

NYLT

Participant

Leadership

Skills Handouts

Communicating Well (Part One).....	3
Communicating Well (Part Two)	4
Developing Your Team	6
Finding Your Vision (Part One)	7
Finding Your Vision (Part Two)	8
Making Ethical Decisions.....	9
Preparing Your Plans.....	11
Solving Problems.....	12
Resolving Conflict.....	13
Scouts’ Own Service	15
Setting Your Goals	16
The Leading EDGE	17
Servant Leadership.....	
The Teaching EDGE	20
Valuing People	21
Leading Yourself.....	22

Communicating Well (Part One)

Learning Objectives:

1. Understand that the skills of communicating well are not just for presentations, but can be used whenever one is sharing ideas.
2. See, discuss, and practice some of the basic skills of communicating effectively using built-in tools – eyes, ears, mouth, feet, and hands.

Introduction:

Sharing ideas is another way of saying communication. Communicating well is an important leadership skill. Leaders must be able to communicate vision, goals, values, expectations, and much more.

Types of Communication:

- Interactions (getting to know others)
- Speaking (sharing information through verbal communication)
- Body Language (using expressions and movement to share emotions)

Neutral Position:

A speaker's neutral position is standing comfortably with your arms at your sides. Be aware of: your feet, hands, mouth, ears, and eyes.

- Feet: Consider where you stand in relation to your audience. Move as you speak. Move toward listeners to engage them.
- Hands: Gesture to emphasize ideas. Gesture with an open, upward palm movement; this will invite your audience into your presentation. Keep hands free and uncrossed.
- Mouth: Speak clearly and loudly. Vary pitch of voice.
- Eyes: Make eye contact with different listeners. Communicate emotions and energy with eyes.
- Ears: Sharing ideas is two-way. Keep track of listeners' response. Adjust communication to fit listeners' needs.
- Posture: Stand straight and tall. Make eye contact.

Summary:

Communicating well requires thought and practice (a lot of practice).

Good communication does not just occur during presentations. Whenever you are in a situation that communication is taking place, observe others for examples of good communication skills.

Plan when to stop/know when to stop! Realize that your message has been delivered. Be able to determine when your audience is no longer engaged and it's time to change gears.

Communicating Well (Part Two)

Learning Objectives:

1. Describe Aristotle's model for effective communicating.
2. Use tools for effective communication.
3. Use tools for effective listening.

Communicating Well

- We began our week with communication and we end our week with communication.
- *Why does a course on leadership begin and end with communication?*

Aristotle's Model for Effective Communication

- Three-thousand years ago, ancient Greek philosopher, Aristotle created a model for communication that still stands strong today.
- Aristotle's model has three parts:
 - **Sender** --- **Message** --- **Receiver**
- Messages flow both ways – from sender to receiver and from receiver to sender.
- Receivers and senders both have responsibilities for good communication.

Effective Listening

- Communicating well is a matter of respect.
 - ... Out of respect for listeners, a speaker needs to make sure the message is sent well
 - ... Out of respect for the speaker, listeners will make sure they understand
 - ... It is a matter of following the Scout Law

Packaging the Message

- A sender needs to package a message so that it can be easily given to the receiver.
- Journalists use 5WH to package a news story
 - **Who** --- **What** --- **When** --- **Where** --- **Why** --- **How**

Packaging the Leadership Message

- The Teaching EDGE and the Leading EDGE are both ways to describe how a sender can communicate a message.
- "EDGE" is a way of packaging information.

The Teaching EDGE

- The Teaching EDGE focuses on the role of a teacher as sender of information.
 - **Explaining** --- **Demonstrating** --- **Guiding** --- **Enabling**

The Leading EDGE

- Leaders can adjust their methods to address the needs of individuals and groups at different stages of development:

Explaining	→→→	Forming
Demonstrating	→→→	Storming
Guiding	→→→	Norming
Enabling	→→→	Performing

Effective Listening

- Effective listening encourages listeners to:
 - ...Repeat the message back to the speaker.
 - ...Rephrase the message.
 - ...State your understanding of the message.
 - ...Ask for more information.

