TROOP 20

INTRODUCTION TO LEADERSHIP SKILLS FOR TROOPS

FACILITATOR’S MANUAL



***Troop 20 ILST – MODULE ONE:***

***Troop Organization***

Slide 1 - Slide 1 will be on the screen

Slide 2 - Press once for slide 2 – discuss points on slide

Slide 3 - Press once for slide 3 – ILST is for new troop leaders after their selected to their position

Have a Scout read this slide, then… (possibly insert NAYLE video here)

***Scoutmaster:*** You have been selected to be leaders in your troop. This is both an honor and a responsibility. Being a leader is not about being the person in front, or wearing the patch, or being the boss.

Good leaders are not “all about themselves.” You will learn that the reason to lead is because you can make a difference in your troop and help make those you lead successful. The purpose of

Introduction to Leadership Skills for Troops is to provide tools you will need for fulfilling your role as a leader in the troop.

Slide 4 - Press once – “A question”

Press again – “True or False?”

Press again – discussion question

Slide 5 - Press once for title

Press again and have Scoutmaster read slide

Press 10 more times slowly to reveal activities troop leaders will be responsible for

Slide 6 - Press once for Baden-Powell quotes

Slide 7 - Press once for title/question

Press again for answer

Press again for second question

Press again to reveal “We will explore this question in our course today…”

Slide 8 - Press once for entire slide

Slide 9 - Press once for Module One slide

Slide 10 Press once for “What is Vision?” slide

***Scoutmaster:*** A vision is critical to success in any role or project. You must first know what success looks like before you can reach that success. In other words, you need a vision of where you are going.

Slide 11 - Press once for BSA Vision and Mission slide

***Scoutmaster:*** A vision is a picture of where you want to be. When you can see your destination—when you can envision it—you can take the steps to reach it. 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.” *If you can see it, you can be it.*

How do you realize a vision? By accomplishing one goal at a time. They are the bite-sized pieces of the vision that you complete step by step. Fulfilling a vision might require just a few goals, or it might take many. In setting your goals, make sure they are “SMART”: Each goal must be *specific* (clear and understandable), *measurable* (you know when you are done), *attainable* (you can do it), *relevant* (why you are doing it), and *timely* (done when it is needed).

Slide 12 - Press once for “Create your vision…” slide

**ACTIVITY**: Take a few minutes to have Scouts write a few ideas about a vision they have for their new position, as well as their vision for the troop.

Slide 13 - Press once for “The Youth-Led Troop” slide

***Scoutmaster:*** Briefly discuss what Scouts think it means to be Youth-Led

Slide 14 - Press once for Unit Organization slide

Slide 15 - Press once to show Unit Organization Chart

***Facilitator:*** Notice that across the organizational chart, youth positions are associated with adult positions:

The senior patrol leader works closely with the Scoutmaster; other troop leaders work closely with other adults. No position is completely independent.

Cooperation and teamwork between adults and Scouts is essential. This youth-adult association is one of the eight methods of

Boy Scouting.

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

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

Slide 16 - Press once for SPL slide

Press again for position patch logo

Slide 17 - Press once for SPL responsibilities

Slide 18 - Press once to reveal SPL position video

Slide 19 - Press once for ASPL slide

Press again for position patch logo

Slide 20 - Press once for ASPL responsibilities

Slide 21 - Press once to reveal ASPL position video

Slide 22 - Press once for PL slide

Press again for position patch logo

Slide 23 - Press once for PL responsibilities

Slide 24 - Press once to reveal PL position video

Slide 25 - Press once for APL slide

Press again for position patch logo

Slide 26 - Press once for APL responsibilities

Slide 27 - Press once to reveal APL position video

Slide 28 - Press once for Troop Guide slide

Press again for position patch logo

Slide 29 - Press once for TG responsibilities

Slide 30 - Press once to reveal TG position video

Slide 31 - Press once for Den Chief slide

Press again for position patch logo

Slide 32 - Press once for next slide

Press again (twice) to reveal Norman Rockwell Den Chief portrait

Slide 33 - Press once for Den Chief responsibilities

Slide 34 - Press once to reveal DC position video

Slide 35 - Press once for Historian slide

Press again for position patch logo

Slide 36 - Press once for Historian responsibilities

Slide 37 - Press once to reveal Historian position video

Slide 38 - Press once for OA slide

Press again for position patch logo

Slide 39 - Press once for OA responsibilities

Slide 40 - Press once to reveal OA position video

Slide 41 - Press once for Librarian slide

Press again for position patch logo

Slide 42 - Press once for Librarian responsibilities

Slide 43 - Press once to reveal Librarian position video

Slide 44 - Press once for Quartermaster slide

Press again for position patch logo

Slide 45 - Press once for Quartermaster responsibilities

Slide 46 - Press once to reveal Quartermaster position video

Slide 47 - Press once for Scribe slide

Press again for special effect on patch logo

Slide 48 - Press once for Scribe responsibilities

Slide 49 - Press once to reveal Scribe position video

Slide 50 - Press once for Instructor slide

Press again for special effect on patch logo

Slide 51 - Press once for Instructor responsibilities

Slide 52 - Press once for Instructor position video

Slide 53 - Press once for Chaplain’s Aide slide

Press again for special effect on patch logo

Slide 54 - Press once for Chaplain’s Aide responsibilities

Slide 55 - Press once to reveal Chaplain’s Aide position video

Slide 56 - Press once for Webmaster slide

Press again for special effect on patch logo

Slide 57 - Press once for Webmaster responsibilities

Slide 58 - Press once to reveal Webmaster position video

Slide 59 - Press once for OEG slide

Press again for position patch logo

Slide 60 - Press once for OEG responsibilities

Slide 61 - Press once to reveal OEG position video

Slide 62 - Press once for JAS slide

Press again for position patch logo

Slide 63 - Press once for JAS responsibilities

Slide 64 - Press once to reveal JAS position video

Slide 65 - Press once for “New Position” slide

Press again for special effect

***Facilitator:*** Briefly discuss any thoughts on the suggested new positions

***Facilitator:*** **Lead Role Balancing Game**

Introduces how to work effectively, showing that cooperation and teamwork are essential. Shows the importance of delegating one role to each Scout in a troop.

