3 DAY SYLLABUS

TABLE OF CONTENTS

BOX 1

1. **What is a Leader?**
   An overview of the characteristics of leaders, the importance of self-leadership and how leaders work with others to accomplish their goals.

2. **Leadership Styles**
   A description of four different leadership styles and the art of choosing the right one at the right time for the group.

3. **Communication**
   An in-depth look at communication, its components, importance and guidelines for giving/receiving feedback.

4. **Understanding the Group**
   Identifying the skills and resources within a group and how best to utilize them for success.

5. **Team Development**
   Recognizing and identifying the stages a group goes through is critical to successful leadership.

6. **Project Planning**
   A step-by-step process for projects from conception through completion.

7. **Values of Scouting**
   A review of the shared values Scouts all over the world have that serve as a basis for decision making all our lives.

8. **Opening Ceremony**
   A sample ceremony to serve as an inspirational official beginning of the course.

9. **Course Overview**
   This provides an understanding of what participants can expect from the course, the schedule and the expectations of them.

10. **WOSM, IAR and My NSO**
   An overview of WOSM, the IAR and the local NSO, how they are structured and work together.

BOX 2

1. Setting the Example
> *Leaders are always setting the example—even when they aren't intending to do so. Others are watching and will copy the example.*

2. Leadership Nuts and Bolts
> *This is a collection of little skills that a leader needs to have successful meetings. Depending on time, choose one or more topics.*

3. Collaborative Leadership
> *Tips on how to co-lead a group.*

4. Encountered Leadership Challenges
> *A discussion of challenges the participants have encountered and how they can best be met.*

5. Vision
> *Great leaders have a vision of where they want to go. Plans and objectives support those visions.*

8. Communication in a Digital Era
> *Using Scouting Values in digital communication.*

9. Mock Youth Forum
> *A simulated Youth Forum so that participants know what to expect.*

10. Emotional Intelligence
> *A review of this concept and the powerful influence it can have on a leader's success.*

11. Recognizing Opportunities for Service
> *A look at how to evaluate situations with an eye towards service projects.*

Plan B
> *The importance of contingency planning, the role that can play in success and the importance of considering following the original plan when repeating an activity.*

12. Event Planning
> *A workshop for participants to plan conference activities such as a worship service or campfire with a team.*

13. Values/Leader Connection
> *A discussion of how a leader's values affect his leadership.*

13.. Team vs Individual Decisions
> *A discussion of why, when and how a leader makes difficult decisions.*

BOX 3

1. **Taking a Place at the Leader's Table**
   Presents the concepts of how a young person enters an older established group and gains respect of his/her elders.

2. **Servant Leadership**
   This course covers the difference between autocratic and servant leadership and how servant leadership fits into Scouting.

3. **Closeout Report**
   Instruction on the components of a closeout report and its importance to success.

4. **Promoting a Project**
   Instruction on how to promote a project, membership in Scouting or an idea. This should include some information on Social Media use.

5. **Making a Presentation**
   How participants should present themselves when making a report or teaching a session.

6. **Group Facilitation**
   How to balance a group discussion, draw out the quiet one, minimize the dominant one in a group discussion.

7. **Discussion on NSO Challenges**
   A discussion of challenges currently facing the NSO and possible solutions.

8. **Dealing with Difficult People**
   Tips on how to draw the best out of people that can be a challenge to have in the group.

9. **Assessment**
   The importance of assessment and its relationship to the success of the next event or project.

10. **Ethical Dilemmas**
    Small group discussions of real time ethical situations requiring a difficult decision.

11. **Making Ethical Decisions**
    A discussion of the role ethics play in our decisions and the types of situations that present themselves.

PREFACE / INTRODUCCIÓN

The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society. "Vision 2023", which was adopted by the World Organization of the Scout Movement (WOSM) in 2014, states that by 2023 Scouting will be the world's leading educational youth movement, enabling 100 million young people to be active citizens creating positive change in their communities and in the world based on shared values.

One of the strategic priorities, also adopted by WOSM in 2014, states that the Youth Programme should provide a non-formal learning environment, strengthening the capacity of young people to face the challenges of tomorrow. The leadership training initiated within the Interamerican Region (IAR) sought to embody the mission and priorities laid out by WOSM.

With the overwhelming success of that leadership training, known as the Interamerican Leadership Training, or ILT, along with the tremendous success of the subsequent trainings that were initiated by some National Scouting Organizations (NSO) within the IAR, it became apparent that some sort of guidelines and standards were needed in order to assure uniformity across the Region which would then enhance the skill levels of anyone who attends leadership training within their NSO and anyone who attends ILT.

This project, known as "ILT in a Box" was the collaborative effort of youth and adults from every sector of the IAR. It is designed to give each NSO the tools and resources needed to deliver quality leadership training to its young adult Scout leaders. It is intended to provide subject matter, administrative guidelines, recommended schedules as well as the flexibility on how to implement them.

The material included in ILT in a Box will be updated and revised as feedback is received from the various NSOs who use the materials provided in this package.

The Interamerican Leadership Training (ILT) embodies the mission, vision, and strategic priorities endorsed by WOSM by providing leadership training in a collaborative, activity based environment. The teaching of leadership, project planning, communication, and team dynamics provides participants with the skills they need to face the challenges of tomorrow. It provides them with the skills to improve their performance which, in turn, will improve the performance of any organization they are affiliated with.

As the success of ILT grew, those youths who attended ILT wanted to share their newly acquired skills and knowledge with their fellow Scouts in their home National Scouting Organizations (NSOs).

In an effort to provide those NSOs with the tools necessary to develop their own internal leadership training programs the concept of "ILT in a Box" was born. The objective is to have resources available that NSOs can adapt to fit their particular needs.

The resources available will be updated as feedback is received from the various courses held around the Region.

BOX 1 = DAY 1

What is a Leader?

Learning Session: What is a Leader
Learning Cycle Stage: Think/Generalize
Type of Session: Core Curriculum
Group Size: Plenary
Training Technique: Discussion/individual work
Connections: Leadership Styles, Project Planning
Duration: 30 minutes

Presenter/Leader/Facilitator: As assigned

Learning Objectives: Participants will understand that leaders can be found within groups; to become a leader one must first lead themselves

Materials: PPT, Printed "Hidden Picture" for each team. One can be downloaded from the Internet.

http://activities.raisingourkids.com/hidden-pictures/021-hidden-picture-games.html#.V9OCenpbTqo.mailto

Session Leader's Introduction: Our course is all about leadership. In this session, (Person who is going to give the conference), will help us discover where that begins.

Preparation Procedure: Put a "hidden picture" on each team's table. You can download one from the Internet such as the one listed under "Materials" or use a picture from a book.

The point is to use something where the participants have to search for an object hidden within the picture. (Allow each team a few minutes to find the hidden objects.)

If we get a digital copy of the conference patch, put that up on the screen and ask, "What is the hidden picture here?"

Then say, "It wasn't obvious at first but not too hard to spot. Leaders are like that too. They are easy to spot even when they are not in the place you expect them to be.

Why is that?
Are they always the one with the title "leader"?
Leaders know when to lead--and when to let others lead. For this time together your Team Guides--who are leaders or they wouldn't be here--are not the leaders of your team.

Who is?

Your Team Guide knows to let that Team Leader be the leader. He/She may have instructions and guidance for the Team Leader--but they are the mentor for your Team Leader

Anyone can be a leader--some leaders are better than others but leadership is a skill. It can be learned. And the more you practice it, the more in tune with others you become, the better leader you will be.

Let's talk about that a bit.
Leaders lead themselves first.
What do you need to do to lead yourself?
Take answers--be sure to get:

- Know where you want to go
- Plan steps to get there
- Set deadlines for yourself--meet them
- Be organized
- Volunteer to help others
- Keep your word

Individual assignment:
Take a moment and a fresh sheet of paper. Write down one goal you have for yourself. Underneath list the things you will need to do to reach your goal.

Put a completion deadline at the bottom.

Allow 10 minutes.

Conclusión:

Put your goal sheet in a place where you will see it often.

The more you practice leading yourself, the more prepared you will be when it is your turn to lead.

You have to be A leader before you can be The Leader.

Leadership Styles

Learning Cycle Stage: Think-Generalizing
Category: Core Curriculum
Delivery Method:
Group Size: Plenary Training
Technique: Lecture

Connections:
> **WOSM Strategy:** Youth Engagement
> **Session:** Front-End Alignment & Movie Debrief

Responsible: As assigned

Duration: 60 minutes

Learning Objectives After this session, participants will be able to:

- Describe the four leadership behaviors, and explain which behavior is most appropriate for each stage of team development.
- Describe the four skills instruction behaviors, and explain which behavior is most appropriate for each stage of skills development.

Materials Needed

- Projector, slides, or flip charts illustrating the team development graphical models
- Leading and Teaching handout (one per participant)
- Key points of the session, presented as PowerPoint slides, overhead projections, or flipchart pages

Session Leader's Introduction

Today we are going to explore how a leader can adapt his leadership style to meet the needs of the team, depending on what stage of development the team is in. Here to discuss this model of team leadership is (presenter's name).

Presentation Procedure

Leading

Effective leaders usually have more than one leadership style. A key to good leadership is to match the style of leadership to the people and the situation.

During the presentation on Stages of Team Development, we talk about the four stages teams go through—Forming, Storming, Norming, and Performing. A team responds best to leadership tailored to the stage the team is experiencing at the moment. To provide an appropriate style of leadership, the leader must assess the level of enthusiasm and skill exhibited by the team with respect to a particular task.

Let's review the four stages of team development and see what kind of leadership works best for each stage:

Forming (High Enthusiasm, Low Skills)
 If the team is in the Forming stage, the members will likely exhibit high enthusiasm and motivation for doing something new, though their skills and productivity are low.

What style of leadership would you use for a team that is at the Forming stage? (Draw out responses from participants and discuss.)

An effective leader of a team that is forming will do lots of careful explaining to help the team understand exactly what the leader expects them to do.

Storming (Low Enthusiasm, Low Skills)
A team that is in the Storming stage will likely exhibit less enthusiasm and motivation for doing something new. Their skills and productivity are still low. What style of leadership would you use for a team that is at the Storming stage? (Draw out responses from participants and discuss.)

An effective leader will continue to make things clear by specifically defining to the team what steps will be necessary in order to be successful.

Norming (Rising Enthusiasm, Growing Skills)
If the team is in the Norming stage, the members will likely exhibit increasing enthusiasm and motivation for doing something new. Their skills and productivity are developing as well.

What style of leadership would you use for a team that is at the Norming stage? (Draw out responses from participants and discuss.)

Leaders of teams in the Norming stage can find success by giving team members lots of freedom to act on their own, but being ready to provide coaching or mentoring when a little help is needed.

Performing (High Enthusiasm, High Skills)
If the team is in the Performing stage, the members will likely exhibit high enthusiasm and motivation for doing something new, and their skills and productivity are high as well.

What style of leadership would you use for a team that is at the Performing stage? (Draw out responses from participants and discuss.)

A leader allows team members to make decisions on their own and to keep progressing toward completion of the task.

To allow the team to make decisions and move ahead on their own, the leader must provide access to relevant information and necessary resources.

Regression (Going Backward)

As it develops, a team does not always move smoothly from one stage to the next. It also does not always move forward, and will sometimes find itself back at an earlier stage of development.

Leaders should be aware that when an experienced team starts to learn a new skill or sets out toward a new goal, the team will be back in the Forming stage.

A team that runs into unanticipated roadblocks along the way also may slip backward one or two stages.

Any time new members join or existing members leave, a team may temporarily move backward through the stages of development as it adjusts to each new situation.

Transition to Teaching

The ability of a team to succeed at a particular task often depends upon the need for team members to individually or collectively learn new skills.

It is the leader's responsibility to provide skills instruction when the need is recognized. The leader may serve as instructor if he or she has mastered the requisite skills, or arrange for an instructor.

A learner responds best to skills instruction tailored to the stage of skills development the individual is experiencing at the moment.

To provide an appropriate style of skills instruction, the instructor must assess the level of enthusiasm and skill demonstrated by the learner.

Stages of Skill Development

Just as teams' experience stages of development with respect to the completion of a particular task, individuals go through the same stages when learning a skill.

Forming. The learner begins with low skill but high enthusiasm. He is excited about the possibilities but does not yet know how to perform the skill.

Storming. As the learner works at the skill, he may become discouraged. The skill level is still low, but because he now knows how difficult this will be, enthusiasm can fade.

Norming. With work, a person will make advances in learning how to do something. The skill level will rise and so will enthusiasm.

Performing. When he has mastered a skill, a person's enthusiasm will be high. He will have made the skill his own and will know it so well that he can teach it to others. Ask the group: Why would it be helpful for an instructor to know the skill development stage of learners?

(The idea that you want to draw out is that when you know the learner's stage of skill development, you can adjust your teaching methods to match that person's needs.)

Review the four stages of skill development and see what kind of instruction works best for each stage.

Forming (Low Skill, High Enthusiasm)

A person is enthused about something new and motivated to learn, but has a low level of skill. An instructor will need to do lots of careful explaining—telling the learner exactly what to do and how to do it.

Explaining is important because it clarifies the subject for the learner and the instructor.

Storming (Low Skill, Low Enthusiasm)

A person has been at it long enough to realize that mastering a skill may not be easy and that lots of work remains to be done. As a result, his enthusiasm and motivation are low. Skills are still low, too. An instructor must model the new skill to the learner, clearly showing him what to do and how to do it.

Modeling is important because it allows learners to see as well as hear how something is done. They can follow the process from beginning to end.

Norming (Increasing Skill, Growing Enthusiasm)
As a learner keeps at it, his level of skill will rise. He realizes he is making progress, and so motivation and enthusiasm will rise, too. An instructor will need to guide the person—giving him more freedom to figure out things on his own, supporting him with encouragement, and helping him move closer to the goal.

Coaching or mentoring is important because it allows learners to learn by doing. It allows the instructor to see how well learners are grasping the skill. It allows the learner to do it themselves under the watchful eye of an experienced coach or mentor.

Performing (High Skill, High Enthusiasm)
Skills are high and so is enthusiasm and motivation. A learner has reached the point where he can act independently and be very productive. An instructor will need to allow the person— offer him plenty of freedom to make decisions on his own and to keep moving ahead.

Allowing is important because it lets learners use skills themselves. It also encourages repetition—an important aspect of mastering a skill.

Summary

- A team responds best to leadership tailored to the stage the team is experiencing at the moment.
- A learner responds best to skill instruction tailored to the stage of skill development the individual is experiencing at the moment.

Communication

An in-depth look at communication, its components, importance and guidelines for giving/receiving feedback.

Learning Cycle Stage: Think-Generalizing
Category: Core Curriculum
Delivery Method:
      Group Size: Team Level (presented by TAs)
      Training Technique: Lecture
Connections:
      WOSM Strategy: Communication & Relations, Youth Engagement
Session: Zulu Toss & Fleur de Lis knot
Responsible: Team Advisers
Duration: 60 minutes

Learning Objectives: After this session**,** participants will be able to:
- Understand how listening can be an important part of communication.
- Develop strategies to overcome barriers to communication.
- Practice some skills of effective listening.

Materials
- Key points of the session, presented using a flip book.
- Medical Emergency Message
- Handout- Tips for Giving and Receiving Feedback

Session Leader Introduction
None, Teams will directly from Zulu Toss, which is also lead by Team Advisers

Presentation Procedure Give examples of various forms of communication

- The circle with a dot in it, on Baden-Powell's gravestone (the trail symbol for "I have gone home.")
- Scout uniforms, World Scouting patch, Wood Badge beads
- Interamerican web page
- Facebook
- Messengers of Peace or Local Course Logo

Some of these are nonverbal or unspoken forms of communication. Briefly discuss with the group what messages they convey and the aspects that make them effective (or not).

Think back on the presentation yesterday about Messengers of Peace. Why do you think that was an effective communication?

- The message was important.
- The message presented a vision that could affect the lives of the listeners.
- The speaker established themselves as authorities.
- He conveyed the sense that they knew what they were talking about.
- The speaker believed in what he was presenting.

- The speaker got to the point.
- He did not waste the listeners' time.
- The speaker used personal skills of speaking, body language, tone of voice, and charisma to get his points across.

You can use these same techniques when communicating, be it with a group or an individual.

Effective Communication

Suppose a Scout has just run up to the group and delivered the following message. (handout the printed messages, see end of this document for copies of message to print)

"At 2:15 today one of the Scouts in the XXXXXXXX Leadership training was seriously burned in a campfire at the campsite. He is being treated for shock but we need help, please bring an ambulance, medics and first-aid supplies."

Pretend for the moment that this message is real.
- What is its impact?
- If it grabs your attention, why?
- What are its strengths as a form of communication?

Basic Blueprint of Communication:
Aristotle broke down communication into three parts:
■ A message ■ A sender ■ A receiver

That was more than 2,000 years ago, and it is still true today. It applies to all forms of communication spoken, written, music, film, even pantomime. In a way, Aristotle's theory even applied in the Zulu Toss game.

Think of the balls as messages. The game has senders who are trying to toss their messages to others—the intended receivers.

Effective Listening as a Communication Tool
Good communication begins with good listening, both on the part of the receiver and on the part of the sender.

- Listening is a primary means for connecting with other people. Sharing ideas and experiences with one another creates familiarity among us. From that grows trust, understanding and an awareness of strengths and skills – building blocks of friendship and teamwork.

- Listening provides the means to make decisions and solve problems. Listening is the glue that holds a team together. It is the doorway through with ideas pass. It is the window in which solutions appear.

"Seek first to understand then to be understood," -- Stephen Covey

Two Parts of Effective Listening: Active and Empathetic `

- **Active listening** reflects what a person is saying to confirm comprehension. *"What I understand you to be saying is this ..."* By rephrasing the information and bouncing it

back to the speaker, the listener confirms that the message has been correctly received. Listeners doing this are not making values judgments. They are simply making sure they are hearing what the speakers have to say, and they are letting the speakers know that their messages are getting through.

- **Empathetic listening** is a sincere attempt by the listener to understand in depth what a speaker is saying. Empathetic listeners pay attention to more than just the words they hear. They also take care to notice a speaker's body language, tone of voice, and emotional sense and consider them part of the message package the speaker is sending. Empathetic listening requires listeners to: Put them in the speakers place. Imagine things from the speaker's point of view. Try to understand how the speaker feels.

  - Put them in the speakers place.
  - Imagine things from the speaker's point of view.
  - Try to understand how the speaker feels.

Effective listening is active and empathetic.

Invite participants to form pairs. One person is the speaker; the other is the listener.

- For two minutes, the speaker will talk about something they enjoy such as a hobby, a sport or a family activity.

- The listeners will try out different listening styles.:
  - Pay close attention and acknowledge a speaker's message simply by saying "I got it." Offer no further feedback or judgment.
  - Pay close attention and respond by rephrasing the message.
  - Rephrase the message, and share any deeper understanding of the speaker's feeling. The listener should take into consideration the speaker's body language, tone, facial expressions and other spoken and silent signals that will help enhance understanding.

- About each 30 seconds Team Advisers give signal for the listener to change styles
- Listeners and speakers trade roles and repeat the exercise.

Monitoring Our Listening Level:

How do we respond when we are hearing something we don't want to hear? When a speaker is angry? When we are tired or hungry?

A key to effective listening is being aware of our current situation, energy level, and interest. If we are upset about something, it may affect how we listen. Being drowsy will definitely affect our attention span. Are you chilly, too hot, late for another appointment?

Being aware of our own state of hearing awareness can help us adjust to better grasp the message of a speaker. It may be a matter of focusing more on what is being said. Often, though, it may require calling a time-out so that you can put on a sweater, have a bite to eat, take care of distracting matters, or let your emotions cool. Then you can get back together with the speaker under conditions that are more conducive to good listening.

Of course, we cannot tailor every listening situation to be ideal. We often find ourselves in situations with others that make communication difficult. However, good listening skills are powerful tools for calming adversarial situations and finding solutions to problems.

Ask a volunteer to play the role of a Scout who is angry about the way others in his unit are treating him. The Team Adviser plays the part of a Scout leader in the role-play "Listening in Adversarial Situations". This role play should last no more than 2 minutes.

1. As the "Scout" expresses his complaints and frustrations, the "Scout leader" uses the skills of good listening to acknowledge that the message is being received.

"I got it," is an appropriate response. So, this is what I hear you saying …"

Encourage the Scout to keep talking, but offer no judgment or feedback.

It is very likely that the Scout will focus on the negative, complaining about what he or she doesn't like. That's fine, it is often the way people who are upset express themselves.

2. The Scout leader says, "I hear what you don't want. Now tell me what you do want.

Encourage the Scout to keep talking, but focus now on positive aspects of the situation rather than negative ones.

Discussion Point – Listening in Adversarial Situations

Ask participants to discuss what they observed in the *"Listening in Adversarial Situations"* role-play. In addition to their comments, include in the discussion the following ideas.

- Speakers respond to how others listen to them. Acknowledge but don't immediately judge their complaints ("I got it . . ."). If there is no enabling by a listener, complaints will seem smaller and ultimately more manageable.
- By taking a negative and flipping it around to a positive, a listener can also structure a more productive framework for finding solutions. ("I hear what you don't want. Now tell me what you do want.")
- A conversation cast in a positive light naturally involves more empathy and support. Body language of listeners and speakers becomes more open, and chances for resolution are greatly enhanced.

Listeners Should Always Strive to Create a Positive Present as Opposed to a Negative Future!

Hand out tip sheets for Giving and Receiving Feedback.

The most effective communication provides what the listeners need in a manner that engages their minds. It also engages the minds of the senders of the information. Whether they are communicating with one person or a thousand, they "listen" to their audiences by paying attention to the spoken and unspoken signals that indicate whether the message is getting through.

Communication, then, is a two-way process. Both the sender and the receiver have responsibilities to make it happen. Feedback from the receiver helps guide the sender engaging the receiver.

"I want this presentation to be a success. If it doesn't seem to be going well, could you let me know? If it's not working, let's do something about it and try to make it better."

When I ask you that question, how do you respond? How does it make you feel as a listener, as someone receiving information? Uncomfortable? Included? More engaged in the process?

Have you ever had a speaker ask you that? Or a teacher or an employer or anyone else conveying information to you? Probably not. Most of the time we, as speakers, teachers, Scout leaders, and supervisors, have a preconceived notion of how we will be heard. We're going to push through it no matter what.