The Leading EDGE

- Good communication is important for using the Leading EDGE.
 - ...Senders need to get feedback from receivers to make sure the message is getting through correctly.
 - ...Get feedback on how you communicate as well as what you are communicating.

Tools for Effective Listening

- Effective listening is a sincere attempt on the part of a listener to understand in depth what a speaker is saying.
- Besides words, a speaker's body language, tone of voice, and emotional sense are also part of the message.
- A large part of communication is body language.
 - ...It is important that your body language supports your message.
 - ...Be aware of your own body language.
 - ...Pay attention to the body language of listeners.
- Observe the body language of your audience to see how they are responding:
 - ...Are people paying attention?
 - ...Are they making eye contact with you?
 - ...Are they nodding their heads now and then?
 - ...Is their body position open or closed?

Communicating with Adults

- The same tools that work well with youth also work with adults.
- Communicating well with adults may mean avoiding "bad habit" words such as "like" and "you know."
- Five-step process for presenting an idea:
 - ...Here is the reason I am asking for some of your time.
 - ...Let me share an idea with you.
 - ...Let me summarize the situation for you (5WH).
 - ...Reinforce the benefits.
 - ...Let's discuss the steps to put this idea into action.

Summary

- Effective communication has three parts:
 - ...**S**ender ...**M**essage ...**R**eceiver
- Each part plays an important role:
 - ...The message should be packaged well.
 - ...The sender should present the message effectively.
 - ...The receiver should do their part to take in the message.

Developing Your Team

Learning Objectives:

1. See that a team is a group of people working toward the same goals and vision.
2. Describe the phases that a team will experience as members move toward achieving a goal or learning new skill.

What Is a Team?

- A team is a group of people who share a common vision.
- They work together to complete goals that will help them realize their common vision.
- They support and depend on one another.

Teams and Scouting

“The patrol method is not a way to operate a Boy Scout troop [Venture Crew], it is the only way. Unless the patrol method is an operation, you don’t really have a Boy Scout troop [Venture Crew].”

Robert S. S. Baden-Powell

Team Stages

Teams progress through four stages:

- Forming: High enthusiasm/Low skills
- Storming: Low enthusiasm/Low skills
- Norming: Rising enthusiasm/Growing skills
- Performing: High enthusiasm/High skills

Summary

- All teams go through four stages of development.
- The skill level and enthusiasm of a group are clues to the group’s current state of development.
- By recognizing the state of a team, you can be a more effective leader.
- The leadership compass is a strong reminder of the stages.

Finding Your Vision (Part One)

Learning Objectives:

1. Define vision as what future success looks like.
2. Help groups prepare and communicate a team vision to be realized.
3. Begin thinking about the personal vision they will develop by the end of the course.

What is a Vision?

- A vision is what future success looks like to you.
- If you can see it, you can be it.
- Dream big – Dream about what is possible.
- Share your vision with others. Describe it. Put it into words.

Exploring the Power of Vision

- A vision is a picture of where you want to be.
- A vision does not say, “I *want* to do something,” or “I’d *like* to do something.” A vision says, “In the future, *I clearly see myself in this picture of success.*”

Shared Vision of a Team

- A team vision is what future success looks like for a group of people.
- Of they can see it, they can be it.

Summary

- Vision is what future success looks like.
- If you can see it, you can be it.

Finding Your Vision (Part Two)

Learning Objectives:

1. Explain that vision is what future success looks like.
2. Prepare and communicate a personal vision.
3. Identify at least one goal leading toward realization of that personal vision.

Vision

- Vision is what future success looks like.
- If you can see it, you can be it.
- Developing a vision involves dreaming or imagining a future that is brighter and more productive.
- A vision gives you an anchor in the future. It is a magnet that pulls you along.
- A vision is the big picture, the overall view.

Team Visions

- A team vision engages the group and puts them in the picture of success.

Personal Vision

- Personal vision shows you who you can become.
- When you see a picture of yourself in the future, you can take steps to make that picture come true.
- If you can see it, you can be it.

Goals

- Vision is big – it's the picture of who you want to be.
- Goals are the steps for realizing a vision.

