



As the Leader of My Patrol

I WILL lead my Patrol by my initiative and my personal example, in Scoutcraft knowledge as well as in Scout Spirit.

I WILL plan, with my Scouts, the Patrol's activities--meetings, hikes, Good Turns, special projects--and will carry them out to the best of my ability.

I WILL train my Assistant Patrol Leader to lead the Patrol in my absence, and give each of the other Scouts a chance to do some leading in the Patrol.

I WILL keep well ahead of my Patrol in advancement, and will help my Scouts to advance by training them and examining them in Scout Requirements.

I WILL set an example for my Patrol by wearing my Scout Uniform at all Scout activities, and will urge my Scouts to do the same.

I WILL be responsible for the routine business of the Patrol attendance, dues, and the like--but will get some other Patrol member to keep the records.

I WILL make a special effort to be a friend to each Scout of my Patrol, and to know his home, his parents, his school or work, so that I may truly be able to help him.

As a Leader in the Troop

I WILL faithfully attend all sessions of the Patrol Leaders' Council to receive training for my job and to do my part in planning the program of the Troop.

I WILL represent my Patrol at Patrol Leaders' Council, bringing before the Council the wishes of my Patrol, and taking back to my Patrol the decisions of the Council.

I WILL promote the whole-hearted, punctual and well-disciplined participation of my Patrol in all Troop activities.

When the proper time comes, the new Patrol Leader's appointment [election to office] should be announced before the Troop with an appropriate ceremony, along the following general lines:

1. The Troop is formed in a circle with the members of the Troop Leaders' Council [Patrol Leader's Council] in the center.
2. The Scoutmaster tells the Troop in a few words of the importance of good Patrol Leadership and announces the appointment of Scout Blank as the the new Patrol Leader of So-and-So Patrol.
3. Scout Blank is called forward. He places his left hand on the pole of the Troop flag, above that of the Scoutmaster, salutes, and gives the *Patrol Leader's Promise*: "*I promise to do my best to be worthy of my office as Patrol Leader, for the sake of my fellow Scouts, my Patrol and my Troop.*"
4. The Scoutmaster pins the Patrol Leader's Badge on the boy's left sleeve, presents to him a *Patrol Leader Handbook*, and the youngest member of the Patrol presents him with the Patrol flag.
5. A Junior Leader leads the Troop in a cheer for the new Patrol Leader, who thereupon steps back into his Patrol, where he is greeted by another cheer from his own Scouts.



The Patrol

The patrol is a group of Scouts who belong to a troop and who are probably similar in age, development, and interests. The patrol method allows Scouts to interact in a small group outside the larger troop context, working together as a team and sharing the responsibility of making their patrol a success. A patrol takes pride in its identity, and the members strive to make their patrol the best it can be. Patrols will sometimes join with other patrols to learn skills and complete advancement requirements. At other times they will compete against those same patrols in Scout skills and athletic competitions.

The members of each patrol elect one of their own to serve as patrol leader. The troop determines the requirements for patrol leaders, such as rank and age. To give more youths the opportunity to lead, most troops elect patrol leaders twice a year. Some may have elections more often.

Patrol size depends upon a troop's enrollment and the needs of its members, though an ideal patrol size is eight Scouts. Patrols with fewer than eight Scouts should try to recruit new members to get their patrol size up to the ideal number.



Your Duties as Patrol Leader

When you accepted the position of patrol leader, you agreed to provide service and leadership to your patrol and troop. No doubt you will take this responsibility seriously, but you will also find it fun and rewarding. As a patrol leader, you are expected to do the following:

- **Plan and lead patrol meetings and activities.**
- **Keep patrol members informed.**
- **Assign each patrol member a specific duty.**
- **Represent your patrol at all patrol leaders' council meetings and the annual program planning conference.**
- **Prepare the patrol to participate in all troop activities.**
- **Work with other troop leaders to make the troop run well.**
- **Know the abilities of each patrol member.**
- **Set a good example.**
- **Wear the Scout uniform correctly.**
- **Live by the Scout Oath and Law.**
- **Show and develop patrol spirit.**

Ten Tips for Being a Good Patrol Leader

- 1 Keep Your Word.** Don't make promises you can't keep.
- 2 Be Fair to All.** A good leader shows no favorites. Don't allow friendships to keep you from being fair to all members of your patrol. Know who likes to do what, and assign duties to patrol members by what they like to do.
- 3 Be a Good Communicator.** You don't need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so that everyone understands what's going on.
- 4 Be Flexible.** Everything doesn't always go as planned. Be prepared to shift to "plan B" when "plan A" doesn't work.
- 5 Be Organized.** The time you spend planning will be repaid many times over. At patrol meetings, record who agrees to do each task, and fill out the duty roster before going camping.
- 6 Delegate.** Some leaders assume that the job will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your patrol members to do things they have never tried.
- 7 Set an Example.** The most important thing you can do is lead by example. Whatever you do, your patrol members are likely to

do the same. A cheerful attitude can keep everyone's spirits up.

