

# Troop Junior Leader Training

## Program Elements

by Steve Tobin

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This training outline is under construction, and is being developed and improved and time and material become available. It is presented for whatever help it may provide.

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### 1. Election Leadership Training

- Conducted for the whole troop prior to troop elections.
- Prepare troop members for the election. Enables scouts to know what is expected of them if they are elected, what to expect of those who are elected, and what is expected of the scouts by their elected leaders. Described in SM JL Training Guide or the Scoutmaster Handbook.
- Conducted by SM/ASM/SPL as appropriate.
- Attended by entire troop.
- Material covered:
  - What leadership positions exist in the troop.
  - Position requirements, duties and responsibilities.
  - Explain the time and commitment expected of leaders.
  - Function of Patrol Leader's Council.
  - Responsibility of troop members to follow those they elect.

### 2. New Leader Conference

- As needed, determined by elections and position replacements. Held as soon as possible after a Scout is elected to a new position.
- Introduces a newly elected leader to his new duties and troop leadership. (Fast Start) Interviews are described in SM JL Training Guide or the Scoutmaster Handbook.
- Conducted by SM/ASM/SPL as appropriate.
- Held individually with each newly elected junior leader.
- Brief overview, about 15 minutes. Answer any questions the Scout has.
  - Troop organization
  - Position duties and responsibilities, time and performance expectations.
  - PLC function and his role or relationship with it. This would be continued in more depth at the first PLC meeting attended by the new leaders.

### 3. Main Troop Junior Leader Training Course.

- Conducted yearly, soon after main troop elections. May be 1 or more single day events, or a weekend campout event.
- This is the first major training session for new junior leaders and scouts. Session is based on the BSA Scoutmaster Junior Leader Training Kit, expanded to cover additional topics. Actual games and excercises used may be varied from year to year for variety.
- Conducted by SM or appropriate adult trainer.
  - New SPL presides over the event.
  - Experienced older scouts conduct games and activities, and any other assigned segments, as part of their advanced training.
- Attended by newly elected leaders, and those who expect to become leaders. Open to any interested scout within group size limitations.
- Provides coverage of:
  - Troop organization and operations.
  - The Patrol Method.
  - Troop leadership positions and duties.
  - Basic leadership principles, techniques and methods.
  - Basic problem solving and confilict resolution techniques.
  - Team building experiences.
  - Additional Troop-specific information.

#### **4. Annual Troop Program Planning**

- Conducted yearly to plan and implement the troop activity program.
- While not officially a training session, the learning and experiences involved are part of the Scout's leadership training.
- Conducted by the Scoutmaster.
  - The SPL presides over the event.
  - The SM prepares and trains the SPL
- Attended by the SPL, ASPL, Patrol Leaders and Scribe.
- Activities provide leadership training in several areas:
  - The SPL is involved in gathering information and preparing for the meeting.
  - The Patrol Leader's must survey patrol members for ideas and desires.
  - Scout leaders are involved in several of the 11 Leadership skills..
  - Leads to ongoing monthly program planning in the PLC.
  - Highlights program planning and execution as an ongoing, continuous process.

#### **5. The Patrol Leader Council**

- Conducted monthly to plan and implement the troop program.
- A continuation of the yearly program planning session, and a core activity in a scout's leadership training.
- Conducted by the SPL, with Scoutmaster support.
  - The SPL presides over the event.
  - The SM works with the SPL in preparing and training him.
- Attended by the SPL, ASPL, Patrol Leaders, Scribe and other Scout leaders, as needed.
- Provides training and experience in many leadership skills.

## 6. Continuing leadership training sessions. (Modules)

- Conducted regularly on an ongoing basis at:
  - PLC meetings
  - Troop campouts
  - Troop outings
  - Special leadership campouts, outings and events.
- Intended to rotate on a 3 year basis to:
  - Provide ongoing, relevant and fresh training experiences for all scouts.
  - Involve senior scouts as teachers/trainers for younger scouts.
- Conducted by troop leadership, as designed.
  - Adult Scouters
  - Senior and JLTC-trained scouts
  - Outside resources; council resources, local authorities, experts, professionals, educators, trainers, etc.
- Attended by PLC, senior scouts or other special groups of Scouts as designed.
- Cover a wide range of leadership topics, using many resources. See Appendix A.
  - Topics based on the 11 Leadership skills. See Appendix B
  - Meeting procedures and principles, based on Roberts Rules of Order, for conducting PLC and other business meetings.
  - Technical training needed by leaders. (Safe Swim and Boating, First Aid, EMT procedures, etc.)
  - Teamwork exercises
  - Problem solving skills and techniques
  - Conflict resolution.
  - Ethics in Action