SMART Goals

- The test of good goals is a tool called SMART Goals:
...**S**pecific ...**M**easurable ...**A**ttainable ...**R**elevant ...**T**imely

Planning

- Goals can require that a lot of things be done.
- Planning helps you make sure that you haven't forgotten anything and that everything is completed efficiently.
- Use the Planning Tool – What, How, When, Who – to plan out your goals.

Your Next Vision

- What do you do when you have reached all your goals and fulfilled your vision?
- It's time to find a fresh vision, set new goals, and begin planning again.

Vision and Scouting

- What is your vision of future success as a leader in your uni?
- What goals will it take to realize that vision?

Vision and Your Future

- What is your vision of future success?
- What goals will it take to realize that vision?

Summary

- Personal Vision – The picture of what future success looks like.
- Goals – The steps to fulfill that vision.
- Planning – The tool for efficiently achieving goals.

Making Ethical Decisions

Learning Objectives:

1. Give a definition for “ethics” and discuss the importance of ethical decision making.
2. Describe three kinds of decisions:
 - Right vs. Wrong
 - Right vs. Right
 - Trivial
3. For each kind of decision, explain one approach to making an ethical choice.
4. Use the Checklist for Ethical Decision Making to test at least one choice involving a right vs. right situation.

Ethical Decision Making

- The mission statement of the Boy Scouts of America is:
...to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

Mission Statement

- A mission statement is the primary goal of an organization.
- ”Make ethical and moral choices” is the key element of the BSA mission statement.

Ethics

- Ethics are:
 - ...An understanding of what is right and wrong for an individual and for groups of people
 - ...The standards by which we act, both when we are around others and when we are alone

Sources of Ethics

- Where do ethics come from?
 - ...Ethics develop as a result of the values a person learns from family and society.
“We hold these truths to be self-evident, that all men are created equal, they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty and the pursuit of Happiness ...”
œ Declaration of Independence

Codes of Conduct

- A code of conduct is an agreement about a generally accepted standard of behavior.
- Without generally accepted standards, it would be difficult to function as a society.
- Boy Scouts Codes of Conduct:
 - ...Scout Oath ...Scout Law ...Scout Slogan ...Scout Motto
 - ...The ideals of Boy Scouting are spelled out in the Scout Oath, the Scout Law, the Scout motto, and Scout slogan. The Boy Scout/Venture Scout measures themselves against these ideals and continually tries to improve. The goals are high, and as you reach for them, you have some control over what and who you become.*

Steps to Ethical Decision-Making

- STEP ONE: Get the facts straight.
 - STEP TWO: Figure out what kind of choice it is:
 - ...Trivial ...Right vs. Wrong ...Right vs. Right

Ethical Decisions Checklist

•Be Checks:

- ...Does it conform with the Scout Oath and Law?
- ...Is it legal? Am I being obedient?
- ...Am I being brave?
- ...Does it conform to the Golden Rule?

•Know Checks:

- ...Will this choice help me build trust with others?
- ...Does it allow me to remain loyal to my values and to others?
- ...Does making this choice compromise my religious beliefs?
- ...Am I being helpful?
- ...Are my actions friendly, courteous, cheerful, and kind?

•Do Checks:

- ...Am I performing my duty to God and to my country?
- ...Does this choice help me stay physically strong, mentally awake, and morally straight?
- ... Does it conform to the principles of the Outdoor Code?

Summary

- Ethical decision making is at the heart of the Boy Scouts of America.
- The first step is to get the facts of the situation straight.
- For trivial choices, simply do the right thing.
- For right vs. wrong choices, do what you know is right.
- For right vs. right choices use the checklist.

Preparing Your Plans

Learning Objectives:

1. Understand the value of planning as step in reaching goals and fulfilling visions.
2. Plan an event or activity using the What, How, When, Who Planning Tool.
3. Set priorities by categorizing tasks.
4. Use planning to help manage time.
5. Determine a next step when a plan does not deliver the desired outcome.

Vision – Goals – Planning

- Vision is what future success looks like.
- Goals are the means of fulfilling a vision.
- Planning is a means of efficiently fulfilling goals.