- 8 Be Consistent.** Nothing is more confusing than a leader who is one way one moment and another way a short time later. If your patrol knows what to expect from you, they will more likely respond positively to your leadership.
- 9 Give Praise.** The best way to get credit is to give it away. Often a "Nice job" is all the praise necessary to make a Scout feel he is contributing to the efforts of the patrol.
- 10 Ask for Help.** Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.



Job Description: The senior patrol leader is elected by the Scouts to represent them as the top junior leader in the Troop.

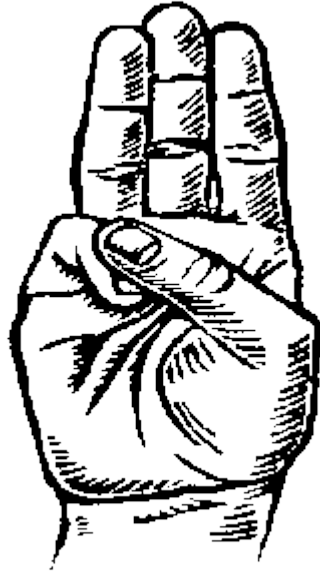
Senior Patrol Leader Duties:

- Runs all Troop meetings, events, activities, and the annual program planning conference
- Runs the Patrol Leader's Council meeting
- Appoints other Troop junior leaders with the advice and counsel of the Scoutmaster
- Assigns duties and responsibilities to junior leaders
- Assists the Scoutmaster with junior leader training
- Sets a good example
- Enthusiastically wears the Scout uniform correctly
- Lives by the Scout Oath and Law
- Shows Scouts spirit

Responsibilities:

- Notify the Scoutmaster and Assistant Senior Patrol Leader as soon as you know you will be unable to attend (or will be late to) any outing, meeting, or activity.
- Attend Junior Leader Training.
- As chairman of the Patrol Leaders' Council:
 - Attend all Patrol Leaders' Council Meetings.
 - Develop the agenda with the Scoutmaster before the meeting.
 - Review the agenda with the Assistant Senior Patrol Leader before each meeting.
- Talk with the Scoutmaster at least once a week between Troop Meetings.

- After talking with the Scoutmaster, call the ASPL and Patrol Leaders and remind them of anything they need to communicate to their patrol members. This should be done at least a day prior, or earlier depending time to prepare, for any Troop meeting or function.
- On Troop Outings:
 - Arrive 10 minutes prior to departure.
 - Have on hand a copy of the Outdoor Program Plan and be familiar with it.
 - Ensure the plan created by the Patrol Leaders' Council is followed.
 - Upon arrival, meet with the Patrol Leaders (and an adult representative) and assign patrol campsites (if not done in advance).
 - Wake up all PLC members at the time specified on the Program Plan.
 - Inform the Assistant Senior Patrol Leader and Scoutmaster whenever you leave camp (does not apply for merit badge classes at Summer Camp).
 - Dismiss Scouts when their responsibilities have been completed. This may be delegated to the Patrol Leaders in the judgment of the SPL.
- At Troop Meetings
 - Arrive at 7:15 PM and plan to stay until 15 minutes after the meeting concludes to insure that everything is put away and clean.
 - Have on hand a copy of the Troop Meeting Plan and be familiar with it.
 - Prior to the start of the meeting, make sure all presenters are ready to go.
 - Ensure the plan created by the Patrol Leaders' Council is followed.
 - Conduct a brief evaluation session at the conclusion of each meeting.



Patrol Leader's Council Agenda

1. ***Call To Order – SPL***
 - ***Attendance - Scribe***
 - ***Review of Meeting Minutes - Scribe***
 - ***Patrol Reports***
 - Advancement since last meeting
 - Patrol Activities
 - Patrol Meetings
 - ***Old Business***
 - Discuss any open items from the Minutes of the last meeting.
 - ***Activity Planning***
 - Plan activities for the upcoming Monthly Outing as per the Program Theme.
 - ***Meeting Planning***
 - Plan Meetings prior to Outing. Meetings should be planned in order to build up skills for the Outing.
 - ***New Business***
 - Open to any new items to be discussed.
 - ***Scoutmaster's Time***
 - ***Closing***

Eleven Skills of Leadership

Communicating

Communication involves several factors: receiving, storing, retrieving, giving, and interpreting information. It is important that members of a group communicate freely with each other. Exchange of information often involves a "transaction," a stimulus followed by a response. It's important that these transactions be kept open or complementary. Crossed or blocked transactions result in people talking at one another with no real communication. As a result, information is not exchanged.

