

Leadership Course

Participant Workbook



NAME: _____

The purpose of the Venturer Leadership course is to equip a Venturer with Leadership Skills for Life; in areas of scouting, school, work, social and personal situations.

DOCUMENT CONTROL

VERSION	DATE	CHANGED BY	SUMMARY OF CHANGES
Draft 1			Creation of draft document
Draft 2	25/5/16	Chris Dunne	Expansion of course material
Final	1/7/16	Chris Dunne	Accepted by BC's all states

WELCOME

HOW TO GET THE MOST OUT OF THIS WEEKEND ????

1. This training weekend belongs to YOU and its success rests largely with you.
2. Enter into discussion ENTHUSIASTICALLY.
3. Give FREELY of you experience.
4. CONFINE your discussion to the topic.
5. Say what you think.
6. Only ONE PERSON should talk at a time. Avoid private conversation while someone else is speaking.
7. LISTEN ALERTLY to the discussions.
8. BE PATIENT with other participants.
9. APPRECIATE the other person's point of view.
10. BE PROMPT AND REGULAR in attendance.
11. Have FUN

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CM1 Pre-Course Assessment

This Self-Assessment is to determine your view of your current level of performance. This is not a test.....It is important that you are open and honest when completing the questions. Our aim is to help you identify areas where you can improve and to help you develop skills in those areas.

Please tick the box that best describes you currently;

Rating Area	Excellent	Very Good	Good	Fair	Poor
How well do you lead others?					
How would your Venturer Unit rate your leadership skills?					
How well do you communicate with others?					
When leading a group, how effective is your communication? (Do you need to keep explaining the aim and/or instructions?)					
When being led, how well do you communicate your ideas and/or suggestions? (Does the group listen to your suggestion or is there a better way you could explain your view)					
How well do you follow verbal instructions?					
How well do you follow written instructions?					
How well do you work with others at the same level?					
How do you deal with a stressful or confronting situation?					
How good are your Time Management Skills					
Knowledge of the Scout Method and Fundamentals					

With 1 being Never and 5 being Always please rate yourself.	Never	Sometimes	Often	Most of the time	Always
When working in a group, I am the leader					
I listen to other people's opinions					
I embrace change					
I encourage others to try new things					
I prefer to follow					
I feel comfortable in difficult or confronting situations					
I care about other people's opinion of me					
I follow instructions and directions					

In the space below; write down what you would like most to achieve out of this course?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

S1 Reinforcing the Wheel (Getting to know the Venturer Scouts)

Makes some notes about the activities that you completed during this session. Did you all work together as a team? Did someone take lead in the activity? Should someone have taken lead?

[illegible]

S2 What Is Leadership? (Leadership Styles & Qualities)

The Six Leadership Styles (Goleman)

Goleman concludes that there is no one best style, but the best leaders use their emotional intelligence to determine which style will best fit their specific situation. He describes each of the leadership styles, their advantages and disadvantages, and offers some brief examples of how a leader might apply the style. Every leader or aspiring leaders should understand each of these styles and how they can be used. ¹

	COMMANDING	VISIONARY	AFFILIATIVE	DEMOCRATIC	PACESETTING	COACHING
The Leader's modus operandi	Demands immediate compliance	Mobilizes people towards a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you"	"Come with me"	"People come first"	"What do you think"	"Do as I do, now"	"Try this"
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround, or with problem teams	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable team members	To get quick results from a highly motivated team	To help a team member improve performance or develop long-term strengths
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive

"For Leaders, the first task in management has nothing to do with leading others; step one poses the challenge of knowing and managing oneself"

-- Daniel Goleman

¹ Article Source: <http://EzineArticles.com/4866699>

Compare the leadership styles you or members of your team used in the 'Reinforcing the Wheel' session

The following case studies should be completed in your unit. Please record your personal or group response to each case. You should consider how the leadership style chosen to deal with each case enhances or limits self-determination in the Venturer Scout Section

Situation One: An examination of the Unit finances indicates fundraising activities have been extraordinarily successful over the year. The Unit Council members are unsure what to do with the money.

What leadership style could you use to resolve this matter?

Why?

How does the leadership style chosen enhance or limit the self-determination in the Venturer Scout Unit?

Situation Two: The unit is in the middle of a weekend bushwalk when suddenly a Venturer Scout trips and falls down a steep cliff face, landing on a ledge some distance below. The Venturer Scout seems to be unconscious.

What leadership style could you use to resolve this matter?

Why?

How does the leadership style chosen enhance or limit the self-determination in the Venturer Scout Unit?

Situation Three: There seems to be a lot of discontent in the Unit with an unusual amount of arguing and conflict. The immediate cause is not clear.

What leadership style could you use to resolve this matter?

Why?

How does the leadership style chosen enhance or limit the self-determination in the Venturer Scout Unit?

Situation Four: Continuing on from Situation Two, you have reached a small creek on your bushwalk (having rescued the injured Venturer Scout who has now recovered) and will need to construct a simple bridge to ford the creek. The situation is not dangerous. The Venturer Scouts have recently practiced constructions skills and achieved a high level of competence.

What leadership style could you use to resolve this matter?

Why?

How does the leadership style chosen enhance or limit the self-determination in the Venturer Scout Unit?

SELF-RATING QUESTIONS	RATE YOURSELF OUT OF 5 (5 IS GOOD)	
	SELF RATING	PEER RATING
Questions based on <i>Performance Criteria and Conditions:</i>		
• Can you now identify the styles of Leadership?		
• Can you use these styles to achieve an outcome?		
• Can you use them to problem solve?		

S3 Planning, Organisation & Time Management

So how do you make a cup of tea? Group activity, but write down the steps for future reference

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Set a Goal...

Make a Plan...

Get to Work...

Stick to it....

Reach your Goal!!

PROGRESS PLANNING STEPS

- ✓ •Define your objective clearly & simply
- ✓ •Consider all possible ways of achieving your objective
- ✓ •Exclude those for which the required resources are not available
- ✓ •Consider factors outside your control that may significantly influence the selection of alternatives
- ✓ •Put together the best sequence of steps or methods that will most effectively achieve your objective
- ✓ •Modify this sequence if necessary to allow for flexibility and room for change



ORGANISATION CHECKLIST



- Clearly record the actions, stages, or parts of the plan



- Identify what the talents or personal qualities (if any) are necessary to successfully complete each part of the plan



- Select people who can best meet the requirements to do the planned tasks. This is called delegation and requires that the person:
 - a. should be given full authority to carry out the task and no-one else should have the same authority
 - b. should be trusted to do it and left alone to do it and
 - c. should be obliged to tell the leader if trouble develops and the task is delayed



- Make sure these people clearly understand:
 - a. what they are to do
 - b. how it relates to the whole objective and
 - c. by what time they must complete the task



- Review progress from time to time to:
 - a. clarify instructions
 - b. change the plan to deal with unforeseen problems
 - c. remind those with tasks of their responsibilities



- When the job is finished:
 - a. think all concerned for their assistance
 - b. compliment those who have done a good job, telling them which aspects of their jobs you consider well done and
 - c. discuss with those people performance or effort that you thought was poor or inadequate. Be specific and prepared to admit that you might have been wrong. You might learn some valuable lessons

PLANNING V'S ORGANISATION

Organisation and planning are skills that usually need to come together in order to achieve a successful outcome. Planning involves thinking about and preparing tasks that need to be done to achieve specific goals. Planning is a tool to manage a project, a job, an activity or a situation that you are going to undertake. It is directly associated with scheduling, time management and organisation. Organisation involves managing the plan and arranging each task in the appropriate order by considering your time constraints and workload. It also includes preparing back-up plans and solving problems. To organise well, you should be able to prioritise tasks, knowing which job should be done first or later.

2 <http://blog.eliteediting.com.au/organisation-and-planning/organisation-and-planning/>

SELF-RATING QUESTIONS	RATE YOURSELF OUT OF 5 (5 IS GOOD)	
	SELF RATING	PEER RATING
Questions based on <i>Performance Criteria and Conditions</i> :		
• How well do you understand the importance of planning?		
• Can you identify the difference between planning and organisation?		
• Rate where you see planning in leadership.		