Planning

- Vision: to reach the summit of Mount Everest
- Goal: Four camps
- Planning: What to do to establish the first camp

Planning Tool

What	How	When	Who

Start – Stop – Continue Tool

- Start: What should we start that will make things better?
- Stop: What should we stop doing because it isn't helping?
- Continue – What should we continue doing because it is working well?

Summary

- Planning is a means of efficiently reaching goals.
- Goals are the steps leading toward fulfilling your vision.
- Vision is what future success looks like.
- The Planning Tool organizes reaching a goal into four parts:
 - ...What has to be done
 - ...How to do it
 - ...When to do it
 - ...Who will do it
- Start-Stop-Continue is an effective tool for testing the effectiveness of your plans.

Solving Problems

Learning Objectives:

1. Discuss the similarities between planning and problem solving.
2. Apply the What, How, When, Who Planning Tool to solving a problem.

How Things Get Done:

- Vision is what future success looks like.
- Goals are the steps leading toward fulfilling a vision.
- Planning is a means of efficiently reaching goals.

Planning Tool:

- ...Decide WHAT has to be done.
- ...Decide HOW to do it.
- ...Decide WHEN to do it.
- ...Decide WHO will do it.
- ...And then DO it.

Problem Solving:

- What happens when: Things don't go according to plan? Roadblocks slow progress toward a goal?
- Problem solving is what you must do when your plan no longer works.
- You can use the same planning tool for problem solving: What, How, When, Who, and then DO it.

Planning and Problem Solving:

- Problem solving is planning when the facts have changed.

Decision-Making Tools:

Brainstorming: Encourage everyone to participate. Think outside the box. The sky's the limit. Piggy-back ideas. Consider similar problems.

Consensus: Occurs when a discussion leads to agreement without resorting to a vote.

Multivoting: Allows a team to consider a number of options. Each team member has an equal vote. If sorting a list, members rank the items. If reducing a list, members vote to remove items. Cast votes and total scores. Repeat as necessary.

Parking Lot: To save suggestions that do not apply directly to the problem at hand, a note of each good suggestion is placed in the "parking lot" for later consideration.

Emergency Problem Solving:

- Required when a team must come up with a plan very quickly by deciding: What the problem is; How the problem will be solved; When each step should be done; and Who is responsible for each step.

Leader Responsibilities:

- In emergency problem solving, a leader should stay a step back from the action to keep an overall view of the entire situation.

Summary:

- You can use the same planning tool for problem solving:
 - ...What is the problem?
 - ...How might you solve the problem?
 - ...When should you solve the problem?
 - ...Who will take responsibility?
- Take Action.

Resolving Conflict

Learning Objectives:

1. Discuss several ways that good leadership can minimize conflict.
2. Describe how to use EAR (Express, Address, Resolve) as a tool for resolving conflict.
3. List several communication skills important for resolving conflict.
4. Explain when it is appropriate to involve adult Scout leaders in conflict resolution.

What Is Conflict?

- Conflicts occur when people disagree and seem unable to find a solution.
- As a leader, you sometimes will need to resolve conflicts.
- Conflicts can be minor or so large that they can damage unit spirit.

Resolving Conflict

Steps to resolve a conflict:

- ...Be aware of yourself.
- ...Be aware of others.
- ...Listen.
- ...Use your EAR

Be Aware of Yourself

- If you are upset or angry, it affects how you relate to others.
- Be aware of your own emotions.
- You may need to call a time-out to let your emotions cool down.

Be Aware of Others

Being aware of others helps you adjust the situation for a good outcome.

- Be aware of their physical comfort and other factors that might be affecting their emotions. Consider taking a break if necessary.
- Consider the location. Meet away from the rest of the group if possible.

Listen

The better the information you have, the greater your chances of finding a solution.

- Listen carefully to what others are saying; not judging until you hear everyone's story. Be aware of tone of voice, body language, and other clues.
- Understand what each person is expressing – what *they* want and what they are willing to do to get there. Then clarify that the solution lies with *all* parties.

EAR

EAR is a tool for resolving conflict. Ask the people involved to:

- E**xpress – What you want and what you are doing to get it
- A**ddress – Why it is working or not working
- R**esolve – What ways there are to solve the situation

Communication Skills

- Good communication skills are important in resolving conflict. Remember the neutral position: feet, hands, mouth, eyes, and ears.
- Listening is the most important communication skill for conflict resolution.
- Use your ears more than your mouth.
- Encourage others to talk but offer no judgments.