**EQUIPMENT—** Balloons (about a dozen) inflated, permanent extra-broad-tip marker

**INSTRUCTIONS:** Ask the leader (preferably the senior patrol leader) to step forward. Ask the leader to name a responsibility needed to run the troop’s program, and write that on a balloon.

Hand that balloon to the leader with instructions to keep that balloon in the air and avoid having it fall to the floor.

After a moment, ask the leader for another responsibility, write it on another balloon, and add this to the task of keeping the balloons in the air. Repeat until the leader has too many balloons in the air and is struggling to handle all the “roles” by himself.

**EXPLAIN:** “As the leader, you are responsible for keeping all these balloons, representing all your roles, in the air and getting them accomplished. Would you like some help? (Response: “Yes.”)

Ask someone to handle one of your roles—and give him that balloon.”

Repeat the giving of new roles and passing those roles (balloons) to others until everyone in the troop has a balloon and a responsibility. Ideally, no one has more than one balloon at the end.

**ENRICHMENT:** If the group finds this activity easy, increase the difficulty by requiring them to adapt when a leader (or two) is removed from the game, just as a Scout leader might need to take a break from a specific role because of illness or another emergency.

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

**KEY TEACHING POINTS:**

* Spreading the work helps ensure that no one will get burned out.
* Spreading the work helps ensure that “no tasks are dropped.”
* Giving all the youth leaders a meaningful role makes them feel respected.

Slide 66 - Press once for SM slide

Press again for position patch logo

Slide 67 - Press once for blank slide

Press again for Norman Rockwell Scoutmaster portrait

Slide 68 - Press once for Scoutmaster responsibilities

Slide 69 - Press once for ASM slide

Press again for position patch logo

Slide 70 - Press once for CC slide

Press again for position patch logo

Slide 71 - Press for CM slide

Press again for position patch logo

Slide 72 - Press for COR slide

Press again for position patch logo

Slide 73 - Press once for Snoopy “Teamwork” slide

***Facilitator:* Lead Yurt Circle Game**

Play a teamwork game—experience cooperating as a group. (A yurt is a circular tent of felt or skins on a collapsible framework, originated by nomads in central Asia. Yurts are noteworthy structures because they derive their strength from having structural members that pull away from each other under tension, making them flexible yet strong, while most structures are supported by rigid members under compression, making them inflexible.)

**EQUIPMENT:** An even number of participants (add or subtract leaders or volunteers to make the activity work. Preferably, you want enough participants to make the structure as impressive as possible.

**INSTRUCTIONS:** Ask everyone to stand in a circle facing the middle, join hands (must be an even number of participant), and expand the circle outward until all participants feel some GENTLE pull on their arms from each side.

Ask the participants to spread their feet 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).

**EXPLAIN:** If the group works together, each person can accomplish a remarkable forward or backward lean.

**ENRICHMENT:** If the Yurt Circle was performed safely, 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.

**REFLECTION:** Lead a discussion regarding working together as a team and the purpose and value of the Scout-led troop. Ask a few brief questions about the game, then shift into a reflection about the Scout-led troop and how it’s implemented in your troop. Use open-ended questions until the teaching points are brought out.

**SAMPLE QUESTIONS:**

* During the game, who led the group?
* Did someone step in as the leader, or did the group cooperate as equals?
* If someone stepped up, why did the group follow (or not follow) his lead?
* Did the size, or age. Of the Scouts affect how the “leaning” worked?
* Why does the Scouting program have Scouts take on leadership roles in the troop?
* What do the Scouts lead in your troop?
* What do they yet not lead?
* What could the leadership team try to add to the list that Scouts accomplish during this period as troop leaders?

**KEY TEACHING POINTS:**

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

If there are additional challenging roles or activities in your troop that the Scouts are ready to accept, coach them through identifying the first few steps to start implementing the change, or identifying someone to be responsible for coordinating that effort later.

Slide 74 - Press once for “The Scout-Led Troop” slide

***Scoutmaster:*** Briefly discuss leadership in Scouting and the value of the youth-led troop.

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

A troop is a small democracy. Within the safety framework provided by the adult leaders, and with the Scoutmaster’s direction and mentoring, the Scouts plan and implement the troop program. Scouts serve in positions of responsibility to make that happen.

Slide 75 Press once for PLC slide

***Scoutmaster:*** **DISCUSS THE PATROL LEADERS’ COUNCIL IN YOUR TROOP.**

Ask leading questions to get the group to discuss how the patrol leaders’ council operates, and share information with Scouts

who may be new to the process. If necessary, use this time to coach the group in how a properly conducted patrol leaders’ council meeting works.