## 5. Council JLT Course.

- Conducted annually by Council training staff.
- Provides advanced leadership skills training. Trained scouts return to troop and:
  - Assume leadership positions and roles in the troop.
  - Help implement troop-level training.
- Week long, resident program, conducted to BSA guidelines by JLTC staff.
- Attended by 2-4 year scouts.
- Unit adult leaders must be prepared and trained to work with the junior leaders in implementing what they learn at JLTC. The junior leaders must be allowed and encouraged to use what they were taught.
- Session covers:
  - Patrol method and troop operation.
  - Advanced junior leader skills, techniques and methods.
  - Problem solving and conflict resolution skills.

## 6. Advanced Junior Leader Training opportunities

- National Junior Leader Training Instructor course
  - Conducted yearly at Philmont
  - Advanced training for senior scouts.

- V.F.W. Youth Leader program
  - OA National Leadership Seminar (NCS)
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## Appendix A

### Junior Leadership Training Modules

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- Skills based on 11 Leadership skills
  - Technical training needed by leaders.
    - Safe Swim Defense
    - Safety Afloat (Boating)
    - First Aid
    - EMT procedures
    - etc.
  - Teamwork exercises and games
    - *DELTA Handbook*
    - *Woods Wisdom* book, games section, selected games.
  - Problem solving skills and techniques
    - *DELTA Handbook*
  - Conflict resolution.
    - SM JL Training Kit
    - *SM Handbook*
  - Ethics in Action
    - *DELTA Handbook*
    - *"Right, Wrong or What?"* DELTA companion book.
  - Troop Emergency Callup Procedures
    - *SM Handbook*
    - Emergency Preparedness merit badge handbook.
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## Appendix B

### Leadership Skills

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1. **Understanding the needs and characteristics of the group**
2. **Knowing and using the resources of the group**
3. **Communicating**
4. **Planning**
5. **Controlling group performance**
6. **Evaluating**
7. **Setting the example**

8. **Sharing leadership**
  9. **Counseling**
  10. **Representing the group**
  11. **Effective teaching**
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## **1. UNDERSTANDING THE NEEDS AND CHARACTERISTICS OF THE UNIT**

Each individual member of the group has certain needs and characteristics.

1. A leader should understand his own needs and characteristics.

A leader should understand the needs and characteristics of each member of the group. This helps the leader to deal with each person as an individual, to treat that individual with respect, and to help the person grow.

1. This understanding helps in planning the program and in getting things done.
2. This understanding creates trust and builds confidence among group members.

Through conversation and informal surveys of unit members, try to find out:

- Why they joined your unit
- What they expect from the unit's programs
- What their major interests are
- What their plans for the future are

## **2. KNOWING AND USING THE RESOURCES OF THE GROUP**

Resources include all those things necessary to do a job. Resources also include people, because people have knowledge and skills. Knowledge is what a person learns through familiarity or experience-what you know. Skill is the ability to use what you know. Attitude includes the desire to do something-motivation-and the belief that you can do it-confidence.

When the leader uses the knowledge and skills of group members to get a job done, the members gain experience and improve skills. They also develop a positive attitude toward using a skill.

- Keep the unit's program capability inventory up-to-date and use it in planning.
- Understand the purpose and resources of your chartered organization.
- Survey the member's parents; include them in your program capability inventory.
- Find out your unit member's skills, interests, and resources.

## **3. COMMUNICATING**

To improve your skills in getting information:

- Pay attention and listen carefully.
- Make notes and sketches.
- Ask questions and repeat your understanding of what was said.

To improve your skills in giving information:

- Be sure others are listening before you speak.
- Speak slowly and clearly.
- Draw diagrams, if needed. Ask those receiving information to take notes.
- Have the listeners repeat their understanding of what was said. Encourage questions.

#### **4. PLANNING**

Planning is an important part of everything we do in Exploring. The following is a simple process for planning:

- Consider the task and objectives. What do you want to accomplish?
- Consider the resources-equipment, knowledge, skills, and attitudes.
- Consider the alternatives. Brainstorm.
- Reach a decision, evaluating each option.
- Write the plan down and review it with the unit.
- Execute the plan.
- Evaluate the plan.

