# Junior Leader Training Course

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## 1 Overview

**He who asks is a fool for five minutes. He who does not ask is a fool forever.**
*Chinese proverb*

Skills of Leadership ( From Leadership Corps Handbook, BSA, 1972):

1. Communications
2. Setting the Example
3. Representing the Group
4. Planning
5. Evaluation
6. Managing Learning
7. Controlling the Group
8. Sharing Leadership
9. Understanding the Needs and Characteristics of the Group
10. Knowing and Using the Resources of the Group
11. Counseling

## 2 Communications

### Essentials of Communications

- Self-Concept
- Listening
- Verbal Expression
- Nonverbal Expression

## Self-Concept

This is the most important part of communications, because it influences the way we perceive all the other aspects of communications. Our self-concept comes primarily from our relationships with others. As leaders, it is important to help build the self-concept of those around us to enable better communications.

> I am not what I think I am. I am not what you think I am. I am what I think you think I am.
> *Aaron Bleiberg* and *Harry Leubling*

## Listening

> We have been given two ears and but a single mouth, in order that we may hear more and talk less.
> *Zeno of Citium*

> A Wise Old Owl
> *Edward Hersay Richards*
>
> A wise old owl sat on an oak,
> The more he saw the less he spoke;
> The less he spoke the more he heard;
> Why aren't we like that wise old bird?

The Chinese symbol for the verb "to listen" is comprised of the characters for "ear," "eyes," "heart," and "undivided attention."

Listening is more than just hearing.

## Verbal Expression

> The most powerful stimulus for changing minds is not a chemical. Or a baseball bat. It is a word.
> *George Miller*
> Past President, APA

## Nonverbal Expression

It has been estimated by a psychologist that 93% of the emotional impact of a message comes from a nonverbal source.

Most of what is conveyed nonverbally is feelings. Examples of nonverbal communications are posture, gestures, facial expressions (including eyes), voice inflection, touch, clothing, distance.

## Anger and Communications

It's OK to be angry, but it's important to use the anger in a constructive manner (like motivating you to do better). To do this, it is generally necessary to find out why the situation is causing you to react with anger.

## Hurdles to Communications

- Telling what to do too quickly – hasty evaluation ("that's ridiculous," "it'll never work," "what a crazy idea," ...)
- One-upsmanship
- Giving unwanted advice
- Making snide remarks
- Trivializing problems ("it's not so bad," "it could be worse," ...)
- Insincerity
- Blaming others for problems

## Responsibility in Communications

> In interpersonal relationships, I believe first person singular is most appropriate because it places responsibility clearly.
>
> If I say to another person, "I do not like what you did," then no contradiction is possible. No one can correct me because my perception and what I have decided to think about is mine alone. The other person may, however, suggest that I received only a portion of the information, or that I received it unclearly for one reason or another. In such a case, the meaning of the message may be tentative until it can be negotiated. It also is legitimate for me to perceive the message quite differently from the way the other person perceives it.
>
> On the other hand, if I say "You have made me angry," then you may very well contradict me by responding with something such as "No I didn't." In fact, I am eliciting a defensiveness and also inviting "you" to attempt a control of me by your helplessness, suffering, or anger.
>
> Only I am responsible for my behavior. Only I can change what I do. However, when I change my behavior, I may give the other person in the relationship the opportunity to evaluate his behavior and perhaps modify it.
>
> John Narcisco and David Burkett, *Declare Yourself*

# 3 Setting an Example / Representing Group

> We should all realize that every right implies a responsibility, every opportunity an obligation, every position a duty, and that the most effective sermon is expressed in deeds instead of words.
> *Waite Phillips*

You serve as a go-between for others. For those you are leading, you represent scouting and the other leaders in the troop. You also represent those you are leading to other groups, such as the Patrol Leader's Council, adult leaders, and people outside the troop.

# 4 Planning / Evaluation

Nobody ever plans to fail, they just fail to plan.

Proper planning prevents poor performance. (5P Rule)

> The WHEN is as important as the HOW. This means that TIMING and ACCURACY are of equal importance.
> *Waite Phillips*

> As a young man I thought it both wise and courageous to make irrevocable decisions. Later on, as a result of more experience, it was found best to limit this practice to that of basic fundamentals. Regarding other matters do not hesitate to change decisions if subsequent information seems to justify it.
> *Waite Phillips*

The best approach to decision making is generally to collect information as long as you can before making a decision, then make a choice and act on it. This way you always can look back and know you did the best you could do with what you knew at the time.

Evaluation involves both evaluating the group's performance and progress as well as evaluating your own performace as a leader. The object is not to become obsessed with shortcomings, but to recognize them so they can be overcome the next time, as well as to identify the strong points and successes so they can be applauded, continued, and perhaps expanded.