S4 Delegation



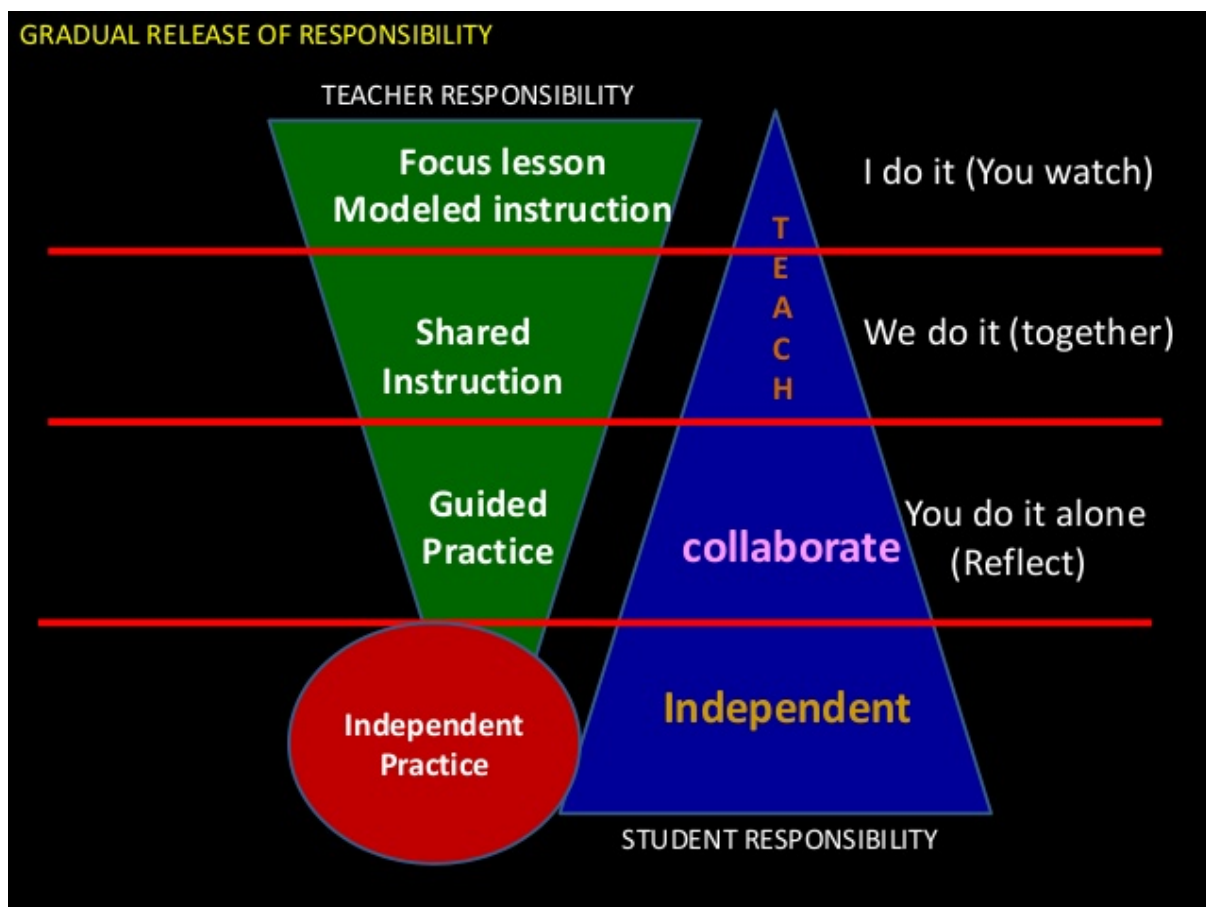
*You can do anything,
But not everything*

David Allen

What does DELEGATION mean?

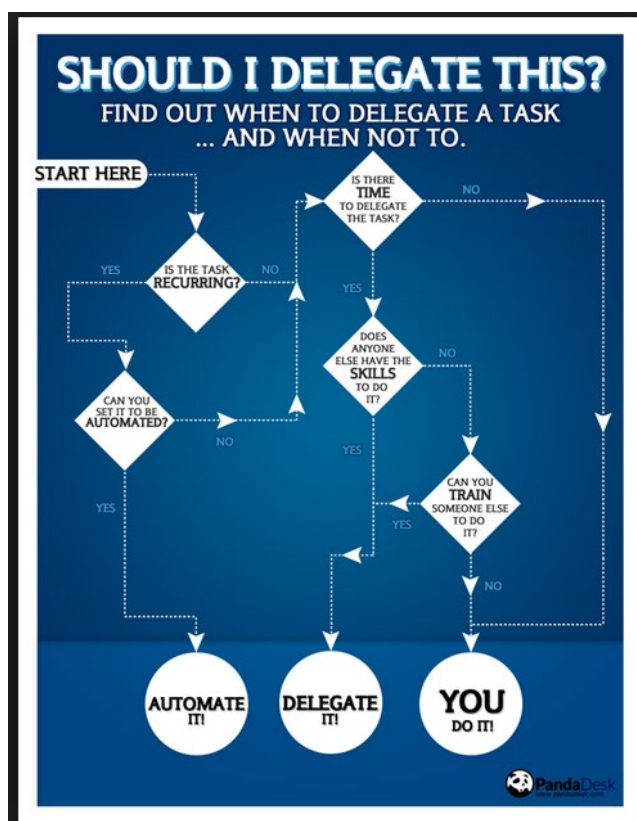
- a group of people who are chosen to vote or act for someone else
- the act of giving control, authority, a job, a duty, etc., to another person

GRADUAL RELEASE OF RESPONSIBILITY (I DO, WE DO, YOU DO)





Five Stages Of Delegation

I DO	Realisation
I DO, YOU WATCH	Observation
WE DO	Collaboration
YOU DO, I WATCH	Evaluation
YOU DO	Delegation



