









# Troop Leader Training Troop 42










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## Troop Leadership Training





### Purpose

The purpose of TLT is to give the youth leader:

- 
What he must KNOW to be successful in his leadership position.
- 
What he must BE to be successful.
- 
What he must DO to carry out his new responsibilities.

## Troop Leadership Training Expectations

Upon completion of this training, you will be expected to:

-  Develop personal goals for your position
-  Devote necessary time to your new position
-  Work together to make the troop go
-  Be a role model for other Scouts

## Troop Leadership Training

This Training Is Divided Into 3  
Modules

**MODULE I** - Introduction To Troop Leadership

*“What the youth leader should **KNOW**”*

**MODULE II** - How To Do Your Job






*“What the youth leader should **BE**”*

**MODULE III** - What Is Expected Of Me

*“What the youth leader should **DO**”*

## **Module I – Introduction To Leadership (KNOW)**





### **In Module I we will discuss**

-  The Boy-Led Troop/living the Scout Oath & Law
-  The Boy-Led Patrol
-  Troop Organizational Chart
-  Position Overview
-  National Honor Patrol Award

Module I

## **Module II – How To Do Your Job (BE)**





### **In Module II we will discuss**

-  Scoutmaster's Vision of Success
-  Teaching EDGE Discussion
-  Troop Program Discussion
-  Assignment

Module II

## **Module III – What is expected of me? (DO)**

### **In Module III we will discuss**






-  Position Descriptions and Expectations
-  Servant Leadership - Motivating Scouts to Lead
-  Defining Success in Your Position
-  Scoutmaster Conference

Module III

## **Module I (KNOW)**

### *Introduction To Troop Leadership*

## **Module I – Introduction To Leadership (What the youth leader should KNOW)**

-  The Boy-Led Troop/living the Scout Oath & Law
-  The Boy-Led Patrol
-  Troop Organizational Chart
-  Position Overview
-  National Honor Patrol Award

Module I

## **The Boy-Led Troop/Living The Oath & Law**

***The Boy Scout Oath & Law. . .***  
***Words To Live By***

**The Boy Scout Oath**

***On my honor I will do my best, to do my  
duty, to God and my country and to obey  
the Scout Law, to help other people at all  
times, to keep myself physically strong,  
mentally awake and morally straight.***

# The Boy Scout Law

## *A Scout is*

<i>Trustworthy</i>	<i>Obedient</i>
<i>Loyal</i>	<i>Cheerful</i>
<i>Helpful</i>	<i>Thrifty</i>
<i>Friendly</i>	<i>Brave</i>
<i>Courteous</i>	<i>Clean</i>
<i>Kind</i>	<i>Reverent</i>






## The Boy-Led Troop/Living The Oath & Law

Scouting is a value-based program. Its aims are character development, citizenship training and mental and physical fitness. These aims are accomplished, in part, by allowing trained youth to lead themselves. The troop is a democracy the centers around the Patrol Leaders Council. Under the leadership of the SPL, the PLC decides on and implements the troop's activities.

Module I

# The Boy-Led Troop/Living The Oath & Law




## Methods of Scouting

-  The Ideals - Living the Scout Oath & Law
-  The Patrol Method - Pride & identity
-  The Outdoors -  $\frac{3}{4}$  of Scouting is “outing”
-  Advancement - Recognition & accomplishment
-  Adult Association - Positive role models

Module I

# The Boy-Led Troop/Living The Oath & Law

## Methods of Scouting (con't)

-  Personal Growth - New experiences
-  Leadership Development - Responsibility
-  The Uniform - A symbol of belonging and unity

Module I



# The Boy-Led Patrol



***"The patrol system is not one method in which Scouting for boys can be carried on. It is the only method."***

*Lord Baden-Powell,  
Scouting's founder*






# The Boy-Led Patrol

Just as a Scout troop has an identity, so does each patrol within the troop. The success of the boy-led troop depends on the success of the boy-led patrol. Each patrol should “find” it’s own identity and promote “Scout Spirit” and cooperation within the patrol.

