

# Staff Development

## Leadership Skills Highlights

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### Knowing and Using the Resources of the Group

The resources of the group are the tools necessary for the group to accomplish tasks and to be prepared to accept new challenges.

- Resources include all those things necessary to do a job; tools and equipment, camping gear, Scouting literature, etc.
- Resources also include people, because people have knowledge skills.
  - Knowledge** is what a person learns through familiarity or experience. It's what you know.
  - Skill** is the ability to use what you know.
- The leader also is a resource because he can use his knowledge of the group's resources to organize work. He can select the right tools for the job and draw on the knowledge and skills of group members to get things done.
- To serve as a resource, a leader must know his own resources and those of other members of the group. Also, he must know the other resources available to the group.
- When the leader uses the knowledge and skills of group members to get a job done, they gain experience and improve their skills. They develop a positive attitude toward using a skill.
  - Attitude** includes the desire to do something (motivation) and the belief that you can do it (confidence).
- Knowing the resources of the group develops understanding among members of the group. They learn about each other's abilities.
- Knowing the resources of the group helps point out strengths and weaknesses in the group's knowledge and skills. It helps the leader set learning objectives for effective teaching to enhance the group's resources.

Knowing and using the resources of the group is an important skill in forming a group. It is a starting point for understanding.

### Communicating

Communicating is the skill of getting and giving information. Communicating is an important skill of leadership -- not only what you communicate, but how.

There are four elements in communicating:

- **Receiving.** We receive information through the five senses:
  - \* Hearing      \* Seeing      \* Feeling      \* Tasting      \* Smelling

Asking questions, seeking clarifications, and summarizing what you have received are useful in making the communication process two-way. The methods of giving information are equally important in getting information.

- **Giving.** We send, or give, information effectively by
  - \* Using the five senses
  - \* Speaking clearly
  - \* Writing clearly
  - \* Using visuals
  - \* Eyeballing the group
  - \* Using feedback
  - \* Summarizing
- **Retrieving.** We retrieve or recall information in many ways, including memorizing, memory-joggers, abbreviations, and repeating.

Note-taking is the best retrieval method. It provides a permanent record.

- **Interpreting.** How information is interpreted, or filtered, can cause a lack of communication. Information filters between the sender and the receiver include

\* Motivation      \* Conflict      \* Experience      \* Distractions      \* Attitude

Communication is an important skill in forming a group. By getting and giving information, group members learn about each other, pass information back and forth, and learn what really is going on. effective two-way communication is critical to the use of all the skills of leadership.

## Understanding the Needs and Characteristics of the Group

Each individual member of the group has certain needs and characteristics. They help identify who the person is, what he is like, what he likes to do, what his needs are.

- A leader should understand his own needs and characteristics. This helps him understand his own motivation and suggests ideas for personal growth.
- A leader should understand the needs and characteristics of each member of the group. This helps the leader deal with each person as an individual, treat him with respect, and help him grow.
- Understanding needs and characteristics provides help in program planning and in getting things done. By matching challenges to each individual's needs and characteristics, the leader involves group members and increases their motivation to do a good job.
- Understanding needs and characteristics of the group is an important skill in forming the group, creates trust and builds confidence.

Understanding the needs and characteristics of the group is an important skill in forming the group. Recognizing the needs and characteristics of others helps to bring the group together.

## Representing the Group

When a leader represents his group, he must know its resources and understand the needs and characteristics of its members. Are they ready, willing, and able to go a job? Do they have knowledge, skills, and attitude necessary? How will they feel about the leader's decisions when he is representing them?

#### **The leader represents the group in two situations:**

- **Without consultation** --when he doesn't have the opportunity to consult them about a decision.
- **With consultation** --when he can meet with the group and talk things over

Even when the leader doesn't have a chance to consult the group, he must always make decisions based on his understanding of the group.

The leader can represent the group in two ways:

- He must represent the group's decision exactly.
- He uses his own judgment with the permission of the group.

He must always balance the group's decision with his own.

The "Reaction Scale" (see handout) is a useful guide to recognizing the feelings of the group. The "What Would You Do?" chart is helpful in seeing the balance between the group's decision and the leader's view.

The leader wears two hats:

- He represents the views of the group to others--as a patrol leader to the patrol leaders' council.
- He represents the views of others to the group--as a member of the patrol leaders' council to the patrol, or as senior patrol leader representing the decisions of the Scoutmaster to the patrol leader's council.

With a knowledge of resources, skill in communicating, and an understanding of the needs and characteristics of the group, the leader is prepared to represent the group. Representing the group links a patrol to the troop and the troop with the patrol, through the patrol leaders' council. It is a practical example of democracy in action. The group has both rights and responsibilities. Reaching decisions between different viewpoints and representing the group helps the group work together and improves understanding.

