



# LEADERSHIP SKILLS FOR CREWS



# GATHERING ACTIVITY

What to Wear



# INTRODUCTION

*“Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.”*

—Jack Welch

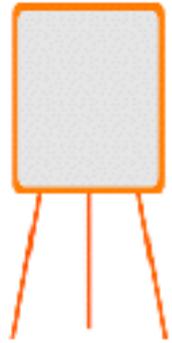
## Learning Objectives

At the end of this session, each participant should be able to:

- Appreciate the importance of developing leadership skills.
- Describe how this course supports the Venturing program.
- Differentiate between leadership skills and leadership attributes.



# GREAT LEADER?



*KNOW ANY/ TEACHER? COACH? FRIEND?*



- Leading Self
- Leading Others
- Leading Crews

**Leadership cannot be taught, only leadership skills can be learned;**

**There are no born leaders.**



# CREATING A VISION

*"Vision is everything for a leader. It is utterly indispensable. Why? Because vision leads the leader. It paints the target. It sparks and fuels the fire within. It is also the fire lighter for others who follow that leader."*

– John C. Maxwell, *The 21 Indispensable Qualities of a Leader*

## Learning Objectives

At the end of this session, each participant should be able to:

- Explain the role vision plays in leadership.
- Identify characteristics of a good vision statement.
- Relate vision and leadership to the Scout Oath and Scout Law.
- Contribute to the creation of a crew vision statement.



# A VISION?



**Coaches are leaders who inspire motivation and commitment by developing and expressing a vision for their team.**



## Vision Statement



# Corporate Vision/Mission Statement Examples

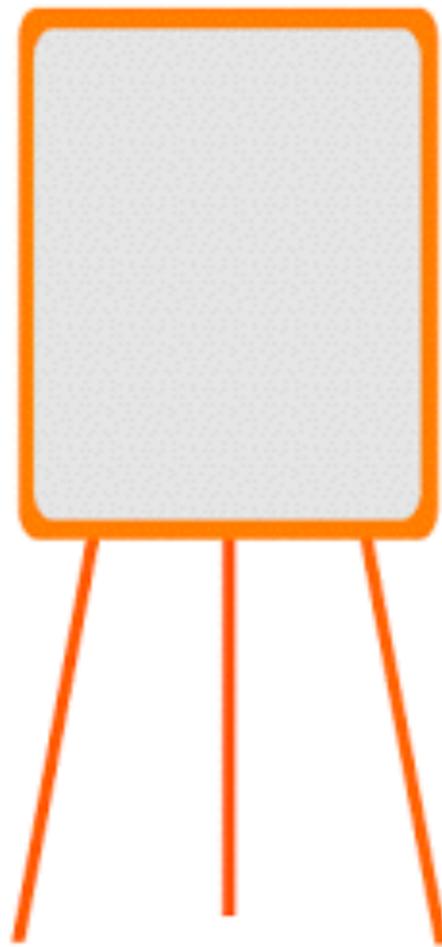
- **Habitat for Humanity:** A world where everyone has a decent place to live.
  - **Special Olympics:** To transform communities by inspiring people throughout the world to open their minds, accept and include people with intellectual disabilities and thereby anyone who is perceived as different.
- **World Wildlife Foundation:** We seek to save a planet, a world of life. Reconciling the needs of human beings and the needs of others that share the Earth.
- **Google:** To organize the world's information and make it universally accessible and useful.
- **Walt Disney Co.:** We create happiness by providing the finest in entertainment for people of all ages, everywhere.
- **Boy Scouts of America:** To prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law.
- **Reebok:** We all have the potential to do great things. ... to help consumers, athletes, artists, partners, and employees fulfill their true potential and reach heights they may have thought unreachable.
- **Hilton Worldwide:** To fill the earth with the light and warmth of hospitality.
- **Ikea:** Affordable solutions for better living.
- **Starbucks:** To inspire and nurture the human spirit—one person, one cup, and one neighborhood at a time.
- **Toys R Us:** To bring joy to the lives of our customers, whether they are kids or kids at heart.