Module I

# The Boy-Led Patrol

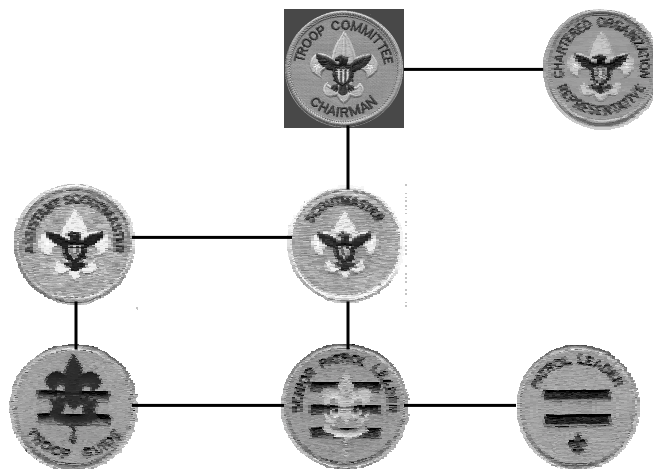
## How a Patrol Succeeds

-  Patrol identity (flags, yells, songs)
-  Cooperation from all members
-  Participation from all members
-  Regular patrol meetings
-  Inter-patrol activities and rivalries

Module I

# Troop Organizational Chart

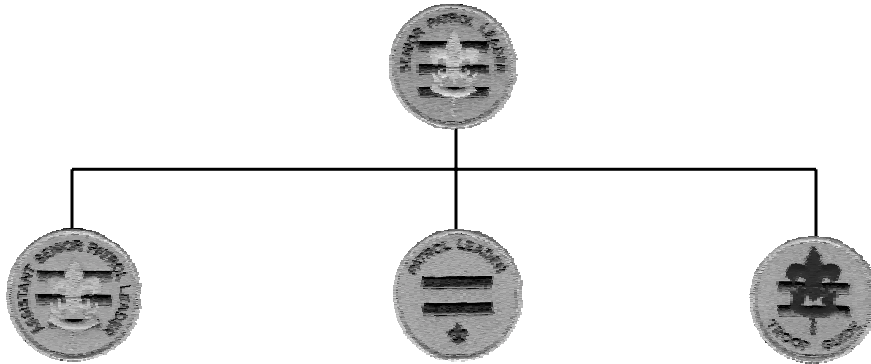
## Troop Organizational Chart



Module I

# Troop Organizational Chart





## The Patrol Leader's Council



Module I

## Position Overview

## Position Overview

-  The role of the SPL and ASPL
-  The role of the PL and TG
-  The role of the SM and ASM
-  The role of the troop committee

Module I

## Position Overview



### **Senior Patrol Leader**

The SPL is in charge of troop meetings and functions and is the chairman of the PLC. The SPL is responsible for ensuring that troop meetings and functions run smoothly. The SPL should set the example for other Scouts and is held to the highest Scouting standard. He promotes "Scout Spirit" within the troop.

Module I

## Position Overview



### **Assistant Senior Patrol Leader**

The ASPL takes the place of the SPL in his absence. Other responsibilities of the ASPL may include Scout training, direction to the troop Quartermaster, Scribe, OA Troop Rep., etc. The ASPL is NOT a member of a patrol. He works closely with the SPL in planning.

Module I

## Position Overview



### **Patrol Leader**

The PL, elected by the members of his patrol, represents his patrol on the PLC. He works with the SPL and ASPL's to plan troop meetings and functions and communicates the needs of his patrol to the PLC. He promotes "Scout Spirit" within his patrol.

Module I

## Position Overview



### **Troop Guide**

The TG is a leader and a mentor to new Scouts. He works with the new Scout PL the same way the SM works with the SPL, providing direction and coaching to the new Scouts. The TG is usually under the guidance and direction of ASM.

Module I

## Position Overview



### **Scoutmaster**

The SM's role is to provide his youth leaders with the tools and training they need to successfully run a boy-led troop and to be quality leaders. The SM provides the boys with resources and guidance they need to accomplish this. The SM then steps into the background and lets them do their jobs.

Module I

## Position Overview



### **Assistant Scoutmaster**

The ASM acts as the SM in his absence. In addition, the ASM might assist a new Scout patrol. He may also provide support for the troop's activities by coordinating those activities and making arrangements.

Module I

## Position Overview



### **Troop Committee**









The TC acts as the troop's "board of directors". The TC is responsible for assisting the PLC, through the SM, in the accomplishment of activities and functions, i.e., transportation, fund-raising, advancement, planning courts of honor, etc.

Module I



# National Honor Patrol Award

## National Honor Patrol Award Requirements

-  Have a patrol name, flag and yell. Put patrol design on equipment and use patrol yell. Keep patrol records.
-  Hold 2 patrol meetings per month.
-  Take part in at least 1 Scouting event.
-  Complete 2 good turns or service projects
-  Help 2 patrol members advance in rank
-  Have at least 75% of members in full uniform at Scouting events.
-  Have a patrol rep. attend at least 3 PLC meetings.
-  Have 8 patrol members or increase patrol size.

