

# SKILLS OF LEADERSHIP (08)

Trainers Notes



**Note:** Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading, this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

## **Edition**

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## Who is Skills of Leadership for?

Skills of Leadership is aimed at Section Leaders in Scouting. It aims to provide them with the knowledge and skills to define what leadership is, plan systematically, lead effectively by demonstrating a range of leadership styles and understand how different leadership styles impact on learning. It also provides optional training on the key leadership skills of delegation and motivation.

## What does the module contain?

The module contains approximately 5 hours and 20 minutes of learning broken down into 7 sessions which can be delivered in a variety of ways. This total also contains two optional sessions. A number of the practical sessions could also be shortened or omitted if necessary to save time.

While using this document you will see the following symbols:



**Trainer input** – guidance on what to deliver to the participants, to help you structure the training sessions.



**Trainer Note** – background notes for your reference on task design and aims of tasks and ideas for running activity sessions.



**Task** – activities or discussions for participants to undertake.



**Whole group discussion** – a discussion or collective brainstorm with all of the participants.



**Report back** – participants providing feedback to the whole group on the activity or discussion they have been undertaking. Usually facilitator led.

## Session details

1. Introduction, integration and initial task (30 minutes)
2. Systematic Planning (50 minutes)
3. Action Centred Leadership (55 mins)
4. Styles of Leadership (1hr 35mins)
5. Delegation (50 mins)
6. Motivation (35 mins)
7. Module Summary (5 minutes)

The length of these sessions may vary depending on the number and experience of the participants, trainers and facilitators and they may need to be preceded by introduction and/or integration sessions. Ideas can be found at [scouts.org.uk/trainersresources](https://scouts.org.uk/trainersresources).

## How is this module validated?

The validation of this training is based on the individual's ability to meet the validation criteria as set out in the Training Advisers' Guide and the Adults' Personal File. This means that the participant will be able to plan effectively and to act as an effective leader, either of young people or of other adults.

## Planning considerations

The sessions within this training may need to be adapted slightly depending on the prior knowledge and experience of participants. Some may already be experienced Leaders, whereas some may have only taken on the role recently. It is recommended that you try to find out as much about the participants knowledge and learning needs before the course, to allow you to adapt resources and activities in advance. If this is not possible, or where details of participants' experience are not known beforehand, modifications may need to be made during the module.

There are two optional extensions to the module on the subjects of motivation and delegation. You will need to decide based on the participants learning needs or from your own judgement whether to include these.

When splitting up the participants into tutor groups, it is recommended to use mixed groups with leaders from different sections in each group. This will be particularly beneficial in the Styles of Leadership session. You should however decide on what would be best for the given course based on the participants and their knowledge and experience.

Trainer's notes are given to provide guidance on key points. This is not a script for the session and some prior knowledge and/or research of the subject matter by the trainer will be required before it can be delivered.

Accessibility considerations should also be made when planning and delivering training events. You can find more information about creating an inclusive training environment on the member resources area of [scouts.org.uk](https://www.scouts.org.uk).

## Length of module

If you were to deliver all of the content as proposed in this module, there is 5 hours, 20 minutes of learning. If the time available to you is shorter than that, there are two main options for shortening the material. Firstly, unless the participants needs dictate otherwise, do not deliver the optional material on delegation and motivation. Secondly, the proposed methods contain a number of experiential learning tasks, particularly in relation to Styles of Leadership, which could be shortened or reduced in number. It is highly recommended though to retain some method by which the participant's experience being led in different styles.

## Situational leadership

The Scout Association has used the work of Hersey and Blanchard as the theoretical model for situational leadership for many years. Some trainers may be used to their original model, which identified the four leadership styles of Telling (Directing), Selling, Sharing and Delegating and matching these to the Ability and Motivation of the team undertaking the task.

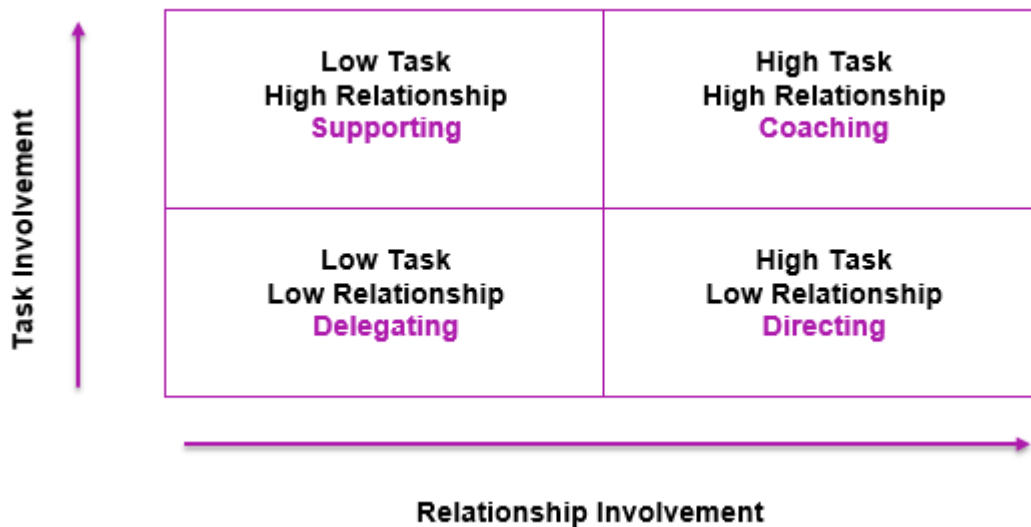
A more recent version of Hersey and Blanchard's model however, shows what appear at first sight to be simple changes, with 'Sharing' being replaced by 'Supporting' and 'Selling' being replaced by 'Coaching'. However, the axis have also been changed to Task involvement and Relationship (involvement) rather than to show the Ability and Motivation of the team as in the previous model. Because of the changing of the wording and the axis, these two models are not comparable – you cannot simply swap the words 'Sharing' for 'Supporting' and 'Selling' for 'Coaching'. Neither is right or wrong, they are simply different.

As this more recent model has been included in the new Management material, great care must be taken not to inappropriately mix the training materials or resources which may confuse participants over time who are trained in both models.

So as to ensure consistency, as a trainer, or probably as a training team, you need to decide which model is more beneficial for section leaders. Using the original model gives learners the benefit of different approaches and distinguishes section leadership from leadership in management

This following material is based on the original model. Details of the developed model is in the management material and in the independent learning material, should you wish to use this.

The training approach below is compatible with both models.



### Combining this module with Working with Adults

Skills of Leadership (08) is regularly combined with the module Working with Adults (09) as part of a day's training. If this approach is being adopted, it may be beneficial to combine elements of the modules so, for example, all the content on leading or working with individuals is delivered at the same time. Further advice on this approach and a suggested programme is attached as **Appendix 1: Combining modules guidance** to this module or available from **scouts.org.uk**

### Aim

To provide leaders with an understanding of leadership and the skills to be able to lead effectively.

