

Troop 1699

Scout Leader Handbook

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I.) Introduction

The purpose of this course is to train Scouts to lead and manage people. It is designed develop judgment, thought, personal initiative and integrity.

The Three Aims of Scouting

1. To build self-reliance, self-discipline, self-confidence and self-respect
2. To foster love of community, country and world, along with a commitment of service to others and an understanding of democratic principles.
3. To develop physical, mental, emotional, and moral fitness that will stay with a Scout for the rest of his life.

The Eight Methods of Scouting are how Scouting pursues the three Aims.

1. Ideals; Each Scout commits himself to the personal behavior guides and standards in the Scout motto, the slogan, the Oath and the Law
2. Leadership development; giving boys leadership experiences
3. Patrols; Patrols give Scouts experience in teamwork, democracy and leadership.
4. Outdoors; Scouting emphasizes outdoors activities which foster an appreciation of nature and our ecology. Along the way, Scouts practice and learn new skills and develop confidence in his own abilities to cope with obstacles.
5. Advancement; The advancement program provides Scouts with a ladder of skills to climb at his own pace.
6. Personal growth; All of the other methods contribute to the personal growth of a Scout through experience.
7. Adult association Adult leaders, male and female, provide an example to Scouts of the high character they should strive for in their personal growth.
8. Uniform The uniform reminds a Scout of who he is and what is expected of him. It identifies him as part of a patrol, troop, council and worldwide youth movement. He can take pride in being a Scout, and in the achievements shown on his uniform and sash.

I D) Troop Organization

The leader of the troop is the Scoutmaster. He is responsible for the general activities of the troop including instruction, advancement, troop and patrol activities, as well as general supervision in helping the boys to run the troop.

The next in line is the Senior Patrol Leader. The SPL is the most experienced scout with a thorough understanding of all scouting activities and principles. He reports to the Scoutmaster and gives direction to the patrol leaders and his Assistant Senior Patrol Leader who helps the SPL in the running of the troop and is next in line when the SPL is absent.

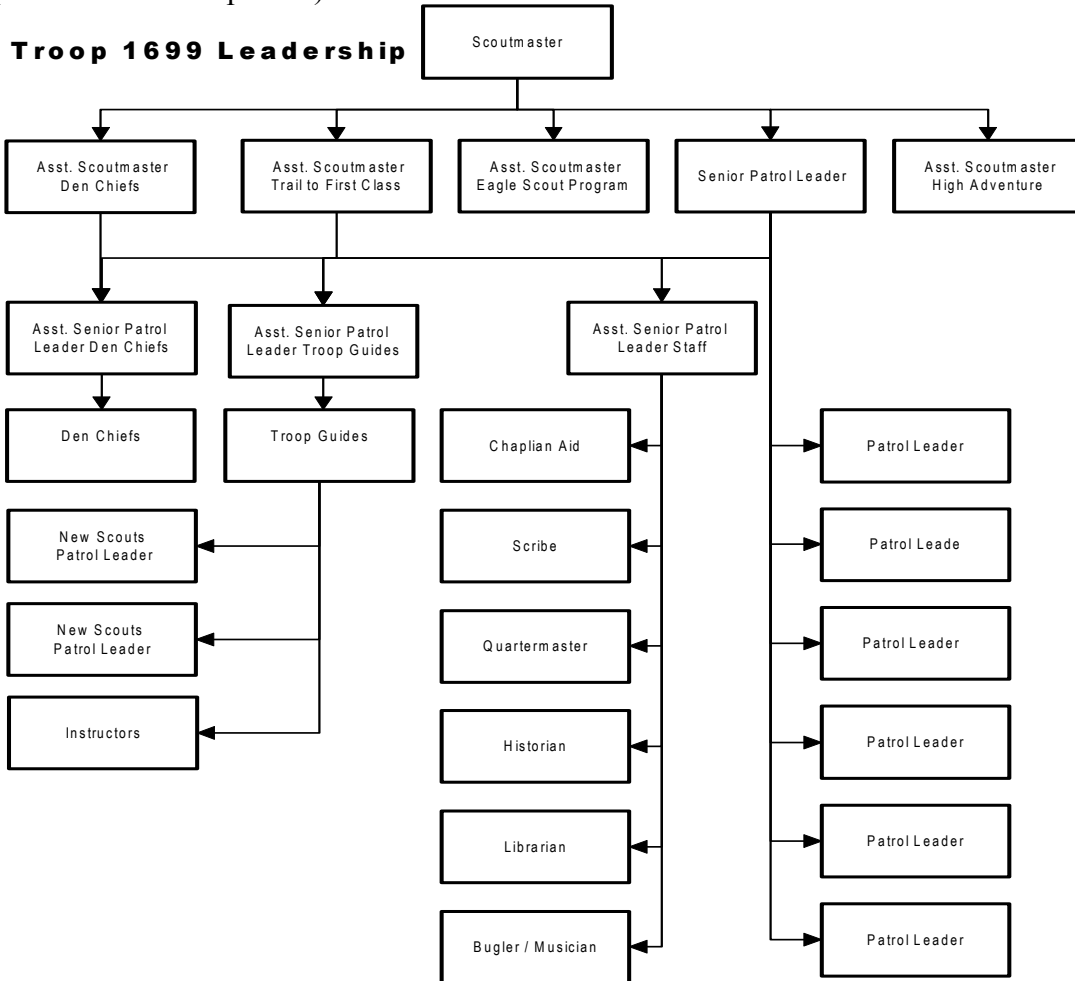
Another important leader is the Patrol Leader who provides the guidance and direction for his patrol. For example, it is his responsibility to assign tasks for his patrol on camp outs. The Patrol Leader reports directly to the Senior Patrol Leader and may look to him or his assistant for help.

