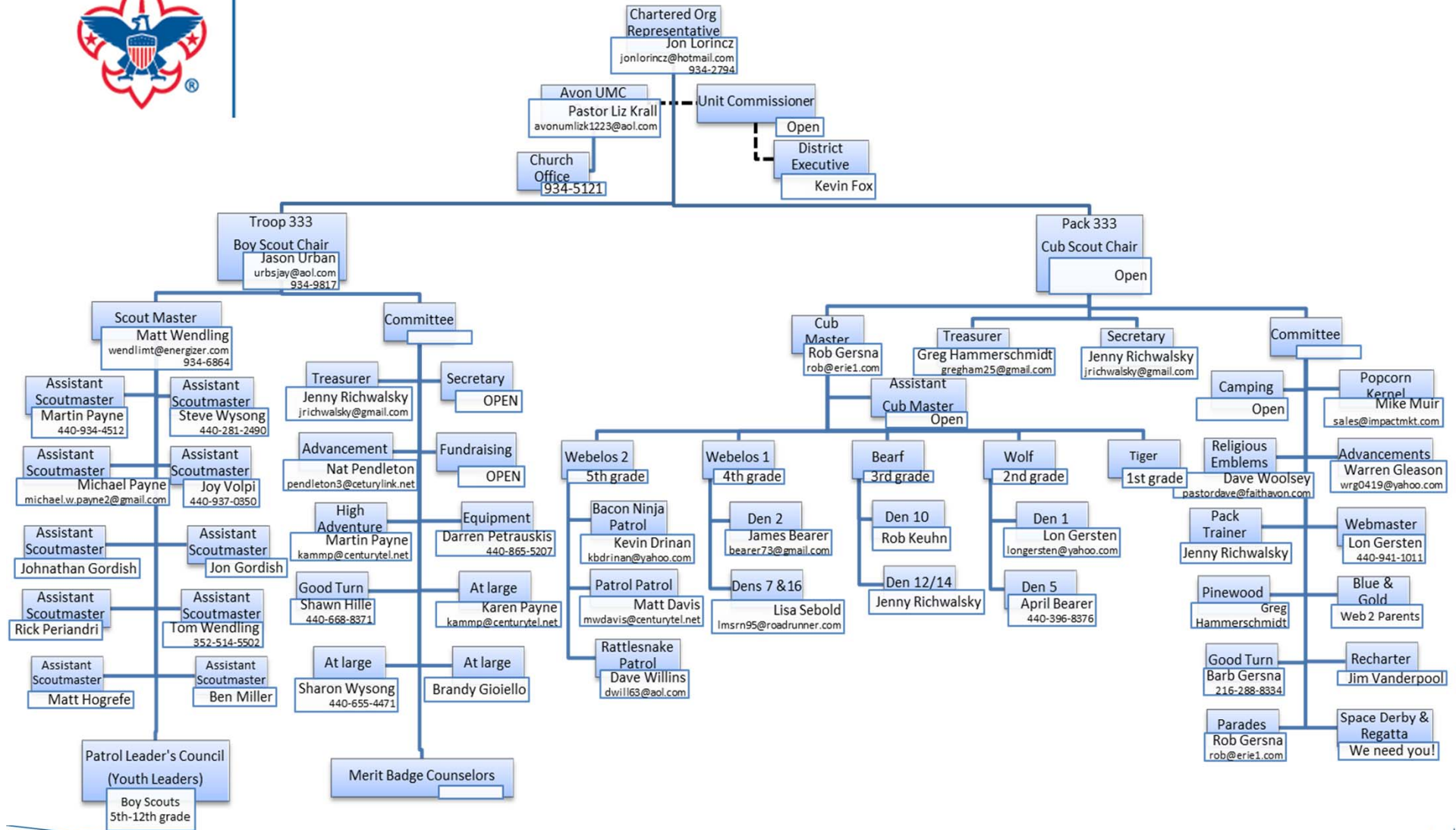
Den 12
Jeff Leder
216-534-2492

Den 14
Clinton Gianetti
934-2378

Den 15
Allen Kitchen
937-7740

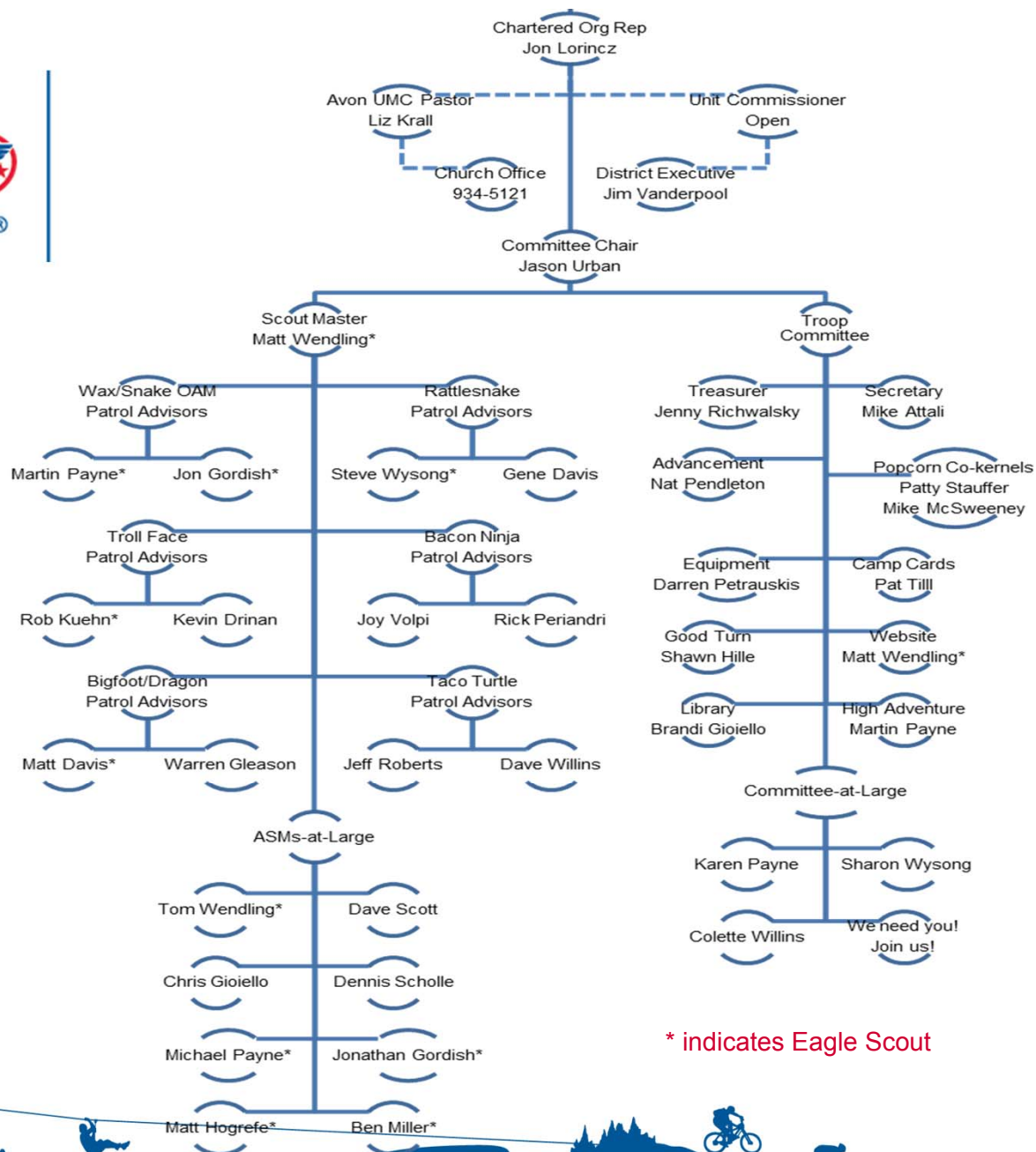








Revised May 17, 2015



* indicates Eagle Scout

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Job Expectations: Scoutmaster

- Meet regularly with the PLC in planning troop activities.
- Be available to the SPL & PLC for discussion: in person, by phone, and by email.
- Back up the decisions of the SPL & PLC, within reason.
- Listen to the ideas presented by the SPL & PLC.
- Be fair and listen to all sides of any issue.
- Provide direction, coaching, and support.
- Share a vision of success for the troop and a plan to get there.
- Train and guide boy leaders.
- Conduct Scoutmaster conferences for all rank advancements.





Job Expectations: SM (continued)

- Work with other responsible adults to bring Scouting to boys.
- Use the methods of Scouting to achieve the aims of Scouting.
- 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.
- Provide a systematic recruiting plan for new members.
- Delegate responsibility to other adults so they have a real part in troop operations.
- Conduct all activities under qualified leadership, safe conditions, and the policies of your chartered organization and the BSA.





Job Expectations: Assistant SM

- Provide 2 deep leadership required by the BSA.
- Execute specific program duties as assigned by the SM, for example:
 - **Quartermaster's Advisor** works with the youth Quartermaster(s) to maintain troop and patrol equipment, including proper:
organization, usage, storage, inventory, repair, improvement, and acquisition.
 - **Patrol Advisor** (shown on next page)
 - **High Adventure Advisor**





Job Expectations: Patrol Advisor

- **During troop meetings:**
 - Observe the patrol's participation in troop activities and during its separate patrol meeting
 - Debrief the patrol leader (or guide) after each meeting to discuss what went well, and what could be improved
 - Review and approve patrol menus, duty rosters, grocery lists, equipment lists
 - Review and approve patrol meeting agendas, plans for games or other inter-patrol activities
- **During campouts:**
 - Observe patrol performance during campouts including execution of setup, cooking, KP, and breaking camp
 - Debrief the patrol leader after each campout regarding what went well, and what could be improved
 - Inspect patrol equipment (the patrol box) after each meal, debrief the patrol QM or PL regarding any issues
- **During patrol leaders councils (PLCs):**
 - Encourage the patrol leader to actively represent the interests of his patrol members
- **Continuously:**
 - Ensure that all patrol members are advancing in rank and encourage the patrol leader (or guide) to support any who fall behind
 - Provide discipline to patrol members to encourage and enforce participation and avoid distractions





Job Expectations: Committee Chair

- Supervises the scoutmaster and committee members.
- Recruits and approves scoutmasters and committee members.
- Responsible for rechartering the unit annually.