Information is received through hearing, seeing, feeling, tasting, and smelling. Obviously we receive information by reading what is written or listening to what is said---and we often do a poor job of these. We also receive powerful messages through facial expressions, body language, an individual's general appearance, costume, etc. The more ways we use to gather information, the better the information is received, understood, and put to use.

Most people store the information they receive in their memories. The memory can be supported with notes, sketches, written references, and similar techniques.

Retrieving or recalling information is important. It often is closely related to how the information is stored. People known for outstanding memories have simply developed an effective retrieval system. This can include memorizing using memory joggers, repeating the information as it is received, taking notes, and skillful use of references.

Giving information involves the same five senses used to receive it. In giving information, however, speaking or writing clearly, using visual methods, watching and being sensitive to the group, asking for feedback, and summarizing what has been given results in an effective transfer of information.

Interpreting information is vital. In many cases the information was given

and received, but somehow communication did not result. Blocks to communication include motivation (one of the two parties didn't think the information was important), conflict (two messages didn't agree), experience (your own back ground or prejudices cause you not to accept what is said), personal dislike (you dislike the other person so you filter out what he or she says), distractions (you don't receive because something else is on your mind or something distracts you), and attitude (you think you already know all about the topic).

Most people learn approximately 11 percent of what they know by listening, but 83 percent of what they know by seeing (observing and reading). People recall 20 percent of what they heard but can recall 50 percent of what they both heard and saw. Thus a "multimedia" approach to communicating is vital.

Clear communication is essential. Avoid initials, acronyms. technical jargon, and unfamiliar words in communicating with others. The success of establishing and maintaining a group will depend largely on how well its members communicate with each other and with those outside the group.

Knowing and Using Resources

To establish a group, you must know what you have to work with. Two types of resources can be used—those available to the group and those available from within the group's own members.

Resources available to a Scouting group can come from literature and books, members of the chartered organization, parents and friends of members, local businesses, community organizations and services, and programs of the local Scouting council and its districts. An inventory of these outside resources is a valuable tool for the Scouting leader. A formal listing might be helpful, but the same results often can be obtained by simply asking the question, "What do I need and where can I get it?" The more people doing this type of thinking, the more resources will appear.

Usually the resources available within the group are greater than any individual member is likely to perceive. The Personal Resource Questionnaire filled out by each group member is a way to begin. Each member of the group lists some facts about his or her background, attitudes, and abilities. The questionnaires are shared and group members quiz each other to expand on what has been noted. This almost always triggers additional resources, which are then listed.

Members are next urged to share what they consider to be "meaningful experiences"-things they have done that would be considered successes. Members of the group look for resources in the successes each has experienced. All discussions must be positive-no negative statements are allowed.

As members see the resources available to the group and from within the group, they gain a better understanding of each other and the potential for what the group can achieve.

Understanding the Characteristics and Needs of the Group and Its Members

For our purposes, a characteristic is "a trait, quality, or property distinguishing an individual, group, or type." A need is "a want, a requirement, feeling the lack of something that would be useful." The characteristics and needs of youth can vary widely from one person to the next. They often depend on the young person's background in the home, school, church, and other organizations as well as the particular situation at the moment.

Each member of a group has some important needs. At the basic level is the need for food, water, shelter, and warmth. The next level involves the need for safety and security. Next is the need for friends, association with others, interpersonal relationships, order, and a feeling of belonging. At the fourth level, needs include recognition, self-respect, independence, and esteem. The final level involves the need for self-fulfillment, confidence, achievement, and growth to the individual's full potential.

Recognizing these needs and how well they are met will often explain the characteristics of the members of the group. If one level of needs has been somewhat met, then other needs emerge as dominant. For instance, a boy from an unstable family in a poverty stricken urban neighborhood beset with street crime may respond quite differently than one from a stable and loving middle income family residing in a safe suburb. A relationship between observed characteristics and the true needs of an individual may be misleading, however. The seemingly self-assured individual might in fact be playing a role in an attempt to feel secure. On the other hand, the quiet and reserved person might be so self-confident that he or she sees no need to attract attention.

Planning

Effective planning is usually the result of seven specific steps.

1. **Consider the task.** This involves what has to be done, who does what, when, where, and how.
2. **Consider the resources.** What time is available? What are the skills of the group? What equipment and supplies are needed and available? What other items should be considered?
3. **Consider alternatives.** What happens if something goes wrong? What are the emergency procedures? What is the alternate plan? Could the alternate plan be better than the original plan?
4. **Reach a decision.** Who has the responsibility? Is a poor decision better than no decision? Is no decision a decision? Is a group decision best? A decision usually is needed at every step in the process.
5. **Write down the plan.** The act of writing down an action plan may cause it to be revised or refined. The final plan might need considerable discussion.
6. **Put the plan into action.** All too often, great plans are formed but never followed.
7. **Evaluate.** Evaluation must take place all during this process. As each step is taken, it is evaluated against the previous steps to assure that the original task is still being considered.