# Finding a Vision

**Dr. Suess—*Oh, the Places You'll Go!***

<https://www.youtube.com/watch?v=wa-0yJXFeKk>



Vision Focuses

Vision Inspires



# BSA Vision

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

## Scout Oath

On my honor I will do my best  
To do my duty to God and my country  
and to obey the Scout Law;  
To help other people at all times;  
To keep myself physically strong,  
mentally awake, and morally straight.

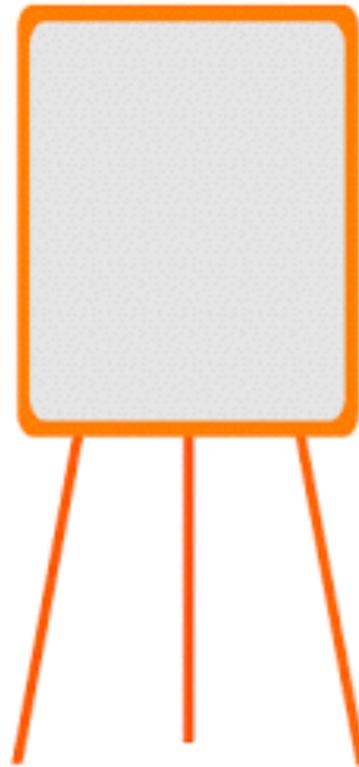
## Scout Law

A Scout is:

Trustworthy	Obedient
Loyal	Cheerful
Helpful	Thrifty
Friendly	Brave
Courteous	Clean
Kind	Reverent



What is your's  
crew vision



## Appendix B

# SAMPLE MISSION STATEMENTS (Creating a Vision)

### **Mission Statement of the Boy Scouts of America**

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

### **Mission Statement of Venturing Crew 312, Irmo, South Carolina**

Venturing Crew 312 is a coed, fun-seeking, outdoor-oriented youth group whose goals include high-adventure activities and helping the community while allowing youth to blossom as leaders.

### **Mission Statement of Venturing Crew 59, West Caldwell, New Jersey**

The mission of Crew 59 is to have fun while challenging ourselves by choice and expanding our comfort zones.

### **Mission Statement of Venturing Crew 88, Aurora, Illinois**

To prepare crew members with life and social skills for independent living by:

1. Contributing to their community through service and civic duty.
2. Learning and practicing life skills needed to function in society.
3. Preparing for post-secondary education and/or employment.
4. Advocating for themselves and their community.

### **Mission Statement of Venturing Crew 130, Calabasas, California**

Fun and adventure with friends

### **Mission Statement of Venturing Crew 561, Pasadena, California**

Our mission is to serve the San Gabriel Valley and surrounding communities in providing live drum and bugling services to anyone or any organization who requests such services.



# GOAL SETTING

*"Setting goals is the first step in turning the invisible into the visible."*

–Tony Robbins, life coach, motivational speaker, author

*"If you don't know where you are going, you'll end up someplace else."*

–Yogi Berra, New York Yankees catcher (1946-1965)

## Learning Objectives

At the end of this session, each participant should be able to:

- Describe the relationship between vision and goal setting.
- Explain the importance of setting goals.
- Write SMART goals.



# Guidelines for Writing Goals

S

M

A

R

T



Specific



Measurable



Attainable



Relevant



Time Based





Pair Share Activity: Practice Goal Writing



Individual Activity



# COMMUNICATION

*"The single biggest problem in communication is the illusion that it has taken place."*

