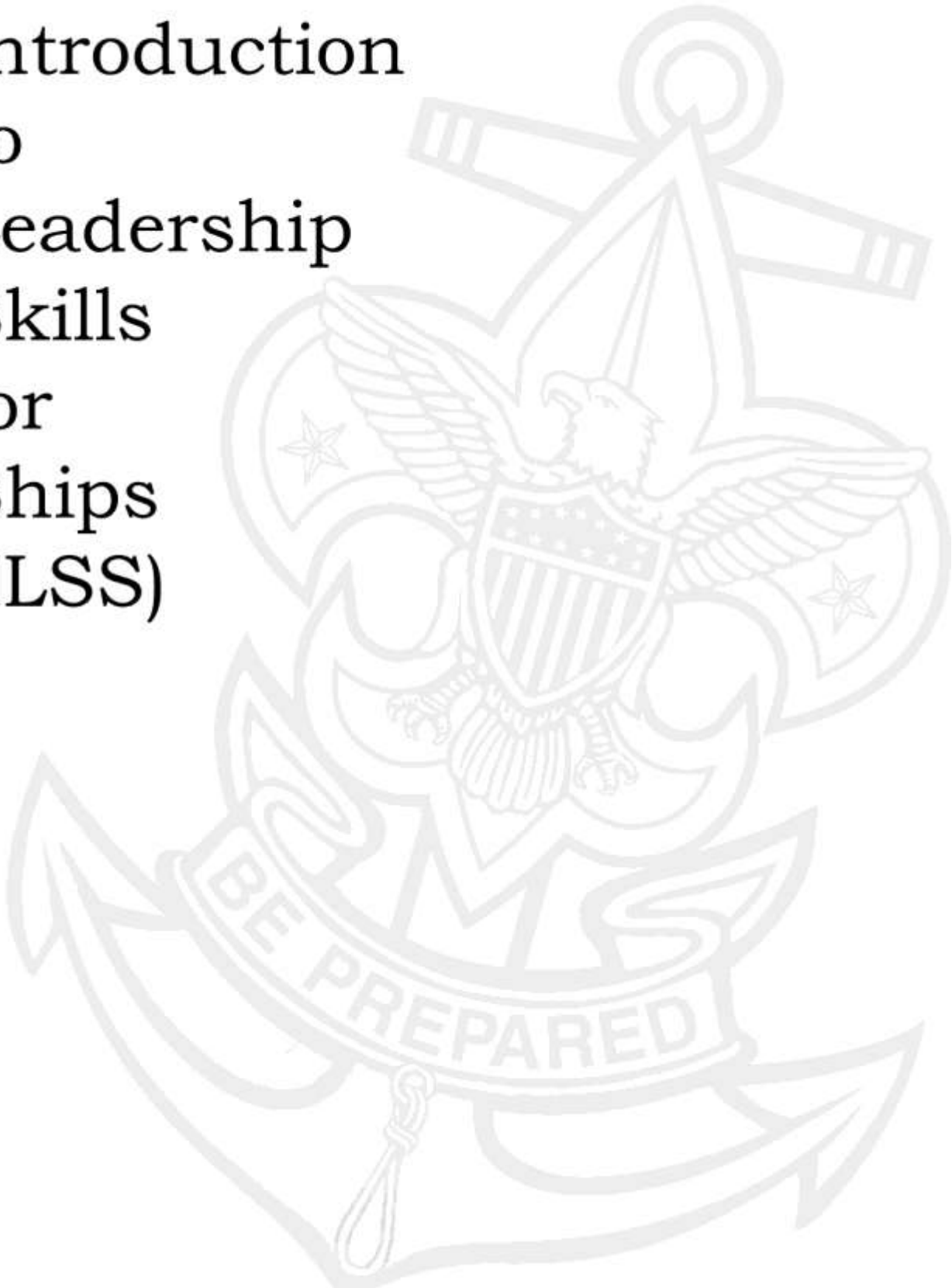
Introduction to Leadership Skills for Ships (ILSS)



Boy Scouts of America • Sea Scout National Committee

Introduction to Leadership Skills for Ships

INTRODUCTION—THE FIRST STEP IN THE YOUTH LEADERSHIP CONTINUUM

Introduction to Leadership Skills for Ships Training (ILSS) is an interactive program for Skippers to provide newly elected and appointed Sea Scouts with initial training on their responsibilities, and to equip them with leadership and management abilities to effectively run their ship. Shortly after the ship's annual election, it's strongly recommended the Skipper facilitate this training along with the mate and ship's youth leadership, collectively known as the quarterdeck.

ILSS is the first course for Sea Scouts in the leadership continuum training, and it replaces the former Venturing Leadership Skills Course. Completion of ILSS is recommended for Sea Scouts to participate in the more advanced leader courses such as Sea Scout Advanced Leadership (SEAL) training, National Youth Leader Training (NYLT), and the National Advanced Youth Leader Experience (NAYLE). It is also required for Kodiak.

Leadership in Sea Scouts

Youth-led activities and events are a vital character development component of the Scouting program, and by accepting a leadership role, Sea Scouts become committed to learning and developing their leadership and management abilities that will serve them for the rest of their lives.

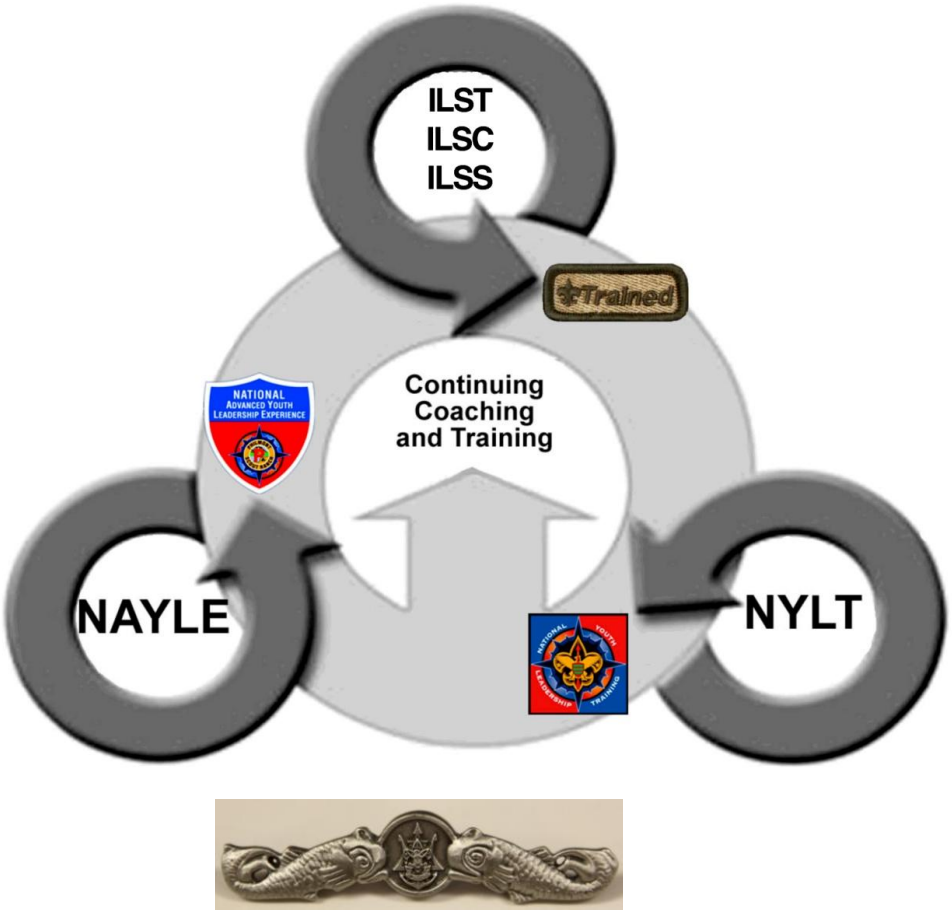
Additionally, Sea Scout ship activities and events provide fellowship and opportunities to learn new skills, and are FUN! To achieve these goals, the quarterdeck assumes many roles for their ship to run smoothly and effectively. These activities include:

- Organizing the ship.
- Planning and organizing ship meetings, activities, and events
- Planning for the ship to participate in council, regional, and national activities
- Planning and conducting training for members of the ship
- Planning for the ship's annual superactivity, such as the long cruise
- Promoting and developing the ship's advancement program
- Teaching seamanship and outdoor craft skills, sports, and aquatics
- Ensuring the ship's safety during meetings, events, and outings
- Handling the ship's finances and logistics
- Empowering other Sea Scouts to fully take advantage of their own leadership opportunities
- Encouraging the ship's members to seek out new ways to recruit new youth members

The badge of office presented to a Sea Scout who accepted a position of ship leadership does not automatically make him or her trained and a good leader.

Youth Training Continuum

As part of the youth training continuum, Introduction to Leadership for Sea Scout Ships (ILSS) provides the core foundational unit-level leadership skills every Sea Scout leader should know. This is followed by the Sea Scout Advanced Leadership (SEAL) training: ILSS, Ordinary and solid knowledge of Chapter 4 of the Sea Scout Manual are required to attend SEAL. Another training opportunity is the now coed National Youth Leadership Training (NYLT) course, which expands more fully on the skills learned in ILSS delivered during a six-day program in an outdoor setting. If desired, a ship or its members can take the newly redesigned Kodiak course, which will reinforce skills learned in NYLT through experiential learning during a trek experience. The National Advanced Youth Leadership Experience (NAYLE) is an exciting program for NYLT graduates where Sea Scouts can further enhance their leadership skills in the Philmont backcountry and in selected regional venues. NAYLE offers Sea Scouts an unforgettable wilderness experience as they use leadership and team-building skills to resolve exciting and challenging backcountry situations.



About Introduction to Leadership Skills for Sea Scout Ships

Training Sea Scouts to be leaders is an ongoing process that begins immediately when a Sea Scout accepts an elected or appointed leadership position and must be viewed by the

Skipper and mates as a significant milestone for their youth members. ILSS will provide the quarterdeck with the knowledge, team-building skills, and encouragement needed to fulfill their leadership responsibilities. Ultimately, the Skipper's role will be to serve as coach and mentor to the youth members of the quarterdeck.

ILSS is meant to offer the Skipper and the ship's boatswain a flexible training program for all ship leaders. It is not a syllabus to be followed verbatim since every ship is different. Trainers can review the resource material and adapt it to their individual ship's needs.

ILSS is organized into three modules, each of which should take 60 to 90 minutes to complete, with additional optional games and challenges to enhance the leadership lessons (and fun) of the course.

- **Module 1—Ship Organization** includes a description of each leadership position on the ship, roles and responsibilities, ship organization, and introductions to vision and servant leadership.

- **Module 2—Tools of the Trade** covers some core skill sets to help the Sea Scout lead, including communicating, planning, and teaching.

- **Module 3—Leadership and Teamwork** incorporates additional leadership tools for the Sea Scout, including discussions of teams and team characteristics, the stages of team development and leadership, inclusion/using your team, ethics and values of a leader, and a more in-depth review of vision.

This course may be conducted over three days, one module at a time, or perhaps conducting a module shortly before a regular ship meeting, incorporating some of the optional games into the ship's meeting agenda.

The course may also be presented in one session lasting several hours. If this single-day format is used, include several breaks, for two reasons: so participants won't become overloaded and bored, and second, for participants to fully benefit from being able to immediately spend some time thinking about, discussing, and even applying new leadership skills in their new responsibilities.

A preferred option is to spread this course over a weekend activity such as a weekend quarterdeck cruise, sailing, camping, or other activities interspersed between the modules. Make the experience a fun event for the entire ship to look forward to.

Who Participates in This Course?

The target audience for ILSS is the ship's elected and appointed youth members, to include the boatswain, boatswain's mates (for program and administration), yeoman, purser, storekeeper, and crew leaders. Additionally, Sea Scouts holding positions such as webmaster, historian, activity chairs, etc., should be included in ILSS. This course can be

conducted regardless of size of the ship, and in some cases, this might include *every* youth member!

As for adult leaders such as the Skipper, he or she plays an important role as the ILSS facilitator. Mates and ship committee members may participate peripherally as co-facilitators or module trainers. In some cases, it might even be fun and valuable to let a group of adults execute some of the games and see how they compare to the youth groups in performance.