In many ways, the steps for planning are similar to those for problem solving. Solving a problem is a type of planning developing a plan is a type of problem solving. Substitute the word problem for the word task, and the seven steps can be used in either case.

When faced with a specific project to complete or a problem to solve, a process known as "verbal rehearsal" works well and is easily understood by boys. Here the members of the group literally "talk it up" as they decide how to approach the project or problem. As in **classic problem-solving, seven steps** are involved.

1. **What is the problem?** A problem is any situation that a group may need or want to do something about. A clear understanding of the problem. is needed before the group can set a goal.

2. **What's our goal?** A goal redefines the problem into a positive statement that answers the question, "What do we want?" A goal must be important to the group and must be realistic, not based on wishful thinking. A goal should require the group's best effort, and members should feel good after reaching it.

3. **Stop and think.** Here the group should stop talking and allow each person to examine the problem and goal before continuing to the next step. Often boys--and adults--take the first suggestion that is offered and jump directly into action. If group members take a few moments to think and form their ideas, they will be able to add some original thought to a plan to be followed.

4. **Make a plan.** A good planner is always looking for options. The ability to think of a large number of possible pathways to reach a goal is an important skill. "What happens if...?" examines the consequences of a particular course of action. For each alternative there are pros and cons. Once the alternatives and consequences have been discussed, a decision is made on a start-to-finish plan.

5. **Do it.** Action must follow the planning. If the group has discussed the plan in enough detail, each member will know how to proceed.

6. **Keep at it.** Nothing worthy of achieving is gained without endurance. The group must recognize that before a plan is abandoned, sustained effort is needed. Sometimes only a small adjustment in the plan is required to make it work.

7. **How did it go?** Was the goal attained? Did we give our best effort? What might have been changed? It is important to evaluate the entire problem-solving process so that the result will be a better plan next time.

Controlling Group Performance

Controlling group performance is an important but often misunderstood function of leadership. To some, control implies that a whip-cracking boss is in charge. Good control is far more subtle.

A group needs control to keep its members moving in the same direction for best results. If a plan is to be properly carried out, someone must direct the effort. Controlling is a function that the group consciously or unconsciously assigns to the leader in order to get the job done. Skillful control is

welcomed by the group. The expression "Come on, you guys, let's get our act together" is a plea for someone to take charge and bring the group under control.

Control of group performance involves six basic operations.

1. **Observing.** The leader should be in a position to see the group, communicate with its members, and be available, but not appear to dominate. Coed work is praised. Suggestions, rather than orders, are given for improvements.
2. **Instructing.** The leader must often give instructions as the work proceeds and the situation changes. The leader must communicate well, apply the skill of effective teaching, and allow members to use their own initiative. As long as the work is progressing well, the leader should not intrude.
3. **Helping.** When a group has decided that it wants to perform a task, the leader must help the members be successful. The leader does a good job personally, takes a positive approach, and gives a helping hand when needed. Care is taken to see that an offer to help is not implied criticism.
4. **Inspecting.** The leader must know what to expect to see. The leader should know the plan and the skills involved. A checklist is valuable. If the work is not correct, the worker is led to the proper performance of the task. Again, a positive approach with helpful suggestions for improvement is vital.
5. **Reacting.** How the leader reacts to the efforts of the group is important. Praise the person if the work is good, but the praise must be sincere. If the work is not correct, praise the parts that were done well and accept responsibility for work not done well. A reaction such as "Gosh, I guess I didn't explain it very well" doesn't hurt the leader but makes the person feel good about corrections that are suggested. React to the total job--do not focus on obvious weak points.
6. **Setting the example.** The most effective way of controlling group performance is the personal example of the leader. How the leader observes, instructs, helps, inspects, and reacts is vital.

Effective Teaching

Effective teaching is a process by which the learning of an individual or a group is managed or facilitated. Five elements are involved, but these are

not necessarily steps in a sequence.

1. **Learning objectives.** Before attempting to teach, it is important to know what is to be taught. Asking "What should the participants be able to do by the end of the session?" determines the learning objectives. Learning objectives are stated in performance terms. To "know," "understand," "appreciate," or "value" are slippery words that have no part in good learning objectives. Learning objectives should clearly state what the individual will be able to do as a result of the learning experience.

In a structured teaching situation, it is wise to write down the learning objectives as guidelines to the instructor. The objectives usually will determine the content of the instruction. In casual situations or "opportunity teaching," the objectives might not be written but should be clearly in the mind of the instructor.

2. **Discovery.** A discovery is any sort of happening that has three results.

Knowledge is confirmed. People discover what they do know. Until then they might not have been sure. The need to know is established. People discover that they do not know something they must know if they are to be successful in what they want to do. Motivation is instilled. Participants discover the desire to learn more.