"What do you want?" It is the most important question in communication. We want knowledge. We want to learn a skill. We want to understand something. A speaker may not actually verbalize that question. But by having the question in mind, the speaker is going to be more aware of how the receiver is responding, and thus more likely to open up a true dialogue and adjust it to better fit the needs of the receivers.

"What do you want?" If this is an unusual question for speakers to ask adults, think how rare it is for us to ask it of young people. So often we are sure we know what is best for them and we forge ahead without taking notice of the audience—the Scouts in our units, the young people in our lives.

Effective communication must be two-way. If we don't know what other people want, there is little chance we can provide the information they need.

So, how do we get feedback? We teach our youth how to use an assessment and feedback tool called SSC, for Start, Stop, Continue. This model allows a person to collect information and then impart suggestions in a nonthreatening manner. It begins with the simple question of "What would you start doing that you are not currently doing?" It then asks if there is anything that the person or group should stop doing. It ends with a focus on the positive—what is working well and should be continued?

We will use this SSC tool as a part of our daily assessments and as a way to deliver feedback to each other.

You do not always have to have a Start or a Stop. If nothing is wrong, don't try to fix it!

Ways to Assure Good Communication:

Common Ground--An important point of the Building Bridges activity this morning was to learn something about teammates. The more we know about one another, the greater is the common experience that we share, and the easier communication becomes.

Sincerity--Why can sincerity make a difference in our efforts to communicate with others? A speaker must care about the message and care about the receiver of that message. Otherwise, there is no point in passing it along

Authority--Ideally, a speaker should know what he or she is talking about. There will be times, though, when a speaker is not an expert in a subject. What becomes important then, is the willingness to learn along with a group. A Scout leader who knows nothing about constellations can bring a star chart along on a campout. "I can't tell the difference between the Big Dipper and the moon," he explains, "but I'd sure like to learn. Let's figure this out together." While his technical skill in this particular area may not be high, his ability as a communicator permits him to maintain his authority as he engages Scouts in an interesting and worthwhile learning experience.

Clarity--Speakers who care about their messages and care about their audiences are likely to communicate with clarity. Trying to hide part of a message or twist the truth leads to fuzziness and confusion.

Effective Communication and the Teaching of Skills:

An important use of effective communication is the teaching of skills. Scout leaders do this all the time. So do supervisors at the job, coworkers, community volunteers—in fact, just about everybody is called upon now and then to teach someone else how to do something.

(Lead the group in a brief discussion of what they feel are good teaching techniques)

Teaching a skill involves four very clear steps:

First, you explain how to do the skill.
Second, you show them how to do the skill.
Third, you coach or mentor others to do the skills, providing ongoing feedback.
Fourth, you allow others to use the skill, providing them with the time, materials, and opportunity to use the skill successfully

Summary

- Communication is a tool of leadership.
- Communication is essential to effective teams.
- Communication happens in the "common ground."
- Communication should be clear and concise.
- Sender and receiver consider each other.
- Communication is written, verbal, and nonverbal. Feedback is a gift.

Close with the statements "Great Leaders Are Great Communicators"

Understanding the Group:

Learning Cycle Stage: Think-Generalizing
Category: Core Curriculum
Delivery Method:
    Group Size: Plenary & Team level
    Training Technique: Some discussion facilitated by each team's Team Adviser and some done by course presenter with entire group

Connections:
    WOSM Strategy: Youth Engagement
    Session: Breaking Boundaries, Team MoP project & Diversity/Inclusion.

Responsible: As assigned & Team Advisers
Duration: 45 minutes

Learning Objectives
- Identify skills and resources within their team
- Realize the importance of assigning tasks to those who have necessary skills
- It takes multiple skills to accomplish the task
- No one has all the skills
- It is important to have diverse skills within the group

Materials
- As needed

Session Leader's Introduction

When the leader of the team knows—and uses appropriately—the strengths within the team, the job gets done more efficiently and with strong team morale. Today we're going to take a look at how critical that can sometimes be. Here is (presenter's name) to help us "Understand the Group"

Presenters Notes

This is more of a Team Adviser piece. You will need to prepare the Team Advisers in advance. This is to be a group discussion so the Team Adviser needs to sit (not stand while they sit) with the group and take part in this informal discussion.

During the session, you will need to set-up the Team Advisers, introduce the video clips with the background information and give direction back to the Team Advisers. You need to monitor time closely. If at all possible, get the teams to spread out—maybe sitting on the floor around the room so that they can hear one another. They can stand during the movie clips—there is only about 15 minutes for that.

Presentation Procedure

(Insert paragraphs describing presentation procedure here. Please note the table will auto wrap anything you type in this section)

5 Minutes

Main Presenter should ask the whole group how they liked the Boundary Breaking experience. Allow time for some of their comments. After everyone who has a comment has had a chance to do so, have them go back into their Teams. This is a time for the teams to discuss their respective backgrounds.

(You will have previously given instruction to the Team Advisers as to what is to happen and provided them with the following list of directions and questions)

10 Minutes

Team Advisers: Announce to the group that you are going to spend a little time now talking about their Scouting experiences, any skills or talents that they might have. Provide them with a card (you could have just one that they pass around) to help them keep on track. Tell the group that each has 2 minutes. You want to allow some discussion but you want everyone to have time to share

Please tell the team these things about yourself:

- Languages spoken
- Years in Scouting
- Current Scouting position
- Favorite camping or Scouting experience
- What other training courses have you attended
- What skills or talents do you have

15 Minutes

Main Presenter: Bring everyone's back to the front

10 Minutes

Main Presenter: Return to your teams and Team Adviser, please facilitate the discussion. You have 10 minutes.

(You will previously give instruction and a hard copy of the following)

What was the No. 1 resource that guided an individual's success?

Give the group time to answer and discuss.

Possible answers:

a) Technical skills
b) Attitude
c) Team work Willingness to work together
d) Training
e) Commitment
f) People they knew (coaches, mentors, parents, etc.)

g) Leadership

It is critical that the leader know the resources of the group, that the leader know the resources available to him or her. As a leader you can never know too many. Every time there is a job, some of these resources should be used. Which ones? The ones that will:

- Keep the group together, and
- Get the job done

Main Presenter

Call the group back together after 10 minutes. Ask: How can knowing more about ourselves help with our Team MoP project?

Take answers.

Great! I'm glad to hear that and I'll be checking in with you later today—I hope to see some of that in action.

Team Development

Recognizing and identifying the stages a group goes through is critical to successful leadership.

Learning Cycle Stage: Think-Generalizing
Category: Core Curriculum
Delivery Method:
 Group Size: Plenary
 Training Technique: Lecture, with video

Connections:
 WOSM Strategy: Social Impact, Governance
 Session: Lessons from Geese, Team MoP Project, Puzzle Hunt

Responsible: As assigned

Duration: 45 minutes

Learning Objectives
After this session, the participant will be able to:

- Develop the ability to recognize the stage of development associated with a team.
- Understand the characteristics of each of the four stages of team development.
- Understand the concepts of productivity and morale and how they relate to the four stages of team development.

Materials

- "Stages of Team Development" handout (one per participant)
- Key points of the session, presented as PowerPoint slides, overhead projections, or flipchart pages

Session Leader's Introduction

- Becoming a high-performance team does not happen overnight. The development of a high-performance team is a process, an evolution that occurs as team members begin to listen to each other... begin to give and receive feedback... come to share a common vision, a common purpose...
- Here to discuss the typical stages that a group goes through as it evolves toward a high performance team is (presenter's name).

Presenter Notes

Thorough preparation is essential for the success of this session. In particular, presenters should do the following well in advance of the course.

1. Master the model. Your success in this activity will depend on your familiarity with the Stages of Team Development. Carefully study the model, and figure out what is happening in each step and how the steps are linked.
2. Create a case study. Make up a story that illustrates the Stages of Team Development. This is what you will be asking the participants to do, and you need a good example. You can base your story on one of your successful projects in Scouting. If you do so, don't let facts get in the way of a good story that clearly tracks the team's growth through the stages. If you are adventurous, create a story around a popular TV show. Avoid stories based on athletic team examples.

Presentation Procedure
Brief the Participants
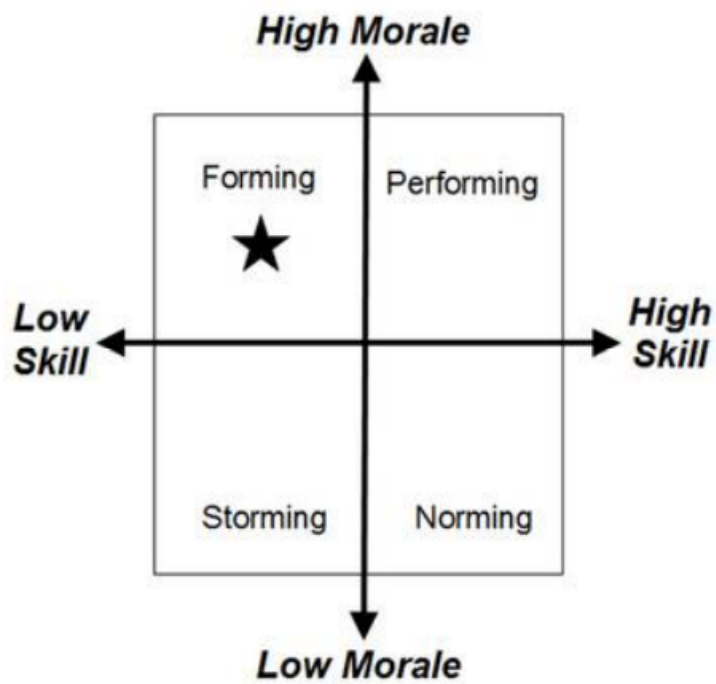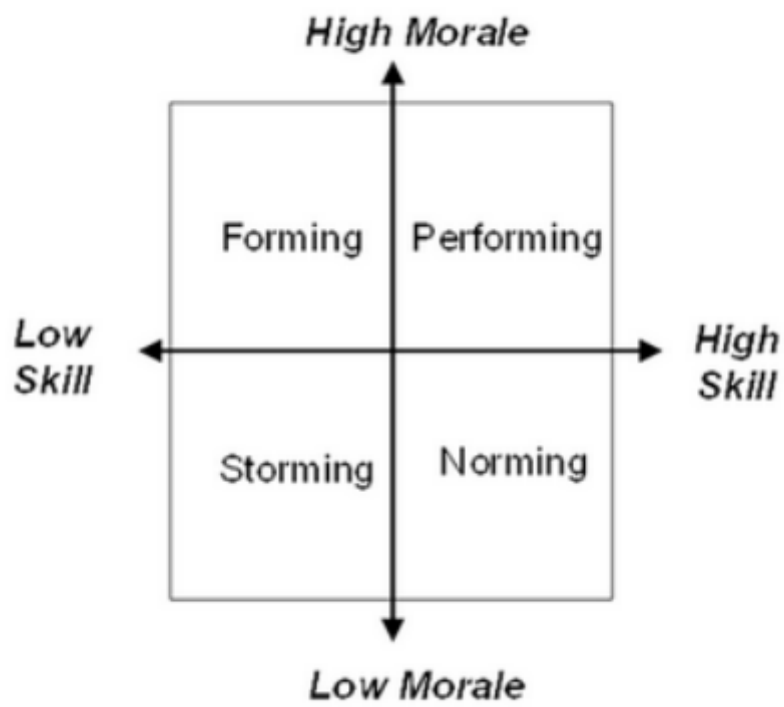Using your own words, introduce the Stages of Team Development.

Back ground notes: Educational psychologist Bruce W. Tuckman suggested that all teams go through four distinctive stages in their development. The four stages were originally referred to as Forming, Storming, Norming, and Performing. The basic model has been in use for the past four decades. The model has important implications for organizing, building, and leading a team.
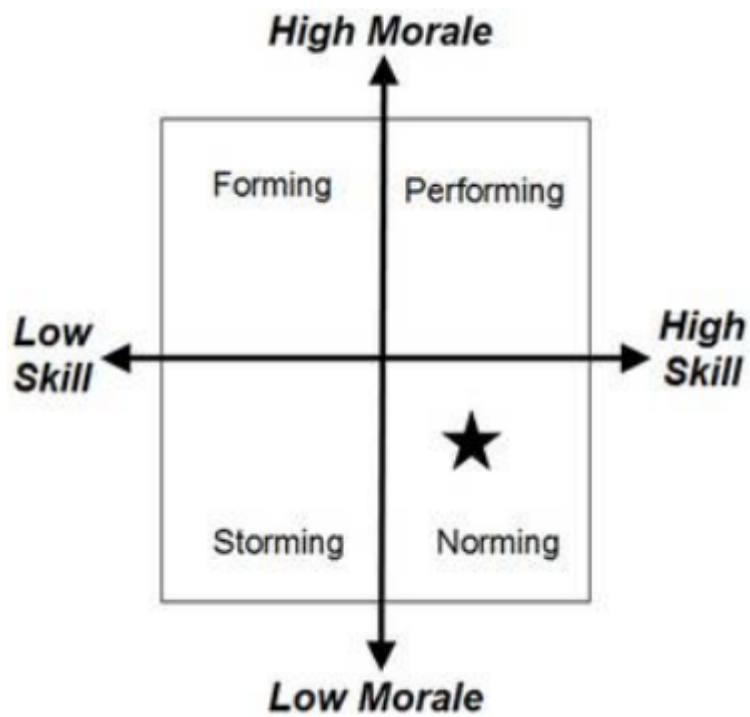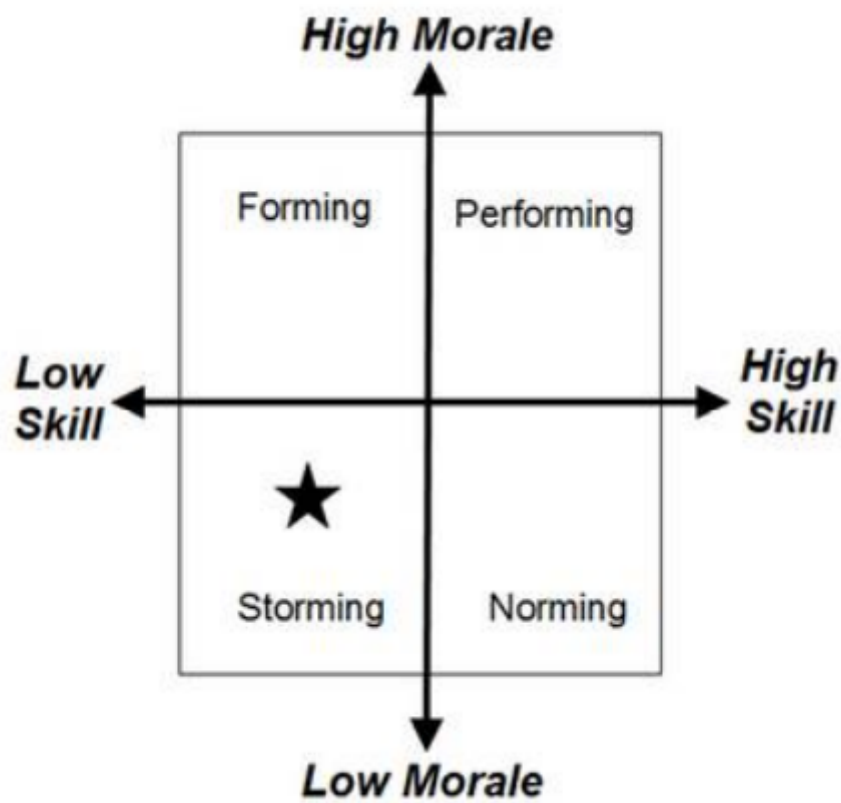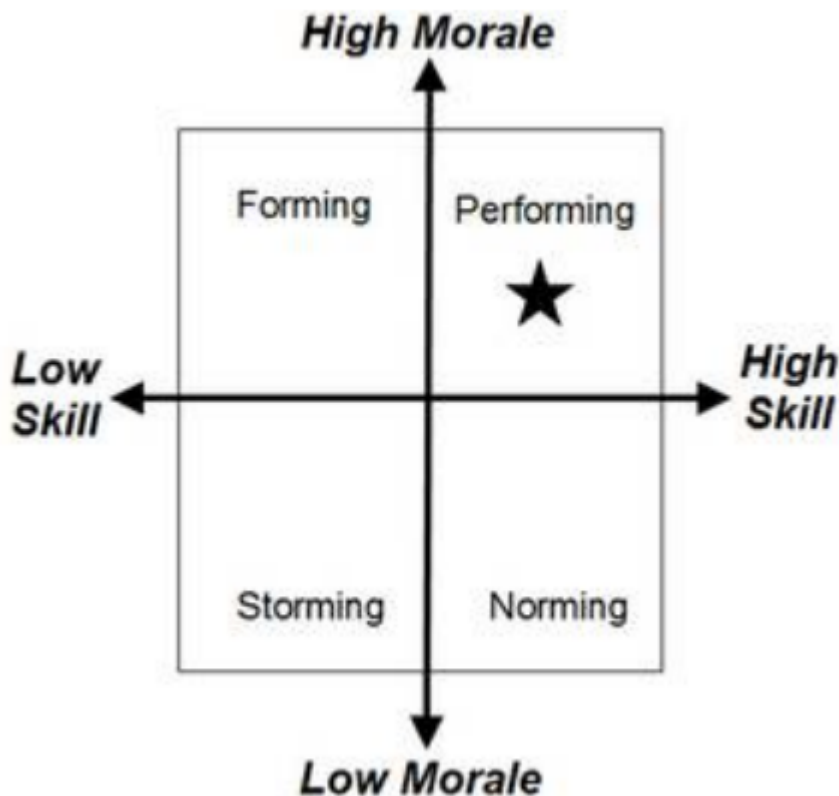
Illustrate Team Development
There are a variety of ways to illustrate the stages of team development.
- Forming stage
- Storming stage
- Norming stage
- Performing stage

Two important variables are woven through the four stages: Enthusiasm and Skill Level. Unlike skill level, enthusiasm starts out high and then takes a sudden dip. As differences are explored, expectations are aligned with reality, and the team achieves results, enthusiasm begins to rise. Ultimately, both enthusiasm and skill level are high as the team becomes a high-performing team. Another way to graphically show this is:

High Morale

Forming | Performing

Low Skill ← → **High Skill**

★

Storming | Norming

Low Morale

High Morale

Forming | Performing

Low Skill ← → **High Skill**

★

Storming | Norming

Low Morale

There are several illustrations of the stages of team development that can be found in a number of place including movies or you own personal experience. If you are aware of these stages and look for them you will learn to spot them easily and learn how to use your skills and knowledge to help your team through the stages and work to become a high performing team.

Tell Your Story (Presenter or designee)

Use your personal story to illustrate the stages of team development. Following is as general story which could be used, it likely could apply to many staffers:

I was very excited when I ask to staff the (Local name course). However, I didn't really know much about it. (Forming: High Morale, Low Skills). During the first staff meeting I learned we would need to prepare a number of presentations and I would have to learn a lot of new material. I could not help but question my ability to master the material and present it in an understandable way. My initial excitement faded. (Storming: Low Morale, Low Skills). By the next staff meeting I had come to know several of the other staffers and we understood we all had some of the same concerns. I felt much better about our ability to "get the job done" but I still was not excited about the amount of extra work, in addition to school, I had to do. (Norming: Rising Morale, Rising Skills). By the time we had a last staff meeting I had finished my presentations and was working on polishing my delivery and I could see all the

new friends I had made, on the staff, were doing the same. I knew then we staffing this local course was going to have an exceptional experience. (Performing: High Morale, High Skills)

Assessment

 Ask: How do you know the stage of your team?
Answer: Team Self-Assessment

During your team meeting each day we would like you to assess the two dimensions of team development by asking some questions of your team:

1. Relative to Skills or Performance:

- "To what degree are we getting the job done?"
- "How are our skills improving?"

2. Morale or enthusiasm:

- "How enthusiastic are we about the teams work?"
- "To what degree does each person feel pride in being a team member?"

During the daily Team Leader meeting, the team leader will give a brief update on the status of their team's development.

Conclude with a Caveat

In your own words, explain the advantages of mastering the stages.

- The stages enable us to anticipate what a team is likely to go through. This will prevent team members from being surprised or depressed by various events such as disagreements during the "Storming" stage
- The stages enable us to use appropriate strategies to smooth the progress of a team as it evolves. For example, we can suggest a procedure for establishing ground rules for a team in the "Norming" stage.
- Different teams may proceed through different stages at different speeds, a process that can be affected by the fact that team members may also have varying rates of progress. Members of a team should avoid making self- fulfilling prophecies about how long each stage will last.
- A team may sometimes regress to an earlier stage. For example, team members may return to a previous stage if they discover that the team's vision or membership has changed, such as when a significant number of new members are added to a group.
- It is possible for a team to be in different stages with respect to different aspects of its vision. For example, it may still be in the "Storming" stage with respect to implementing its final plan, even while it is in the "Performing" stage with respect to efficiently generating ideas for the plan.

Project Planning

A step-by-step process for projects from conception through completion.

Learning Session: Project Planning
Learning Cycle Stage: Think/Generalize
Type of Session: Core Curriculum
Group Size: Plenary
Training Technique: Talk

Connections: Post-course projects, Course Service Project, What is a leader?
Duration: 60 minutes
Presenter/Leader/Facilitator: As assigned
Learning Objectives: Learn the process of planning, executing and evaluating a project. The participants should use this process in planning their individual service projects after the course.
Materials: Project Planning Worksheet

Session Leader's Introduction: Life is a series of projects from planning what's for dinner to putting a man on the moon. Today, _____ will help us walk through the steps for effective project planning.

Preparation Procedure:

NOTE TO PRESENTER: This session is designed to walk the participants through the project planning worksheet. You will want to capture responses in a fashion that allows everyone to see the responses from the group.

In some courses the group will be doing a service project while in session. This is a good opportunity to plan that service project in detail. This session can also be used to plan a campfire or worship service for the group.

If your session will not be doing any of those things as a group, draw upon a project from your experience or use the suggested one here. The suggested one will be inserted in italics.
The goal is that the participants will use this process to plan their individual service projects to be completed after the course.