**SAY:** Participants in the patrol leaders’ council plan and run the troop’s program and activities. Composed of the Senior Patrol Leader, Assistant Senior Patrol Leader(s), Patrol Leaders, the Troop

Guide for a new-Scout patrol, and the troop Scribe to take minutes, this group of youth leaders meets routinely (usually monthly) to fine-tune upcoming troop meetings and outings. The Senior

Patrol Leader runs the Patrol Leaders’ Council meeting, and the Scoutmaster and other adult leaders attend as coaches, mentors, and information resources. The Scoutmaster allows the Senior Patrol

Leader and Scouts to run the meetings and make decisions, stepping in with suggestions and guidance whenever that will enhance the program for the troop and Scouts.

Slide 76 Press once for “What are qualities of a good leader?” slide (quick answers)

***Scoutmaster:*** **Discuss Leadership:** Ask the Scouts to define leadership. Introduce the troop position description cards.

Give each Scout the card for his role.

Topics to emphasize during this discussion include:

• Teamwork

• Using each other’s strengths

• Not trying to do it all yourself

• Doing what you said you’d do

• Being reliable

• Keeping each other informed

• Being responsible

• Caring for others

• Delegating

• Setting the example

• Praising in public, criticizing in private

• Leading yourself

**Group Discussion:** Review some tips for being a good leader in the troop. Ask leading questions to get the Scouts to develop most of these tips and ideas themselves. Consider having the scribe, historian, or another Scout write the tips on a whiteboard, chalkboard, or easel pad as the Scouts come up with their ideas.

Slide 77 Press once for “Qualities of a good leader…” slide

Press 12 more times to go through answers

Slide 78 Press once for “Qualities…” continued

Press 5 more times for answers

Slide 79 Press once for “Qualities…” continued

Press 5 more times for answers

***Facilitator:*** **Lead Willow in the Wind Game**

Play a game to get the group up and moving after the discussion and

to continue to develop trust and confidence together as a team.

**EQUIPMENT:** You should have enough Scouts to safely play the game.

**INSTRUCTIONS:** Have the Scouts stand shoulder to shoulder in a circle with one person (the “Willow”) standing rigid (arms crossed with elbows on chest and finger tips on shoulders) and trusting in the center.

Remaining rigid, the “Willow” falls slowly in any direction. Before the “Willow” moves very far off center, the troop in the circle redirect the “Willow’s” impetus to another arc of the circle.

**EXPLAIN:** This fall-catch-push sequence continues in a gentle fashion until the “Willow” is relaxing (but remaining rigid) and the people in the circle have gained confidence in their ability to work together toward handling the occasional weight shift of the “Willow.”

Change the Scouts in the center until everyone has had an opportunity

**ENRICHMENT:** Have the Scoutmaster, or other adult leaders go into the circle, if it can be dome safely.

**REFLECTION:** Have the Scouts explain what was easy, or hard about the task.

**KEY TEACHING POINTS: Safety First!**

Talk about the shared work load making it easier.

Slide 80 - Press once for “What is the best kind of leadership?” slide

Slide 81 - Press once for best leadership answers page

Press 3 more times for answers

Slide 82 - Press once for Servant Leadership slide

Press 4 more times for answers

***Scoutmaster:*** **Discussion:**

Lead a discussion of why Scouts should choose to be leaders. Ideally, the Scoutmaster leads this section.

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

**It is about a choice to lead. It is about a choice to give rather than to receive.**

What we need to build into the makeup of our Scout leaders is the concept of servant leadership. We trust effective leaders because they care about us and about helping others succeed.

That is the true role of a leader—helping other members of the troop succeed. Servant leaders understand what success looks like not only for the group but for each member of every team. They do everything they can to help the troop and each member succeed.

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

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

**Reflection:** Lead a discussion about servant leadership. Use open-ended questions until the teaching points are all brought out.

**Sample questions:**

• What do you think the phrase “servant leadership” means?

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

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

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

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

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

**Some key teaching points:**

• Servant leadership is about making the choice to lead, to give more than you receive, and to make a difference.

• Effective servant leaders care about others, about helping others succeed, and about

making the group successful.

• It is important to build up the idea and value of servant leadership in our Scout and

adult leaders.

• A good group leader is focused on the success of the members of his team—as individuals and as a team. Servant leaders understand what success looks like not only for the team as a whole, but also for each member of the team.

• Group members can see when a leader cares about their needs and is focused on their success. That service earns him the group’s respect. When he has that respect, the Scout has earned the title and role of leader.

• A troop leader who seeks to serve knows his troop members well enough to help them succeed, helps his troop through its day-to-day operation, manages and delegates troop duties, focuses on how to help all members be successful in their assigned tasks, and works to bring the troop together as a team.

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

Slide 83 - Press once for “Questions?” slide

Slide 84 - Press once for Time for a break slide

Press again for special effect

***Facilitator:*** **Lead Helium Stick Game**

Experience working together and cooperating as a group.

**EQUIPMENT:** Light, rigid stick (e.g., yard stick, bamboo, etc)

**INSTRUCTIONS:** Have the Scouts stand in two lines facing each other and arm’s length away and hold out their two index fingers, in front of them, at chest height.

Place the stick horizontally between them so the stick is resting on each Scout’s two index fingers. The stick should be resting equally on the Scout’s fingers.

**EXPLAIN:** No one may grasp the stick, or curl his fingertips around it.

Ask the Scouts to lower the stick to the ground as a group with no fingers losing contact with the stick. Every Scout’s fingers must remain in contact with the stick while it is lowered.

If someone’s finger comes off the stick, restart the group at the starting position and try again.

