

Personal Conference Goals Sheet

Personal and Confidential

Name: _____ Troop: _____

Instructions: This personal conference goal sheet is a contract you're being asked to make with yourself. You will share it with your Scoutmaster and together you will develop some goals to make your troop better.

During the Junior Leader Training Course you're going to learn about the eleven important skills of leadership. These can make a real difference in your success as a junior leader. After each presentation on one of the leadership skills, sit down and list on this sheet atleast two things you can do to improve you troop and patrol.

1. Knowing and using the Resources of the Group

2. Communicating

3. Understanding the Needs and Characteristics of the Group

4. Representing the Group

5. Effective Teaching

6. Evaluating

7. Counseling

8. Sharing Leadership

9. Planning

10. Controlling

11. Setting the Example

Notes and How to Keep Them

Did you ever hear a really great idea that you wanted to use with your patrol or troop --- and then discovered that when you needed it you couldn't remember the details? It happens to all of us. So, taking notes of good ideas is important.

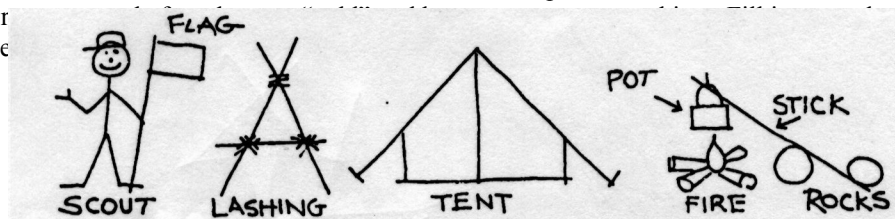
There's nothing hard or complicated about taking notes. Remember that they are for your personal use and you'll soon work out your own way of doing it. Here are some ideas that may help.

1. Don't try to write down *everything*. Just note the key words with enough detail so you'll be able to recall what you heard or saw.
2. Be sure to write down *enough* information. It's frustrating to read the words "paper plate gimmick" in your notes and you can't remember what the really wonderful gimmick *was*.
3. Use the outline form. It's a good way to organize your notes. This sheet is written in a simple type of outline form --- numbered items. A more detailed system starts with major topics, then the details are filled in. Numbers and letters keep things sorted out. Here's how this sheet would look like as an outline:

- I. Notes and how to keep 'em
 - A. Notes help you remember details
 - B. Taking notes of good ideas is important
 - C. Note-taking isn't complicated
 1. They're for your own personal use
 2. You'll work out your own system
 - D. Helpful hints
 1. Don't write down everything
 - a. Note key words
 - b. Add detail to aid recall
- II. Write down enough information
- III. Use the outline form
 - A. good way to organize notes
 - B. List of numbered items is simplest outline
 - C. Outline starts with major topics
 - D. Details are then filled in
 - E. Numbers and letters are used

Get the idea?

4. Use sketches. You don't have to be an artist. Here are some examples:
5. Finally, go over the notes you've written down and make sure you've included all the details you needed then keep them in a safe place.



Giving / Receiving Information

Receiving

- 11% is learned by listening
- 83% is learned by listening and asking questions
- 100% is learned by taking NOTES

Giving

Use the five senses; sight, touch, taste, hear, smell; use as many as possible for giving instruction. Such as if giving information on cooking let them *see* you cook the food, *hear* the sizzle in the pan, *taste* a sample, etc. When you can incorporate all or most of the senses into an instructional period people will be more inclined to get more out of the period.

When giving instruction be enthusiastic. If you are dull you are going to lose people's attention and then make the entire period useless. If you are excited in the information you are giving others they are going to be more excited in learning. When doing this be sure not to over do it. If you over do the enthusiasm people are going to pay more attention of how foolish you are acting rather than what you are saying.

Reflecting back on the cooking demonstration. With you there actually cooking something in front of people you are providing a visual aid. You could say I put such and such ingredients into the pan and mixed them together to get the sauce to cook the meat in. In doing this type of demonstration people will have to paint a picture in their mind. Since everyone is different everyone is going to think something different. To avoid this hurdle you could do an actual cooking demonstration to show them what you are doing. By doing this you are painting a virtual image of something real in their mind.