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1) Troop Chain of Command

In Scouting, as within any business, military, church, public or private organization, there is a Chain of Command a list of whom answers to whom. It is usually graphically depicted as a tree with the head of the company, troop, military unit, or organization at the top. Directly under him are his assistants and under them are their assistance and so on and so forth. A Chain of Command can have splits (such as the Quartermasters, who are directly under the ASPL, but have no command authority to the patrol leaders and patrols).



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2) Junior Leader Duty Descriptions

The Senior Patrol Leader

Top junior leader in the troop

The Assistant Senior Patrol Leader

Second-highest junior leader. Appointed by SPL with approval of the SM.

The Patrol Leader

Elected leader of the patrol. Represents patrol in Patrol Leaders' Council.

The Troop Guide

Works with new scouts. He helps to introduce them into the troop.

The Instructor

Teaches scouting skills.

The Scribe

Keeps track of troop records.

The Quartermaster

Keeps track of troop equipment.

The Historian

Records troop events

The Librarian

Sets up and takes care of the troop library.

The Chaplain Aid

Helps Troop to remember that "A Scout is Reverent".

Newsletter & Web page

Publishes troop newsletter and maintains troop Internet site.

The Bugler / Musician

Troop musician for special ceremonies.

III) **Managing the Troop**

"What is the 'governing body' of our troop?"
the **PLC**.

1) Patrol Leaders' Council

The Patrol Leaders' Council is the main decision-making body of the troop. The PLC is what makes the troop run and function efficiently. Major decisions require vote by this entire group. The main job of this team is to PLAN.

Three main responsibilities:

1. Plans the troop program
2. Makes the program happen
3. Deals with troop and patrol problems

The PLC is run by Senior Patrol Leader. Its members are Patrol Leaders, Asst. Senior Patrol Leader, Troop Guide and Scribe

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Individual Member Responsibilities:

- Senior Patrol Leader is the chairman of the council, leads the discussion and voting on particular items, represents the interests of the troop as a whole
- Patrol Leader is the most difficult position of the council, holding the responsibility of representing his patrol's opinions, NOT his own.
- Asst. Senior Patrol Leader is a member of the council not only to provide support to the SPL, but to represent the interests of the auxiliary troop positions.
- Troop Guide has the responsibility of representing the first year scout patrol's opinions, protecting the interests of the first year scouts, as well as planning of skills instruction for all scouts not yet first class.
- Den Chief has the responsibility of representing the WEBELOS scout patrol's opinions, protecting the interests of the new scouts.
- Scribe is technically a non-voting member of the council, although his input is just as important as the other members. His main responsibility is note-taking, keeping the minutes of the meeting

IV) Leadership

“What is Leadership?”

-- Getting work done through other people.

“What are the leader's functions?”

- Set goals for the group
- Help the group to reach them
- Knit the individuals in the group together
- Evaluates for next time

Leadership is, in fact, “getting the job done and keeping the group together.”

“Is a leader the same thing as a boss?”

1. The boss drives the group members; the **leader** coaches them.
2. The boss depends upon authority; the **leader** on good will.
3. The boss inspires fear; the **leader** inspires enthusiasm.
4. The boss says, “I”; the **leader** says “we.”
5. The boss assigns the task; the **leader** sets the pace.
6. The boss says, “Get there on time”; the **leader** gets there ahead of time.
7. The boss fixes the blame for the breakdown; the **leader** fixes the breakdown.
8. The boss knows how it is done; the **leader** shows how.
9. The boss makes work a drudgery; the **leader** makes it a game.
10. The boss says, “Go”; the **leader** says, “Let's go.”

Types of Leadership

Principally, people are motivated by three reasons to follow a leader.

1. The first, Fear of Reprisal, is the style of leadership typically used in the military. A direct order is issued by the commanding officer and the soldiers know or feel that bad

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things will happen if they choose not to follow the order. This command style is useful in life-or-death situations but is ineffective on an interpersonal level.

2. The second is Positive Reward; an order is followed in hope or knowledge of a reward. Positive Reward is common in the workplace-a paycheck is reward for work done by an employee.
3. The third method is Common Cause or Self-Motivation. People follow instructions because they trust that the instructions will be of benefit to themselves and/or others.. A common cause of motivation will produce the greatest results from the most people. You have these results when people ask you how they might help or often anticipate your order and begin acting on their own initiative.

The whole point of being a leader is to get people to work with you to achieve a common goal that you could not ordinarily do by yourself.

“Which Style of Leadership do you like to be lead by ?”