Begin the discussion:

Prior proper planning promotes positive performance.

Planning in advance, anticipating roadblocks and sufficient resources (money, people and time) are the keystone to successful projects.

Today we are going to walk through a project together. After the course is completed, each of you is expected to plan and execute a service project at home. Using this process will help you have better response from those you work with and a more successful project.

1. Let's begin by defining the project in broad terms. What is your goal?
Store canned food at local food bank.

2. Describe your project in detail.
To assist the annual community food drive by providing volunteers to sort non-perishable food items by categories outlined by the food bank, to pack those in containers for easy storage and assist with getting food on the shelves for later use.

3. Develop a timeline that shows the steps you must take from beginning to end. (Likely these steps will come in out of sequence. Your job as presenter will be to help them organize them sequentially and estimate a back-dated time from the actual completion of the project)

Check list:

- ❏ Present project concept to Scout district for approval
- ❏ Present project concept to local food bank for approval
- ❏ Raise sufficient funds for the event
- ❏ Work with local food bank to determine when, time and where to have the event.
- ❏ Determine what tasks need to be done up to and during the event.
- ❏ Recruit and train a team to fulfill those tasks.
- ❏ Determine the type of storage container is needed and acquire sufficient number.
- ❏ Publicize the event encouraging people to both donate food and time to the project
- ❏ Contact scout groups and adults to volunteer on the day of the event.
- ❏ Determine who is the contact person for each group and get their contact information.
- ❏ Schedule times for them to help in a way that provides sufficient helpers consistently through the length of the project.
- ❏ Continue to publicize the event encouraging donation of food and the type of food requested.
- ❏ Send reminders to the Scout units.
- ❏ Hold the event.
- ❏ Thank all volunteers.
- ❏ Evaluate the event making notes of what to do differently next time.

4. Develop a list of resources including any approvals needed. Identify how they will help you achieve the goal.

- ❏ Approval from Scout committee
- ❏ Approval from local food bank
- ❏ Team to manage/run the event
- ❏ Access to social media for event publicizing
- ❏ Willing Scout and other volunteers
- ❏ 100 Containers for food storage
- ❏ Signage for those coming to site to know where to report

5. Develop a budget:

- ❏ Cost per container--free if donated by local grocery store; $5/container if not Food to feed volunteers lunch between 11-2 ($250)
- ❏ Signage. $50

     Total to raise: $800

6. Potential pitfalls:

- ❏ Lack of approvals--if Scouts say yes and food bank says no, contact another food pantry
- ❏ Lack of sufficient funds--have a fundraiser, ask for donations from businesses
- ❏ Others asking to add on to project--just say no
- ❏ Insufficient volunteers--contact schools to assist during school day
- ❏ Poor donations--create competition to encourage higher donations

7. Changes to plan. Execute:

Continual monitoring as you move through this process. Where weaknesses show up, proceed to plans outline in #6. Address any surprises as they come up.

8. Project summary and Evaluation:

❏ Successes--collected enough food for the food bank to last a month
❏ High spirits among volunteers
❏ What were challenges--discovered some safety issues and used tape on the floor to mark of "safe" areas for younger Scouts.
   Needed additional trainers on the team to greet each Scout group as they arrived
❏ Some gaps in volunteer coverage--will plan for groups to overlap 30 minutes next time.

Summary:

Choosing a project is exciting and many times our enthusiasm makes us want to jump in and get started. And while this process appears to dampen that enthusiasm, it provides for greater success and an opportunity for more individuals to join in the effort. And often that produces a success and project scope far greater than you could ever have imagined.

Values of Scouting

A review of the shared values Scouts all over the world have that serve as a basis for decision making all our lives.

Learning Cycle Stage: Think-Generalizing
Category: Core Curriculum
Delivery Method:
    Group Size: Plenary
    Training Technique: Lecture & Discussion

Connections:
    WOSM Strategy: Educational Methods, Communication & Relations
    Sessions: 1)Visioning and Values/Leader Connection, 2)conference sessions: Setting the Example and Servant Leadership & 3) Diversity/Inclusion

Responsible: As assigned

Duration: 30 minutes

Learning Objectives:

After this session, the participant will be able to:
● Understand where the Scouting values come from
● Understand why our values, despite our different countries and cultures, are so similar
● Understand that because we are members of Scouting, we have accepted these values as our own and those values guide our decisions and actions

Materials
PowerPoint presentation

Delivery Method:
This has been a course level presentation but it could be delivered in teams with the Team Adviser facilitating that discussion. The visuals in the power point are helpful in getting the objectives of the session across.

Time: 30 minutes

Session Leader Introduction: "Please stand and recite the Scout Oath in your own language". (Please lead this and then say the following). "Interesting, don't you think? Regardless of our different languages, we pause in the same places. The same thing would happen if we were to recite the Scout Law. There is a story behind all that and _____ is here to share that with us.

Presenter Notes: (..)

Presentation Procedure:
It will be important to stress that as members of Scouting, we—*in the act of joining*—have adopted those Scouting values as our own. Our personal visions and missions should be ones that support Scouting values.

Intro story:
Once, over a hundred years ago now, two men traveled the world. They didn't know each other, and they didn't' know that each were traveling the world. Each had their own mission. One of them could choose which countries he traveled to, the other was sent by others.

What they did have in common was that they were both students of human nature. In each country they visited, they would study the culture. They took notes on the things the people of that country valued, things that determined how they lived their lives.

Eventually each returned home. Once there each reviewed all of their notes and made a list of the values that all the countries each had visited had in common. The result for both travelers had ten items.

One of the men was Karl Jung (yoon), psychologist and founder of analytical psychology, which is still in use today. Students in high schools and colleges study his work.

The other explorer was Robert Baden-Powell who wrote a thin volume called "Scouting for Boys." Every scouting youth and adult is carrying out his work across the world.

Explain:
These values are what are reflected in each scouting promise (or oath) and law.
With your team I'd like you to share what your favorite part or phrase of your country's oath/promise/law, or the part or phrase that is the most meaningful to you, and why.

Facilitate:
A few volunteers from different teams share what they shared with others, or what they learned from their team members.

Explain:
You noticed that there were many similarities between the values of each country's NSO. The reason this is because each oath/promise/law derives from the one written by WOSM as a base line for each country to make their own.

Here is the Promise.
Here are keywords that appear in many of your NSO's promise.

Here is the Law.
Here are keywords that appear in many of your NSO's law

Each promise and law can be boiled down to three key values:

Duty to God, Duty to Others, Duty to Self.:

Across the board, regardless of our country, heritage, culture, life goals or personalities, everyone here in this room is united by the values that we hold. The purpose of scouting is not to _____, but to instill these values into each individual so that they may _____

On top of all of this, I can tell that each person in the room values scouting. After all, it would take someone with a lot of passion for the program to fly from one country to another to meet up with a bunch of strangers to learn more about leadership. Each of you is here because you have the desire to improve your NSOs and to better provide for not just the youth of your country, but your country's future. Each one of you can testify that the scouting movement brings value to a person's life; after this course you will be in the prime position to go back and inspire the youth of your country and instill the values of scouting, along with the value of scouting in them.

Si Se Puede!

Opening Ceremony

A sample ceremony to serve as an inspirational official beginning of the course.

Learning Cycle Stage: Not applicable
Category: Activity

Delivery Method:
      Group Size: Plenary
      Training Technique: Lecture

Connections: Not applicable
Duration: 30 minutes

Objective:
To have a moving experience for participants

Materials:
- Large candle on a table and something to light it with
- Candles with holders for each person
- Receptacle for extinguished candles

Delivery Method:
Course level activity by the Senior Team Leader

Responsible: Senior Team Leader

Time: 30 minutes

Layout:
The location should be selected to best fit a serious mood and available resources. Each person is given an unlit candle with a guard to prevent hot wax from dripping on them. If indoors, the lights are turned down, not completely off. A table is set-up in front of the Senior Team Leader and Course Director. A larger burning candle is on the table.

Presentation Procedure
The Team Advisers lead their team to circle (or near so) so everyone can see each other. The other youth staff joins in the circle. The adult staff, except for the Course Director should remain on the outside of the circle. The Senior Team Leader and Course Director stand by each other as part of the circle.

Ceremony Outline
The Senior Team Leader extends a welcome to the participants. And says:

"The mission statement of the World Organization of the Scout Movements is:

The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

We have gathered here today to be a part of this vision.

This flame of this large candle represents the scouting spirit that is exemplified in the three major points of the scout promise:

Duty to God,
Duty to others and
Duty to self.

As you National Scouting Organization is called; would all representatives please step forward and light your candle."

At this time two of the Assistant Senior Team Leaders (assigned by STL) will call the NSO names until every member of the circle has a lighted candle (staff members should come forward when their NSO is called).

The Senior Team Leader then says: "As a staff we have been working hard to put together a program that will help you, your National Scouting Organization and your country. In addition to teaching you leadership skills, The XXXXXXXXXXXX Leadership Training was designed as an opportunity to share ideas and scouting friends."

At this point the Senior Team Leader will offer an inspiring thought of their own choosing.

Then the Senior Team Leader and Course Director take the time to introduce the staff. The Senior Team Leader should introduce the youth staff by name and the staffer step out of the circle and give their home town, and country. Then the Course Director should introduce the adult staff in a similar way to the youth staff. Once that is completed The CD has the option to say a few words about his hopes for the program or anything that may need to be addressed at that time.

After the introductions are complete the Senior Team Leader ask that the candles be extinguished and placed in the provide receptacle and instructs the group to adjourn to the location for the first session.

Course Overview

This provides an understanding of what participants can expect from the course, the schedule and the expectations of them.

Learning Cycle Stage: Do-Experiencing
Category: Core Curriculum
Delivery Method:
    Group Size: Plenary
    Training Technique: Lecture

Connections:
    WOSM Strategy: Educational Methods

Session:
    Responsible: Course Director & Senior Team leader

Duration: 30 minutes
Learning Objectives
After this session, the participant will be able to:
- Anticipate the subject matter and structure of the course
- Understand the schedule
- Have the beginning concepts about what will be expected of him during the course and at home
- Understand that input from him is welcome

Materials

- PowerPoint presentation
- Handout for Conference Sessions selection (see appendix (1.3))
- Handout of WOSM Trianniel Plan 2014 (see appendix (1.5)
- DVD video "Secrets of the World Class" from SimpleTruths.com
- AV equipment to support these. If possible, insert the video "Secrets of the World Class" into the PowerPoint presentation.

Senior Team Leader's Session Introduction

The Course Director should do this:

Welcome to the XXXXXXXXXXXX Leadership Training. We are glad to have each of you. While there are lots of adults around, this course will be led by the youth staff. In fact, they have had input into course content, course design and some have written some of the sessions.

This morning it is my pleasure to introduce , the Senior Team Leader (leader of the process). will be running the show from now on. You won't see or hear much from me. So I am happy to pass the baton to who will give you an overview of what to expect this week.

Presenter Notes: Preview "Secrets of the World Class"

Use the powerpoint to guide you through the notes below. There are notes below the power point slide for your use.

At the end, show the video and make concluding remarks. That part of the session is meant to be inspirational. We expect them to be better leaders after having participated in the course. Do a good job of delivery.

Presentation Procedure (Senior Team Leader)

INTRODUCTION

Welcome to XXXXXXXXXX LT. We are delighted that each of you could come.

We are here this week to increase our leadership skills. But we are also here to get to know one another so that we can work together to increase the effectiveness of our NSO, Scouting within IAR and within WOSM.

We have two Course Themes

- Leadership Tools
- Team building/networking

The Messenger of Peace will be our vehicle for practicing these skills just like camping is the vehicle for teaching Scouting values within a unit.

COURSE DESIGN:

You got a copy of the schedule when you checked in. We'll be having sessions every day except Day 4. That day will be devoted to worship and an off-campus outing.

We're planning to. We'll be back in time for dinner and then have a campfire. A fun day for all.

Classes will be structured to enhance learning for you. Research shows that adults learn best when first there is an experience of some sort. Adults think about the experience and what went well and what didn't. They usually seek to learn more about the subject and generalize or make a plan as to how they will handle a similar situation in the future. And then when that situation arises, they test out their theory—and the cycle begins again. We are always learning from our experiences.

The syllabus is structured so that you will see this pattern over and over again:
Experience, Processing, Generalizing, and Application.

We will have sessions in four different formats:

- Plenary –that means all of us in attendance
- Team—just your team
- Forum—plenary discussions of particular topics
- Conference sessions—groups of about 20

MESSENGER OF PEACE PROJECTS

In addition, there will be two MoP projects you will be involved in:
- One you will develop with your team to give you insight to project planning. This one will not necessarily be completed.
- The other is one you will develop here on your own to be completed at home.

Course Content

You were given a list of classes yesterday during the check-in process. And so now the question: was there anything you especially needed to have addressed that you don't see listed? Please let your Team Adviser know.

(Team Advisers take notes and bring it to staff meetings: if there is something critical, we need to find time for it if a large number would benefit. If it is an individual type request, we can address those off line).

Conclusión

Each of you came here already a leader; you wouldn't be here if your NSO didn't think you were. But you also wouldn't be here if they didn't think you would become much more—that you would grow from this experience.

Take a look at this video: (PLAY VIDEO)

● "Secrets of the World Class" from SimpleTruths.com

After video is played, conclude with the following statement:

After this week, you'll be well on your way to becoming World Class Leaders. We are so glad you are here. Video – Secrets of the World Class

Video Link: http://youtu.be/mHEbQgfgOnw

WOSM, IAR and My NSO

An overview of WOSM, the IAR and the local NSO, how they are structured and work together.

Learning Cycle Stage: Not applicable
Type of Session: Information
Group Size: Plenary
Training Technique: Lecture with Video
Connections: WOSM Strategy: Social Impact
Duration: 30 minutes
Presenter/Leader/Facilitator: As assigned

Learning Objectives: After this session, the participant will be able to:
● ·Understand what is Scounting Organizattion
● Difference of each Organization division

Materials
None

Session Leader Introduction:
One of the objectives of this course is to give you some information about the Organization that you Represent, that the participants understand more about the Organization and be familiarized with the Organization

Presentation Procedure:
Tell the story of WOSM, IAR and NSO.

MISSION (unchanged)
The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

VISIÓN
By 2023, Scouting will be the world's leading youth movement enabling 100 million young people to be active citizens inspiring positive change in their communities based on shared values.

SIX (6) STRATEGIC PRIORITIES

- Youth Engagement

Scouting should give young people the opportunity to develop the skills needed to take an active part in the Movement and in their communities. Involvement, recognition and intergenerational exchange are key in providing a framework for our youth members.

- Educational Methods

The Youth Programme should provide a non-formal learning environment strengthening the capacity of young people to face the challenges of tomorrow. Scouting should attract, train and retain quality volunteers to deliver the Youth Programme.

- Diversity & Inclusion

Scouting should reflect the societies in which it exists and actively work to welcome all members without distinction. This diversity should not only be reflected in the membership but also the methods and programmes used within the Movement.

- Social Impact

Every Scout should be involved in a community partnership, and share their experience to inspire others. Through activities and projects, Scouts contribute to their communities and become leaders of positive change.

- Communication & Relations

Scouting's profile should accurately portray what we do and why we do it, reflecting our shared values. By using the most impactful methods of communication Scouting should be recognized as the world's leading youth movement.

Governance

Well-functioning governance is a prerequisite for delivery on the five other Strategic Priorities. The governance of the World Organization should be transparent, efficient and clearly linked to its overall strategy, focused on achieving the mission and vision of the Movement. The roles and responsibilities of the different levels in the organization should be clearly defined and understood ensuring a customer-focused approach towards National Scout Organizations.

Interamerican Region

Scouting is a global youth movement with over 40 million members worldwide, of which around 4 million are part of the Interamerican Region. The role of the Interamerican Region is to support our 34 member National Scout Organizations (NSOs).

NSO

All Scouts are members of National Scout Organizations (NSOs). The role of the NSO is to support and develop Scouting in that particular country, and facilitate contacts with other NSOs and the World Organization. Interamerican has 32 full members and 2 associated members. The following National Scout Organizations are members of the Interamerican Region:

Full Members

Argentina Scouts de Argentina
Bahamas The Scout Association of the Bahamas
Barbados BarbadosBoy Scout Association
Belize The Scout Association of Belize
PlurinationalState of Bolivia Asociación de Scouts de Bolivia
Brazil Escoteiros de Brasil
Canada Scouts Canada L'association des scouts du Canada

Chile Asociación de Guías y Scouts de Chile

Colombia Asociación Scouts de Colombia

Costa Rica Asociación Guías y Scouts de Costa Rica

Dominica -The Scout Association of Dominica

DominicanRepublic Asociación de Scouts Dominicanos

Ecuador Asociación de Scouts del Ecuador

El Salvador Asociación de Scouts de El Salvador

Grenada -The Scout Association of Grenada

Guatemala Asociación de Scouts de Guatemala

Guyana -The Scout Association of Guyana

Haiti Scouts d'Haïti

HondurasAsociación de Scouts de Honduras

Jamaica The Scout Association of Jamaica

Mexico Asociación de Scouts de México

Nicaragua Asociación de Scouts de Nicaragua

Panama Asociación Nacional de Scouts de Panamá

Paraguay Asociación de Scouts de Paraguay

Peru Asociación de Scouts de Perú

Saint Lucia - The Saint Lucia Scout Association

Saint Vincent and The Grenadines - The Scout Association of Saint Vincent and The Grenadines

Suriname - Boy Scouts van Suriname

Trinidad and Tobago The Scout Association of Trinidad and Tobago

United States Boy Scouts of America

Uruguay Movimiento Scouts del Uruguay

Venezuela Asociación de Scouts de Venezuela

Recently added as Full Members
Aruba - Scouting Aruba

Curazao Scouting Antiano

EXAMPLE

Box 1 = Day 1		
HOUR	ACTIVITY	Presenter/Leader/Facilitator
MORNING	PARTICIPANTS ARRIVAL	
1:00 - 2:00	LUNCH	
2:00 - 2:30	Course Overview	Name
2:30 - 3:00	WOSM, IAR and My NSO	
3:00 - 3:30	Values of Scouting	Name
3:30 - 4:00	COFFEE BREAK	
4:00 - 4:30	What is a Leader?	Name
4:30 - 5:00	Leadership Styles	Name
5:00 - 5:30	GROUP DYNAMICS	
5:30 - 6:30	Communication	
6:30 - 7:00	Proyect Planning	
7:00 - 8:00	DINNER	
8:00 - 8:30	PERSONAL TIME	
9:30	Opening Ceremony	Name

BOX 2 = DAY 2

Setting the Example

Leaders are always setting the example—even when they aren't intending to do so. Others are watching and will copy the example.

Learning Cycle Stage: Not applicable

Category: Conference

Delivery Method: Lecture/Discussion
Group Size: Sub-Plenary
Training Technique: Participative

Connections:
- WOSM Strategy: Youth Engagement and Governance
- Session: Leadership Styles

Responsible: As assigned

Duration: 30 minutes

Learning Objectives:

- After this session the participants will be able to
- Recognize that they are setting an example for others every day, all day
- Realize that they need to be mindful of that

Materials Needed:

- Flip chart and markers.
- There is a power point but this easily lends itself to a discussion without it.
- There is a handout with the pictures from the power point in the appendix (if you want to use it

Session Leader's Introduction

We hear how important it is to set the right example. Today will help us get our minds around that concept.

Presenter Notes
There is a power point for this but it may be more productive not to use it. The handout in the appendix has the two pictures from the power point and if they are used as paper to take notes on, the participant will walk away with a great memory tool.

Presentation Procedure

You have probably heard of the phrase "Lead by example" before. It's tossed around a lot in leadership trainings: that in order to be an effective leader you must be the example of what it is you are trying to accomplish (your vision). For example, if you are wanting others to finish their Messenger of Peace project, be the first to finish yours.

Most of us, whether we realize it or not, look to others to see how to act—particularly in new situations. Notice how the second penguin is looking to the first one to see exactly how he is going to manage his leap into the ocean. When others act in ways that impress us, we admire them. And we copy them.

Who did you admire when you were younger? Who do you admire now? What traits did they have or do that made you admire them? Discuss in your teams (10 minutes)

Call for volunteers to share these traits, write on a poster.

Compare list to slide:
- Follow Instructions:
  - Do things the scouting way?
  - Play by the rules?
  - Follow their own instructions?
- Try Hard:
  - Did they do their best?
  - What were they like in difficult situations?
- Show Initiative:
  - Did they watch things happen/wish things would happen or make them happen?
  - Were they driven? If so, by what? (Visión)
- Act Mature:
  - Balance work and fun?
  - Respect themself and other?
- Keep the "big picture" in mind:
  - Did they know their job and responsibilities?
  - Was their vision always in mind?
- Have a positive attitude:
  - Did they lack energy, or did they exude it?
  - What was their outlook on possibilities and opportunities?

In teams, reflect and discuss the following question: If you were to be someone that was looked up to, what would you want to look like?

Sir Robert Baden-Powell once said "Remember that as a Scoutmaster (or scout leader), you are always being 'snap-shotted' by your boys (or youth/scouts)." Your actions and reactions, everything you do, is likely to be observed, evaluated, and copied by someone (namely those you lead). You area always setting the example; even when you're not consciously trying. The question is though, what kind of example are you setting?

In scouting we each have an Oath/Law/Promise. We recite it all the time, and say that "On my honor I will. . ." This is your way of saying that I am going to BE the following. It's a standard that you are setting for yourself, it is what you have chosen

to live up to. Being the example is not a selective thing, it's 24/7; it's a lifestyle. By BEING the example it makes setting the example easier. Scouting wasn't meant to be just a hobby, it's meant to be a way of life.

Guess what? YOU are the example. Right here and right now. You are the example of what scouting is like in your countries. You are also in the process of becoming the example of what a This Local Course graduate will be. When you go back to your countries you will BE the one that everyone else will look up to. Your friends and fellow scouts will see the Local Course logo that you have on your shirt, jacket, neckerchief, mug, pen, etc., and will be looking to you to understand what that means.

None of us are reclusive creatures. We venture out every day where we are seen by others. We can change a person's life without even knowing it, or even knowing them. We can never know everyone who looks at us; we will never know the extent of the impact we make on someone—what we can do is be what we want them to see.