### Objectives

By the end of this module participants should be able to:

1. Define what it means to "lead"
2. Describe and apply a model of systematic planning
3. Analyse and enact the functions of a leader in terms of:
  - a. Identifying tasks to be done
  - b. Actions to assist the team to work effectively
  - c. Meeting the needs of individuals within the team
4. Identify and apply a range of leadership styles
5. Identify their own predominant style of leadership
6. Apply different leadership styles in different situations
7. Discuss the impact of different leadership styles in facilitating learning

### Resources

- Access to the internet
- Flipchart
- Paper
- Marker pens and pens
- Post-it notes
- Pink and Green post-it notes (or two colour optional)
- Task equipment (variable)

- Assorted Balloons – two bags per tutor group
- Masking Tape – two rolls per tutor group
- **Appendix 1: Combining modules guidance**
- **Action Points Sheet** – one per participant
- **Appendix 2: Team Building Observation Grid** – one per facilitator
- **Appendix 3: Leadership poster**
- **Handout 1: DOOR**
- **Action Centred Learning Handout**
- **Appendix 4: Sectional Leadership worksheet**
- **Appendix 5: Suggested Tasks for leadership styles**
- **Handout 2: 9 Levels of Delegation**

# Session 1: Introduction, integration and initial task (30 minutes)

## Objectives

- Address domestic matters
- Integrate the participants
- Describe and apply a model of systematic planning

## Resources

- **Action Points Sheet** – one per participant
- **Appendix 2: Team Building Observation Grid** – one per facilitator
- Assorted Balloons – one bag per tutor group
- Masking Tape – one roll per tutor group



## Trainer input (10 mins)

Outline the housekeeping information such as the fire exits, toilets, phones and tea and coffee and so on. Introduce course the staff and their roles, it may be helpful at this stage to state what skills and experiences they have that might be relevant to the course.

Present a short overview of the content of the module including the objectives and the ways of working. Explain that whilst the module contains some information on theories, what is important is developing a range of skills to put into practice in real life Scouting situations. It will include time for reflection on their actual situation.

Give out copies of **Action Points Sheet** to each participant. Take a few minutes to introduce the Action Points Sheet. Explain to participants that as we progress through the module, they will return to these to update them with things that they want to stop, start or change in the way they carry out their role locally. This will help to form an action plan which can be taken away at the end of the module to discuss with their line manager and TA which may well shape how they personally validate the module.



## Task (15 mins)

If not already allocated, break the participants into small teams, ideally of 5 or 6 in mixed section roles, which will be the group they work in for the module. Explain that the first task is really just a bit of fun to help them to get to know their group. Give each team a bag of balloons and a roll of masking tape. Instruct them to, as a team, build the best possible seat they can which must take the weight of one of the team, using only the balloons and tape. Inform them that they have 15 minutes to do this.



## Trainer note

Whilst explained as 'a bit of fun', this exercise will actually be repeated in the next session to show the benefit of systematic planning. Facilitators should therefore discretely observe the team and make notes of what planning takes place, who leads, and what roles different team members are adopting. These notes will be used in



facilitating discussions on these topics later. Facilitators may wish to use the grid provided in **Appendix 2: Team Building Observation Grid**, to help them take these notes.

An alternative team building game may be used here instead of the balloon task, as long as it allows the team to all work together and it has the potential for the team to perform better having reviewed and planned a second attempt. This decision should be made based on consideration of the participants attending and what activity might be most suitable based on their individual needs. For example, you could use another material other than balloons or build flagpoles rather than seats.



### Report Back (5 mins)

Ask each team to demonstrate how good their seat is, taking care for their own personal safety in the process! Ask the participant's to vote for the best seat.

Highlight to the participants that they will be reflecting upon their experiences in the exercise in the following session.

# Session 2: Systematic planning (50 minutes)

## Objectives

- Define what it means to “lead”
- Describe and apply a model of systematic planning
- Analyse the functions of a leader in terms of:
  - Identifying and achieving tasks

## Resources

- **Appendix 3: Leadership poster**
- **Handout 1: DOOR**
- Assorted Balloons – one bag per tutor group (as for previous session)
- Masking Tape – one roll per tutor group (as for previous session)
- Flipchart, paper and marker pens



## Trainer input (5 mins)

Explain that this is the first of a series of sessions which will look at different key skills of leadership: planning systematically, leading effectively to achieve tasks, leading in different ways in different situations to help others learn and getting more done by motivating others and delegating effectively. The first of these will be planning systematically, but the starting point is to understand what leadership is. Stress that you are interested at this point in what leadership is, not what leaders do.



## Task (5 minutes)

Ask participants to complete the sentence ‘Effective Leadership is .....’ in a few words.



## Trainer note

If the participants are immediately responsive, then you may be able to chart ideas straight on to a flipchart. If not, then you may want to give them a minute or two in pairs or threes to come up with an answer before sharing their ideas.



## Trainer input (15 minutes)

Consider and discuss their answers. Highlight that whilst we all accept leadership from others and lead ourselves, we rarely consider what leadership is or why we do it. Essentially leadership is a social phenomenon which occurs naturally in groups or teams of people; even if not appointed or chosen, leaders will always emerge.

One definition of leadership is that ‘Leadership is getting things done through other people’ [Display **the leadership poster**.] This suggests that the better a leader is at effectively involving more people – the better they are at

building teams and delegating efficiently - the more will get done. Suggest that perhaps the most frustrating and ineffective leaders are those who feel they have to do everything themselves or give you a task and then do it themselves anyway. If a leader adopts this approach, their ability to 'get things done' is limited entirely to their own capacity and ability. Invite them to reflect on this definition of leadership during the module and come up with and display alternatives if they wish.

Introduce the first skill to be looked at: planning to get tasks done. You may want to display quotes such as:

- "Fail to prepare, prepare to fail" – Benjamin Franklin
- "Prior Preparation and Planning Prevents Poor Performance" – anon
- "Be prepared" – Robert Baden-Powell

Explain that planning is an important skill for everything we do in Scouting. No matter how long participants have been involved in Scouting, they will have been involved in planning some type of events or activity. This could vary from games, to sectional programmes, camps, events or days out. Even if their leadership role is simply to 'organise the drinks', someone will still be deciding what is needed, buying the juice, making sure there are enough cups and that there is someone available to prepare it – there is always a plan in place, however simple.

Ask the question 'why should we plan?' and consider the answers. Highlight that planning is a way of transferring ideas **effectively** and **efficiently** into action. Note that the emphasis is firstly on effectiveness.

Consider the example of taking a section to the local park. Just going will probably be great fun. However, with planning and therefore taking the right equipment, you could achieve far more than just having fun. For example, you could arrange active games with skills such as catching or throwing, games which make up some of the requirements for a badge or an award or games that teach sharing or co-operation. These will still be great fun but also have a purpose and the time will be effectively used.

Planning can also help in using time more efficiently. In this example, spending 5 minutes making a list of kit and perhaps taking a few resources from home, might save you 20 minutes searching your meeting place and then finding you do not have what you need.

Good planning allows you to choose the right activity to get what you want from it, arrange things properly, make good use of your resources including time, and learn from both success and failure.

Explain that Systematic planning simply means that you use the same method of planning each time. Ask for examples of systematic planning methods participants use outside Scouting. Explain that the Association uses its own simple system so that if adults in Scouting from different groups or teams come together they can plan effectively and efficiently because they are all familiar with the same model.

The model has the mnemonic **DOOR** to help you remember it. It stands for:

- Decide
- Organise
- Operate
- Review

Expand on this or an alternative example.