While ILSS is targeted to Sea Scout youth leaders, it is strongly recommended that Skippers, mates, and ship committee members attend Seabadge, Seabadge Underway, and Wood Badge. These programs provide adult leaders with an excellent overview of and training in the Sea Scout program, seamanship skills, and advanced Scouting leadership training, respectively.

Instructor Resources

ILSS graduates should be recruited as co-facilitators and trainers to deliver lesson plans and facilitate games. Additionally, Sea Scouts who successfully graduated from Sea Scout Advanced Leadership, Introduction to Leadership Skills Troop or Crew, or National Youth Leadership Training can also be utilized, especially for Modules 2 and 3.

Message to the Skipper—Your Role as a Leader and Mentor

As Skipper, your role will be to facilitate ILSS training for the quarterdeck. In doing so, you must develop a sense of mutual trust and shared leadership styles between adults and youth members that will benefit the ship.

Please note that while we aim to have our youth leaders lead, you do NOT abdicate all responsibility to the youth. Adults must play a critical role in advising, providing feedback and guidance, and are in fact responsible for the ship. Adults need to work in concert with our young leaders, allowing them the freedom to learn from mistakes, providing guidance as needed. Yes, Sea Scouts is designed to be as youth-led as possible, but don't forget the Skipper has a major role to play as well.

Remember the three basic roles of the Skipper: to ensure that the rules and standards of the chartered organization and the Boy Scouts of America are followed, to serve as a mentor/coach, and finally to serve as a positive role model for Sea Scouts.

LAYING THE FOUNDATION FOR ILSS SUCCESS: PREPARATION WORK

When Sea Scouts assume leadership positions in the ship, they will immediately want to know what is expected of them and how they can successfully fulfill their obligations. Although curious about the concept of leadership, they might not know who to approach or even what questions to ask. The three ILSS modules have been developed to help the Sea Scout leaders understand their role and provide them with a foundation for successfully

executing their leadership responsibilities; however, before the Skipper schedules and facilitates the ILSS modules, there is some preparation work to be completed, as noted below.

Step 1: Introducing the New Quarterdeck

Before starting ILSS, the quarterdeck should watch *Crew Officer Orientation,* which is available online at www.scouting.org/Training/Youth/VenturingOrientation.aspx.

Shortly after the ship's election and during a regular ship's meeting, it's strongly recommended that the Skipper introduce and recognize ship members who have been elected and appointed to leadership positions.

This introduction is an extremely important occasion as it conveys to the new quarterdeck a clear message they have the trust and confidence of their peers as well as the Skipper. It also means their peers recognize they have the potential and ability to lead the ship. It also gives the quarterdeck an immediate overview ("big picture") of their obligations. Finally, during this milestone event, the Skipper demonstrates to the new quarterdeck his or her strong support and shares a vision on how the ship will succeed under their leadership.

Step 2: Preparing the Newly Elected Boatswain—The First Meeting

It is essential that the Skipper and the newly elected boatswain begin forming as a team as soon as possible and form a sense of mutual trust and understanding. If time permits, the Skipper should meet with him or her to introduce ILSS to the new boatswain unless they are a prior graduate. This session will enable the new boatswain to begin developing and understanding his or her leadership role *during* this first meeting. Please note, when meeting with the newly elected boatswain, remember two-deep leadership and BSA Youth Protection guidelines.

Breaking the Ice

Make the first meeting as informal as possible, depending upon your personal style. Establish a good working relationship with the new boatswain. You may choose to get together at a public coffee shop, restaurant, or ship's meeting location. (Remember two-deep leadership.) Whichever you choose, welcome the new boatswain to this special session. Explain that your role will be as coach/mentor and that you will be assisting him or her in developing their leadership and management abilities, as well serving as a conduit to the ship committee and chartered organization.

During this session, ask the new boatswain what he or she feels are the benefits youth members can receive from Sea Scouts. The boatswain will probably start by mentioning fun activities such as boating, sailing, camping, hiking, outdoor skills, trips, and making friends. Guide the new boatswain toward understanding Scouting's role in character development, especially addressing issues such as personal growth, the values of citizenship, ideals, positive ethical decision making, and good overall physical fitness. As the two of you

discuss this, help the boatswain understand that he or she is now a positive role model who can cause growth to take place within the ship.

Note: Don't bog down this discussion with trivial issues. The boatswain makes the difference in whether the ship is an effective organization. Explain that although it is your responsibility to give direction and support, the boatswain is the key leader.

The Boatswain Position Description

Give the new boatswain a copy of the pocket card describing their new position as well as a description of their duties. The pocket cards can be found in the Appendix. Explain the chief duties to the new boatswain and provide an overall idea of what this important position entails. Discuss each point individually. As you do so, encourage comments and questions. Some of these topics can generate exciting discussion, but be careful not to let the meeting run too long.

Mutual Expectations

Let the new boatswain know that all of the points in the position description add up to leadership and service. Make it clear that he or she is not required to DO everything that needs to be accomplished, but is responsible for ensuring that everything GETS DONE through delegation to members of the quarterdeck. If needed, coach him or her on the value and necessity of delegating to others. In addition to the position description, explain that you expect the following:

- Live by the Sea Promise, Scout Oath, and Scout Law.
- Agree on a written vision of success for this term of office and a plan to get there: goals.
- Lead and work with the quarterdeck to make the ship successful.
- Set a good example in uniform, language, and behavior.
- Participate in Introduction to Leadership for Sea Scout Ships.
- Continue with advancement and recognition while serving as boatswain.
- Devote the time necessary to handle the responsibilities of the position.
- Encourage him or her to attend SEAL training and the council's National Youth Leadership Training course if he or she has not already done so.

Now tell the boatswain it's their turn to discuss what they expect from you, the Skipper. Explain that you have reviewed what the new boatswain is expected to do, and it's a big task, but they are not expected to do it alone. He or she can expect the following from you:

- You and he or she will have many meetings in preparation for his role.
- You will be available for discussions or phone calls (give best times).
- You will back up his or her decisions within reason (give some examples).
- You will listen to ideas.
- You will be fair.

- You will listen to all sides of any issue.
- You will set a good example (uniform, language, behavior, etc.).
- You will provide direction, coaching, and support.
- You will share a vision of success for the ship and a plan to get there. (Do this now.)

Resources

Refer to the description card for the boatswain position and point out other materials that are needed to use in training other Scout leaders. Point out specific tools from the *Sea Scout Manual.*

Continuous Follow-Up

Be certain that you follow up frequently with the boatswain as you both agreed to mutually evaluate each assignment and to gauge progress on the quarterdeck's performance, planning, organizing events, and training. Remember, the boatswain's success, in large part, will determine the ship's success. Don't let your new boatswain fail. Ensure success by mentoring and coaching. Always be prepared for the next assignment at the ship meeting.

Step 3: When to Conduct ILSS

The next step in ILSS is to schedule the course modules. To be proactive, it is wise to build this training program into your ship's annual calendar well before elections are conducted. This way, Sea Scouts thinking about elected or appointed office will know in advance that they will be expected to participate.

As stated earlier, this course may be conducted in one session lasting several hours, over three days (one module at a time), or segments during a regular ship's meeting. To introduce an element of fun and excitement, a preferred option is to spread this course over a weekend activity such as a weekend quarterdeck cruise or camping experience.

This training is most constructive when attended by six or more Sea Scouts. If the ship is small and does not have enough Sea Scout leaders for an effective session, work with the ship committee to identify other ships in the district, council, flotilla, area, or region with which you can organize a cluster-training event.

Step 4: Preparing to Conduct ILSS

Facilitators

Be sure to utilize ILSS graduates to deliver portions of the course modules. In a ship where none are available for your course, consider using trained Sea Scouts from another ship or find someone who has been through a similar or more advanced leadership course, such as SEAL, Introduction to Leadership Skills Troop or Crew Modules 2 and 3, NYLT, Kodiak, Seabadge, or Wood Badge.

Supplies

A few supplies are needed to conduct this course, which are all easy to obtain, but not on a moment's notice. A kit can easily be built that will serve a ship every time it conducts this course. In several places, there are places to choose an activity. Try to change which activities are used each time the course is conducted to keep it original and fun for repeat participants.

You will need position patches for each participant to wear on their Sea Scout uniform, which are available from your Scout shop or the Ship's Store. Alternatively, a ship might opt for an alternate uniform and another method of identifying and recognizing trained officers (refer to the *Sea Scout Manual*).

Pre-Module Preparations

To assist you in preparing and conducting this training, each module includes the following:

- Module Overview, including time needed (for either 60- or 90-minute sessions)
- Preparation—work to do before teaching the course
- Materials needed
- Core Module Training—content, participant games/experiences, reflection topics, teaching points and leader comments

To help ensure productive training sessions, do the following:

- Review the materials well ahead of time and determine who should assist in presenting the training. Wherever possible, use adults and Sea Scouts who are BSA trained for their position.
- Determine which initiative games and experiences to include in each module.
- Set a time, date, and location that are convenient for the adult and Sea Scout leaders who will be attending.
- Choose a location with comfortable seating and enough space. Review the games and experiences planned for the module you are teaching. Ensure the room/location is suitable for each planned activity.
- Review the concepts of Teaching EDGE and the Trainer's EDGE to aid you in your teaching skills.
- Prepare the training aids you will need to conduct the session and have them on hand well in advance.
- Plan and practice how you will present each portion of the session.
- Rehearse with any assistant trainers if needed.
- Double check that you have enough fun, variety, and activity in the planned training to keep the Sea Scouts' attention and interest. Make it fun to learn to lead!
- Schedule 60 to 90 minutes for each session, but remain flexible in how long the group spends on each phase of its training. Give Sea Scouts plenty of time to

complete discussions and ask questions. But if a portion of the session begins to drag, move on.

Initiative Games and Experiences

During ILSS, initiative games and experiences are used to broaden the Sea Scouts' learning and help bring home key points during training. Recommended initiative games and experiences are listed in each module. To add variety for ships that routinely conduct ILSS, alternative initiative games are included in the Appendix.

Initiative games and experiences are purposeful activities with specific goals and learning processes that are less *competitive* and more *cooperative*. They can best be described as "action and reflection." In short, they:

- Have a specific objective or objectives, such as cooperation, trust, or imagination, through physical and verbal group activity.
- Are problem solving in nature.
- Must be talked about or reflected upon for them to have the maximum impact on the participants.
- Are fun!

How to Use These Games and Experiences

The following outline walks you through the steps you should consider in using the games.

Be Prepared!

- *Familiarize yourself with the activity* you have chosen. Know how the game is played, what the objectives are, and how its parts lead to the learning objective.
- *Plan a strategy* ahead of time so you can help your Sea Scouts if they get into trouble with the game.
- *Determine space and equipment requirements*. If you're not sure what amount of time a particular game will take, try it out ahead of time to avoid last-minute snags.
- *Review the questions provided after each reflection. Think about some questions* you can add to the reflection following the activity. You may want to jot down some notes during the game. Each activity has sample questions to get you started.

Present the Game

- *Make the rules clear.* Be sure the Sea Scouts understand the problem they must solve or the skill to be learned before they begin. Emphasize that there should be *no put-downs or harassment* during the activity.
- *Stand back.* Let the Sea Scouts solve the problem themselves. Even though you might know a better solution, let them figure it out for themselves. They

will learn the most from an experience they have worked through on their own.

The Reflection: An Important Element of ILSS Modules

In several places within this course module syllabus, trainers will be expected to conduct a "reflection." Often, the reflection is the most meaningful part of an exercise and should be conducted immediately after completing the assigned module activity. In ILSS, reflection is how teaching points are brought out and reinforced. Each game and activity has a purpose and is a tool for enabling the training. Remember the values of Scouting often lie beneath the surface. Reflection helps you ensure that these values come through to your Sea Scouts.

Also, reflection provides an opportunity for everyone in the group to have input into what happened. Reflection is best accomplished by asking open-ended questions such as "What," '"How," "When," and "Where." There are no right or wrong answers, just ideas, opinions, and insights.

You can use reflections to evaluate ship activities, and it will result in improved engagement by your Sea Scouts in future planning and execution of activities. Leading reflections is a simple process that can greatly enhance the learning process.