Module I

# End Module I





Break

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# **Module II (BE)**

## *How To Do Your Job*

### **Module II – How To Do Your Job (What the youth leader should BE)**

-  Scoutmaster's Vision of Success
-  Teaching EDGE Discussion
-  Troop Program Discussion
-  Assignment

Module II

# **The Scoutmaster's Vision of Success**

## The Scoutmaster's Vision of Success

Now a Word from Mr. Huntley

Module II





# Teaching the **EDGE** Discussion

## Teaching the **EDGE** Discussion

**EDGE** (Explain, Demonstrate, Guide, Enable) is a process for training that will be taught in the NYLT course. This training will introduce **EDGE** as a teaching method at the troop level. The key to making **EDGE** work is to use it in all teaching situations.

Module II

## Teaching the EDGE Discussion

-  **Explain** - The trainer first explains how the skill is done.
-  **Demonstrate** – After explanation, the trainer demonstrates the skill while explaining it again.
-  **Guide** - The Scout tries the skill as the trainer guides him.
-  **Enable** - The Scout attempts the skill on his own. The trainer removes obstacles thus enabling the Scout to succeed.

Module II

## Leadership and Learning

- The ability of a team to succeed depends upon the need for its members to learn new skills
- It is the leaders responsibility to provide skills instruction when the need is recognized
- A learner responds best to instruction when it is tailored to his individual skills needs

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## The EDGE

- A powerful tool for choosing the right instruction style is the Teaching EDGE
- EDGE Stands for
  - Explain
  - Demonstrate
  - Guide
  - Enable

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## Getting the EDGE

- Before you can use EDGE, you must know about the 4 stages an individual goes through when learning:
  - Forming
  - Storming
  - Norming
  - Performing
- Discuss each stage

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## EDGE Summary

Skill Stage	Teaching	What to do
Forming	Explain	<ul style="list-style-type: none"> <li>♦ Enthusiasm and motivation are high, skills are low.</li> <li>♦ Instructor will need to do lots of explaining.</li> <li>♦ Telling exactly what to do and how to do it.</li> <li>♦ Explaining is important because it clarifies the subject.</li> </ul>
Storming	Demonstrate	<ul style="list-style-type: none"> <li>♦ Enthusiasm, motivation and skills are low.</li> <li>♦ Knows that mastering a skill isn't easy, lots to do.</li> <li>♦ Demonstrating clearly shows learner what and how to do it.</li> <li>♦ Allows the person to see as well as hear how something is done.</li> </ul>
Norming	Guide	<ul style="list-style-type: none"> <li>♦ Enthusiasm, motivation and skills are on the rise.</li> <li>♦ Learner realizes he is making progress.</li> <li>♦ Guiding gives learner more freedom to figure things out on his own, supporting him with encouragement and helping as needed.</li> <li>♦ Allows the learner to learn by doing.</li> </ul>
Performing	Enable	<ul style="list-style-type: none"> <li>♦ Enthusiasm, motivation and skills are high.</li> <li>♦ Learner now acts independently</li> <li>♦ Enabling offers the person plenty of freedom to do it on his own.</li> <li>♦ Allows learns to use skills themselves and encourages repetition which is important to mastering a skill.</li> </ul>

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## A Leadership Technique

- Start, Stop, Continue (SSC)
  - Series of questions designed to help assess an event or activity
  - Take the outcome to improve on your next event or activity
  - Based on 3 questions:
    - What should we *start* doing to make us more successful?
    - What should we *stop* doing that is not working?
    - What should we *continue* doing because it was a significant reason for our success?

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## Start, Stop, Continue (cont'd)

- Key Points for using the SSC assessment tool:
  - Everyone has the right to express his thoughts
  - Each person has the choice of talking or remaining silent
  - No one may interrupt the person speaking and there is no room for put-downs or making fun of someone
  - Gathering input is the key, but it is not always necessary to evaluate and reach consensus. The PLC may be the right place to review input
  - Do not allow the discussion to become negative or focus on individuals
- Summarize the most important points
- Be positive throughout the session

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## Troop Progress Discussion

## Troop Progress Discussion

How is the troop doing? Capture the youth leaders perception of the troop's current successes on a flip chart and save it for follow-up at the next PLC meeting. Be sure to use the “**Start. Stop. Continue.**” assessment tool while answering the following questions:

Module II

## Troop Progress Discussion



What should we ***start*** doing that we are not currently doing?



What do we ***stop*** doing that is not working?



What should we ***continue*** doing that is working well and helps us succeed?

Module II

# Assignment

## Assignment

The foundation of the troop is the patrol. It is through the “Patrol Method” that Scouting succeeds. The key to this success is the PL. In order for the youth leader to effectively lead, he needs to get to know the Scouts he is responsible for leading. Your assignment as a youth leader is to take time to assess the needs of the Scouts you lead. Take time to discuss ways to better understand the needs of your patrol members.