Job Expectations: Cmte Member

- Serves as a resource to the troop.
- Recruits non-Scouting consultants.
- Executes specific duties as assigned by the Committee Chair.
- Jobs that should wear the “Troop Committee” insignia on their uniform include:
 - Treasurer
 - Secretary
 - Advancement
 - Fundraising chair
 - Popcorn Kernel
 - Camp cards
 - Good Turn chair
 - Webmaster’s advisor
 - Librarian’s advisor





Job Expectations: Treasurer

- **Develops a budget to support the program planned by the youth.**
 - Youth-led planning meeting by September annually
 - Then, budgeting process occurs by October annually
 - Then, troop dues / recharter fees communicated by November annually
- **Manages the troops funds (checking account)**
- **Issues reimbursements for spending approved by the Committee, after verifying expenses by receipts or other documentation.**
- **Works with the Scribe to register attendees for outings and collects appropriate fees.**





Job Expectations: Good Turn

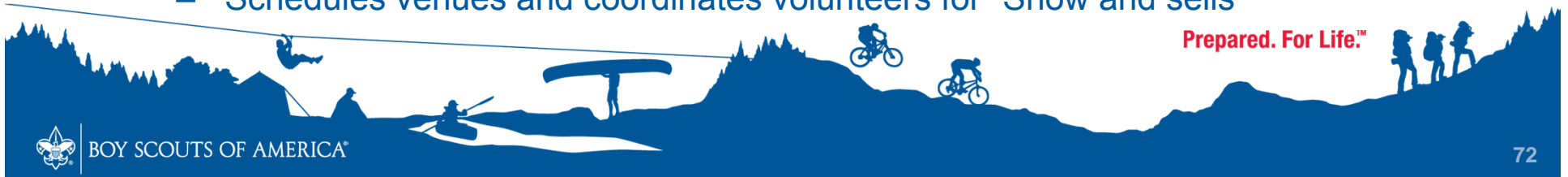
- **Develop a network of community organizations that would benefit from the troop's service. Historic examples have included:**
 - Avon Oaks nursing home bingo – 3rd Thursday of most months
 - St. Mary's Parish fruit sorting – usually 2nd Friday in December
 - Avon United Methodist Church
 - Rummage sale (fall and winter) – usually 2nd weekend of May and October. The troop helps set-up on Wednesday or Thursday, and helps clean-up on Saturday.
 - Christmas in the Barn – 1st weekend of December. Same work as the rummage sale.
 - Leaf raking – Saturday in November. Coordinate with the church property committee and Pack.
 - Leaf raking for senior citizens of Avon – a Saturday in November by appointment
- **Communicate between community organizations and the PLC or troop committee to schedule and prioritize service projects.**
- **Provide supervision during community service activities.**
- **Advise the PLC to brainstorm potential service projects to expand our aid to the community.**
- **Advise candidates for Eagle Scout to identify potential projects or beneficiaries.**





Job Expectations: Fundraising

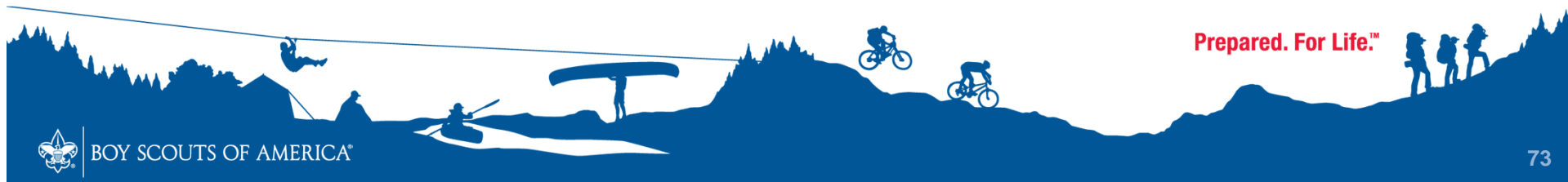
- **Recruits sub-committees to lead the following fundraising efforts**
 - Popcorn (Fall)
 - Camp Cards (Spring)
 - Market Day (one Saturday morning per month, June – August)
- **Popcorn “Show and Sells”**
 - Orders popcorn
 - Schedules venues and coordinates volunteers for “Show and sells”
- **Popcorn “Take Orders”**
 - Compiles individual orders from the scouts into a single troop order
 - Coordinates distribution of popcorn to individual scouts
- **Camp cards**
 - Attends kickoff meeting
 - Orders cards
 - Schedules venues and coordinates volunteers for “Show and sells”





Job Expectations: Charter Org Rep

- Serves as liaison between the troop and the chartered organization.
- Recruits the Committee Chair
- Approves the adult leadership of the troop.
- Participates in district leadership.





Questions for discussion

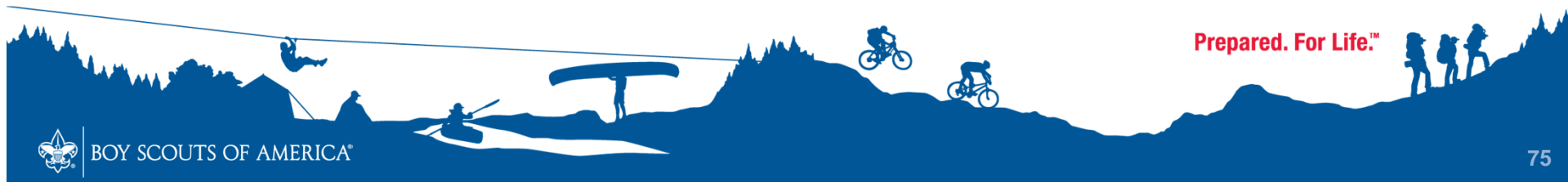
- Are there more leadership positions for youth or adults? Why?
- Name the scout who presently holds each youth leadership position in your troop.
- Name the position of each registered adult in your troop.





References

- <http://www.bsahandbook.org/PDFs/troop.pdf>
- http://meritbadge.org/wiki/index.php/Positions_of_Responsibility





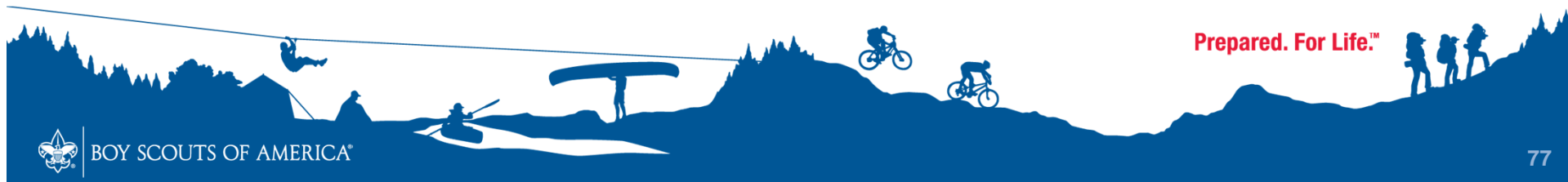
Module 1: Vision of Success





Time for a GAME!

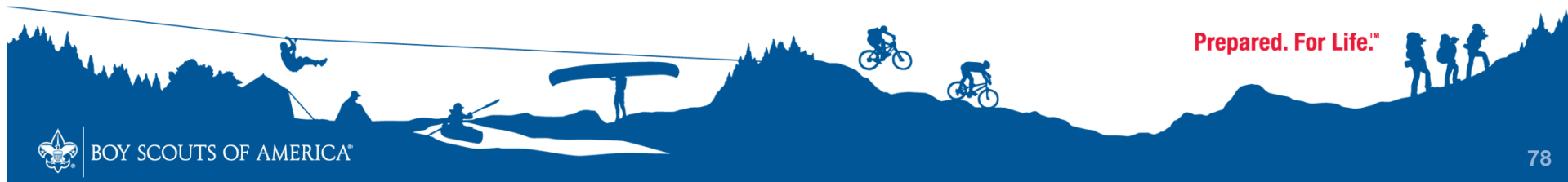
- **Blindfolded rope shapes**





Game (illustration of vision): Blindfolded rope shapes

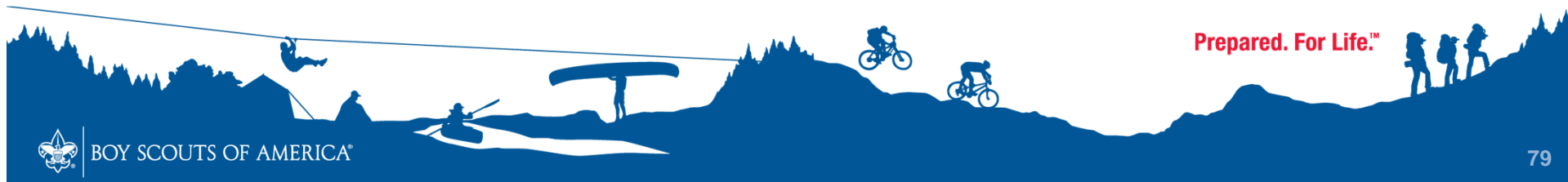
- A long rope that has been tied into a loop, is placed at the feet of the participants in an irregular shape.
- All participants except new SPL are blindfolded.
- Blindfolded participants are “shuffled” by facilitators by spinning them in place or generally moving them around.
- Blindfolded participants pick up the rope.
- The new SPL attempts to instruct the blindfolded participants to form a square or triangle without saying the name of the shape.
- Repeat the activity but allow the new SPL to say the name of the shape.
- Repeat the activity without blindfolds.
- Debrief can simply ask “Is it easier to achieve a goal if you can see the overall vision?”





Questions for discussion

- **What is vision?**
- **How is a 'vision' different than a 'goal'?**
- **What is your vision for your Scouting career?**
 - What goals do you need to reach to achieve this vision?
- **What is your personal vision?**
 - What do you want to be when you grow up?
 - What goals do you need to reach to achieve this vision?
- **What is your vision for your troop?**
 - Does it align with the vision of the rest of the group?
 - What goals do we need to reach to achieve this vision?





Objectives

- Define “vision”
- Prepare and communicate your “vision”
- What makes a “vision” good?

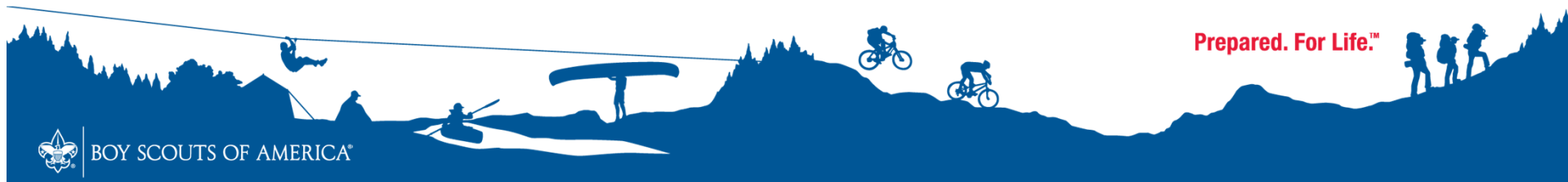




What is a Vision?

Vision is a picture of future success.
It is a picture of what success looks like.
If you see it, you can be it!

What do you think a vision for our troop could be?

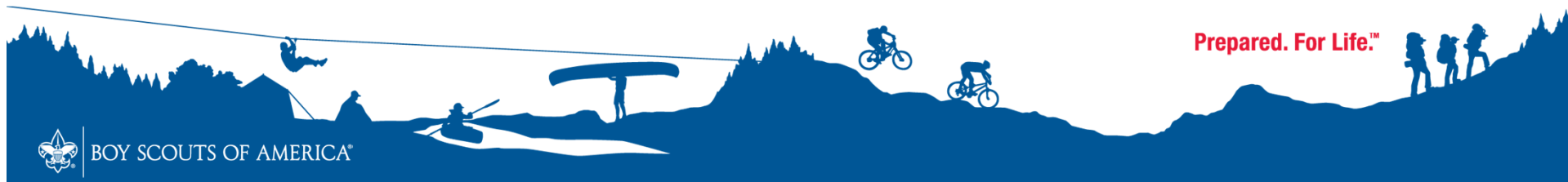




Visions

- A vision should be your dream.
- A vision is a mental picture of your optimal outcome.
- Visions may take many years to achieve.
- This is why you need goals to achieve the vision.
- Always establish a new Vision after completing one.

***“Nothing happens unless first a Dream”—
Carl Sandburg***





Types of Visions

- **Personal Vision**
 - Shows you who you can become. Look at what you want to see in the future, and work towards that.
- **Team Vision or Shared Vision**
 - Helps a team, like a Troop, progress together towards future success





Examples

Did they succeed?

Martin Luther King Jr.- Wanted to eliminate segregation.

“I have a dream...”

Ronald Reagan- Wanted to reunite Berlin and end the Cold War

“Mr. Gorbachev, tear down this wall!”

John F. Kennedy- Wanted to put a man on the moon

“We will go to the moon.”

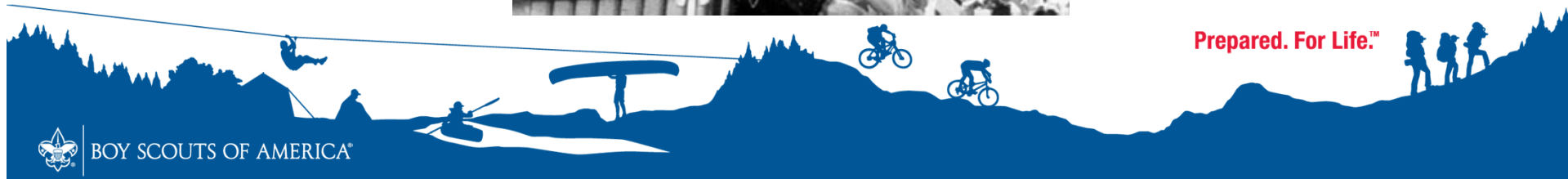
Others?