The clarity of your demonstration material is a vital part of any demonstration. When you speak to the audience you need to speak to them while facing them. In some demonstrations you may need a person to narrate the steps you are taking. If people can't understand you there is no way they will get all the information you have packed into the demonstration. Also in using visual aids make sure people can read them. If you handwriting isn't all that great consider using a computer to print out the needed parts. If you don't have a computer ask someone else if they would do the writing on the poster. If your projected group will need to read this information from a distance be sure that the text is LARGE enough to read. If you have too much information to fit on a poster create a handout for people to follow.

Another part of presenting information to a group is that you must keep eye contact. If you are staring the other way people are not going to hear you nor will they pay attention to you.

At the end of your demonstration sum the presented information up. Review what you have done. This is a good time to ask questions to people in the group to see what they have comprehended. If there is areas where it seems as if many have missed go back and review it if time allows. By asking the group about the program you will be able to get feedback to make your own evaluation.

Who Am I

	1	2	3
Something your good at (Knots, First Aid, etc)			
How you became good at skill (Scouts helping me)			
Improvement area (Practice more)			

Now with the worksheet above you have looked at an area you excel in and found a good point, and an area you need improvement. Notice it says improvement area and not bad area. The reason for that is because in everything you or anyone else does there is room for improvement. Every leader should be aware of the areas their patrol members excel in. The leader should have those who excel in one area teach the others who are weak to improve their scouting skills. Remember to encourage all members of your patrol / troop to constantly work on their scouting skills so they will have the necessary skills when they need them. We all know that we will not need the square knot everyday, but we also know that someday will come when we will need it.

Effective teaching of a Presentation

Prepare Presentation

When teaching you need to have a game plan. You're not going to play defense when you're on offense. This is why you need to plan ahead. You obviously haven't prepared if you're making your visual aids 10 min. before your presentation. You should have your presentation material made up before you even come. By preparing before hand your presentation will look more presentable and in turn your audience will pay more attention to the program.

Know What You Are Teaching

This is where we get into the part of knowing the strengths and weaknesses of your patrol / troop. If you know that Bob doesn't know anything about boating you don't want to put Bob in front of everyone while trying to teach something about a subject he doesn't know a thing about. But on the other hand if Bob is in your patrol and is a master at knots you may consider having him teach the knots section of the boating program. A good leader will share the responsibility among his fellow peers. You as a leader should encourage others in your troop to do the same.

Do Research

This falls back to being prepared. If you have been chosen to teach cooking you should do a little research on it even if you're a master at cooking. Remember that as a teacher you must start by teaching your audience the basics first. After they have a good grasp on it then take them to the next level. By doing research you can read a book and see how the book, video, etc teaches the skill. By knowing how several books teach a skill you should know yourself how to begin with a new skill.

Outline the Presentation

You should have a format that will gradually teach the material. Also by having an outline you will be able to keep yourself on the subject more. If you have a sturdy foundation to build on others will comprehend the presentation more. Also since people don't want to hear the story about when you went camping and fell into this huge hole out in the middle of nowhere. By having an outline you can keep yourself focused throughout the entire presentation. Remember the points explained in "Notes and How to keep them".

Practice before You Do the Presentation

Don't try to memorize a five-page speech word for word. You should review the speech enough so you can recite it fluently enough so that you don't stutter. Note cards are one of the best inventions for speakers. They are easy to hold and are small enough so they aren't like a sore thumb, but at the same time they are large enough to fit a good amount of information on. Note cards are great to make an outline on and write a few points on so that you don't forget to cover them.

Put self-esteem into Your Presentation (Try to speak from memory)

This refers back to being prepared. You should know the subject to your fullest before trying to teach it to others. Aside from knowing your speech well enough to be able to speak from memory you should be excited about your presentation topic. Try to get participation from your audience by having hands on activities. When your self-esteem is high it is likely that those who you are teaching to are going to be the same.