- *Lay the ground rules for discussion.* Have the Sea Scouts sit so they can see one another, and ask them to agree not to interrupt or make fun of each other. Let them know they are free to keep silent if they wish. The person conducting the session should not show disapproval of a response or a person, either verbally or nonverbally.
- *Facilitate the discussion.* Be positive and ensure both the game and the reflection are fun learning experiences. As the leader, avoid the temptation to talk about your own experiences. Additionally, no put-downs are allowed, and every response is welcome and valid.
- *Use thought-provoking questions.* Be prepared. Know what you're going to ask so you can get the Sea Scouts talking and draw key lessons out into the discussion. Each game is part of the learning experience for the module, so be familiar with the teaching points you are trying to bring out in the reflection.

The reflection facilitator acts as a moderator, initiating conversation by asking questions and encouraging fruitful conversation that leads toward the objective of the teaching segment. When a participant states an important point, it is worth repeating or restating to strengthen its impact on the group, or seeking additional clarification or viewpoints. If the facilitator is successful in getting the participants to state all the reflecting points provided in each game, then little follow-up is needed beyond a summary statement. This is a very effective method of teaching because the participants learn actively and because the teacher gets to hear the digested learning of the participants, and therefore knows if important lessons have been learned.

Step 5: Conducting ILSS: The Fun Begins!

Is the checklist completed? If so, it's time for the ship's quarterdeck to have fun in Introduction to Leadership for Sea Scout Ships!

- ✓ Step 1: Introducing the New Quarterdeck
- ✓ Step 2: Preparing the Newly Elected Boatswain—The First Meeting
- ✓ Step 3: When to Conduct ILSS
- ✓ Step 4: Preparing to Conduct ILSS
- ✓ Step 5: Conducting ILSS: The Fun Begins!

The Modules

MODULE 1—SHIP ORGANIZATION

Content	Time
1.1: Introduction to Leadership Skills for Sea Scout Ships	5 minutes
1.2: The Team-Based Ship	25–30 minutes
1.3: Introduction to the Ship's Organization	20–35 minutes
1.4: Introduction to Servant Leadership	5–10 minutes
1.5: Introduction to Vision	5–10 minutes

Preparation

- Obtain or create a ship organization chart for your ship or use the samples found in the *Sea Scout Manual*. (See appendix.)
- Understand the roles and responsibilities for every leadership position in the ship. Identify assistant trainers and co-facilitators who may be needed to effectively review these roles and responsibilities.

Materials

- The *Sea Scout Manual* for every ship leader for reference
- Position description cards for every Sea Scout leadership position
- Ship organization chart for your ship
- Several (10–20) balloons for the Job Toss game
- A permanent extra-broad-tip marker
- A rigid lightweight stick or hula hoop for the Helium Stick game
- A whiteboard, chalkboard, or easel with a pad of paper

Learning Objectives

- Understand the various leadership roles within the ship, both elected and appointed, as well as the dynamics of having everyone involved in the success of ship activities.

This course provides examples of ship organization charts and job descriptions, but each ship is allowed to modify these assignments as long as all responsibilities are fulfilled and real leadership remains a youth role. It is important to have clearly defined responsibilities for each ship position, so it is a requirement that each ship prepare appropriate materials by using those provided by this course, modifying these materials, or creating original materials.

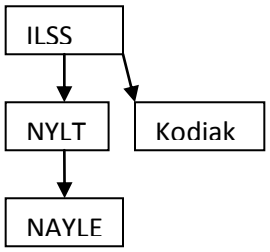
Module 1.1: Introduction to Leadership Skills for Sea Scout Ships

Discussion: Explain to the quarterdeck the purpose of this course.

The purpose of ILSS is to provide the core foundational unit-level leadership skills that every leader should know. It is also designed to provide the quarterdeck a clearer picture of how their position fits into the ship's overall structure and how each youth leader can make a difference. ILSS will give participants additional tools and ideas for fulfilling assignments and responsibilities in the ship. Discuss and review how your ship is organized and what the quarterdeck and adult leaders have to do to fulfill their leadership roles.

Explain where ILSS fits in the Sea Scout leader's training continuum:

ILSS to Kodiak (optional experiential course to reinforce ILSS skills) to SEAL, NYLT to NAYLE



Discuss any necessary logistics—when and where Modules 2 and 3 will be taught, etc.

Remind the Sea Scouts they have been elected or appointed to be leaders in their ship. This is both an honor and a responsibility. Being a leader is not about being the person in front, or wearing the patch, or being the boss. Good leaders are not "all about themselves." They should understand the reason to lead is to make a positive difference in the ship and to help each other become successful in their roles.

The skills and knowledge they will learn during ILSS can help them get started in their leadership experience. Sea Scouts who have already held leadership positions can pick up new ideas during ILSS and continue to further develop their skills while serving in their new positions.

Module 1.2: The Team-Based Ship

Discussion: Briefly discuss leadership in Sea Scouts, in Scouting and the value of the team-based ship.

Empowering Sea Scouts to be leaders is one of the core principles in Scouting, as Scouting is designed to help Sea Scouts prepare to participate in and give leadership to American society. A ship is a small democracy. Within the safety framework provided by the adult leaders, and with the Skipper's direction, coaching, and mentoring, the Sea Scouts plan and implement the ship's program. Sea Scouts serve in positions of responsibility to make that happen.

Game: Yurt Circle: Play a teamwork game—Experience working together and cooperating as a group. A "yurt" is a circular tent of felt or skins on a collapsible framework, originated by nomads in central Asia. They are noteworthy structures because they derive their strength from having structural members that pull away from each other under tension, making them flexible yet strong, while most structures are supported by rigid members under compression, making them inflexible.

Ask everyone (must be an even number, so add or subtract a trainer as needed) to join hands and expand the circle outward until everyone feels some gentle pull on their arms from each side. Ask the group to spread their feet to shoulder width and in line with the circumference of the circle. Now ask the group to count off by twos. Now ask all of the "ones" to lean in toward the center of the circle, and all of the "twos" to lean out (without bending at the waist and without moving their feet). This should be done slowly. If the group works with one another, each person can accomplish a remarkable forward or backward lean. Now ask the group to reverse positions. There will be some difficulty, but let them keep trying. As the trainer, do not direct how the group accomplishes the game; let them lead and direct themselves. Get involved if you have any safety concerns.

Reflection: Lead a discussion regarding working together as a team and the purpose and value of the team-based ship. Ask a few brief questions about the game, and then shift into a reflection about the youth-led organization and how it's implemented in your ship. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- During the game, who led the group?
- Did someone step in as the leader or did the group cooperate as equals?
- If someone stepped up, why did the group follow their lead?
- Did the size or age of the Sea Scouts affect how the "leaning" worked?
- Why does Scouting have Sea Scouts take on leadership roles in the ship?
- What do the Sea Scouts lead in your ship?
- What do they not yet lead?

- What could the leadership team try to add to the list that Sea Scouts accomplish during this period as Sea Scout leaders?

Some key teaching points:

- Often, more trained leaders will step in to help the group succeed.
- Sometimes, the group can accomplish a task through group cooperation and a mutual interest in success without a specific leader.
- Most everything in Scouting can be accomplished by Sea Scouts of various ages, genders, and sizes by working together as a team and perhaps making a few adjustments here and there (e.g., by switching people around the circle or coaching a younger Sea Scout about a successful technique).
- Scouting gives Sea Scouts the opportunity to learn and practice leadership skills.
- Sea Scouts will learn to lead by practicing leading and experiencing the results of their hands-on leadership efforts.
- If there are additional challenging roles or activities in your ship that the Sea Scouts are ready to accept, coach them through identifying the first few steps to start implementing the change, or identifying someone to be responsible for coordinating that effort later.

Discussion: Discuss the quarterdeck meetings on your ship.

If your ship has effective quarterdeck meetings, ask youth members questions on how they operate and share information with the ship. If necessary, use this time to coach the group on how to properly conduct a quarterdeck meeting.

The quarterdeck meetings are designed for the ship's youth leadership to plan and run the ship's program and activities. The quarterdeck routinely meets monthly to fine-tune upcoming ship activities and events for the month, and perhaps a superactivity scheduled later in the year. The boatswain chairs the quarterdeck meeting, and the Skipper and other adult leaders attend as coaches, mentors, and information resources. The Skipper allows the boatswain and Sea Scouts to run the meetings and make decisions, stepping in with suggestions and guidance whenever that will enhance the program for the ship and Sea Scouts.

Game: Helium Stick—Experience working together and cooperating as a group.

Have the Sea Scouts stand in two lines facing each other an arm's length away and hold out their two index fingers in front of them at chest height. Place a light rigid stick (e.g., a bamboo stick) horizontally between them so the stick is resting on each Sea Scout's two index fingers. The stick should be resting equally on the Sea Scouts' fingers. No one may grasp the stick or curl their fingertips around it.

Ask the Sea Scouts to lower the stick to the ground as a group, with no fingers losing contact with the stick. Every Sea Scout's fingers must remain in contact with the stick while

it is lowered. If someone's finger comes off the stick, restart the group at the starting position and try again. Please note there will be a tendency for the stick to rise because the collective force used to keep fingers in contact with the stick is greater than the gravitational force (weight) of the stick. For this reason, use a stick for the exercise that is light enough for this effect to occur, given the number of people in the group.

There are many ways of improvising the needed stick—any rigid lightweight stick or tube will do. The more Sea Scouts involved, the heavier the stick can be, but it's important the stick is not too heavy to outweigh the "lift" tendency. You can use other materials than sticks—a hula hoop will also work if you can get all the Sea Scouts around it. Ideas for sticks: interconnecting tent poles, taped-together houseplant sticks or kite struts, straightened-out wire coat hangers, wooden dowel rods, bamboo poles, or fishing rods.

Variations—If the group is successful quickly:

- Start with the stick at ground height, raise it to shoulder height, and lower it back to the ground.
- Issue two sticks per team—one finger for each stick.
- Just before starting the exercise, ask team members to press down hard with their outstretched fingers onto the edge of a table for 30 to 60 seconds. This confuses the brain still further and increases the tendency for the stick to rise.

Reflection: Lead a discussion regarding working together as a team and the purpose and value of having the youth as the leaders of the ship. Ask a few brief questions about the game, then shift into a reflection about the quarterdeck meeting and how it's implemented in your ship. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- Why did the stick rise when we wanted it to go down?
- Did you anticipate the problem? How did you fix it?
- How did you deal with people's fingers losing contact?
- During the game, who led the group?
- Did someone step in as the leader or did the group cooperate as equals?
- Has the quarterdeck been running as effectively as it could?
- Do Sea Scouts in leadership positions usually come to the quarterdeck meeting well prepared?
- What would the group like to do differently or improve during the quarterdeck's term?
- What guidance and coaching do you want to share with the newest members of the quarterdeck's team?

Some key teaching points:

- The stick has a tendency to rise because the collective force used to keep fingers in contact with the stick is often greater than the gravitational force (weight) of the stick.
- Cooperation, teamwork, and coaching each other were likely keys to everyone getting the stick to settle down and being able to manage the stick to the ground together.
- Coach the Sea Scouts through developing possible ways to implement their quarterdeck meeting improvement ideas.

Discussion: Ask your quarterdeck to define "leadership."

Introduce the position description cards found in the ILSS guide and give each Sea Scout the card for their leadership position.

Topics to emphasize during this discussion include:

- Teamwork
- Using each other's strengths
- Not trying to do it all yourself
- Doing what you said you'd do
- Being reliable
- Keeping each other informed
- Being responsible
- Caring for others
- Delegating
- Setting the example
- Praising in public; criticizing in private
- Leading yourself

Review some tips for being a good leader by asking leading questions to get the Sea Scouts to identify most of these tips and ideas themselves. Consider having a participant write tips on a whiteboard, chalkboard, or easel pad if available as the Sea Scouts come up with their ideas. Some tips include:

- Keep Your Word. Don't make promises you can't keep.
- Be Fair to All. A good leader shows no favorites. Don't allow friendship to keep you from being fair to all members of your ship.
- Be a Good Communicator. You don't need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so everyone understands what's happening.
- Be Flexible. Not everything goes as planned. Be prepared to shift to Plan B when Plan A doesn't work.
- Be Organized. The time you spend planning will be repaid many times over.