How did this leader

“organize a group of people to achieve a common goal”?





JFK's September 12, 1962 Speech at Rice University

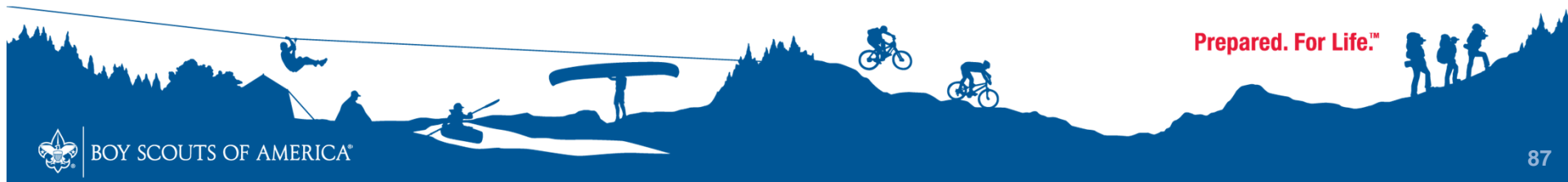
- 6:27-7:05 = Why space?
- 8:23-9:15 = Why the moon?
- 14:55-16:05 = We must be bold.
- 17:00-17:35 = Because it is there.





JFK's May 25, 1961 Address to the Congress

- 0:00-0:30 = Why?
- 0:30-1:06 = Define a vision based on gaps.
- 1:12-2:10 = Urgent goals to fulfill a long-term vision.
- 2:50-4:12 = Breaking the vision into stepwise goals.
- 4:40-5:05 = Communication and weather satellites.
- 5:06-5:42 = Don't go halfway.
- 6:27-6:45 = It is a heavy burden.
- 6:55-7:55 = Setting priorities.



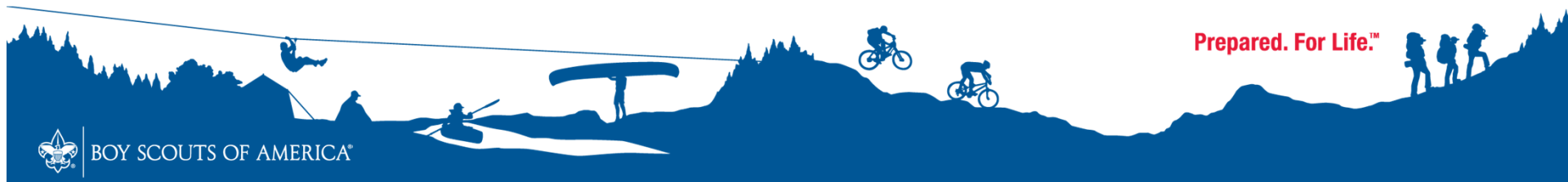


Things to recall about a shared vision

- Definition of a shared vision
- Ways to develop a vision
- Ways to communicate a vision
- Things that make a vision good

Meaningful
Engaging
Simple
Attainable

Worthwhile
Challenging
Adjustable





Developing a vision for our troop

The 3 B's of “BBBuilding” a vision.

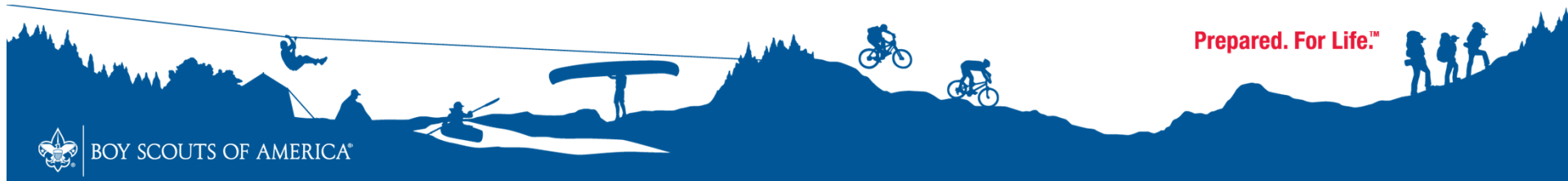
- 1. Brainstorm**
- 2. Bring it together**
- 3. Break it back apart**





Developing a vision for our troop: Brainstorm!

- **Roses and thorns**
 - What does our troop do better than any other troop?
 - What makes our troop unique?
 - What do other troops have that we would like to develop?
 - What about our troop needs to be improved?
 - What should our troop look like next year? In 5 years? 10?
 - What can we do today to make sure our troop will still be around tomorrow?
- **Everyone take 5 minutes to write down 5 ideas.**
- **Round robin discussion with volunteer scribe.**





Brainstorm

Other questions to consider

What will be the measure of success for our troop?

- **By the next elections...**
 - What will we have accomplished?
 - What will be different?
 - Will it be better?
- **What makes us unique as...**
 - a troop?
 - a patrol?
 - individuals?
- **How can we use this uniqueness as a strength?**
- **What values do we share?**
- **Do our vision and goals address these values?**





Developing a vision for our troop: Bring it together

- **Discuss our ideas**
 - Are any similar? Can ideas be combined?
 - Are there themes?
 - Is there a clear priority?
 - Can we reach consensus on a single vision?
- **Combine and revise until we find a concise, clear vision.**
- **Final check:**

Does our vision fit the previous definition?

Meaningful

Worthwhile

Engaging

Challenging

Simple

Adjustable

Attainable

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Developing a vision for our troop: Break it back apart

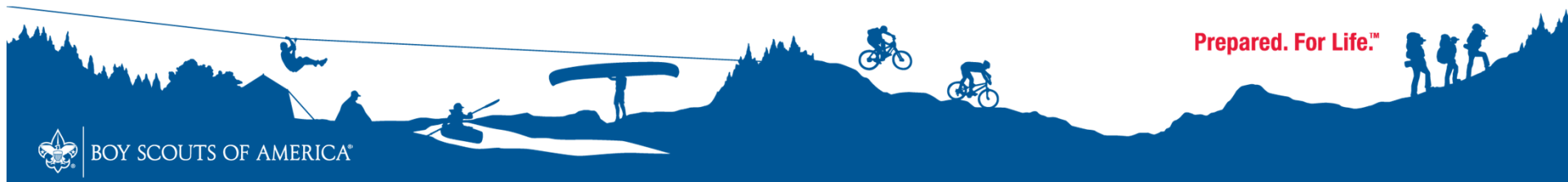
- **What are the gaps between our present status, and our vision?**
- **These gaps become goals or projects.**
 - Can the vision be broken into steps toward success?
 - Which gaps can be addressed by youth officers?
 - Can you guide other youth to develop SMART goals?





Communicate the vision

- **What ways could you use to communicate your vision?**
 - Announcements
 - Poster
 - Texting
 - Website
- **Talk about the vision – build excitement!**
- **Use the vision to explain why you do the things you do:**
 - games, campouts, service projects, meetings, *etc.*





Fulfilling your Vision

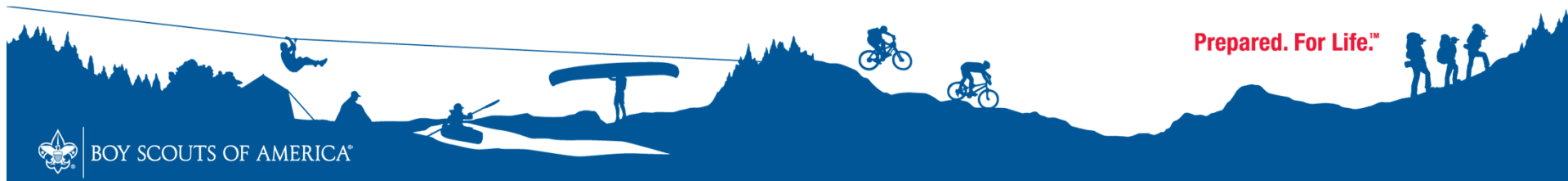
**You must use goals achieve your Vision.
Remember the SMART Goals?**

Leaders

Visions

Goals

Actions



Goals

There are step in the “Goal Pyramid”
At the bottom are short-term goals
The Next level is long-term goals
The top is a Vision

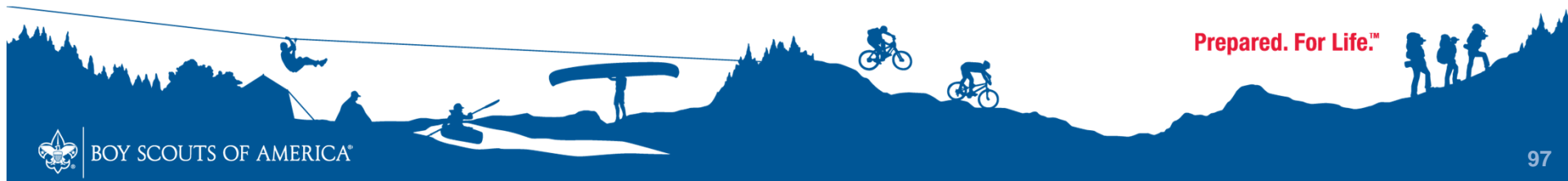




Setting goals to make Vision a reality

- **Goals are SMART.**

- Specific
- Measureable
- Achievable
- Relevant
- Timely





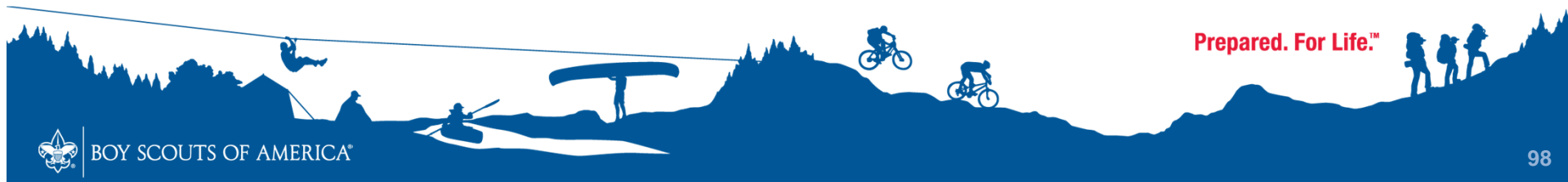
Example goals

Quartermaster

Audit all tents, identify needed repairs, perform repairs with the support of the troop committee, and discard unacceptable tents before packing for our August campout.

Librarian

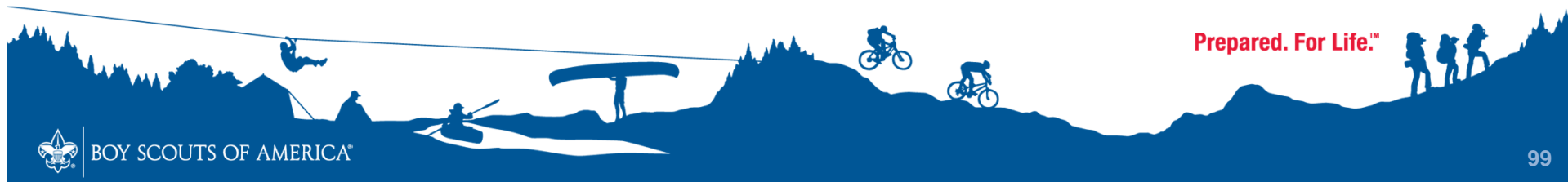
Obtain funds from the troop committee and purchase a new container for badge pamphlets and 1 new pamphlet for every Eagle-required badge before the next election.