NOTE: The tendency is for the stick to rise because the collective force used to keep fingers in contact with the stick is greater than the gravitational force (weight) of the stick. For this reason, use a stick for the exercise that is light enough for this effect to occur, given the number of people in the group.

**ENRICHMENT:** If the group is successful quickly, try some variations on the game:

* Start with the stick at ground height, raise it to shoulder height, and lower it back to the ground.
* Issue two sticks per team – one finger for each stick.
* Form two groups if enough Scouts in attendance.
* Use a hula-hoop.

***Scoutmaster:*** Lead the reflection for this game

**REFLECTION:** Lead a discussion regarding working as a team and the purpose and value of having Scouts as leaders of the troop. Ask a few brief questions about the game, then shift to a reflection about how the PLC is implemented in your troop.

*Use open-ended questions until the teaching points are brought out.*

Sample Questions:

* Why did the stick rise when we wanted it to go down?
* Did you anticipate the problem? How did you fix it?
* How did you deal with people’s fingers losing contact?
* During the game, who led the group? Did someone step in as the leader, or did the group cooperate as equals?
* Have the PLC meetings been running as effectively as they could?
* Do Scouts in leadership positions usually come to the PLC well prepared?
* What would the group like to do differently or improve during this leadership term?
* What guidance and coaching do you want to share with the newest members of the leadership team?

**KEY TEACHING POINTS:**

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

**LEADER COMMENTS:** Just as adult leaders must step back and enable Scout leaders to lead the troop, senior Scout leaders must work with, train, and encourage less-senior Scout leaders in the troop to fulfill their roles and practice their own leadership skills.

***Troop 20 ILST – MODULE TWO:***

***Tools of the Trade***

Slide 85 - Press once for Module Two slide

Slide 86 - Press once for Module Two Topics

***Scoutmaster:*** People grow and evolve their leadership skills and strengths over time. Understanding some core leadership skills will help you as you perform your leadership roles and develop your own

individual leadership strengths. The skills of communicating, effective planning, and teaching are foundational to your ability to lead your fellow Scouts.

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

Receiving (Listening). Understanding the values of being a good receiver is a helpful foundation for a leader.

Slide 87 - Press once for Communications slide

Slide 88 - Press once for Telephone Game slide

***Facilitator:*** **Lead The Telephone Game**

Play this game to show the Scouts the importance of developing clear listening and communication skills.

**EQUIPMENT:** Phrases for telephone transmission

**INSTRUCTIONS:** Break the group into teams of six to 10 Scouts each. Team members need to line up so they can whisper to their immediate neighbors but not hear any players farther away or

any players on the other team.

The trainer whispers a message to the Scout at the beginning of the line, using the same message for each team. The Scout then whispers the message as quietly as possible to his neighbor.

**EXPLAIN:** Each Scout can say the message only once—no repeating is allowed. The neighbor then passes on the message to the next Scout.

The passing continues in this fashion until it reaches the Scout at the end of the line, who then whispers the message he received to the trainer.

Once all teams have completed passing their message, the last Scout in each line says the message he

received out loud.

**ADAPTATION:** If needed, a variation of the game is to allow each listener one chance to ask the sender to repeat the message.

**ENRICHMENT:** Make the phrases longer, or tongue twisters

***Scoutmaster:*** Lead the reflection for this game

**REFLECTION:** Lead a discussion about effective listening and the value of using listening skills.

*Use open-ended questions until the teaching points are all brought out*.

Sample Questions:

* What’s the difference between hearing and listening?
* What is active listening?
* Is active listening a helpful/useful skill?
* Why do leaders need to be good listeners?
* What would have happened in the game if someone hadn’t passed the message on?
* What happens in the troop when someone doesn’t pass the message on?
* In the game, did you check for cues that the listener understood your message? How?
* How would it have helped if you could have asked questions?

**KEY TEACHING POINTS:**

* Communication does not take place until the message is received AND understood.
* Active listening is focusing on the person who is speaking and on what is being said, and making sure you understand what people are trying to say to you.
* Active listening can involve repeating, or reiterating, what you’ve heard back to the speaker, confirming the message has been received.
* If you are the receiver, ask questions. If you are the sender, encourage the receivers to ask questions until they are clear.
* Pass the word to the leadership team. Don’t break the communication chain.

Slide 89 - Press once for Telephone Game result(s)

***Facilitator:*** Some listening tips:

• Listen with your eyes as well as with your ears. Watch for nonverbal cues.

• Avoid distractions, both physical and mental. Give the speaker your full attention.

• Try to see things from the speaker’s point of view. In other words, try to put yourself in the speaker’s shoes.

• Apply the ideas to yourself. Think about how the speaker’s message relates to you and your experiences.

• Review the speaker’s points and think what logically might come next in the message.

• Curb your desire to talk until the speaker has finished.

• Respond nonverbally (nod your head or smile) to the speaker.

• Practice listening with respect for the speaker. Work hard not to interrupt even when you have a burning desire to make a point.

• Ask questions if you are unclear about anything.

Slide 90 - Press once for Sending a Message slide

***Facilitator:*** **Lead The Whole Picture Game**

Experience the value of sending a clear and effective message.

**EQUIPMENT:** Every Scout will need a piece of paper and a pencil.

Main drawing (only show one Scout – the Communicator)

**INSTRUCTIONS:** The Communicator will describe the drawing/picture so that the other Scouts can recreate the drawing.

**EXPLAIN:** The Communicator cannot show the drawing, or use hand signals. The Receivers cannot ask questions. The better and clearer the Communicator’s instructions are, the closer the Receivers’ drawings will be to the original.