- Delegate. Some leaders assume the job will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your unit members to do things they have never tried.
- Set an Example. The most important thing you can do is lead by example. Whatever you do, your team members are likely to do the same. A cheerful attitude can keep everyone's spirits up.
- Be Consistent. Nothing is more confusing than a leader who acts one way one moment and another way a short time later. If your unit knows what to expect from you, they will more likely respond positively to your leadership.
- Give Praise. The best way to get credit is to give it away. Often a "nice job" is all the praise necessary to make a Sea Scout feel he or she is contributing to the efforts of the ship.
- Ask for Help. Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.

Game: Willow in the Wind—Play a game to get the group up and moving after the discussion and to continue to develop trust and confidence together as a team.

Have the Sea Scouts stand shoulder to shoulder in a circle with one person (the "faller") standing rigid (arms crossed with elbows on chest and fingertips at shoulders) and trusting in the center. Remaining rigid, the center person falls slowly in any direction. Before the faller moves very far off center, the people in the circle redirect the faller's impetus to another arc of the circle. This fall-catch-push sequence continues in a gentle fashion until the center person is relaxing (but remaining rigid) and the people in the circle have gained confidence in their ability to work together toward handling the occasional weight shift of the faller. Change Sea Scouts in the center until everyone has had an opportunity.

Module 1.3: Introduction to the Ship's Organization

Show the ship's organization chart. Notice that across the organizational chart, there are associated Sea Scout and adult positions: The boatswain works closely with the Skipper, the officers work closely with other adults, and the activity chairs work closely with the consultants. No position is completely independent. Cooperation and teamwork between adults and youth is essential.

Also note that leadership positions have responsibilities to one another. The boatswain leads and manages other ship's officers, and is responsible for their performance. Other elected officers can have appointed officers to manage, and be responsible for, as well.

Your ship has a number of important youth positions. The highest positions are elected and serve for a period of time in those positions (a "term of office"). There are a number of appointed leadership positions available that require varying levels of skill and commitment to fulfill. It is hoped every ship member will be encouraged to accept some kind of leadership position every year in the ship.

Individual Jobs and Responsibilities

Sea Scout ships are run by the quarterdeck led by the boatswain. These officers are responsible for seeing that the ship runs well, grows, and meets the needs of the members. The number of ship officers is dependent on the size and needs of the ship, and can change over time. Following is a summary of the responsibilities of each position in a typical ship. A position description card, the *Sea Scout Manual*, and your Skipper will provide additional details for each position.

Boatswain

- Plans and conducts quarterdeck meetings.
- Provides leadership to all ship meetings and activities.
- Supervises officers.
- Represents the ship in council and regional Sea Scout events.

Boatswain's Mate for Administration

- Takes over for the ship's boatswain when necessary.
- Supports the boatswain and other officers in their leadership function.
- Manages membership and advancement records.
- Provides leadership to recruiting new members into the ship by coordinating open houses and encouraging ship members to invite friends.
- Admits new members into the ship.
- Conducts opening and closing ceremonies of the ship.

Boatswain's Mate for Program

- Supports the boatswain and other ship officers.
- Collects activity ideas, plans the calendar, and keeps the ship's schedule up to date.
- Helps the ship's activity chairs plan and conduct successful activities.
- Provides meeting programs.

Yeoman

- Manages communication tools (webmaster) and the ship's publicity.
- Keeps minutes of quarterdeck meetings and other ship meetings.
- Maintains ship member records.
- Keeps all ship members updated about upcoming meetings, activities, and projects.
- Creates, preserves, and shares records (news, photos, videos, memorabilia).

Purser:

- Oversees ship money-earning projects
- Collects, deposits and accounts for all money coming into the ship.
- Works with the ship committee member on finance to set up bookkeeping procedures, bank accounts and money-handling methods.

Storekeeper

- Responsible for procuring and maintaining ship property (including storage, inventory, maintenance, and acquisition).
- Checks in and out all equipment.
- Keeps a complete inventory of all equipment.

Crew Leader

A ship can be divided into two or more crews (similar to patrols for Boy Scout troops). The crew leader:

- Is responsible for the morale and conduct of the crew.
- Leads and inspires by example.
- Stimulates participation and encourages teamwork.
- Is familiar with each member's abilities and interests and helps train each crew member.
- Mentors and hosts new Sea Scouts.

Crew Member

- Participates in meetings and activities.
- Periodically serves as an activity chair.
- Recruits new members.

Adult Positions

Adults in the ship are responsible for providing training to the ship's officers and enabling them to carry out their duties. They also provide resources for the quarterdeck and serve as mentors to all Sea Scouts.

The number of mates and committee members is depends on the size and needs of the ship. Following is a summary of the responsibilities of each adult in the ship. A position description card and the *Sea Scout Manual* can provide additional details.

Skipper

- Upholds chartered organization and BSA standards.
- Mentors and serves as a role model for Sea Scouts.
- Works with the boatswain.
- Facilitates training for the ship's officers.
- Supervises mates.
- Attends all quarterdeck and ship meetings.
- Provides direct leadership to ship program planning.

Mates

- Serves in the absence of the Skipper.
- Assists the Skipper in coaching/mentoring of the ship.
- Advises and helps the boatswain's mate with ceremonies.
- Works with assigned Sea Scout youth officers.

Committee Chair

- Supervises the Skipper and committee members.
- Recruits and approves the Skipper, mates, and committee members.
- Provides facilities for the ship meeting place and for activities.
- Facilities audit of ship's funds and property.

Committee Member

- Serves as resource to the ship.
- Works with assigned officer.
- Recruits consultants.

Chartered Organization Representative

- Provides liaison between the ship and chartered organization.
- Recruits ship committee; approves Skipper, mates, and committee members.
- Participates in district leadership.

Institutional Head or Executive Officer

- Head of the chartered organization (may or may not be a Scouter).

Consultant

- Recruited by the ship committee for a specific activity.
- Assists the activity chair in planning and executing a specific activity or activities.

Games and Activities for "Individual Jobs and Responsibilities"

Job Balancing: Balloon toss

Equipment: Balloons (about a dozen) inflated, permanent extra-broad-tip marker

Ask the boatswain to step forward and ask him or her to name a responsibility needed to run the ship's program and write that on a balloon. Hand that balloon to the boatswain with instructions to keep that balloon in the air and avoid having it fall to the floor. After a moment, repeat the question and response, write it on another balloon, and add this to the task of keeping the balloons in the air. Repeat until the boatswain has too many balloons in the air and is struggling with the "jobs."

Explain: "As the leader, you are responsible for keeping all these balloons, representing all your jobs, in the air and getting accomplished. Would you like some help? (response: 'Yes.') Ask someone to handle one of your jobs."

Repeat the giving of new jobs and passing those jobs (balloons) to others until everyone in the ship has a balloon and a responsibility.

If the group finds this activity easy, increase the difficulty by requiring them to adapt when a leader (or two) is removed from the game, just as an officer might need to take a break from their job because they are ill or responding to a crisis in another part of their lives.

Reflection: How well could the leader juggle all those balloons, and why? Why is it important to get everyone involved, with everyone having at least one job to do?

Module 1.4: Introduction to Servant Leadership

Discussion: Lead a discussion of why Sea Scouts should choose to be servant leaders. (Ideally, the Skipper leads this section.)

Most youth will very quickly tell you they would rather tell people what to do than be told what to do. That is human nature, not just the nature of a Scout. But leadership in the ship is not about the title or even about being the person doing "the telling."

It is about a choice to lead. It is about a choice to give rather than to receive.

What we need to build into the makeup of our youth leaders is the concept of servant leadership. We trust effective leaders because they care about us and about helping others succeed. That is the true role of a leader—helping other members of the ship succeed. Servant leaders understand what success looks like not only for the group but for each member of every team. They do everything they can to help the ship and each member succeed.

Servant leaders help the ship through day-to-day operations and through all the chores and tasks that must be accomplished. Duties are delegated and roles assigned. Ship leaders help manage this process. They focus on how to make every member successful in their assigned task, and the ship will come together quickly as a team.

Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.

Reflection: Lead a discussion about servant leadership. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What do you think the phrase "servant leadership" means?
- Why do you think Scouting encourages us to be servant leaders?
- What does that mean to you? How can you be an effective servant leader in your role?
- Is servant leadership focused on the team, the individuals, or both/all?
- What do you think other members of the team think of a good servant leader?
- How can a Sea Scout serve as a servant leader? What are some examples?

Some key teaching points:

- Servant leadership is about making that choice to be a servant first, then lead, to give more than you receive, and to make a others successful.
- Effective servant leaders care about others, about helping others succeed, and about making the group successful.

- It is important to build up the idea and value of servant leadership in our Sea Scout and adult leaders.
- A "good" group leader is focused on the success of the members of their team—as individuals and as a team. Servant leaders understand what success looks like not only for the unit as a whole, but also for each member of the unit.
- Group members can see when a leader cares about their needs and is focused on their success. That service earns them the group's respect. When they have that respect, the Sea Scout has earned the title and role of leader.
- A Sea Scout leader who seeks to serve knows their Sea Scouts well enough to help them succeed, helps their ship through the day-to-day operation of the ship, manages and delegates ship duties, focuses on how to help all members be successful in their assigned tasks, and works to bring the ship together as a team.
- Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.

Module 1.5: Introduction to "Vision"

Tell the Sea Scouts that *vision* is critical to success in any job or project. You must first know what success looks like before you can reach that success.

In Sea Scouts, a ship's vision is something developed and shared by all members, and identifies where the ship is going—what it wants to accomplish. As the Skipper, you probably have a number of visions, but may not have articulated them. We will discuss vision more thoroughly in Module 3, but each Sea Scout should be thinking about their vision of success in their new job, as well as that for the ship.

Share the vision that the boatswain created during his or her discussion with the Skipper. Along with the rest of the ship, create some goals to help the ship reach this vision of success.

At the end of this course, you'll be asked to state a vision for your term of office, and establish some goals to help you accomplish that vision. Think about your vision and some likely goals as we continue, and take the time to record or discuss them during breaks.

MODULE 2—TOOLS OF THE TRADE

Content	Time
2.1 Introduction to the Tools of the Trade	5 minutes
2.2 Communications	20–30 minutes
2.3 Planning	20–30 minutes
2.4 Teaching EDGE	15–25 minutes

Preparation

- Compose a sentence for the Telephone Game or select from one of the sample sentences.
- Prepare a simple drawing for the Whole Picture game.
- Pick a simple skill to teach during the Teaching EDGE demonstration. Gather any materials needed for the demonstration and for the Guide and Enable portions of the training.

Materials

- Materials required for the activity chosen for the Teaching EDGE demonstration, if any.
- A sheet of paper and pencil for each participant for the Whole Picture game.

Learning Objective

This module teaches the basic leadership tools of communication, planning, and how to use the Teaching EDGE effectively in one's leadership role.

Module 2.1: Introduction to the Tools of the Trade

Discussion: Introduce the three core topics in this module:

- ***Communication.*** The skills of being an effective listener and an effective communicator are valuable tools for any leader.
- ***Planning.*** Proper planning makes the difference in almost all Scouting activities.
- ***Teaching EDGE.*** The Teaching EDGE method can be used anytime a leader is helping others learn.

People grow and evolve their leadership skills and strengths over time. Understanding some core leadership skills will help the Sea Scouts as they perform their leadership roles and develop their own individual leadership strengths. The skills of communicating, effective planning and teaching are foundational to each Sea Scout's ability to lead their fellow Sea Scouts.

Module 2.2: Communication

Discussion: The Greek philosopher Aristotle broke communication down into three parts:

A sender, a message, a receiver

This is still a valid model today. It applies to all forms of communication: verbal, written, music, film, signaling, pantomime, teaching, etc.

Receiving (Listening): Understanding the value of being a good receiver is a helpful foundation for a leader. Start with a short listening game.

Game: The Telephone Game

Break the group into two teams. Ideally, there are six to 10 Sea Scouts in each team. If it is a larger session, use three teams. Have the Sea Scouts in each team line up so they can whisper to their immediate neighbors but not hear any players farther away—or any players on the other team.

The trainer whispers a message to the Sea Scout at the beginning of the line. Use the same message for each team. The Sea Scout then whispers the message as quietly as possible to their neighbor. Each Sea Scout can say the message only once—no repeating is allowed. If needed, a variation is to allow each listener one chance to ask the sender to repeat the message. The neighbor then passes on the message to the next Sea Scout. The passing continues in this fashion until it reaches the Sea Scout at the end of the line, who then whispers the message he/she received to the trainer. Once both teams have completed passing their message, the last Sea Scout in each line says the message they received out loud. If the game has been "successful," the final message will bear little or no resemblance to the original, because of the cumulative effect of sending and receiving mistakes along the line.