VENTURER SCOUTS DEFINE DO'S AND DON'TS OF DELEGATION

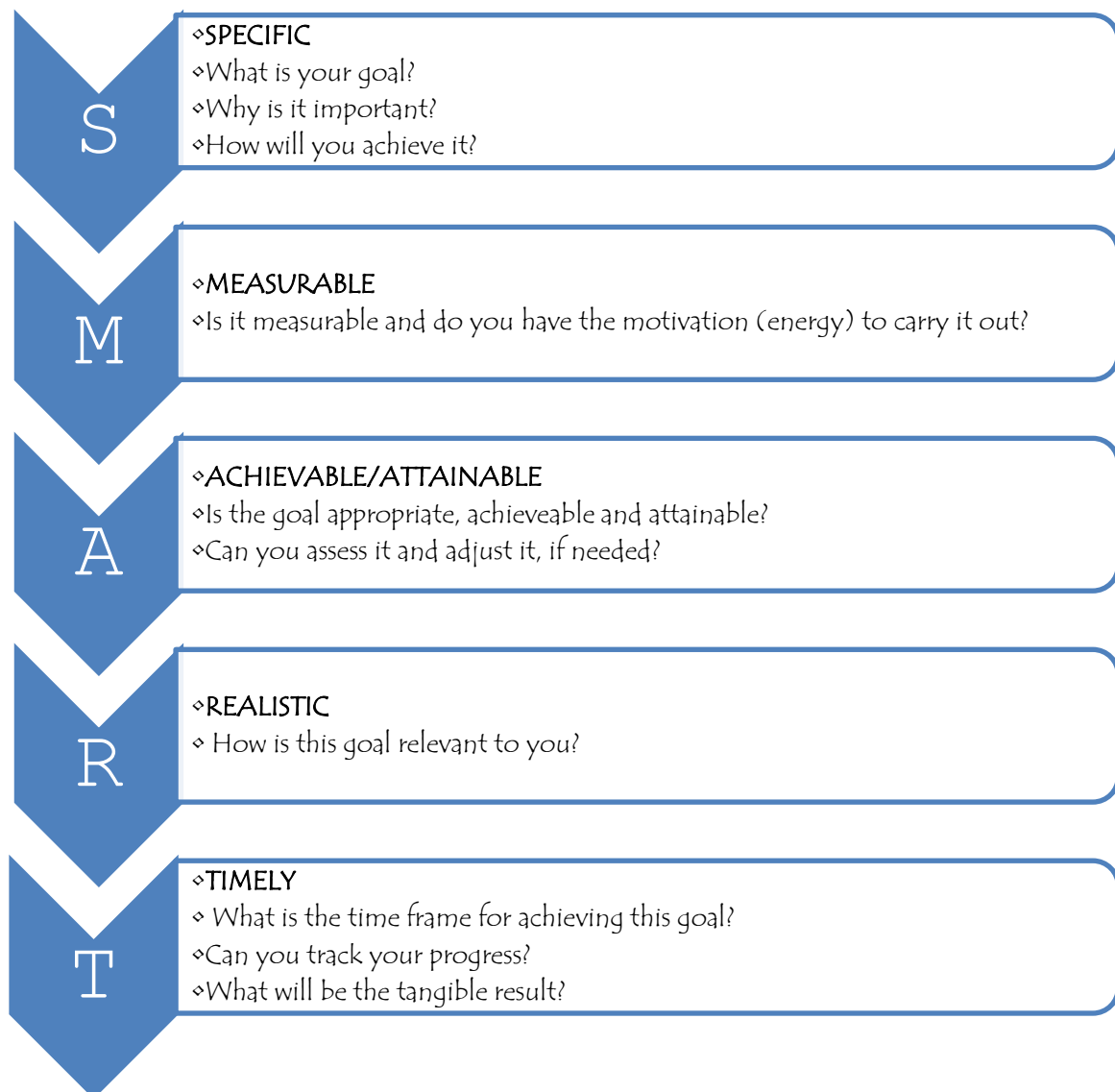
Delegation Do's and Don'ts	
	
Update your team constantly on your key priorities so they know what's most important	Expect people to read your mind
Clarify expectations by specifying how much time and effort you want people to invest	Be guilty by giving "drive-by delegations".
Give your team members the support they need to leverage you better	Underestimate the time it takes to do things – not everything can be done as quickly as you might think
Tell your team when you're just brainstorming so they will know whether to take action	Micromanage
Be patient. Let others learn and grow.	Delegate things that should be done by you
Be clear about your team's level of authority	Underestimate your team's capabilities

SELF-RATING QUESTIONS	RATE YOURSELF OUT OF 5 (5 IS GOOD)	
Questions based on <i>Performance Criteria and Conditions:</i>	SELF RATING	PEER RATING
• Do you understand how to when and why to delegate?		
• How do you see the importance of delegation?		
• How does delegation link with Leadership?		

S5 Goal Setting



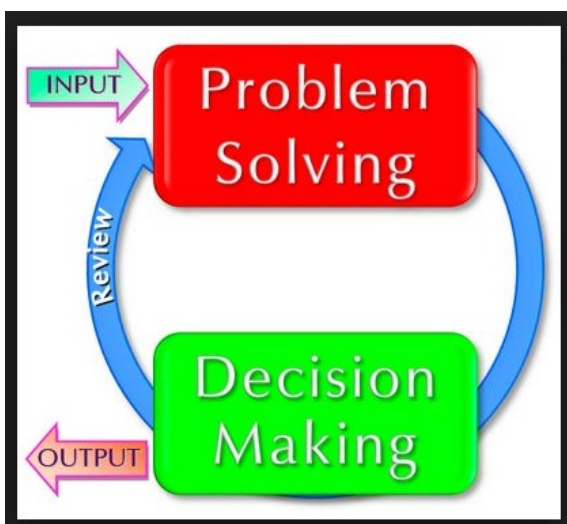
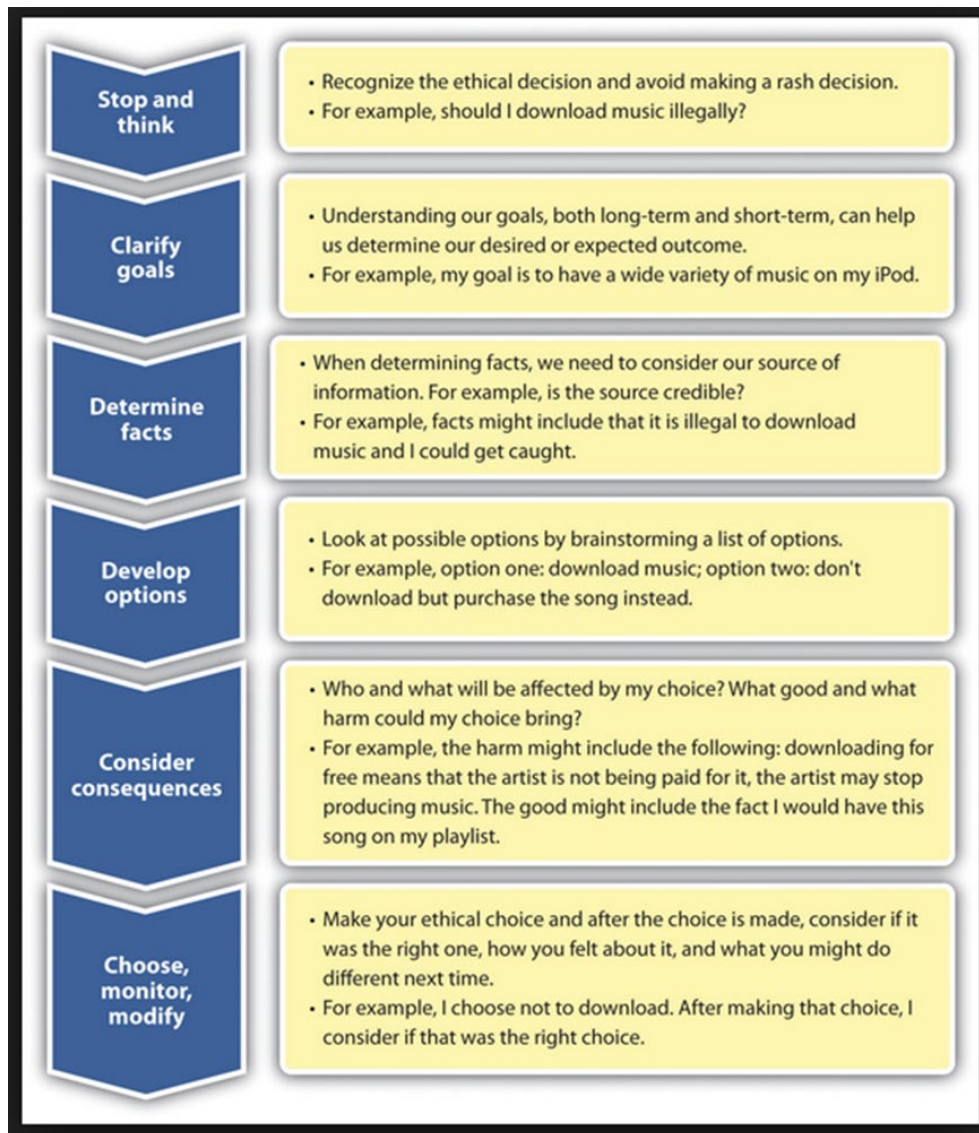
Goal Setting, the S.M.A.R.T. Way



[illegible]

SELF-RATING QUESTIONS	RATE YOURSELF OUT OF 5 (5 IS GOOD)	
Questions based on <i>Performance Criteria and Conditions:</i>	SELF RATING	PEER RATING
• Do you regularly set goals?		
• Do you understand the importance of goal setting?		
• What is the relevance of goal setting in Leadership?		

S6 Decision Making



Decision Making Situations

For each of the following situations, discuss which leadership style they relate to.

- The Leader obtains the necessary information from group members, then decides the solution to the problem. The Leader may or may not tell the group members what the problem is when requesting information. The group members' role is to provide the necessary information to the Leader, rather than to generate or evaluate alternative solutions.
- The Leader shares the problem with the group members as a group, collectively obtaining their ideas and suggestions. The Leader then makes a decision that may or may not reflect the group members' influence.
- The Leader solves the problem or makes the decision, using information available at the time.
- The Leader shares the problem with the group members as a group. They generate and evaluate alternatives together and attempt to reach agreement on a solution. The Leader does not try to influence the group to adopt the preferred solution and accepts and implements any solution that has the support of the entire group.
- The Leader shares the problem with the relevant group members individually, getting their ideas and suggestions without bringing them together as a group. The Leader then makes a decision that may or may not reflect the group members' influence.

SCENARIO - THE STORY: TO DECIDE OR HANG LOOSE

The alarm goes off, bringing Mike out of dreams to the reality of another school day in eighth grade. Ugh--the day of the math test, course registration day, and his speech in English class. "If I didn't brush my teeth or wash my face, I would have two more minutes in bed," Mike thought. But then he changed his mind, thinking about what he would be doing that day. "This one won't make it with the kids in my class; this one won't please my English teacher who is judging my speech; this one won't pass my mother in the kitchen; but then this one might please them all." So it went, as he brushed his hair on the way to the kitchen.

If he didn't take time to eat anything, he would have some extra time to look over his math before his test. But he knew he never thought very well when his stomach was growling, so he grabbed some toast and orange juice before leaving for school.