After a set time period, the receivers will share their drawings.

**ENRICHMENT:** Make more complicated drawings.

Allow for pictures out of a magazine.

Allow the Receivers to ask questions.

***Scoutmaster:*** Lead the reflection for this game

**REFLECTION:** Lead a discussion about effective communication and the value of communicating.

Use open-ended questions until the teaching points are all brought out.

Sample Questions:

* Do the receivers’ drawings look like the original drawing/picture?
* Did you draw what the communicator said?
* Were the communicator’s instructions clear? What sorts of things could he have said to be more clear?
* Ask the Communicator: Did you plan how you were going to describe the drawing? How?
* Would it have helped if you could have asked questions?
* What happens when the message isn’t clear?

**KEY TEACHING POINTS:**

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

***Facilitator:*** Pass out Communicating Tips page

Some communicating tips when passing out information:

• Before you begin to pass out information to your troop/audience, take a moment to organize your thoughts. You may want to write a few notes to remind yourself of the points

you want to cover.

• Have the troop/audience gather in a place free of distractions. Do not begin until you have everyone’s attention. You can use the Scout sign as a signal that it is time for everyone to

stop other discussions and focus on the business at hand.

• Speak clearly. Make eye contact with your listeners. As you finish explaining each item, ask if there are any questions.

• Repeat facts such as dates, times, and places.

• If possible, ask the troop scribe to make and distribute notes of the discussion.

Slide 91 - Press once for Tools of Communication slide

***Scoutmaster***: “How do you best communicate with others?” Lead a brief discussion.

Slide 92 - Press once for Goal planning slide

Slide 93 - Press once for SMART Goals slide

Slide 94 - Press once for Planning slide

***Scoutmaster***: **DISCUSSION:** Troop meetings and outings should be fun with positive outcomes, but successful Scouting activities don’t just happen. The most important key to ensuring the success of any Scouting activity is planning! At its core, planning is really just thinking ahead and being prepared.

The Scout motto comes into play when we’re planning.

Planning requires asking questions:

What do we want the Scouts to do?

In order for them to do it, what do we need and what has to be prepared?

Who’s going to do the preparing? Who’s going to lead?

The weekly troop meeting is like the glue that holds the troop together. It needs to be informative, meaningful, and fun. This requires planning.

Slide 95 - Press once for Planning quotes slide

Slide 96 - Press once for Planning (Who, What, Where, When, How, Why) slide

Pass out copies of the Troop Meeting Agenda Planning Sheet (see appendix). This sheet provides a workable framework for planning a successful troop meeting. It’s a good point of reference, and a troop can adapt its format to their specific needs.

Slide 97 - Press once for the Troop Meeting Agenda slide

Press again to show video

***Scoutmaster:*** **REFLECTION:**

• When and how are the troop meeting plans made?

• Where can we get ideas for planning segments of the agenda?

• How can we decide who plans what?

***Scoutmaster Comments*:** The Patrol Leaders’ Council meets monthly to fine-tune the plans for the next month’s troop meetings as reflected on the troop’s calendar, created -during the troop’s annual planning session.

Slide 98 - Press once for PLC video slide

Press again to show PLC video

***Scoutmaster:*** **REFLECTION:**

• What did you observe?

• Who came up with the ideas?

• What roles did each leader play in the planning process?

Slide 99 - Press once for Program Resources video slide

Press again to show video

**REFLECTION:**

• What did you observe?

• How would a troop choose which theme to include?

• How could planning a variety of monthly themes help make meetings more fun?

Project Planning. Depending on what’s being planned, there can be many other questions and concerns. The Project Planning Worksheet was designed to organize the planning process, helping the planning team to cover all the bases to ensure the project is a success. (Pass out copies of the Project Planning Worksheet.)

Time permitting work through a plan for a service project:

**REFLECTION:** Referring to the worksheet, how is defining each of the following important to the project’s success?

• The Goal

• The Purpose or Need

• Who

• When

• Where

• Required Resources

• How

• Assessment

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

As a Senior Patrol Leader, or other key member of the troop leadership team, you can often tell how well people think you are planning by how many of them keep attending your activities— meetings, outings, etc.

If the number of faces looking back at you in formation each week starts to dwindle, it may be due to many factors, but consider that it may be that you’re not planning enough entertaining and engaging activities for the Scouts—and they are spending their time elsewhere.

If this starts happening, actively—and quickly—make changes in your planning efforts.

The Boy Scouts of America provides some useful resources to help your planning team plan meetings and outings that are fun with positive outcomes. There are libraries of Scout meeting activities and ceremonies on the Troop Program Resources website (programresources.org) that will add challenge, variety, and fun to your troop’s program.

And, there are 48 program features laid out on the Troop Leader Resources website (troopleader.org) that can serve as a source of ideas and information. When you DO put in the proper planning time, the Scouts will see that you care enough about them to put your energy into planning the best possible experience for the troop—they will see you as a leader.

Slide 100 - Press once for Time Management Tips slide

Slide 101 - Press once for Teaching EDGE slide

Press again for Explain, and again for definition

Press again for Demonstrate, and again for definition

Press again for Guide, and again for definition

Press again for Enable, and again for definition

***Senior Patrol Leader:*** **Lead a Teaching EDGE Demonstration**

**EQUIPMENT:** A piece of paper for every Scout (extra as well)

**INSTRUCTIONS:** The SPL will guide a lesson on building a simple paper airplane using the Teaching EDGE method.

**EXPLAIN:** Have the SPL go through the E.D.G.E. steps of building a paper airplane.

**ENRICHMENT:** After everyone has completed a simple airplane, make the design more complicated.

Test each airplane for distance, or flight time.