Leadership Nuts and Bolts

This is a collection of little skills that a leader needs to have successful meetings. Depending on time, choose one or more topics.

Learning Session: Nuts and Bolts of Meetings
Learning Cycle Stage: Think, Generalization
Type of Session: Core Curriculum

Group Size: Plenary, small groups

Training Technique:
Talk. Connections: What is a Leader?, Team Meetings, Senior Team Meetings, Project Planning

Duration: 45 minutes

Presenter/Leader/Facilitator: As assigned and Team Guides

Learning Objectives: To learn techniques that facilitate better meeting participation and meeting leadership

Materials: Background materials for Team Guides to use at the various stations

Session Leader's Introduction: All of us have been to boring meetings, meetings that didn't accomplish anything. Today ___ and the Team Guides are going to help us be better at both leading and attending meetings.

Preparation Procedure:

NOTE TO PRESENTER:
You will need to ask Team Guides or other staff members to man a station and go through the provided material as different groups approach. You will want to introduce the subject, divide the participants into groups and keep close watch on time. At the end you will want a closing.

There are 6 stations organized into three time frames of a meeting (Before the Meeting, During the Meeting and After the Meeting). Each topic has two perspectives; the leader's and the participants'. So you have two Before the Meeting--one for leaders and another for meeting participants; two During the Meeting--one for leaders and another for meeting participants; and two After the Meeting--one for leaders and one for meeting participants.

Divide the group into 6 equal sized groups--it is an opportunity to mix the teams.

Start the session by saying:

Meetings are more productive--and more fun--if both the leader and the meeting participants are prepared and know how best to participate. We are going to divide you up into 6 groups to start with and you will want to visit each station. Move around as you feel comfortable, just be sure you get the information you need. At the end of the time allowed, we'll come back together for a few minutes.

BEFORE THE MEETING--LEADERS PERSPECTIVE

Determine if you really need a meeting. What is the goal of the meeting?

With key meeting participants, create a written agenda with action items for the meeting. Assign specific people to lead the section of the meeting they are responsible for. Make sure that both you and they are prepared for the meeting.

Determine a time for the meeting and send the agenda out ahead of the meeting to all participants. Be sure that the purpose of the meeting is clearly stated.

To make meetings more interesting, consider changing the venue. Be sure to plan for laughter, in welcome to the meeting and an inspirational closing.

Make notes on your copy of the agenda that you want to be sure to remember: recognizing someone's birthday, details under various topics, etc.

Make sure that everyone invited to the meeting really needs to be there. You don't need observers at the meeting. Smaller meetings are more productive.

Don't rush to the meeting--take a few moments just before the meeting to relax and gather your thoughts.

Leave your cell phone and computers out of the meeting.

BEFORE THE MEETING--PARTICIPANT PERSPECTIVE:

As soon as you get the meeting notice, check your calendar and make your commitment (or not as the case may be) and notify the chair.

Reflect on the stated purpose of the meeting. Be able to summarize the meeting purpose in 5 words or less.

Make sure that you have completed any assignment from previous meetings.

There should be no surprises to the chairman. Send a report to your chair regarding any activity since the last meeting.

Bring solutions, not just issues to the meeting.

Leave your cell phone and computer at home.

Don't rush into the meeting--take a moment to gather your thoughts and focus on the meeting.

DURING THE MEETING--LEADER PERSPECTIVE:

Start the meeting on a positive note. For example, begin with a light-hearted story to get a laugh from the group. Or ask each person present to share something positive that happened since the last meeting. Suggested "starter" questions might be:

- Name one thing you accomplished since the last meeting that you are proud of
- Name a person who helped you since the last meeting.
- Mention one thing you are looking forward to in the next week or month
- What is the funniest thing someone told you last week or month?
- Mention something interesting you learned since the last meeting.

Interrupt the meeting regularly.

People's attention span is about 15-20 minutes. So break up the meeting. At each hour have a 5-minute break (bathroom, etc.). On the 30-minute mark between those 5 minute breaks have a 2-minute stretch, rock-paper-scissor contest or "tell your neighbor a riddle or joke".
Just something to give mind and body a break. Creativity and participation will go up. Schedule might look like this: 1:00 meeting start 2:30 creative break (2 minute). 3:00 Bio break (5 minute). 3:30 creative break (2 minute). 4:00 meeting end. Use a timer so that you don't overlook those Bio Breaks!

Mix it up.

1. Consider ditching the table--you can get closer together, folks can move around, you'll have better communication as you can see the body language, sitting in a circle sends the message that all are equal participants.
2. If you have papers to look at, consider making them oversized and taping up around the room. Get the group to move to the next topic.
3. Move part of the meeting outside.
4. Divide the group into smaller groups for discussion and then come back to the whole.

Strategically placed silence. People need time to process information, come up with solutions, reflect on decisions. While it may seem awkward the first time or two, consider asking for a moment or two of think time when you have made a decision ("everyone still feel good about our decision?") or need solutions to a problem (present the problem, 2 minute silence, "anyone come up with a solution?").

Make assignments during the meeting with named persons that will be directly responsible for that assignment. Be sure to assign a date for a progress report or completion.

Make a note of things to remember on your copy of the agenda
Remember the rules: Feedback is a GIFT; There is no judgement when doing a brainstorming session; Topics that come up that are off topic for that meeting are put in the Parking Lot for later.

Have an inspirational closing to your meeting.

DURING THE MEETING PARTICIPANT PERSPECTIVE:

Participate in the discussion--use humor to make your points

Take notes--BY HAND! You will retain the concepts discussed much better than if you use a digital devise. Understanding the concepts lead to better solutions.

Make note of any assignments you might have.

AFTER THE MEETING LEADER'S PERSPECTIVE:

- Review your agenda and meeting notes. Did you accomplish what you intended?
- What's next? make notes for your next meeting agenda
- Is there anything in the Parking Lot that should be addressed?
- Calendar times for you to check in with those responsible for assignments to see how they are progressing
- Complete any assignments you gave yourself.
- Evaluate the meeting--what went well, what needs changing, any issues to be addressed, do you have the right people in the right assignments?

AFTER THE MEETING PARTICIPANTS' PERSPECTIVE

- Review your notes from the meeting.
- Review any assignments you might have and plan how, when, with whom you need to work with (if needed) to complete the assignment. Calendar it. This is a good time to use the Project Planning Worksheet.
- Make periodic reports to the chair.

Session Leader's Summary:
How did it go?
Learn anything new?
What is something that you will use at your next meeting?

Close with:
The best meetings are Efficient, Positive and fun, Participative, Open and Creative. Do your part to ensure that every meeting you attend or lead has these elements.

Collaborative Leadership

Tips on how to co-lead a group.

*L*earning Cycle Stage: Not applicable
Type of Session: Core Curriculum
Group Size: Plenary
Training Technique: Lecture/Discussion
Connections: WOSM Strategy: Youth Engagement, Governance, WOSM Mission
 Session: Leadership Style
Duration: 30 minutes

Presenter/Leader/Facilitator: As assigned

Learning Objectives:
As a result of this session, participants will be able to
   ● Define "Collaborative Leadership" and been able to structure their relationships with individual and groups.
   ● Learn that Collaboration needs new types of leadership styles and structures.
   ● Have new ways to solve old problems and take advantage of untapped opportunities

 Materials Needed:
   ● Key points of the session presented as PowerPoint slides, overhead projections, or notes on a flip chart.
   ● Posters based on Eleven Practice Collaborative Leadership
   ● Eleven Practice of Collaborative handout

   Session Leader introduction:
   David Archer and Alex Cameron say "Getting value from difference is at the heart of the collaborative leader's task... they have to learn to share control, and to trust a partner to deliver, even though that partner may operate very differently from themselves."Here is _____ to present the topic Collaborative Leadership.

   Presenter Notes:
   Care should be given to acknowledge group responses, but time constraints require brevity in order to cover this content. Participants will bring with them a wide range of

leadership experiences. Be careful to keep this presentation at a basic level so all can begin to understand Collaborative leadership.

Presentation Procedure

Ask participants: What is "Collaborative"?
Answers might include some of the following.
- A helpful person
- Enjoy making things for other
- Always is looking for something to change.

Help participants understand that Collaborative is to work jointly or together with others. How are you a Collaborative in your role here at the course and beyond?

Team Discussion and Presentation

In the scout group leaders are unmotivated; they are not making good programs and this cause the loose of some youths within sections. The leaders decided to change the Scoutmaster, the new scoutmaster will have to work with leaders and find what the cause of unmotivated is, teach them the correct way to make the program and increase the membership to the group by the end of this year.

Answer the following question: What would a collaborative leader do? Give them four minutes to discuss and record their answers, then one minute for one team member to report to the team.

11 Practices Collaborative Leader:

- **Passionate Purpose and Vision:** Collaborative leaders create an environment where people can unite behind a common purpose, vision and set of values. Clear and compelling purpose, vision and values are essential. They unite people and provide guidance as to the goals and standards of behavior.
- **Accept you are not in control:** Collaborative leadership demands that leaders, lead without the safety of authority, position and hierarchy. This requires that leaders let go of their need to control and embrace an alternative a collaborative leadership style.
- **Flatten structure:** Collaborative leaders seek to flatten their structures allowing individuals to take more responsibility, increased accountability for decision making and power to initiate change.
- **Lead Horizontally:** Leading a horizontal team requires influence and strong relationships. To lead outside your area of responsibility and accountability is the hall mark of collaborative leadership.

- **Develop leaders at all levels:** Collaborative leaders focus intensely on the development of leaders at all levels. Everyone is a leader. Everyone is expected to take responsibility to lead. Everyone is developed to become a leader. Collaborative leaders commit to the development leaders at all levels. Letting go of control and sharing power gives other the opportunity to step up and develop their leadership skills.
- **Build a Foundation of Trust:** Trust does not "just happen" as the result of spending time with others. Trust needs to be deliberately nurtured and developed. Trust is a choice; it's a belief in the competence, reliability, integrity and character of another person. To encourage trust you need to be trustworthy, it's a two way street. Collaborative leadership has the courage required to trust others, to risk being vulnerable and to expose who you are and what the stand for to others.
- **Encourage risk taking:** Developing leaders at all levels means encouraging people to take initiative and the implications of that is we need to take risk. When individuals feel trusted and secure they're open to risk taking. Thoughtful risk taking by individuals and teams is necessary for creativity, innovation, learning and growth.
- **Lead with Questions:** Effective questions opens up the conversation and the search for creative new solutions. Effective questions engage people in meaningful conversations. Conversation is how groups think. Effective questions generate conversation. Collaborative leaders bring people together in conversation around the biggest opportunities.
- **Share information broadly:** Sharing information broadly contributes to building an environment of trust. Without information people feel isolated and tend to make up their own version of reality. Collaborative leaders share information creating an environment of trust and openness.
- **Support transparent decision making:** Collaborative leaders create processes and systems that support participation in decision making. Transparent decision making processes empower individuals and teams with the authority to make decisions. They develop supporting principles, values and decision making criteria as decision making guidelines.
- **Encourage constructive conflict:** Collaborative leaders invest in building the interpersonal skills necessary for constructive conflict in themselves and others throughout the organization. They celebrate diversity and welcome new and challenging perspectives with the goal of finding innovative solutions.

The Situations:

- One of your team members is angry and begins to tell you about how he has been mistreated by other members of the troop. He really wants to talk to you.
- A member of your Rover group has missed several meetings. You hear they may be experimenting with drugs.
- A fellow cast member in the upcoming play is struggling to memorize her part. The director is threatening to replace her with you.

- You have been asked to be a leader for a new–Scout patrol. There are several members of the patrol who are new to Scouting. They would like to do some things that are not within the safety policy.
- In Cub Scouts group two scouters have personal problems and are affecting the activities of the pack.

Individual Exercise:

Challenge participants to look for examples of Collaborative leadership in the staff, in their fellow Scouts, and in themselves during the course. Have them record these acts in their personal notebooks.

Encountered Leadership Challenges

A discussion of challenges the participants have encountered and how they can best be met.

Leadership constantly presents challenges to a leader and their abilities. These challenges are an invitation to rise to another level, to test yourself and improve in the process, and to show that you can accomplish something that may seem difficult or even impossible.

WHEN ARE THE CHALLENGES OF LEADERSHIP MOST OBVIOUS?
One obvious - and correct - answer to this question is "all the time," but in fact some times are more likely than others. Leadership is usually the most difficult when the situation is changing or unstable.

Some particular times when challenges may arise:
- **When something new is about to start.** When you're beginning a new intervention, trying something different in a program that's been running for a while, stepping up to another stage in your initiative, or hiring a new leader, no one is quite sure what's going to happen. Systems and relationships can break down, and it's often a matter of leadership as to whether the new situation is successful or not.
- **When something is about to end.** Often at the end of a school year, a particular project or initiative, a training period - anytime when something is coming to an end and things are, by definition, about to change - times get difficult. That may be because of a big push to get finished, or because it's tough to tell what's coming next, or because a close-knit group is splitting up. Whatever the reason, it often takes leadership skills to make sure that the project ends successfully, and everyone moves on to the next phase, whatever that is.
- **When times are tough.** If there's not enough funding, or an organization or group is being publicly criticized, for instance, its leader usually has to try to solve the problem

in some way: find money, reduce expenses, defuse the attacks. Leaders are tested when times are difficult.

- **During transitions.** There are many ways in which a group can be in transition. It may go - because of a grant or because of other circumstances - from a loosely organized, grass roots collective to a much more formally structured organization. It might grow quickly...even too quickly. It might be losing some key people, or changing leaders. One of the most difficult tasks a leader faces is trying to keep a group stable through a period of change.

HOW TO COPE WITH EXTERNAL CHALLENGES

- **Be proactive:** Regardless of the situation, it's important for leaders to do something.
- **Be creative:** Try to think "outside the box," Don't just look at the obvious, but consider a situation from all perspectives, and search for unusual ways to make things work.
- **Face conflict squarely.** This doesn't mean come out fighting, but rather identify and acknowledge the conflict, and work to resolve it. It's a function of leadership to have the courage to name the conflict and work on it.
- **Always look for common ground.** If there's opposition to what you're doing, it may only be to one specific part of it, or may be based on misunderstanding. There are few groups or individuals who don't have some common interests. If you can find those, you may have a basis for solving problems and making it possible for people to work together.
- **Be objective:** If you're mediating a conflict within the organization, don't take sides, even if you think you know one side is right. That will come out if you mediate objectively and well.If you're faced with detractors or opposition, don't automatically assume they're villains.
- **Be collaborative:** This is important both within and outside your group or organization. Within the group, involve as many people as possible in decisions, and make sure they have control over what they do. The more they own their jobs and the organization, the more enthusiastic they'll be, the more effective the organization will be, and the more effective you'll be as a leader.

Depending upon how you approach it, leadership can be a hard and lonely road, or an exciting and collaborative trip to a new place. The more, and more useful, strategies you can find to cope with its challenges, the better leader you'll be.

Bibliography:
http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/leadership-challenges/main

Vision

Great leaders have a vision of where they want to go. Plans and objectives support those visions.

Learning Cycle Stage: *Not applicable*

Category: *Conference*

Delivery Method: *Lecture/Discussion*
   Group Size: Sub-Plenary
   Training Technique: Lecture & discussion

Connections:
   WOSM Strategy: WOSM Mission and Governance
   Session: Not applicable

Responsible: *As assigned*

Duration: *30 minutes*

Learning Objectives
After this session, participants will be able to:
- *Define "vision" as what future success looks like*
- *Understand how a vision helps a leader lead their group*
- *Help other participants develop their vision for their theoretical Messengers of Peace project*

Materials
- *Flip chart and markers*
- *Printer paper*
- *Pens*

Time Allocation
- *What is a Vision? 5 minutes*
- *Examples of Visions 5 minutes*
- *Kinds of Visions 5 minutes*
- *Vision Development 10 minutes*
- *Closing, Q&A 5 minutes*

Presenter Notes:
This presentation will lay the foundation for one of the purposes of this local course – to provide participants the tools they need to spread the influence of Messengers of Peace in their NSOs. The information taught in this module is little, but it is critical for the success of (Name of the Local Course) that it is taught well.

Session Leader's Introduction: (by Instruction of as assigned)
Mikey's vision of a treasure hunt, led the Goonies on a wild adventure. Every leader has a vision--what will yours be? Today is here to help you come up with one of your own.

Presentation Procedure:

What Is a Vision?
1. Ask the group, "What do you see yourself doing in 10 years?" Encourage participation from everyone.
2. Ask the group, "What is a 'vision'?" Entertain answers, directing the group to "the objective that a group wants to meet."
3. A vision is what future success looks like. In other words, if you can see it, then you can be it. Have the participants chant the following:

Leader: What is a vision? Participants: What future success looks like!

Leader: So that means… Participants: If you can see it, you can be it!

The purpose of a vision is to get the big picture. To do that, you must dream big. If you don't challenge yourself, if you don't push the boundaries of what is possible, then you and your group will go nowhere. Carl Sandburg, a famous American poet wrote,

"Nothing happens unless first a dream."

A vision is where a person or group sees themselves doing in a set amount of time. Once you know what you want, it is much easier to set your goals and plan effectively for them.

Examples of Vision

Steve Fossett dreamed of flying around the world in a hot-air balloon, a crazy thought. He practiced for years with many failed attempts, but he never gave up. Finally, in 2002, after years of hard work and perseverance, he flew around the world in a hot-air balloon in just 13.5 days. What was Steve's vision?

What was the vision of Lord Robert Baden-Powell?

What is the vision of the Messengers of Peace Program?

"To inspire the millions of Scouts who are doing amazing things in their local communities to tell the world about it, and thus inspire other Scouts to do even more."

Discuss the points of it, and how each part works towards completing Local Course's overall vision.

Local Course vision: Strengthen Scouting in our Region and our respective National Scouting Organizations (NSO) through a collaborative effort of sharing, networking and suppo

Say, "a vision is the primary objective (goal) of an organization. It is the thing that they devote most of their energy to obtain.

Kinds of Visions There are two mains types of visions:
1. Group/team visions
2. Personal visions

Every vision accomplishes the same thing – it is where the person or group wants to see themselves in the future. Also, there is no limit to the size of a vision. For example, the vision of a baby might be to walk; to them, it seems like an impossible task but with hard work and perseverance, they can accomplish it.

In addition, Local Course's vision is:

To strengthen Scouting in the NSO through a collaborative effort of sharing, networking, training, and support.

At first that seemed like an impossible task but with hard work and perseverance that is becoming a reality right now!

Here are some examples of group visions:
- A coach offering the team a vision of themselves with a better winning record than they had achieved the previous season.
- A band director helping musicians see themselves performing a complicated program at a future concert.
- A mountain guide painting a picture of future success for a team of climbers getting ready to start out on a wilderness expedition.

Also, visions can be short-term or long-term. There is no time limit set to a vision unless the person or group who make it sets one themselves. Visions can last anywhere from one hour to 100 years, depending on the situation.

Vision Development:
Now, it is the participant's time to develop their own presentations. Working in their team issues in their community they would like to address, ideas which could develop into a Messengers of Peace Project. Be available to assist the participants, but allow them to develop their visions. They have 10 minutes.

Closing / Q&A:
Invite the participants to share the visions that they have developed with the group, if time
Encourage the participants to participate in the chant:

- Leader: What is a vision? Participants: What future success looks like!
- Leader: So that means… Participants: If you can see it, you can be it!

A vision can be for a single person or for a group. Also, visions can be short or long term, just as long as they meet the needs of the group

Dream big. If you can see yourself flying, and you have the passion to make that happen, there is nothing stopping you but yourself. As Carl Sandburg says,

"Nothing happens unless first a dream."

Encourage the participants to participate in the chant one more time.

- Leader: What is a vision? Participants: What future success looks like!
- Leader: So that means… Participants: If you can see it, you can be it!

Provide an opportunity for participants to ask any questions that they have. Continue to reinforce the concepts of a visions and the endless possibilities that group has if they DREAM BIG!

Communication in a Digital Era
Using Scouting Values in digital communication.

Learning Cycle Stage: Not applicable
Category: Conference
Delivery Method: Lecture/Discussion
Group Size: Sub-Plenary

Training Technique: Participative

Connections:
      WOSM Strategy: Youth Engagement, Communication & Relations and Governance
      Session: Communications

Responsible: As assigned

Duration: 30 minutes

Learning Objectives:
After this session, participants will be able to:
- Learn that Social media is a tool for Scouting
- How it should be used with Scouting's values
- How to represent yourself online in a positive manner

Materials Needed:
9 flip charts (or one to be split among the teams)

Delivery Method:
Presentation/discussion

Time
40 minutes

Session Leader's Introduction: (As assigned)

Text, Facebook, Twitter, etc. are the ways our generation prefers to communicate. But there are guidelines to help us communicate in style while remaining true to our values. Today will help us navigate through digital communications.

Presentation Procedure:

Ask the group: (opening should be 5 minutes)
Everyone take out your mobile device: post on Facebook, twitter, or Instagram and make a post! # (The # Of the Local Course for instance: #CursoUruguayoDeLiderazgo2016 #CLU2016

- Why is social media so appealing?
- Which site is your favorite?
- Do you promote/use social media for Scouting?

Social media is a key form of communication for young adults and for most people we interact with on a daily basis. Are we as Scouts presenting the best versions of ourselves online? Do you think who will see what you post before you post it? The benefits and dangers are a balancing act, is social media a good place for young people like us?

With this new digital era, are people forgetting how to interact face to face and communicate beyond a computer screen? In this session, we will discuss where the digital era is going and how it affects us as person and as scouts.

(This is a video to reference but will not be shown) TED talks – Digital Stamp http://www.youtube.com/watch?v=cH4HOLwm0X0

5 habits of the Digital Stamp: S: simple, T: true, A: action, M: map (flexible), P: people (on and offline)

At the end, we will each write a digital stamp that we want ourselves to be online and offline because what is our legacy?