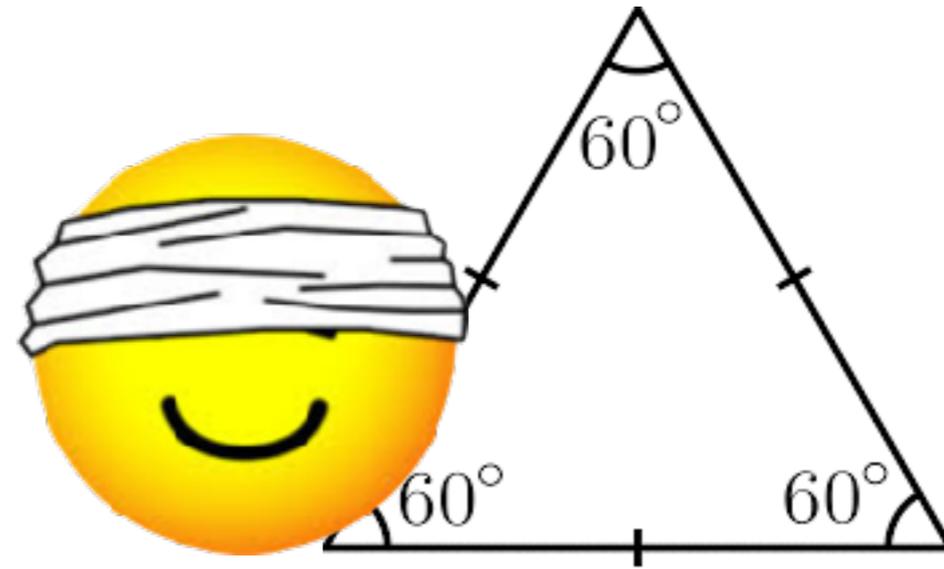
—George Bernard Shaw, playwright

## Learning Objectives

At the end of this session, each participant should be able to:

- Explain the importance of communication in leadership.
- Practice group problem-solving skills.
- Develop a greater appreciation for the importance of nonverbal communication.

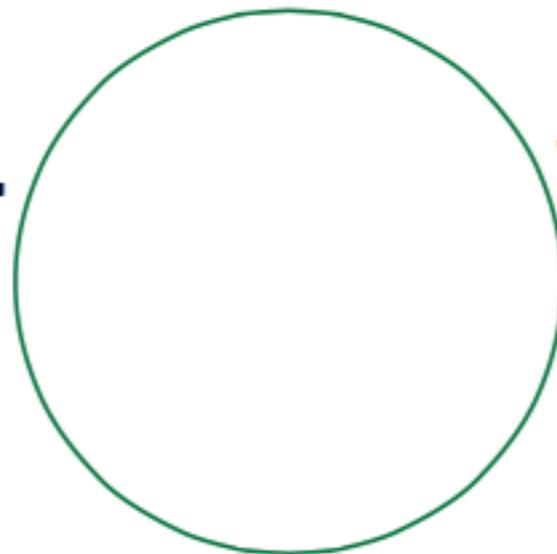




# Types of Communications

**VERBAL**

**VISUAL**



**VOCAL**





- 55 percent of communication is by body language—**VISUAL**.
- 38 percent of communication is by sounds and voice inflection—**VOCAL**.
- 7 percent of communication is by words—**VERBAL**.



# GROUP DECISION MAKING

*“On an important decision one rarely has 100 percent of the information needed for a good decision, no matter how much one spends or how long one waits. And, if one waits too long, one has a different problem and has to start all over. This is a terrible dilemma of the hesitant decision-maker.”*

—Robert K. Greenleaf, *Servant Leadership*

## Learning Objectives

At the end of this session, each participant should be able to:

- Identify the seven steps of effective decision making.
- Explain why effective decision making is essential for leadership.
- Use the decision-making process to make effective decisions.



# Decision-Making Process Steps

1. Identify the problem.
2. Brainstorm solutions.
3. Evaluate the solutions.
4. Make a decision.
5. Make a plan.
6. Implement the plan.
7. Get feedback and be flexible.