**REFLECTION:** Lead a discussion about using the Teaching EDGE method for training Scouts.

Use open-ended questions until the teaching points are all brought out

***Scoutmaster:*** Lead the reflection for this unit.

Sample Questions:

* What happened during the Explain step? What happened during the Demonstration step?
* What happened during the Guide step? What happened during the Enable step?
* Did the parts of the training go too fast, or too slow for you?
* What could the trainer do to address that?
* Did the learners ask questions? Did the trainer answer them?
* Did the trainer ask questions of the learners to ensure they were following?
* How did the trainer know the learners had learned the skill?
* What other skills could we teach using this method?
* How could you, as a leader, use the EDGE method with your troop or patrol?

**KEY TEACHING POINTS:**

* For some skills, the Explain and Demonstration steps can be combined.
* For some skills, the Guide and Enable steps might be merged>
* Watch your learners and ensure your pace matches their rate of learning.
* Trainers should ask questions or use other methods to ensure their learners are learning.
* The Teaching EDGE can be used in a variety of teaching situations in the troop.
* Leaders in the troop can use the Teaching EDGE method in many different ways – in more ways than just teaching simple skills.

***Scoutmaster Comments:*** So many Scouting skills and activities can be taught using the Teaching EDGE method. Consider giving it a try the next time you need to teach your patrol or troop how to

do something.

With practice, this method will become easy to use and a natural skill for you to use in many situations.

When planning to teach something, it helps to think about what outcome you want:

What do you want your audience to learn?

Other good questions to consider: Who is the audience?

What do they already know about this subject?

What are the critical things to be taught?

What is the best order in which to present your major points?

How will you present these various points?

What teaching aids will you use? Etc.

**Wrap Up the Tools of the Trade Session**

**Discussion.** These three topics—communications, planning, and teaching—are core skills leaders can use any time they are working with their team.

The links between the three skills are clear. Good planning is foundational to everything, including teaching and communicating.

Effective communication skills enable the leader to share ideas and direct the team’s activities.

As you grow in Scouting and take on more leadership roles, your leadership skills and strengths will continue to

grow over time.

***Troop 20 ILST – MODULE THREE:***

***Leadership & Teamwork***

Slide 102 - Press once for the Module Three slide

Slide 103 - Press once for What is meant by TEAM slide

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

Just because we call something a “team” does not mean that the group functions effectively AS a team. Some individuals may be pulling in different directions, communicating poorly, or

treating each other badly.

A high-performing team works well, energizes and supports all of the

team members, and produces highly effective results. A team working poorly is a source of stress and tension, and productivity suffers from the lack of cooperation.

Whether in sports, in the troop, or in life, teamwork is a common factor in all effort and human interactivity.

Slide 104 - Press once for What is a TEAM slide

***Facilitator***: **Discussion:** Introduce the core topics in this module.

1. Teams and Team Characteristics
2. Stages of Team Development and Styles of Leadership
3. Inclusion
4. Leadership Ethics and Values
5. Vision

The purpose of this session is to focus on the team as a whole and the role of the leader in bringing out the best in that team. We will discuss different kinds of teams and the stages that all teams go through as they progress toward their vision of success.

We will teach the Scouts the need for interdependence among team members, how to find the value of every team member, and how to capitalize on the strengths of each individual to contribute to the success of the group.

We remind them that all leadership has its underpinnings in values and discuss ethical decision-making. Last, we revisit the vision that the Scouts have been thinking about for their roles and for the troop.

Slide 105 - Press once for Team Characteristics slide

Slide 106 - Press once for Team Characteristics (cont.) slide

Slide 107 - Press once for Team Characteristics (cont.) slide

Slide 108 - Press once for Team Characteristics (cont.) slide

***FACILITATOR INFO ONLY – Start the INTEGRITY GAME:***

**EQUIPMENT:** 2 pieces of candy per Scout/ Adult in attendance, plus a few extra pieces.

**INSTRUCTION:** This game is only for the facilitators to be aware of until the end.

**EXPLAIN:** Advise each attendee that they can take a break, as they need, and they may each have 2 pieces. Do not say anything else.

**REFLECTION:** Will take place after slide 127 – The Scout Law.

Slide 109 - Press once for Stages of Team Development (Leading EDGE) slide

Slide 110 - Press once for Stages of Team Development slide

Press again for Forming, and again for definition

Press again for Storming, and again for definition

Press again for Norming, and again for definition

Press again for Performing, and again for definition

***Scoutmaster***: Lead the group through an interactive discussion of the stages

of development as they apply to a team. Compare the group enthusiasm and skill stages to the individual stages you just discussed above. Draw out that the stages are the same. When coming together, a team will go through the same stages as a Scout will experience in his new position.

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

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

and enthusiasm.

Sample questions:

• You’ve each recently been selected to hold a leadership role in the troop this term. You’ll get new authority and new opportunities and experiences. How’s your enthusiasm right

now—high? (Yes.) Does taking on the new position seem kind of exciting? (Yes.)

• But do you actually know how to handle the role yet? (Probably not.) You’ve seen others do it, but is your personal skill high or low right now? (Low.)