Common Cause or Self-Motivation is the type of leadership you need to inspire.

V) Leadership skills.

Skill # 1 Leadership Styles

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 diminished the group's participation increases.

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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.

The whole point of being a leader is to get people to work with you to achieve a common goal that you could not ordinarily do by yourself. For instance, if you are a poor note taker, you probably should have someone else to act as a scribe. A good leader knows how to delegate authority to others. In order to delegate your authority, you need to inform everyone affected about whom you are giving what amount of your authority to.

Skill # 2 Communicating

“What is communicating?”

“the sharing of information,”

“How do we receive information?”

- Hearing
- Seeing
- Feeling
- Tasting
- Smelling

“How do we retrieve information?”

- Memorizing -- pneumonic devices
- Repeating the information
- Note-taking

“How do we effectively give information to others?”

- Speak clearly
- Write clearly
- Use visual aids
- Look at the group or person -- eye contact
- Summarize

“What things affect how we interpret information?”

- Motivation
- Conflict
- Experience
- Distractions
- Attitude

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 and honest. Crossed or blocked transactions result in people talking at one another with no real communication. As a result, information is not exchanged.

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

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.

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.

Look at the person with whom you are talking. Speak loudly enough and clearly enough for that person to hear and understand you. If you are giving an order, repeat the order and then have the person repeat the order back to you so you know they have heard and understood the order. If asking a question, repeat back the answer to make sure that you understand.

You will almost always be under one or more higher leaders who will give you instructions, and you need to be able to take down those instructions and act upon them. Instructions may come as a formal set of instructions, such as a command by an adult leader ("You need to pay me a dollar for lantern gas") or they could come informally such as advice from an Assistant Senior Patrol Leader ("You should get wood and put it under your dining fly"). In any case, these instructions must be written down and carried out. If they are not carried out, you must have a very good reason for disobeying these instructions. Informal instructions that are ignored or forgotten by a patrol leader and his patrol is totally unacceptable. An order is an order despite how it comes. Writing down informal as well as formal instructions both prevents forgetfulness and documents completion. Note taking also applies during meetings. For example, the Senior Patrol Leader will give a lot of information during PLC meetings, particularly dates, times, and special instructions. Much of this information may only affect one or two members in your patrol. You may not even realize that some of the information affects your members, but by writing all information down, you eliminate questions later on. Leaders should be doing a ton of writing.

Skill # 3 Knowing and Using Resources

“What is a resource?”

-- All things necessary to do a job

People can be resources because they have KNOWLEDGE and SKILL.

Knowledge - what a person knows through familiarity and experience

Skill - the ability to USE what you know

“Where and How do you find out the personal resources of your patrol members?”

- Observe them
- Talk with them individually
- Ask questions

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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.

Skill # 4 Understanding the Characteristics and Needs of the Group and Its Members

“What needs and characteristics do you, as a junior leader, need to know?”

- Schedule Limitations
 - Physical Limitations
 - Skill Limitations
 - Dietary / Health Restrictions
1. Schedule Limitations: When planning troop you must be careful to watch that there aren't going to be problems with the scouts' attendance. The troop should be careful to announce all events well in advance.
 2. Physical Limitations: Scouting is a very physically active thing. While part of the Scout Oath says to be "physically strong," you have to keep in mind that some Scouts may not be physically able to participate in some things. You must make sure that no one is left out.
 3. Skill Limitations: It is unreasonable to expect younger scouts to know as much as you. If there is some advanced skill required for an activity, make sure everyone is given a chance to learn with someone who has the knowledge
 4. Dietary / Health Restrictions: This is something the Scoutmaster and the necessary Junior leaders need to be aware of in planning and operating the troop.

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.

1. Set the example by always behaving as a scout should. Live the Scout Oath and Scout Law to the best of your ability.
2. Refuse to tolerate any kind of inappropriate put-downs, name-calling, physical aggression, or hazing
3. Communicate acceptance of each scout through expressions of concern for them and

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by showing appreciation whenever possible

4. Create an environment based on learning and fun. Seek the best from all your scouts and strive to help them to achieve it

Skill # 5 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.

Skill # 6 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. Mixed 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. 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.

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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.

Situation

The troop has just arrived at a camp out. Most of the patrol is getting equipment from the trailer. However, the PL notices three Scouts chasing each other around, clearly not going to gather equipment as ordered.

What should the PL tell the APL to do?

What should the PL do about the Scouts?

Skill # 7 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.

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It is very easy to simply bark out commands to people, but will people obey them? Probably not. Work with the people you are leading rather than just telling them to do something. Get in and get involved. It is better to include yourself in what needs to be done. If you are seen working, others will be more likely to join in and follow your lead. Ask your people if they would do something for you; don't tell them to do it. If something needs done requiring a number of people, say "let's do this". If they are reluctant, explain to them why it needs to be done. The idea is to encourage people to get things done on their own rather than under your whip. There are times that you will need to give imperative commands, especially during an emergency situation. The more you lead by example, the more likely you will be heeded during these times.

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.

Skill # 8 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.