Item	Individual Rank	Group Rank	Experts' Recommendation	Individual Difference	Group Difference
A sextant					
A shaving mirror					
Mosquito netting					
A 5-gallon can of water					
A case of army rations					
Maps of the Pacific Ocean					
A floating seat cushion					
A 2-gallon can of oil/gasoline mixture					
A transistor radio					
20 square feet of opaque plastic sheeting					
Shark repellent					
Quart of 150 proof rum					
15 feet of nylon rope					
Two boxes of chocolate bars					
A fishing kit					
<b>Total Differences</b>					

Item	Individual Rank	Group Rank	Experts' Recommendation	Individual Difference	Group Difference
A ball of steel wool					
A small ax					
A loaded .45-caliber pistol					
A can of shortening					
Newspapers (one per person)					
Small lighter (without fluid)					
An extra shirt and pair of pants for each survivor					
A 20-by-20-foot piece of heavy-duty canvas					
A sectional air map made of plastic					
Quart of 100 proof whiskey					
A compass					
Family-size chocolate bars (one per person)					
<b>Total Differences</b>					



**ARE YOU UP FOR  
THE CHALLENGE?**

Effective decision making supports effective planning.



### Effective Decision-Making

Identify the problem

Brainstorm solutions

Evaluate the solutions

Make a decision

Make a plan

Implement the plan

### Effective Planning

Define the specifics of the activity

Define resources

Consider alternatives

Commit the plan to writing

Promote the plan

Implement the plan

Assess the activity



# PLANNING

*"By failing to prepare, you are preparing to fail."*

–Benjamin Franklin

*"Planning is bringing the future into the present so that you can do something about it now."*

–Alan Lakein

## Learning Objectives

At the end of this session, each participant should be able to:

- Identify the seven-step planning process.
- Explain why planning is an essential role of leadership.
- Appreciate the difference between a planned and an unplanned activity.
- Plan an activity using the planning process.





# SEVEN-STEP PLANNING PROCESS (Planning)

## **Step 1: Define the Specifics of the Activity**

What has to be done?

When is it to be done?

Where is it to be done?

Who does what?

How is it to be done?

## **Step 2: Define the Resources**

How much time is available?

What skills do you need?

What tools do you need?

What facilities, equipment, materials, and supplies will be needed?

How will it be funded?

## **Step 3: Consider Alternatives**

What is your "Plan B"?

Be flexible; consider possible emergencies.  
Be willing to change the plan if needed.

## **Step 4: Commit the Plan to Writing**

Write it down!

Publish the plan and timeline.

Perform regularly scheduled status checks.

## **Step 5: Promote the Plan**

Assign a point of contact.

Decide how to communicate.

## **Step 6: Implement the Plan**

Put the plan into action.

Have fun!

## **Step 7: Assess the Activity**

Evaluate your progress along the way.

Reflect on your performance at the end of the project.





# Plan a Crew Activity



RANGER

RANGER



# DELEGATING

*"The best executive is the one who has sense enough to pick good men to do what he wants done, and self-restraint to keep from meddling with them while they do it."*

—Theodore Roosevelt

## Learning Objectives

At the end of this session, each participant should be able to:

- Explain the need for delegation in leadership.
- Identify the reasons leaders don't delegate.
- Describe how to delegate effectively.





# Delegates: Should & Don't



# EFFECTIVE DELEGATION SKILLS

## (Delegating)

### Why Leaders Should Delegate

#### To Get Results

- By delegating, one can more effectively get the job done. It spreads the responsibilities so no one person has too much to do.

#### To Give Someone Else Growth Opportunities

- A person grows as he or she has responsibilities and produces. If the leader keeps all the responsibilities, only he or she will grow. By giving responsibilities to others, the leader is allowing them to experience growth.
- It is important for others to have growth opportunities to prepare them to lead when the leader is no longer there.

#### To Free Up the Leader for Other Tasks

- Delegating to others will free up the leader's schedule and mind to pursue different, and possibly more important, tasks.

#### To Share Decision-Making Authority

- Delegating allows the leader to share authority with others. It creates ownership in the group and an environment of teamwork.

#### Because the Leader Lacks Time

- The leader may delegate because of being overextended.

#### Because the Leader Lacks Skill

- The leader may not possess the skills to get the job done. The leader can delegate to someone more skilled in a particular task.
- It is not important for an effective leader to be able to do everything, but it is important that the leader is able to recruit people with the skills to do the job.