**Deciding** which activity to do has three elements to consider:

- **What is needed or wanted?** Needs could relate to your whole section, a smaller group, to an individual or to yourself. You might need to put something community based in your programme, as your section has never tried worked on a community impact project before or you might need to plan a programme night to tackle an issue, such as bullying. You might want to design an activity to help the young people in the section to better understand the needs of a peer in their section with additional needs.
- **What do you want to achieve?** Your end goal (or goals) should be clear, unambiguous and meet the need or want you have identified. You should also identify how you will know you have achieved your goal. Refer back to the examples above and ask participants how they will know these examples have been achieved.
- **When is it required?** Plans need to be put into a timescale. How urgent is it? Do you need to achieve your goal by next week, next month or next year?

## Organise

Organising the activity is the key planning stage and takes time. You need to agree and record your plan to ensure it is delivered effectively. Five typical questions to answer are: What, Where, When, Who and How?

- **What** activity will you do? You need to check that what you choose to do will achieves the goal you identified in the Decide stage – a great activity idea may not achieve what you set out to do – save this for another time.
- **Where** will this activity take place? Does that raise any other issues, such as transport or access to the internet?
- **When** will it take place? You need to ensure your plan is practical so you can inform everyone in good time and gather the necessary resources. However it must also meet the timescale you set in the Decide stage. If it doesn't you may need to choose an easier activity to deliver.
- **Who** is the activity for and who is going to run it? Who has the skills you will require and how you will obtain them if you don't have them already?
- **How** is it all going to happen? This is the key part of the plan and captures everything you have agreed thus far – it is your Action Plan. Who is going to do what, by when to make it happen?

## Operate

Having a go! Operating involves simply following your plan and running the activity. Try and note down both during and after the activity which parts of the plan worked well or not and why. During the activity be aware of, what took longer or was shorter, whether you had the right resources, or too much or too few and whether it engaged the scouts. For a longer activity use this information to adjust your plan as necessary as you go along.

## Review

Reviewing your plan and assessing how well it ran is an important part of the process and will help you to develop your understanding of how to plan effectively. Writing notes during or immediately after the activity will help you to capture accurate notes for reviewing your activity, trying to remember every detail of the successes and lessons learnt after the event, can often prove challenging.

It is beneficial if your review answers the following questions:

- Did you achieve what you set out to do? (Did you reach your goal and achieve what you decided?)
- How well did it go? (What went well and what difficulties occurred?)
- What could you learn for the future?

Planning is an ongoing process so after the Review consider 'What is the next DOOR?' What is the next need you want to tackle or do you need to do the same one again? The planning process is then repeated, so open another DOOR. Use your reviews when starting the next plan so you build up your learning.



### Trainer Input

Explain that you are now going to give them the opportunity to put this planning process in to practice. Refer back to the balloon task and point out that whilst it was both an icebreaker and intended to be fun, it was also an unplanned task and planning should make this task easier.



### Task (20 minutes)

Tell the participants that they are about to repeat the balloon task and that they have 10 minutes to plan, but only 10 minutes, instead of the original 15, to do the task. Remind them that they were asked to build the 'best' seat and they should be prepared to say at the end why their seat was the 'best' (for example most comfortable, most durable, prettiest) and that they should plan using what they learned previously and saw other do.

Explain that their facilitators might add some ideas to their planning, based on observing them do the task previously. Indicate that you will tell them when the planning time ends and the task time starts.



### Trainer Note

Given the topic of the session, it is particularly valuable if the teams achieve this task well and can therefore see the benefit of planning! If practicable, use the facilitators to drive them on to make a plan of action effectively and efficiently, as 10 minutes could easily be taken up with the facilitator's input on the last task or the group deciding what the 'best' criteria are.

You may wish to use an alternative or slightly different task for this second activity. It should however clearly build on the skills used in the first task and the learning gained from doing it so the participants can focus on the process of planning rather than new skills. So, whilst making something similar from balloons and tape could be appropriate, making something from poles and ropes would not as it introduces different physical skills. This will make applying the learning from the first task more difficult.



### Trainer input (5 minutes)

**Summary:** After the groups have demonstrated their seats and explained why theirs is the best, summarise the learning points. Draw on examples of what you have just seen demonstrated where possible. These key points are:

- The value of planning and using a systematic approach
- Being clear on what you are trying to achieve
- Being effective and efficient in your planning
- Learning from previous experiences by reviewing
- Leaders naturally emerging even when not appointed or chosen
- One key skill of Leadership is planning to ensure tasks are achieved

Ask the participants to spend a few moments making notes on their **action points sheet** of anything that they would do differently as a result of this session.

# Session 3: Action Centred Leadership (55 mins)

## Objectives

- Analyse the functions of a leader in terms of:
  - Identifying and achieving tasks to be done
  - Setting actions to assist the team to work effectively
  - Meeting the needs of individuals in the team
- Apply a model of systematic planning

## Resources

- **Appendix 3: Leadership poster**
- **Action Centred Learning: Handout**
- Flipchart, paper and marker pens (one per group)
- Task equipment (variable)



## Trainer Input (10 mins)

Explain that the next skill you are going to cover is Leadership itself and remind them of the definition you are using - 'Leadership is getting things done through other people'.

If this is true, then as well as identifying the tasks that need to be done and planning how to achieve them, leadership also involves building a team to work effectively together and looking after the members of that team, so they can make their best contribution and learn at the same time.

John Adair captured this in a very simple model which he called **Action Centred Leadership**. Display and explain the model showing where the leader operates in the centre where the circles intersect to maintain control. Emphasise the need to keep the circles in proportion and balance, so that any one does not grow and overwhelm the others.

Consider each circle in turn.



## Task (10 minutes)

Ask the participants what they consider the responsibilities of the leader to be towards the task. This should reflect the previous session and include:

- Identifying the task clearly
- Meeting needs and wants
- Planning systematically to be efficient and effective
- Modifying the task as it goes along if necessary
- Achieving the task in the timescale
- Reviewing the task



### Trainer input

Explain that it is important that the team has ownership of the activity and feel it is 'theirs'. If the team is running a section night, for example, they should know the part they will play and value both their own and the other team members' contribution to the evening.



### Task (5 minutes)

Ask the participants in groups of two or three to list the actions a leader does that help a team to work effectively. If you think they might find this difficult, you might suggest that they spend a minute or two thinking about a good leader that they work with and the actions that they take, before sharing their thoughts with others.



### Report Back (5 minutes)

Chart the results which may include:

- Being supportive
- Communicating well
- Being clear – delegating
- Being passionate
- Motivating the team



### Trainer input (5 minutes)

Chart and discuss the results. Tactfully edit out any actions that do not relate to the team and highlight those that might fall in to two categories, for example, being supportive might relate to the team and to individuals. If appropriate, and time allows, explore one or two in more detail to clearly identify what the leader actually does; if they are 'passionate' for example, what is it they actually do that shows this? This might include being positive in what they say, encouraging the team by noting good things they do, talking about the benefit the scouts are getting from an activity and so on.

Once the list is generally agreed, point out that these are the skills that they all need to be effective leaders. Highlight those skills that will be covered by this module and those that are covered by other modules, such as communication skills in Working with Others.

In summarising 'the team' emphasise what the leader does, not their personal qualities, and reflect that these are often simple actions – involving the group in planning, a few encouraging words, seeking input on small issues as an activity progresses or visibly trusting team members to do their roles.



### Trainer note

Participants may well wish to discuss other leadership models or explore what constitutes a team and you may well have to deflect these discussion to a later time. They may also want to discuss if Leaders are 'born or made'. It is worth pointing out that whilst some people seem to have innate leadership skills, you can learn to be a leader.