## **Effective Teaching**

Effective teaching is a process to increase the knowledge, skills, and attitudes of the group and its members.

- **Knowledge** is what a person learns through familiarity or experience. It's what you know.
- **Skill** is the ability to use what you know.
- **Attitude** includes the desire to do something (motivation) and the belief that you can do it (confidence).

The focus is on learning, not teaching. **For teaching to be effective, learning must take place.**

The steps of effective teaching include

- **Learning objectives.** Decide what to teach. Knowing the resources of the group and reviewing the knowledge, skills, and attitudes of the group can suggest subjects. Understanding the needs and characteristics of the group can suggest ways to teach.

Set specific objectives of what the participant should be able to do when the presentation, demonstration, or session is over.

- **Discovery.** Help the participant find out what he really knows. Help him find out what he doesn't know and give him a reason to want to learn. Determine how much of the subject you need to cover.

Make it as interesting as you can. Get his attention.

- **Teaching - Learning.** The participant learns by hearing, seeing, and doing. Tell him, show him, and then let him try it. Good communications skills are vital. Keep it two-way to be effective.
- **Application.** Make the learning real. Let the participant practice the skill on his own.
- **Evaluation.** Check the application. How did he do? How did you do? Did learning take place?

Use the six questions of evaluating while you are presenting the subject to measure the participant's progress and your own.

If learning is not complete, **recycle** the process. Use the techniques of teaching-learning and application to help get the skill across.

Be on the alert for **mini-discoveries**. As you use effective teaching, there are many little discoveries. Each time you and the participant realize that something is worth teaching and learning, a discovery takes place. These are sometimes called "aha!" moments. That's when the light bulb goes on. Use them, and apply the techniques of effective teaching to make sure that learning takes place.

The steps of effective teaching do not always follow in precise order. Be flexible. Remember, learning will involve many discoveries, continuous evaluation, teaching-learning in several steps, and frequent applications--which will be evaluated, lead to further discovery, and so on.

Effective teaching is a skill critical in improving the knowledge, skills, and attitudes of the group and its members through a learning process. By effective teaching, a leader helps a group develop real ability to work together and to get the job done.

## Evaluating

Evaluating helps measure the performance of a group in getting a job done and working together. It suggests ways in which the group can improve its performance. There are six basic questions to ask in evaluating:

- |                               |                                |
|-------------------------------|--------------------------------|
| ● Getting the job done        | ● Keeping the group together   |
| ___ Was the job done?         | ___ Did everyone take part?    |
| ___ Was the job done right?   | ___ Did they enjoy themselves? |
| ___ Was the job done on time? | ___ Are they ready for more?   |

Evaluating also checks the balance between the job and the group. It helps the leader focus on how to work toward the objectives of getting the job done and keeping the group together.

The objectives are met by **working together**.

- Working together creates an awareness of one another.
- As group members work together to get a job done, they realize that they need each other to do a good job.
- That awareness helps bring them together.

Working together is also important because

- It helps us to get the job done.
- It strengthens the group.
- It helps us keep the group together.

The Par 18 Evaluation is a useful way to learn evaluating and measure group effort.

Evaluating is an important skill in measuring and improving the group's performance. By examining the balance between the group and the job, a leader can learn how to help the group work together.

## **Counseling**

Counseling is an important skill

- To help people solve problems
- To encourage or reassure people
- To help a Scout reach his potential

You cannot really solve a problem for another person. You can only help him reach his own solution.

Counseling can be effective when a person is

- Undecided (He can't or won't make a decision.)
- Confused (He hasn't enough facts or he has more facts than he can deal with.)
- Uninformed (He knows no solution.)
- Locked in (He knows no alternative way to go.)

Sometimes the person only thinks he has a problem. Counseling may help them discover this. It may clarify the true nature of the problem.

Counseling can be effective when a person has made a hasty decision and it's too late to change.

- He's worried about the decision. (Was it right?)
- He's worried about the consequences. (What will happen?)
- He didn't consider all the facts.
- He misinterpreted the facts.
- He didn't consider the alternatives.

Counseling may give the person a chance to reconsider and decide what to do.

Counseling is often like first aid. It relieves minor aches and pains. It's what you do "until the doctor comes." The patient tells you "where it hurts." You can get a more experienced counselor involved. It's important to remember that leaders are often approached with problems or they may spot problems. You have to help--you can't just let them suffer.

How do you know if there really is a problem?

- If someone comes to you, there is a problem. It may be big or small, but there is a problem.
- If you think there might be a problem, ask. Do it in such a way that the person will feel you may be willing and able to help.

Create a climate for counseling.