Personalize Your Speech

This makes your audience truly become involved and able to relate. Anyone can read an article about how bad it is when you forget your sleeping bag when they went camping in the middle of winter. When you are able to talk about real-life experiences those listening to you will know more about what you mean by your story. A good speech will include an area about your own personal experiences to make your audience listen and relate to the story. When the people relate to a story they will reflect back on what you have said and then be more likely to remember what you have taught.

Illustrations

When you are able to map out a presentation you are better painting an image of what you are teaching in their minds. And you are also making your presentation a multimedia one. Such an example is when teaching the rules of a waterfront making a model of the waterfront. By doing this people will be able to remember that the red boat isn't allowed in this area and so on. People are more inclined to participate and ask questions in a program, which requires the audience to participate.

Have Your Materials For What You Are Teaching The Group

This again reflects to being prepared. When you come and don't have the needed materials to carry on the projected program you are teaching to will begin to think that what they are learning isn't important. If you need a poster for your presentation be sure that you have it and it is ready. If you have handouts be sure to have them printed with time to spare so if you find a mistake you can correct it. In a presentation where you are teaching the little things are what counts. People do notice the little things because a learning audience is usually going to pay attention more if they need that particular skill.

Pace Yourself

Face it no one will benefit at all if you put on a 3-min. program nor will they benefit from a long 1-hour program that should have taken 30min. Again you should practice so that you can pace yourself accordingly. Never dwell too much on one particular point or you will find yourself having to cut your presentation short or having to make it run over. Since your entire presentation should have vital points in it if you dwell too heavily on one thing the audience will only remember that point and not the other just as important. Just as the saying goes "Practice makes perfect" so don't expect to be a master the first time you do a presentation. Just as every scout should do their best, as long as you do that and work to improve your weak points you will become a great speaker in no time. Teaching is a vital skill needed these days so if you don't do too well focus toward making it strong the next time.

Summarize Your Lesson

This is a good time to get audience participation. By asking them if they remember the key points they will be able to get more out of the presentation. Also when you touch on each point you can again ask for any questions that may have arose since you covered it. Remember that when you summarize your presentation that you are not re-teaching the entire program but just touching on each point. Talking and such will distract people if you decide to teach the entire program again.

Counseling

Definition: How you listen to a friend and how you are going to help them.

Help Solve A Problem

When a scout approaches or is approached he needs help of some type. Counseling is a guiding process, which requires you to guide the person in the right way. You should assist the scout so that he can learn how to do it for himself in the future, and so the scout can maintain his self-esteem. If when the scout asked for help you went over and did the entire task by yourself the scout wouldn't learn nor benefit from you helping him. Though assisting the scout may take a little more time, you will teach a fellow scout a new skill and also earn their respect. When a scout is so easily helped by his fellow scouts he will be more inclined to help others when he must step into your shoes. Remember that you as a leader are whom the troop looks toward, if your fellow scouts don't get the needed help you, the rest of the troop will look down at you as a leader. When the leaders set the example by helping others without hesitation the other scouts will be more willing to help their fellow scouts.

Help Scout Reach Potential

By helping a scout and guiding him to learn how to do it himself you are increasing his self-esteem. By helping them you are helping that particular scout reach his full potential. Many scouts especially the younger scouts will think that a skill will be too hard. This makes the scout deprived of some necessary skill and also will lower his self-esteem. When you as a leader help that scout do the task or fulfill the skill his self-esteem will go up and he will probably find the skill being relatively easy. Remember that you as a leader are training your fellow scouts to be able to step up to your position when you step up to a higher step. Being a leader is a job, which is serving others to improve them for the better.

When Do We Counsel?

There are four main times when a leader must counsel his fellow scouts. The first time a scout needs counseling is when he is undecided. Scouts can become undecided very easily, especially when there are many options being offered to him. Though a young scout can be hesitant at times they are very excited at other times to try new things. When a scout is offered two equally as fun things he may become undecided. This is the time you need to step in and help the scout weigh his options. Remember you shouldn't make the decision for him but only make suggestions. What you think the scout wants or needs more may not be what the scout thinks he needs more. When you sit down and help him see the beneficial parts of both and the non-beneficial parts of all the options you will allow him to see the entire picture.