Sometimes a discovery just happens. An alert leader can turn this happening into a learning experience. This is referred to as "opportunity teaching." In more structured teaching, an instructor often will set up a discovery as the introduction to a learning activity. A discovery can be simply a leading question, or more complicated as in dramatic role-playing.

3. **Teaching-learning.** Once the discovery has shown what the person already knows, the instructor has choices to make.

The person knows and can do what is desired. The learning objectives have been met. Subtract what the person knows from what is desired and work on what the person needs to know. Give the full instruction session. The participant will learn what he or she needs to know and will review what is already known.

Teaching involves a variety of communication techniques. We learn principally from hearing (lecture, discussion, conversation, dramatization), seeing (reading, displays, visual aids, demonstrations), and doing (trial and error, experimenting, copying the acts of others). As each task, skill, or idea is broken down into simple steps, the learner can confirm what he or she now knows, needs to know, and wants to know. Thus, learning is actually a

series of discoveries. Each step should lead to some success--it is important to keep the person encouraged that progress is being made.

4. **Application.** Each individual should have an immediate chance to apply what has been learned. Application must be deferred in some situations, but immediate application is more desirable.

In attempting to apply what has been learned, another discovery likely will occur, which leads to new learning objectives, more teaching and learning, and further application.

5. **Evaluation.** Essentially, evaluation is a review of what happened to see if the learning objectives were met. In a teaching situation, we are always checking to see. "Did it work? Do I understand? What do I do next?" In effect, the evaluation itself often becomes another discovery.

Recycling. If evaluation shows that the person has not learned what was to be taught, there is a need to recycle-teach it again. The approach may be changed, the steps simplified, or the explanation more detailed, or the learning objectives might need to be changed.

Research has shown that learning is most effective when it is self-directed. The more deeply a person can be involved in his or her own learning, the more that individual will learn and the longer he or she will retain what has been learned. Teach from the point of view of the student--not the teacher. Be sure that personal objectives are met before dealing with organizational objectives. Move from what is known to what is unknown. from what is simple to what is more complex.

It is important to note that the five elements of effective teaching are not necessarily a series of steps, each to be completed before the next is attempted. Rather, these elements are a mix of factors that can be used to plan a learning experience or evaluate its worth. The five elements are not a lockstep process through which one marches in a training experience. Training must flow and stay flexible to meet the needs of participants.

Representing the Group

With a knowledge of resources, skill in communicating, and an understanding of the characteristics and needs of the group and its members, the leader is prepared to represent the group.

Some steps are involved in representation. Before representing the group, it

is important to get all of the facts available, decide on the nature of the situation, determine the group's reaction, and make mental or written notes. When representing the group to a third party, it is vital to give the facts give the group's reaction, feelings, and position respect opinions of other groups dealing with the third party consider personality problems and again make mental or written notes.

Then the third party's decision, attitude, or actions must be represented back to the group. Here it is important to again present the facts, explain the decision, and thoroughly represent the third party's attitude and opinion.

As a leader represents the group to the "outside world," the group begins to develop its own attitude, identity, and direction. The role of the patrol leader in sharing the interests and:desires of the patrol to the patrol leaders' council--and carrying out the decisions of the patrol leaders' council with the patrol members--is a classic example of representing a group in Scouting.

Evaluating

When a program or project has been completed, it is important to find out how well the objectives-were met and if improvements can be made for the future. An evaluation should reflect two dimensions of the project--its effect on the total group and its effect on each individual member.

Six simple questions can be used to evaluate almost any project or program. The first three questions relate to the group's success in carrying out the project, while the second three questions relate to individual group members.

1. Did the job get done?
2. Was it done right?
3. Was it done on time?
4. Did everybody take part?
5. Did they enjoy themselves?
6. Do they want more?

An evaluation as soon as an event or activity ends is a handy measure of the immediate reaction. Sometimes, however, a more valid evaluation can be

made two to three weeks following the event or activity. In retrospect, the later evaluation may be more valid. It also is less subject to the enthusiasm of the event and a natural desire to please (or condemn) the leadership.

Evaluation is a continual process as a project is under way. Here the six questions are changed somewhat.

1. Are we getting the job done?
2. Are we doing it right?
3. Are we on schedule?
4. Is everybody involved?
5. Are they working well and satisfied with what they're doing?
6. Do they want to continue?

If the answer to any of these questions is no, or if there is any doubt, the leader needs to take some action.

Sharing Leadership

Much has been written on the styles of leadership and how they are applied in given situations. Five styles of leadership generally are recognized.

1. **Telling(or ordering).** The leader alone identifies the problem, makes the decisions, and directs the activities. The style appears autocratic and may or may not involve the opinions of the group members.
2. **Persuading (or selling).** In this style of leadership, the decision still is made by the leader. Having made the decision, the leader must sell it to the group to get cooperation.
3. **Consulting.** Group members participate and provide input. The leader may suggest a tentative decision or plan and get the group's reaction. Having consulted the group, the leader still makes the final decision, usually based on group consensus. If consensus can not be reached, the group is encouraged to note and follow the desires of the majority.
4. **Delegating.** The leader identifies the problem, sets certain guidelines, boundaries, or rules, and then turns the problem over to the group or one of

its members. The leader accepts the decision of the group if it falls within the boundaries and guidelines established. While authority may be delegated, the responsibility must remain with the leader.