The Association also has a range of other useful materials on teams in the Management and Leadership which you may wish to signpost participants to or make available.



### Trainer input (5 mins)

**Individuals** - The leader has a responsibility to 'get it right' for each individual and this can only really be achieved by knowing them. This could be done through simply watching them operate over time, but it is far more effective to have an informal conversation, or a series of conversations with them, about their likes and dislikes, skill in different areas, confidence levels, willingness to 'have a go', and any particular or special needs they have.

The leader's responsibility is to enable them to be effective team members and contribute to the task, but also to support them and enable them to grow and learn. This is particularly important when leading youth members, whose needs and characteristics will change regularly as they grow and have different experiences. It is also the leader's job to ensure that each individual understands their role in any particular task and it is sometimes helpful to explain this in context. Saying something like: "I know you haven't done this before but I want you to have a go and I will support you", may dramatically reduce the anxiety of an individual facing a new challenge and sets the context of it being a learning experience.



### Task (10 mins)

Set the team the task of planning an activity [see the trainer's notes below]. Either appoint a leader in each team or ask them to select a leader, before knowing the task. Be clear that the leader needs to plan how to achieve the task, use the team effectively and ensure that each individual knows their role and will contribute in some way. The leader should also consider if there are opportunities for individuals to use particular skills and knowledge or to help others learn. Ask them to record their plan on a flip chart for easy reference by the team.



### Trainer note

This note contains information on the task but also some planning options to shorten the session if necessary.

The task they plan can be anything that suits your venue and the particular participants, but should be something that they can then attempt in 10 minutes. It should be different from tasks used previously in the module and must be large enough or complex enough for everyone to have a role, preferably using a range of skills.

Two examples are:

- Draw an accurate floor plan of this building and make two recommendations to improve either safety or accessibility – different people will need to draw, measure, devise a suitable scale, survey for improvements
- Prepare and cook three pancakes depicting the national flags of Cuba, Panama and the UK – different people will need to mix and colour batter, potentially use a heat source they haven't used before (Trangia for example), research flags and cook the pancakes

### Planning option

In the next session on Styles of Leadership, the participants are going to experience four different styles of leadership whilst doing four tasks. The task they have just planned could be used as one of those four tasks and be 'delegated' to the team as they will have already planned it.



Below are three options as to how this task can be used.

1. If time allows you can ask the participants to complete the task having planned it. If so, the facilitator should observe their planning and record how the leader identifies the skills of individual group members, identifies any learning needs that might be addressed and how tasks are allocated and explained so that all the team are involved. The facilitator should lead the post task review emphasising that whether the task was actually achieved or not is not the focus of the review. The review is to establish:
  - a) How the leader managed the individuals,
  - b) How effectively the team members were deployed,
  - c) How individuals felt about the process,
  - d) How learning opportunities were identified and whether they were achieved.
2. As described above, you may choose to use this task in the next session. If so, explain this to the participants. You may need to give them a couple of minutes to write up their plan on the flipchart (if this has not been done previously), so they do not forget any details of their plan.
3. If time will not allow to attempt this task at all, then the facilitator (using the note taken as in 1 above) should review the group's plan with them to establish whether it will work in practice, if the team members feel involved in the planning process, whether the plan would enable them to use their skills/have the opportunity to learn and so on.



### Trainer Input (5 mins)

#### Summary

Display the ACL model again and summarise the learning in relation to the three areas and what has been learned from the session. Re-state the need to keep the circles in balance unless a specific decision is made in the planning stage to do differently, for example, to run a team building exercise where the task itself might be unimportant. Stress that it is what the leader does – the actions that they take – not who they are that makes them effective. Skills gaps can be identified and skills learned to make us all better leaders.

# Session 4: Styles of Leadership (1hr 35 mins)

## Objectives

- Identify and apply a range of leadership styles
- Identify their own predominant leadership style
- Apply different leadership styles in different situations
- Discuss the impact of different leadership styles in facilitating learning

## Resources

- Flipcharts, paper and pens
- Materials for tasks (variable)
- **Appendix 4: Situational Leadership worksheet (optional)**



## Trainer Note

Before planning this session, it is essential you read the **planning consideration** notes on page 5. Please also refer back to the beginning of the Trainer notes to read about how we discuss situational leadership.



## Trainer input (5 mins)

This session looks at different styles of leadership and when they might be used to best effect. It will also help participants identify their own preferred style. An effective leader can operate in a range of styles appropriate to the situation.

Explain to the participants that they will take part as a team in four different short activities each led in a different style. Ask them, whilst they are doing each task, to reflect on whether the leadership style helps them learn, what it 'feels' like to be led in that style (motivating, demotivating?) and whether it was an appropriate style for the task.



## Task (60 mins)

As a team, take part in the 4 different tasks, each of which will take 10 minutes. At the end of each task take 5 minutes to review the leadership style and answer the following:

- Did the style help you learn?
- What did it feel like to be led in that style?
- Was the style appropriate for the task and your team?



## Trainer note

Ideally the tasks should be led by four facilitators and/or trainers who can demonstrate and exaggerate the leadership styles of Telling, Selling, Sharing and Delegating well to enhance the learning. If four facilitators and/or trainers are available, it is preferable if each facilitator/trainer leads one activity in a different style rather than one

trainer/facilitator trying to demonstrate 4 different styles one after the other which can confuse the participants and be difficult for the trainer, who may inadvertently change style during a task.

If only three facilitators are available, the delegating style task could be addressed by giving the team a written instruction to complete the task they prepared in the previous session or by giving them a simple, easy to achieve task. Taking this approach will almost inevitably lead to a discussion as to whether a leader needs to be present to lead and the difference between delegation and abdication.

The tasks may be anything that suit your resources and venue. Ideally though, the tasks should reflect activities that are relevant to the section or sections that the group represent. The task should also suit the style of leadership, so the directive task should involve an exact process which the leader can dictate, such as making an item in a particular way for example. The tasks should involve skills that some will have and others might not, for example, putting up an unusual tent, and ideally something that some might be reluctant to do for 'Selling' - climb a tree perhaps.

Examples of tasks you might use can be found at [Appendix 5: Suggested tasks for leadership styles](#)



### Report back (15 mins)

Once the tasks have been completed, draw out the learning from the participants on the 'pros and cons' of each style, including their thoughts of how it felt to be led in each style and which are best for facilitating learning. Ensure there is a reasonable balance between the pros and cons for each one to avoid implying that one is 'right' and others 'wrong'. As you consider each style, ask the participants to identify occasions when it would be appropriate to use that style or alternatively use the [situation leadership worksheet](#) for them to consider in groups of 2 or 3.



### Trainer note

For the report back on the short tasks, you can either go through each style in turn, which is effective but time consuming, or give them 'post it' notes to record their 5 minute review when doing the tasks and simply display these notes now and summarise the views.

If using the [situational leadership handout](#), note that situations 2 and 4 are the same, except for the age of the section members, to promote discussion on age and experience being factors in choosing a style. Some of the scenarios contain elements of motivation and delegation, so you may wish to use them following those sessions.



### Trainer input

As a summary, introduce the model and briefly highlight the characteristics of each style. Make a point of identifying what it felt like to experience each style and reflect that it will be the same for their section members.