The second time a scout should be counseled is when he is confused. Many times a scout may be told to do one thing and yet be told to do another at the same time. This will confuse a scout and make him wonder what shall he do first. The best way to prevent this is by having all of the leaders at the same level and then come up with a duty roster if needed. If you are the one who asks a scout to do something while he is doing another thing he has been asked to do, let him know not to worry about it and either ask him to do it after he finishes or ask another scout to do it. When a scout does become confused and faced between two difficult options you, as the leader should help him organize the situation so the scout can make sense of the situation. You must be clear when doing helping a scout re-organize a situation. If he still doesn't understand when you stop because you think he is back on track and he isn't you may have to start from point A again.

The third time a scout should be counseled is when he is uninformed. Leaders tend to accidentally leave their troop or patrol in the dark without the required information. Being a leader is a huge responsibility and it requires that all members being informed. When there is a time when a scout comes unprepared due to not being informed help him in all means possible. You should always let him know not to worry and that you will get whatever he needs. You must make the scout feel comfortable at all times. On such things as camping trips many people carry extra things so if someone forgets they will usually lend them whatever they need.

The fourth and final time when a scout needs to be counseled is when he is locked in and doesn't know how to get out. We all make mistakes and everyone has made a decision, which has locked them into something. Scouts will do this from time-to-time and they will need help from someone to steer them out. When such a thing comes about you should look at all the possibilities as a leader and see if there are any possibilities to steer the scout into the right direction. When this happens the only thing you may be able to do is guide them through the situation and help them by pointing them into the right direction. But under no circumstance should you leave the scout to fend for himself. Your job, as a leader is to help others by guiding them to do what is right. Some scouts will need more guidance than others will and others may learn faster. This is due to differences in personality and you, as a leader must recognize these differences. You should NEVER tell someone they are worthless, or that there is no hope. Always work to find something that particular person likes and can do very well. When it seems as if the scout is locked in by failure you the leader should do all you can to bring that scout's self-esteem up and find something he excels in.

Climate for Counseling

Just like everything there is a time and a place for everything, and counseling is no different. A scout should never be singled out or put down in anyway for coming for help. The following guidelines should be applied in every situation.

Take the Person Aside

When correcting a scout or helping one you should never do it among all of his friends. When you choose to counsel take the scout aside away from everyone so that the other scouts won't pressure him about you helping. If this procedure isn't followed the scout may become aggravated and decide to drop out of scouts. When his peers pressure him you should step in and help the scout, but remember to treat every scout the same and never show favoritism. When you take the scout aside you shouldn't take him away in front of everyone but while there isn't anyone around. This way no one will wonder why a scout is being taken away by you. When others see you take a scout away his fellow scouts will pressure him to tell them why and make him begin dwelling in the unfavorable pressure that he is dealing with.

Relax Take It Easy

When a scout is being counseled it is because they have stumbled somewhere along the line. When you go to counsel someone you are there to serve as someone who is neutral to the situation and is willing to listen to what the scout has to say. So keep in mind that you shouldn't be uptight on listening to a scout, relax and just be there to lend the caring shoulder.

Wait To See What the Real Problem Is

When you counsel you are not there to jump to conclusions but to help the scout solve his problem. Therefore when you counsel you should never jump to conclusions about what is wrong. The following lists "The Six Principles of Counseling", and "Five Possible Responses or Reactions" will show you step-by-step how to counsel.

The Six Principles of Counseling

1. **Listen to him:** really listen. Don't do anything else. Let him see you listening to him.
2. **Ask yourself, "Do I understand** what he is saying or trying to say?" Well do you? If you're not sure keep listening. If you're puzzled, look puzzled – he will probably try to make you understand. Listen.
3. **Do not give advice!** This may be (probably is) what he wants – somebody to make his decision for him, take the burden off his back. You won't help him, because what he needs is to make that decision – maybe you don't have all the facts yet. In either case, now you have the problem. Giving advice is a bad ego trip.
4. **Summarize,** if you must say something. At a likely point, you might say, "Let's see, you said that," and give it back to him in your own words. That way you can see if you do understand, and he can see that maybe what he is saying isn't what he means.
5. **Add facts:** if you have any that you're sure of and he doesn't seem to have. Has he checked all his resources? Be sure it is solid information on which he can base his decision.