Resolving Conflict

- Make sure you hear the message, and put it in your own words.
- Use EAR – *Express, Address, Resolve* – to find answers to conflicts that work for everyone.

Look Out for the Younger Members of the Group

- A healthy Scout Troop/Venture Crew will have youth members of different ages.
- Age differences can be a source of conflict.
- Leaders need to be aware of the experience level of younger members.
- Speak up any time you become aware of older youth picking on younger member(s).

Bringing Others In

- When your best efforts cannot resolve a conflict, discuss it with the youth leadership and with adult leadership.
- Serious problems involving drugs, alcohol, hazing, or harassment should be reported immediately to the adult leadership.

Summary

- Even with the best leadership, there are bound to be conflicts among people.
- Storming is an expected stage of team development.
- Follow the Steps of Conflict Resolution
- Encourage each person to see the situation from other points of view, and then have all work together to find an acceptable solution for everyone.

Scouts' Own Service

Learning Objectives:

1. Have experienced an appropriate Scouts' Own worship service.
2. Be able to plan a Scouts' Own worship service.
3. Be able to discuss the importance of including a religious component in your program .

Why Include Religious Services in Scouting?

- BSA maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.
- A Scout is REVERENT. A Scout is reverent toward God, faithful in their religious duties, and respects the beliefs of others.

What is a Scouts' Own Worship Service?

"I think the Scouts' [worship service] should be open to all denominations, and carried on in such manner as to offend none. There should not be any special form, but it should abound in the right spirit, and should be conducted not from an ecclesiastical point of view, but from that of the boy [participant].... We do not want a kind of imposed church parade, but a voluntary uplifting of their hearts by the boys [participants] in thanksgiving for the joys of life, and a desire on their part to seek inspiration and strength for greater love and service for others." –Baden-Powell

Basic Concepts for Planning a Scouts' Worship Service

- Choose a setting that lends itself to the occasion and promotes reverence
- Everything must be in good taste.
- Those who attend the ceremony should be courteous, kind, and reverent.
- Respect the rights and feelings of others even if their beliefs and religious practices differ from their own.
- When mixes of faiths are present, ask all Scouts to participate in the planning and leading of the service.
- A multi-faith, or interfaith, Scouts' worship services can be attended by all Scouters.
- Encourage all Scouts and Scouters to participate in the religious services.

Scouts' Worship Service should include:

- ...Call to worship
- ...Hymns or songs
- ...Scriptures or readings from a variety of religious or inspirational sources
- ...Responsive reading
- ...Personal prayer
- ...Group prayer
- ...Inspirational reading or message
- ...Offering (World Friendship Fund)
- ...An act of friendship
- ...Benediction or closing

Summary

- Whenever possible, BSA outings and activities should include opportunities for members to meet their religious obligations.
- Encourage all to participate
- Services can be simple or complex
- Be sure to support and respect all faiths represented in the group

Setting Your Goals

Learning Objectives

1. Explain what a goal is.
2. Describe and use the SMART Goals tool.
3. Write personal and team goals that pass the SMART Goals test.
4. Help determine the goals that will allow a group to fulfill the vision of success they have developed for their group.

Vision Review

- Vision is what success looks like.
- Vision is a picture of where you want to be in the future.
- If you can see it, you can be it.
- Vision must be big – elephant size

Eating an Elephant

*How can you eat an elephant? One bite at a time!
How can you fulfill a vision? One goal at a time!*

Goals

- Goals are the steps toward your vision.
For example, to climb Mount Everest, a team may have goals of establishing four camps as way stations.
- Goals are like
 - ♦The rungs of a ladder
 - ♦The footsteps of a journey
 - ♦The bites of a Very large meal

SMART Goals

- ♦**S**pecific: Clear and understandable. Need to know exactly what is involved.
- ♦**M**easurable: A way to measure a goal so that you know that it's done.
- ♦**A**ttainable: It can be done!
- ♦**R**elevant: How will this goal help you reach your vision?
- ♦**T**imely: Do you have a time frame for accomplishing your goal?