5. **Joining.** The leader steps down as leader and joins the group. The leader agrees in advance to abide by the group's decisions. It is important to remember that joining the group is still leadership. Before deciding to use this style, the leader must carefully consider the resources of the group and, if necessary, change to a more direct leadership style.

No single leadership style is "best." Each depends on the situation, experience of the group members, and tasks to be done. As leadership styles move from telling to joining, the leader's authority appears to diminish and the group's participation increases. Selecting the appropriate style of leadership is an act of leadership based on the nature of the situation and the ability and experience of the group members. Leadership is a dynamic process, varying from situation to situation with changes in leaders, followers, goals, and circumstances.

Counseling

Counseling in one form or another goes on constantly as the leader works with the members of the group. Counseling can be used to encourage or reassure an individual, to develop a more effective member of the group, or to help solve a specific problem. Counseling is helpful when a person needs encouragement, should have more information bearing on his or her task, needs help in interpreting facts, or is uncertain about what to do, or the leader feels the need to correct a situation.

The counselor first must find out that there is, in fact, a needier counseling. The counselor must recognize that no two counseling situations are alike that each person is different, and each problem is different. There are no pat solutions.

There are six keys to good counseling.

1. Listen carefully. Give undivided attention to what the person is saying.
2. Ask yourself, "Do I understand what this person is trying to say?"
3. Summarize frequently to assure understanding, keep on the track, and check what is being told.

4. Additional information might be all that is needed. The person might not have all of the facts, or might not know all of the resources available. The counselor must be sure to give information, not advice.
5. The person must be encouraged to think of different ways of handling the problem. The individual has the problem, has thought about it in greater detail than the counselor, and might have arrived at a solution. He or she might only be seeking confirmation of that solution.
6. Above all, the counselor must not give advice. The objective of counseling is to lead the individual to his or her own solution.

A general rule in effective counseling is to keep the individual talking. Many counseling sessions fail when the counselor attempts to arrive at a Solution before the individual has finished telling the complete problem. Use "trigger words" to keep the person talking. Phrases like "What did you do then?" or "How did that make you feel?" can bring out more details. Words of sympathy or understanding such as "Wow," "Oh my," or "That's a shame" are helpful. Only when the individual begins to repeat himself or herself will additional information be of value.

Some counseling sessions uncover problems that are serious and might require professional help. The Scouter involved in counseling must consider his or her efforts as "first aid" to a young person with obvious and serious problems. Be careful not to counsel above your abilities. Our objective is to help youngsters the best we can--not to become amateur psychologists. The leader should be prepared to refer a troubled young person to a competent professional in this field if it appears necessary.

Setting the Example

The most persuasive Leadership skill is the personal example of the leader. A good leader sets a positive example in these ways:

1. **Following instructions.** Following instructions, obeying the law, and carrying out tasks in the recommended manner points out that rules and procedures are important.
2. **Trying hard.** The leader must work as hard as--if not harder than--any member of the group. Leadership by direction is not as effective as leadership by example.

3. **Showing initiative.** A good leader must do what has to be done without waiting to be told or forced to act. An effective leader respects the good suggestions of the group members and encourages each person to show initiative.

4. **Acting with maturity.** An effective leader shows good judgment. The group members see that the leader's personal behavior is directed toward accomplishing the task.

5. **Knowing the job.** Generally, a leader should have a mastery of the skills to be used. If not, the leader must apply the resources of the group toward achieving the task.

6. **Keeping a positive attitude.** A positive attitude is vital as an example to group members. The leader's personal frustration or discouragement should never be apparent. Failure should be considered a potential learning experience. Enthusiasm is contagious.

Role models are an important method in Boy Scouting. This applies not only to adults, but also to youth leaders. Boys often will copy the actions and behaviors of leaders they like and admire. Boys will literally walk, talk, and act as the example set by the adult and youth leaders of the troop.