6. **Check alternatives:** is he locked in on only one solution and willing to carry it out? Help him consider other ways to handle the problem, without suggesting that any is the way. Suggest that there might be other ways. Encourage him to think of them – it may relax him enough to “let go” and find the solution. He must find it or decide on it himself.

Five Possible Responses or Reactions

1. **Restate his words in your own words:** Ask him if your understanding is correct. Just checking.
2. **Ask about his feelings on the matter:** Feelings are legitimate, and very important. Get him to express them. “I guess that made you feel pretty mad. Huh?”
3. **Show you are listening:** Nod sympathetically or smile encouragingly or look appropriately sober or concerned. Keep your eyes on his face; he may shoot a glance to see if you are still with him... and you'd better be.
4. **Ask a question now and then** if he seems to be drying up before he should. Don't overdo it! Wait. And above all, don't cross-examine him or even seem that you're about to. He may be willing to tear into someone, and if you threaten him (or seem to) you may lose him. Hang in there!
5. **Encourage him to go on talking:** This is a touchy one. How long should he talk? Until he has reached a decision and you can't help him to. This is where you have to decide to pass the problem on to more expert help – it's longer “first aid.” On the other hand, maybe it's not that critical, but he does need more time than you can spare now. Set a time to talk some more. Be sure you're there!

Leadership Styles

There are many different styles of leadership a well-rounded leader should have. A leader will have to use all of these methods at sometime or the other.

Persuade

Persuasion leadership is a good way to get patrol / troop involvement in the decision making process. You must persuade the patrol / troop that the idea is the best and most effective one. You then must make the rest of the group think that it is their idea. You should use this style when your trying to make a group decision, when the leader is unsure about something, when the needs of the group are best met by having the group make the decision, or hen the leader needs to test to see if the group is for or against the idea.

Dictatorship (Telling Leadership)

This is an unpopular method of leading but it must be used sometimes. This is where it falls back on how you lead under normal circumstances. If you are a leader who works together with your peers, your peers will work with you, if not well you know. This method should be used when a quick response is needed or during an emergency. In this method the Patrol Leader will identify and make the decision to solve it.

Delegating

This is a very effective method when you need someone who excels in a particular area to do a particular thing. When time is tight and there are multiple tasks are needed to be completed this is the best method. When the leader knows who is good in what this method proved to be even more effective since all people will probably agree on what they have to do.

Responsibility

Make decision to guide or inform people to take charge of people. Responsibility can't be transferred or shared.

Authority

Can be shared. When authority is shared enthusiasm is gained.

“As a leader fails to honor people they fail to honor you but of a good leader when the task is done they will ALL say, WE did it OURSELVES.”

Leadership Skills

Planning

Planning consists of three main parts. When planning you should establish an outline of how to do the task, a set of instructions, and natural direction. First creating an outline. We covered the steps of making an outline in the section "Notes and How to Keep Them". When you create an outline for something you are planning you must think of all possibilities. When assembly is part of the planning think of the most efficient way to construct the piece. Think of planning a camping trip for the weekend. The outline style could be used for the many details needed to be accomplished before the trip. The outline form is a very effective method of organization, and it can prove effective if used properly.

The second main part of planning is to create a set of instructions. This is especially important when you must construct a set of instructions of which will be given to someone else. Even when you are making the instructions for yourself you should not be too vague in your descriptions. Though you may have done the task a hundred times there is still a possibility of missing one step. This can be displayed in one packing their pack for a camping trip. Someone who creates a list or set of instructions on how to and what to bring will be the one who has the sewing kit when he rips the back seam in his pants. It's mainly all summed up in being prepared.

The third main part is using your natural direction. This is somewhat displayed in you knowing what shoe goes on which foot. You don't write a set of instructions for how to put your shoes on because you naturally know from many years of doing so. Natural direction in general is using the ideas of which you didn't think of when you did make your outline and set of instructions. In your outline you may have planned to support the pioneering tower from one guide rope, but when you actually began the tower you realized that you would need two. Not only is natural direction the last minute correction for the flaws in your plan, but it is a way of using your past experiences in a way to prevent the same problems from occurring.