Brainstorming with the Group (20 minutes) What are the key social media sites you use on a daily/weekly basis? (ranked by popularity)

- Facebook
- Twitter
- LinkedIn
- Google+
- Instagram
- YouTube
- Flickr
- WhatsApp

How do these sites align with Scouting? How do you use these for Scouting? (Break out into 9 teams and write 3-5 things in a list to share with the group) 3 minutes for discussion

Each team now "design" and present a promotion piece for a scouting event. (5 minutes to discuss and 5 minutes to present (1 minute per team))

Team 1: Facebook group camporee
Team 2: Twitter NSO fundraising event
Team 3: Instagram NSO world jamboree (new site)
Team 4: Facebook recruitment campaign

Team 5: Twitter trending hashtag
Team 6: Google+ NSO event blog
Team 7: YouTube promote a new vision for your NSO (strategic initiative) Team 8: LinkedIn NSO leadership page
Team 9: Flickr event photo sharing

How can we, as XXXXXXXX Local Course participants, take social media to the next level for Scouting?

Social Media is a key player in Messenger of Peace and presenting outstanding projects.

What do you want to take from this session to grow a positive scouting digital stamp of yourself after this course? (Discussion led by facilitator/presenter).

Summarize their findings (5 minutes).

Conclusion:

When communicating with either Scouts or adults through electronic media, here are a few important rules to remember

The responsibility for anything you write is yours alone. Oren Michaels, CEO of Mashery.com, explains that "people tend to interpret having the 'right' to express themselves online as implying a lack of consequences when they say stupid things." That's not the case. You need to take responsibility for what you write, and exercise good judgment and common sense

Be Authentic. Always include your name in anything you e-mail or post online. If you are embarrassed to attach your name to it, you should probably think twice about posting it.

Consider Your Audience. Always consider who might be reading you post or e-mail. While a form of communication might be addressed to a colleague or parent, remember, with the push of a button, another member of the household could distribute that e-mail to an infinite number of people. There is no privacy in electronic posting or commenting.

Exercise Good Judgment. Always refrain from comments that could be interpreted as demeaning, inflammatory, or racially charged. It is important to remember that in digital communication, because there is no body language or facial expressions, a comment you might think is funny could actually be taken as offensive.

Respect Copyrights and Fair use. "A Scout is honest." Copying or downloading copyrighted material without paying the owner of that material is stealing. Make the decision that you will honor the intellectual property of others and encourage those around you to do the same. Downloading software or music illegally is the same as walking into a store and stealing a CD off the shelf.

Remember to Protect Personal Information. Your personal information does not belong posted on the Internet. Be cautious where you put your private information and who you are sharing it with. Remember, everything is not always as it appears on the Internet

Now as we close, take the last minutes to write your digital stamp and find out how you want to be seen in this new era.

Online communication is a great tool. Remember to use common sense and it will strengthen your Scout Organization, not damage it.

(Make a collage of the posts to show at the end! and also post a selfie with all the participants.)

Mock Youth Forum
A simulated Youth Forum so that participants know what to expect.

Learning Cycle Stage: Not applicable
Category: Conference
Delivery Method: Lecture/Discussion
Group Size: Plenary

Training Technique: Participative

Connections:
> WOSM Strategy: Youth Engagement, Communication & Relations and
Governance
> **Session:**

Responsible: As assigned

Duration: 30 minutes

Learning Objectives:
After this session, participants will be able to:
- Learn how can participate in a Youth Forum
- Prepare scouts for a Youth Forum

Materials Needed:
9 flip charts (or one to be split among the teams)

Delivery Method:
Presentation/discussion

Time
30 minutes

Session Leader's Introduction: (As assigned)

Presentation Procedure:

What is a Youth Forum?

A Youth Forum is a structured event to give youth an opportunity to express and share their ideas, opinions, and needs to decision makers, community staff or to other youth.

What is the role of youth in the Youth Forum?

Because the purpose of the Youth Forum is to give youth a voice, the role of youth is to creatively and thoughtfully express their ideas on how to improve communities so that they can be the best possible environments for adolescents to live in.

What is the role of Adults?

The role of adults at the Youth Forum is to listen carefully to what youth say and to consider how their ideas and opinions can be maximized and incorporated into community planning.

At the WOSM, is an educational tool which provides an opportunity for young members of World Scouting to discuss and express their views on issues of interest to them, participants will develop the skills necessary to strengthen their capacity to take part in decision-making processes. There are Youth Forums at all the levels: groups, districts, national, regional and world.

Forum about communications, activities of the participants: The following question can be used to start the discussion:
- What do we do as Scouts?
- Why do we do these things?
- How are the Scouting values reflected in these actions
- How is Scouting thought about in your country?
- What are some methods you have used to tell the Scouting story?
- How effective were these methods?

These are just starters. The goal is for the participants to share stories about what they are doing in their NSO.

Wrap-Up

A session can be ended in many different ways. It is always a good idea to highlight the positive aspects of the discussions and exercises, and to personally thank the participants for their involvement. If you enjoyed the discussion, you should say so!

Bibliography
https://ecommons.cornell.edu/bitstream/handle/1813/19322/youth_forum_guide.pdf;sequence=2
https://en.wikipedia.org/wiki/World_Scout_Youth_Forum

Emotional Intelligence

A review of this concept and the powerful influence it can have on a leader's success.

Learning Session: What is Emotional Intelligence (also known as EI or EQ)?

Learning Cycle Stage: Think/Generalize

Type of Session: Core Curriculum

Group Size: This session can be adapted to fit a Team of 6 to 8 or taught to a larger group

Training Technique: Discussion/Group activity – this session could lend itself to the use of two presenters

Connections:

Duration: 60 minutes – possibly 75 minutes

Presenter/Leader/Facilitator: As assigned

Learning Objectives:

Participants should be able to:

1. Define Emotional Intelligence (EI) and its characteristics
2. Understand what EI has to do with Leadership
3. Know how to improve EI
4. Be aware of the dark side of EI

Materials: 4 cards or sheets of paper, size of the paper should be determined by the size of the group. The larger the group, the larger sheets needed, perhaps as large as flip chart size, labeled with the 4 points of the compass (N-S-E-W)

Session Leader's Introductions: Several factors can go into being an effective leader.The most effective leaders are alike in that they all have a high degree of Emotional Intelligence, also known as "EI" or "EQ".

<u>**What is Emotional Intelligence?**</u>

The facilitator or instructor assigned to this session should solicit questions to determine the level of knowledge of this subject amongst the participants.

The instructor should read the following definition:

> *In their book Emotional Intelligence 2.0, Drs. Travis Bradberry and Jean Greaves define Emotional Intelligence as your ability to recognize and understand emotions in yourself and others and your ability to use this awareness to manage your behavior and relationships.*

The instructor should follow with this statement: *Notice that the definition starts out by saying that it is your ability to recognize and understand emotions in YOURSELF…and your*

ability to use this AWARENESS…We will elaborate on these further but it ties in with leading yourself first. The hardest person to lead is yourself.

Characteristics of Emotional Intelligence

Psychologist Daniel Goleman developed a framework of five elements that define Emotional Intelligence:

The instructor should list the following items (in bold) and ask the participants what they think each item means (limit discussion to approximately 10 minutes):

Self-Awareness

Self-Regulation or Self-Management

Motivation

Empathy or Social Awareness

Social Skills or Relationship Management

The instructor should then highlight the key points (below) under each of the five elements making note of the answers supplied by the participants to see if any of the points below were already covered. Acknowledge if anyone identified any of the points below. (Depending on how much time you have, not every point needs to be covered):

Self-Awareness:

· Known as the bedrock or THE most important aspect of EI. "Knowing yourself is the beginning of all wisdom". – Aristotle

· People with high EI are usually very self-aware

· People with high EI understand their emotions and don't let their emotions rule them

· People with high EI understand their strengths and weaknesses

· Self-awareness plays an essential role in effective leadership in that it is essential to leading yourself

· An effective leader will continuously work to improve their self-awareness

Self-Regulation or Self-Management:

· This is the ability to control one's own emotions and impulses

· Think before you act. Respond, from an intellectual perspective, versus reacting out of emotions

· Characteristics of self-regulation include thoughtfulness, comfort with change, integrity, the ability to say "No".

· Manage your emotions in a healthy way, take initiative, follow through on commitments, adapt to changing circumstances

· Leaders with good self-management remain calm and think clearly in stressful situations and are able to keep their emotions in check.

Motivation

· People with a high degree of EI are usually motivated

· Willing to defer immediate results for long-term success

· Highly productive, love a challenge, very effective in whatever they do

Empathy or Social Awareness

· The 2nd most important element of EI (behind Awareness)

· Ability to identify with and understand the wants, needs, and viewpoints of others

· Recognize the feeling of others even when those feelings may not be obvious

· Listen well, listen to learn and understand the varying points of view and not just to wait your turn to respond

· Avoid stereotyping and judging too quickly

· Understand the emotions, need, and concerns of others, pick up on emotional clues – understand the needs and characteristics of the group

· Recognizing both the formal structures in an organizational as well as the informal power structures of an organization or group are often critical to truly understand the dynamics of any situation. (The true leader of the group may not be the one with the title or standing in front of the room.)

Social Skills or Relationship Management

· As with the concept of "Servant Leadership", people with high EI seek to serve first

· They are usually team players and foster a team's development

· Another sign of high EI are people who are easy to talk to

· People with high EI help others develop and shine versus focusing on their own success first

·   Know how to develop and maintain good relationships, communicate clearly, inspire and influence other, manage conflict well

·   Create an atmosphere of cooperation

What does Emotional Intelligence Have to do with Leadership?

Instructor should ask participants for their thoughts on the question above.

The instructor should then read the following quote. The quote could be written out on a flip chart and posted in the room for all to see.

Psychologist Daniel Goleman established the importance of Emotional Intelligence to business leadership. He states unequivocally:

> *The most effective leaders are all alike in one crucial way: they all have a high degree of what had come to be known as emotional intelligence. It's not that IQ and technical skills are irrelevant. They do matter, but…they are the entry-level requirements for executive positions. My research, along with other recent studies, clearly shows that emotional intelligence is the sine qua non of leadership.* **Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader.**

The instructor should close with the following statement:

Emotional Intelligence can be a key to success in your life – especially in your career. The ability to manage people and relationships is very important in all leaders, so developing and using your EI can be a good way to show others the leader inside of you.

Let's Play a Game

Note to instructor: Prior to the beginning of this session create four (4) signs – North, South, East, and West. Post them on the walls of your room just prior to starting this activity. Under each compass point write out the traits associated with each sign: (This activity should take about 20 minutes. It can be adapted to be a team activity depending on the size of your total audience. In that case the instructor would need to have a set of 4 signs for each group or team that will participate in the activity.)

North: ACTING – "Let's do it"; Likes to take action, try things, jump in

East: SPECULATING – Likes to look at the big picture and the possibilities before acting

South: CARING – Likes to know that everyone's feelings have been taken into consideration and that their voices have been heard before acting

West: PAYING ATTENTION TO DETAIL – Likes to know the who, what, when,

where, and why before acting

The Activity (20 minutes)

You will only have 20 minutes, you'll want to stick to the protocol and also allow 2-3 minutes at
the end for a takeaway wrap up. To start, draw everyone's attention to the four compass points
posted around the room. Ask them to read each one and then select the one that most accurately captures how they work with others on teams. They should stand at that point and remain there throughout the activity. Once everyone has decided, ask participants to observe who has ended up in which group. There may be some "a-ha" moments.

Next, ask each to select individuals for the following roles:
Recorder – record responses of the group
Timekeeper – keeps the group members on task
Spokesperson — shares out on behalf of the group when time is called

Once selected, each group will have 8-10 minutes to respond to the following questions. (Some questions may be rhetorical and just designed to provoke thought and help tie this activity to the five (5) characteristics of Emotional Intelligence.):

1. What are the strengths of your style? (3-4 adjectives)
2. What are the limitations of your style? (3-4 adjectives)
3. What style do you find most difficult to work with and why?
4. What do people from other "directions" or styles need to know about you so you can work together effectively?
5. What's one thing you value about each of the other three styles?
6. Were you aware of how you felt when you saw others selecting different styles than you?
7. Did you begin to think of ways you could adapt your style in order to collaborate with others for the betterment of the team?
8. Were you able to control your impulses and not rush to judgement?
9. Were you able to see the other viewpoints and why they chose that particular style?
10. Were you thinking of "Me" and my style, or were you thinking of "We" and the collective styles of the team?

Provide time for group members to share out their responses. Don't be surprised if you hear:
North gets impatient with West's need for details
West gets frustrated by North's tendency to act before planning
South group members crave personal connections and get uncomfortable when team members' emotional needs aren't met
East group members get bored when West gets mired in details; East gets frustrated when North dives in before agreeing on big goals

Finally, provide at least 2 minutes at the end of the activity for all participants to share key takeaways. If any of the following don't come up, be sure to include them as part of the wrap up:

o This activity increases our awareness of our own and others' preferences
o Increased awareness opens the door to empathy
o Our preferences have their strengths and their limitations

o   A diversity of preferences is what makes for better team work and results
o   The ability to manage people and relationships is very important in all leaders

How to Improve Your Emotional Intelligence

Emotional Intelligence can be learned and developed. As well as working on your skills in the five elements, mentioned previously, you can use the following strategies:

(Note to instructor: The following items can be read as rhetorical questions. Be cautious, however, that you do not come across as a "know-it-all", as someone with perfect Emotional Intelligence. Everyone one of us can work to improve our EI. This would be a good time to point out some of your own shortcomings in this area.)

·   Observation – How do YOU react to people? Do YOU judge without knowing all the facts? Look at how you really deal with other people. This coincides with "self-awareness" and may require some serious self-reflection.

·   Look at how YOU work – Do you do things for attending? Are you truly humble? Do yo put others first? Do you seek first to serve? Do you give others a chance to standout?

·   Do a Self-evaluation – What are your weaknesses? Where are your "blind spots"? (If you don't think you have "blind spots", then THAT is a "blind spot".) Are you willing to accept that you are not perfect, that you could work to improve in some areas?

·   How do YOU react in stressful situations? Do you get nervous, angry, anxious, upset?

·   Do you take responsibility for your actions?

·   Do you examine how your actions will affect others before you take those actions?

Intelligence, our IQ, can certainly be important in our lives. Emotional Intelligence can be equally, if not more, important than IQ since it affects how we work and interact with the people around us.

The Dark Side of Emotional Intelligence

·   As with any skill, having strong EI can be used for good or bad

·   Research indicates that some people with high EI can become very good at manipulating others to do what THEY want done versus what is for the greater good

·   Leaders who are able to master emotions can strip others of their capacity to reason. If their values do not align with ours, the results can be devastating. History is riddled with examples of leaders who used their great emotional intelligence to the detriment of the people they were supposedly "leading".

·   Having any skill based on solid values, such as those found in the Scout Oath and Law can have a positive impact on the people around us and the world we live in.

Being self-aware, the bedrock of Emotional Intelligence, is critical not only to improving

one's EI and using it for the greater good, but essential in being aware of the persuasions of someone with great charisma, charming personality, or with great oratorical skills.

Conclusion

Emotional Intelligence is a relatively new concept and can play a crucial part in any leadership situation. One's Emotional Intelligence can also be improved especially by continuous work on one's self-awareness. As with any skill, the values that are the foundation for the use of those skills is vitally important when looking to have a positive long-term impact on the people and the world around us.

Recognizing Opportunities for Service
A look at how to evaluate situations with an eye towards service projects.

Learning Cycle Stage: Think/Generalize

Type of Session: Core Curriculum

Group Size: This session can be adapted to fit a Team of 6 to 8 or taught to a larger group

Training Technique: Discussion/Group activity – this session could lend itself to the use of two presenters

Connections:

Duration: 60 minutes – possibly 75 minutes

Presenter/Leader/Facilitator: As assigned

Learning Objectives:

Participants should be able to:

1. See the characteristics of a service opportunity
2. Learn how to identify possible communities as a service opportunity

Materials: 4 cards or sheets of paper, size of the paper should be determined by the size of the group. The larger the group, the larger sheets needed, perhaps as large as flip chart size, labeled with the 4 points of the compass (N-S-E-W)

Session Leader's Introductions: Several factors can go into being an effective leader.The most effective leaders are alike in that they all have a high degree of Emotional Intelligence, also known as "EI" or "EQ".

The assessment process

Assessing your community's strengths and weaknesses is an important first step in planning an effective service project. By taking the time to learn about your community, you can discover new opportunities for service projects and prevent the duplication of existing assets.

Formal community assessments may involve online surveys, telephone interviews, and focus groups run by professional consultants. Informal assessments can be as simple as chatting with people at a coffee shop, reading the local newspaper, or discussing issues at a community meeting. A combination of formal and informal approaches can offer effective, yet inexpensive, ways to learn about a community.

Most community assessments follow a similar cycle.

1. Appoint a committee to oversee the assessment. (This committee will carry out the remaining steps in the process.)
2. Establish the purpose and objectives of the community assessment.
3. Decide which assessment tool(s) to use, based on the club's available resources.
4. Identify community stakeholders who should participate, including educators, government officials, law enforcement officials, hospital administrators, social workers, leaders of civic organizations, and students. Be sure to include marginalized groups as well.
5. Set a timetable with specific deadlines for completing and reviewing the assessment and for presenting the results to the club and other community stakeholders.
6. Carry out the assessment.
7. Review the assessment results. Determine which issues were most commonly identified and which issues other clubs and community organizations are addressing. Is there duplication? At this point, you may wish to meet with a small group of community leaders to discuss the results.
8. Write a brief report on your assessment findings, and share them with the club and the community stakeholders who participated.

After the assessment. Select a project

Selecting a project can be a difficult decision. One project can't possibly address all the issues a community faces, and clubs must determine where their work will have the greatest impact.

Six general areas of focus as organizational priorities at the community:

- Peace and conflict prevention/resolution
- Disease prevention and treatment
- Water and sanitation
- Maternal and child health
- Basic education and literacy
- Economic and community development

Developing strong community support and involvement helps service projects succeed by improving access to local resources, building community capacity, and fostering friendship and goodwill. Factoring the community assessment into the project selection can help ensure that the project meets the community's needs and gains local support. Remember that a successful project requires the support of everyone involved.

Bibliography:

Communities in action: A guide to effective projects. Rotary International. https://www.google.com.ec/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0ahUKE wiGs66Hx8_PAhURgx4KHa3EBY0QFggqMAI&url=https%3A%2F%2Fwww.rotary.org%2 Fmyrotary%2Fen%2Fdocument%2Fcommunities-action-guide-effective-projects&usg=AFQjCNFJDrHRs8NVRBdT6j7FrVj0O8Isdg&sig2=Y9yYEUC4ynuGHFsUg K81_Q&bvm=bv.135258522,d.dmo&cad=rja

Plan B

The importance of contingency planning, the role that can play in success and the importance of considering following the original plan when repeating an activity.

Event Planning

A workshop for participants to plan conference activities such as a worship service or campfire with a team.

Learning Cycle Stage:	Not applicable
Type of Session:	Conference
Group Size:	Sub-Plenary
Training Technique:	Lecture/Discussion
Connections:	WOSM Strategy: Youth Engagement, Social Impact, Educational Methods Sessions: Effective Team Leadership
Duration:	30 minutes
Presenter/Leader/Facilitator:	As assigned

Learning Objectives
As a result of this session, participants will be able to:
- Understand how to plan a scout event
- Be able to organize the logistic of a camp

Materials Needed
- Flip chart and markers
- Scenario note cards for presenter
- Participant note-taking materials

Session Leader's Introduction
Anyone interested in becoming an event planner should begin by understanding that it is **not** party planning. This is the case whether you're considering a path with social events or corporate events, to have a clear idea of what is an Event Planning (Presenter's name) will explain to us.

Presentation Procedure

Introduction

Ask the group, you will have a local event for Troops; the event will be for 300 persons, you will have a team that will work with you, look for the place, food, transportation, registration, badges, activities, camping sites, medical needs, communication, media, administration. The event will be of 4 days, from January 8th to 11th.

As a group you have to make all the necessary contacts, budget, purchases, program and all that is required to make the event. You will have 30 minutes to name the event, make the different staff teams to prepare the event, the 7 steps event planning can be used as guide to plan de event.

7 Steps Event Planning

1. Develop Event Goal and Objectives: The very first step is to establish a tangible goal and objectives.
2. Organize a Team: Any event takes a concerted team effort to handle all of the details.
3. Set a Date:The date might already be pre-set for a reoccurring event, but if this is a new event, be sure to consider the following before firming up your date:
4. Brand Your Event: If you want your event to stand out, you need to choose a timely and compelling theme that sets you apart from your competition.
5. Create a Master Plan: This plan should encompass all aspects of the event, including: Venue, logistics & catering management
6. Determine Administrative Processes: How are you going to keep track of your planning, registration, budget, guest and speakers lists?
7. Establish a Budget: Your budget should incorporate estimates for all of the key items identified on your Event Master Plan.

Values/Leader Connection
A discussion of how a leader's values affect his leadership.

Learning Cycle Stage: Not applicable

Category: Conference

Delivery Method: Lecture/Discussion
   Group Size: Sub-Plenary
   Training Technique: Lecture & discussion

Connections:

WOSM Strategy: Communication & Relations, Educational Methods
Session: Not applicable

Duration: 30 minutes

Set Up / Materials Needed:

- Paper
- Pens
- Large blank note sheets
- Markers
- WOSM Oath and Law written and displayed
- Have mirrors positioned around the room (there are no formal mention of these in the presentation. They are meant to be there to drive home the point: what do people see when they see you?)

Session Leader's Introduction: (As assigned)

As leaders, our actions are influenced by our values. Today is here to help us understand that connection.

Writing Reflection

- Write down and describe the person(s) you most admire.
- Why do you find them admirable?
- Based on what you have written, do you see any commonalities with their attributes and the attributes described in the Scout Oath/Law?

Value and Leadership

- When people look at you, what do they see?
- What do you want them to see?
- Do they see what you want them to see?
- Believe it or not, but people are always watching you. You have profound influence on how people view you, and while everyone comes with their own lens on how they see things, ultimately you control what they see.
- While you might think it may be easy to set a good example, the truth is it's not. You can't control when people are watching you—they might see you when you're not trying to set a good example. The only way to fix this is to BE the example. BE the type of person, have the character of, and live the scout oath and law
- A leader who has good values (like those in the scout oath/law) is more likely to influence their followers to adopt those same values. If someone sees what it is like to live by these values they are more likely to live them themselves

Discussion

- Would anyone like to share his or her thoughts?
- Does anyone have any ideas/suggestions on how to live your life by the scout oath/law?
- Does anyone have any personal examples of situations where they used these values?