"Bring a Friend to Scouting Night"

Boy Scout Troop 67

- **Preopening** The preopening will contain a variety of activities conducted by the boys. Activities could include such things as a tent set-up, taking compass bearings and pace, making rope, knots and lashings, and the like.
- **Opening Ceremony** Performed by a Patrol.
- **Welcome and Introduction to Scouting** ASM or SM welcomes the new boys and parents to the Troop's "Bring a Friend to Scouting" evening. In addition, the SM or ASM should briefly discuss what Troop 67 does. Troop 67 is an active Troop that conducts weekly Troop meetings from September to June. Outdoor outings average 10-12 per year in addition to a week of summer camp at Kittatiny Mountain Scout Reservation. Some weekend outings in the past have included backpacking trips on the Appalachian Trail, canoe trips on Bass River, Whitewater rafting on the Lehigh River, Camporees at Westpoint, KMSR, Snuffy Hollow, and the County Fairgrounds, historical outings such as Gettysburg, Canada, and Jockey Hollow. In addition, we go camping at area Scout camps where the Scouts have the opportunity to advance ranks, practice and master new skills, perform service, cook their own meals, have campfires, and play man hunt or capture the flag. Camping is not the only aspect of Scouting however. In addition to weekend outings, the Troop holds fund-raisers, service projects, and daily trips. We are very active on the district and council level and recently ran the Physical Fitness station at the Cublympics. To mention one more point, all the activities that you hear about are picked and planned by you. The Scouts that you are paired up with have come up with the ideas to go winter camping, to Washington D.C., the Aqua Camporee. They run the Troop with the adults as advisors and assistants. The Scouts decide what each month's program features will be and then plan the weekly meetings accordingly. We hope that you will enjoy the evening and enjoy hearing about Troop 67's activities. Just think, in a few years, you could be sitting up hear and planning a trip to go cave exploring, or mountain climbing, or a planning the 3rd 60 mile backpacking trek by Troop 67.
- **Skill Demonstration Tin-Can Cooking** by ASM Dave Lippincott. Material needed: 55 gallon drum, charcoal, tin can, cooking utensils, and food.
- **Game Fire Bucket Relay:** Fill 3 five gallon water buckets $\frac{3}{4}$ of the way with water. Get three fire buckets and 3 plastic Dixie cups. Boys line up in patrols. They have to run up to the water jug with the

Dixie cup, fill it up, and return to the starting point and dump the water into the fire bucket. This continues with the Scouts taking turns until the fire bucket overflows.

- **Invitation to Join** Explain the joining requirements, registration fees, Boy's Life, uniforms, meeting schedules, summer camp, and the upcoming Aqua Camporee. Hold a question and answer session for the boys and parents. Joining Requirements include:
 - - Complete the fifth grade, or be 11 years, or have earned the Arrow of Light.
 - Submit a completed Boy Scout application and health history signed by your parents or guardian.
 - Repeat the Pledge of Allegiance.
 - Demonstrate the Scout sign, salute, and handclasp.
 - Demonstrate tying the square knot.
 - Understand and agree to live by the Scout Oath or promise, Law, motto and slogan, and the Outdoor Code.
 - Describe the Scout Badge.
 - With your parent or guardian, complete the exercise in the pamphlet "How to Protect Your Children from Child Abuse and Drug Abuse."
 - Participate in a Scoutmaster Conference.
- **Inter-patrol Activity** Knot Tying Relay: Each recruit is paired with a Scout. They race the length of the room, pick up an index card off the table and each tie the knot that is written on the card. When both have correctly tied the knot they race back to the starting line and tag the next pair. Note: If the recruit does not know how to tie the knot, the Scouts must demonstrate how to tie the knot and its use. Knots should include the square knot, two-half hitches, sheet bend, bowline, clove hitch, and taut-line hitch.
- **Closing Ceremony** Performed by a Patrol.
- **Refreshments**



Job Description: The patrol leader is the elected leader of the patrol. He represents his patrol on the patrol leaders' council. He reports to the senior patrol leader.

Patrol Leader Duties:

- Appoints the assistant patrol leader
- Appoint Patrol positions (Scribe, Quartermaster, Grubmaster) and train individuals for those positions
- Represents the patrol on the patrol leaders' council and the annual program planning conference
- Plans and steers patrol meetings and activities
- Acts as the chief recruiter of new Scouts
- Keeps patrol members informed
- Knows what his patrol members and other leaders can do
- Work with other Troop Leaders to make the Troop run well
- Sets the example
- Wears the uniform correctly
- Lives by the Scout Oath and Law
- Show Scouts spirit

Introduction: When you accepted the position of Patrol Leader, you agreed to provide service and leadership in our Troop. That responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader in Troop 67. You should make any necessary notes on this sheet as this Fast-Start Junior Leader Training session is conducted. As a Troop 67 Junior Leader you will be challenged to your fullest capabilities. The adult leadership has faith in your leadership abilities, but will constantly be striving to improve those abilities. Your election and acceptance of this Troop position represents the acceptance of a contract. At the end of this Fast-Start Junior Leader Training you will be asked to sign a contract indicating that you understand your responsibilities and will constantly strive to live up to your Job Description. Good Luck and Congratulations.

Personal Goals:

1. Contact every patrol member prior to every meeting and remind them of anything that is due, what the skill is going to be, to bring handbooks, pad and pen, permission slips, etc.