Some possible sample messages:

- Barbara's aunt shared her secret sweet potato pie recipe with me.
- Goofy grinning gophers gobbled gigantic grapes while juggling.
- Johnny can you please pick up the pencil that you dropped, and please remember to take your homework with you to school tomorrow.
- Send reinforcements, we are going to advance upon the port tomorrow at five.
- I asked them what they were working on when I talked to them at the party yesterday.
- I told Carolyn that I thought she would probably be hired.

Reflection: Lead a discussion about effective listening and the value of using listening skills. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What's the difference between hearing and listening?
- What is active listening?
- Is active listening a helpful/useful skill?
- Why do leaders need to be good listeners?
- What would have happened in the game if someone hadn't passed the message on?
- What happens in the unit when someone doesn't pass the message on?
- In the game, did you check for cues that the listener understood your message?
- How would it have helped if you could have asked questions?

Some key teaching points:

- Listening is different than hearing—it involves actually receiving the message being sent.
- Focus on the person who is speaking and on what is being said. Stay engaged.
- Engage your brain when someone else is talking or communicating.
- Being a good listener is a very important part of being a good leader. Understand what people are trying to say to you.
- Using active listening skills will help you as a leader.
- Pass the word—to your people or to the leadership team. Don't break the communication chain.

Other discussion:

- Listening is one of the most important skills a person can learn.
- Active listening can involve repeating or reiterating what you've heard back to the speaker.
- A good rule of thumb is to try to listen twice as much as you talk.
- Confirm receipt of your message.
- If you are the receiver, ask questions. If you are the sender, encourage the receivers to ask questions until they are clear.

Some listening tips:

- Listen with your eyes as well as with your ears. Watch for nonverbal cues.
- Avoid distractions, both physical and mental. Give the speaker your full attention.
- Try to see things from the speaker's point of view. In other words, try to put yourself in the speaker's shoes.
- Apply the ideas to yourself. Think about how the speaker's message relates to you and your experiences.
- Review the speaker's points and think what logically might come next in the speaker's message.
- Curb your desire to talk until the speaker has finished.

- Respond nonverbally (nod your head or smile) to the speaker.
- Practice listening with respect for the speaker. Work hard not to interrupt even when you have a burning desire to make a point.
- Ask questions if you are unclear about anything.

Sending a Message: Conduct a communications game. Experience the value of sending a clear and effective message.

Game: The Whole Picture

Give every Sea Scout a sheet of paper and pencil. Select one Sea Scout to be the communicator. Show them (and only them) a drawing provided on pages 32 and 33. Their task is to describe the drawing verbally so each Sea Scout can duplicate the drawing on their own sheet of paper without ever seeing the original. The better and clearer the communicator's instructions are, the closer the receivers' drawings will be to the original. After the communicator has finished their instructions, everyone should show/share their drawings.

If time allows, try this with and without allowing the listeners to ask questions of the communicator. As an added challenge, play the game using two-way radios or telephones, with the communicator in a separate room or location from the listeners (or on opposite sides of a large room like a gym).

Prepare in advance a simple drawing with sufficient variety to challenge the group. Simple geometric designs (rectangles, circles, triangles, stars, lines, etc.) in various orientations can suffice. Alternatively, select a picture from a magazine for a greater challenge.

Reflection: Lead a discussion about effective communication and the value of communicating clearly. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- Do the receivers' drawings look like the original drawing/picture?
- Did you draw what the communicator said?
- Were their instructions clear? What sorts of things could they have said to be clearer?
- Ask the communicator how he or she planned to describe the drawing?
- Would it have helped if you could have asked questions?
- What happens when the message isn't clear?

Some key teaching points:

- Be as clear as possible with your message.

- Plan ahead and prepare.
- People will do what they think you told them—even if it's not what you meant.
- Allow your listeners to ask questions and get a clear understanding of your message.

Other discussion:

- You may want to ask your listener to tell you what they think your message is—to confirm that they received it correctly.
- As the sender, the message often seems clearer to you than to the receiver.
- Messages flow both ways—from sender to receiver and back. Both sender and receiver are responsible for good communications to work.

Some communicating tips when passing out information:

- Before you begin to pass out information to your team/audience, take a moment to organize your thoughts. You may want to write a few notes to remind yourself of the points you want to cover.
- Have the team/audience gather in a place free of distractions. Do not begin until you have everyone's attention.
- Speak clearly. Make eye contact with your listeners. As you finish explaining each item, ask if there are any questions.
- Repeat facts such as dates, times, and places.
- If possible, ask the yeoman to make and distribute notes of the discussion.

Leader Comments

MaSeR: To help remember the three important parts of communication, think of "**MaSeR**": **M**essage, **S**ender, **R**eceiver. A laser sends light and a MaSeR sends messages.

Diagram 1

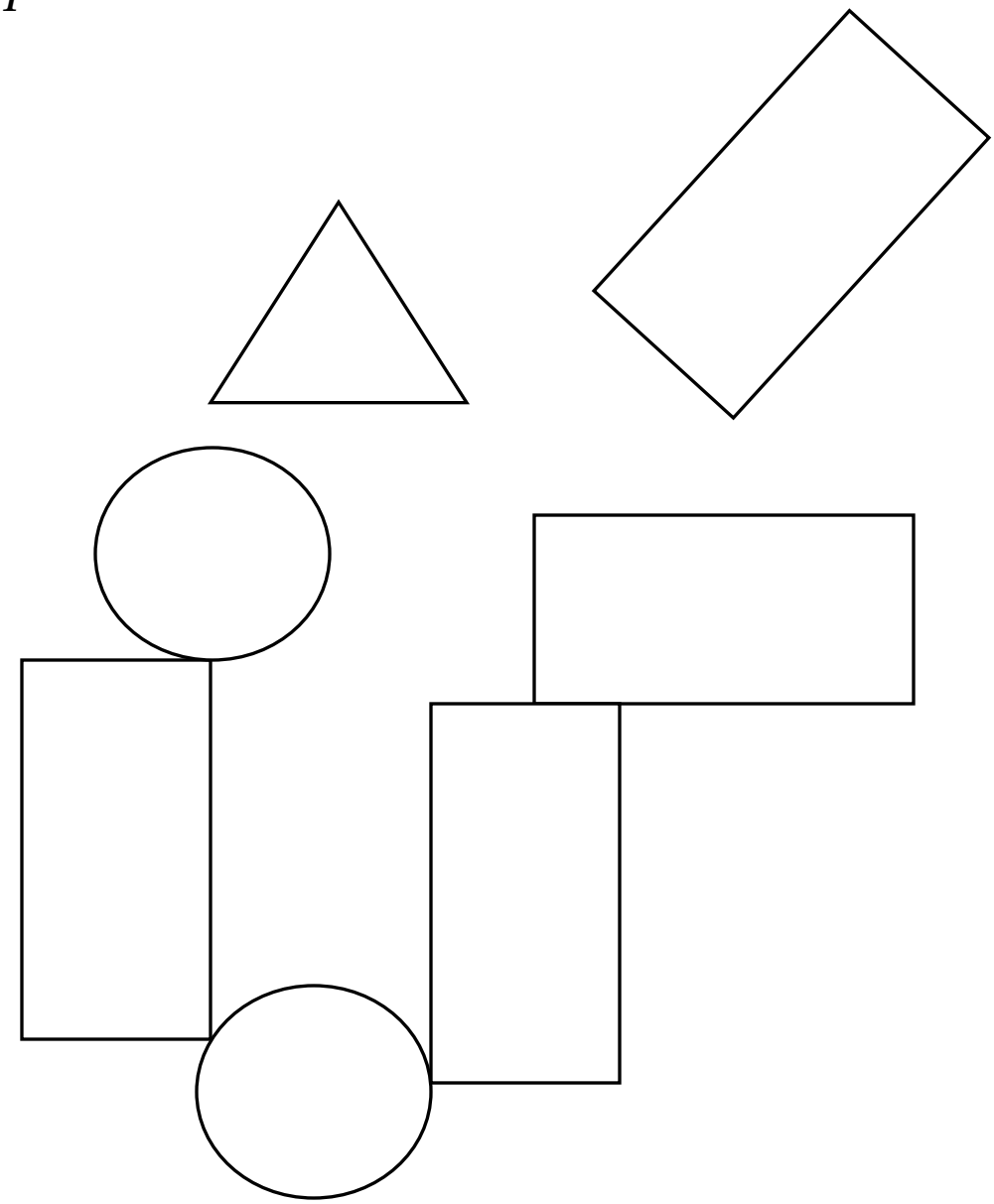
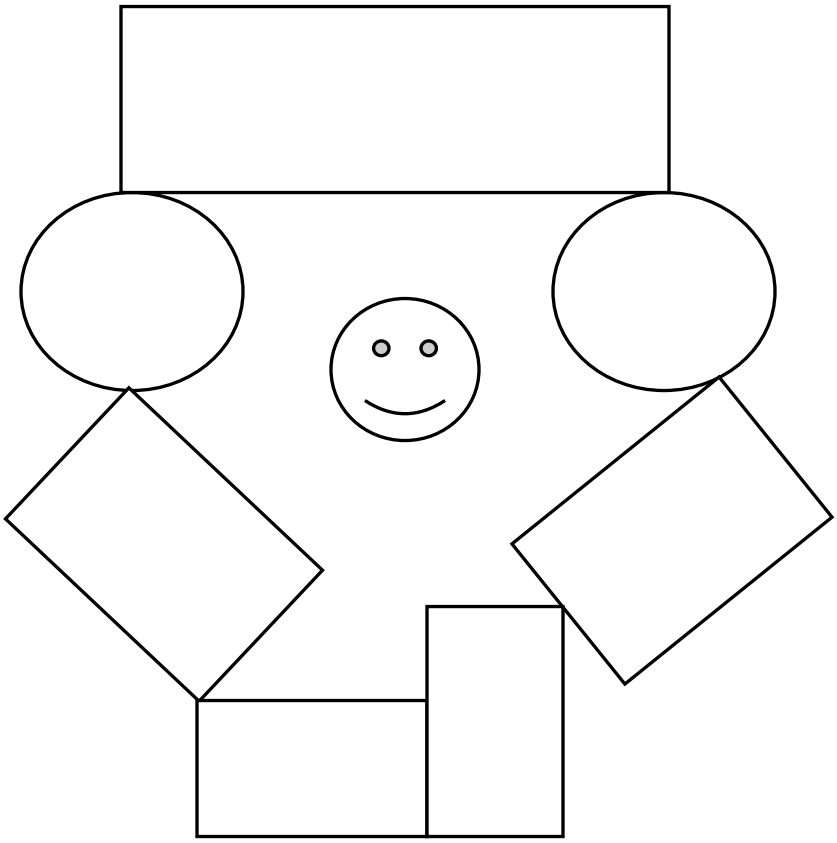


Diagram 2



Module 2.3: Planning

Discussion: Second only to communicating, good planning is an essential skill for every effective leader. New Sea Scout leaders will quickly notice that things "just happened" but actually are the result of the quarterdeck planning ahead and preparing for activities and events to happen. Generally, the better planned an activity, the more fun the group will have and the more successful the event will be. Conversely, everyone suffers when the person in charge has not planned properly for the group to participate in an activity.

At its core, planning is really just thinking ahead—thinking ahead about what's needed to get the outcome you want to have happen. In planning Sea Scout activities, usually the desired outcome is that the planned activity is successful—and that the participants had fun and learned or experienced something. Figuring out what it will take to make that come together smoothly is planning.

Ask questions—develop answers: To start planning, it often helps to sit either alone or in a small group and start asking yourself questions—then coming up with the answers. Like a newspaper reporter writing an article or a policeman solving a case, walk through some basic who, what, when, where, and how questions.

- What do we want to do?
- What is the desired outcome?
- Where is a suitable site?
- How will we get there?
- What will we do once we get there?
- What equipment do we need?
- Where do we get that equipment?
- How much will an activity cost?
- Who is responsible for getting the equipment?
- Who is participating?
- When is the activity?
- Do we need permits or permission?
- What will we do if …? Etc.