- Take the person aside, but don't make it obvious to the other members of the group. Aim for privacy and a feeling of confidence.
- Help him relax and take it easy. Perhaps he can't get started talking or he can't stop talking. No two people or problems are alike.
- Wait and see what this problem looks like.

Know and use the **six basic of counseling**:

- Listen carefully.
- Ask yourself, "do I understand?"
- Summarize
- Add facts.
- Check alternatives.
- Do not give advice.

Know the **five ways to respond**:

- Restate his words in your own words.
- Ask about his feelings on the matter.
- Show that you are listening.
- Ask a question now and then, but do not cross examine.
- Encourage him to continue talking.

Remember to use the first-aid approach. If the problem is bigger than you can handle, refer it to a more experience leader.

Counseling is a useful and important skill to help solve problems, to reassure members of the group, and to help each member of the group reach his full potential. Members of the group grow in both confidence and trust and the group's capability will be strengthened.

## Sharing Leadership

Four styles of leadership generally are recognized:

1. **Telling (or ordering).** The leader alone identifies the problem, makes the decisions, and directs the activities. The leader might or might not involve the opinions of group members.
2. **Persuading (or selling).** The decision is still 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 the group consensus. If consensus cannot 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 the leader's authority may be delegated, the responsibility must remain with the leader.

It's important to recognize that no single leadership style is "best". Each depends on the individual situation, the experience of the group members, and the tasks to be done. As leadership styles move from "telling" to "delegating," the group's participation increases. When group members share in decision making, they gain a clearer understanding of the job to be done. The leader's flexibility in the use of different leadership styles will help the group succeed.

## Planning

Planning is needed in almost everything we do. For simple tasks, planning is simple and we do it almost unconsciously. For more complicated jobs, careful planning helps guarantee success.

There are six steps in planning. They are

- Consider the task.
- Consider the resources.
- Consider the alternatives.
- Write the plan down.
- Put the plan into action (Do it.)
- Evaluate.

Decisions are made after each step.

"A Planning Guide" provided step-by-step details of the planning process.

Planning is an important skill in helping the group to work together. The leader involves the group members in the decisions, gains their commitment, and helps guarantee success by "living the experience in advance." In planning, the leader considers resources and looks for learning opportunities to help improve the knowledge, skills, and attitude of the group.

## Controlling Group Performance

A leader influences the performance of the group and of individual members through his actions.

- Control is needed.
  - A group needs control like an engine needs a throttle - to keep it from running itself into ground.
  - A group works together best when everybody is heading in the same direction.
  - If a plan is to be properly carried out, someone must lead the effort.
- Control is a function that the group assigns to the leader in order to get the job done.
- A leader should use his influence and his example to control group performance all the time, in whatever the group is doing.
- A leader should concentrate his attention
  - On the entire group, being sure to recognize every individual's efforts
  - On certain members, those unfamiliar with the skills or those needing improvement in work habits.
  - (In controlling more than one group) on the largest group with the more important job

A leader controls the work schedule, the quality and quantity of work, the delegation of tasks to others, and himself -- is he doing his job of leading as well as he knows how?

Five actions a leader takes to control the performance of the group are

\* Observing    \* Instructing    \* Helping    \* Inspecting    \* Reacting

Setting the example is the most effective way of controlling the group.

Controlling the group is an important way to increase the group's effectiveness in working together and getting a job done. By his actions and by his example, a leader influences the performance of the group. In the process, he helps group members learn. He considers the resources and the needs of each individual as well as the needs and resources of the group. By his own example, he sets the standards for performance.

## Setting the Example

Setting the example is the most important leadership skill. By setting the example, you show others the way. You lead by saying "follow me."

Six things you can do to set the example are

- **Follow instructions.** Do things the Scouting way. Be guided by the Scout Oath and the Scout Law in everything you do.
- **Try hard.** Do more than follow instructions. Always try to do your best.
- **Show initiative.** President Theodore Roosevelt, one of America's most dynamic leaders, had a motto that serves a leader well: "Do the best you can, with what you have, where you are -- and do it now."
- **Act maturely.** There's a time for business and a time for fun. A good leader knows the difference. Using good judgment helps you gain the respect of others.
- **Know your job.** Have the "big picture" of the job in mind, but be sure you know how to do the little details. Learn the skills of Scoutcraft and the skills of leadership. Work at them. Use the skills of leadership. Apply what you have learned. Evaluate how you are doing. Always look for ways to improve.
- **Attitude, attitude, attitude.** If your attitude is positive, your group will be positive. If you're gloomy, your group will always see the dark side of things. Even when (or especially when) things are difficult, your mood can make all the difference to the group. Your opinion has a real impact.