Organizing Goals

- ♦Some goals can be achieved in a short amount of time
- ♦Others are long-term goals that might require a number of smaller steps
- ♦Organizing goals is part of *planning*

Vision – Goals – Planning

- Vision: What success looks like
- Goals: The steps to the vision
- Planning: How to achieve each goal

Summary

- Goals are the steps that lead toward fulfilling a vision
- Having goals makes accomplishment more likely

You can choose to be adrift on a boat with no rudder, or you can build the rudder and get where you want to go.

The Leading EDGE

Learning Objectives:

1. Discuss ways the Scout Oath and Law provide an ethical foundation for leadership.
2. Explain what is meant by servant leadership and talk about the benefits of that idea of leading.
3. Describe the four leadership approaches included in the Leading EDGE, and tell which approach is most appropriate for each phase of team development.

Team Leader Duties

- Represent your team.
- Keep team members informed.
- Take a key role in planning, leading, and encouraging.
- Help the team prepare to participate in all unit activities.
- Learn about the abilities of other members of the unit. Fully involve them in group and unit activities.
- Attend training.
- Encourage members to complete advancement requirements.
- Set a good example for your team.
- Devote the time necessary to be an effective leader.
- Work with others in the unit to make the unit go. Live by the Scout Oath and Law.

Servant Leadership

- The most effective leaders put those whom they are leading first.
- A good leader sees them as serving those they lead, enabling their success.
- This is servant leadership.

Leadership and Character

- Successful leadership is based on the values defined by the Scout Oath and Law.

Scout Oath

One 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.

Scout Law

A Scout is: Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean, and Reverent.

The Leading EDGE

- Explaining: Helping team understand exactly what is expected, what they should do, and how they should do it.
- Demonstrating: Showing the team how to do something, sometimes several times, and in different ways.
- Guiding: Giving the team freedom to act on their own; but being available to coach and guide if a little help is needed.
- Enabling: Making own decisions on their own, moving ahead, and using Start, Stop, Continue to evaluate progress.

Team Development Stages and the Best Leadership Approach

Team Development Stage	Best Leadership Approach
Forming	Explaining
Storming	Demonstrating
Norming	Guiding
Performing	Enabling

- When a team starts to learn a new skill or work toward a new goal, it will go back to the Forming stage.

- A team can slip back to a previous stage if it runs into barriers or has failures, or if it loses or adds members.
- A leader should adjust his approach to match the current stage of team development.

Leadership Hints

- Shared values are a foundation of any team
- Offer a vision of success
- Recognize achievement differences
- Model ideal behavior
- Acknowledge differences
- Respect and value others
- Make meetings count

Overcoming Disappointments

- Communicate clearly, listen actively, and encourage open discussion.
- Recognize accomplishments and offer encouragement and reassurance.
- Use the stages of team development to determine which style of leadership to use.
- Use Stop – Start – Continue to help find solutions.

Celebrating Success

- Celebrate milestones, accomplishments, and achievements.
- Document unit histories with scrapbooks, photo albums, Photo Story, PowerPoint, etc.

Summary

- Effective leadership is built on a foundation of the Scout Oath and Law.
- An effective leader is a servant leader, putting others ahead of themselves.
- The Leading EDGE – Explaining, Demonstrating, Guiding, Enabling – defines approaches useful for different stages in team development.

Servant Leadership

Learning Objectives:

- Be able to define leadership.
- Be able to compare and contrast basic autocratic and servant leadership philosophies.
- Understand the basic concepts of servant leadership.
- Identify some behaviors of a servant leader.
- Understand how servant leadership fits into Scouting.