First period he had his math test. This test would make the difference between a C or a B for this quarter, but he hadn't thought about that too much when he had time to study. Some of the questions were fairly easy. Some, he found, were tricky. Pete, the "brain" of the class, was sitting across the aisle from him and his paper was exposed. Mike could see Pete's answer to that fourth problem, but looked away and continued working on it himself. Oh well...he'll get the grade he deserved.

During his free period he decided to go to the counselor, instead of meeting with his friends. He had to make up his mind whether he would take shop next year or French. He had to decide by fifth period when he would be handing in his course registration sheet. The shop he wanted wouldn't be offered in high school, but French I would be harder if he waited to take it in the tenth grade. The counselor told him that the decision was up to him. Ya, gee... always up to me! He already had a heavy academic load for next year, so he thought he would take the shop course.

Thinking that most of his decisions for the day were over, he went to English class, getting into the mood for his speech on drugs and teenagers. He had worked hard on it and had practiced on every member of his family. Then Miss Carroll announced that there was only time for three of the four speeches. She asked who would rather wait until tomorrow. If

Mike did, he would have still more time to practice, but if he didn't he would worry about it that night. He told Miss Carroll he would like to give it that day.

At noon, some of his buddies wanted him to go to the park with them during lunch. Some others want him to play on the softball team. He wanted to do both, but wanted to play ball more. He hoped he hadn't made his other friends mad.

When school was out he knew he had a science quiz the next day, a social studies report due in two days, and an invitation to play tennis with Bob--a great player--after school. He had promised his mother he would clean the garage and practice his trumpet today. So what was he going to do? Which was more important?

After dinner, he had a phone call from his friend, Frank, asking him to go to the baseball game Saturday. He had already told his Dad he would go fishing at the cabin. His Dad didn't have many weekends free, but he wasn't always asked to the baseball game ether. He told Frank he'd let him know.

Two hours left before bed. His favorite TV program was on, and he had that quiz tomorrow. Could he get by in science without studying for the quiz? What would that do to his grade?

At 11 p.m. he fell into bed exhausted from all the things he had to decide during the day. He thought of those waiting for him tomorrow. Life was just one decision after another.

HANDOUT - WORKSHEET - TO DECIDE OR HANG LOOSE

TO DECIDE OR HANG LOOSE

1 To get out of bed	2 To brush his teeth and wash his face	3 What shirt to wear	4 Whether to eat anything for breakfast	5 To go to class, or school, that day
6 To cheat on his math test	7 How to spend his free period	8 To take shop or French next year	9 To back out of giving his speech in English	10 To go to the park or play ball during lunch
11 To play tennis after school, or clean the garage and practice the trumpet	12 To go to the baseball game with Frank or fishing with his father	13 To watch the TV program or study for his science test	14 To watch the TV program and stay up longer studying	15 To go to bed

1. Mark the decisions that are almost automatic "A."

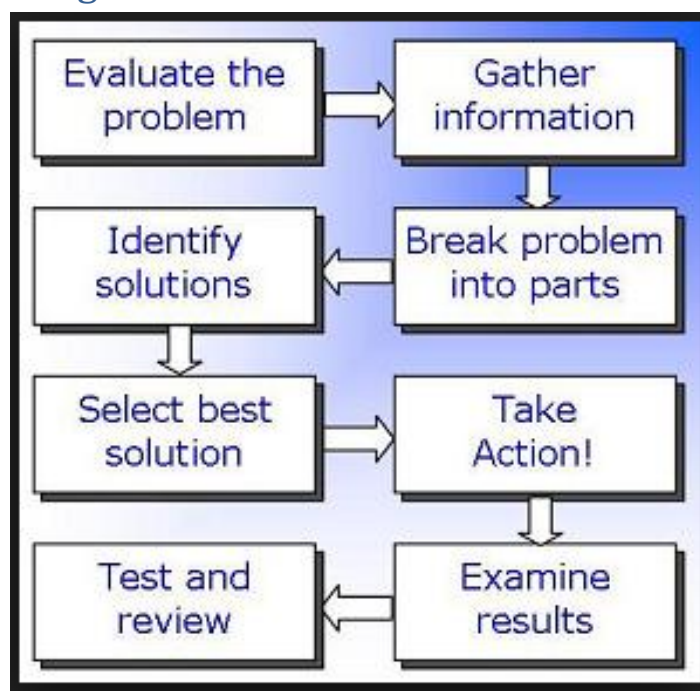
Were there any decisions made in the story that aren't on the sheet? What are they?

[illegible]

1. Gather information from individuals or parties involved and define potential ethical issues involved in matter.
2. Consult appropriate ethical and legal guidelines, if available, that may apply to resolution of issues.
3. Determine the rights, responsibilities, and well-being of all parties involved.
4. Formulate possible alternative decisions for each issue raised.
5. Evaluate the various consequences possible of making each decision.
6. Estimate the probability of occurrence of each consequence.
7. Review information with affected parties.
8. Implement the decision.
9. Monitor, review, and follow-up the decision.

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S7 Problem Solving



Venturer Scout Leadership Course
Session 5

LC/S5/HO2
Handout

PROBLEM SOLVING TECHNIQUES

The following problem solving techniques apply equally to Venturer Scout Leaders and Venturer Scouts in a position of authority within the Unit.

- 1 **Informal Method** for easy, 'quick fix' problems
 - (a) **traditional** – we have had this problem before and this is how we fixed it.
 - (b) **appeal to authority** – Group Leader! Help!
 - (c) **gut feeling** – relying on common sense and experience. A good leader knows when to appeal to a higher authority.
- 2 **Rational Method** for more complex problems (sometimes known as the appreciation process)
 - (a) **investigate the solution**
 - define the problem
 - identify the decision objectives
 - diagnose causes
 - (b) **develop alternatives**
 - ensure alternatives are creative
 - think laterally
 - do not evaluate (yet)
 - (c) **evaluate alternatives** (only after listing all alternatives)
 - disregard those that do not meet the objectives
 - consider the strengths and weaknesses of the remaining alternatives
 - select best alternative
 - (d) **implement and follow up**
 - plan implementation
 - implement the plan
 - monitor and adjust implementation.

3 The Formal Appreciation Process - A variation of the rational method for more complex problems.

- (a) Clearly define the situation – exactly what is the problem?
- (b) Establish a precise aim – exactly what are you going to achieve?
- (c) Identify any limitation to the aim – what known factors are going to influence the aim?
- (d) Define the courses open to you. There is seldom only one solution to a given problem.
- (e) Evaluate all courses open to you. Discard those that don't achieve the aim. Consider the relative strengths and weaknesses of all workable plans.
- (f) Decide, implement and follow up a solution.

Some memory joggers for clear thinking and the appreciation process:

- never lost sight of the objective or aim
- select and maintain aim
- apply the KISS principle – Keep It Simple, Stupid!

SOLVED

To help me with
problem solving.

Set out the problem.
Outline all possible solutions.
List the consequences.
View the rankings.
Execute the solution.
Did it work?

SELF-RATING QUESTIONS	RATE YOURSELF OUT OF 5 (5 IS GOOD)	
Questions based on <i>Performance Criteria and Conditions</i> :	SELF RATING	PEER RATING
• Can you use critical thinking when problem solving?		
• Can you analyse problems based on flexible thinking?		
• Can you break the problem down into manageable components?		

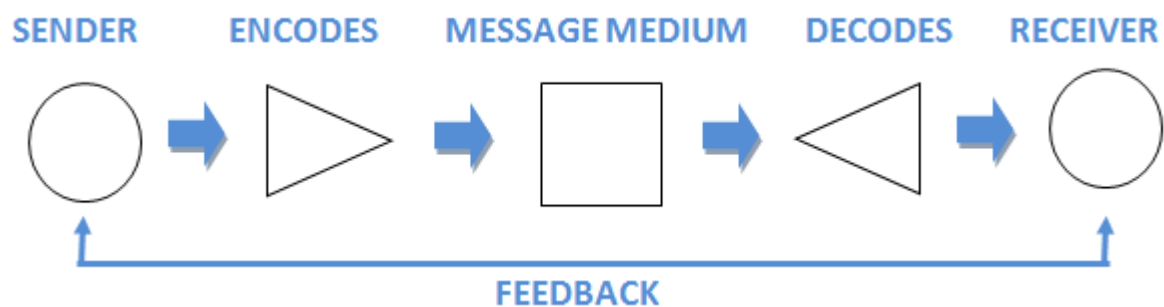
S8 Communicating



COMMUNICATION IS NOT SOMETHING YOU DO TO PEOPLE –

IT IS SOMETHING YOU DO WITH PEOPLE

What is Communication?