The questions vary considerably depending upon the activity. But the process is the same. The more questions you can think up ahead of time—and the more answers you develop—the smoother the activity will be.

After you get through the basics in planning the activity, spend a good part of your time thinking through some "what do we do if 'x' happens?" kind of questions. That will help you be prepared when things don't go as originally planned.

Also, focus on the "who": "Who is responsible for making that part happen?" or "Who will bring that item?" Sometimes teams work out a good plan, but then the leader doesn't assign specific owners to every needed task. Figuring out what's needed is an important part of

planning, but assigning someone to take care of it is essential. Be certain someone is assigned to get every needed task done; don't presume that "someone" will step up and take care of something.

Experience: Practice planning by having the Sea Scouts plan as a group a sample ship service project using the scenario below. Explain the following situation to the Sea Scouts and then give them 10–15 minutes to plan in a group how they would approach the activity. After they have established their plan, let one or more of them summarize the high points for the group. Then transition into the reflection: as a team, discuss how the planning activity went.

Note: As the trainer, stay engaged with the learners as they are doing their planning together. If they are not clear about the types of questions they should be considering, or not effectively developing answers/solutions or assigning owners, gently coach or ask them leading questions to get them on track. Avoid the temptation to drive the activity, though. Conversely, if the group is doing well in their planning, gently raise the bar by asking a few deeper or "what if" questions.

The Situation: On a Saturday, six weeks from now, the ship will conduct a service project at a local city park. The project involves:

- Installing 50 feet of split-rail fence around a tree (to protect it)
- Removing old plants and undergrowth from a nearby area (approximately 500 square feet in area)
- Laying down weed block in the cleared area
- Spreading six cubic yards of mulch in the area just cleared and under the fenced in tree
- Planting 15–20 small plants and shrubs in a small garden in a third area nearby

The three work areas are close enough to each other that they are within line of sight and earshot of each other. The city will provide the wood and hardware for the fencing, the plants for the garden, the weed block, the mulch, and several dumpsters for the removed materials.

The ship will bring 22 Sea Scouts, plus six trained adult leaders. Four unregistered parents will also participate in the project work party. The ship's participants must provide any equipment needed to do the work. Plan to start and finish the work on that one Saturday.

Task: Plan what equipment you need for the project and how you're going to get it. Plan how to use and manage your team on the day of the project.

Some additional what-if questions/tasks for teams that are doing well in the planning process:

- What if the park planner wants additional work done on the day of the project? Can you cover more?

- What if they also asked that you install a drip irrigation system for the newly planted plants? What additional equipment would be needed? How many people would you assign to that task?
- What if one of the areas was NOT within eye and earshot of the other two projects? What considerations would be needed? How would you allocate your adults? What equipment would help you address that issue?

Reflection: Lead a discussion about planning this activity and planning activities in general. Use open-ended questions until the teaching points are all brought out.

Sample questions:

About the planning session:

- Who led the planning discussion? Did that work?
- Did anyone take notes?
- What did the team focus on first? Was that an important thing to focus on?
- What happened during the team's planning process?
- Did you ask yourselves key questions? Did you develop any answers?
- Did you get through some necessary planning activities?
- What else still needs to be planned to make this project a success? Are there areas you didn't get to?
- Is 10–15 minutes enough time to plan a project of this size?

About the project:

- Who was assigned to lead the overall project and coordinate the work effort during the project?
- How did you divide up the ship to work the service project? Did you divide up by crews, by skill level, by age, or by some other method?
- Who was in charge of each of the teams?
- How did you allocate the adult leaders to the teams? What about the parents?
- How much time did you estimate the project would take with this number of participants?
- What safety considerations did you plan for?
- What were your plans for food (snacks, drinks, lunch, etc.) during the project? Water? Need to stay hydrated?
- How did you plan to communicate among the various teams?
- Are any special skills needed to do this project? Is there someone in the ship with these skills? If not, did you consider finding out how to do those skills before the day of the project?
- What were your considerations for poor weather? Is there anything in this project that couldn't be done in the rain?
- What equipment did you put on your equipment list? (If anything significant is missing from the list, coach the team about what else is needed.)
- Did you assign someone in the ship to bring every item on the list?

- Did you assign someone to check before the project that the Sea Scouts are still planning to bring each needed piece of equipment?
- What equipment did you tell every person to bring?

Some key teaching points:

About the planning session:

- Pick someone to lead the planning process.
- Designate a scribe. Write down the plan. Notes can provide the basis for a news article of the project.
- Plan your planning. Focus on important things early in the planning process.
- Plan your planning. Identify the big areas that are going to need to be thought about and make sure you cover each one thoroughly.
- Think through some key questions in each area.
- Develop answers to each question.
- Write down tasks that need to be accomplished to make the project a success.
- Assign owners to each task.
- Assign due dates as appropriate.
- Assign someone to follow up and verify that needed things are getting done.
- Take enough time to plan well. If you don't have enough time initially, schedule more time later.
- Do not presume needed things will "just happen."

About the project:

- Pick someone to lead the project, ideally the boatswain.
- Assign age-appropriate work to each group.
- Have enough activity to keep everyone busy and engaged in the project. Ensure everyone is fully participating—and given an opportunity to participate.
- Divide up the adults. They should be coaching and mentoring the leader of each team, not leading the team themselves.
- Put skilled adults on the teams needing greater skill (e.g., building the fence or properly planting the plants) who will help the Sea Scouts learn and be successful. If no one in the ship knows how to build the fence or plant the plants, make arrangements to learn these skills ahead of time, or ask someone to join you for the project who can teach the Sea Scouts.
- Always consider safety factors when working on service projects or other Sea Scout activities. (Discuss specific considerations for this project with the team.)
- Every Sea Scout should be instructed to bring their Sea Scout essentials whenever the ship is doing an activity of this nature. Personal safety gear, like work gloves or eye protection, should also be considered for service projects.
- All of this project can be done in the rain. No need to cancel the project for (reasonably) bad weather.
- A variety of equipment is needed for this project, but none of it is beyond what many families have for home use. Make a good list, and then assign owners to

either bring each item or to track down someone else who could bring it. Delegate. Use the quarterdeck: Can the boatswain's mate, yeoman, storekeeper, or a crew leader drive this activity? Should the activity chair do so? Or perhaps the Sea Scouts are in charge of each team?

Leader's Comments

When planning an activity, it helps if you don't presume: Don't presume that something needed will "be there" or "just happen"; don't presume that someone will "take care" of something because it "seems obvious", or because "s/he usually does it." Include it in your plans and assign an owner. Follow up; then you'll know it's taken care of.

As you become more aware of the value of planning and how it can affect the success of activities, you may also notice when others in your ship—either Sea Scout leaders or adult leaders—have not put enough time or effort into planning the activity. Recommend the members of the ship find ways to provide constructive feedback to each other to ensure that those who don't properly plan are coached that that is not OK—everyone suffers when the person in charge of making something happen doesn't plan properly. You will also see who on the team is good at planning. Get them into positions to coach and help others learn this important skill.

As a boatswain, activity chair, or other key member of the quarterdeck, you can often tell how well people think you are planning by how many of them keep attending your activities—meetings, outings, etc. If the number of faces looking back at you in formation each week starts to dwindle, it may be due to many factors, but consider that it may be that you're not planning enough entertaining and engaging activities for the Sea Scouts—and they are spending their time elsewhere. If this starts happening, actively—and quickly—make changes in your planning efforts. Ask for feedback. What do others think? If you feel that you're doing all you can or you are running out of ideas, ask for help. When you DO put in the proper planning time, the Sea Scouts will see that you care enough about them to put your energy into planning the best possible experience for the ship. They will see you as a leader.

Module 2.4: Teaching EDGE

Discussion: The **EDGE** (**E**xplain, **D**emonstrate, **G**uide, **E**nable) method is the primary training method to teach skills in the ship. EDGE should be used for all teaching opportunities. Make it a habit. It can be used anytime a leader is helping others learn.

The four-step EDGE process is a simple method for teaching any skill:

1. **Explain.** The trainer explains how something is done.

2. **Demonstrate.** After the trainer explains, the trainer demonstrates while explaining again. This gives the learner a clear understanding of what success looks like.

3. **Guide.** The learner tries the skill while the trainer guides them through it. The trainer gives instant feedback as the learner practices the skill.

4. **Enable.** The learner works on their own under the watchful eye of the trainer. The trainer helps remove any obstacles to success, thus enabling the learner to succeed.

Experience: Briefly teach the Sea Scouts a simple skill using all four steps of the EDGE method. This is an ideal part of the training for an experienced SEAL- or NYLT-trained Sea Scout to conduct. Set a good example by distinctly using all four steps of the process so the Sea Scouts can clearly differentiate.

Some possible sample skills to teach:

- How to build/fold a paper airplane
- How to properly fold the U.S. flag (Refer to page 31 of the BSA publication *Your Flag*, No. 33188.)
- How to tie a knot
- How to perform a basic first aid activity
- How to toss a small object into a coffee can from a short distance
- How to properly lace up a hiking boot (or tie a shoe)

Some of these skills will need more or less equipment than others. Be sure there is enough equipment available for all of the learners to participate in the Guide and Enable steps simultaneously. The goal of this part of the training is to teach about teaching, not necessarily to teach a new skill, so the subject being taught need not be an elaborate one—and need not be something the learners don't already know how to do.

Reflection: Lead a discussion about teaching skills using the Teaching EDGE method. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What happened during the Explain step? What happened during the Demonstrate step?
- What happened during the Guide step? What happened during the Enable step?
- Did parts of the training go too fast or too slow for you? What could the trainer do to address that?
- Did the learners ask questions? Did the trainer answer them?
- Did the trainer ask questions of the learners to ensure they were following?
- How did the trainer know the learners had learned the skill?
- What other skills could we teach using this method?
- How could you as a leader use the EDGE method with your unit?

Some key teaching points:

- For some skills, the Explain and Demonstrate steps can be combined.
- For some skills, the Guide and Enable steps might be merged.
- Watch your learners and ensure your pace matches their rate of learning.
- Trainers should ask questions or use other methods to ensure their learners are learning.
- The Teaching EDGE can be used in a variety of teaching situations in the ship.
- Leaders in the unit can use the Teaching EDGE method in many different ways—in more ways than just teaching simple skills.

Leader Comments

So many Sea Scout skills and activities can be taught using the Teaching EDGE method. Consider giving it a try the next time you need to teach your team or ship how to do something. With practice, this method will become easy to use and a natural skill for you to use in many situations.

When planning to teach something, it helps to think about what outcome you want: What do you want your audience to learn? Other good questions to consider: Who is the audience? What do they already know about this subject? What are the critical things to be taught? What is the best order in which to present your major points? How will you present these various points? What teaching aids will you use? Etc.

Wrap Up the Tools of the Trade Module

Discussion: These three topics—communication, planning, and teaching—are core skills leaders can use anytime they are working with their team. The links between the three skills are clear. Good planning is foundational to everything, including teaching and communicating. Effective communication skills enable the leader to share ideas and direct their team's activities. As you grow in Sea Scouts and take on more leadership roles, your leadership skills and strengths will continue to grow over time.

MODULE 3—LEADERSHIP AND TEAMWORK

Content	Time
3.1. Introduction to Leadership and Teamwork	5 minutes
3.2. Teams and Team Characteristics	5–10 minutes
3.3. Introduction to Stages of Team Development and Styles of Leadership (Leading EDGE)	15–25 minutes
3.4. Inclusion	10–15 minutes
3.5. Leadership Ethics and Values	15–25 minutes
3.6. Vision	5 minutes
Wrap Up the Sea Scout Leadership Training Course	5 minutes

Preparation

- Identify examples/experiences to use for the stages of team development discussion. Ideally, these come from recent ship experiences, but sports or orchestra analogies will do if examples from the ship aren't available.

Materials

- Whiteboard or pad of easel paper
- Baking potatoes or rocks—one per Sea Scout
- Cookies or small pieces of candy—enough for two per Sea Scout plus a few extras

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Learning Objectives

Understand the dynamics of team building, the stages of team development, the relationship of team development to team vision and goals, the selection of an appropriate style of leadership for the team and condition, and valuing every team member's contributions and development.