A task is a distinct set of activities such as setting up a tent, heating wash water, starting a fire, washing dishes, and chopping onions. A person generally can do only one task at a time, which means that if you want someone to do two or more things, one task must take priority. If you want two tasks done at the same time you need to assign two people to do them-one task to each. Some tasks take more than one person or more time to accomplish-setting up a dining fly for instance. Also, tasks can take different amounts of time from one person to the next depending upon strengths, skills, and training. Every order you give should be one distinct task OR a distinct series of tasks to be

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accomplished. Make sure that the tasks you give are possible to achieve and are fully understood.

An important principle behind leadership is time management, which is simply figuring out how long a task will take. If the task will take too long for one person to complete, assign more people to work on it. For instance, if only one person is sent to collect firewood and you estimate it will take or is taking too long, send more people to help. If many people are working on one task and neglecting other tasks, reassign some or all of them. To do all this means that you have to know the amount of time available, the number of tasks to accomplish, and the assets (people) you have available to accomplish those tasks.

Every once in a while an unexpected event powerful enough to disrupt your plans and timetable will occur. When this happens, determine the nature of the situation quickly. First and foremost, remain calm and ask yourself if this is a real and true crisis or if it is just an interruption of your plans. If there is a safety issue at stake, act fast and alert others to the danger and command them to act also. If there is no safety issue at stake, think how this event has affected your plans, your instructions, your time allowed for tasks, and how it has affected your people and resources. If the crisis **MUST** be dealt with before resuming your previous routine, remember where you are in your routine and set all your resources to solving the crisis. Break the crisis down into tasks and assign people to them. Once complete, regroup your people and set them back to work doing that which remains to be done.

Situation

Your patrol has arrived at a camp out. What do you do? (Determine the tasks you have to accomplish.) Prioritize these tasks in order of importance (so you can do the most important tasks first.)

- Set up camp
- Set up Patrol Box and other patrol gear
- Set up personal tents
- Gather firewood
- Set up Dining Fly
- Take attendance
- Decide where to camp

Skill # 9 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

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good learning objectives. Learning objectives should clearly state what the individual will be able to do as a result of the learning experience.

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. 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.. 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. 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. 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.

Skill # 10 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?

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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.

Skill # 11 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.

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. When asked about moral dilemmas, don't tell people what to do-tell them what you would do. If you don't know, tell them you don't know and should seek further advice.

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.

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Once in a while, someone will come to you with secrets or problems, either as a function of your position (Patrol Leader, SPL, etc.) or because he trusts you as a person. If you are told something in confidence, do not destroy that trust. The ONLY case in which you have a duty to tell anyone else what you have been told is where you believe the person has done or is doing/contemplating an illegal or immoral act. In this case and this case only seek a trusted, responsible adult leader, take him aside, explain your situation, and ask for his advice.

V I) Conclusion

Followership is a term coined by the military. In essence it means that in order to give effective instructions, you must be able to take instructions. If not the most crucial aspect of leadership, certainly it rates a great deal of merit. Without the understanding of how to be a follower, one cannot be expected to be an effective leader. A person may have a wealth of personal charisma, he may know every leadership technique invented, and he may have the brains of Albert Einstein, but if he cannot follow instructions, he will never be an effective leader. Followership is a key part of Leadership.

Followership involves four parts:

1. Putting yourself in the place of the person to whom you are giving an order.
2. Putting yourself in the place of your leader giving you an order.
3. Understanding why an order was given and carrying out that order.
4. Having faith in the instructions of the leaders over you.

Another crucial aspect of leadership is caring for your command. As a leader, you are required to know all of your Scouts. You must know what they need for advancement, their strengths and weaknesses, and frequently you must make sacrifices to insure their welfare. You must keep your people informed. You should know where they are. In the event that one of your people becomes injured or sick, you need to make sure he is properly cared for and you should check on him frequently. You should take the time to make sure all of your people have proper equipment, uniforms, etc. and know how to use them. Never ignore complaints by any of your people for any reason. Your people will only complain if there is a problem. It may not seem a problem to you, but obviously it seems a problem to them, so you cannot ignore it. If you do ignore them, you lose their respect. Eventually, they will learn what is and is not important to mention to you.

As a leader, your job is to keep people moving and busy. If a Scout sits around or goofs off for too long, it is next to impossible to get him busy again. On Saturday mornings, fire starting, breakfast, and opening ceremonies all happen in a time span of only a couple of hours, so things must flow smoothly and happen fast. ALWAYS appear calm and collected and encourage your people to keep working. Don't rush them, but don't let them slack off either. You may have to ask one or more of your people two, three, four, five, or more times to get them to do something. You may also have to ask them repeatedly to keep them working on something they have started. Don't let this get to you. Just keep calmly asking and asking. Eventually they will do it. Always be confident and persistent.

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Getting Scouts to do jobs that they really don't want to do, such as KP, is very hard. Few Scouts enjoy doing KP and no one wants to go get firewood in the rain. In the darkness of Friday night, it is very difficult for PLs and APLs to get people to do all of the various chores that need to be done. The Scouts are more concerned with getting their own tent up and their own gear stored, and are not very interested in doing work for the patrol. You will be working the hardest during times when no one wants to work. If you are not working hard during these times, either you are neglecting your duty or your assistant is doing your job for you. If you are an assistant, you need to be working as hard or harder than the leader-the mark of a good patrol is how hard the Assistant Patrol Leader works with the PL.