On your own, what is your definition of communication?

Face to Face Communication

What are the elements of face to face communication?

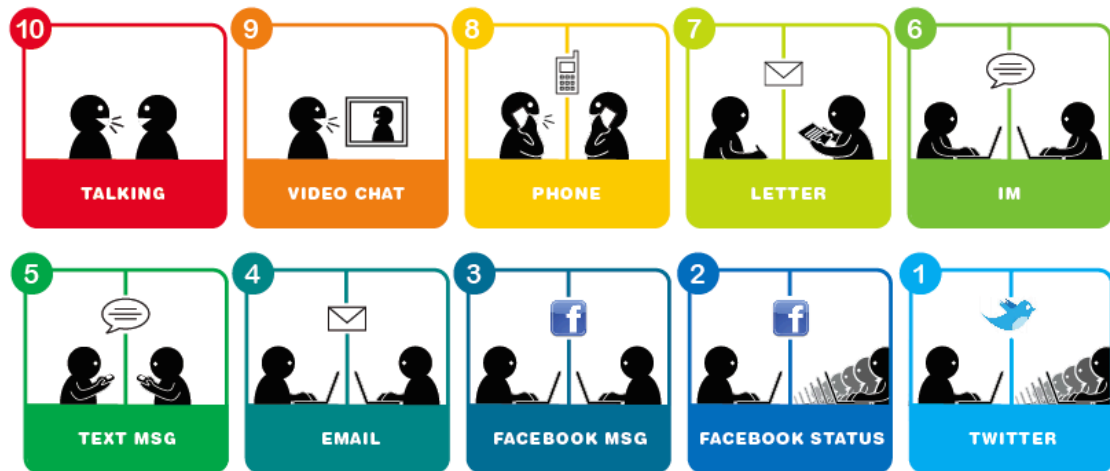
- _____
- _____
- _____

Advantages/Disadvantages over other forms of communication?

Barriers to Communication

Brainstorm in your unit some of the Barriers to Good Communication (write them into the boxes below)

10 LEVELS OF INTIMACY IN TODAY'S COMMUNICATION



What do you think the best method to communicate to other people in the following situations:

- Change in a meeting location/time on the day of the event
- Advertising a unit activity (camp or movie night) to other units or scout troops?
- Organising an expedition? Other unit members? Examiner?

-
-
-
-
-
-

SELF-RATING QUESTIONS	RATE YOURSELF OUT OF 5 (5 IS GOOD)	
	SELF RATING	PEER RATING
Questions based on <i>Performance Criteria and Conditions</i> :		
• How effective can you communicate?		
• Do you understand the components of communication?		
• Can you use different forms of communication to suit the situation?		

S9 Motivating Others



‘If there is a will, there is a way.’ (Baden-Powell)

What is it?

Simply put, **motivation** is the desire to do things or not do things.

Motivation is personal but its effect can influence the whole group. Even one enthusiastic, motivated individual can breathe new life into a project and lift everyone. On the other hand sometimes just one disinterested, indifferent person can de-motivate the rest of the Unit.

In scouting there will be occasions when you need to motivate people. This is especially true if you are in a leadership position on the Unit Council. There will be times when some people will need to be persuaded to do an activity, help with an event or go on a hike.

The reality is that we do what we want to do and our motivation is driven by our priorities in life. Not everyone in Venturers may have your interest or commitment to scouting and everyone will have many things outside of scouting competing for their attention. Part of your job as a leader is to encourage and persuade others to be involved and engaged within the Unit.

Personal Motivation

For you to motivate others you must first be motivated yourself. So what are your priorities? What gives your life meaning?

There will be people in your life who have inspired you. People who have pushed you, stretched you, made you more than what you thought you could be. They could be parents, teachers, scout leaders, friends, family or someone you have seen or read about that made you stop and think.

Part of what it means to be a scout is to go beyond where you are now. To explore new places, new ideas and new friends. To ask questions, dream dreams, learn to manage risks, to push yourself out of your comfort zone. All of this takes motivation and not a little bit of courage.

Scouting gives you a framework upon which to build the rest of your life. The scout law and promise, that every Scout, Venturer, Rover and Leader makes, are great rules for a successful and fulfilling future.

The important question though is: are your priorities and your motivation aligned with what you want to achieve in scouting and with the scout law and promise?

So What Motivates People?

Some people adopt the carrot (reward) and stick (punishment) approach to getting people to do what they want but while this can be very effective in the short term it rarely lasts for long.

There are six needs that when satisfied give a deeper, more lasting result when motivating others.

1. The Need for Caring

In scouting this means friendship and appreciation of your fellow scouts. Showing you care for someone will make them feel as though they belong to the Unit.

A lack of care can make someone feel isolated, an outsider and unappreciated.

2. The Need for Security

This can mean personal safety as well as intellectual and emotional security. Through well planned and run activities we strive to ensure physical safety. By being accepting, appreciative and non-critical we can foster intellectual and emotional security.

Good training and support can develop confidence and remove insecurities.



3. The Need for Recognition

Everyone likes to be noticed and respected as an individual. Recognition of a scout's efforts and achievements makes them feel appreciated. A lack of recognition can make some individuals seek to gain attention through disruptive and unruly behaviour.

In scouting we have the award scheme and ceremonies as formal symbols of recognition. Informally complimenting or praising someone for work well done can also be effective. Asking for advice shows people you value their opinion. A simple thank you lets someone know you appreciate them.

4. The Need for Meaning

Why are we here? What is our purpose? Individuals need to feel that what they are doing has meaning. Younger people in particular are looking for that sense of purpose that will give value to their lives.

We as scouts offer much in the way of meaningful, purpose driven activities that will develop individuals and help society as a whole.

5. The Need for Experience

New experiences are how we grow. Exploration and challenges should be seen as opportunities to develop our capabilities and learn new skills. Tests and examinations are merely benchmarks to show how far we've come.

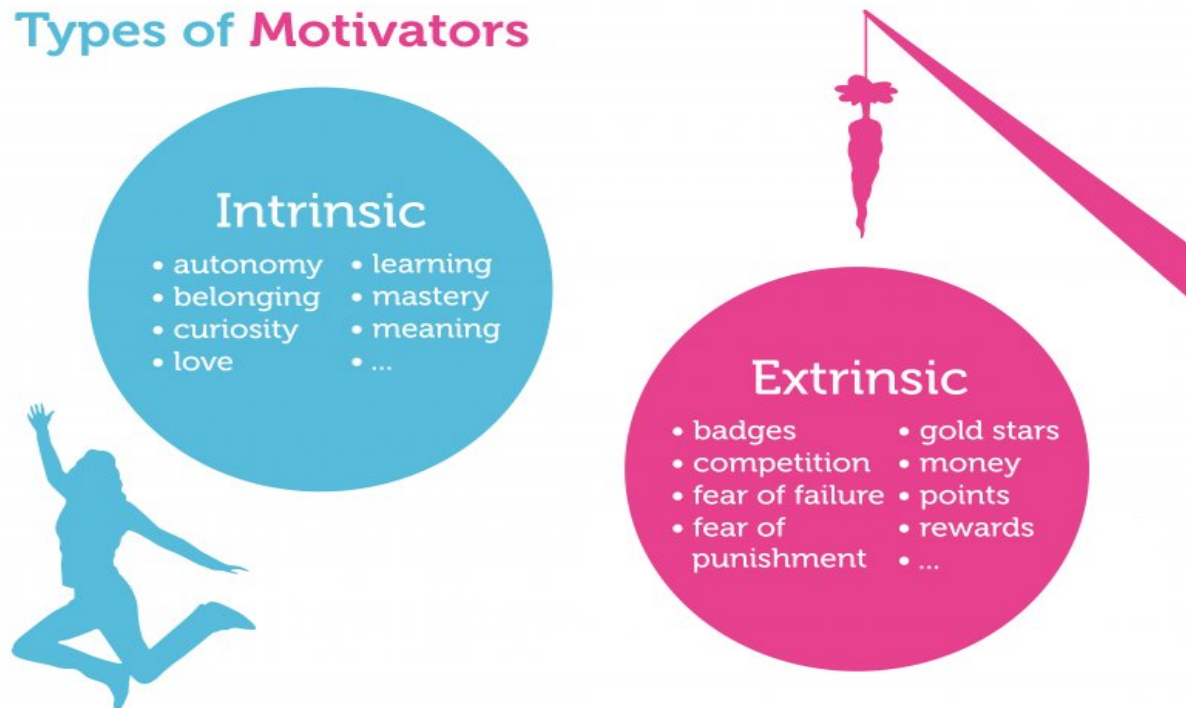
Without new experiences and opportunities people get bored, lose interest and motivation and eventually drift away.