# 5 Managing Learning

Steps for Managing Learning

1. Tell what is to be learned
2. Find out what the learner already knows
3. Teaching-Learning
4. Have the learner demonstrate what he learned
5. Have the learner evaluate his progress

Rank of Learning Methods (best to worst)

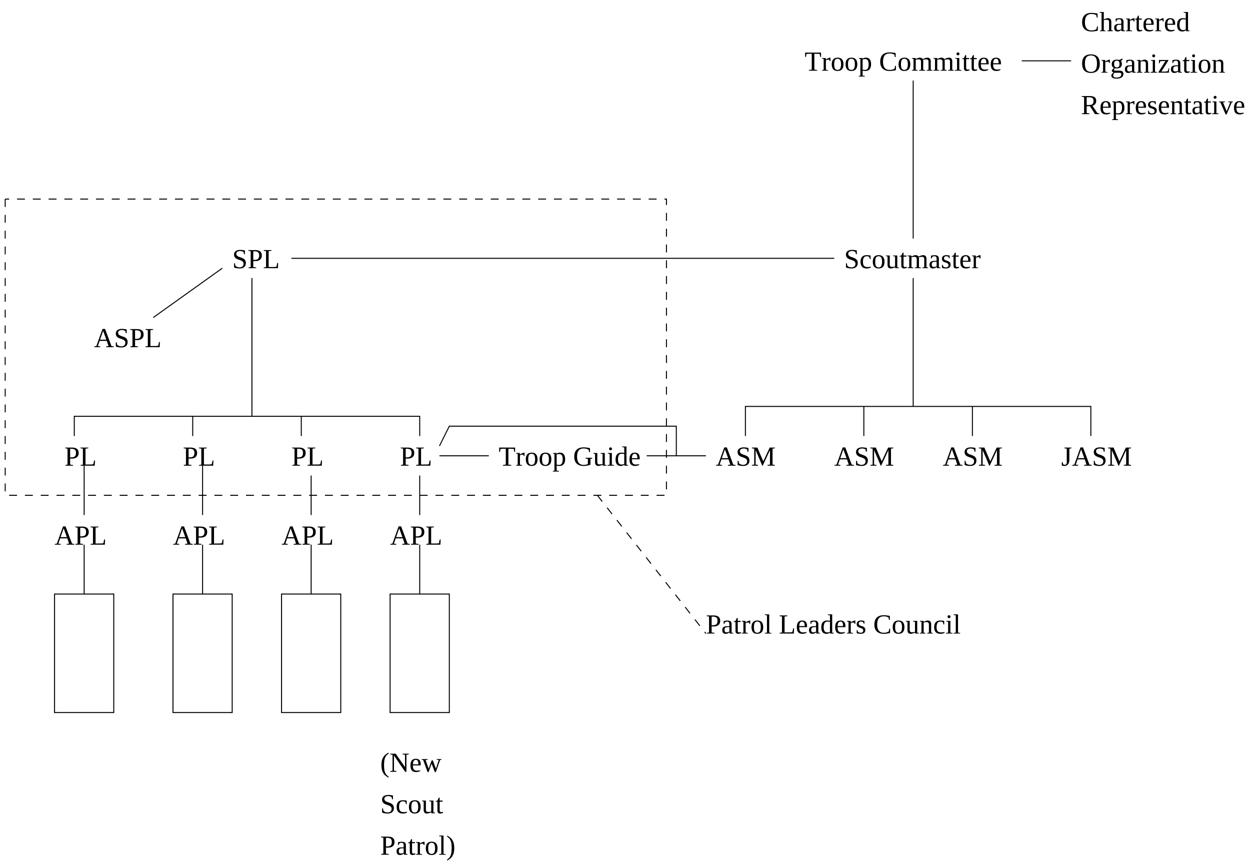
1. Actually do it
2. Watch someone do it (live demonstration)
3. Watch someone do it on film or TV
4. Hear someone describe it in a live presentation
5. Hear someone describe it in a recording
6. Read about it and look at still pictures
7. Read about it only

# 6 Leadership Styles

Five styles of leadership (from most to least authoritative):

- Telling
- Persuading
- Consulting
- Delegating
- Joining

# 7 The Group


Chartered
Organization
Representative
Troop Committee
Scoutmaster
SPL
ASPL
PL
PL
PL
PL
Troop Guide
ASM
ASM
ASM
JASM
APL
APL
APL
APL
(New
Scout
Patrol)
Patrol Leaders Council

Other troop leaders, such as Troop Quartermaster, Troop Scribe, Troop Librarian, and Den Chief, remain within their patrols but report directly to the ASPL with regards to their leadership duties.

Within each patrol, jobs such as Patrol Scribe, Grubmaster, Patrol Quartermaster, and Cheermaster, should be distributed so that everyone has a role in making the patrol function smoothly.

Resources within the group include:

- other leaders
- Scout Handbook
- Scout Fieldbook
- Junior Leader Handbook
- Woods Wisdom
- Merit Badge books
- other BSA literature

# 8 Conflict Resolution and Counseling

## Conflict Resolution Steps

- Empathy
- Invention
- Selection
- (Evaluation)

## Counseling Guidelines

- Counseling is listening (empathy)
- Counseling is not giving advice
- Provide any information needed
- Encourage him to think of different ways to solve problem (invention)
- If you are not comfortable with counseling someone, refer him to an adult leader

# 9 Closing Thoughts / Evaluation

Of the best rulers
The people only know that they exist;
The next best they love and praise;
The next they fear;
And the next they revile.

When they do not command the people's faith,
Some will lose faith in them,
And then they resort to oaths!
But, of the best, when their task is accomplished, their work done,
The people all remark, "We have done it ourselves."

*Lao-tzu*

Evaluation Questions

What did you like the most?

What did you like the least?

What would you have liked us to cover that we didn't?

Were the taped sessions useful?

Were the other sessions useful?

How was the location?

General comments