Your turn!!

- Develop a vision for your role in the troop.
- Write at least 1 goal for your term in office.
- Divide each goal into at least 3 steps that you need to perform.
- Review your goal(s) with an Assistant Scoutmaster.
- 5 minutes! GO!!!
- Track your progress towards your goal(s).





Module 1: Servant Leadership





Types of Leader

- **Big Boss**
 - “Go set that tent up.”
- **Servant Leader**
 - “Help me set this tent up.”
- **Which style works better?**
- **Which do we want to be?**





Servant Leadership

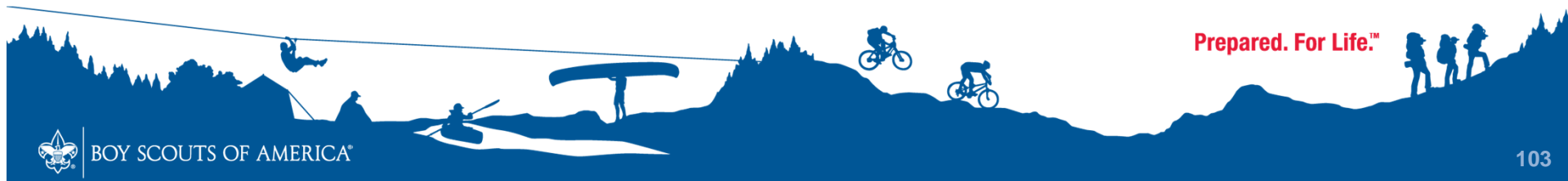
- **What is servant-leadership?**
 - What is a good leader?
 - What does ‘serving’ have to do with it?
- **Is it always fun to be a leader?**
- **What is the hardest job in the troop?**
- **Where does the buck stop?**
 - At 10:30 PM when the latrine didn’t get cleaned?
 - At 6:59 PM on Sunday and no one can find the meeting agenda?
- **How does responsibility feel?**
- **Does it take a servant to be a good leader?**





Being a good leader is HARD.

- You don't have to do it alone.
- What does delegation mean?
- It is when a leader uses his authority to:
 - Communicate an assignment, goal, or vision to his team or team member
 - Set expectations for his team or team member
 - Follow-up with his team or team member
 - Provide support to his team or team member
 - Hold his team or team member accountable for success or failure





Time for a GAME!

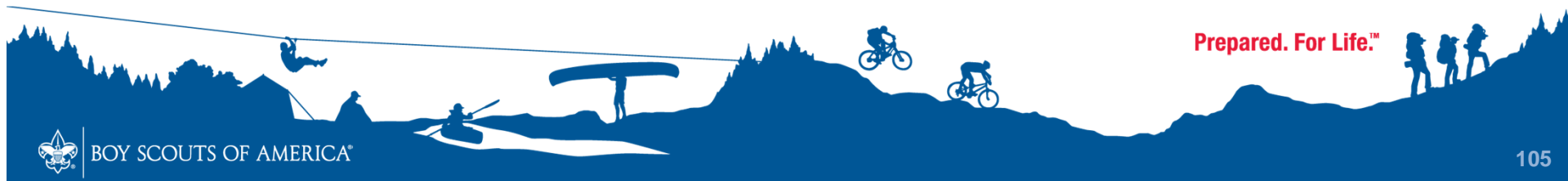
- Juggling Balloons





Time for a GAME!

- Giant Skis!!!





Module 2: Tools of the Trade





Module 2: Leadership Tools

- Communication
- EDGE
- Planning





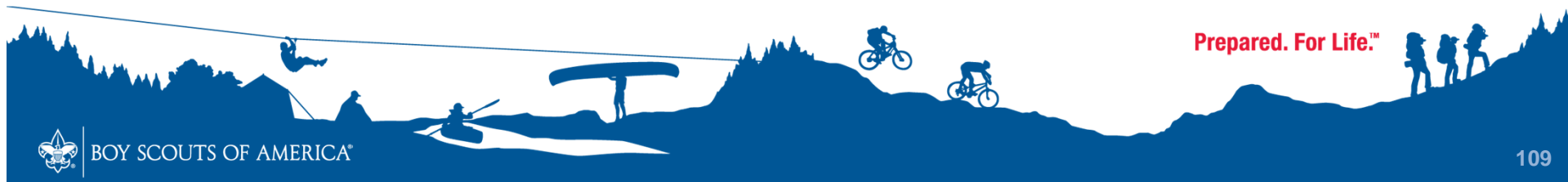
Module 2: Communication





Communication

- **Communication is a chain with 3 links, each of equal importance.**
 - Sender
 - Message
 - Receiver
- **If any link in this chain fails, the communication is lost.**
- **As we communicate, especially important messages, we should think about each link in this chain.**





Active Listening

- Active listening can involve repeating or reiterating what you've heard back to the speaker.
- 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.
- Listen with your eyes as well as with your ears. Watch for nonverbal cues.
- Try to see things from the speaker's point of view.
- Review the speaker's points and think what logically might come next in the message.
- Respond nonverbally (nod your head or smile) to the speaker.
- Practice respect for the speaker. Try not to interrupt even when you have a burning desire to make a point.

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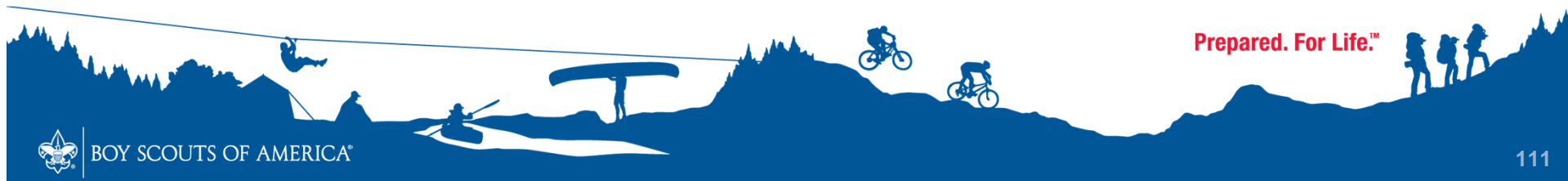


Time for a game!!!

Listening and communicating...

“Picture This”

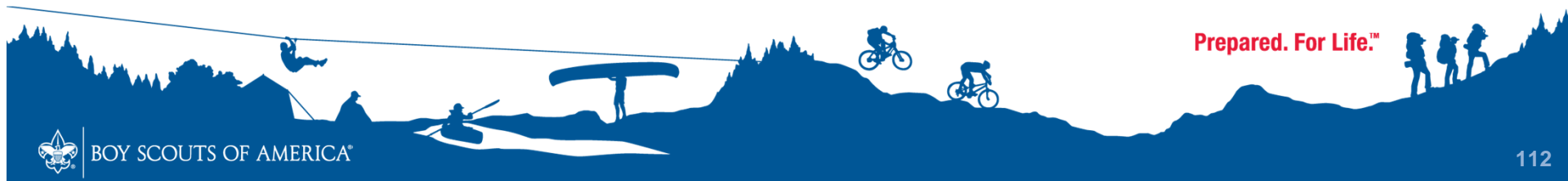
(developed by Matt Hogrefe)





Time for a GAME!

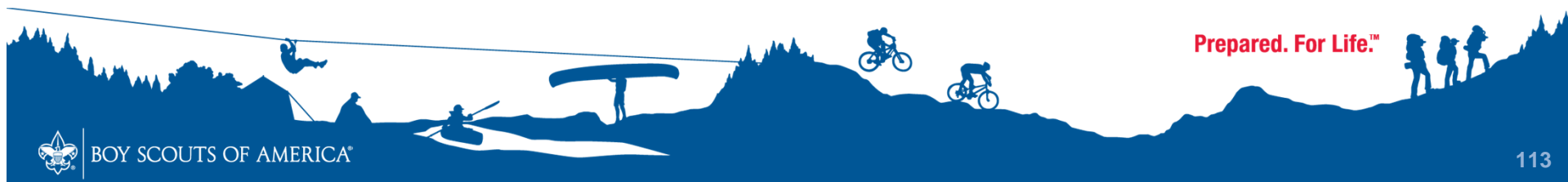
- Grapevine





Game (communication): Grapevine

- **Play a game of “grapevine” or “telegram”:**
 - Whisper a story into a participant's ear. That participant repeats it quietly to the person next to him. Continue until everyone in the room has heard the story. The last person tells the group the story he heard. The facilitator reads the original story.
- **Discussion**
 - How close was the final story to the original story?
 - What are some examples of communication like this “grapevine” that happens in your troop?
 - What can be done to make sure that everyone hears the same story?

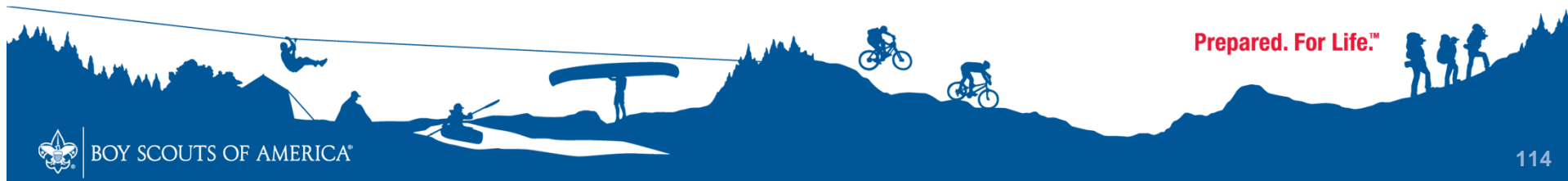




Game (communication): Grapevine

- **Discussion**

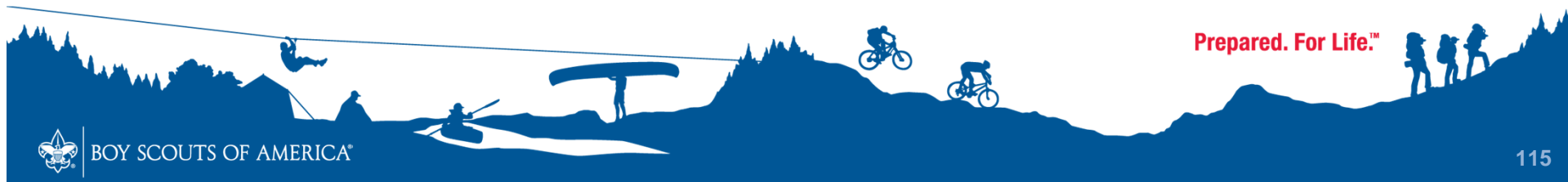
- How close was the final story to the original story?
- What are some examples of communication like this “grapevine” that happens in your troop?
- What can be done to make sure that everyone hears the same story?
- What does this tell us about communication in our troop?
- How should troop news be communicated?





Communication discussion

- What's the difference between hearing and listening?
- What is active listening? Is it a useful skill?
- Why do leaders need to be good listeners?
- What would have happened in the game if someone hadn't passed the message correctly?
- When you were the sender in the game, did you check for cues that the listener understood your message? How?
- When you were the receiver in the game, would it have helped if you could have asked questions?