6. The Need for Structure

Structure within what we do gives security and a sense of belonging. It lets people know what to expect and what is expected of them.

Scouting has the scout law and promise which underlies everything we do. There are structures in place in the award scheme and the way Branches, Groups and Sections are organised. So too in your individual Units you create structures through the Unit Council and your Unit's constitution. All of these give an individual confidence that they know what is expected of them and where they belong.

Types of Motivators



Tips for Motivating Others

You can't really motivate other people. They need to motivate themselves but you can create an environment which encourages them to be motivated towards the goals you want to achieve.

1. Start with yourself – what motivates you. Are your priorities what they should be?
2. Align the goals of the Unit with the goals of the individual.
3. Understand and get to know those you are leading.
4. Motivation is a long term process, not a short term task, so stick with it.
5. Setup the policy and procedures of the Unit to support a culture of motivation. Start with the constitution.
6. Give people responsibility. Let them feel that they are a stakeholder in the activity. People support plans or activities they help develop.
7. Communicate! Let others know what is going on and keep them informed.
8. Praise publically, reprimand privately.

So What now?

Motivation is important in the running of a Venturer Unit and can be the difference between a boring, static Unit that does the same old things all the time and a vibrant, dynamic Unit that is always out of the hall doing new activities. Which one is going to attract and retain people?

As a leader within the Venturer Unit part of your role is to create an environment which encourages people to become motivated. To do that you need to be motivated yourself and let that show to everyone else - enthusiasm is contagious. Remember what motivates you may not be what motivates other people so get to know people and their needs.

Look for opportunities to meet the needs of those within the Unit. Whether it is to complete their badgework, a specific activity they are interested in or a community project that will give everyone satisfaction, let everyone feel there is something in it for them.

But I'm not a leader! Well yes you are. Everyone can be considered a leader and even if you are not a formally appointed leader there are many ways you can lead informally and support others within your Unit.

A person who never made a mistake never tried anything new

Albert Einstein

*"Life should NOT be a journey to the grave
with the intention of arriving safely in an attractive
and well preserved body,
but rather to skid in sideways,
body thoroughly used up, totally worn out
and screaming WOO HOO what a ride!"*

Author Unknown

A human being should be able to change a diaper, plan an invasion, butcher a hog, conn a ship, design a building, write a sonnet, balance accounts, build a wall, set a bone, comfort the dying, take orders, give orders, cooperate, act alone, solve equations, analyze a new problem, pitch manure, program a computer, cook a tasty meal, fight efficiently, die gallantly. Specialization is for insects.

Robert Heinlein

SELF-RATING QUESTIONS	RATE YOURSELF OUT OF 5 (5 IS GOOD)	
Questions based on <i>Performance Criteria and Conditions:</i>	SELF RATING	PEER RATING
• How important is motivating others when leading?		
• Can you identify the steps to motivation?		
• How effective are you at motivating others?		

S10 Knowing Yourself & Team

Venturer Scout Leadership Course
Session 7

LC/S7/SA1
Session Aid

BEHAVIOURAL STYLE EVALUATION

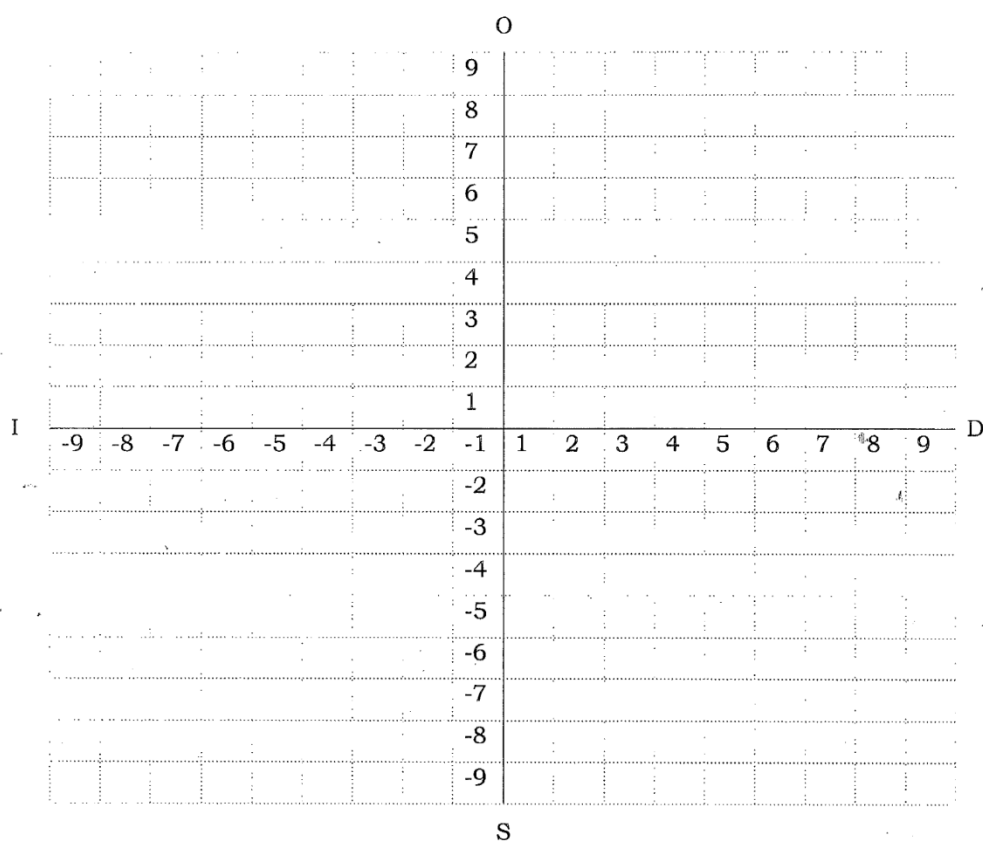
1	O	Easy to get to know personally in business or unfamiliar social environments	10	S	Shows less enthusiasm than the average person
	S	More difficult to get to know personally in business or unfamiliar social environments		O	Shows more enthusiasm than the average person
2	S	Focuses conversation on issues and tasks at hand; stays on subject	11	D	More likely to introduce self to others at social gatherings
	O	Conversation reflects personal life experiences; may stray from 'business at hand'		I	More likely to wait for others to introduce themselves at social gatherings
3	I	Infrequent contributor to group conversations	12	O	Flexible about how own time is used by others
	D	Frequent contributor to group conversations		S	Disciplined about how own time is used by others.
4	I	Tends to adhere to the 'letter of the law'	13	S	Goes with own agenda
	D	Tends to interpret the 'spirit of the law'		O	Goes with the flow
5	S	Makes most decisions based on goals, facts, or evidence	14	D	More naturally assertive behaviour
	O	Makes most decisions based on feelings, experiences, or relationships		I	More naturally reserved behaviour
6	I	Infrequent use of gestures and voice intonation to emphasise points	15	D	Tends to express own views more readily
	D	Frequently uses gestures and voice intonation to emphasise points		I	Tends to reserve the expression of own opinion
7	D	More likely to make emphatic statements like "This is so!" "I feel ..."	16	D	Tends to naturally decide more quickly or spontaneously
	I	More likely to make qualified statements like "According to my sources ..."		I	Tends to naturally decide more slowly or deliberately
8	O	Greater natural tendency toward animated facial expressions or observable body responses during speaking and listening	17	S	Prefers to work independently or dictate the relationship conditions
	S	More limited facial expressions or observable body responses during speaking and listening		O	Prefers to work with others or be included in relationships
9	S	Tends to keep important personal feelings private; tends to share only when necessary	18	I	Naturally approaches risk or change more slowly or cautiously
	O	Tends to be more willing to show or share personal feelings more freely		D	Naturally approaches risk or change more quickly or spontaneously