• Soon, if you haven’t already, you’ll each sit down with an adult leader or the Scout who had your position before and start learning the details. You may find that there’s a lot to it

and that it seems kind of hard. For example, if you’re the quartermaster, you may suddenly realize that there’s a lot more to do behind the scenes to help make an outing successful

than it looked like when you were just a participant. What might happen to your enthusiasm for the position? (It will likely go down. It may not seem like such a good idea to have been

picked anymore.)

• Then what happens? You get more into the role, start doing it once or twice. You realize that it’s not impossible, that you can get the hang of it, and that you’re able to be successful and help the troop. What’s happening to your skills as you serve as quartermaster for a few outings and meetings? (They are improving.) What happens to your enthusiasm? (It goes up.)

• After a while, many of you will get quite good at your new role. You’ll know what to do and how to do it—and you’ll start thinking about ways to take it up a notch during your term. What will have happened to your skills? (They will be high.) What will happen to your enthusiasm? (It will be high.)

Some key teaching points:

• When starting out, enthusiasm tends to be high and skills tend to be low.

• Then, as a person learns more about the needed tasks and realizes that he doesn’t necessarily have all the skills or resources (time, people, etc.) to handle the position easily, enthusiasm tends to drop. Skills are generally only slightly improving as the person learns

more about what’s needed and how to do it.

• Once a person starts making progress and having some successes in the position, his skills and enthusiasm will start going up.

• Then, as the person gets into the role and develops more skills, his enthusiasm will grow, too.

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

***Facilitator:*** Lead the group through an interactive discussion of the stages of development as they apply to a team. Compare the group enthusiasm and skill stages to the individual stages you just

discussed above. **Draw out that the stages are the same.** The teams will go through the same stages as they come together as a team that each Scout will experience in his new position.

**Where the Group Is**

• Starting out (skills are low; enthusiasm is high)

• Becoming discouraged (skills and enthusiasm are low)

• Making progress (skills and enthusiasm are rising)

• Finding success (skills and enthusiasm are high)

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

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

Sample questions:

• When the team—or person—is just starting out, what leadership method would help the team best? (Explain) Why?

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

(Demonstrate).

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

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

Some key teaching points:

**FORMING (Explaining)**

• When the team is starting out (skills are low; enthusiasm is high), a leader can use the

Explain method to assist the team. The same is true for an individual learning a new skill. Often, the best way a leader can help the team through the first stage is by Explaining what

the group needs to get done and helping get every team member on the same page.

**STORMING (Demonstrating)**

• In the second stage, the team’s productivity is still low—but, hopefully, on the rise—and morale can also drop as team members realize what must be done and with whom. This

stage is often filled with tension, conflict, and power struggles.

• As the team starts to come together in the second stage and starts to become discouraged as they understand the needed tasks, the leader can shift into Demonstrating—showing the

team how to do the needed tasks and where they are headed.

• Usually, a team will get through these early stages quickly. An effective leader can help the team move through more quickly and with less distress. The leader’s team-building skills

can have a significant impact.

**NORMING (Guiding)**

• In the next stage, the team is making good progress and there is an upswing of both attitude and accomplishment. Everyone gets moving in the right direction, but sometimes there are still some grumblings or interpersonal challenges among the team members.

• With skills and enthusiasm on the upswing in this stage, the leader can start shifting into Guiding mode, coaching the team and team members in taking charge of the effort.

**PERFORMING (Enabling)**

• In the last stage, the team finds success together. The leader can shift to an Enable style. There are a lot of smooth-flowing interactions, and the team is achieving its goals.

• It’s time to let go and Enable the team to function on its own. Make it a smooth transition and help them see their success.

• Different teams may proceed through different stages at different speeds. A stage can last for a moment or a month, or it can be skipped instantaneously forward or backward.

Recognizing the various stages enables the leader to use appropriate

leader styles to smooth the progress of a team as it evolves. With a greater understanding of this individual and team development, Scout leaders can better apply the best Leading EDGE skills at

the right time to help their teams.

We can modify how we lead the team based upon the stage of

development it is in. Teams don’t start as effective high-performance teams; they grow as they come together as a team. A new team leader changes the dynamics of a preexisting team, such as when a new group of troop leaders steps in.

The new leadership team will want to pay close attention to what stages the troop is in as the new leadership team ramps up.

Slide 111 - Press once for Inclusion slide

***Scoutmaster:*** As a leader, learning to effectively include, engage, and use each member of your team is an important skill. Leaders want to look at their team and see how best to involve and use

the skills of every person, not just a few friends or the strongest individuals.

Leaders also want to understand the needs and goals of each individual person and how all the members of the team

can help each team member achieve their individual goals.

Slide 112 - Press once for “rock solid” slide

Press once again for Rock Man animation

Press again for boulder animation

***Facilitator:*** **Lead the Rock (or Potato) Game**

Valuing the characteristics and abilities of each individual.

**EQUIPMENT:** One uncooked baking potato, or palm-sized rock for each participant.

**INSTRUCTION:** Advise each Scout to look at his potato/rock and identify either personality traits, or distinctive features that make that potato/rock special and unique.

Ask the Scouts to look at their potato/rock, and “get to know it and its positive features.”

Give the Scouts a minute to get to know their potato/rock.

**EXPLAIN:** Ask each Scout to introduce his potato/rock to the group, pointing out its unique size, shape, or other characteristics.

Once all of the potato/rocks have been introduced, place them in a bag, or box, and mix them up.

Return a potato/rock randomly to each person. Then have everyone try to find his original potato.