What is a Leader? It is anyone who has the ability and responsibility to influence the actions of others; motivates others toward accomplishing a goal

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”
J. Q. Adam

Autocratic Leadership:

- Authoritarian
- Individual and absolute control
- Little input from group
- Decisions made by leader’s ideas and beliefs

Servant Leadership:

- Participation based leadership
- Encourage, support, and enable subordinates
- Positive delegation
- Group decision making

History of Servant Leadership:

- First found writings on leadership date to 500 BCE
- Term “Servant Leadership” from Robert K. Greenleaf in his 1970 essay

“The Servant Leader is a servant first...it begins with the natural feeling that one wants to serve, to serve first.” R. K. Greenleaf

Ten Principles of Servant Leadership:

- **Listening:** seek out the will of the group; listen receptively to what is being said (and not said)
- **Empathy:** try to understand others; picture themselves in the place of those they serve; know that others need to be accepted and recognized for their special and unique character.
- **Healing:** have the strength to potentially heal oneself and others; help themselves and others feel better and be better
- **Awareness:** tuned into the needs of others; also aware of their own need for growth
- **Persuasion:** rely on persuasion rather than authority in making decisions; seek to convince others rather than forcing them
- **Conceptualization:** servant leaders dream great dreams; think beyond day-to-day realities
- **Foresight:** enables us to understand lessons from the past and present (this helps to understand the consequence of decisions in the future)
- **Stewardship:** servant leaders are careful and responsible as they manage things entrusted to their care
- **Growth:** believe that people have a value beyond being just workers; should be deeply committed to the growth of each and every individual
- **Community:** seek to create a community that supports all its members

Ten Principles of Servant Leadership = Scout Oath and Scout Law

Summary

- Leaders motivate others toward accomplishing goals
- Autocratic leadership involves absolute, authoritarian control over a group
- A servant leader will focus primarily on the growth and well-being of people
- Servant leaders serve first and behave in a special way
- The Scout Oath and Law can be used as a guide to help us become better servant leaders

The Teaching EDGE

Learning Objectives:

1. List and describe the four steps of the Teaching EDGE.
2. Recognize the importance of using effective communication skills as tools for teaching.
3. Discuss using different methods of teaching/leading depending on a team's stage of development.

The Teaching EDGE

- Explaining: Helping team understand exactly what is expected, what they should do, and how they should do it.
- Demonstrating: Showing the team how to do something, sometimes several times, and in different ways.
- Guiding: Giving the team freedom to act on their own; but being available to coach and guide if a little help is needed.
- Enabling: Making own decisions on their own, moving ahead, and using Start, Stop, Continue to evaluate progress.

This is how we train or teach one-on-one.

Communication Skills

Teaching is communicating.

- Neutral Position: standing comfortably with arms at the sides, with awareness of using the feet, hands, mouth, ears, and eyes as communication tools.
- Feet: Notice where you stand in relation to your audience.
- Hands: Use hands and arms to emphasize ideas and control the flow of a discussion.
- Mouth: Project your voice. Speak clearly and loudly enough for the person in the back of the room can hear you clearly.
- Eyes: A leader's eyes can lock in the listeners. We communicate emotion and share energy with our eyes. Our eyes connect us.
- Ears: Be a listener. Sharing ideas is a two-way process. Give feedback – hearing what someone else has to say – is a valuable part of communication.

Learner Stages of Skill Development and the Best Teaching Approach

Stages of Skill Development	Best Leadership Approach
Forming	Explaining (“Giving Directions/Telling”)
Storming	Demonstrating (“Showing How It’s Done”)
Norming	Guiding (“Coaching and Confirming”)
Performing	Enabling (“Supporting Doing It On Their Own”)

Stages and Approaches

- When _____ starts to learn a new skill or work toward a new goal, _____ will go back to the Forming stage.
- _____ can slip back to a previous development stage if _____ runs into barriers or has failures.
- A teacher should adjust their approach to match the current stage of _____ development.

Summary

- The Teaching EDGE
 - ...Explaining
 - ...Demonstrating
 - ...Guiding
 - ...Enabling

Valuing People

Learning Objectives:

1. Understand that the Scout Oath and Law guide us in valuing other people.
 2. Recognize that both the similarities we share with others and our differences can help groups be stronger.
 3. See that we have a responsibility to act in an ethical manner in our dealings with people whose core values different from our own.
 4. Use ROPE principles to strengthen their team/unit programs.
- A lot can be done with a single rope. It's the same with people. One person alone can accomplish a great deal.
 - Just as these ropes are both the same and different from one another, members of teams draw strength from the ways that are similar and ways they are different.