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SCORING

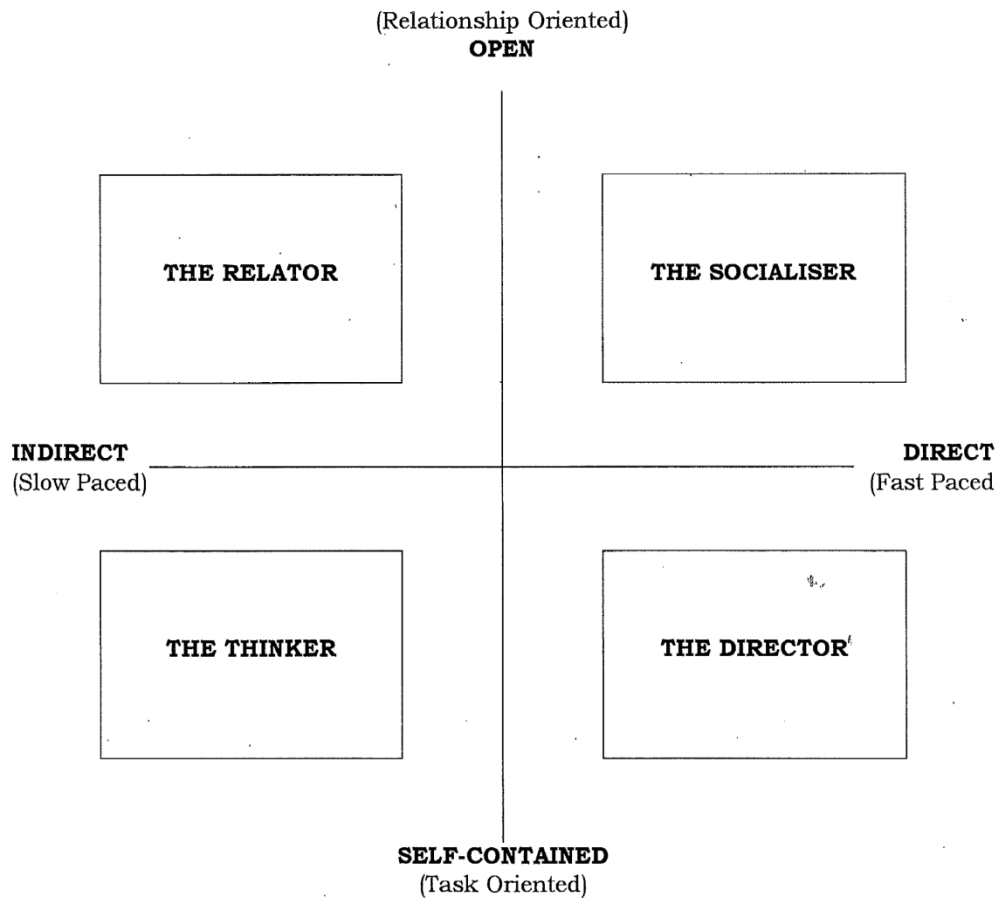
1. Total the number of 'O's, 'D's, 'S's and 'I' responses you gave and enter these figures in the appropriate boxes.
2. Plot your O, D, S and I scores on the graph below and join the points to form a rectangle.

O	D	S	I
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BEHAVIOUR STYLES



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BEHAVIOURAL STYLE SUMMARY

	RELATER	SOCIALISER	THINKER	DIRECTOR
Behaviour Pattern:	Open/Indirect	Open/Direct	Self-contained/Indirect	Self-contained/Direct
Appearance:	<ul style="list-style-type: none"> casual conforming 	<ul style="list-style-type: none"> fashionable stylish 	<ul style="list-style-type: none"> formal conservative 	<ul style="list-style-type: none"> businesslike functional
Work-space:	<ul style="list-style-type: none"> personal relaxed friendly informal 	<ul style="list-style-type: none"> stimulating personal cluttered friendly 	<ul style="list-style-type: none"> structured organised functional formal 	<ul style="list-style-type: none"> busy formal efficient structured
Pace:	slow, easy	fast, spontaneous	slow, systematic	fast, decisive
Priority:	maintaining relationships	relationships: interacting	the task: the process	the task: the results
Fears:	confrontation	loss of prestige	embarrassment	loss of control
Under Tension Will:	submit, acquiesce	attack, be sarcastic	withdraw, avoid	dictate, assert
Seeks:	attention	recognition	accuracy	productivity
Needs to Know (Benefits):	<ul style="list-style-type: none"> how it will affect their personal circumstances 	<ul style="list-style-type: none"> how it enhances their status who else uses it 	<ul style="list-style-type: none"> how to justify the purchase logically how it works 	<ul style="list-style-type: none"> what it does by when what it costs
Achieves Acceptance By:	<ul style="list-style-type: none"> conformity loyalty 	<ul style="list-style-type: none"> playfulness stimulating environment 	<ul style="list-style-type: none"> correctness thoroughness 	<ul style="list-style-type: none"> leadership competition
Likes You To Be:	pleasant	stimulating	precise	to the point
Wants To Be:	liked	admired	correct	in charge
Irritated By:	<ul style="list-style-type: none"> insensitivity impatience 	<ul style="list-style-type: none"> boredom routine 	<ul style="list-style-type: none"> surprises unpredictability 	<ul style="list-style-type: none"> inefficiency indecision
Measures Personal Worth By:	<ul style="list-style-type: none"> compatibility with others depth of relationships 	<ul style="list-style-type: none"> acknowledgement recognition applause compliments 	<ul style="list-style-type: none"> precision accuracy activity 	<ul style="list-style-type: none"> results track record measurable progress
Decisions are:	considered	spontaneous	deliberate	decisive

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9 Steps to Managing People that Bug You

1. You can only change yourself.

When dealing with people, always remember that it's not about changing others, but about changing yourself. You can try to change others, but you may not succeed doing so. The best way to address the situation is to change how you perceive it and how you react to it. By changing that, everything else will subsequently change as well.

2. Draw your boundaries.

Be clear on what you will tolerate and what you will not tolerate. Then stick with it. You have your own personal space and it's your prerogative to protect your space. By drawing the boundaries, even if just mentally, you are clearer of the kind of behaviors to expect from others. If you don't do so, it's easy for you to be pushed over by others, especially since such people tend not to be conscious of personal boundaries. You'll wind up shrinking in a corner and feeling miserable, and you wouldn't want that.

3. Be upfront about where you stand.

If the person has a history of spilling into your personal space, then let him/her know where you stand the next time you communicate. People aren't mind readers, and sometimes they may not be aware that they are infringing on your space. Giving the person some indicators will help. If he/she tends to take up a lot of your time, then let him/her know that you have XX minutes at the onstart of the conversation. That way, you are being fair by informing him/her in advance. If you prefer to communicate via email/text/chat/other channels, then let him/her know too.

4. Be firm when needed.

If the person does not stick within the boundaries, then enforce them. Give a gentle reminder at first. If he/she still does not get the hint, then make a call and draw the line right there. I used to be very relenting in my communications. I would attend the person for however long it took. In the end it encroached on my personal space, and I wasn't sure if all that time and energy I spent ever did anything too. As I gradually pushed back and became firm on my boundaries, I was a lot more fulfilled. I realized if I wasn't meeting my needs, I couldn't be helping anyone with theirs.

5. Ignore them.

Ignoring is effective in the right moments. When you respond, you give them a reason to continue their behavior. If you just ignore, they don't have a choice but to seek out someone else. Not only that, it also hints to them about their behavior and helps them do some self-reflection.

6. Don't take it personally.

Most of the times, these people behave the same way around others too. I had a friend who was very negative. She always had something to criticize whenever we were together. At first I thought she had something against me, but after I observed her interacting with our common friends, I realized she was like that with everyone else too. Realizing it wasn't anything personal helped me deal with her objectively.

7. Observe how others handle them.

Watching others deal with the same person you find annoying can be an eye-opening perspective. Even if the person may be at his/her wits-end handling the individual, just observing from a third party's point of view can give you insights on how to manage. The next time you are with this person, get someone else into the conversation too. Take a back seat by broaching a topic that's relevant between the two of them, then play the silent role in the situation. Observe how the other party handles him/her. Try this exercise with different people – from savvy networkers, someone you find difficult to deal with as well, someone similar to you, etc. You will get interesting results.