Receiver tips

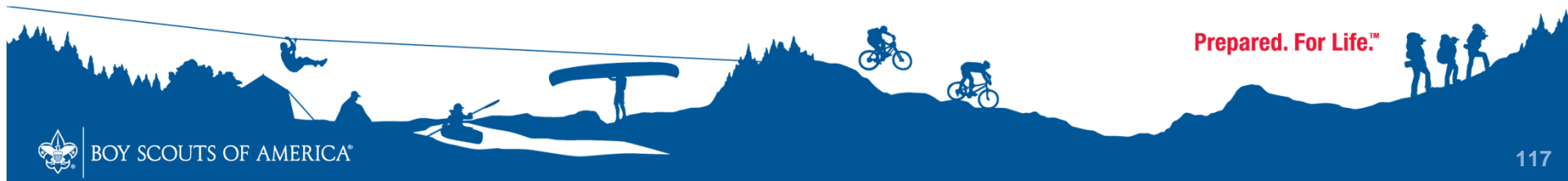
- **Listening is different than hearing.**
 - You hear with your ears.
 - You listen with your brain.
- **Focus on the person who is speaking and on what is being said. Stay engaged.**
- **Avoid distractions, both physical and mental. Give the speaker your full attention.**
- **Engage your brain when someone else is talking or communicating.**
- **Listening well 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.**





Sender Tips

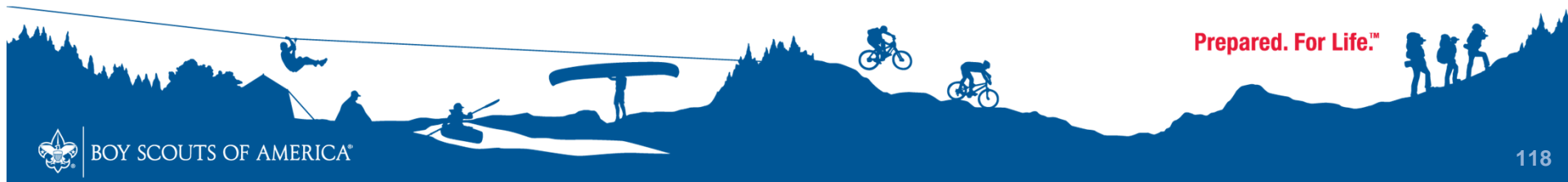
- **Be as clear as possible with your message.**
 - The message often seems clearer to the sender than to the receiver.
- **Plan ahead and prepare.**
- **People will do what they think you told them—even if it's not what you meant.**
- **Allow listeners to ask questions and get a clear understanding of your message.**
- **Ask listeners questions to confirm that they received the message correctly.**
- **Both sender and receiver are responsible for good communications to work.**





Time for a GAME!

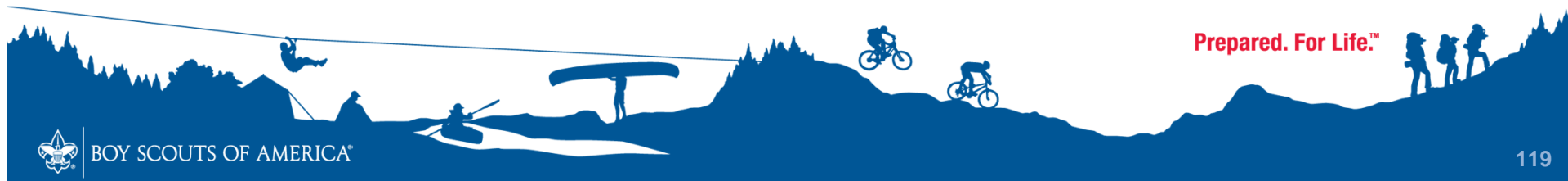
- Legos in Space





Game (communication): LEGOs in space!

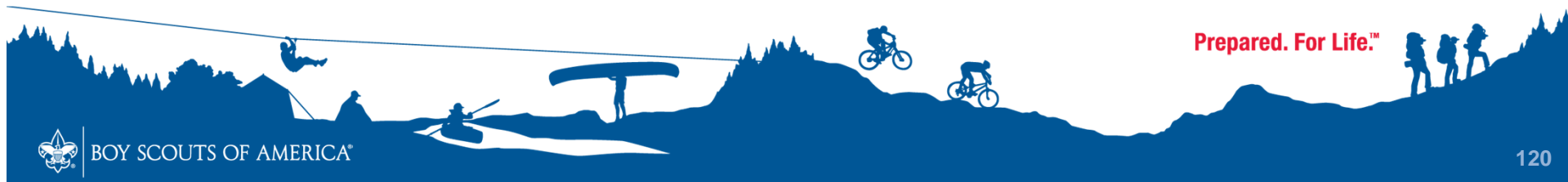
- Obtain 2 identical sets of Legos (fewer than 50 pieces each). One set should be built, the other disassembled. Keep these Legos hidden from all participants.
- Divide the group in 2 and send them to separate rooms or otherwise out of each other's sight.
- Give each group a 2-way radio and one set of Legos.
- The group with the built set of Legos must describe to the other group how to assemble the set – with words only, no visual help.
- Debrief both groups on what went well, and what they would do differently.
- It is best to repeat this game after the debrief with entirely new sets of Legos.





SPL as a Sender

- Before you begin to pass out information to your troop, take a moment to organize your thoughts. Write a few notes to remind yourself of the points you want to cover.
- Meet in a place free of distractions. Do not begin until you have everyone's attention. Use the Scout sign as a signal that it is time for everyone to stop other discussions and focus on your message.
- 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.
- Ask the Troop Scribe to make and distribute notes of the discussion.





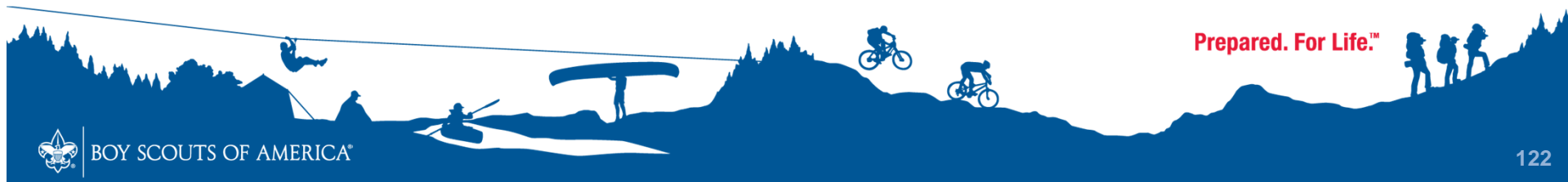
Module 2: The EDGE Method





EDGE

- Explain
- Demonstrate
- Guide
- Enable





EDGE exercises

- **Knots**
 - **First aid skills**
 - **Pitching a tent**
 - **Paper airplanes**
 - **Any other skill!**
-
- **What do communication skills (sender, message, receiver) have to do with EDGE?**





EDGE opportunity: Kitchen Patrol (KP)

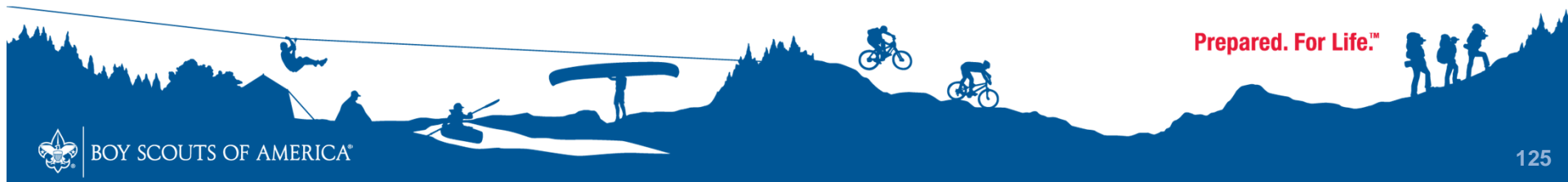
- **Totally new for new scouts – even if they do dishes at home.**
 - **Must be done after every meal.**
 - **Not everyone's favorite activity.**
 - **Can push PERFORMING teams back to STORMING!**
-
- **What cleaning equipment should you have at every campout?**





A Scout is Clean... So are his dishes!

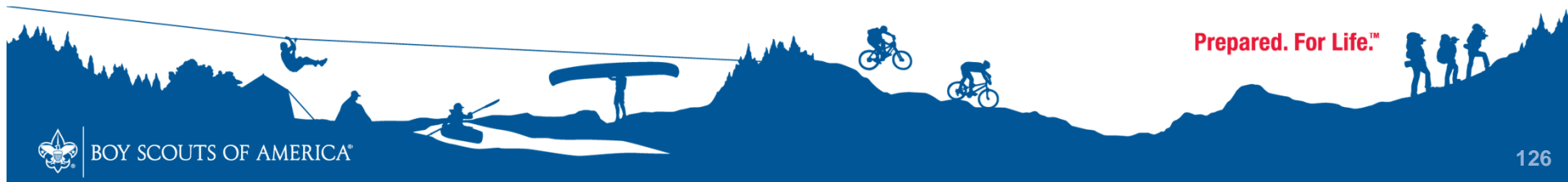
- **Gear:**
 - 3 dishpans, dish soap, dish towel, brush, scrubber pad, bleach
- **Start heating water before you take your first bite of food!**
- **4 steps of dishwashing:**
 0. Pre-cleaning: full stomachs and empty plates!!!
 1. Hot soapy water: cleanest items first, dirtiest/greasiest last
 2. Hot water rinse: Don't rinse things until they are completely clean!
Rub a finger inside each dish or pot; if it feels greasy, wash it again!
 3. Sanitizing soak: only 1 teaspoon bleach per dishpan





Still not done with KP!?!

- **When you are done, clean the dishpans:**
 - a. Dump pan 1 (see below).
 - b. Use water from pan 2 to clean pan 1.
 - c. Use water from pan 3 to clean pan 2.
 - d. Use that same water to clean pan 1 again (it is the dirtiest).
- **Dispose of dishwater:**
 - All solids go in the trash.
 - Broadcast the dishwater at least 50 yards away from the campsite and lakes or streams.





Demonstrate!



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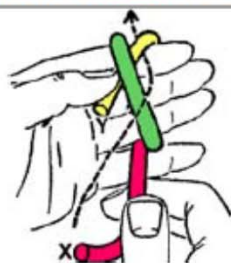


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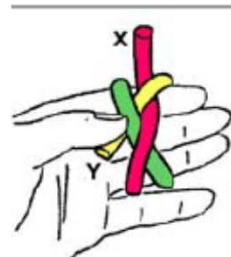
In the figures below, the **yellow** cord is to indicate the stationary end (Y) or to indicate the first wrap, the **green** is to indicate a previous wrap, and the **red** is the working end (X) or final wrap.



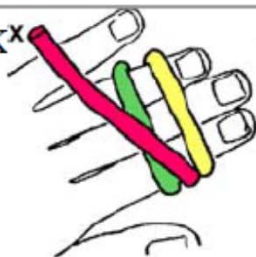
1. Place the cord around three fingers (two, if they're large) of the left hand, palm up. Hold the stationary end (yellow Y) with left thumb. The working end of the cord is red (X).



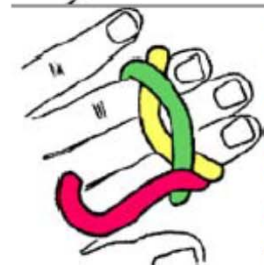
2. Bring the (red-X) working end over the (green) previous wrap and under the (yellow-Y) stationary end.



3. After step 2 is done, it should look like this. Note that the (red-X) working end is now towards the back of the hand.



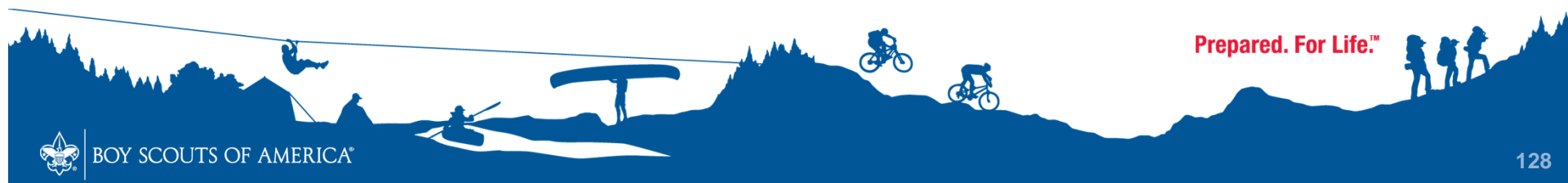
4. Turn the left hand over, palm down.