Highlight that you can 'pre plan' your style based on the age and ability of the Scouts, what you are trying to achieve from the activity and how you think they will learn best. However, leadership is dynamic and must change and adapt in each situation. As an example, they might find one day that the Scouts are not motivated to do an activity they normally love and therefore have to adapt their planned style from delegating to selling. Similarly, if a situation changes you might make an immediate change, for example, should an accident occur. Explain that we all have a predominant style, our 'natural' style that we typically use, but that to be effective leaders we need to be able to use them all appropriately. Note that they can improve their leadership skills by actively practising styles other than their predominant one.



### Task (10 mins)

Ask the participants as individuals to consider their own predominant style and consider if they feel they can and do use the other styles appropriately. Ask them to add to their personal action plans, specifying two occasions when they will intentionally try and use a different style in the future. Give the participants the opportunity to share their plan with another participants if they wish.



### Trainer note

If time allows, you may wish to use the leadership styles questionnaire from the **'Leading local Scouting' Independent Learning Unit**, to help the participants identify their predominant style (please note the questionnaire will be found under "resources" in the e-learning module).



### Trainer input (5 mins)

Summarise this section and the objectives. Highlight that two other key skills of leadership are motivating others and delegating. Motivating effectively enables a leader to transition between a selling and sharing style or a coaching and supporting style. Higher motivation brings better engagement, more effective learning and reduces the need for direct involvement by the leader. This empowers others, particularly young people.

Delegating is a practical skill as well as a leadership style and being able to delegate effectively and motivate both individuals and teams, ensures you are more effective in 'getting things done through other people'.

Encourage the participants to spend a few moments making notes on their action plan of anything that they would do differently as a result of this session in addition to their two plans created previously.

# Session 5: Delegation (50 mins)

## Objectives:

- Analyse the functions of a leader in terms of:
  - Set actions to assist the team to work effectively

## Resources

- Levels of delegation handout



## Trainer Input (5 mins)

Delegation is a key skill of leadership. If we try and do everything ourselves, we can become overloaded with the amount of work we have to do in order to achieve our desired goal. The amount we can achieve is often limited by our own capacity; for example, a leader who is working in a full time job with family commitments, may find it difficult to run a camp alone. Delegating some elements of planning a camp or similar, can help to spread this workload.

A key element of delegation is trusting those we are delegating to. Failing to delegate to others effectively can sometimes be perceived as not trusting members of the team to help you reach your goal. There may be very good reasons for not delegating a task to a particular individual including:

- The person is new or inexperienced
- The person does not have the skills needed for this particular task
- The scale of the task would overwhelm them
- The person has tried and not achieved this or a similar task before

Whilst these reasons at times may all be valid, these same reasons should also be thought of as a development opportunity. Use these example to help provide training for another member of the team, so that the individual can confidently take on delegated responsibility in the future. Solutions may include:

- Ask the person to complete a smaller task to gain some experience
- Provide training in a particular skill (such as planning)
- Shadowing the person who does take on the task



## Task (10 mins)

Trainer to instruct participants as follows:

Think of a member of your team, either a fellow leader or someone you are responsible for, and write their name down. Set the following instruction

Write down 5 tasks from your Scouting role that you would love to delegate to someone else. These can be large or small, anything from buying refreshments, to keeping records to running and evening or a large scale activity.

Imagine you are going to delegate all of those jobs to the person whose name you wrote down. Make a list of the relevant skills they already have to do these and the skills they would need for you to be confident they could achieve all of the tasks. Note down how you might support them to gain the skills they need and keep in mind the capacity of the person.



### Trainer notes

For this task to be effective, you need to set it in three stages making sure each one is complete before you introduce the next, so the participants cannot manipulate the task. Ensure the name is written down before they identify the tasks to delegate and do not reveal that the tasks are going to be delegated to that person until after they have written them down. If any participants think the person they chose has all the skills ask them to identify another team member.

If any of the participants are very new or have very limited roles, they could consider this task in relation to their work, or another team they work in rather than Scouting.

For older section leaders in particular, this task can also be set in the context of tasks you would like to delegate to a specific section member or members.



### Report back (5 mins)

Reflect on the task. Some will inevitably have long lists if the leader they have chosen is new or the task is large, however there may be some tasks that could be delegated straight away. Make the point that, as an effective leader, taking positive action and addressing individual's needs directly is far more effective than 'waiting 'till they're more experienced' and will benefit both you and them.



### Trainer input (5 mins)

It is often pointed out that training others to do something takes far longer than doing it yourself. This is often true in the short term. However the investment in training others pays off in the longer term if an individual can then do that task week by week, year by year. If a leader displays an ongoing 'lack of trust' of an individual by refusing to delegate responsibility, this can often undermine their relationship in the long term. A bored or underused team member (or youth member) will often be disruptive or simply leave. Leaders also have the responsibility to 'succession plan' for when they leave a team and if we do not upskill the members of our teams to at least our ability level, then we fail in that duty.

It is a common fallacy that delegation is simply a process by which the leader gives a task to a team member and then leaves them to complete the task. Delegation can take many forms and may be supported in a number of ways

Provide every participant with the **levels of delegation**.



### Task (5 mins)

Once the participants have had the chance to read the **handout**, ask them to think again about the leader they identified in the previous example and the tasks they wrote down to delegate. For each example ask them to pick the delegation level they would use for them at this time.



### Trainers input (including task) (10 mins)

Take feedback and ask one or two participants to explain their choices and their reasons. Point out that there are many more than 9 approaches to delegation and the levels are really just indicators of different control mechanisms. They do illustrate though a range of different levels of responsibility that can be delegated. Ultimate responsibility always stay with the leader.

Highlight that the chosen level of delegation may change depending on the situation in the same way that leadership will. Use the following task to illustrate this point.



### Task (5 mins)

Assume you have agreed with the leader that you are thinking that they will be Quartermaster for your Group or Section. If you were asking them to spend £20 on replacement tent pegs which style would you choose? Allow participant time to choose an option, if you were now asking them to spend a £10,000 grant on new equipment which style would you use? Allow participant time to choose an option.



### Report back (5 mins)

Ask one or two participants whose two choices are different to explain their thinking. Highlight that there are many variables which might change the choice of level at any given point. Ask the participants to brainstorm these. They might include: skills, experience, seriousness, importance, monetary values involved, past performance, development needs/potential, trust level.

Summarise the session highlighting the need for a leader to practise their delegating skills, the value of effective delegation in getting more done and the need to proactively train team members in being able to take more responsibility and thereby be suitable to be delegated to.

Remind participants to always thank your team members. Acknowledge their efforts and value their individual contributions.

# Session 6: Motivation (35 mins)

## Objectives

- Analyse the functions of a leader in terms of:
  - Actions to assist the team to work effectively - motivate individuals within a team.

## Resources

- Flipchart and marker pens
- Pack of pink post-it notes
- Pack of green post-it notes



## Trainer input (5 mins)

Another key skill of leadership is to be able to motivate your team. They may have all the skills that they need, but without being sufficiently motivated they will not perform to the best of their ability. Every team is made up of individuals with a range of personality types and typical behaviours. This can range from the highly motivated, through to the harder to motivate, individual who needs 'driving on'. Either type can 'make' or 'break' a team's motivation, simply by being 'themselves'. Fortunately though, as members of a voluntary organisation which they choose to belong to, there is a positive common purpose and a fundamental motivator - to help young people to gain skills for life - which we can rely on and refer to.