Final Discussion Point

- Our values drive our choices and our actions
- Our values affect our leadership style, the way we treat others, and how we lead others
- Everything we do has a direct connection to our values, and are a direct reflection of our values
- There will always be people watching you, even when you're not watching or paying attention
- If people seeing your actions notice that your actions don't reveal the values we profess to have (like the Scout Oath and Law) they will notice, and it will affect the way they think of us (hypocrite or true scout)
- It will affect whether or not they allow us to lead them again
- The only way to ensure people will always see you acting out the Scout Oath and the Scout Law at all times (even then you're not looking or paying attention) is to
- BE the Scout Oath and Law.
- Be true to yourself Be true to your values

Team vs Individual Decisions

A discussion of why, when and how a leader makes difficult decisions.

Learning Cycle Stage: Not applicable

Category: Conference

Delivery Method: Lecture/Discussion
  WOSM Strategy: WOSM Mission and Governance
   Session: Not applicable

Responsible: As assigned

Duration: 30 minutes

Learning Objectives
  As a result of this session, participants will be able to:
  - See the value of group decision making

Time Allocation
  30 Minutes Total, broken down as follows:
  - Instructions 2 minutes
  - Individual rankings 6 minutes
  - Group rankings 12 minutes
  - Give expert rankings 5 minutes

- Calculations & Debrief 5 minutes

Session Leader's Introduction: (by ASTL-Team Advisers or as assigned)
We've all heard that two minds are better than one--but are they really? Today will lead us in an experiment to test that theory.

Presentation Procedure
- Handout the Survival Scenario and Score sheet
- Instruct the participants they are not to discuss among themselves until told to
- Have individuals read the survival exercise and have each individual prioritize the items for survival in rank order (record their ranking in the Step 1 column)
- Once all individuals have done this and recorded their individual votes on their score sheets, tell the group that they can discuss their answers together to learn from the collective wisdom in their team. Begin talking as a group to figure out how to reach a group decision about the ranking.
- Have each of the individuals fill this in on their score sheet. (Step 2 column)
- Read the expert rankings (see appendix (2.7)), see below, to the group and have group fill these in (Step 3 column) and give the rational.
- Have each participant compute the individual and group scores on the score sheet (Step 4 & 5 columns)
- Record all the gains and losses and see how the collective wisdom of group improved the scores. Lead debrief

Debrief

- How many individuals had a higher total then the team total score?
- How did your team make your decisions? Vote? Come to consensus?
- Anyone have someone in their team that had more experiences in these areas? If so, did that make a difference in the choices you made?
- What conclusions can you draw from these results?
- Will your experience today have any influence on your behavior the next time you are part of a decision making process in a group? How?

EXAMPLE

Box 2 = Day 2		
HOUR	ACTIVITY	Presenter/Leader/Facilitator
7:30 - 8:00	BREAKFAST	
8:30 - 9:00	dynamic activities	
8:00 - 8:30	Setting the Example	Name
8:30 - 9:00	Collaborative Leadership	Name
9:00 - 9:30	Values/Leader Connection	Name
9:30 - 9:45	COFFEE BREAK	
9:45 - 10:15	Recognizing Opportunities for Service	Name
10:15 - 10-45	Leadership Nuts and Bolts	Name
10:45 - 11:15	COFFEE BREAK	
11:15 - 11:45	Encountered Leadership Challenges	Name
11:45 - 12:15	Team vs Individual Decisions	Name
12:15 - 1:00	LUNCH	
1:00 - 2:00	PERSONAL TIME	
2:00 - 2:30	Vision	Name
2:30 - 3:00		Name
3:00 - 3:30	Emotional Intelligence	Name
3:30 - 4:00	COFFEE BREAK	
4:00 - 4:30		Name
4:30 - 5:00	Mock Youth Forum	Name
5:00 - 5:30	COFFEE BREAK	
5:30 - 6:30	Communication in a Digital Era	Name
6:30 - 7:00	Evento Planning	Name
7:00 - 8:00	DINNER	
8:00 - 8:30		
9:30	CULTURAL NIGHT	Name

BOX 3 = DAY 3

Taking a Place at the Leader's Table

Presents the concepts of how a young person enters an older established group and gains respect of his/her elders.

Learning Cycle Stage:	Not applicable
Type of Session:	Conference
Group Size:	Sub-Plenary
Training Technique:	Lecture/Discussion
Connections:	WOSM Strategy: Youth Engagement, Governance Sessions: Communications, Managing Conflict
Duration:	30 minutes
Presenter/Leader/Facilitator	As assigned

Learning Objectives
After this session, participants will be able to:
- List several "irritation" factors common when communicating with established leaders
- List several methods for a new leader to get his/her ideas across to established leaders and have them implemented
- Demonstrate improved communications when dealing with established leaders

Materials
- Flip chart pad
- Easel
- Markers

Session Leader's Introduction
It is not always easy to communicate with established NSO leaders. Today (presenter's name) is going to help us identify some improved approaches to these communication challenges.

Presenter Note

This is meant to be a discussion back and forth between the presenter and the group. Be careful to manage the time.

The term "established leaders" is used to identify NSO leaders who have been in leadership positions for some time and in many cases are older. The term "adult" is not used because in many cases the participants in this course are, by definition of age, adults themselves.

Presentation Procedure:

Ask the participants the following questions:
- Have you ever had good ideas that your established NSO leaders would not even listen to? (get a few examples)
- Do any of your ever get the feeling that your established NSO leaders never listen to you? (get a few examples)
- Have any of you had any success in getting established leaders to pay attention to your ideas? (if so, ask the participant to explain)
- Do any of you have the same problem with your parents? With Teachers? With your employer? With other older people?

Explain that we are going to develop some ideas that might help us improve the effectiveness of our communication with the older/established leaders.

Activity: (total no more than 20 minutes)

Divide the full group into two working groups. Ask them to take 4-5 minutes and prepare a list of reasons older/established leaders tend not to listen to younger leaders. Each working group will give a report. After 3 minutes give the groups a 2-minute warning.

Reassemble the full group and rotate from working group to working group, asking them to provide one reason. List the reasons on the flip pad. Discuss each reason as it is listed. Go around until all unique reasons are listed or 5 minutes has passed.

Have the working group meet again for 5 minutes. They are to prepare a list of ideas to improve communication between leaders of their age and older/established leaders. After 3 minutes, give a 2-minute warning.

Secure a report from each working group in turn and list the ideas on the flip pad. Discuss each item as appropriate. This should last no more than 5 minutes

Hints for Working with Older/Established Leaders

- **Treat established leaders like real people**. Explain the principle goal is to gain the respect of the established leader by constant responsible actions. Patience and courtesy will be very helpful.

- **Try to deal in solutions, not problems**. Most people are aware of the problems. They need help with solving them.

- **Think before speaking.** "Be sure the brain is engaged before the mouth is put in gear." Timing is vital. Be sensitive to the moods and priorities of the established leader and determine when they will be receptive to your ideas. That is the time to move.

- **Use common courtesy**.

- **When you have a great idea, try to make the established leader think the idea was theirs's**. A good fisherman knows how to "present the bait" to attract the fish. If you lay the bait of an idea in the right spot at the right time, the established leader will snap it up and you will have him/her hooked.

- **Start small.** Find a small or limited scope project which will demonstrate your capabilities. Use your planning, problem solving and communications skills to build trust and a reputation for dependability with the established leader.

- **And never, never, never, say, "Now, at ILT we did it this way. . . "**

Ask the group: "What are some other relationships you could apply these hints to?" *Listen for answers such as family (parents), School (teachers), work (boss) and friends*

If no one makes the point (i.e. established leaders working with younger leaders), suggest that these hints would be good guidelines for older leaders working with younger leaders. It is really a two-way process.

Summary:
Bring the session to a close with the following questions:

- Why do you think we present the leadership skill of communicating on the first day? (Because effective communication is one of the basic skills required in forming a group)

- Why do you think two-way communication is better than on-way communication?

- How could two-way communication affect how people work together?

- Why is two-way communication important for younger leaders dealing with established leaders?

- Why is two-way communication important for established leaders dealing with younger leaders?

- What could you do to open a two-way channel of communication with your NSO leadership?

Servant Leadership

This course covers the difference between autocratic and servant leadership and how servant leadership fits into Scouting.

Learning Cycle Stage: Not applicable

Category: Conference

Delivery Method: Lecture/Discussion
        Group Size: Sub-Plenary
        Training Technique: Participative

Connections:
        WOSM Strategy: Youth Engagement and Governance
        Session: Leadership Styles

Responsible: As assigned

Duration: 30 minutes

Learning Objectives:

As a result of this session, participants will be able to
- Be able to define leadership
- Be able to compare and contract basic autocratic and servant leadership philosophie
- Understand the basic concepts of servant leadership.
- Identify some behaviors of a servant leader
- Understand how servant leadership fits into Scouting.

Materials Needed:

Key points of the session presented as PowerPoint slides, overhead projections, or notes on a flip chart.

- Posters based on Ten Principles of Servant Leadership (see appendix (3.3))
- Ten Principles of Servant Leadership" handout (see appendix (3.2))

Presenter Notes:

Care should be given to acknowledge group responses, but time constraints require brevity in order to cover this content. Participants will bring with them a wide range of leadership experiences. Be careful to keep this presentation at a basic level so all can begin to understand servant leadership.

Session Leader's Introduction)
We've all heard the term "servant leadership". But what does it really mean and how does it affect the way we lead? Today is here to help us answer that question.

Presentation Procedure
Ask participants: What is a "leader"?
- Answers might include some of the following.
- A person who takes control of a situation
- Someone who is in charge
- A person who helps others find their way

Help participants understand that a leader is anyone who has the ability and responsibility to influence the actions of others. Leaders motivate others toward accomplishing a goal. How are you a leader in your role here at this Local Course and beyond?

Ask participants: "Who are some leaders in your life or in history?" Answers might include the following.
- Parents
- Scoutmaster or Group Leader
- A teacher
- A boss at work
- A president of a country
- The CEO of a corporation
- A club or group leader
- Religious leaders
- Military commander

A Leadership Spectrum

Autocratic versus Servant Leadership Autocratic leadership, also known as authoritarian, is a leadership style characterized by individual control over all decisions with little input from group members.

Autocratic leaders typically make choices based on their own ideas and judgments. They rarely accept advice from followers.

Autocratic leadership involves absolute, authoritarian control over a group.

In contrast, servant leadership is more closely associated with a participative leadership style. The highest priority of a servant leader is to encourage, support, and enable followers. A servant leader helps unfold a group's full potential and abilities. A servant leader delegates responsibility and engages others in decision-making.

Servant Leadership
Servant Leadership is a timeless concept. It can be found in writings dating back to 500 B.C.

The phrase "servant leadership" was first coined by Robert K. Greenleaf in "The Servant as Leader," an essay that he first published in 1970. In his essay, Greenleaf said: "The servantleader is servant first. . . . It begins with the natural feeling that one wants to serve, to serve first. . . ."

This is important to note. Servant leaders do not begin with a desire to lead but rather with the desire to serve others

Greenleaf goes on to say: "Then conscious choice brings one to aspire to lead."

A servant leader figures out that he can serve people best by being their leader.

A servant leader will focus primarily on the growth and well-being of people. He or she will share power and put the needs of others first. Servant leaders help other people develop and perform as highly as possible

Ten Principles of Servant Leadership
Members of the staff present these principles and their explanations while holding signs with the titles. These signs can be displayed in the meeting room during the course, see appendix (3.3) for large print flash cards.

Listening. Servant-leaders seek out the will of the group. They listen receptively to what is being said (and not said).

Empathy. Servant-leaders try to understand others. They will picture themselves in the place of those they serve. Servant leaders know that people need to be accepted and recognized for their special and unique character.

Healing. One of the great strengths of servant leadership is the potential for healing one's self and others. Servant leaders help themselves and others feel better and be better.

Awareness. Servant leaders are tuned into the needs of others. They are also aware of their own need for growth.

Persuasion. Servant leaders rely on persuasion rather than authority in making decisions. Servant leaders seek to convince others rather than forcing them.

Conceptualization. Servant leaders dream great dreams. They must think beyond day-today realities

Foresight. Foresight enables servant leaders to understand lessons from the past and the present. These lessons help them understand the consequence of decisions in the future.

Stewardship. Servant leaders are careful and responsible as they manage things entrusted to their care.

Growth. Servant leaders believe that people have a value beyond being just workers. Servant leaders are deeply committed to the growth of each and every individual.

Community. Servant leaders seek to create a community that supports all of its members.

Ask the participants to think about any correlations between those 10 principles and the Scout Oath and Scout Law.

Team Discussion and Presentation
Ask each team to use the 10 principles of servant leadership to discuss one of the following situations and then answer the following question: What would a servant leader do? Give them four minutes to discuss and record their answers, then one minute for one team member to report to the team

The Situations:

- One of your team members is angry and begins to tell you about how he has been mistreated by other members of the troop/patrol/crew/team. He really wants to talk to you.
- A new foreign student arrives at your school. She appears confused with her schedule of classes. You are late for your class.
- The captain of your soccer team is demanding that every player wear the same color socks. Some members of your team cannot afford new socks.
- Your group has been asked to do a flag ceremony for the veteran's home. As senior crew leader, you could organize and lead the ceremony yourself. A younger member of your troop/patrol/crew/team has never had that experience.
- The saxophone section of your band feels they are superior to other sections. They make others feel less important to the success of the band.
- A member of your Rover group has missed several meetings. You hear they may be experimenting with drugs.
- A fellow cast member in the upcoming play is struggling to memorize her part. The director is threatening to replace her with you.
- You have been asked to be a leader for a new–Scout patrol. There are several members of the patrol who are new to Scouting. They would like to do some things that are not within the safety policy

Individual Exercise
Challenge participants to look for examples of servant leadership in the staff, in their fellow Scouts, and in themselves during ILT. Have them record these acts in their personal notebooks.

Summary
- Leaders motivate others toward accomplishing goals.
- Autocratic leadership involves absolute, authoritarian control over a group.
- A servant leader will focus primarily on the growth and well-being of people.
- Servant leaders serve first.
- Servant leaders behave in a special way.
- The Scout Oath and Scout Law can be used as a guide to help us become better servant leaders.
- First among Equals

Closeout Report

Instruction on the components of a closeout report and its importance to success.

Learning Cycle Stage: Think-Generalization

Category: Core Curriculum

Delivery Method:
    Group Size: Plenary
    Training Technique: Lecture/discussion

Connections:
    WOSM Strategy: All
    Session: All**:** Senior Team Leader

Duration: 30 minutes

Learning Objectives
- After this session, participants will be able to:
- Reminded of the lessons from each topic
- Realize the Local course is only valuable if the lessons are taken home and applied

Materials
·   Key points of the session, presented as PowerPoint slides, overhead projections, or flip-
·   chart pages
·   Course Evaluation forms (see appendix 6.1)

Session Leader's Introduction:
We began this course some days ago with an overview of what you would be taught. Before we wrap up the training, we would like to look back at where we have been and talk about some of the important messages of ILT that you can carry back home with you.

Presentation Procedure
Two methods are viable for this session:
1. Presentation with PowerPoint slides showing the various take-aways from each session
2. Ask the question, for each session, "What did you get out of session X?"

In either method you should strive to get the points listed below, for each session, across to the participants.

The related course theme is in parentheses:
-Here is supposed to write all the topics of the course with their objectives and a brief conclusion.-

WOSM/IAR overview (Network)
- How the World Organization of Scouting Movement is organized and works together
- WOSM mission and vision statements
- Current structure and plans for the Interamerican Region

Values of Scouting (Ethics)
- How the values for Scouting were chosen
- Members of WOSM have common values
- Ways Scouting is beneficial to its members

Stages of Team Development (Team Development)
- Teams are judged by the levels of their skills and confidence
- Teams go through four stages (Forming, Storming, Norming, Performing) on their way to becoming high-performance teams

Visioning (Leadership
- A leader has a clear vision of future success
- He/she communicates that vision to the team

Leadership Styles –Leading EDGE & Teaching EDGE (Leadership, Team Development)
- There are four leadership styles (Explain, Demonstrate, Guide and Enable)
- It is important to evaluate the stage of development a team is in and match it with the appropriate leadership style
- Leaders job is to provide what is missing; give the team what it doesn't have on its own

Setting the Example (Ethics)
- People are watching how we live our lives 24/7/365
- We can't "set" an example; we must BE the example
- Live your life by the Scout Oath and Law

Project Planning (Leadership)
- How to plan a project using your resources to best advantage

Problem Solving/Decision Making (Leadership)
- How to solve problems that come up when executing a plan

Assessments (Leadership)
- Leaders are constantly evaluating themselves, the team, progress
- 360 Degree Assessment Tool helps a leader evaluate his/her performance

Digital Communications (Ethics)
- We all communicate electronically
- It is important to be Scout-like in our communication

Ethical Decisions (Ethics)
- Decisions are easy in good-bad situations
- How do we choose between good-good options?

Conflict Management/Resolution (Leadership, Team Development)

·   Conflict happens
·   Ways to manage that conflict for the betterment of the team

Summary / Conclusion
All the good things we have done this days are useless and you have wasted your time if you don't take these lessons home and apply them to make Scouting better in your city and country, National Scout Organization.

Promoting a Project
Instruction on how to promote a project, membership in Scouting or an idea. This should include some information on Social Media use.

Learning Cycle Stage: Not applicable
Category: Conference
Delivery Method: Lecture/Discussion
Group Size: Sub-Plenary

Training Technique: Participative

Connections:
     WOSM Strategy: Youth Engagement, Communication & Relations and Governance
          Session: Communications

Responsible: As assigned

Duration: 30 minutes

Learning Objectives:
After this session, participants will be able to:
- Learn that Social media is a tool for Scouting
- How it should be used with Scouting's values
- How to represent yourself online in a positive manner

Materials Needed:
9 flip charts (or one to be split among the teams)

Delivery Method:
Presentation/discussion

Time
40 minutes

Session Leader's Introduction: (As assigned)

It's important to let people know about your community project for a number of reasons:

- To increase support for your project locally, in your NSO and with other scout friends around the Region.
- To attract new volunteers, resources or funding
- To enable other people to benefit from your project

Promoting your project doesn't have to be expensive and difficult and there are lots of free resources for community projects available to help you get the word out and let people know what you are up to.

If you are trying to raise the profile for your project within your community, you need to look at who makes up your community group, how they receive information and how they like to provide feedback. This will help you choose the right method of communication and engagement tools for your area.

Some things to consider might be:

- Is there a local blog or website that you could contribute to?
- Do you have an active scout forum you could engage with?
- Are there community events or celebrations where you could have an information stall or share what you are doing?

There are some tips in order to promote your project:

1. Tell people that might be interested about your project!

First talk to people that have shown some interest in your work so far. The simplest of these kind of referrals can be sent out in the form of a personal email or a newsletter (if you have one).

Joining conversations provides an opportunity to talk about and share your project. It helps to get the word out by interacting and hinting at what's to come.

2. Social Networks? Definitely!

More and more people are using social networks like Facebook. Surely some of your potential supporters.

It is essential that you spend time cultivating a strong community, prior to launch. Here are three steps to follow before you go live:

Following key people with the same interests is an essential part in building your community. It helps you foster a relationship with them, so that in the future they will be willing to share your content with their followers.

Engaging with relevant content helps you get recognised by key players in your industry, build your reputation and could start a conversation that leads to lasting relationships.

These steps can be implemented across platforms. Only focusing on one platform will not have the same effect. Now that you have cultivated your community, here are a few things to do once live.

- Posting engaging content that targets your audience. Ask yourself: "What can I provide that adds value to my audience?" and "What difference will the project make to the community?" Then try and post varied, interesting and informative content.

Don't forget to post high quality images, as this helps to draw in your audience, enticing them to click and read more.

- Trend-jacking is a great way to get added exposure. Start by looking at what's trending both in your area and worldwide; then see if your project relates in some way or can get involved. Using relevant hashtags to join the conversation allows you to reach new audiences.
- Sharing testimonials allows you to share other people's opinions of your project with your audience. But remember, social media is visual so rather create a simple graphic with quotes and comments from your volunteers.
- Social media advertising is an important step in promoting a project and if done correctly can reap huge returns.

These are some of the tactics you can implement to promote your project. It is important to try a variety of tactics and see what works with your audience.

Read more: http://www.mediavisioninteractive.com/blog/social-media/how-to-use-social-media-to-promote-a-project-or-brand/#ixzz4NC6dXwzN

Making a Presentation

How participants should present themselves when making a report or teaching a session.

Learning Cycle Stage: Not applicable
Category: Conference
Delivery Method: Lecture/Discussion
Group Size: Sub-Plenary

Training Technique: Participative

Connections:
WOSM Strategy: Youth Engagement, Communication & Relations and Governance
Session: Communications

Responsible: As assigned

Duration: 30 minutes

Learning Objectives:
After this session, participants will be able to:
- Learn how to communicate ideas in a presentation
- How you can make a good presentation

Materials Needed:
9 flip charts (or one to be split among the teams)

Delivery Method:
Presentation/discussion

Time
40 minutes

Session Leader's Introduction: (As assigned)

Presentation Procedure:

If you can't explain it simply, you don't understand it well enough
Albert Einstein

How can you make a good presentation even more effective?

This page draws on published advice from expert presenters around the world, which will help to take your presentations from merely 'good' to 'great'.

By bringing together advice from a wide range of people, the aim is to cover a whole range of areas.

Whether you are an experienced presenter, or just starting out, there should be ideas here to help you to improve.

1. Show your Passion and Connect with your Audience

It's hard to be relaxed and be yourself when you're nervous.

But time and again, the great presenters say that the most important thing is to connect with your audience, and the best way to do that is to let your passion for the subject shine through.

Be honest with the audience about what is important to you and why it matters.

Be enthusiastic and honest, and the audience will respond.

2. Focus on your Audience's Needs

Your presentation needs to be built around what your audience is going to get out of the presentation.

As you prepare the presentation, you always need to bear in mind what the audience needs and wants to know, not what you can tell them.

While you're giving the presentation, you also need to remain focused on your audience's response, and react to that.

You need to make it easy for your audience to understand and respond.

3. Keep it Simple: Concentrate on your Core Message

When planning your presentation, you should always keep in mind the question:

What is the key message (or three key points) for my audience to take away?

You should be able to communicate that key message very briefly.