Another thorn that leaders must deal with is a person that will not cooperate. There are four possible reasons for this: the instructions that you have given were unclear, your instructions have been misinterpreted, distraction, or disrespect and refusal to obey. Regardless of what the problem is, you need to take the person aside, well out earshot and preferable out of sight, and talk with him one-to-one. Under no circumstances should you talk with him about this in public. This will only cause him to be embarrassed and hurt in front of his peers. Once aside, ask this individual if the instructions you have given are clear. If he says no, clarify them and make sure he understands them and repeats the instructions back to you in his own words. Then send him back to do them. If he still is a problem, take him back aside and repeat this procedure once. If the person understands the instructions, then find out if he knows how, or is capable of carrying them out. If not, find out why and if necessary have him swap duties with someone who CAN carry out the given task(s) for tasks that he can accomplish. When a person becomes distracted, take him aside and ask him why he is not doing what you asked of him. Usually he will not be able to answer satisfactorily. (Common excuses range from "well John's not doing it either" to "I'll get to it in a minute" to the famous "I don't know" or whatever). Explain to him that his job needs doing now and that if he doesn't pull his own weight, someone else will simply have to do his job for him and that will make people mad at him. You need to encourage that sense of meaning and duty that will motivate him to follow you. Perhaps pointing out examples of others who are working will help. If a person directly disobeys you, take him aside and ask him why. He will probably explain that he doesn't follow your instructions because he doesn't respect your authority, he feels that the task is not suitable for him, or that he should not have to work because others are also not working. If he does not respect your authority or the task is not suitable for him, find out why. Discuss with him how you might work together. Negotiate. This may require some arbitration by an outside neutral source, such as an Adult Leader. If he feels that he should not have to work because others are not working, explain to him that it is BECAUSE others are not working that you are going around and talking to people. Tell him that you are getting people to work and that you yourself are working right beside those that are. Explain to him that if the patrol is to function, everyone needs to pitch in. If you encounter several people with this attitude, it is time to pull the patrol together and give a speech. Talk to your patrol in straight terms. Explain to them that the patrol is experiencing some problems but will work through them and that every man needs to pitch in and help. If

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your patrol still blows you off at this point, you need to seek help. Dealing with problem Scouts is much the same as pulling weeds - get to it fast or it will be out of control. And remember, take each Scout aside when you have a chat. Remember that any person can become a problem at almost any time and can become productive just as quickly if you talk with him.

V II) Troop 1699 Leadership Position Description

Senior Patrol Leader

GENERAL INFORMATION

Type: Elected by the members of the troop

Term: 6 months

Reports to: Scoutmaster

Description: The Senior Patrol Leader is elected by the Scouts to represent them as the top junior leader in the troop.

QUALIFICATIONS

Age: none

Rank: 1st Class or higher

Training: Must have completed Junior Leader Training.

Experience: Previous service as SPL, ASPL, PL, or APL

PERFORMANCE REQUIREMENTS

1. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
2. **Planning**
 - Set objectives for the SPL position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
3. **Controlling Group Performance**
 - Helping patrol leaders in administering the troop program
 - Instructing patrol leaders on what to do better
 - Inspecting performance of patrol
4. **Representing the Group**
 - Make sure you get all the information, opinions, and ideas of the patrol leaders.
5. **Influencing Group Performance**
 - Making instructions fit the situation.
 - Provides the guidance and direction for the patrol leaders. (Troop meetings; Camp-outs: duty roster, set-up, camp- out program, tear down)
6. **Setting the Example**
 - Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.

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- Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Runs all troop meetings, events, activities, and the annual program planning conference. Also, runs the Patrol Leader's Council meeting.
2. Appoints other troop junior leaders with the advice and counsel of the Scoutmaster.
3. Assigns duties and responsibilities to ASPL
4. Assists the Scoutmaster with Junior Leader Training.

Assistant Senior Patrol Leader Troop Guides

GENERAL INFORMATION

Type: Appointed by the Senior Patrol Leader

Term: 6 months

Reports to: Senior Patrol Leader and Assistance Scoutmaster Trail to First Class

Description: The Assistant Senior Patrol Leader is the second highest ranking patrol leader in the troop. The Assistant Senior Patrol Leader acts as the Senior Patrol Leader in the absence of the SPL or when called upon. He also provides leadership to Troop guides.