Part of the skill of being able to motivate a team is to be able to motivate the individuals within it. To do this effectively the leader needs to know the individual's well and what motivates and demotivates each of them. This will be hugely variable. The leader also needs to know, and be realistic about, what motivators are available to them to use and what demotivating factors can be addressed.

The following task help identify what motivates and demotivates people.



## Task (5 mins)

Give each person a few pink post-it notes and a few green post-it notes. Ask participants to think about what motivates them as an individual, or things they know motivate others in a team they work with. Ask them to write at least one key motivators on a green post-it note and bring it out to the front and place it on the top half of a flipchart sheet. They can write more if they wish but each motivator should be on a separate post it.

Then ask each participant to think about what de-motivates them personally or their team members. As before, ask them to write one (or more) key de-motivators on a pink post-it note and bring it out to the front to place it on the bottom half of a flipchart sheet.



## Trainer note

It is very easy for people to get stuck focusing on de-motivating factors, so ensure they you complete the motivators task first. If you feel it is appropriate, or some participants are struggling, you may wish to ask each participant to read out their post-it notes as they stick them up, to give ideas to others. Alternatively you might want to suggest some common motivators from the following list before or during the task:



- Praise
- Recognition
- Power
- Working with others/Being part of a team
- Values
- Rewards
- Responsibility
- Doing a job well
- Authority
- Developing others/seeing others develop
- Being appreciated
- Being listened to



### Whole Group Discussion (10 mins)

In plenary, group similar post-it notes together and then discuss how you could potentially change de-motivators to motivators, and how existing motivators could be improved. Encourage the participants to be realistic about what it is possible for them personally to change and what it is not. They may, for example, be able to give a team member more responsibility. They may not be able to rebuild the Scout Hut with a bigger hall for games.

Highlight that some of the motivators are not tangible rewards and are easy to provide; praise, appreciation, being listened to and valued are only a matter of a few well chosen, well timed and sincere words.



### Task (5 mins)

Ask each participant to spend a few moments thinking about a member of their team who is generally difficult to motivate, and identify what their key motivator might be. Ask them to consider what action they could take to motivate them.

Ask the participants to share their thoughts with another participant and take a couple of example in plenary, if appropriate.



### Trainer input (5 mins)

Explain that whilst motivating individuals in a team will bring considerable benefits, attention also needs to be paid to motivating the team as whole. Revisit the motivational factors post its and ask which of these might apply to the team as a whole and what actions could be taken.

Highlight one or two demotivating factors that are likely to be common to the whole team, such as poor equipment for example, and stress how paying attention to these team needs may bring greater benefit than addressing the needs of the individuals.



### Trainer notes

If you are familiar with the work of Herzberg you may wish to introduce the concept of 'hygiene factors' but it is not essential to this session. [This is explained briefly below]. The benefit to leaders in being able to recognise hygiene factors is to prevent the leader spending time addressing demotivating factors which will bring no or very limited motivational value.

### Hygiene factors

In the simplest terms, Herzberg's concept is that addressing some demotivating factors will not make them motivational factors, it simply makes them neutral or only motivational for a very short time, with little or no long term gain. He called these hygiene factors. These might be practical or organisational. So, for example, we expect the kettle in the scout hall kitchen to work. When it doesn't it can easily de-motivate people, but when it is replaced it has very little motivational value – we expect there to be a kettle and we expect it to work. Similarly, we expect a routine meeting to be effective and well run. It will be de-motivational if it overruns and achieves little, but will not be typically motivational if it is as expected to be. While a leader's time should be spent primarily on potentially motivating factors, it is paramount that they address hygiene factors at the same time.

Further information on Herzberg can be found in the Leadership and Management on line resources and in the modules.



### Trainer input (5 mins)

Summarise the session highlighting the leader's role in addressing the motivational needs of both the individual's and the team. Highlight the value in identifying the key motivator of each individual so as to be able to respond to each in the most beneficial manner.

## Session 7: Module Summary (5 minutes)

Summarise the module as a whole referring back to the objectives and the content elements:

- The purpose of leadership
- Systematic planning
- Action Centred Leadership
- Styles of leadership and situational leadership
- The impact of different styles on learning
- Key skills of delegation and motivation

Ask each participant to reflect on what they have just covered and update their Action Points Sheet to reflect things they want to Stop, Start or Change.

# Appendix 1: Combining modules guidance

During the review of 'Skills of Leadership (09)' and 'Working with Adults (08)' it was discovered that a number of Counties deliver these modules together as part of a training day. The question arose as to whether these modules should be combined, but this proposal was rejected for a number of reasons, one of which was to preserve the modular nature of the programme. A combined module would have huge content, making it essentially a 'mini course' with no realistic alternative delivery method for a group or individual.

However, if the modules are going to be delivered together, by reordering the sessions slightly to deliver elements in a different order, the trainees may get a better learning experience, which appears more logical and allows for different training methods. The following is a suggestion for combining the modules in such a way. Your thoughts and reviews would be welcome if you try it.

Combining the modules will only be appropriate however if all the participants need to complete both modules. Those needing only one or the other will inevitably repeat some learning if attending this joint module and the County will need to ensure they are still available in some format as single modules.

## Suggested programme

The following will need a full day to deliver. It is based on the assumption that the participants will be split into groups and be supported by a facilitator. It would be extremely demanding for a single trainer to deliver the whole programme, so either a number of trainers will be needed or, at a minimum, the facilitators should be capable of leading a small group session on a given topic on their own.

Timing is a critical factor. In total the modules have a combined delivery time of 10 hours which is an unacceptable length for a day, even without considering that travel times will be added. So, to fit the programme into a roughly 9 – 5 day, the content has to be delivered more efficiently or reduced. Suggestions on how this might be achieved are detailed below. Note that the temptation in this situation is to cut out exercises as they take time to complete and report back. However, we need to use effective learning techniques and be mindful of how much more is learnt through experience - by doing – and leadership and teamwork are practical skills. Wherever possible, therefore, we should be economical and concise with the trainer input rather than reducing practical experience.

The training is loosely broken down into 3 elements which you may wish to use as an overview for the day - Achieving tasks, Working with Teams and Individuals and Skills.

## Programme

Key: SOL = Skills of Leadership, WWA = Working with adults.

Programme Element	Session	Source	Notes (see below)
	<b>Arrival</b>		<b>1</b>
Achieving Tasks	Introduction	SOL - session 1	
	Systematic planning	SOL – session 2	
	Short Break		
	ACL	SOL – Session 3	
	Styles of Leadership	SOL – Session 4	<b>2, 3</b>
	<b>Lunch</b>		<b>4</b>
Working with Teams and Individuals	Working with Teams	WWA – Session 3	<b>5, 6</b>
	Communication	WWA – Session 1	<b>7</b>
	Active listening	WWA – Session 2	
	<b>Short Break</b>		
Skills	Delegation	SOL – Session 4	<b>8</b>
	Motivation	SOL – Session 5	
	Managing conflict	WWA – Session 4	
	Summary task	New material	<b>9</b>
	<b>Summary</b>	Both	

Item	Notes
<b>1</b>	Use this time to organise the participants into pre-arranged groups.
<b>2</b>	The experiential element of this session could be reduced from 4x10 minute tasks to 4x5 minute tasks to save time. This will however reduce the impact of what it feels like to be led in different styles.
<b>3</b>	Depending on you programme timing, the last 15 minutes of this task concerning reflecting on your personal learning styles could be carried out over lunch. It is not recommended to use the optional questionnaire if combining the modules as they will complete a questionnaire shortly after lunch on another topic.