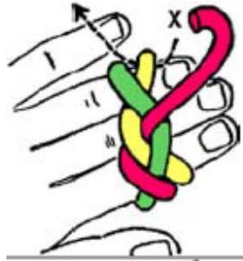


5. Pull the second wrap (green) over the first wrap (yellow). Hold the green wrap in position by placing the forefinger of the right hand between the green and yellow wraps.



6. Thread the (red-X) working end under yellow and up through the crisscross eye formed by yellow and green.





7. Thread the (red-X) working end over the green and under the yellow again.



8. After step 7 is done, it should look like this.



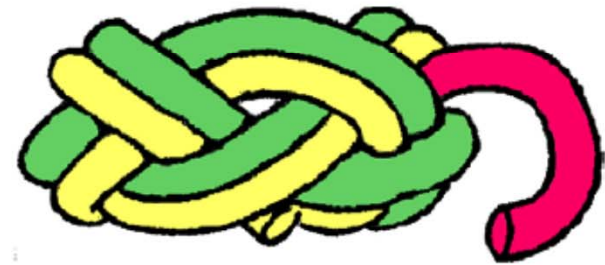
9. Turn the left hand over, palm up. Bring the (red-X) end along side of and parallel to stationary (yellow-Y) end by threading the strand over green, under yellow, and over green again.



10. After step 9 is done, it should look like this. At this point, you may find it easier to work with only two fingers inside the woggle.

The start of the second wrap is indicated in 10. Lay the working end on the right hand side as you follow the yellow strand around the knot.

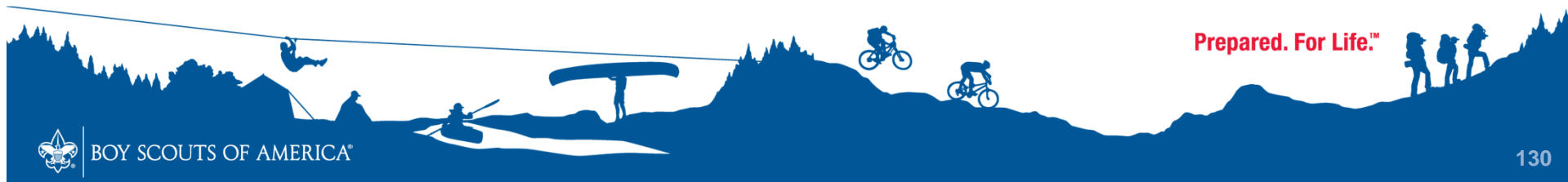
At some point, it will be easier to remove the woggle from your fingers as you thread end X around for second time. It is important to adjust the slide as you go, so that it will be neat, as well as the right size.





EDGE Method Debrief

- Is it easy to learn a totally new skill?
- How can we make the learner comfortable?
- How can we make the teacher comfortable and effective?





Module 2: Planning To Be Prepared





Why Plan?

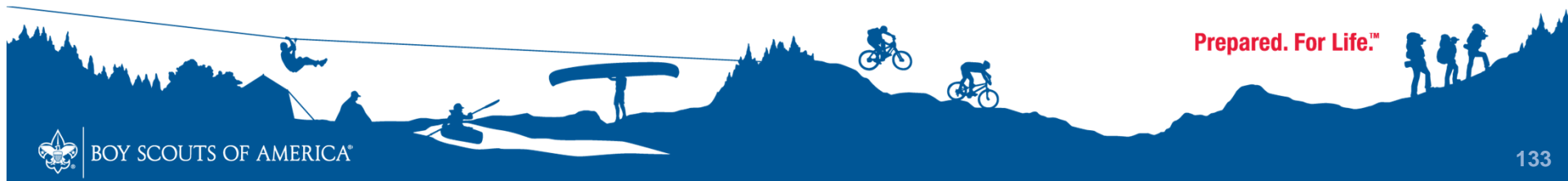
- “Failing to plan is planning to fail.”
- Planning is how goals are achieved.





What is planning?

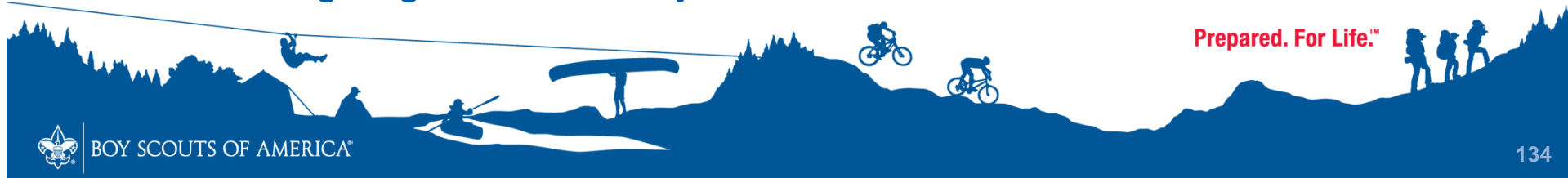
- Imagine a bridge between where we stand today, and our vision of the future.
- Planning is the cable that holds that bridge together and keeps it from falling into the gorge below.
- **Planning connects**
 - Vision to goals
 - Goals to projects
 - Projects to individual tasks
 - And, ties tasks together in a meaningful way





What is planning?

- **Planning is**
 - The process of dividing projects into tasks or steps or jobs
 - Obtaining agreement on accountability for these tasks
- **Projects include**
 - Campouts
 - Meetings
 - Service projects
 - Choosing a college
 - Building houses
 - Designing a new battery





How to Plan?

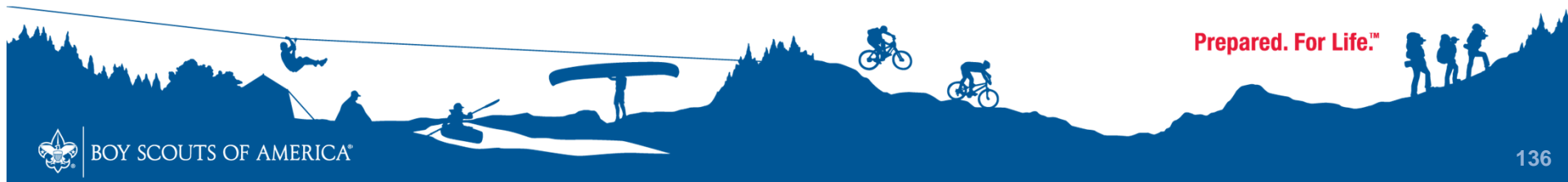
- How can we be efficient in planning?
- How do we make sure that we have covered all aspects we need to?
- Steps in the planning process:
 - What?
 - How?
 - Where?
 - When?
 - Who?





Step-by-step guide to planning

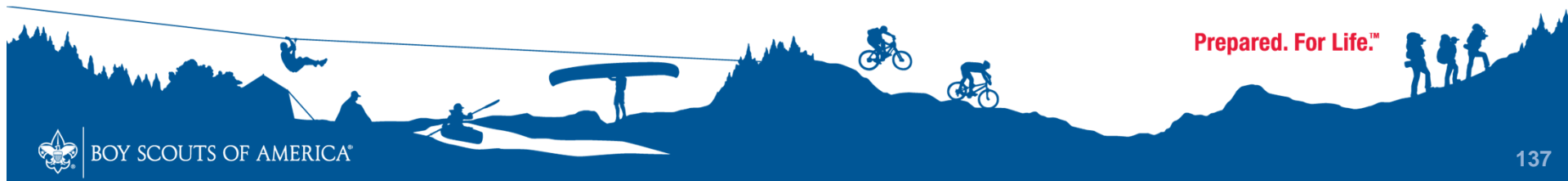
- Pick someone to lead the planning process.
- Designate a scribe. Write down the plan.
- Plan your planning—focus on important things first.
- Think of some key questions in each area.
- Develop answers to each question.
- Write down tasks that need to be accomplished to make the project a success.
- Assign owners and due dates to each task.
- Assign someone to verify that things are getting done.
- Take enough time to plan well. If you don't have enough time initially, schedule more time later.
- Do not assume things will “just happen.”





Opportunities to practice planning

- Troop meetings
 - Patrol meetings
 - Outings (campouts, hikes, even meals)
 - Service projects
 - Any Scout activity!
 - **NOW!!!**
-
- **Questions for discussion:**
 - How is planning a weekend campout at Firelands different than planning a trip to the backcountry of Philmont?
 - How is planning an outing for a new Scout patrol different than planning the same event for a group of Star Scouts?





Meeting Agendas

Why?

- Focus the group on goals
- Remind us to be prepared

Watch out!

- Garbage in = garbage out
- Leave no blanks
- ASMs will be watching

(Program feature)

TROOP MEETING PLAN

Date _____ Week _____

Activity	Description	Run by	Time
Preopening ____ minutes			
Opening Ceremony ____ minutes			
Skills Instruction ____ minutes	<ul style="list-style-type: none"> • New Scouts • Experienced Scouts • Older Scouts 		
Patrol Meetings ____ minutes			
Interpatrol Activity ____ minutes			
Closing ____ minutes Total ninety minutes of meeting	Scoutmaster's Minute	SM	
After the Meeting			

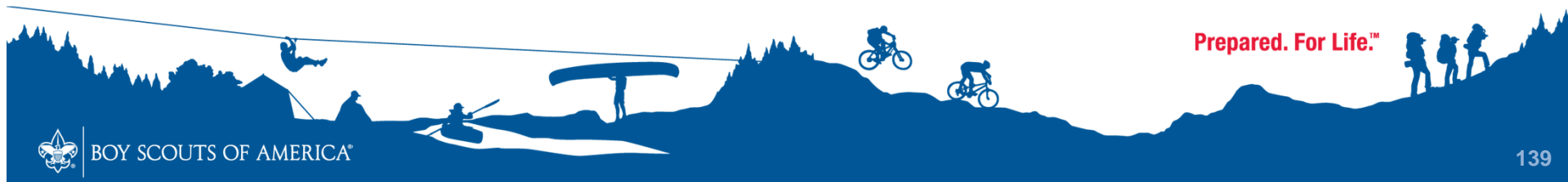


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Communication and Planning

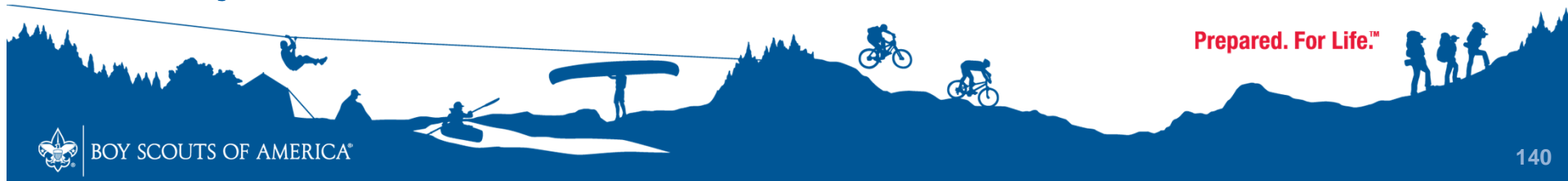
- What good is the plan, if the paper is lost or forgotten at home?
- How can we remember to bring our plans with us?
 - Troop meeting plan for each week
 - Grocery shopping list
 - Duty roster
 - Agenda for the PLC
- Could you photograph important documents and text them to your group?
- When else should you contact your group?
- Who needs to know if you are planning to attend a campout or will be absent from the next meeting?
- How / when will you tell them?