QUALIFICATIONS

Age: none

Rank: 1st Class or higher

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the ASPL position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
4. **Controlling Group Performance**
 - Helping Troop Guides in administering the troop program
 - Instructing the Troop Guides on what to do better
 - Inspecting performance of Troop Guides
5. **Representing the Group**
 - Make sure you get all the information, opinions, and ideas of Troop Guides.
6. **Influencing Group Performance**

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- Making instructions fit the situation.
- Provides the guidance and direction for Troop Guides (Troop meetings; Camp-outs: duty roster, set-up, camp- out program, tear down)

7. **Setting the Example**

- Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
- Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Serves as a member of the Patrol Leader's Council.
2. Help the new Scouts with advancement through First Class, either by teaching the required skills or by setting up situations for meeting the requirements.
3. Train the New Scout Patrol Leader in how to run a patrol.
4. Help new scout patrol leader plan for all outings, including equipment lists, menu planning, etc.
5. Provides the guidance and direction for new scouts. (Troop meetings; Camp-outs: duty roster, set-up, camp- out program, tear down)

Assistant Senior Patrol Leader Staff

GENERAL INFORMATION

Type: Appointed by the Senior Patrol Leader

Term: 6 months

Reports to: Senior Patrol Leader

Description: The Assistant Senior Patrol Leader is the second highest ranking patrol leader in the troop. The Assistant Senior Patrol Leader acts as the Senior Patrol Leader in the absence of the SPL or when called upon. He also provides leadership to Chaplain Aid, Scribe, Quartermaster, Historian, Librarian and Bugler / Musicians

QUALIFICATIONS

Age: none

Rank: 1st Class or higher

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the ASPL position of responsibility.
 - Define the tasks to accomplish objectives

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- Put plan in action
- Evaluate progress toward objectives
- 4. Controlling Group Performance**
- Helping Chaplain Aid, Scribe, Quartermaster, Historian, Librarian and Bugler / Musicians in administering the troop program
- Instructing the staff positions on what to do better
- Inspecting performance of Chaplain Aid, Scribe, Quartermaster, Historian, Librarian and Bugler / Musicians
- 5. Representing the Group**
- Make sure you get all the information, opinions, and ideas of Chaplain Aid, Scribe, Quartermaster, Historian, Librarian and Bugler / Musicians
- 6. Influencing Group Performance**
- Making instructions fit the situation.
- Provides the guidance and direction for Chaplain Aid, Scribe, Quartermaster, Historian, Librarian and Bugler / Musicians (Troop meetings; Camp-outs)
- 7. Setting the Example**
- Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
- Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Helps the Senior Patrol Leader lead meetings and activities.
2. Runs the troop in the absence of the Senior Patrol Leader.
3. Serves as a member of the Patrol Leader's Council.
4. Helps train and supervise the Chaplain Aid, Scribe, Quartermaster, Historian, Librarian and Bugler / Musicians
5. Insure the Troop Chaplain has religious services for troop outdoor activities.
6. Insure minutes are taken at Patrol Leaders' Council meetings
7. Insure individual Scout attendance are recorded.
8. Insure Quartermaster keeps records on patrol and troop equipment and equipment is in good working condition
9. Insure Historian gathers pictures and facts about troop activities and keeps them in a scrapbook.
10. Insure Librarian takes care of a troop library and keeps records of books and pamphlets owned by the troop.
11. Insure Bugler and Musicians perform appropriate calls during flag ceremonies

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Assistant Senior Patrol Leader Den Chiefs

GENERAL INFORMATION

Type: Appointed by the Senior Patrol Leader

Term: 6 months

Reports to: Senior Patrol Leader and Assistance Scoutmaster Den Chiefs

Description: The Assistant Senior Patrol Leader is the second highest ranking patrol leader in the troop. The Assistant Senior Patrol Leader acts as the Senior Patrol Leader in the absence of the SPL or when called upon. He also provides leadership to Den Chiefs

QUALIFICATIONS

Age: none

Rank: 1st Class or higher

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the ASPL position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
4. **Controlling Group Performance**
 - Helping Den Chiefs in administering the Den Chiefs program
 - Instructing the Den Chiefs on what to do better
 - Inspecting performance of Den Chiefs
5. **Representing the Group**
 - Make sure you get all the information, opinions, and ideas of Den Chiefs.
6. **Influencing Group Performance**
 - Making instructions fit the situation.
 - Provides the guidance and direction for Den Chiefs
7. **Setting the Example**
 - Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
 - Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

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1. Helps the Senior Patrol Leader lead meetings and activities.
2. Runs the troop in the absence of the Senior Patrol Leader.
3. Serves as a member of the Patrol Leader's Council.
4. Helps train and supervise the Den Chiefs
5. Assist Den Chiefs with the Webelos overnighter.
6. Assist Den Chiefs with Blue and Gold dinner
7. Assist Den Chiefs with Webelos joining requirements
8. Assist Den Chiefs with Webelos bridge over

Patrol Leader

GENERAL INFORMATION

Type: Elected by members of the patrol

Term: 6 months

Reports to: Senior Patrol Leader

Description: The Patrol Leader is the elected leader of his patrol. He represents his patrol on the Patrol Leader's Council.