4	If participants bring a packed lunch, then 30 mins or up to 45 if completing a task will be sufficient.
5	If the participants were set a task over lunch, such as considering their leadership style, then some feedback should be taken at the start of this session.
6	If time is a pressure, then the task to consider others in their team could be omitted.
7	<p>It is recommended to use the short non –verbal communication exercise as the participants will have been sat for a while.</p> <p>Time can be saved when looking at methods of communication by issuing a list of methods, rather than brainstorming them and holding a brief discussion on usage in plenary, rather than setting the task.</p>
8	<p>It is recommended to deliver these sessions as 3 small ad-hoc groups running simultaneously. This will provide a change of method and voice if these are delivered by other training staff or the facilitators. As the small groups will enable discussions to take place, the content can be effectively delivered in 30 minute slots.</p> <p>If time is an issue, although not ideal, participants can be asked to prioritise their own needs and attend 2 out of 3 sessions, reducing the overall delivery time from 90 to 60 minutes.</p>
9	<p>If time allows, it would be beneficial to set the participants a task to consolidate their learning in which they could plan systematically and work effectively as a team.</p> <p>The recommended task is to ask each group to be ready in 15 minutes time to present to the rest of the course 3 key learning points from the day in a two minute presentation.</p> <p>You may wish to give each group a topic from the day to focus on, for example, leadership or teamwork, to broaden the value of the report back. This method will also effectively shorten the time needed to summarize the day. However, if you have more than two groups this method will probably be too time consuming due to time needed for the report backs.</p>

There are of course many other ways in which these modules could be joined together and delivered and other variations that could be made.

The volunteering department at Gilwell Park would be interested in your reviews if you use the approach given above, or your alternative programme and reviews if you create a successful alternative which could be shared with others.

# Action Points Sheet

## Guidance for using this tool

- **STOP** - Think of the negative things you should try to stop doing in order to improve how you manage others in Scouting
- **START** - Think of those things that if started would have a positive effect on how you manage others in Scouting
- **CHANGE** - Think of those things that you do that are carried out reasonably well, but if changed would work better in how you manage others in Scouting

STOP

START

CHANGE

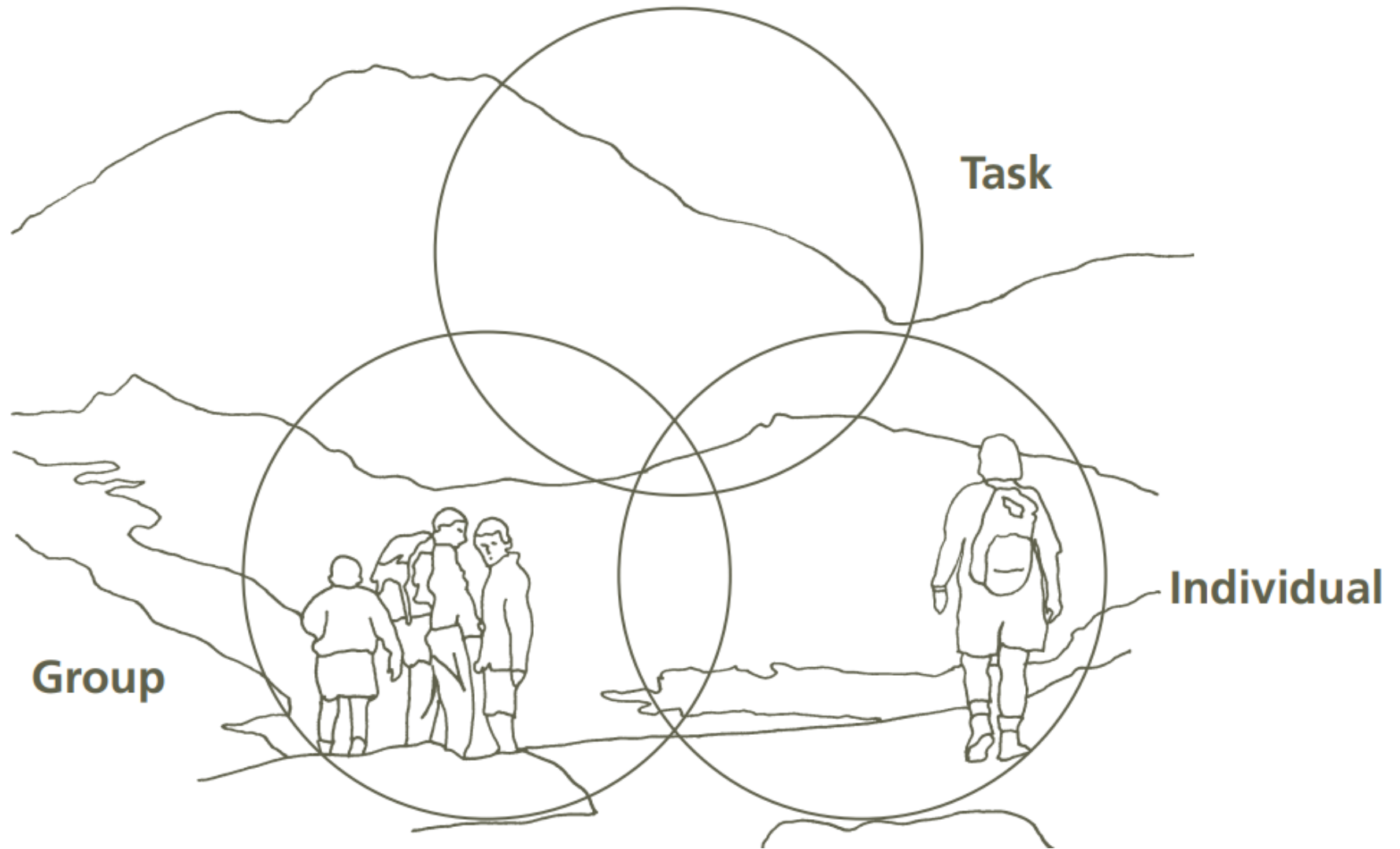
# Appendix 2: Team Building Observation Grid

The following grid is for use by facilitators in taking notes whilst observing participants in the team building task in Session 1.

Participant Name						
Roles played (including Belbin team roles)						
Level of contribution						
Leadership of the group						
Styles of leadership adopted (directing; coaching; supporting; delegating)						
Conflict or frustrations						
Any other comments/ observations						
Overall performance/ how they work as a group						



# Appendix 3: Leadership poster



# Handout 1: DOOR

**Deciding** which activity to do has three elements to consider:

- **What is needed or wanted?** Needs could relate to your whole section, a smaller group, to an individual or to yourself. You might need to put something community based in your programme, as your section has never tried worked on a community impact project before or you might need to plan a programme night to tackle an issue, such as bullying. You might want to design an activity to help the young people in the section to better understand the needs of a peer in their section with additional needs.
- **What do you want to achieve?** Your end goal (or goals) should be clear, unambiguous and meet the need or want you have identified. You should also identify how you will know you have achieved your goal. Refer back to the examples above and ask participants how they will know these examples have been achieved.
- **When is it required?** Plans need to be put into a timescale. How urgent is it? Do you need to achieve your goal by next week, next month or next year?

## Organise

Organising the activity is the key planning stage and takes time. You need to agree and record your plan to ensure it is delivered effectively. Five typical questions to answer are: What, Where, When, Who and How?