**ENRICHMENT:** Run a second time, and time how long it takes everyone to find their new potato/rock.

***Scoutmaster:*** Lead a reflection for this game.

**REFLECTION:** Lead a discussion about everyone being unique, and how good leaders know and appreciate the special qualities of all members of the group.

Use open-ended questions until the teaching points are all brought out

Sample Questions:

* What do you think this activity was all about? What happened in the game?
* Every potato/rock 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 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?

**KEY TEACHING POINTS:**

* As people, we have many similarities. These similarities can help us get many things done in the troop.
* Like our potatoes, each person also has unique traits. These unique differences can be useful assets to the tam 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 best to 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

Slide 113 - Press once for Now that ROCKS slide

***Scoutmaster:*** Ask which rock would be best in the foundation of the house? Why? Which would be the best to make a kitchen counter? A garden path? Explain that all of these rocks are similar and yet different—and each brings a different value to the future home and garden that will be built.

Slide 114 - Press once for Vision Redux slide

Press again for animation

***Scoutmaster:*** In Module One, we discussed the concept of a vision, and discussed the senior patrol leader’s vision for the troop. Now that you have nearly completed this course, how will each of you use the leadership skills you have learned to achieve the vision— to make it a reality? Have some discussion about this here. Also, take some time between now and the next troop meeting to prepare a vision for your patrol or your role in the troop if you are not a patrol leader. What goals (steps) will you use in order to achieve your vision? For help, refer to pages 21 and 22 of the *Patrol Leader Handbook.*

Slide 115 - Press once for On my Honor slide

***Facilitator:*** In Module One, we learned good leadership techniques and tips.

In this section of Module 3, lead a discussion with the Scouts about how they can and should view the concepts in the Scout Oath and Scout Law as Scout leaders. They have been selected to take on leadership roles in the troop. Ask them to consider how the elements of the Scout Oath and Scout Law apply to them now as leaders. The specifics of this section should be tailored to the leadership maturity of the troop. A high-performing troop can approach this section differently than a troop beset by behavior issues. Use this section to grow and focus the new Scout leadership team toward leading well and setting a good example for others. Refer to the *Boy Scout Handbook* and review the Scout Oath and Scout Law and what they mean. Each phrase in the Scout Oath and each word in the Scout Law is broken out and briefly discussed

in the context of a Scout as an individual.

***Facilitator:*** Ask if anyone can recite the Scout Oath

Slide 116 - Press once for Scout Oath slide

Slide 117 - Press once for On My Honor slide

Slide 118 - Press once for I Will Do My Best slide

Slide 119 - Press once for To Do MY Duty slide

Slide 120 - Press once for To God And MY Country slide

Slide 121 - Press once for AND To Obey the Scout Law slide

Slide 122 - Press once for To Help Other People At ALL Times slide

Slide 123 - Press once for To Keep MYSELF Physically Strong slide

Slide 124 - Press once for Mentally Awake slide

Slide 125 - Press once for And Morally Straight slide

Slide 126 - Press once for the Scout Law slide

Slide 127 - Press once for the Scout Law (cont.) slide

***Facilitator: Wrap up Integrity Game***

***Scoutmaster Comments:*** When Scouts are out in the community, each Scout is representing all of Scouting at that time and place. Each Scout is representing every Scout who’s ever joined—and

helping parents decide (positively or negatively) whether they should encourage their child to join Scouting.

Whether in a public campsite, hiking in the woods, at a rest stop, or stopped at a gas station or restaurant, each of us represents all of Scouting to the people who see us.

To the public, we are Scouting.

• Are we showing the best side of Scouting?

• Do we act like good Scouts?

• Are we helpful and friendly?

• Are others seeing us bullying or being rough with each other?

• Are we treating nature respectfully, or are we damaging or taking something?

• Are we treating the property of others with respect?

• Are we obeying the rules? Are we behaving safely?

• Are we showing the ethics and values of the Scouting program?

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

***Facilitator:*** Time permitting, lead a few role play scenarios from the SPL Handbook.

Pages 123 through 130 of the *Senior Patrol Leader Handbook* contain 15 common scenarios that present leadership challenges.

Each scenario includes at least one good solution, but there are

other good solutions that will depend on the Scouts in your troop.

Select four or five of the challenges, read the situation, and ask the Scouts for suggested solutions.

If they don’t give the ones in the handbook, read the suggested solution and discuss why it may be a good one.

Slide 128 - Press once for Who’s the Boss??? Slide

Press again for animation

***Scoutmaster:*** **The Servant Leader.**

What is the relationship between a leader and the team? Many people’s first reaction is to state that the team “works” for the leader, performing tasks for one person.

When this happens, the leader isn’t simply a leader, but more like a “boss” or an “owner.” Many people don’t want to be part of a team that works this way, and they’ll only join them for the sake of external rewards, like a salary.

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

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

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

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

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

Slide 129 - Press once for the Servant Leader slide

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

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

Slide 130 - Press once for Vision slide

***Scoutmaster:*** Take this time to discuss the troop’s vision of success.

Ask: How will we use our leadership skills to help reach this success?

Offer to help any new Scout leader with suitable goals to achieve success in his new role.

Slide 131 - Press once for Congratulations slide

**Wrap Up the Introduction to Leadership Skills for Troops Course**

Thank the Scouts all for attending, and congratulate them on their new roles in the troop.

Remind them that you and the other adults and senior leaders are there to help them be successful.

Encourage them to go forward in their new leadership roles and lead the Scouts in the troop.

Hand out position patch and “Trained” patch.

CONGRATULATIONS, you have completed the Troop 20 ILST program!!!