QUALIFICATIONS

Age: none

Rank: 1st. Class

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the Patrol Leader position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
4. **Controlling Group Performance**
 - Helping scouts in understanding how the scout troop program operates.
 - Instructing scouts on what to do better
 - Inspecting performance of scouts
5. **Representing the Group**
 - Make sure you get all the information, opinions, and ideas of the scouts in your patrol.
6. **Influencing Group Performance**
 - Making instructions fit the situation.
 - Provides the guidance and direction for the scouts. (Troop meetings; Camp-outs: duty roster, set-up, camp- out program, tear down)
7. **Setting the Example**

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- Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
- Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Appoints the Assistant Patrol Leader.
2. Represents the patrol on the Patrol Leader's Council
3. Plans and steers patrol meetings
4. Helps Scouts advance
5. Keeps patrol members informed
6. Insure patrol stows all their patrol equipment in the trailer for camp-outs.
7. Insure patrol is properly organized and that the patrol campsite is set up in a proper and safe fashion
8. Responsibility to assign tasks for his patrol on camp outs
9. Keep patrol members interested and to keep them participating in the scout program.

Troop Guide

GENERAL INFORMATION

Type:Appointed by the SPL

Term:6 months

Reports to: Assistant Senior Patrol Leader Troop Guide and Assistant Scoutmaster First Class

Description: The Troop Guide works with new Scouts. He helps them feel comfortable and earn their First Class rank in their first year.

QUALIFICATIONS

Age:13 or older

Rank:1st Class or higher

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the Troop Guide position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives

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4. Controlling Group Performance

- Helping new scout patrol leaders in administering the troop program
- Instructing the new scout patrol leaders on what to do better
- Inspecting performance of new scout patrol leaders

5. Representing the Group

- Make sure you get all the information, opinions, and ideas of new scout patrol leaders.

6. Influencing Group Performance

- Making instructions fit the situation.
- Provides the guidance and direction for new scout patrol leaders (Troop meetings; Camp-outs: duty roster, set-up, camp- out program, tear down)

7. Setting the Example

- Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
- Be on-time for meetings and activities. You must call the Assistant Scoutmaster Trail to First Class if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Introduces new Scouts to troop operations.
2. Shields new Scouts from harassment by older Scouts.
3. Helps new Scouts earn First Class in their first year.
4. Teaches basic Scout skills.
5. Insure patrol leader of the new Scout patrol knows the duties of a patrol leader .
6. Works with the patrol leader at Patrol Leaders' Council meetings.
7. Attends Patrol Leaders' Council meetings with the patrol leader of the new Scout patrol.
8. Assists the Assistant Scoutmaster with training.

Instructor

GENERAL INFORMATION

Type: Appointed by the SPL

Term: 6 months

Reports to: Troop Guides

Description: The Instructor teaches Scouting skills.

QUALIFICATIONS

Age: none

Rank: 1st Class or higher

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**

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- You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
- 3. Planning**
 - Set objectives for the position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
 - 4. Controlling Group Performance**
 - Helping new scouts in understanding how the scout troop program operates
 - Instructing the new scouts on what to do better
 - Inspecting performance of new scouts
 - 5. Representing the Group**
 - Make sure you get all the information, opinions, and ideas of new scouts.
 - 6. Influencing Group Performance**
 - Making instructions fit the situation.
 - Provides the guidance and direction for new scouts (Troop meetings; Camp-outs: duty roster, set-up, camp- out program, tear down)
 - 7. Setting the Example**
 - Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
 - Be on-time for meetings and activities. You must call the Assistant Scoutmaster Trail to First Class if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Troop Guide is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Teaches basic Scouting skills in troop and patrols.
2. Helps new Scouts earn First Class in their first year.
3. Insure scouts of the new Scout patrol knows their duties.
4. Attends Patrol Leaders' Council meetings with the Troop Guides.
5. Assists the Troop Guides with training.

Den Chief

GENERAL INFORMATION

Type: Appointed by the Senior Patrol Leader with the approval of the Scoutmaster

Term: 6 months

Reports to: Assistant Senior Patrol Leader Den Chiefs and Assistant Scoutmaster Den Chief

Description: The Den Chief works with the Cub Scouts, Webelos Scouts, and Den Leaders in the Cub Scout pack.

QUALIFICATIONS

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Age: none

Rank: First Class or higher

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the Den Chief position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
4. **Controlling Group Performance**
 - Helping Den Leaders in administering the cub scout program
5. **Representing the Group**
 - Make sure you get all the information, opinions, and ideas of Webelos .
6. **Influencing Group Performance**
 - Making instructions fit the situation.
 - Provides the guidance and direction for cub scouts
7. **Setting the Example**
 - Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
 - Be on-time for meetings and activities. You must call the Assistant Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Knows the purposes of Cub Scouting
2. Helps Cub Scouts advance through Cub Scout ranks.
3. Encourages Cub Scouts to join a Boy Scout troop upon graduation.
4. Assists with activities in the den meetings.
5. Helps out at weekly den meetings and monthly pack meetings.
6. Meets with adult members of the den, pack, and troop as necessary
7. Attend Webelos overnight campout.
8. Attend Webelos bridge over ceremony
9. .Insure Webelos can pass the Boy Scouts joining requirements.

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Troop Quartermaster

GENERAL INFORMATION

Type: Appointed by the Senior Patrol Leader

Term: 6 months

Reports to: Assistant Senior Patrol Leader Staff

Description: The Troop Quartermaster keeps track of troop equipment and sees that it is in good working order.