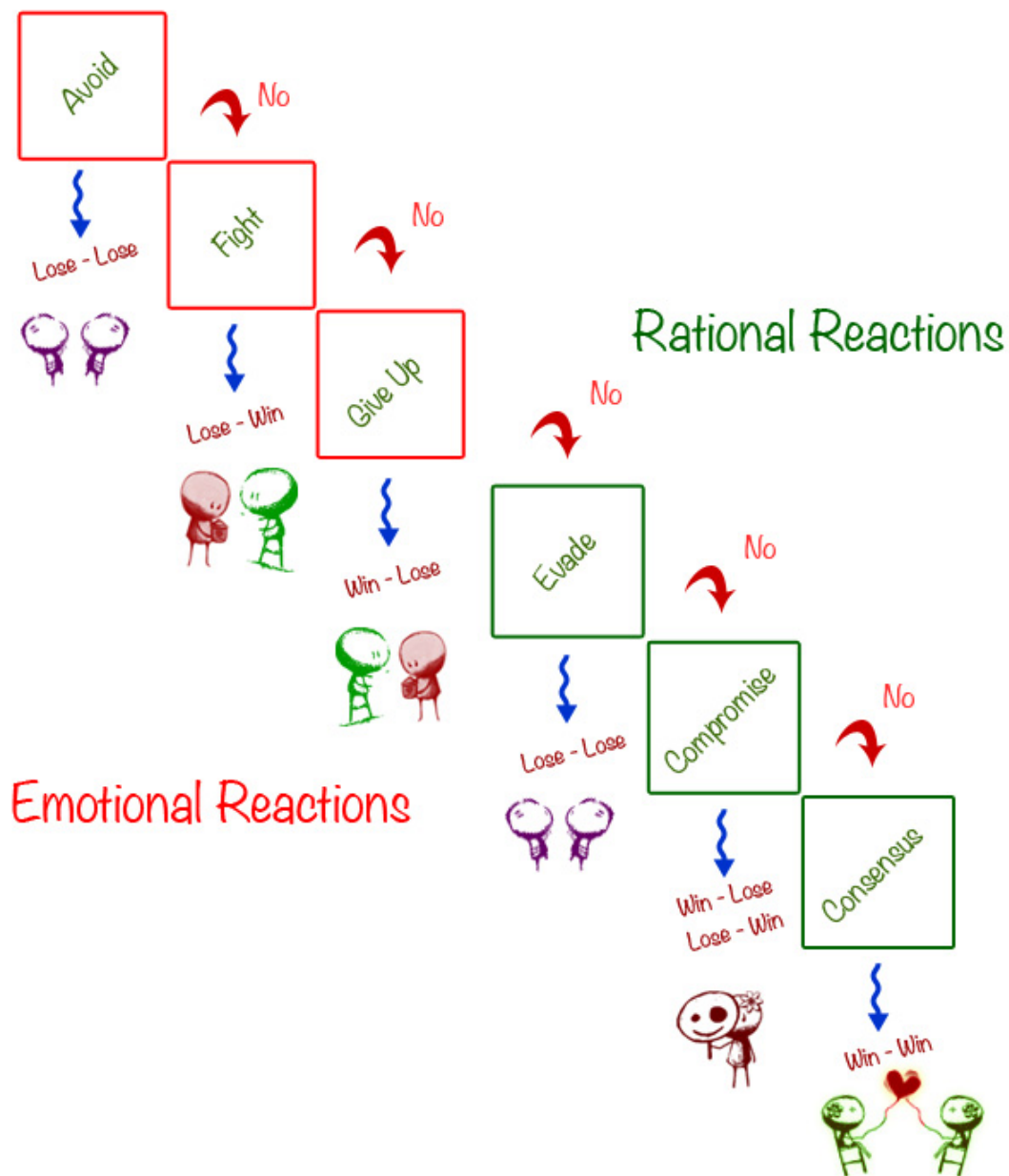
8. Show kindness.

Often times, they act the way they do because they are looking for an empathetic ear. Hear what they have to say, and be empathetic towards them. Give them some friendly act of kindness. Don't impose on them, but just be there and empathize. It might well do the trick.

There was once when I had a long talk with a client on an issue she was facing. Later in the week, I sent her an sms telling her that ultimately it boiled down to her, and as long as she believed in herself, there was nothing insurmountable. Many weeks after that, we were catching up, and she told me how the message was really encouraging for her. She normally deleted all her smses but left that one in her phone. A little kind act from you may take little effort on your part but mean the world to others.

9. Help them.

Beneath the facade is really a cry for help. Check with them if they need any help, or if there is anything you can do to help them. Sometimes, it's possible they require help but they don't know how to articulate it. Help them to uncover their problem, then work with them to analyze the issue and discover the solution. It's important to still let them take charge in the situation, because the end outcome is you want them to learn to take control of the situation, and not grow dependent on you for help.



SELF-RATING QUESTIONS	RATE YOURSELF OUT OF 5 (5 IS GOOD)	
Questions based on <i>Performance Criteria and Conditions</i> :	SELF RATING	PEER RATING
• What is the importance of understanding your team?		
• Can you clearly identify your behaviour style?		
• What is the relevance of having different behaviour styles in a team?		

Approaches to Conflict Management

Withdrawing/Avoiding - You lose, I lose

- you have the tendency to give up
- you have a feeling hopelessness
- you believe it is easier to withdraw

Forcing/Powerplay - I win, you lose

- your highest concern is to achieve goals
- you do not care about others' opinions
- you want to win

Smoothing/Accommodating - You win, I lose

- your relationships matter more than personal goals
- you want to be accepted or liked
- you give up on goals to preserve relationships
- you are the 'super helper'

Compromising/Facilitating - I give a little, you give a little

- you compromise on goals
- both parties lose and gain
- you locate the middle ground

Confronting/Problem Solving - You win, I win

NOTE: The word "confronting" is used as meet or stand facing, or out in the open, or bring face to face.

- valuing goals and relationships
- viewing issues in a rational way
- seeking solutions that please both sides
- trying to initiate discussion that identifies there is a conflict
- not being satisfied until a agreeable solution is found

How to manage confrontation constructively

To handle conflict constructively try following these steps:

1. Step 1: Diagnose, set goals as to what outcome you want to achieve, initiate a solution, acknowledge feelings
2. Step 2: Communicate, be accepting, focus on one issue at a time
3. Step 3: Take Action and Review

S11 Project

Scenario

Your unit has been appointed to organise an expedition for the upcoming National Venture. The other units have similarly been appointed to organise other expeditions.

Requirements

You are required to present to the Activities Director and team (course leaders) a proposal

demonstrating the feasibility of conducting your proposed expedition. Before your final presentation your unit is required to meet once with the Activities Director and team to report on the progress you have made and the work you have left to do. The meeting will occur at sixty minutes after the commencement of your preparation. At this meeting you will be required to present your planning timeline (project schedule).

Your unit will select a chairman to lead you through the proposal preparation activities and introduce the proposal when it is presented. Members of the Activities Division team may sit in on your meetings for as long as they deem necessary for their purposes. Their role is primarily to observe.

At the presentation all members of the unit will be in full correct uniform. Each member of the unit is to present part of the expedition proposal.

Parameters

Prior to the expedition all the participants will be located at the main venture site. Your expedition is responsible for all costs from the time the participants are collected after lunch until they are returned to the venture site four days (three nights) later. This will occur after breakfast. The departure time from the site and the return time to the site must be coordinated with the other expedition organising teams.

Expeditions will be attended by one to five venture units. Each venture unit will be made up from eighteen Venturer Scouts and two Leaders.

While your team is investigating the feasibility of offering this activity at the venture, you may decide to engage a different team of scouting volunteers or paid commercial operators to run the event during the venture.

Products to be considered/included

The fee a participant needs to pay to attend the expedition.

The number of venture units you can accommodate at the expedition.

Details and cost of

- Location
- Program
- Promotions
- Budget
- Staffing
- Transport

Any assumptions you have made in your proposal.

CM5 Post Course Assessment and Feedback

Given all you have learnt over the last two days, please complete the following;

Rating Area	Excellent	Very Good	Good	Fair	Poor
How well do you lead others?					
How would your Venturer Unit rate your leadership skills?					
How well do you communicate with others?					
When leading a group, how effective is your communication? (Do you need to keep explaining the aim and/or instructions?)					
When being led, how well do you communicate your ideas and/or suggestions? (Does the group listen to your suggestion or is there a better way you could explain your view)					
How well do you follow verbal instructions?					
How well do you follow written instructions?					
How well do you work with others at the same level?					
How do you deal with a stressful or confronting situation?					
How good are your Time Management Skills					
Knowledge of the Scout Method and Fundamentals					

With 1 being Never and 5 being Always please rate yourself.	1 (Never)	2 (Some times)	3 (Often)	4 (Most of the time)	5 (Always)
When working in a group, I am the leader					
I listen to other people's opinions					
I feel comfortable in difficult or confronting situations					
I follow instructions and directions					

How do you rate the Course and its content	Excellent	Very Good	Good	Fair	Poor
Relevance to you and your development					
Delivery and Materials provided					
Venue and surroundings					
Overall					

In a few sentences, please tell us;

Did you achieve what you set out to?

What part of this course did you find of most benefit?

Any other feedback or comments;
