

**JLT****1. What does it mean to be a boy-led Troop?**

- 1.1. Is it a good thing? Do we want it?
- 1.2. If so, who should do what?
  - 1.2.1. Troop meetings
  - 1.2.2. Patrol meetings - Later
  - 1.2.3. Outings
    - 1.2.3.1. High-adventure
    - 1.2.3.2. Service
- 1.3. What should the adults do?

**2. What, then, does it mean to be a boy-led Patrol?****3. Troop Organization**

- 3.1. Chartering Organization
  - 3.1.1. RBCPC
  - 3.1.2. RB Rotary
- 3.2. Troop Committee
  - 3.2.1. Chair – Jude Zemper
  - 3.2.2. Assistant Chair – Steve Stone
  - 3.2.3. Chartered Organization Representative – Dave Shalinsky (RBCPC)
  - 3.2.4. Treasurer – Wes Fach
  - 3.2.5. Membership – Michael Hill
  - 3.2.6. Outings – Steve Stone
  - 3.2.7. Advancement – Kim Okeson
  - 3.2.8. Communications – Mike Burgess
  - 3.2.9. Funding – Jim Peterson & Charles Dumars
  - 3.2.10. Training – Paul Hunt
  - 3.2.11. Committee Members
- 3.3. Troop
  - 3.3.1. Scoutmaster (SM) – Guy Buchanan
    - 3.3.1.1. Assistant Scoutmasters (ASM)
    - 3.3.1.2. Junior Assistant Scoutmasters (JASM)
  - 3.3.2. Senior Patrol Leader (SPL)
    - 3.3.2.1. Assistant Senior Patrol Leaders (ASPL)
    - 3.3.2.2. Scribe
    - 3.3.2.3. Quartermaster
    - 3.3.2.4. Troop Guide
    - 3.3.2.5. Librarian
    - 3.3.2.6. Historian
    - 3.3.2.7. Chaplain's Aid
  - 3.3.3. Patrol Leader (PL)
    - 3.3.3.1. Assistant Patrol Leader (APL)
    - 3.3.3.2. Patrol Advisor
    - 3.3.3.3. Scouts

**4. Job Descriptions**

- 4.1. Have each Scout read his out loud from the by-laws.
- 4.2. Peter reads those who haven't shown up.

**5. National Honor Patrol Requirements**

- 5.1. Have a patrol name, flag, and yell. Use them.
- 5.2. Keep patrol records up-to-date.
- 5.3. Hold two patrols meetings each month.
- 5.4. Take part in one Scout event.
- 5.5. Complete two "Good Turns" or service projects approved by the TLC.
- 5.6. Help two patrol members advance one rank.
- 5.7. Show a full correct uniform 75% of the time.
- 5.8. Attend at least three TLCs.
- 5.9. Either have eight members, or increase membership.

**6. Guy's Vision**

- 6.1. Fun, Leadership, and Teamwork.
- 6.2. Trail to First Class
- 6.3. High Adventure

**7. How to plan and run a meeting**

- 7.1. The three Ps - P.P.P.L.2.P.P.P. – Piss Poor Planning Leads to Piss Poor Performance.
- 7.2. Planning
  - 7.2.1. The WRITTEN agenda – What do you want to get done during your meeting?
  - 7.2.2. The five W's – Who, What, When, Where, and Why
    - 7.2.2.1. Who do you want to attend?
    - 7.2.2.2. What are they going to do? (Agenda)
    - 7.2.2.3. When is the meeting?
    - 7.2.2.4. Where is the meeting?
    - 7.2.2.5. Why are you having this meeting? What *results* do you want?
  - 7.2.3. Communication for success
  - 7.2.4. Send out the 5 W's and the agenda 10 days ahead via email. Solicit modifications to the agenda.
    - 7.2.4.1. Call and let them know you sent them an email.
    - 7.2.4.2. Reminders
      - 7.2.4.2.1.T-3 days by email
      - 7.2.4.2.2.Day before by phone

- 7.2.4.3. The binomial phone tree – Each person calls two people.
- 7.2.5. The meeting
- 7.2.6. Set up for success.
- 7.2.7. Remove distractions
- 7.2.8. Not too comfortable, not to harsh.
- 7.2.9. Food and drink.
- 7.2.10. Start on time.
- 7.2.11. Follow the agenda.
- 7.2.12. Control discussion.
- 7.2.13. GET ANSWERS AND COMMITMENTS. Be very specific as to the five W's.
- 7.2.14. WRITE THEM DOWN.
- 7.2.15. End on time.
- 7.3. After the meeting
- 7.3.1. Send out an outline of the discussion.
- 7.3.2. Describe all commitments. Include the five W's.
- 7.3.3. Follow up on the commitments.