Patrol Meeting Objectives

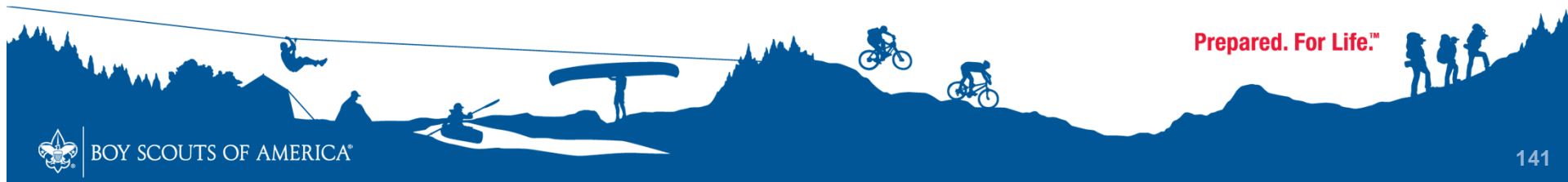
- Like a troop meeting, only for just your patrol
- Opening (patrol call or cheer)
 - Share information – upcoming events, *etc.*
- Skill instruction
 - First aid
 - Knots
 - Menu planning
- Make plans for next meeting or outing
 - Choose skills / requirements to work on
 - Menu, grocery list, duty roster, equipment inventory
- Document success – sign handbooks, *etc.*
- Adjourn





Planning the T-day Camp-in

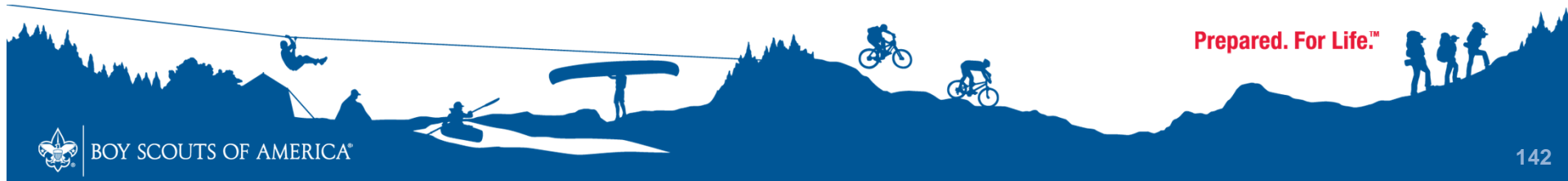
- **Don't forget needs like...**
 - Stacking wood
 - Setting up tables
 - Leaf raking
 - Contacting MB counselors
 - Grocery shopping
 - Agenda for Saturday
 - What needs to be communicated?





Planning is a part of Scouts

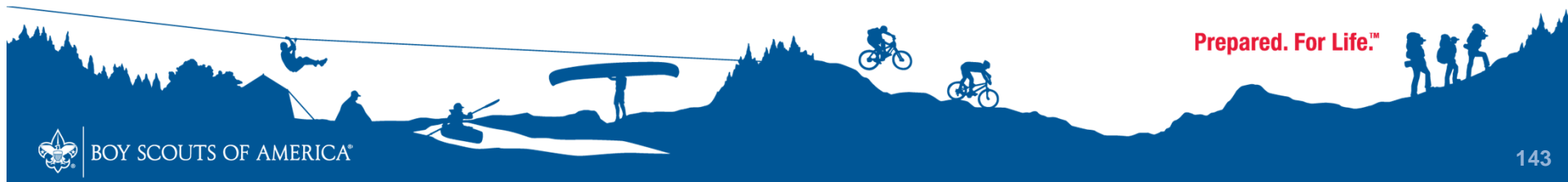
- **What is the Scout Motto?**
- **Appropriate planning is critical to being prepared.**
- **The correct level of detail to be included in a plan depends on many factors:**
 - Less experienced teams may need more detailed plans, than groups with relevant experience.
 - Complex or potentially dangerous activities require more detailed plans.
 - What else could affect the level of detail needed in a plan?
 - Costs? Time? Expectations?





Potential Problem Analysis

- We can protect project success by brainstorming potential issues that may arise.
- What are some potential issues during meetings?
 - During service projects?
 - During campouts?
 - During high adventure?
- Ask “what else” and “what if”....
- Be prepared.





Module 3: Teams and Teamwork





Module 3

- Teams
- Teamwork
- Stages of Team Development
- Diversity and Inclusion
- Shared Values





What makes a team? What makes a *good* team?

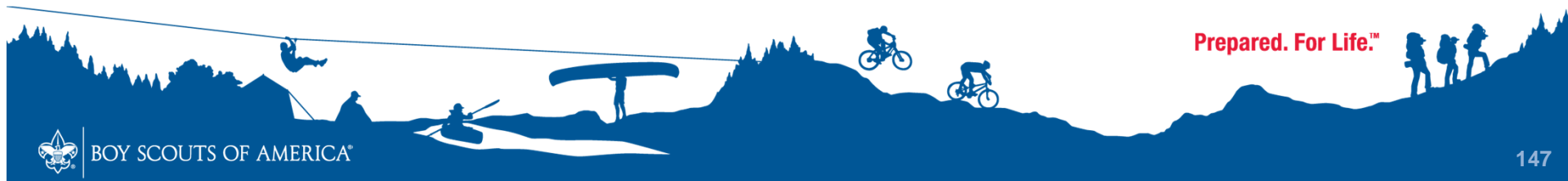
- **Common Purpose**
 - A team is a group of interdependent people who cooperate to achieve.
 - They have common purpose for which they are all accountable.
 - The goal must be clear to all.
 - Members feel a common purpose; their personal goals should be linked to team goals.
- **Interdependence**
 - A team cannot be successful unless all members of the team are successful.
- **Structure and Process**
 - People know their jobs, boundaries, and their value to the team.
 - Decisions are agreed upon and supported.
 - Feedback is timely and useful.
 - Communication is open.





What makes a team? What makes a *good* team?

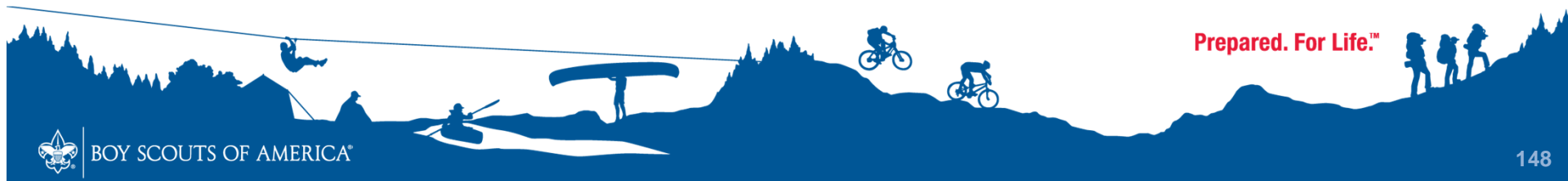
- **Leadership and Competence**
 - Members have the necessary skills to accomplish their tasks and cooperate.
 - The team has the leadership and support it needs.
- **Team Climate**
 - The team environment is collaborative.
 - Members respect, trust, and value each other and other's opinions.
- **Performance Expectations**
 - The team sets high standards and tries to continuously improve.
 - Team members critique their own performance and decisions relative to high standards.
- **Clarity**
 - The team has an understanding of its goal and the limits for accomplishing the goal.





Time for a GAME!

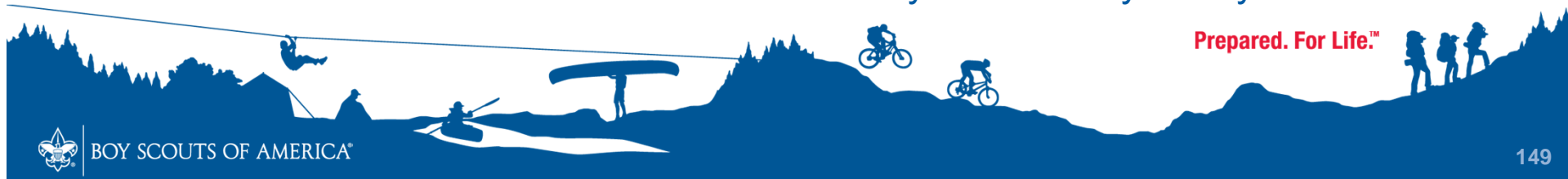
- Yurt Circle





Game: Yurt Circle

- Ask everyone to stand in a circle facing the middle, join hands (must be an even number of participants, add or subtract a trainer as needed), and expand the circle outward until all participants feel a gentle pull on their arms from each side.
- Ask the participants to spread their feet to shoulder width and in line with the circumference of the circle, then ask the group to count off by twos.
- Now, ask all of the “ones” to slowly lean in toward the center of the circle, while all of the “twos” slowly lean out (without bending at the waist and without moving their feet).
- If the group works together, each person can accomplish a remarkable forward or backward lean.
- Now ask the group to slowly reverse positions. There will be some difficulty, but let them keep trying.
- As the trainer, do not direct how the group accomplishes the game—let them lead and direct themselves. Get involved if you have any safety concerns.





Other teamwork games

- Helium stick
 - Giant skis
 - Sinking island (with folded tarp)
 - Human knot
 - Hula hoop circle (rope loop for extra challenge)
 - Balloon juggling (delegation)
 - Others of Scouting lore...
-
- Remember: Always debrief to highlight what was learned after every game.





The Patrol

Fundamental team unit in Scouting

- Patrol meetings are times for patrol discussion.
- Often used to discuss meal plans, patrol box inventory, and much more.
- It's also a chance to learn a new skill.
- The time could be used to pay dues, plan involvement in upcoming troop activities, and work out details to make a functioning patrol.
- The Patrol Leader has to know when troop activities are so he can plan around them.
- Any Questions, we are here to help.
- (This was from the Patrol Leaders Handbook)



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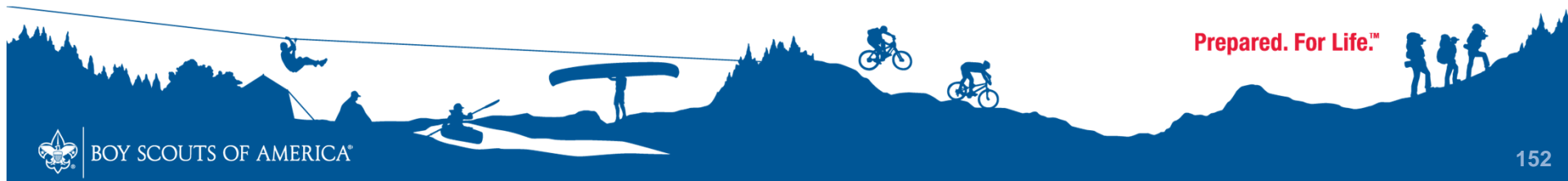


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Team Evolution

- **Forming**
 - Starting out (skills are low; enthusiasm is high)
- **Storming**
 - Becoming discouraged (skills and enthusiasm are low)
- **Norming**
 - Making progress (skills and enthusiasm are rising)
- **Performing**
 - Finding success (skills and enthusiasm are high)
- **Which part of EDGE should be applied by leaders in each of these types of team situation?**





Recognition of excellent teams: **The National Honor Patrol Award**

- Formerly known as the Baden Powell Patrol Award.
- The National Honor Patrol Award is an embroidered star worn around (beneath) the patrol medallion, and will spotlight a patrol as a high-standard group. Help your patrol become a National Honor Patrol.
- This award can be (should be?) earned every 3 months.
- Can *YOUR* patrol surround their emblem with stars??





National Honor Patrol Award

- **Your patrol can earn this award by doing the following over a period of three months:**
 1. Have a patrol name, flag, and yell. Put your patrol design on equipment and use your patrol yell. Keep patrol records up to date.
 2. Hold two patrol meetings every month.
 3. Take part in at least one hike, outdoor activity, or other scouting event.
 4. Complete two good turns or service projects approved by the patrol leaders' council.
 5. Help two patrol members advance one rank.
 6. Wear the full uniform correctly (at least 75 percent of the patrol's membership).
 7. Have a representative attend at least three patrol leaders' council meetings.
 8. Have eight members in the patrol or increase patrol memberships over the previous three months.