Some experts recommend a 30-second 'elevator summary', others that you can write it on the back of a business card, or say it in no more than 15 words.

Whichever rule you choose, the important thing is to keep your core message focused and brief.

And if what you are planning to say doesn't contribute to that core message, don'

4. Smile and Make Eye Contact with your Audience

This sounds very easy, but a surprisingly large number of presenters fail to do it.

If you smile and make eye contact, you are building rapport, which helps the audience to connect with you and your subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people.

To help you with this, make sure that you don't turn down all the lights so that only the slide screen is visible. Your audience needs to see you as well as your slides.

5. Start Strongly

The beginning of your presentation is crucial. You need to grab your audience's attention and hold it.

They will give you a few minutes' grace in which to entertain them, before they start to switch off if you're dull. So don't waste that on explaining who you are. Start by entertaining them.

Try a story (see tip 7 below), or an attention-grabbing (but useful) image on a slide.

6. Remember the 10-20-30 Rule for Slideshows

This is a tip from Guy Kawasaki of Apple. He suggests that slideshows should:

- Contain no more than 10 slides;
- Last no more than 20 minutes; and
- Use a font size of no less than 30 point.

This last is particularly important as it stops you trying to put too much information on any one slide. This whole approach avoids the dreaded 'Death by PowerPoint'.

As a general rule, slides should be the sideshow to you, the presenter. A good set of slides should be no use without the presenter, and they should definitely contain less, rather than more, information, expressed simply.

If you need to provide more information, create a bespoke handout and give it out after your presentation.

7. Tell Stories

Human beings are programmed to respond to stories.

Stories help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. It is a good idea to start with a story, but there is a wider point too: you need your presentation to act like a story.

Think about what story you are trying to tell your audience, and create your presentation to tell it.

Find out at:

http://www.skillsyouneed.com/present/presentation-tips.html#ixzz4N9crR4UY

https://www.kent.ac.uk/careers/presentationskills.htm

http://www.skillsyouneed.com/present/presentation-tips.html

Group Facilitation

How to balance a group discussion, draw out the quiet one, minimize the dominant one in a group discussion.

Learning Cycle Stage: Not applicable
Type of Session: Core Curriculum
Group Size: Plenary
Training Technique: Lecture/Discussion
Connections: WOSM Strategy: Youth Engagement, Governance, WOSM Mission
 Sessions: Leadership Styles

Duration: 30 minutes
Presenter/Leader/Facilitator   As assigned

Learning Objectives

As a result of this session, participants will be able to
- Be able to guard up of negativity of difficult people
- Be able to maintain self-control
- Be able to think outside the box.
- Identify some behaviors of difficult people

Materials Needed

- Key points of the session presented as PowerPoint slides, overhead projections, or notes on a flip chart.
- Flip chart and markers
- Participant note-taking materials

Presenter Notes:

Do you just ensure everyone's introduced, and maybe kick off with a quick ice breaker exercise? Is your main role simply to stand by the flip chart and note down all the ideas? What preparation do you need to do? How do you manage the event, and how exactly do you pull the whole thing together?

In many types of group situation, and particularly in complex discussions or those where people have different views and interests, good facilitation can make the difference between success and failure.

Session Leader's Introduction

Presentation Procedure

As a facilitator, you may need to call on a wide range of skills and tools, from problem solving and decision making, to team management and communications.

What is a Facilitator?

The definition of facilitate is "to make easy" or "ease a process." What a facilitator does is plan, guide and manage a group event to ensure that the group's objectives are met effectively, with clear thinking, good participation and full buy-in from everyone who is involved.

To facilitate effectively, you must be objective. This doesn't mean you have to come from outside the organization or team, though. It simply means that, for the purposes of this group process, you will take a neutral stance. You step back from the detailed content and from your own personal views, and focus purely on the group process. (The "group process" is the approach used to manage discussions, get the best from all members, and bring the event through to a successful conclusion. How you design this depends on many factors, and we'll explore this in a little more detail later in the article. The secret of great facilitation is a group process that flows – and with it will flow the group's ideas, solutions, and decisions too.)

Your key responsibility as a facilitator is to create this group process and an environment in which it can flourish, and so help the group reach a successful decision, solution or conclusion.

Tip:

Facilitation can take a lot of mental effort, meaning that it can be difficult to think about and contribute content while facilitating. Neutrality is also important. So if you have an interest in the outcome, or have skills, experience, information or authority which is important for a successful outcome, then consider bringing in an external facilitator.

What Does a Facilitator Do?

To facilitate an event well, you must first understand the group's desired outcome, and the background and context of the meeting or event. The bulk of your responsibility is then to:

- Design and plan the group process, and select the tools that best help the group progress towards that outcome.
- Guide and control the group process to ensure that:
  - There is effective participation.
  - Participants achieve a mutual understanding.
  - Their contributions are considered and included in the ideas, solutions or decisions that emerge.
  - Participants take shared responsibility for the outcome.
- Ensure that outcomes, actions and questions are properly recorded and actioned, and appropriately dealt with afterwards.

We look in more detail at most important of these areas below.

Design and Plan

With the group's objective firmly in mind, preparation for the meeting or event is all-important. Your job is to choose and design the right group process(es), and develop an effective agenda for the occasion.

Tip 1:

Whether you're planning a straight-forward meeting, or a complex event over several sessions or days, it's important to always keep in mind the outcome – and how you are helping the group reach it.

If the event spans multiple sessions and topics, make sure that you are clear about both the desired outcome and process for each one. And make sure that you know how the outcome of each session or topic contributes to the outcome of the event overall.

Tip 2:

If you've been asked to facilitate an event by someone else, make sure that you consult him or her carefully as to the final "shape" of the event. Even if they haven't been explicit about what they want, they probably have an idea of what they want, and will be unpleasantly surprised if this isn't delivered.

Two key aspects of the design and planning are choosing the right group process, and designing a realistic agenda.

Choose and Design the Group Process

There are as many ways to design a group process as there are events to facilitate: It's quite an art! Group process design is also a huge topic in its own right, and something that professional facilitators learn through experience and training.

Discussion on NSO Challenges

A discussion of challenges currently facing the NSO and possible solutions

Learning Cycle Stage: Not applicable
Type of Session: Core Curriculum
Group Size: Plenary
Training Technique: Lecture/Discussion
Connections: WOSM Strategy: Youth Engagement, Governance, WOSM Mission
 Sessions: Leadership Styles

Duration: 30 minutes
Presenter/Leader/Facilitator   As assigned

Learning Objectives

As a result of this session, participants will be able to
- Be able to guard up of negativity of difficult people
- Be able to maintain self-control
- Be able to think outside the box.
- Identify some behaviors of difficult people

Materials Needed

- Key points of the session presented as PowerPoint slides, overhead projections, or notes on a flip chart.
- Flip chart and markers
- Participant note-taking materials

Presenter Notes:

For this presentation, the objective for the presentation must explain really carefully, do the fact that sometimes participants will only complain about what the NSO lacks or not posses which makes difficult to achieve the objectives that is to give solutions.

Sessions Leader's Introduction:

We know that are our NSO is not perfect, it has many flaws and problems even so as future leaders we must this problems and flaws with a different vision we must see them like challenges that our NSO has to overcome to become a great NSO.So Join me to identify what are challenges that we currently have and how to overcome them.

Presentation Procedure:

After introducing yourself, do a brainstorm game, you can create teams 2 or 3 maximum, give them 2 minutes and tell them to write as many challenges a possible in that time.

Afterwards have the participants to speak to the whole sessions how many challenges they find out, ask them which one they think is biggest challenge and why(you will notice that they will find and identify them really easy).Now go back to the brainstorm game and ask them to find as many solutions as possible in the same amount time.They will have problems finding solutions, and it will more obvious when you ask them to talk to the whole group.

As soon as they finish as they finish, ask them why easier to identify the challenge that finding a solution for this.After different type answers you should be guiding the whole group,that finding solutions takes a more difficult process, so you explain the problem solving process that is:
  1) Identify the problems and classify from more complicated to easiest.
  2) Explore more about the problems so you can think ideas to solve the problem.
  3) Turn your ideas to actual solutions, doing a little bit of testing will help create it.
  4) Implement the solution.
  5) Evaluate if the solution had the impact wanted.

Do not explain the process only by talking, make everybody participate use the flipchart to write down as you do the whole process step by step.

When you finish the presentation, have some feedback from the problem, recapitulate the process and then close by saying ¨ that we can overcome any challenge yet some problems take more time than others¨.

Dealing with Difficult People

Tips on how to draw the best out of people that can be a challenge to have in the group.

Learning Cycle Stage: Not applicable
Type of Session: Core Curriculum
Group Size: Plenary
Training Technique: Lecture/Discussion
Connections: WOSM Strategy: Youth Engagement, Governance, WOSM Mission

Sessions: Leadership Styles

Duration: 30 minutes
Presenter/Leader/Facilitator As assigned

Learning Objectives

As a result of this session, participants will be able to
- Be able to guard up of negativity of difficult people
- Be able to maintain self-control
- Be able to think outside the box.
- Identify some behaviors of difficult people

Materials Needed

- Key points of the session presented as PowerPoint slides, overhead projections, or notes on a flip chart.
- Flip chart and markers
- Participant note-taking materials

Presenter Notes:

Care should be given to acknowledge group responses, but time constraints require brevity in order to cover this content. Be careful to keep this presentation at a basic level so all can begin to understand and practice how to treat difficult people in a polity way.

Session Leader's Introduction

You must think strategically if you want to get ahead and make the best out of your particular situation. A big part of that process is to stop, think and do the unexpected.Here to discuss the concept of Dealing with Difficult People (presenter's name).

Presentation Procedure

Ask participants: to describe a situation where they have to deal with someone that is difficult to treat, describe the experience.
Answers might include some of the following.
- Discussing
- Enforce my point of view

- Aggressively
- Crying
- Ignoring the difficult person

Help participants understand that there are ways to treat difficult people in which they will not be hurt and the other person will be kept distance. They can use the eleven tips to approach a difficult person

Approaching a Difficult Person

1. Choose your battles wisely: Decide when it is worth your efforts to discuss the problem. Not every fight needs to be fought.
2. Pause for a moment: Take a deep breath before responding to collect your thoughts and calm your emotions. If your conflict is happening via email or texting, try to avoid sending digital text messages when upset. Take a bit of time to let your stress level decrease. Then you will be able to approach the person more reasonably.
3. State your needs clearly with assertive communication: Don't give the person the opportunity to manipulate you or twist your words.
4. Continue been polite:No matter the response of the other person, keep your cool. Take breaths before your responses. The key is not to let you sink to the other person's level. Also, the calmer you remain, the more likely the other person will notice and reflect on his or her behavior.
5. Stick to the facts: Keep a short clear narrative that is not bogged down with too much detail or emotion. State what happened and don't feel you need to explain yourself.Avoid trigger topics andavoid being defensive, with difficult people, it is best to bypass these kinds of arguments. Do not waste your time trying to prove that you are right.
6. Minimize your interaction: Limit your time with difficult people. If you must interact, try to keep things short by excusing yourself from the conversation or bringing a third party into the conversation. Stay as positive as possible and make sure to calm down afterwards.
7. Talk to allies: Speak with a potential mediator.
8. Realize there will always be difficult people:Learn how to deal with these sorts of people. identify some of the different types of difficult people so you can decide the best way to interact with them:

a. "Hostile" people tend to react violently. They can be cynical, argumentative, and have trouble being in the wrong.
b. "Rejection-Sensitive" folk look for insults. It's very easy to offend them.
c. "Neurotic" They might be anxious or pessimistic and often are very critical of others.
d. "Egoists" prize their own interests first. They loathe compromise and also are hyper-sensitive to personal affronts.

9. Increase your frustration tolerance:The other person's behavior is beyond your control, but you get to decide how you will react and whether or not to engage them.
10. Examine your own behavior:If people continually attack you, it could be that you are attracting the wrong types of people.

11. Be aware of your perceptions of others:Instead of judging others' behaviors immediately, practice empathy by stepping back and reflecting on how you would feel in his or her place.

Team Discussion and Presentation

Ask each team discuss how they can solve a rough situation with a difficult person that is part of the group,and then answer the following question: What would you do? Give them four minutes to discuss and record their answers, then one minute for one team member to report to the team

Individual Service Project Planning

A workshop for individuals to plan a service project to complete after the course under the guidance of staff.

Make a career of humanity and you will make a greater person of yourself, a greater nation of your country, and a finer world to live in." – Dr. Martin Luther King, Jr

A successful community service project is the result of clear objectives, thoughtful planning and coordination, savvy use of resources, and follow-through.

Five Steps to Community Service

Step 1: Pick a project by determining needs.
Brainstorm as a Group. Discuss prominent issues that need attention in your neighborhood and brainstorm ways to address the problems. Prioritize your ideas and select the best one. Think about what you would like to learn from the project.

Select from the News. Select stories that have emotional effects on your group. Discuss them together to select your project.

Conduct a Survey. Survey members of the community to find out about their greatest concerns. Do a project about which the community residents feel strongly. Perhaps community members will be inspired to help with your project!

Step 2: Plan your project and get some publicity.
Good planning is crucial to any community service project. It's what determines your project's success. While developing your plan, consider your ultimate goals, who will be helped by your service and if the project is needed. Use the information gathered, to plan the tasks, responsibilities, due dates and other "nuts and bolts" types of components in a community-based service learning project.

In addition to good planning, it's important for you to inform the public of your planned community service learning project. Public awareness can contribute a great deal to your project's success. You can help generate publicity by sending well-written news releases to local radio stations and newspapers. Well-written news releases are concise, but still include "the 5 Ws and an H": who, what, when, where, why and how. Make sure your news release includes a short explanation of your project and basic contact information for someone who can answer questions about it.

Step 3: Do the service.
This is the exciting part of the project because you get to put your plan into action. Remember this is a team effort. Everyone in the group should know his or her responsibilities. Do your best and have fun!

Step 4: Reflect.
As a result of your project, many of your club members should experience and learn new things. This process is known as reflection. Take time out at the conclusion of your project for discussion. Encourage members to bring up both positives and negatives. Be sure to have someone taking notes. These tips will be helpful next time!

There are many ways for club members to engage in the reflection process, including participating in group discussion, writing in journals and creating web pages. Think of ideas for building this in before, during and at the end of the project. Reflection can be broken down more specifically to include:

·   Sharing: Discussing what happened. Sharing what actually happened during the event with positive interaction and learning from group members.

·   Processing: Thinking about and sharing what was learned and what was important, including what problems or issues occurred, similar experiences of the group members and how they felt about the experience.

·   Generalizing: Doing more indepth reflection and having the group members think and talk about what life skills they learned during the experience.

·   Applying: Applying what was learned to other experiences. Young people think about how they can use the life skills and knowledge they have learned in other situations in their lives with their peers, their families and in their community. For example, in most group service projects, young people learn to work as team members. This life skill can be used in the classroom or on a job.

Step 5 – Celebrate.
Take time to celebrate the completed service project. Be sure to find a way to let club members, key volunteers and funders who made the program successful feel appreciated.

Important questions and things to keep in mind

· What's your issue? Defining your community needs

· What can you use? Identifying our resources, skills, and assets

· What do you want to achieve? Defining your mission, vision, and goals

· What do you need? Creating your Budget

· Who will support you? Developing your fundraising campaign

· Roles and responsibilities

· Generating publicity and buzz

· Are you making a difference? Evaluating your Impact

Bibliography
http://scoutsducanada.ca/wp-content/uploads/2015/03/PlanYourCommServProj-1.pdf
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Assessment

The importance of assessment and its relationship to the success of the next event or project.

Learning Cycle Stage: Not applicable

Category: Conference

Delivery Method: Lecture/Discussion
        Group Size: Sub-Plenary
         Training Technique: Participative

Connections:
        WOSM Strategy: Youth Engagement and Governance
        Session: Planning, Problem Solving/Decision Making

Responsible: As assigned

Duration: 30 minutes

Learning Objectives
        After this session, participants will be able to:
        Learn several different ways to assess our progress

Materials
- A cookie, etc. for each participant
- Assessment Handout (see Appendix (5.1)).
- You may also want a large poster with the steps to follow for developing a 360-degree assessment as a visual aid.

Session Leader's Introduction: (by ASTL-Instruction)
Without goals we don't know where we are going. Without assessment we don't know if we are on the right track to reach our goal. Today is going to help us find our place on the map

Presenter Notes
This is meant to be a discussion back and forth between the presenter and the group.

Presentation Procedure
Each of you has a cookie — take a bite and tell me what you think. Entertain answers. You'll likely just get "it's good"

So tell me why it is good

Entertain answers—look for things like "sweet"; crunchy or chewy; etc.

How could it be better?

Entertain answers.

You just made an assessment. Each of us makes thousands of assessments everyday. Name some assessments you make on a daily basis.

Entertain answers. Be sure to get something like when cooking or putting together an outfit to wear or other daily activity where one is likely to stop in the middle of the process and decide to move forward or make a change in direction.

So if you're cooking, when do you make this assessment?

Entertain answers. You want to get: "at the halfway point or other time when there is still time to make adjustments in order to meet the deadline".

Assessing Progress

And if you don't assess the progress in a timely manner, you don't have time to readjust and still make the deadline. Assessing periodically will be critical in the success of your Messenger of Peace project success.

You learned about the process of identifying and solving problems in that session.

But during a project isn't the only time you do an assessment. When else do you do an assessment? You want to get "assessing the team each day using Start, Stop, Continue"

Why have we encouraged you to do that? Entertain answers and bring them to "it is a process that will make our team stronger—bring us to the high performing stage"

Remember when we talked about Leadership Styles? What role does assessment play there?

Take answers: you want to get "by assessing the skill and enthusiasm levels of the team, the leader chooses an appropriate leadership style to help the team move closer to the highperformance stage"

Our emphasis on assessment during this course has for the most part focused on measuring the progress of teams—how well groups of people have worked on projects, interacted during meetings, and progressed through various stages of development.

For a few minutes now, let's consider the importance of self-assessment.

In many ways, we are monitoring our own progress all of the time. We measure ourselves against others and against all sorts of standards. When we set goals for ourselves, we have a pretty good sense of where we are in fulfilling our objectives to reach those goals.

A much more complete picture of our progress comes through receiving feedback from others. We had a session on Feedback where we focused on giving feedback.

Feedback Is A Gift
Receiving feedback is important in your development as a leader. It can make all the difference. Knowing how to receive that feedback can be helpful.

- Seek out feedback. It will nearly always provide you with information that will in some way help you improve your performance.
- Listen carefully. Receiving feedback requires a heightened awareness of yourself and of the person offering the feedback.
- Listen actively. Restate the feedback in your own words so that the speaker knows that the message you are receiving is the same as the one the speaker intended to send.
- Listen empathetically. Put feedback in its proper context by observing the speaker's body language, tone of voice, and emotions. Consider the speaker's reasons for offering feedback.

Notice how you feel when someone offers you feedback. Becoming angry or defensive can cloud your ability to listen effectively. Consider feedback to be a gift. It truly is.

360-Degree Assessment

Good leaders constantly seek feedback. They always want to learn more about where they are and how they can more effectively move forward. One of the best ways for us as leaders to encourage effective feedback is by developing and using a 360-degree assessment.

In a 360-degree assessment, the individual seeking feedback asks for it from all the stakeholders in his/her performance. That means you want feedback from those you work with, those you work for and those who work under your leadership. Based on information gathered from the assessment, you can develop a course of action that will more effectively move you toward your goals

Steps to follow for developing a 360-degree assessment tool:

1. Determine the goals for which you wish to be assessed. The goals you are writing for your Messenger of Peace project are a good example. Ideally, the goals need to be SMART—specific, measurable, attainable, relevant, and time-based.
2. Ask someone you trust to be the facilitator for your 360-degree assessment. They should be knowledgeable about the process
3. Develop a survey (list of questions) that will provide the kind of feedback that will help you more effectively move toward your goals.
4. Identify 5-10 of your stakeholders who can offer a wide range of perceptions about your progress. Provide each with a copy of the survey and a stamped envelope addressed to your facilitator. Assure each person you ask to participate understands that only your facilitator will see the completed surveys.
5. Upon receiving the completed surveys, your facilitator will compile the results, then meet with you to discuss the assessment and to talk about ways that you can use the results to more effectively progress toward your goals.
6. Finally make assessment an ongoing part of your Scouting responsibilities and, where appropriate, in other areas of your life. Self=assessment should not be a one-time event, but rather a constant tool for gaining a clearer perception of your strengths and the areas where you can improve.

Closing
Good 360-degree assessments help people discover differences between how they perceive themselves and how others perceive them. They can help you become the leader you were intended to be.

Ethical Dilemmas

Small group discussions of real time ethical situations requiring a difficult decision.

Learning Cycle Stage: Not applicable
Type of Session: Conference
Group Size: Sub-Plenary
Training Technique: Lecture/Discussion
Connections: WOSM Strategy: Youth Engagement, Social Impact, Educational Methods
                                         Sessions: Values of Scouting, Effective Team Leadership
Duration: 30 minutes see below for Time Allocation
Presenter/Leader/Facilitator: As assigned

Learning Objectives
- • As a result of this session, participants will be able toDefine "ethics" and discuss the importance of ethical decision making
- • Describe the three kinds of decisions
- • Trivial
- • Right vs. Wrong
- • Right vs. Right
- • Explain and understand the necessary approach to make an ethical decision

Materials Needed
- • Flip chart and markers
- • Scenario note cards for presenter
- • Participant note-taking materials
- • Laminated copy of WOSM's Scout Oath/Promise
- • Laminated copy of WOSM's Scout Law
- • Decision cards (see appendix (5.2), one card per participant)

Time Allocation:
Introduction 4 minutes
Ethics Scenario 6 minutes
ILT Mission Statement 3 minutes
Origin of Ethics 5 minutes
How to Make Ethical Decisions 7 minutes
Dealing with Peer Pressure 2 minutes
Closing, Q&A 3 minutes

Presenter Notes
Ethical decisions can be a very difficult concept to teach. Be clear in your explanations and be sure to use plenty of examples of decisions that you have made in your life. Lastly, have fun with this presentation! It will only be a difficult presentation to give if you, the presenter, have a hard time understanding the concepts.