Considering the Task

When planning something you should ask yourself a few questions:

What is it? _____

Does everyone understand? Yes / No

Does everyone agree on the task? Yes / No

After you have answered those questions you are prepared to make the final decision. Remember to get as much input from your patrol or troop when making decisions, which affect them.

After you have made your final decision you need to use the five golden questions to complete the task.

Who? Who will you need to carry out your decision?

What? What will each person need to do? What materials will be needed?

Where? Where will the project be completed?

When? When will the patrol / troop complete the plan?

Why? Why is the patrol/ troop doing the plan?

Consider the Resources

Ask yourself what resources does the patrol / troop have to work with? For example if you are the senior patrol leader of your troop and you need to find a patrol who will do the monthly program on hiking. Think of the skills of which each patrol excels in. When you look at the patrol you are actually looking at the members of the patrol. If one patrol has only one person who knows anything about hiking you obviously don't want to select that patrol for the program. Though if the majority of another patrol are hiking experts it would be more beneficial for the other members of the troop to have that patrol do the program. Just like anything there is an exception to every rule, if none of the patrols in the troop have a lot of knowledge on hiking you as senior patrol leader should talk to the patrol leader of each patrol to see which patrol would be willing to do the program. Hosting a program many times is a learning experience, but when a patrol is unwilling to do the program your program will show as an unwilling one. Thus communications is a vital skill of a leader.

Next when considering the resources you should ask yourself who has done it before? Having someone whom can give a little insight on what to expect, and one who can help you with carrying out the project can be a big help. As patrol leader you should have a form on every member of your patrol that tells you what they excel in. The form doesn't have to be fancy pretty much all you need is to have their name, rank, specialty skills, etc. In creating these forms you can be as elaborate as you want. You may want to consider asking what extra-curricular activities they do in and out of school. By knowing that someone in your patrol swims on the local swim team your patrol could do a program on swimming. Again knowing the skills of members in your patrol falls back on being prepared.

We are now on our way to a concrete plan. You must ask yourself can we proceed? Within this question you consider the resources of which have been set up and ask yourself do the resources match the task?

Consider the Alternatives

When planning you must keep in mind that all things don't work as planned all the time. In your plan you should allow for modifications, and have a secondary plan. For example if on a camping trip the first thing planned to do when the troop gets to camp is to do a swim test and it starts lightning as soon as you get there you need to know what else can be done. In such a case you couldn't control the alteration in your plan. So instead of assisting in the completion of a swim test you could begin helping patrols with their rain flies.

In a plan alteration such as a lightning storm coming in when the swim test was to begin it's hard to predict such a happening. Though you have revised your plan there can still be a flaw in it. This is where you must be prepared and think of the things of which could go wrong and compensate for them. Though you will not be able to think of what could happen in the future you should rely on past experiences to make your alterations. The keyword in this is to learn from experience. No human is perfect.

To assure yourself a way out you should make yourself a plan B. This could be related to the saying if you first don't succeed try try again. But when you try something and you fail at it you aren't going to try it the same way again and again. You're going to make a plan B, C, D or how ever many plans it takes. But when you have thought out the process thoroughly and have thought of what can we do if we fail the first time you will be able to activate plan B with little or no problems. In other words expect the unexpected.

When you are working on the completion of a decision and it must be changed write it down. You as a leader should have a notebook divided into different sections best suited to you. When you have your original plan documented and then have modifications or corrections also separately documented you can more easily look back on what did or didn't work. The notes you take from your decisions will help you from making the same mistake by being able to pin point which area had the problem.

You now have a plan, which has been thoroughly planed out. You can see the alterations to the plan from your notes and see what alternatives you have planned. Now is when you are able to put the plan into action. But before you do so ask yourself one more time; Do we have a concrete plan? Do we proceed?