#### **5. CONTROLLING GROUP PERFORMANCE**

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

Why is control needed?

A group needs control as an engine needs a throttle-to keep it from running itself into the ground. A group works together best when everybody is headed in the same direction. If a plan is to be properly carried out, someone must lead the effort. Control is a function that the group assigns to the leader to get the job done. Control happens as a result of recognizing the difference between where the group is and where the group is going. The leader is responsible for developing a plan to help the group get to its goal.

Setting the example is the most effective way of controlling the group. When working with unit members, do the following:

- Continually observe the group. Know what is happening and the attitude of the group.
- Make your instructions clear and pertinent.
- Pitch in and help when necessary.
- Quickly deal with disruption. Guide the unit toward self-discipline.

#### **6. EVALUATING**

Evaluating helps measure the performance of a group in getting a job done and working together. It suggests ways in which the group can improve its performance. There are two basic categories of evaluation questions. After any event or activity, ask these questions:

Getting the job done-

- Was the job done?
- Was the job done right?
- Was the job done on time?

Keeping the group together-

- Were relationships between group members helped or hurt?
- Was participation equally distributed among group members?
- Did the group enjoy the activity?
- Did the group handle conflicts well?

## **7. SETTING THE EXAMPLE**

Setting the example is probably the most important leadership skill. It is the most effective way to show others the proper way to conduct themselves, and is even more effective than verbal communication. Without this skill, all the other skills will be useless. One way to think about setting the example is to imagine yourself as a member of a group and think about how you would like your leader to act.

## **8. SHARING LEADERSHIP**

While there are various ways to exercise leadership, the goal of Scouting leadership is exemplified in a quote from the ancient Chinese philosopher, Lao-Tzu: "But of a good leader...When the work is done, his aim fulfilled, they will say, 'We did this ourselves.'"

The Scouting leader wants to give unit members the skills he possesses, not to use those skills in ways that keep the unit weak or dependent. He offers leadership opportunities to unit members and teaches them the skills they need.

## **9. COUNSELING**

Counseling is important

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

Counseling can be effective when a person is:

- Undecided - he can't make a decision
- Confused - he doesn't have enough information or has too much information.
- Locked in - he doesn't know any alternatives.

How do you counsel?

- First, try to understand the situation. Listen carefully. Summarize. Check the facts.
- Paraphrase to make sure you understand.
- Second, help list as many options as possible.
- Third, help list the disadvantages of the options.
- Fourth, help list the advantages of the options.
- Finally, let the person decide on a solution. The counselor's role is to give encouragement and information, not advice.

## **10. REPRESENTING THE GROUP**

Where do you represent the unit? Unit leaders represent the unit at unit committee meetings, Advisor's meetings, PLC meetings, and planning conferences, and to the chartered organization.

The leader represents the unit in two situations:

- Without consultation- when he or she doesn't have the opportunity to consult with unit leaders about a decision
- With consultation- when he or she can meet with unit leaders about the issue

In some cases the leader must represent the unit's decision exactly; in other cases, he or she must use independent judgment. You will need to solicit and analyze members' views and attempt to represent those views within the guidelines of your unit, your chartered organization, and Exploring.

## 11. EFFECTIVE TEACHING

Effective teaching is a process to increase the knowledge, skills, and attitudes of the group and its members. The focus is on learning, not teaching. For teaching to be effective, learning must take place.

The steps of effective teaching include

- Choosing the learning objectives
- Providing a discovery experience that helps the learner understand the need for the skill
- Demonstrating or explaining the skill
- Allowing the learner to practice the skill
- Evaluating the process

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## Appendix C

### Adult Leadership Training

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This section contains resources which are valuable for adult leaders to prepare themselves for teaching the junior leader.

BSA Fast Start video

BSA Wood Badge training

BSA Scout Leader Fundamentals Training Course

BSA Scoutmaster's Junior Leader Training Kit

BSA Troop Program Planning Workbook

BSA Junior Leader Training Course (JLTC) materials

BSA *Ages and Stages* video

BSA Scoutmaster Handbook

BSA *Youth Protection Guidelines* video

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## **Appendix D**

### **JLT Resources**

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Materials and resources to help in providing troop junior leader training.

BSA Outdoor Skills Instruction, TEAM BUILDING; #33004

D.E.L.T.A. Handbook (Developing Ethical Leaders Through Action)

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Last edited: *January 26, 2001*

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