1. Hold patrol meetings as required (minimum of six per year) with the first mandatory patrol meeting after the August planning conference. All patrol meetings must follow a planned agenda approved by the Senior Patrol Leader. Agendas must contain the following aspects:
 - Opening: Brief Ceremony
 - Business: Reading of past minutes and discussing new business
 - Skill Activity: Demonstration and practice
 - Game
 - Closing Ceremony: Practice for Troop ceremonies

1. All patrols must hold a minimum of three patrol activities during the Scouting year which can include Patrol hikes, Patrol merit badges, attend Town meetings, etc.

1. Every patrol member must advance at least one rank and earn at least one merit badge outside of Summer Camp prior to the end of the Scouting year.

1. Aim to be a Baden-Powell Patrol. Requirements include the following:
 - **Spirit:** Have a patrol flag with patrol color and design. Use your patrol yell and call. Keep patrol records up to date for at least three months.
 - **Patrol meetings:** Hold two patrol meetings each month for at least three months.
 - **Hikes, Outdoor Activities, and other events:** Take part in at least one within three months.
 - **Good Turns or Service Projects:** Do two Patrol Leaders' Council approved Good Turns or Service Projects within three months.
 - **Advancement:** Help two patrol members advance one rank within three months.
 - **Uniform:** Wear the uniform correctly to all Troop and Patrol activities.
 - **Patrol Leaders' Council:** Represent the Patrol during three PLC meetings within three months.

More information can be found in the *Junior Leader Handbook*, page 41.

Patrol Procedures:

- All Patrol records must be filed with and held by the Patrol Scribe throughout the year. Patrol records include the Patrol Menu (completed and approved two weeks prior to camping trip), Patrol Grocery List, Patrol Duty Roster, and Patrol Equipment Checkout List.
- All Patrol food shopping is to be done by the Patrol as a whole, not solely by a Patrol member's parent.
- Patrol equipment belongs to the Patrol. All equipment must be kept in excellent condition. Any problems with equipment should be reported to the Troop Quartermaster. Each patrol should set aside a designated time frame to conduct a Patrol inventory of the patrol box. At this time, tents should be opened and checked for any problems or missing parts, dining flies should be checked for all poles, grommets, ropes, and pegs, stoves and lanterns should be tested for proper functioning. In addition, at this time all Patrol equipment should be washed and properly stored, for example, coolers and water jugs are to be stored with lids open at all times. Please note, Patrol boxes will be inspected frequently for any missing equipment and organization. Any Patrol equipment that is brought home after a weekend must be cleaned and returned at the next Troop meeting regardless of whether or not that Scout is in attendance.
- At Patrol Leaders' Council Meetings, when the Troop Meetings are planned, a weekly rotation will be established between the Opening, Closing, and Service (Set-up and Clean-up) Patrols. One Patrol will be responsible for the Opening, another for the Closing, and the third for Set-up and Clean-up. All Patrol Leaders will be receiving an Opening and Closing Ceremony sheet that consist of over three months worth of different ceremonies. Ceremonies can also be found in Woods Wisdom. Ceremonies should be varied across the meetings.
- Patrol Leaders are responsible for reminding all Patrol Members when permission slips are due. The Due Date is a Due Date! If permission slips (with money) are not returned to the Troop Scribe by that date, Scouts will not be able to attend. No exceptions!
- Patrol discipline is to be handled by the Patrol Leader. Any repeated discipline problems should be reported to the Senior Patrol Leader, who will deal with the problem accordingly. Discipline includes knowing where each of your patrol members are in camp at all times.
- Patrol Leader's are responsible for conducting a Patrol Training Session where each Scout is informed on their Patrol duties. The following is a brief summary of each Patrol position:
 - Assistant Patrol Leader: Leads the Patrol in the absence of the Patrol Leader, assists in the planning and guidance of

patrol meetings and activities, and performs other jobs as assigned by the Patrol Leader.

- Patrol Scribe: Keeps the Patrol log and takes attendance at Troop and Patrol meetings.
- Patrol Quartermaster: Maintains and keeps an accurate inventory of Patrol equipment.
- Patrol Grubmaster: Leads in the planning of Patrol menu's and food grocery lists and is responsible for organizing Patrol shopping trips.

Resources: As a Patrol Leader, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, Assistant Scoutmaster, and Troop Committee Members. Troop 67 offers a wealth of Scouting knowledge ranging from experience to literature to Internet resources. Please, take advantage of these abundant resources in order to better carry out your Troop position.

- Boy Scout Handbook
- Junior Leader Handbook
- Woods Wisdom, Troop Program Features
- Fieldbook
- Boy Scout Songbook
- Boy Scout Requirements
- Boys' Life
- Troop 67 Handbook
- Merit badge pamphlets
- Troop and Patrol Rosters
- Activity Calendars
- Troop Log
- Campfire Planner Sheets
- BSA Equipment Catalog

NOTES