The Scout Oath and Law:

- We share a common belief – taking part in outdoor adventure. Also share common belief in through our respective oaths, codes and laws. (Have members join you in the Boy Scout Oath and Law)
- The Oaths, Codes and Law express the values of the Scouting movement. Having the same values can provide a strong sense of belonging and understanding. There is strength in having common values and interests. Shared values are the glue that holds the group together and gives them an identity.

What is Diversity?

- Even though we are scouts and alike in many ways, are differences is the diversity that we share.
- Each of us also has characteristics that make us unique. We all have knowledge and experiences that set us apart from other people. We can each contribute something special to the teams to which we belong.
- Diversity brings opportunities and challenges to a team. Differences can be good – bringing fresh ideas to a group, challenging everyone to find new solutions.
- Valuing others and embracing diversity helps to make the most of the talents of everyone in a group.
- By living the Scout Law we value others and continue to serve as examples of the core values we cherish.
- Golden Rule: Treat others as you would have them treat you.

ROPE: An effective approach to increasing the diversity of a team is ROPE. Reach- Organize-Practice-Experience

1. **REACH:** There are those that would like to join, but need someone to tell them about the organization. Invite others to join.
 2. **ORGANIZE:** When someone joins your group, be there for them, make them feel welcomed, and that they are important to the group
 3. **PRACTICE:** Use the skills you have learned to build on the diversity of the group.
 4. **EXPERIENCE:** Experiences you have as you include others in your troop/crew can make your experience richer.
- Valuing others helps us tie together a team, making it strong and lively. Diversity gives energy to our culture and our nation.
 - Scoutings' values and our willingness to build on the power of diversity helps to make the Scouting movement a success.

Summary:

1. Scout Oath and Law define our common values.
2. People are different. We are all individuals that bring something special to the team. We value differences and seek the best from each other.
3. Diversity is strength for building a group, holding its interest, getting things done, and having fun and adventure.

Leading Yourself

Learning Objectives:

1. Discuss the importance of having a personal vision.
2. Recognize at least one new way of thinking about yourself. Describe the phases a person experiences while moving toward a goal or learning a new skill.
3. Recognize the phases you are in as you progress through learning/achieving experiences.
4. Have fun!

Be, Know, Do

- Be – Who you are.
- Know – Understanding something about yourself.
- Do – Using personal strengths to improve your ability lead.

Leading Yourself

- Before leading others, you need to lead yourself.
- Begin by asking these three questions:
... Where am I now? ... Where do I want to be? ... How do I close the gap?
- Here's an example:
... You're at the base of the mountain.
... You want to be at the top of the mountain.
... To close the gap, you need to organize your group, plan the itinerary, get provisions ready, load packs, etc.

Vision – Goals – Planning

- Vision is what success looks like.
- Goals are the steps to fulfilling that vision.
- Planning is the way to figure out how to reach your goals.

The Vision Challenge

- Later in the course you will develop a personal vision.
- Begin thinking now about:
... Where you are ... Where you want to be

Leading Yourself

- You are:
... The person you lead the most
... The person over whom you have the greatest influence
- To lead yourself, you must ask:
... Where am I?
... Where do I want to be? *Vision*
... How do I close the gap? *Goals and Planning*
- You need to be responsible to close the gap.
- There are many people who can support and help you.

Knowing Yourself

- Knowing yourself is not just:
... How tall you are ... The color of your eyes ... What kind of music you like

- Knowing yourself is also about:
 - ...How you make decisions with other people
 - ...How you can make decisions by yourself

The Self-Leadership Compass

- When moving toward a goal or learning a skill, we all go through stages
 - ...Forming ...Storming ...Norming ...Performing

Summary

- Be, Know, Do of Leadership
 - ...Be – Who you are and how you use your strengths
 - ...Know – Teaching and helping others reach their goals
 - ...Do – Communicating, solving problems, and resolving conflicts
- To lead yourself you must ask:
 - ...Where am I?
 - ...Where do I want to be? *Vision*
 - ...How do I close the gap? *Goals and Planning*
- The stages in working toward a goal or learning a skill:
 - ...Forming ...Storming ...Norming ...Performing