**Module II**

## **End Module II**

## **Module III (DO)**

*What Is Expected Of Me*

## **Module III – What is expected of me (What the youth leader should DO)**

-  Position Descriptions and Expectations
-  Servant Leadership - Motivating Scouts to Lead
-  Defining Success in Your Position
-  Scoutmaster Conference

Module III

## **Module III (DO)**

*Leadership Tips*

# Tips to be a Good Leader

How many of these did you list?

- Keep your word
- Be fair to all
- Communicate
- Be flexible
- Give praise
- Ask for help
- Have fun
- Be organized
- Delegate
- Set the example
- Be consistent
- Have a good attitude
- Act with maturity
- Look the Part

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# Skill – Communication

- Effective Communication
  - More than just visiting with someone.
  - Giving Information
    - Organize your thoughts
    - Gather in a place free from distractions
    - Speak clearly
    - Write down the most important points
    - Repeat facts such as dates, times and places
    - Make notes of a discussion
  - Receiving Information
    - Give the speaker your full attention
    - Write down points of information – dates, times and places
    - Ask questions if you are unclear about anything

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## Skill - Listening

- Effective Listening
  - Is essential to good communication
  - Is a skill each of can learn and constantly improve
  - Practice good listening by:
    - Paying close attention to what others are saying
    - Paying close attention to what is not being said
      - Body language, tone of voice
    - Be aware of how you are feeling
      - Hungry, tired, cold/hot, late, angry, worried, etc.
      - Make adjustments if possible – take a break
    - Follow-up
      - Relay information, advance notices, written copies, calendar, plan

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## Providing Leadership

- Rely on shared values as you make choices – oath/law
- Offer a vision of success
- Recognize that others advance at different rates
  - Offer assistance to Scouts needing additional time
- Model the kind of behavior and achievement you expect
- Acknowledge differences
  - Look for individual strengths to be called out for the best of the troop
- Make meetings count
  - Get down to business and have fun
- Respect and value others
  - Help each Scout feel that he has something important to contribute

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## How will I know I am Leading Well?

- When You ...
  - Are doing your best
  - Review the troop and patrol activities
  - Know the Scouts you are leading
  - Learn from successes and failures
  - Use your skills, e.g.,
    - EDGE in teaching/coaching
    - SSC in assessing
    - SMART in planning goals (coming up)
  - Care
  - Are having fun

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## What is Your Vision of Success?

Write down what your vision of success  
looks like for our troop

(on the back of your card - 5 minutes)



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# **Position Descriptions and Expectations**

## **Position Descriptions and Expectations**

Youth leaders need to have a simple and clear understanding of what's expected of them in their leadership position. Further, youth leaders should be given a concise list of their expectations. These expectations should be communicated to the youth leader when he takes office.

**Module III**

# Position Descriptions and Expectations

The PLC plans and runs the troop's program and activities and gives long-range direction with the annual planning conference. The PLC should meet monthly to fine-tune upcoming events and should briefly meet (10 min.) after each troop meeting to review the next week's meeting plan. The SPL conducts the PLC meeting and the SM should act only as a coach and resource.

## Module III

(Program Feature)				
Troop Meeting Plan				
Date _____ Week _____				
Activity	Length (minutes)	Start Time	Description	Run By (name)
Pre-Opening				
Opening Ceremony		7:30		
Skills Instruction			New Scout Patrol	
			Regular Patrol	
			Senior Patrol	
Patrol Meetings				
Interpatrol Activity				
Closing (total meeting length 90 minutes)			Scoutmaster's Minute	Scoutmaster
After the Meeting		9:00		










## Position Descriptions and Expectations

In Module I, the key leadership positions were discussed. Each youth leader needs to have a clear understanding of his position and the expectations of that position. **Remember** - The core of Scouting is to allow the Scouts, as leaders, to learn by doing. The Scouts must be allowed to develop and plan the troop's program and take responsibility for achieving their goals and objectives.

Module III

## Position Descriptions and Expectations

### Other Troop Positions (if troop size allows)

 Quartermaster	 Instructor
 Scribe	 Chaplain Aide
 OA Troop Rep.	 Den Chief
 Historian	 Junior Asst. SM
 Librarian	

Module III

# **Leadership - Motivating Scouts to Lead**

## **Leadership -Motivating Scouts to Lead**

Most youth will quickly discover that they would rather tell people what to do than be told what to do. Leadership in Scouting is often the opposite of this. Leadership in Scouting is not about giving orders. It's about your choice to lead and to give rather than receive.