Module 3.1: Introduction to Leadership and Teamwork

What do we mean by "team"? The word "team" applies to any group working together on a common goal. It can be a temporary group that meets once to solve a particular problem, or a permanent group. In Sea Scouts, the team could be the quarterdeck, an activity committee, a group of Sea Scouts, or an entire ship. Just because we call something a team, however, does not mean the group functions effectively AS a team. Some individuals may be pulling in different directions, communicating poorly, or treating each other badly. A high-performing team works well, energizes and supports all the team members, and produces highly effective results. A team working poorly is a source of stress and tension, and productivity suffers from the lack of cooperation. Whether in sports, at the ship, or in life, teamwork is a common factor in all effort and human interactivity.

Discussion: The purpose of this session is to focus on the team as a whole, and the role of the leader in bringing out the best in that team. We will discuss different kinds of teams, and the stages all teams go through as they progress toward their vision of success. We will teach the Sea Scouts the need for interdependence among team members, how to find the value of every team member, and how to capitalize on the strengths of each individual to contribute to the success of the group. We remind them that all leadership has its underpinnings in values and discuss ethical decision making. Servant leadership will be discussed as related to the team, and last, we revisit the vision that the Sea Scouts have been thinking about for their jobs and for the ship.

Module 3.2: Teams and Team Characteristics

Discussion: Lead the Sea Scouts through a series of very brief discussions about teams.

- What do we mean by "team"?
    - The word "team" applies to any group working together toward a common goal.

- A team can be a temporary group that meets once to solve a particular problem, or a permanent group. Name some permanent or temporary teams in the ship.
    - In Scouting, the team could be the group going on a particular outing, the group planning an activity, the ship leadership team, or the entire ship.

- Just because we call something a team does not mean the group functions effectively AS a team. What makes a team of people stronger/different than simply a group of people?
    - A team works toward a common goal. All members work together for a common purpose and for the betterment or advancement of each member. A high-performing team works well, energizes and supports all the team members, and produces highly effective results.

- What are some characteristics of effective teams? [Try to draw out some of these answers from the Sea Scouts, rather than listing them all as a "lecture" from the trainer.] Consider writing some of the answers/ideas on the board.

    - **Common Purpose**
        - A team is a group of interdependent people who cooperate to achieve exceptional results. They have a common purpose for which they are all accountable.
        - The goal must be clear to all.
        - Members feel a common purpose; their personal goals are linked to the team goals. It's a win/win.
    - **Interdependence**
        - A ship cannot be successful unless all members of the team are truly successful in their role.

    - **Appropriate Roles, Structure, and Process**

        - People know their roles and boundaries—and their value to the team.
        - Decisions are agreed upon and supported.
        - Feedback is timely and useful.
        - Communications channels are open.

    - **Leadership and Competence**

        - Members have the necessary technical and interpersonal skills to accomplish their tasks and work together.
        - The team has the leadership and support it needs to be successful.
    - **Team Climate**
        - The team environment is open and collaborative.
        - People show respect and trust for one another, and value different opinions.
        - There is a genuine interest in gaining agreement.
    - **Performance Standards**
        - The team sets high standards and monitors itself for continuous improvement.
        - They critique their own performance and decisions against a high standard.
    - **Clarity and Understanding of Boundaries**
        - The team has a clear understanding of its task and the limits of scope for accomplishing the task.
        - The vision for accomplishing the goal(s) of the team and the methods to be used is understood by all.

Game: Integrity Game—Part 1, Setting the Stage

Sometime during the first 15–20 minutes of Module 3, put out a tray of cookies or small wrapped candies for the Sea Scouts. Before putting out the tray—and without the Sea Scouts seeing you—count the number of Sea Scouts in attendance. Then count out enough cookies or candies so each Sea Scout can get two pieces, plus have a few more (one to four) pieces left over on the tray. The Sea Scouts should not be aware of this counting and preparing. Simply put the tray out and tell the Sea Scouts they may take two pieces anytime during the session as a reward for their participation in the class.

Module 3.3: Introduction to Stages of Team Development and Styles of Leadership (Leading EDGE)

Teams go through various stages of development as they come together. Individual people go through the same stages—and their natural ups and downs—as we take on new tasks or roles. To get a better sense for how this might work in a team, let's first look at how it works in us as individuals.

Discussion: Lead the group through an interactive discussion of the stages of development as they apply to an individual. Use open-ended questions to draw them into the discussion and cover the teaching points.

Let's look at where each of you is as you begin to take on your new leadership role for the ship. Let's focus on two important elements that change as we face a new task: skill level and enthusiasm.

Sample questions:

- You've each been recently selected to hold a leadership role in the ship this term. You'll get new authority and new opportunities and experiences. How's your enthusiasm right now—high? [Yes.] Does taking on the new job seem kind of exciting? [Yes.]
- But do you actually know how to do the job yet? [Probably not.] You've seen others do it, but is your personal skill high or low right now? [Low.]
- Soon, if you haven't already, you'll each sit down with an adult leader or the Sea Scout who had your job before and start learning the details of your new job. You may find that there's a lot to it and that it seems kind of hard. For example, if you're the storekeeper, you may suddenly realize that there's a lot more to do behind the scenes to help make an outing successful than it looked like when you were just a participant. What might happen to your enthusiasm for the job? [It will likely go down. It may not seem like such a good idea to have been picked anymore.]
- Then what happens? You get more into the job, start doing it once or twice. You realize that it's not impossible, that you can get the hang of it and that you're able to be successful and help the ship. What's happening to your skills as you serve as storekeeper for a few outings and meetings? [They are improving.] What happens to your enthusiasm? [It goes up.]
- After a while, many of you will get quite good at your new role. You'll know what to do and how to do it—and start thinking about ways to take it up a notch

during your term in the job. What will have happened to your skills? [They will be high.] What will happen to your enthusiasm? [It will be high.]

Some key teaching points:

- When starting out, enthusiasm tends to be high and skills tend to be low.
- Then, as a person learns more about the needed tasks and realizes he doesn't necessarily have all the skills or resources (time, people, etc.) to do the job easily, enthusiasm tends to drop. Skills are generally only slightly improving as the person learns more about what's needed and how to do it.
- Once a person starts making progress and having some successes in the job, their skills and enthusiasm will start going up.
- Then, as the person gets into the role and develops their skills at doing it, their enthusiasm will be high, too.

This flow of enthusiasm and skills is quite typical—for both people and teams—as they take on new roles, or as they come together as a team. Let's look at the same flow from a team perspective.

Lead the group through an interactive discussion of the stages of development as they apply to a team. Compare the group enthusiasm and skill stages to the individual stages you just discussed above. Draw out that they are the same stages. The teams will go through the same stages as they come together as a team that each Sea Scout will experience in their new position.

Where the Group Is
Starting out (Skills are low; enthusiasm is high.)
Becoming discouraged (Skills and enthusiasm are low.)
Making progress (Skills and enthusiasm are rising.)
Finding success (Skills and enthusiasm are high.)

Team skill level and enthusiasm.

- ***Skill level.*** Generally, the skill level of the team starts low and increases as the team grows together and gets better at working as a team.
- ***Enthusiasm.*** Often, unlike skill level, enthusiasm usually starts out high but can then take a sudden dip. Then, as the team members explore their differences and align their expectations with reality, the team begins to achieve results and enthusiasm begins to rise again.

Ultimately, both enthusiasm and skill level are high as the team becomes a high-performing team.

Discussion: Lead the group through an interactive discussion of how a leader can assist their team through the stages of development by how he/she interacts with the team. Use open-ended questions to draw them into the discussion and cover the teaching points. Keep this section interactive, rather than a lecture.

How can a leader help their team? Now, we know what stages we as individuals go through, and we see that they are similar to the stages teams will go through as they come together. What can a leader do to help their team or individual team members through the stages?

As with Trainer's EDGE, the Leader's EDGE enables a leader to help their team learn and grow as they lead them toward a goal.

Sample questions:

- When the team—or person—is just starting out, what leadership method would help the team best? [Explain] Why?
- What next? Once the team or person starts becoming discouraged (skills and enthusiasm are low), how can the leader change styles to help? What style would work in this stage? [Demonstrate]
- Then the team starts to gel, working hard together and getting a sense of accomplishment. What style can a leader use in this stage? [Guide]
- In the final stage (skills and enthusiasm are high), as the team becomes a high-performing team and finds success together, what style can the leader use? [Enable]

Some key teaching points:

- When the team is starting out (skills are low; enthusiasm is high), a leader can use the Explain method to assist the team. The same is true for an individual learning a new skill. For example, the mate will often initially explain all of the needed tasks to the new youth storekeeper.
- Often the best way a leader can help the team through the first stage is by Explaining what the group needs to get done and helping get every team member on the same page.
- In the second stage, the team's productivity is still low but, it is hoped, on the rise, and their morale can also drop as team members realize what must be done and with whom. This stage is often filled with tension, conflict, and power struggles.
- As the team starts to come together in the second stage and starts to become discouraged as they understand the needed tasks, the leader can shift into

Demonstrating, showing the team how to do the needed tasks and where they are headed.

- Usually, a team will get through these early stages quickly. An effective leader can help the team move through more quickly and with less distress. The leader's team-building skills can have a significant impact.
- In the next stage, the team is making good progress and there is an upswing of both attitude and accomplishment. Everyone gets moving in the right direction, but sometimes there are still some grumblings or interpersonal challenges among the team members.
- With skills and enthusiasm on the upswing in this stage, the leader can start shifting into Guiding mode, coaching the team and team members in taking charge of the effort.
- In the last stage, the team finds success together. The leader can shift to an Enable style. There are a lot of smoothly flowing interactions and the team is achieving its goals.
- It's time to let go and Enable the team to function on its own. Make it a smooth transition and help them see their success.
- Different teams may proceed through different stages at different speeds. A stage can last for a moment or a month, or can be skipped instantaneously forward or backward.

Recognizing the various stages enables the leader to use appropriate leader styles to smooth the progress of a team as it evolves. With a greater understanding of this individual and team development, Sea Scout leaders can better apply the best Leader's EDGE skills at the right time to help their teams. We can modify how we lead the team based upon the stage of development it is in.

Teams don't start as effective high-performance teams; they grow as they come together as a team. A new team leader changes the dynamics of an existing team, such as when a new group of ship leaders steps in. The new leadership team will want to pay close attention to what stages the ship is in as the new leadership team ramps up.

Learning Objectives

Understand the role of the servant leader in a team. Produce goals to help your team perform during your term in office.

The Servant Leader

What is the relationship between a servant leader and the team? Most people's first reaction is to state that the team "works" for the leader, performing tasks for one person. When this happens, the leader isn't simply a leader, but more like a "boss" or an "owner." Most people don't want to be part of a team that works this way, and they'll only join them for the sake of external rewards, like a salary.

In a true team, the leader is one part of the team, and this role isn't necessarily any more important than the role of any other member. Being a team leader means accepting responsibility for the team, its members, its objectives, its reputation, its morale, and more. Being a team leader means ***serving*** the team.

When a leader recognizes that they are responsible to the team (and not the other way around) and acts accordingly, they become a "servant leader." Servant leaders lead teams that people want to join. Servant leaders use a variety of leadership styles based upon the needs of the team and its objectives.

A servant leader needs to enable the success of those led, remove barriers for them to the best of the leader's ability, and create an environment for the team to succeed.

Many of the leadership examples you've seen in your lives aren't servant leaders, they're bosses and commanders. These kinds of leaders are rarely chosen by a team's own members to lead them, but imposed from outside. The modern workforce is making this kind of leadership less valuable. As people become more skilled and capable, they expect more respect for their actions and capabilities, more input into decisions, and more interactions with their leaders. They need more ***service.***

In your lives today and in the future, you will have many opportunities to lead. If you accept the role of a servant leader, you'll find that teams will seek you out to lead them, your advice and opinion will be sought, and your team members will also grow and succeed.

To be a servant leader to a high-performance team, you'll need to listen carefully: Be attuned to the people around you, and empathically understand what they're thinking. The servant leader knows his team's capabilities and desires.

At the same time, servant leadership is more than just a consensual approach. Leaders need to lead—to set direction and lead team members in that direction. Sometimes they need to hold team members to account, to make tough decisions that some won't always like, and

to encourage (push) people to excel. Sometimes, this is uncomfortable—for the leader and for team members. If leaders don't do this, however, teams may become too cozy. They may lose their edge and start to fail their customers—the real reason teams exist.