Presentation Procedure
Introduction
Discuss with the group what an Ethical Dilemma is, give them 5 minutes to have a conclusion and present to the team.
There are three conditions that must be present for a situation to be considered an ethical dilemma.
- · First condition occurs in situations when an individual, called the "agent," must make a decision about which course of action is best. Situations that are uncomfortable but that don't require a choice are not ethical dilemmas.
- · Second condition for ethical dilemma is that there must be different courses of action to choose from.

·   Third, in an ethical dilemma, no matter what course of action is taken, some ethical principle is compromised. In other words, there is no perfect solution.

Societal Dilemmas
Read these cases and discuss in the group to consider what they would do in those situations:

A pregnant woman leading a group of people out of a cave on a coast is stuck in the mouth of that cave. In a short time high tide will be upon them, and unless she is unstuck, they will all be drowned except the woman, whose head is out of the cave. Fortunately, (or unfortunately,) someone has with him a stick of dynamite. There seems no way to get the pregnant woman loose without using the dynamite which will inevitably kill her; but if they do not use it everyone will drown. What should they do?

The Institute for Global Ethics also proposed the following ethical dilemma to promote a global understanding of ethics and to promote ethical decision making:

The mood at Baileyville High School is tense with anticipation. For the first time in many, many years, the varsity basketball team has made it to the state semifinals. The community is excited too, and everyone is making plans to attend the big event next Saturday night. Jeff, the varsity coach, has been waiting for years to field such a team. Speed, teamwork, balance: they've got it all. Only one more week to practice, he tells his team, and not a rule can be broken. Everyone must be at practice each night at the regularly scheduled time: No Exceptions. Brad and Mike are two of the team's starters. From their perspective, they're indispensable to the team, the guys who will bring victory to Baileyville. They decide—why, no one will ever know—to show up an hour late to the next day's practice.

Jeff is furious. They have deliberately disobeyed his orders. The rule says they should be suspended for one full week. If he follows the rule, Brad and Mike will not play in the semifinals. But the whole team is depending on them. What should he do?

Harverford.edu also presents a series of dilemma called Kohlberg dilemmas as part of one of their psychology classes. These are named after Lawrence Kohlberg, who studied moral development and who proposed a theory that moral thinking goes in stages.

Joe is a fourteen-year-old boy who wanted to go to camp very much. His father promised him he could go if he saved up the money for it himself. So Joe worked hard at his paper route and saved up the forty dollars it cost to go to camp, and a little more besides. But just before camp was going to start, his father changed his mind. Some of his friends decided to go on a special fishing trip, and Joe's father was short of the money it would cost. So he told Joe to give him the money he had saved from the paper route. Joe didn't want to give up going to camp, so he thinks of refusing to give his father the money.

In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town

had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid $400 for the radium and charged $4,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money and tried every legal means, but he could only get together about $2,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from if." So, having tried every legal means, Heinz gets desperate and considers breaking into the man's store to steal the drug for his wife.

Judy was a twelve-year-old girl. Her mother promised her that she could go to a special rock concert coming to their town if she saved up from baby-sitting and lunch money to buy a ticket to the concert. She managed to save up the fifteen dollars the ticket cost plus another five dollars. But then her mother changed her mind and told Judy that she had to spend the money on new clothes for school. Judy was disappointed and decided to go to the concert anyway. She bought a ticket and told her mother that she had only been able to save five dollars. That Saturday she went to the performance and told her mother that she was spending the day with a friend. A week passed without her mother finding out. Judy then told her older sister, Louise, that she had gone to the performance and had lied to her mother about it. Louise wonders whether to tell their mother what Judy did.

Information Access

The advent of email in the business world surely has created new ground for moral dilemmas involving information access and privacy.

Tony, a data analyst for a major casino, is working after normal business hours to finish an important project. He realizes that he is missing data that had been sent to his coworker Robert.Tony had inadvertently observed Robert typing his password several days ago and decides to log into Robert's computer and resend the data to himself. Upon doing so, Tony sees an open email regarding gambling bets Robert placed over the last several days with a local sports book. All employees of the casino are forbidden to engage in gambling activities to avoid any hint of conflict of interest.
Tony knows he should report this but would have to admit to violating the company's information technology regulations by logging into Robert's computer. If he warns Robert to stop his betting, he would also have to reveal the source of his information. What does Tony do in this situation?

Professional Life versus Family Life

Another example of an ethical dilemma involves professional ethics versus the best care of your child:

Alan works in the claims department of a major hospital. Paperwork on a recent admission shows that a traumatic mugging caused the patient to require an adjustment in the medication

she is prescribed to control anxiety and mood swings. Alan is struck by the patient's unusual last name and upon checking her employment information realizes she is one of his daughter's grade school teachers.

Alan's daughter seems very happy in her school and he cannot violate patient confidentiality by informing the school of a teacher's mental illness but he is not comfortable with a potentially unstable person in a position of influence and supervision over his eight year old daughter. Can Alan reconcile these issues in an ethical manner?

Making Ethical Decisions

A discussion of the role ethics play in our decisions and the types of situations that present themselves.

Learning Cycle Stage: Not applicable

Category: Conference

Delivery Method: Lecture/Discussion
Group Size: Sub-Plenary
Training Technique: Participative

Connections:
WOSM Strategy: Youth Engagement, Social Impact, Educational Methods
 Session: Values of Scouting, Effective Team Leadership

Responsible: As assigned

Duration: 30 minutes
As a result of this session, participants will be able to
  ● Define "ethics" and discuss the importance of ethical decision making
  ● Describe the three kinds of decisions
      ○ Trivial
      ○ Right vs. Wrong
      ○ Right vs. Right
Explain and understand the necessary approach to make an ethical decision

Materials Needed
  ● Flip chart and markers
  ● Scenario note cards for presenter
  ● Participant note-taking materials
  ● Laminated copy of WOSM's Scout Oath/Promise

Time Allocation:
  ● Introduction 4 minutes
  ● Ethics Scenario 6 minutes
  ● Origin of Ethics 5 minutes

- How to Make Ethical Decisions 7 minutes
- Dealing with Peer Pressure 2 minutes
- Closing, Q&A 3 minutes

Presenter Notes
Ethical decisions can be a very difficult concept to teach. Be clear in your explanations and be sure to use plenty of examples of decisions that you have made in your life. Lastly, have fun with this presentation! It will only be a difficult presentation to give if you, the presenter, have a hard time understanding the concepts.

Session Leader's Introduction: (by ASTL-Team Advisers or as assigned) Doing the right thing isn't hard. What's hard is knowing what the right thing is. Today will help us learn how to be able to make that decision.

Presentation Procedure
Introduction
Ask the group, "What does the word 'ethics' mean to you?" Entertain answers, directing the group to "the moral principles that govern a person's or group's behavior."

Ask the group, "What are ethical decisions?" Guide the conversation for 1-2 minutes

Ethics Scenario
Present the first scenario (found below). Once everyone has moved to their area, ask one or two members of that group why they chose that decision.

> Your team has gotten permission to build a hiking trail on private property. As you are digging into the soil, you uncover a beautiful piece of Indian pottery that looks very old. You are the only person who sees it.
>
> You know from your work with archaeology that it might be a good idea to leave the piece where it is and report your find when you get home to archaeologists at a nearby college
>
> You know that the owner of the private property collects Indian artifacts and would be delighted to put the piece in his pottery collection.
>
> You know you would like to keep the pottery yourself and start a collection of your own.

Give participants these choices:

1. "If you would leave the piece where it is and report it to archaeologists, please step over to the right side of the meeting area."
2. "If you would give the piece to the owner of the property, please step over to the left side of the meeting area."
3. "If you would keep the pottery yourself, please step to the center of the meeting area."

Everyone returns to their seats. Then, lead the group in a discussion using the following questions. Be sure to support all answers. Allow disagreements to arise, but prevent major arguments.

- Why did you choose the option that you did?
- Were you influenced by other's decisions?
- Did you follow the group?
- Did ethics play into your decision?
- What makes the other decisions wrong?

Origin of Ethics

Ask the question, "where do ethics come from?" Entertain answers. Record the answers on the flip chart.

Say, "ethics come from what an individual or group (depending on the situation) see as right and wrong.

Say, "Scouting around the world is guided by two principles: The Scout Promise and Law." Show the laminated Scout Promise and Scout Law. "As a Scout, you have these tools to use when you are faced with a decision to make."

How to Make Ethical Decisions

There are two mains steps in making an ethical decision.
Step 1: Get the facts straight.

Make sure that all of your information is accurate and reliable. Don't base your decision off a "knee-jerk" reaction. Have a calm attitude before you proceed.

Remove yourself emotionally from the situation. Act as an unbiased third-party.

Step 2: Figure out what kind of a decision faced with.

There are three types of decision:

- Those that are Trivial. They don't matter in the long-term; either choice will typically end with the same result.
- Those that are Right vs. Wrong. The right choice is obvious, but not always the easiest. Go with your gut feeling of what feels right.
- Those that are Right vs. Right. Both decisions are good, but which one to choose? (More on this in a moment).

Examples of each…

- Trivial – what to eat for breakfast
- Right vs. Wrong – stealing candy from a store
- Right vs. Right – allowing your friend to cheat off of you on a test

What to do in a Right vs. Right situation?
These are the hardest decisions to make. Both options seem good at the time. The best way to make a decision is to visit your Scout Oath/Promise and Law. Here, we will use WOSM's Scout Oath/Promise and Law.

Ask yourself each point of the Law. Is option A trustworthy? Is it loyal? It is helpful? Then, move on to option B. If you need further help, repeat the Scout Oath/Promise. Do all of the words apply to option A? Option B?

If both option A and B meet each point of the Scout Oath/Promise and Law, then talk to a trusted friend. It is never a bad idea to get the input of others when making a tough decision.

Dealing with Pressure

Ask the question, "what is peer pressure?"
Peer pressure is the most influential thing affecting teenagers and young adults today. You must be careful to only accept positive feedback, and ignore the negative.

Closing, Q&A
Making ethical decisions is critical skill that you must possess as a leader. If you pick thewrong choice, it not only affects you but also the group you are leading.

Hand out a Decision Card to each participant. Each card has a Right vs. Right decision on it, and it is up to each participant to make the choice what to do. Have the participants use the steps taught today to choose the best option to them. Once they decide on what is best, have them speak to you about it. Encourage the participants to think about the decision for a while before consulting you. The point of this exercise is to allow them to think independently about the things that they have learned, and then apply it to something relatable.

Remember the three types of choices…

- Trivial – doesn't matter in the long run.
- Right vs. Wrong – the right choice is obvious, but not the easiest to choose
- Right vs. Right – both options are good, but the best option is not always clear

Provide an opportunity for participants to ask any questions that they have. Continue to reinforce the types of decisions they can make, and what to do in each situation.

EXAMPLE

8:00 - 8:30	Group Time	
9:30	CULTURAL NIGHT	Name

Box 3 = Day 3		
HOUR	ACTIVITY	Presenter/Leader/Facilitator
7:30 - 8:00	BREAKFAST	
8:30 - 9:00	Taking a Place at the Leader's Table	Name
8:00 - 8:30	Making a Presentation	Name
8:30 - 9:00	Promoting a Project	Name
9:00 - 9:15	COFFEE BREAK	
9:15 - 9:45	Servant Leadership	Name
9:45 - 10:15	Discussion on NSO Challenges	Name
10:15 - 10:45	Proyect Presentations	Name
10:45 - 11:15		
11:15 - 11:30	BREAK	
11:30 - 12:00	CLOSING CEREMONI	
12:00 - 1:00	LUNCH	
12:15 - 1:00	PARTICIPANTS DEPARTING	

Example Two-Day Course Schedule

Course Justification
Our course is a citizenship conference with several pillars. One of those pillars is to develop cognitive skills that provide the youth participants with the ability to succeed as adults in any path their life might take.

Participant Description
Youth aged between 16-26
Should have a positive attitude to new challenges
Should desire to take advantage of an opportunity to advance their Scouting career
Should have the availability and desire to work with younger youth
Should have a desire to become a better leader of youth

Objectives
1. To inspire and enable young people to positively accept new challenges
2. To increase the participant's knowledge and use of leadership skills, enabling them to be better leaders in their groups
3. Create in the participants a positive attitude and desire to do better things every day.
4. Using coaching and mentoring, Instructors seek to develop new abilities in the participants.

Method
To increase the retention of the material presented, a mixture of presentation styles (lecture, talk, discussion) in both large and small groups is combined with games and opportunities for the participant to practice the skills he/she is learning about.

General Information
Duration: 2 days, one weekend.
                 Saturday from 8:30 to 23:00
                 Sunday from 6:30 to 19:00

Program
8:30 – 8:45 Opening Ceremony
8:45 – 9:00 Icebreaker Activity
9:00 – 9:30 Course Overview
9:30 - 10:30 WOSM, IAR and My NSO
10:30 - 10:45 break
10:45 – 12:00 Communication
12:00 – 13:00 What is a Leader?
13:00 - 14:00 Lunch
14:00 - 15:30 Conferences – Conferences – choose 3-4 sessions from Middle List; offer them
      twice (14:00 -14:45, again 14:45 – 15:30); participant chooses 2 (30 minute) sessions
      (Suggested topics: Leaders have Vision and Mission, Collaborative Leadership,
      Team vs Individual Decisions) participants choose 2 (30 minutes sessions)
15:30 - 15:45 Break
15:45 - 17:15 Team Development
17:15 - 17:30 Break
17:30 - 18:30 Project Planning

18:30 - 19:00 Meetings (Individuals work on personal project planning, Team Leader Meeting)
19:00 - 20:00 Dinner
20:00 - 21:00 Stages of Team Development
21:00 - 22:00 Effective Team Leadership
22:00 - 23:00 - Campfire
23:00 - End of Activity

SUNDAY
6:30 - 7:00 Wake Up
7:00 - 8:00 Breakfast
8:00 - 8:30 Worship
8:30 - 10:00 Conferences –(Communication in a Digital Era, Choosing a Team, Planning an Individual Service Project) participants choose 2 (30 minutes)
10:00 - 11:00 Coaching and Mentoring
11:00 - 11:15 Break
11:15 - 12:30 Evaluation
12:30 - 13:00 Meetings (Individuals work on personal project planning, Team Leader Meeting)
13:00 - 14:00 Lunch
14:00 - 15:30 Making Ethical Decisions
15:30 - 15:45 Break
15:45 - 16:45 Values of Scouting
16:45 - 17:45 Servant Leadership
17:45 - 18:00 Break
18:00 - 18:30 Meetings (Evaluate conference, Turn in post-course service commitment)
18:30 - 19:00 Closing Ceremony

Schedule Template for Three-Day Course

Course Justification
Our course is a citizenship conference with several pillars. One of those pillars is to develop cognitive skills that provide the youth participants with the ability to succeed as adults in any path their life might take.

Participant Description
Youth aged between 16-26
Should have a positive attitude to new challenges
Should desire to take advantage of an opportunity to advance their Scouting career
Should have the availability and desire to work with younger youth
Should have a desire to become a better leader of youth

Objectives
1. To inspire and enable young people to positively accept new challenges
2. To increase the participant's knowledge and use of leadership skills, enabling them to be better leaders in their groups
3. Create in the participants a positive attitude and desire to do better things every day.
4. Using coaching and mentoring, Instructors seek to develop new abilities in the participants.

Method
To increase the retention of the material presented, a mixture of presentation styles (lecture, talk, discussion) in both large and small groups is combined with games and opportunities for the participant to practice the skills he/she is learning about.

General Information
Duration: 3 days, one weekend.
            Saturday from 8:00 to 23:00
            Sunday from 6:30 to 23:00 and
            Monday from 8:00 to 13:00

Program:
Saturday
8:00 – 8:30 Registration
8:30 – 8:45 Opening Ceremony
8:45 – 9:15 Fleur de Lis knot Activity
9:15 – 9:30 Break
9:30 – 10:30 Course Overview
10:30 – 11:30 WOSM, IAR, and My NSO
11:30 – 11:45 Break
11:45 – 13:00 Communication
13:00 – 14:00 Lunch
14:00 – 15:30 Conferences – choose 3-4 sessions from Middle List (Leaders have Vision and Mission, Collaborative Leadership, Team vs Individual Decisions); offer them twice (14:00 -14:45 and again 14:45 – 15:30); participant chooses 2 (30 minute) sessions to attend
15:30 – 17:00 What is a Leader?
17:00 – 17:15 Break

17:15 – 18:15 Hot Topic Discussion (How Do We Increase Membership in Scouting?)
18:15 - 19:00 Meetings (Team Leader Meeting, campfire planning, others work on individual project planning)
19:00 – 20:00 Dinner
20:00 – 21:00 Campfire
21:30 – 23:00 End of Activity

Sunday
6:30 – 7:00 Wake up time
7:00 – 8:00 Breakfast
8:00 – 8:30 Worship
8:30 – 8:45 Daily Ceremony
8:45 – 10:00 Project Planning
10:00 – 10:15 Break
10:15 – 11:00 Emotional Intelligence
11:00 – 12:15 Stages of Team Development
12:15 – 13:00 Meetings (Team Leader Meeting, others work on individual project planning)
13:00 – 14:00 Lunch
14:00 – 15:30 Conferences – choose 3-4 sessions from Middle List (Communication in a Digital Era, Planning Individual Service Projects, Choosing a Team); offer them twice (14:00 -14:45 and again 14:45 – 15:30); participant chooses 2 (30 minute) sessions to attend
15:30 – 17:00 Effective Team Leadership
17:00 – 17:15 Break
17:15 – 18:15 Hot Topic Discussion (How Do We Gain a Place at the Leader's Table?)
18:15 – 19:00 Meetings (Team Meetings, Individual course evaluations, individual project planning
19:00 – 20:00 Dinner
20:00 – 21:30 Evaluations
21:30 – 23:00 Party / Culture Night
Monday
6:30 – 7:00 Wake up time
7:00 – 8:00 Breakfast
8:00 – 8:15 Daily Ceremony
8:15 – 9:45 Values of Scouting
9:45 – 10:00 Break
10:00 – 11:30 Servant Leadership
11:30 – 12:00 Meetings
12:00 – 12:45 Closing Luncheon
12:45 – 13:00 Closing Ceremony

Schedule Template Four-Day Course

Course Justification
Our course is a citizenship conference with several pillars. One of those pillars is to develop cognitive skills that provide the youth participants with the ability to succeed as adults in any path their life might take.

Participant Description
Youth aged between 16-21
Should have a positive attitude to new challenges
Should desire to take advantage of an opportunity to advance their Scouting career
Should have the availability and desire to work with younger youth
Should have a desire to become a better leader of youth

Objectives
1. To inspire and enable young people to positively accept new challenges
2. To increase the participant's knowledge and use of leadership skills, enabling them to be better leaders in their groups
3. Create in the participants a positive attitude and desire to do better things every day.
4. Using coaching and mentoring, Instructors seek to develop new abilities in the participants.

Method
To increase the retention of the material presented, a mixture of presentation styles (lecture, talk, discussion) in both large and small groups is combined with games and opportunities for the participant to practice the skills he/she is learning about.

General Information
Duration: 4 days, Friday through Monday.
           Friday from 14:00 to 22:00
           Saturday from 6:30 to 22:00,
           Sunday from 6:30 to 22:00 and
           Monday from 6:30 to 14:00

Program:
    Friday
- 14:00 to 14:30 – Registration
- 14:30 to 15:00 – Opening Ceremony
- 15:00 to 16:00 – Icebreaker Activity
- 16:00 to 16:15 – Break
- 16:15 to 17:45 – Instruction from Beginning Column
- 17:45 to 18:45 –Instruction from Beginning Column
- 18:45 to 19:00 – Break
- 19:00 to 20:00 -- Dinner
- 20:00 to 21:30 – Instruction from Beginning Column
- 21:30 to 23:00 – Instruction from Beginning Column
- 23:00 – End of activity

    Saturday
- 6:30 – Wake up
- 7:00 to 8:00 – Breakfast
- 8:00 to 9:30 – Instruction from Beginning Column

- 9:30 to 9:45 – Break
- 9:45 to 11:15 – Instruction from Beginning Column
- 11:15 to 11:30 –Instruction from Middle Column
- 11:30 to 13:00 – Instruction from Middle Column
- 13:00 to 14:00 – Lunch
- 14:00 to 15:30 – Conferences: Choose 3-4 sessions from the Middle Column; participants choose two (30 minute) sessions
- 15:30 to 17:00 – Instruction from Middle Column
- 17:00 to 17:15 –Break
- 17:15 to 18:15 – Hot Topic Discussion
- 18:15 to 19:00 – Meetings (Team Leader Meeting, campfire planning, others work on individual project planning)
- 19:00 to 20:00 – Dinner
- 20:00 to 21:30 – Instruction from Middle Column
- 21:30 to 22:00 – Campfire preparation
- 22:00 to 23:00 Campfire
- 23:00 – End of activity

Sunday
- 6:30 – Wake up time
- 7:00 to 8:00 – Breakfast
- 8:00 to 8:30 – Worship
- 8:30 to 8:45 – Daily Ceremony
- 8:45 to 10:00 – Instruction from Middle Column
- 10:00 to 10:15 – Break
- 10:15 to 11:00 – Instruction from End Column
- 11:00 to 12:15 – Instruction from End Column
- 12:15 to 13:00 – Meetings (Team Leader Meeting, others work on individual project planning)
- 13:00 to 14:00 – Lunch
  14:00 to 15:30 – Conferences -- choose 3-4 sessions from Middle List; offer them twice (14:00 -14:45 and again 14:45 – 15:30); participant chooses 2 (30 minute) sessions to attend
- 15:30 to 17:00 Instruction from End Column
- 17:00 to 17:15 – Break
- 17:15 to 18:15 – Hot Topic Discussion
- 18:15 to 19:00 -- Meetings
  19:00 to 20:00 – Dinner
- 20:00 to 21:30 – Instruction from End Column
- 21:30 to 23:00 -- Party / Culture night
- 23:00 – End of activity

Monday
- 6:30 – Wake up time
- 7:00 to 8:00 – Breakfast
- 8:00 to 10:00 – Mock Youth Forum
- 10:00 to 10:15 – Break
- 10:15 to 11:15 – Content from End Column
- 11:15 to 12:00 – Meetings
- 12:00 to 12:30 – Lunch
- 12:30 to 13:00 – Closing Ceremony