QUALIFICATIONS

Age: none

Rank: none

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
4. **Controlling Group Performance**
 - Helping patrol quartermaster in administering the troop program
 - Instructing the patrol quartermaster on what to do better
 - Inspecting performance of patrol quartermaster
5. **Representing the Group**
 - Make sure you get all the information, opinions, and ideas of the patrol quartermaster
6. **Influencing Group Performance**
 - Making instructions fit the situation.
 - Provides the guidance and direction for patrol quartermaster (Camp-outs)
7. **Setting the Example**
 - Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
 - Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader Staff is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Keeps records on patrol and troop equipment
2. Makes sure equipment is in good working condition
3. Issues equipment and makes sure it is returned in good condition
4. Makes suggestions for new or replacement items

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5. Works with the Troop Committee member responsible for equipment

Scribe

GENERAL INFORMATION

Type: Appointed by the Senior Patrol Leader

Term: 6 months

Reports to: Assistant Senior Patrol Leader Staff

Description: The Scribe keeps the troop records. He records the activities of the Patrol Leaders' Council and keeps a record of dues, advancement, and Scout attendance at troop meetings, outings, service project and fund raisers.

QUALIFICATIONS

Age: none

Rank: none

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
4. **Controlling Group Performance**
 - Helping SPL and ASPL in administering the troop program
5. **Representing the Group**
 - Make sure you get all the information, opinions, and ideas of the PLC is recorded.
6. **Setting the Example**
 - Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
 - Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader Staff is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Attends and keeps the meeting minutes of Patrol Leaders' Council meetings
2. Records individual Scout attendance.
3. Works with the Troop Committee members responsible for records.

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Chaplain Aide

GENERAL INFORMATION

Type: Appointed by the Senior Patrol Leader

Term: 6 months

Reports to: Assistant Senior Patrol Leader Staff

Description: The Chaplain Aide works with the Troop Chaplain to meet the religious needs of Scouts in the troop. He also works to promote the religious awards program.

QUALIFICATIONS

Age: none

Rank: none

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
4. **Controlling Group Performance**
 - Helping SPL and ASPL in administering the troop program
5. **Setting the Example**
 - Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
 - Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader Staff is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Assists the Troop Chaplain with religious services at troop activities.
2. Tells Scouts about the religious emblem program for their faith.
3. Makes sure religious holidays are considered during troop program planning.
4. Helps plan for religious observance in troop activities.
5. Prepares short religious observations for camp outs and other functions

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Historian

GENERAL INFORMATION

Type: Appointed by the Senior Patrol Leader

Term: 6 months

Reports to: Assistant Senior Patrol Leader Staff

Description: The Troop Historian keeps a historical record or scrapbook of troop activities.

QUALIFICATIONS

Age: none

Rank: none

Experience: none, but interest in photography is helpful

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
4. **Controlling Group Performance**
 - Helping SPL and ASPL in administering the troop program
5. **Setting the Example**
 - Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
 - Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader Staff is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Gathers pictures and facts about past troop activities and keeps them in a historical file or scrapbook.
2. Takes care of troop trophies, ribbons, and souvenirs of troop activities.

Librarian

GENERAL INFORMATION

Type: Appointed by the Senior Patrol Leader

Term: 6 months

Reports to: Assistant Senior Patrol Leader Staff

Description: The Troop Librarian takes care of troop literature.

QUALIFICATIONS

Troop 1699

Scout Leader Handbook

Age: none

Rank: none

Experience: none

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
4. **Controlling Group Performance**
 - Helping SPL and ASPL in administering the troop program
5. **Setting the Example**
 - Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
 - Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader Staff is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Sets up and takes care of a troop library
2. Keeps records of books and pamphlets owned by the troop.
3. Adds new or replacement items as needed.
4. Keeps books and pamphlets available for borrowing.
5. Keeps a system for checking books and pamphlets in and out.
6. Follows up on late returns.

Bugler / Musician

GENERAL INFORMATION

Type: Appointed by the Senior Patrol Leader

Term: 6 months

Reports to: Assistant Senior Patrol Leader Staff

Description: Troop musician for troop ceremonies.

QUALIFICATIONS

Age: none

Rank: none

Experience: Be able to play a horn or drums

Troop 1699

Scout Leader Handbook

PERFORMANCE REQUIREMENTS

1. **Training:** Must have completed Junior Leader Training.
2. **Attendance:**
 - You are expected to attend troop meetings, Patrol Leaders' Council meetings, outings, and service projects.
3. **Planning**
 - Set objectives for the position of responsibility.
 - Define the tasks to accomplish objectives
 - Put plan in action
 - Evaluate progress toward objectives
4. **Controlling Group Performance**
 - Helping SPL and ASPL in administering the troop program
5. **Setting the Example**
 - Make a special effort to conduct yourself at Scout activities so that you will be pleased when others follow your example.
 - Be on-time for meetings and activities. You must call the Scoutmaster if you are not going to be at a meeting or if you suddenly have to miss an outing. You also need to make sure that the Assistant Senior Patrol Leader Staff is ready to assume your responsibilities.

SPECIFIC LEADERSHIP RESPONSIBILITIES

1. Perform at special troop activities
2. Perform appropriate calls on outings to assist in the orderly program of the event.
3. Perform duties as required by the SPL or ASPL