**Module III**

## Leadership -Motivating Scouts to Lead

Leadership is the concept that a leader is most effective if he cares about others and cares about helping them succeed. We are more willing to trust a leader that cares about the success of the group (patrol & troop) as a whole.

Module III

## Leadership -Motivating Scouts to Lead

### **Leadership and the Patrol Method**

An effective PL will help each member of his patrol succeed. Leaders understand what success looks like for both the patrol as a group and for each patrol member. By understanding servant leadership and utilizing the patrol method, the troop succeeds.

Module III

## Leadership -Motivating Scouts to Lead

Keep in mind that each patrol member has personal goals and challenges. An effective PL will seek to know his patrol members well enough to understand these goals and challenges and will help them to succeed. The patrol's and the troop's success requires team work. A leader wants to lead so he can help make a difference within his troop.

Module III

## Leadership -Motivating Scouts to Lead

Leaders help their patrols through the day-to-day operation of a troop. Patrols are assigned tasks and duties by the SPL as a part of the troop. PL's should focus on how to help Scouts in their patrol to be successful. The patrol then functions as a team to accomplish these tasks and duties more efficiently.

Module III

# Defining Success in Your Position

## Defining Success in Your Position

Each youth leader should ask the question:

***“What does success look like for my troop?”***

you should then ask the question of :

***“How will I get there (goals)?”***

In considering these questions, keep in mind not only your personal goals and expectations but those of the PLC and troop.

Module III

## Defining Success in Your Position

Take a few minutes and discuss what success is and ways to achieve troop and patrol goals.

Distribute the accompanying Position Description Cards or position descriptions prepared by your unit.

Module III

## Scoutmaster Conference



## Scoutmaster Conference

New youth leaders, to better understand their goals and expectations, need the guidance of the SM. Personal coaching by the SM helps the SPL, ASPL, PL and TG to better understand the aims of Scouting and the what is expected of them by the adult leadership of the troop. The SM should help the youth leaders set their goals in order to achieve success.

Module III

*“A leader is best when people barely know he exists; not so good when people obey and acclaim him; worse when they despise him. But a good leader who talks little when his work is done, his aim fulfilled, they will say ‘we did it ourselves’.”*

*Sun-Tsu  
Chinese philosopher*

## Troop and Position Goals

- SMART Goal Planning
- Troop Goals
  - Brainstorm
  - Evaluate
  - Select (2 or 3 top priorities)
- Your Goals
  - How you will contribute to troop goals
  - Personal goals for your position

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## SMART Goal Planning

discuss good and bad examples

- S - Specific
- M - Measurable
- A - Attainable
- R - Relevant
- T - Timely

This method of setting goals keeps them tight and focused, and thus ensures that the goals can be accomplished.

Note: The vision can be “general” but goals are SMART.

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# Troop Goals

use the board or flip chart – 30 minutes

1. Brainstorm (list all ideas)
2. Evaluate (discuss pros and cons)
  - ♦ Remember SMART criteria
3. Select
  - ♦ Only pick 1-3 Goals for next 6 months
  - ♦ Commit to these

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# Your Goals

On a sheet of paper, final goals on your card (20 minutes)

- Brainstorm (list of ways you can help)
- Evaluate (think about pros and cons)
  - Remember SMART
- Select
  - Choose 1-5 goals for the next 6 months
  - Discuss with SM/SPL, write on card
- REVIEW
  - Measure them weekly or monthly

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## Review

- Leadership is a vital part of Scouting
- By accepting a role of leadership are preparing yourself to be a leader throughout the rest of your life
- Leadership can be
  - frustrating and disappointing (if you lack the skills) or
  - rewarding and satisfying (if you have them)
- Ask if you need help

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***You are now officially trained in  
your leadership position.***

***For you as a leader,  
now it gets interesting!***

**BE A GOOD ONE!**

Source: Greater Cleveland Council BSA  
[www.gccbsa.org/Powerpoints/TLT\\_Presentation.ppt](http://www.gccbsa.org/Powerpoints/TLT_Presentation.ppt)  
Combined with Troop 466 Presentation and National TLT program guide  
Adapted for use for Troop 71's TLT/JLT and KNOTS CD use

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Thank You and Good Luck!



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**End Module II**

## ***Congratulations***

You have successfully completed  
***Troop Leadership Training***



You can now proudly wear the  
“*Trained*” patch.

You are now prepared to go onto  
**National Youth Leadership  
Training**



***“Brownsea”***

NYLT is held annually at Theodore Naish  
Scout Reservation  
For information and dates go to [www.hoac-bsa.org](http://www.hoac-bsa.org)