# Why Leaders Don't Delegate

## Fear

- The leader may fear loss of something he or she enjoys doing.
- The leader may fear loss of position or loss of control.

## Lack of Time

- The leader may feel there is not enough time to train someone else.
- The leader may feel that he or she can do the job faster than anyone to whom the work could be delegated.

## Wrong Ideas about Delegation

- The leader may not trust subordinates. The leader may feel subordinates are overworked or already too busy.

## Lack of Trust

- The leader fears that those being delegated to are not willing to accept authority and responsibility.

## Lack of Skill

- The leader was never trained in delegating techniques or has failed to utilize the training.



# Delegated tasks must be:

S

M

A

R

T



Specific



Measurable



Attainable



Relevant



Time Based



# TEAM DEVELOPMENT

## (Leading EDGE)

*"Coming together is a beginning. Keeping together is progress. Working together is success."*  
—Henry Ford

## Learning Objectives

At the end of this session, each participant should be able to:

- Define the four stages of team development.
- Identify the leadership style that should be applied to each of the stages of team development.
- Describe regression as it relates to team development.

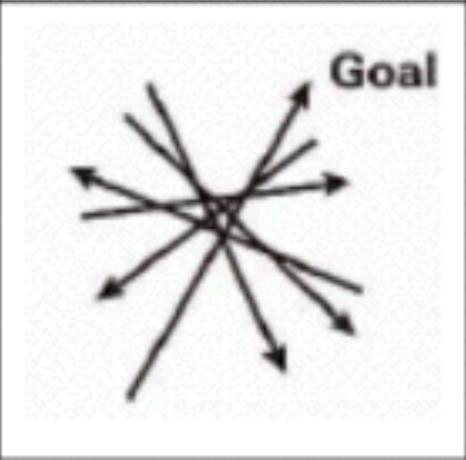
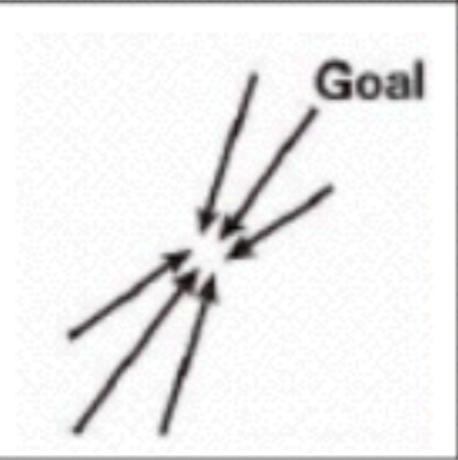
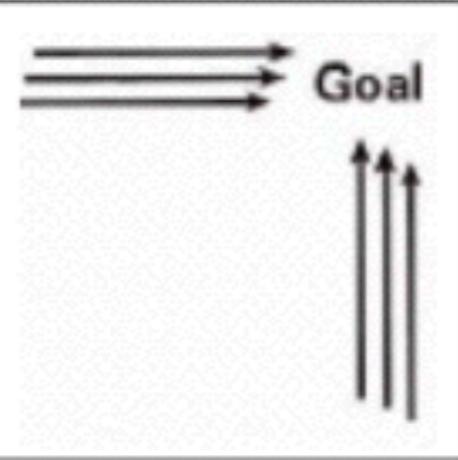
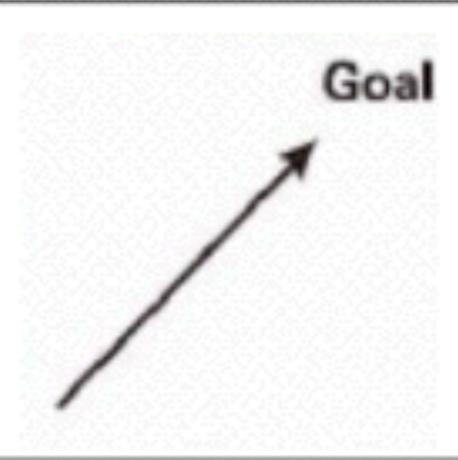
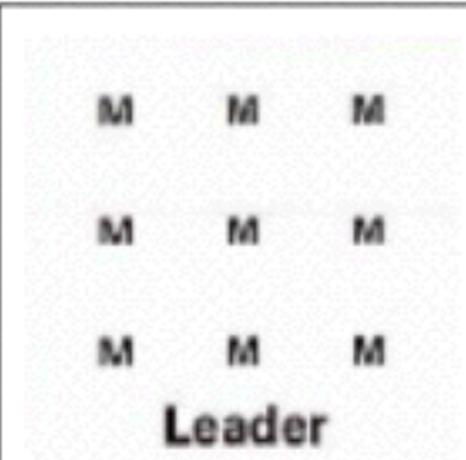
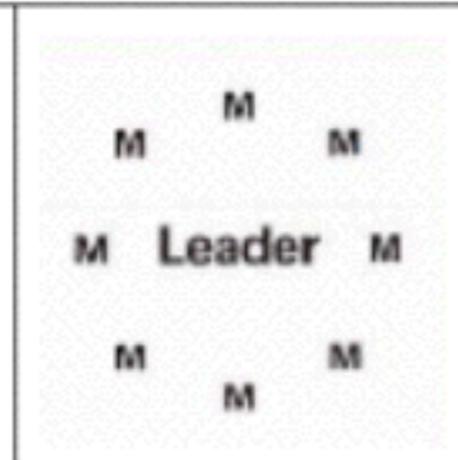
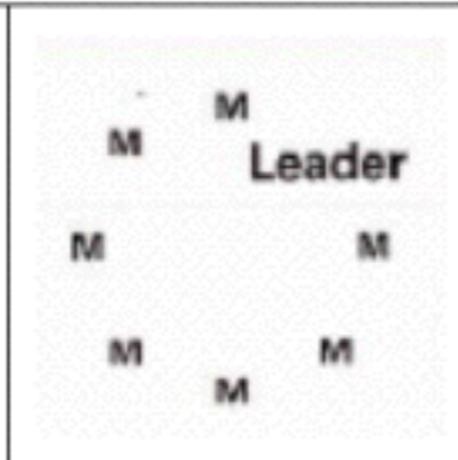
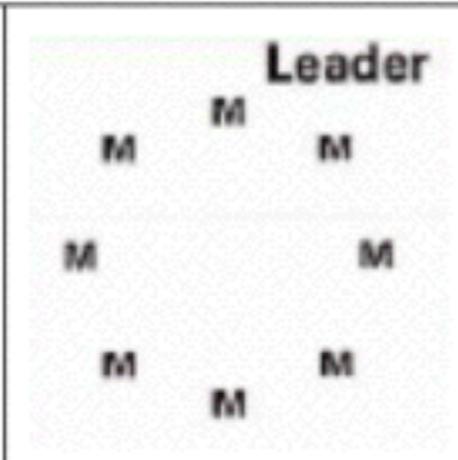




**KEEP  
CALM  
AND  
CATCH THE  
BALL**



# Stages of Team Development

	Forming	Storming	Norming	Performing
Team Development				
Team Leadership				
	<b>Explain</b>	<b>Demonstrate</b>	<b>Guide</b>	<b>Enable</b>



# Team Stages and Leading EDGE

<b>Team Stage</b>	<b>Development Phases</b>	<b>Leadership Behavior</b>
Forming	High enthusiasm, low skills	Explaining
Storming	Low enthusiasm, low skills	Demonstrating
Norming	Rising enthusiasm, growing skills	Guiding
Performing	High enthusiasm, high skills	Enabling



# Let's play!



# CLOSING

*"A leader leads by example, whether he intends to or not."*

—Author unknown

## Learning Objectives

At the end of this closing session, participants should be able to:

- Describe the purpose of learning leadership skills.
- Apply their new leadership skills to improve their crew.



LEADERSHIP SKILLS



**GOOD**  
program

