

DEMONSTRATING LEADERSHIP SKILLS

The *purpose* of the Leadership Service Project is **NOT** to give you an opportunity “*to do a good turn.*” The purpose **IS** to give you the opportunity to demonstrate the leadership skills you have learned throughout your Scouting career. Some leadership skills are listed here and discussed below:

Communication	Effective teaching	Controlling the group
Knowing & using resources	Representing the group	Styles of leadership
Understanding the characteristics and needs of the group	Evaluating	Set the example
	Planning	Counseling

Communication. Understanding information being given to you; making yourself understood by others. Effective communication involves:

- (a) receiving it
- (b) understanding it
- (c) remembering it
- (d) helping others understand: “visual,” “auditory,” “tactile” learners

Knowing & using resources.

- (a) Know “who and what” can help you do the job
- (b) Know how to find help; know how to use it after you find it

Understanding the characteristics and needs of the group.

- (a) *Characteristic:* somebody has a hard time focusing very long. So you need to give him a short job assignment. Somebody has a hard time sitting still a long time. You need to give him a job assignment that he can do on his feet, or at least move around, while he’s doing it.
- (b) *Need:* will your volunteers need water, snacks, shade, bathrooms, first aid? What will the parents of your volunteers need from you?

Effective teaching.

- (a) *Objective:* Understand what you want to accomplish
- (b) “*Discovery*” [see what the volunteer already knows, motivate him to learn by letting him discover that he needs to know more in order to do his job well]
- (c) *Teach* the volunteer what he doesn’t know
- (d) Let him *practice*
- (e) *Check* what was learned.

Representing the group:

- (a) Which group(s) do you represent?
- (b) How do you represent them?

Evaluating:

- (a) Did we get the job *done*?
- (b) Did we get it done *on time*?
- (c) Did we get it done *right*?
- (d) Did all the volunteers *take part* in the project?
- (e) Did they *enjoy* themselves?
- (f) Do they want *more*?

Planning:

- (a) Consider the *task*
- (b) Consider the *resources*
- (c) Come up a *Plan B*
- (d) Reach a *decision*
- (e) *Write* the plan down
- (f) Put the plan into *action*
- (g) *Evaluate* the job at every step of the way; are we on track? Evaluate at the end. Did I accomplish what the benefiting organization expected?

Controlling the group:

- (a) *Watch*
 - (b) *Instruct*
 - (c) *Help*
 - (d) *Inspect*
 - (e) *React*
 - (f) Set the *example*
- [don't do the work, yourself...lead *everybody* to be successful]

Styles of leadership:

- (a) *Telling*
- (b) *Persuading*
- (c) *Consulting*
- (d) *Delegating*

Set the example:

- (a) *Follow* instructions
- (b) *Try* hard
- (c) Show *initiative*
- (d) Act *mature*
- (e) *Know* your job
- (f) *Attitude*

Counseling:

- (a) If somebody has a problem or gets frustrated, *listen* carefully --give them your attention
- (b) Ask yourself if you *understand* what they're saying
- (c) *Verbally summarize* frequently to make sure you do understand
- (d) Give more *information* to them, if they need it; maybe they didn't have all the facts or didn't understand the directions
- (e) *Encourage* the person to think of a different way to handle the problem.

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