- **What** activity will you do? You need to check that what you choose to do will achieves the goal you identified in the Decide stage – a great activity idea may not achieve what you set out to do – save this for another time.
- **Where** will this activity take place? Does that raise any other issues, such as transport or access to the internet?
- **When** will it take place? You need to ensure your plan is practical so you can inform everyone in good time and gather the necessary resources. However it must also meet the timescale you set in the Decide stage. If it doesn't you may need to choose an easier activity to deliver.
- **Who** is the activity for and who is going to run it? Who has the skills you will require and how you will obtain them if you don't have them already?
- **How** is it all going to happen? This is the key part of the plan and captures everything you have agreed thus far – it is your Action Plan. Who is going to do what, by when to make it happen?

## Operate

Having a go! Operating involves simply following your plan and running the activity. Try and note down both during and after the activity which parts of the plan worked well or not and why. During the activity be aware of, what took longer or was shorter, whether you had the right resources, or too much or too few and whether it engaged the scouts. For a longer activity use this information to adjust your plan as necessary as you go along.

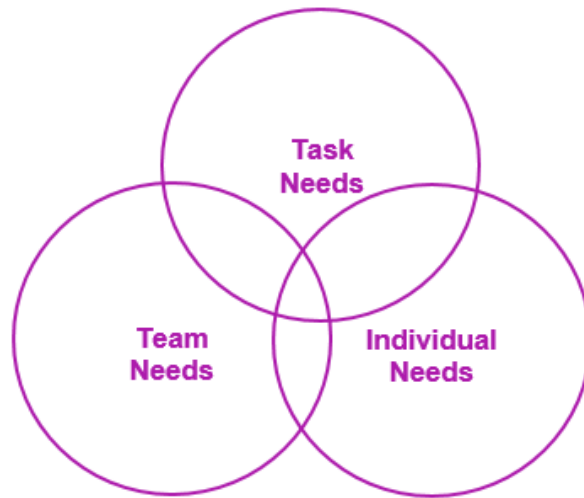
## Review

Reviewing your plan and assessing how well it ran is an important part of the process and will help you to develop your understanding of how to plan effectively. Writing notes during or immediately after the activity will help you to capture accurate notes for reviewing your activity, trying to remember every detail of the successes and lessons learnt after the event, can often prove challenging. It is beneficial if your review answers the following questions:

- Did you achieve what you set out to do? (Did you reach your goal and achieve what you decided?)
- How well did it go? (What went well and what difficulties occurred?)
- What could you learn for the future?

Planning is an ongoing process so after the Review consider 'What is the next DOOR?' What is the next need you want to tackle or do you need to do the same one again? The planning process is then repeated, so open another DOOR. Use your reviews when starting the next plan so you build up your learning.

# Action Centred Leadership: Handout



## The model

John Adair studied leaders and the teams that supported them, in order to identify the key tools that are needed to lead any given situation.

The diagram above is based on John Adair's model 'Action Centred Learning'. Each individual circle represents an element that needs to be considered, in order to lead a situation. Adair highlighted that by missing one of these elements, it would not be possible to lead effectively. A leader should balance the needs of all of the three elements, if the needs of one element is ignored, the situation is unlikely to succeed.

According to John Adair, the three elements that need to be considered in all leadership situations are:

**The task:** This is the job that needs to be completed at this particular time. Task focused actions can include:

- Setting objectives
- Planning tasks
- Allocating responsibilities
- Setting performance standards

**The team:** This is the group of people that the leader is responsible for, and who must work together to achieve the task. Team focused actions can include:

- Effective communication
- Regular team building
- Team motivation
- Discipline

**The individuals:** These are the individuals that make up the team, who will have different personalities, motivations and skills. Individual focused actions can include:

- Coaching
- Counselling
- Developing
- Motivating

# Appendix 4: Situational Leadership

## Scenario 1

Some of the tents have come back slightly damp from Group camp and you need the scouts to pitch them at the start of their evening meeting and pack them up again just before the end. You know they aren't going to want to do it and it could take up the whole evening if they don't get on with it.

What leadership style are you going to adopt and why?

## Scenario 2

Some of the Cub Scouts want to go into the park next to the Scout Hall to play baseball before the meeting starts, but they are unsure what they could use for base markers and what else they need. One of the young leaders has said he will go with them to watch if you want.

What style of leadership do you think you should use with both the Cubs and the young leader?

## Scenario 3

One of your Assistant Beaver Scout leaders is running pond dipping with the Colony as part of their wood badge. You have delegated the activity to her and have promised yourself you will not interfere as she needs the confidence to run activities. For all the pond is not deep, you are concerned that some of the Beavers are getting too spread out from some of the parents who are helping and might fall in.

Do you change your leadership approach at this point?

## Scenario 4

Some of the Explorer Scouts want to go into the park next to the Scout Hall to play baseball before the meeting starts. One of the assistant leaders has said he will go with them to watch if you want.

What style of leadership do you think you should use with both the Explorer Scouts and the assistant leader?

## Scenario 5

As part of the programme planning for a weekend camp you have worked out from the budget that the Scouts can choose one activity from go –karting, climbing or archery. As the activities are provided by the site, you don't mind what they do. You want all the Scouts to have a say but also to give some responsibility to the Patrol Leaders.

What leadership style do you adopt and with whom to get the answer you need?

# Appendix 5: Suggested tasks for leadership styles

## Task 1: Broken sentence

Arrange the words that have been cut out of newspapers and magazines to form coherent sentences.

## Task 2: Balance beam

The four tasks are as follows:

- 1 Arrange yourselves with the tallest at one end and the shortest at the other.
- 2 Arrange yourselves in the correct order according to the date (not year) of your birthdays. You may not speak during this exercise.
- 3 Arrange yourselves so only five feet and two hands are touching the balance beam.
- 4 Arrange yourselves so the largest member of the team is off the beam and supported by the other members.

## Task 3: Stretcher run

From the kit provided, build a stretcher and carry a member of the team around the course in the fastest time.

## Task 4: Fox and chickens

All but one team member should be blindfolded. The person who isn't blindfolded should guide each member of the team into the pen using just whistle signals.

## Task 5: Nuclear rods

Remove the tent pegs from the bucket in the centre of the rope circle using only the equipment provided. No member of the team or your equipment must enter the rope circle.

## Task 6: Minute timer

Construct a method of timing a minute exactly. You may only use the equipment provided.

## Task 7: Catapult

Your objective for this task is to construct a catapult capable of firing a tennis ball three metres. You may only use the equipment provided.

# Handout 2: 9 Levels of Delegation

*These are based on providing an 'activity' but can be easily by adapted to other situations.*

Level	Action required
1	Research this activity. Give me all the facts and resources you can identify. I will decide what we will do.
2	Suggest some ways of doing this activity with the pros and cons of each approach. I will chose which one we do.
3	Establish some criteria for deciding how we should do this activity including how we will address any risks. Suggest some ways of doing this activity, indicate all those that meet your criteria and highlight your favourite. I will chose which one we do.
4	Recommend a course of action for my approval.
5	Let me know what you intend to do. Delay any action until I approve it.
6	Let me know what you intend to do. Do it unless I say not to.
7	Run the activity. Let me know what you did and how it went.
8	Run the activity. Only let me know if there are any problems.
9	Run the activity. No further communication with me is necessary.