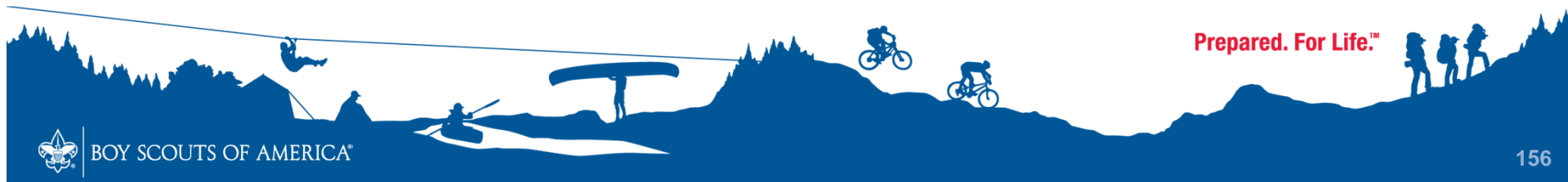
Module 3: Diversity and Inclusion





Inclusion

- **The Potato Game**
 - See also: the stick game, the rock game, the gravel game, the leaf game, the cookie game, the tool game.
- **Aesop's Bundle of Sticks**





Diversity Debrief

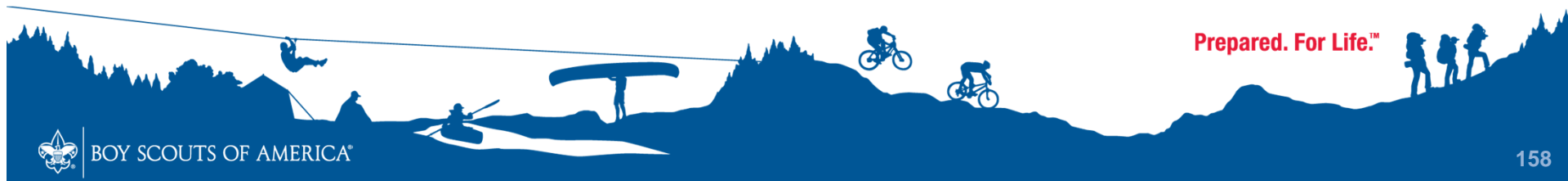
- What do you think this activity was all about? What happened in the game?
- Every potato/stick/rock/leaf was alike in some ways. In what ways are we like each other?
- How do these similarities help us get things done? How could they get in the way?
- Every potato/stick/rock/leaf was different in some ways. What about differences? How are we different from one another?
- How can differences strengthen the group as a whole? When can differences prevent a group from reaching its goal?
- If a leader keeps going to the same people (friends or experienced Scouts) to get things done, what can be lost?
- How could we find out about the special qualities and abilities of each member of our troop?





Diversity: Key Teaching Points

- As people, we have many similarities. These similarities can help us get many things done in the troop.
- Like potatoes/sticks/rocks, 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.





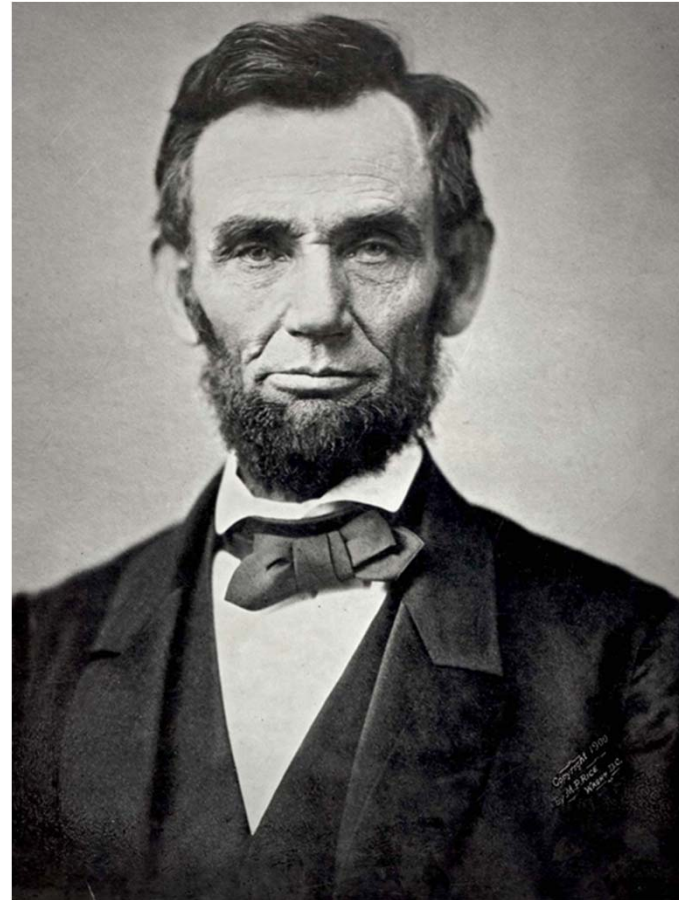
We have 2 leaders here. What makes them different from each other?

- (Scout with a black comb covering part of his upper lip – like a mustache.)
- (Scout with a dark ball cap folded so the bill extends from his chin – like a beard.)
- Both are household names.
- Both lead their countries into wars that cost millions of lives and required decades of work to reconstruct their countries.
- Both thought they were doing the right thing for their people.
- Did they both include all of their people in their vision of success?





What makes these leaders different from each other?





Module 3: Shared Values





Shared values

- 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?

... All the time, every day?

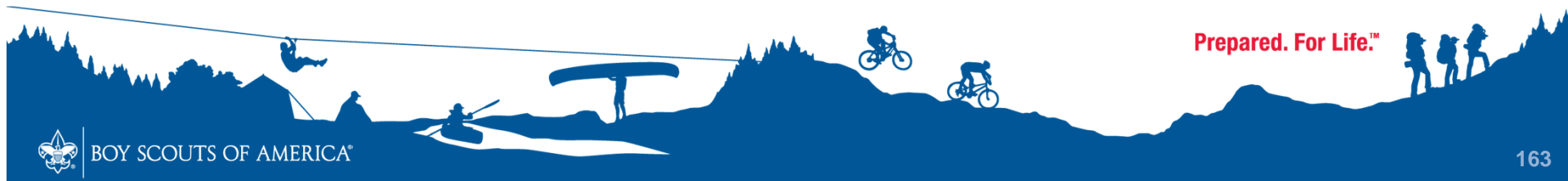




Shared Values:

Follow the rules – including the electronics policy

- **Electronics are a privilege.**
 - Electronics include...
 - Carry your Cyber Chip card.
- **Proper**
 - Time
 - Avoidance of Distraction
 - Content
- **What about...**
 - Loss, damage, or theft?
 - Enforcement?





Opportunity to practice our shared values:

Proper use of electronics

- Use of electronics is a privilege and is not critical to achieving the goals of Scouting. However, Scouting intends to develop the character of youth to be responsible and courteous. Developing discipline and self-control around electronics can be a method to achieve this intent. These rules are a framework to help youth learn good habits for their use of electronics.
- Electronics include but are not limited to mobile phones, handheld music or gaming devices, tablet and laptop computers, game consoles.
- Scouts may not bring, carry, or use electronics at scout events including meetings and campouts without earning and carrying a cyber-chip card.
- Requirements for the cyber-chip card can be found here:
www.usscouts.org/advance/cyberchip.asp.
- Violations of these rules will result in loss of corners from the cyber-chip card which will result in loss of the privilege to carry or use electronics.

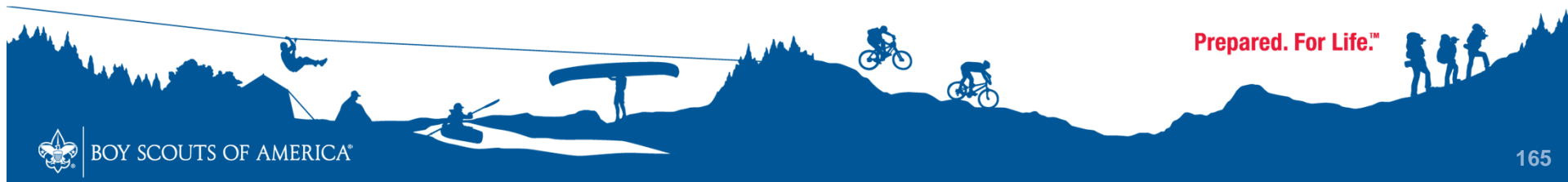




Opportunity to practice our shared values:

Proper use of electronics

- **Time** – Electronics may only be used during designated free time. Electronics may not be used during meals, meal preparation, or meal cleanup. Electronics may not be used during organized activities including camp setup or teardown, classes, games, discussion, or presentations.
- **Distraction** – Electronics may not distract or disrupt scout events or otherwise interfere with achieving the goals of scouting. If such a disruption occurs, discipline may follow, even if no other rules are being broken. Disruption may include refusal to share, unapproved photography, arguments over games or other content, etc.
- **Content** – A scout is clean. Scouts may not access, play, or display inappropriate content deemed to be obscene, hateful, or otherwise incompatible with the Scout Law.





Opportunity to practice our shared values:

Proper use of electronics

- **Loss, damage, or theft** – Bring and carry electronics to scout events at your own risk. The troop assumes no responsibility for loss, damage, or theft of electronics. Zip-lock bags may mitigate water damage. At the Scoutmaster's discretion, a secure storage location may be provided during campouts. Access to this secure storage will be limited to designated times.
- **Enforcement** – Compliance to these rules will be monitored by adults. If a scout fails to comply with these rules, an adult may ask the scout to produce his cyber-chip card. The adult may remove one or more corners from this card, revoke the cyber-chip card, and/or confiscate the electronic device, depending on the severity of the infraction and judgment of the adult. Further discipline may be applied in accordance with the troop discipline policy.





Module 3: Graduation





Scoutmaster's Minute: The Value of Things

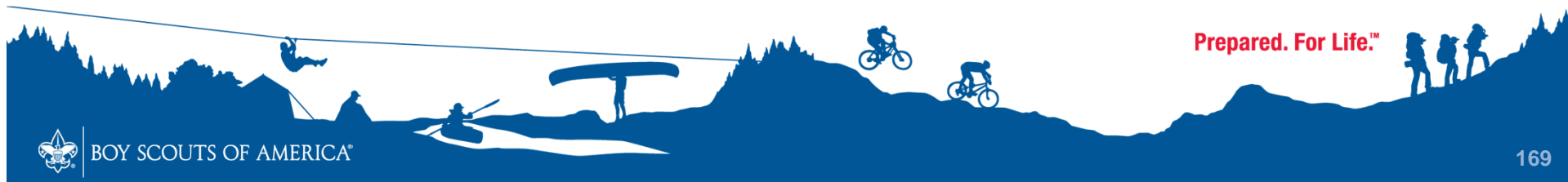
- Is training valuable if you don't practice what you learned?
- Is planning valuable if you don't stick to the plan?
- Is a duty roster valuable if you don't follow the list?
- How can we make sure that we didn't waste our time today?
- How can we make the Scout Oath and Law valuable?
- Discipline and Qualified Supervision





Symbol of Office

- **The woggle that you tied symbolizes completion of this training.**
 - Its complexity reminds us to be humble and to be patient with our followers.
 - Its repeating pattern reminds us to follow in the footsteps of great leaders of the past, and not repeat the mistakes of others.
 - Its 3 colors reminds us of the 3 parts of this training:
 - Blue represents troop organization and a vision as big as the blue sky.
 - Red represents the tools of the trade, to communicate effectively, and always be ready with a plan.
 - White represents teamwork and the purity of our shared values.
 - Wear your woggle with pride.





Graduation

- Administer an “Oath of Office” to all ILST graduates for them to serve in their newly elected youth leadership positions.
- Have the group:
 - Surround the troop flag,
 - Touch the flag with their left hand,
 - Raise their right hand in the Scout sign.
 - Repeat the Scout Oath.
- A Scoutmaster’s minute is appropriate at this time.