Put the Plan into Action

Now that you have a concrete plan that has been modified to the best possible way of completing the plan you should start doing it. Now when doing the plan you must follow the plan closely or all the work you have just completed was worthless. You should work to stick to your plan A if possible. Above all if you try a something in plan A that just won't work do not be afraid to resort to plan B.

If something you try doesn't work as planned resort to plan B. But if you can predict that plan A isn't the way to go you should use plan B. Plan B is there as a crutch to help you up when you plan stumbles. You shouldn't have to use your crutch the entire time. Though you have to make alterations to plan A you must keep your task in focus. Plan B can be a great help but if it is used improperly it can hurt you more then it helps you. Once you have completed your plan you need to evaluate the plus and minus factors of it.

Evaluate

In the completion of any decision you should reflect back on the positive aspects and negative aspects of your decision. The reason for this is so that you can come back on this evaluation and see how you and the group thought you did in the decision. The par 18 evaluation is one of the most effective and easy to use evaluations. It can prove to be a valuable resource for when this decision needs to be repeated. Keep a completed copy of the evaluation with the notes you have taken throughout the decision making process.

The Job yes=3, almost=2 no=1	The Group all=3, most=2, few=1
It got done _____	_____ Helped
On time _____	_____ Pleased with effort
Done right _____	_____ Eager for next job
Job total _____	_____ Group total
Job + group = _____	

Representing the Group

Groups in the troop

Group	Representative
Patrol	Patrol Leader
Troop	Scoutmaster
Committee	Scoutmaster

The above chart shows how a troop is represented. When you are in a leadership position you should not try to represent someone of whom you are not qualified for.

The way the leaders of a troop carry themselves reflects the image of the troop. The troop, which has leaders working together as a team, will reflect a positive image through the effects of their decisions. In a successful troop the Senior Patrol Leader and the Assistant Senior Patrol Leader work closely with each other. They should operate as a team. This group should maintain close communications with the patrol leaders. For this is the PLC and the main decision making body of the troop.

When you were elected as a leader of your troop you accepted to represent your patrol to the best of your ability. Those who selected you to become their leader felt as though you were the most qualified to make the best decisions for the group. A leader can't do this if he does not maintain contact with those who are under him.

There are two main types of decisions that you as a leader will have to make. There will be the decisions that you are able to consult with your patrol / troop about and there will be those that you must make right then and there. The decisions that you are able to make by consulting with your patrol / troop are much easier than those which have no consultation. When you are assigned a task to be done and you are able to get input from those of whom you are representing your decision will always be what the group wants. The hard part comes in when you have to make a split second decision, which will effect the entire patrol. This is when communication is vital. When you know those of whom you are representing well you can almost always make the decision which is best for the group.

Each person in your troop and patrol has their own unique needs and characteristics. These needs need to be met in common but many times unique ways. Your responsibility as a leader is to know these unique traits of those you represent. The decisions that you make quickly must keep in consideration all members of the troop. You as a leader will not always do as everyone wants, but as a leader you are expected to make the decision you feel is the best for the entire group. You won't make the best decision every time but humans make mistakes. You must take those mistakes and mature from them.

Controlling

As a leader you will have to control those you lead. You must discipline yourself to make the right decision and control the group. When controlling a group keeps in mind that you must not become a dictator. People will begin not doing as you tell if you become a dictator. When you ask someone to do something you cant get angry with them when they don't do it. A leader that shows self control when a tough problem occurs is a true leader. Every leader will have a hard time at some point but they must try to stay under control. The best way to control someone is to approach the situation with a clear mind and say something like "Hey so and so could you do such and such while I finish this? If you need help just let me know, Ill be over there in a minute." People are more inclined to do as you ask when you are doing your fair share of the work. Often times you as a leader will have to do more then your fair share of the work.

Leadership is the process of persuasion or example by which an individual influences a group to persuade objectives and shared by his followers. A leader should work more on keeping the group on task then giving instructions. Many times you the leader will have no assigned job but you are there to help as needed. You should help people when they ask, but above all you should react in a positive manner even if your inspection shows the person doesn't care. When you have to tell someone that what they have done needs some more work you shouldn't handle it in a way that you are shouting at the person. You the leader is there to set the example. Remember Control vs. Influence