## **8. Discipline**

- 8.1. Penalty time is for newspapers only
- 8.2. What it means to be a volunteer in a volunteer program
- 8.3. Available discipline
- 8.3.1. Ask the person to comply
- 8.3.2. Ask the person to leave temporarily (A time-out)
- 8.3.3. Call the person's parents and ask them to come retrieve the person
- 8.3.4. Call the Scoutmaster
- 8.4. WRITE EVERYTHING DOWN

## **9. How to plan and run a program**

- 9.1. This includes opening game, flags, program, etc.
- 9.2. When should you do your program planning?
- 9.2.1. It depends on how elaborate the program
- 9.2.2. It depends on how successful you want to be.
- 9.2.3. T-1 month minimum
- 9.3. The five W's again
- 9.3.1. Who's available to help?
- 9.3.2. What are they going to do?
- 9.3.3. When is the program?
- 9.3.4. Where is the program?
- 9.3.5. Why are we doing it? What do we hope to achieve?
- 9.4. When – The TLC sets the global program schedule
- 9.5. What's the theme?
- 9.5.1. Repeats
- 9.5.1.1. First aid
- 9.5.1.2. Backpacking
- 9.5.1.3. Cooking
- 9.5.1.4. Knots
- 9.5.1.5. Lashings

- 9.5.2. Merit badges
- 9.5.3. Advancement
- 9.5.4. Fun
- 9.5.5. Some themes can run multiple weeks with multiple patrols. Use the TLC meetings to organize across patrols.
- 9.6. What are your assets? Can you get the stuff required to do the program?
- 9.7. What personnel are available?
  - 9.7.1. Patrol personnel to run the program.
  - 9.7.2. Experts and authorities
  - 9.7.3. Entertainers
- 9.8. Plan the program detail
  - 9.8.1. Answer the five W's plus
    - 9.8.1.1. How much time do you have to do the program?
    - 9.8.1.2. How many people do you need to entertain?
  - 9.8.2. What are we going to do?
  - 9.8.3. Write, minute by minute, explicitly what you will do. Leave nothing to be defined later.
  - 9.8.4. Write who is to bring what and when.
  - 9.8.5. Write who is to do what and when.
  - 9.8.6. Try to do less than you want to do.
  - 9.8.7. Use EDGE for interactive training.
    - 9.8.7.1. Explain
    - 9.8.7.2. Display
    - 9.8.7.3. Guide
    - 9.8.7.4. Enable
  - 9.8.8. In general, the PL supervises during the execution of the program and doesn't participate
- 9.9. The Master Schedule
  - 9.9.1. Presumably many things have to be done before the scheduled program time.
  - 9.9.2. Write who must do what and when.
  - 9.9.3. Put the due dates on your calendar.
- 9.10. Communications
  - 9.10.1. After each planning session, email
    - 9.10.1.1. the master schedule;
    - 9.10.1.2. a detailed, minute by minute program outline;
    - 9.10.1.3. who is going to bring what when;
    - 9.10.1.4. who promises to do what and by when.
  - 9.10.2. Call to see that they received the email.
  - 9.10.3. Follow up 1 week before each item is due.
  - 9.10.4. Follow up when the item is due.
  - 9.10.5. If not done
    - 9.10.5.1. have someone else do it;
    - 9.10.5.2. do it yourself;
    - 9.10.5.3. or delete it.
- 9.11. Dry run
  - 9.11.1. You must run the program EXACTLY as it is to be done during the meeting, well before the meeting; preferably one week.
  - 9.11.2. Use parents as your audience.
  - 9.11.3. Time the program.
  - 9.11.4. Chances are it will be too long. Cut as required.

- 9.12. Execute the program
  - 9.12.1. Follow your plan EXACTLY.
  - 9.12.2. PL supervises.
  - 9.12.3. WATCH THE TIME.
  - 9.12.4. Be happy. Be enthusiastic. Be patient.
- 9.13. Post-mortem
  - 9.13.1. Do this on the day of the program.
  - 9.13.2. What was good?
  - 9.13.3. What was bad?
  - 9.13.4. What was ugly?
  - 9.13.5. What should we change?
  - 9.13.6. How should we change it?
  - 9.13.7. Write up the results of the post-mortem and email them to everybody.

## **10. How to plan and run an outing**

- 11. Same as planning and running a program except:
- 12. Transportation – How do we get there?
- 13. Tour Permit – Required BSA form. Due two weeks before.
- 14. Permission slips – Required BSA form. Due two weeks before.
- 15. Wilderness permits – Usually long lead times. (Up to one year.) The requirement and due date depends on where you're going.
- 16. Equipment rental – depends on where you're going and what you're doing.
- 17. Site reservations – Usually long lead times; up to a year.
- 18. Emergency plan
- 19. One tells the leaders what they're going to do when a variety of things go wrong.
- 20. One is left with the Outings Chair and another in-town contact to enable them to contact the team.
- 21. Checklists
- 22. A checklist merely describes all the things that must be done before going on the outing.
- 23. There are many possibilities:
  - 23.1.1.1. Gear
  - 23.1.1.2. Paperwork
  - 23.1.1.3. Food
- 23.2. Additional data is forthcoming.

## **24. Defining success in your position.**

- 24.1. Everybody writes a detailed outline of what will define success for his position.
- 24.2. Everybody reads his outline out-loud.
- 24.3. Everybody signs his outline and hands it in to Peter. Peter gives his to Guy. Guy gives his to Peter.