From a point/counterpoint perspective, servant leaders:

Need to listen and know when the time for discussion is over.

Achieve consensus and know when to preserve things that are good without floundering in a constant storm of questions and reinvention.

Set/maintain standards and know when to reject that which does not maintain those standards or team vision.

Serve their customer and know how to make a difference with the team.

Please think about how you can be a servant leader in your current role in your ship.

Module 3.4: Inclusion

Discussion: As a servant leader, learning to effectively include, engage, and use each member of your team is an important skill. Servant leaders want to look at their team and see how best to involve and use the skills of every person, not just a few friends or the strongest individuals. Servant leaders also want to understand the needs and goals of each individual person—and how all the members of the team can help each team member achieve their individual goals.

Game: The Potato Game—valuing the characteristics and abilities of each individual.

- Distribute one uncooked baking potato to each participant. (Alternatively, distribute one rock to each participant. Ideally, use rocks with some "character" and "personality.") Do this somewhat solemnly to make it more of a gag.
- Next, ask each Sea Scout to look at their potato and "get to know it" and its "positive" features. Give the Sea Scouts a minute to get to know their potato. [The point here is to get each Sea Scout to look at their potato (or rock) and identify either "personality" traits or distinctive features that make their potato unique and special.]
- Next, ask each Sea Scout to introduce their potato to the group, pointing out its unique size, shape, and other characteristics.
- Once all the potatoes have been introduced, put them all in a bag or box and mix them up. Return a potato randomly to each person. Then have everyone try to find their own original potato.

Reflection: Lead a discussion about everyone being unique and how good servant leaders know and appreciate the special qualities and abilities of all members of the group. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What do you think this activity was all about? What happened in the game?
- Every potato was alike in some ways. In what ways are we like each other?
- How do these similarities help us get things done? How could they get in the way?
- Every potato was different in some ways. What about differences? How are we different from one another?
- How can differences strengthen the group as a whole? When can differences prevent a group from reaching its goal?
- If a leader keeps going to the same people (friends or experienced Sea Scouts) to get things done, what can be lost?
- How could we find out about the special qualities and abilities of each member of our ship?

Some key teaching points:

- As people, we have many similarities. Theses similarities can help us get many things done in the ship.
- Like potatoes (or rocks), each person also has unique traits. These unique differences can be useful assets to the team and to the leader when you're trying to get things done.
- Leaders need to find out about and use these unique strengths and differences for the good of the group.
- If a leader keeps going to the same people repeatedly, then the talents of others may be missed. Also, those who are able but less experienced may not get a chance to grow and get enough experience doing something.
- Leaders should think about the value of each person on the team. Find out how to best employ them for the good of the team and the good of the individual.
- Leaders don't always go to the same person to get things done. They vary the participants and give multiple people chances to learn, grow, and contribute.
- Everyone has strengths of some sort. Leaders seek out ways to find them.

Show the Sea Scouts a picture of a variety of rocks (included in the Appendix). The picture has cement blocks, round river stones, granite slabs, colored stones, etc. Ask which rock would be best in the foundation of the house? Why? Which would be the best to make a kitchen counter? A garden path? Explain that all of these rocks are similar and yet different—and each brings a different value to the future home and garden that will be built.

Module 3.5: Leadership Ethics and Values

Group Discussion: Refer to the *Sea Scout Manual* and the *Boy Scout Handbook* and review the Sea Promise, the Scout Oath, and the Scout Law. Break out each phrase in the Sea Promise and the Scout Oath and Law and briefly discuss with the quarterdeck what each phrase means.

In this section, lead a discussion with the Sea Scouts about how they can and should view the concepts in the Sea Promise, the Scout Oath, and the Scout Law *as Sea Scout leaders*. They have been selected to take on leadership roles in the ship. Ask them to consider how the elements of the Sea Promise, the Scout Oath, and the Scout Law apply to them now as individuals and as servant leaders. The specifics of this section should be tailored to the leadership maturity of the ship. Use this section to grow and focus the new quarterdeck toward servant leadership and setting a good example for others.

Some teaching points:

- Are you developing your mind and body?
- Are you learning about your Sea Scout leadership position?
- Is there more you can learn?
- Is there more you can try to do in your leadership role?
- Are you encouraging your team to grow and develop?

Game: Integrity Game—Part 2, Reflection
Thank the Sea Scouts for playing this game (although they didn't know it was a game at the time). Count how many pieces of candy or cookies are left on the tray. Does it look like no one took more than their share? Each person was to take two pieces, no more. Is that what happened? If needed, sort out whether someone perhaps didn't take their two pieces or someone left early. Get a sense for how many pieces should be left.

Depending upon the outcome, discuss with the team their success at choosing the course of trustworthiness—even when candy or cookies are involved—or, perhaps, their need to continue to grow as responsible leaders. Do not call out the Sea Scout or Sea Scouts who took more than one piece. Do, however, make the point that true values are those that we practice ***when no one is looking***.

When Sea Scouts are out in the community, each Sea Scout is representing all of Scouting at that time and place. They are representing every Scout who's ever joined—and helping parents decide (positively or negatively) whether they should encourage *their* child to join Scouting. Whether in a public campsite, hiking in the woods, at a rest stop, or stopped at a

gas station or restaurant, each of us represents all of Scouting to the people who see us. To the public, we *are* Scouting.

- Are we showing the best side of Scouting?
- Do we act like good Sea Scouts?
- Are we helpful and friendly?
- Are others seeing us bullying or being rough with each other?
- Are we treating nature respectfully—or are we damaging or taking something?
- Are we treating the property of others with respect?
- Are we obeying the rules? Are we behaving safely?
- Are we showing the ethics and values of the Scouting program?

As leaders, we can—and should—ensure that the Sea Scouts around us are showing the best side of Scouting at all times.

Module 3.6: Vision

Take this time to discuss the ship's vision of success. Ask: How will we use our servant leadership skills to help reach this success? Offer to help any new officer or ship member with suitable goals to achieve success in the new role.

Wrap Up the Ship Leader Training Course

Thank them all for attending, and congratulate them on their new roles with the ship. Remind them that you and the other adults and senior leaders are there to help them be successful. Encourage them to go forward in their new leadership roles, and when ready, to take or help staff their council's NYLT course to further hone their skills.

APPENDIX

ALTERNATIVE GAMES

ACTIVITIES FOR "LEADING A TEAM"

Alternative Teamwork Game:

Everybody Up: Play a teamwork game. Experience working together and cooperating as a group.

Ask two people of approximately the same size to sit on the floor or ground facing one another, toe to toe, knees bent, and their hands tightly grasped. From this position, ask the duo to try to pull themselves into an upright standing position without moving their feet. Once they are successful, add two more people, and continue until the entire group is included.

Blindfold Walk—Team of at least five members

Equipment: Various pieces of furniture arranged in a maze-like obstacle course; cloth for making blindfolds.

Create an indoor obstacle course in the meeting room. Sketch the layout and devise a challenging path in which the team members must walk. Include some obstacles to step over, as well as some to duck under (if possible). Don't make it so difficult that the course might raise safety issues, but make it challenging.

Explain: "Your team's objective is to get all members through the maze of obstacles in the shortest amount of time. Your team leader has a specific map which must be followed, and he (or she) will be giving you directions and instructions. Please put on your blindfolds and listen carefully to your team leader."

Give the team leader the map, and allow the leader to organize the team to accomplish the task—e.g., have team members go as individuals through the maze, or have them line up with a hand on the shoulder in front of them doing each "hazard" as a group.

Reflection: How well did your leader guide you through the maze with only verbal instructions? Can you suggest a more efficient (or more timely) way to complete the course? How do you feel about completing the obstacle course?

Pirates and Cannibals

Equipment: Three chairs to denote seating in a boat; descriptive element to denote two shorelines.

Identify two opposite shorelines about five feet apart. Place the chairs in the center to denote the boat that goes back and forth between the opposite shores. Create two groups of equal count (the leader can play to make the count even)—one group of "pirates" and the other group of "cannibals."

Explain: "Pirates, your objective is to take your captive cannibals safely across this body of water (pointing) to your home island (pointing to the other side). Your mode of

transportation is this boat (pointing to chairs), which accommodates only three people at a time. You'll get in and out of the boat to identify who's on board either going or coming from your home island.

"Your booty—the cannibals—are very dangerous. If you are alone with one, the cannibal will eat you. If you are outnumbered by the cannibals, they will eat you. The boat may be manned by one person, but don't let a cannibal be left alone anywhere as he or she will escape—and maybe take the boat with them. Given the rising tide, you need to get everyone to the safety of your home island in the next 10 minutes. Any questions? Begin."

Monitor to make sure cannibals do not outnumber pirates on either shore or in the boat, and that cannibals are not left alone. After 10 minutes, end the activity.

Reflection: Did the cannibals eat all the pirates, and why? What did you do (or not do) to get everyone across? What would you do next time?

Human Train Track

Equipment: Six to 10 smooth hardwood dowels (or yardsticks) about 3 feet long; blindfold.

Pair the team members and give each pair one "railroad tie." Several pairs, each holding a railroad tie and standing close together, form the train track. A designated "train" is blindfolded, starts at one end of the track, and proceeds from one tie to the next. As the train passes by, the pair holding that railroad tie may leave that position and go to the front end of the tracks, extending the train track length indefinitely.

Explain: "Your objective is to lay sufficient track as to have the blindfolded train get from here to there (a destination in the room). Being railroad tracks, you cannot speak—of course! Once the train has passed, the railroad ties may move to the front of the tracks to extend the tracks' length. Any questions?"

Note: The direction of the track may change at any time (make a right-angle turn, for example). Obstacles may be added, and the height of the railroad ties may also vary.

Reflection: Train, how well did you trust the direction your track was laid toward arriving at your specific destination? Any challenges? Tracks, why did you choose to change direction (or height), and how did you communicate that change?

COMMUNICATION GAMES

Match This Example

Equipment: Two sets of matching toy blocks (about 10 blocks per set), one set arranged haphazardly on a table in another room, the other in a sack or plastic bag; two walkie-talkies; sketch pad with pencil; sheet of 8-1/2-x-11-inch paper for each set of blocks.

In a second room away from the meeting place, arrange the blocks on a table on top of the sheet of paper (used for orientation)—a haphazard pyramid with a few arrayed on the table top; some blocks with letters/numbers facing forward, others facing whichever way. If possible have a few similar letters but of different colors arranged to create additional challenge (e.g., "Move the red 'T' to the center." "Have the blue 'T' facing …").

Explain: "Your team's objective is to exactly duplicate a set of toy blocks arranged on a table in the next room with the set of blocks and this piece of paper I'm giving you. Your arrangements must be exact—the way it is laid out, the positioning, everything about it. You will have only 10 minutes to complete the task, which includes a maximum of two minutes to devise an appropriate plan to accomplish your task.

"The difficulty is that only two of you will be allowed into the next room to view the assembled set. The added challenge is that only one of you (two) may speak to the rest of the team—and then only from that room. Any questions?" (If asked, the two can speak to each other while in that room, but only one may speak to the rest of the team.)

If asked, "There are no restrictions on how to communicate assembly instructions. A set of walkie-talkies is available so you won't have to yell from room to room. And a sketch pad is available, too. The room with the other set of blocks is (down the hall on the left). But you will have only 10 minutes total to complete your task—beginning now."

When ready, have the team leader and one other team member (with a walkie-talkie) go into the other room where the table display is assembled. Watch the time carefully, and reassemble the entire team at the end of 10 minutes.

Reflection: How well did you complete your task? Any challenges? Did you consider any other ways of communicating what the blocks in the second room looked like? And if so, what did you do? (Take a cell-phone picture and send it to another team member.) How would you reorganize who was doing what to complete your task (more effectively)?

Silent Puzzle

Equipment: A set of five envelopes, each containing certain tangram puzzle pieces.

Form the group into teams of five participants (fewer is OK; someone will have two envelopes). Have each team sit at a table so they can all see the space in front of each of them, and all reach each other. Instruct the team they are not to communicate with words in any way (no speech, hand signing, writing, etc.), and that they'll only be allowed to communicate in a very specific way.

Distribute a set of envelopes to the team. Inside each envelope are tangram puzzle pieces (made of paper or cardboard, using the set of provided patterns). Explain that the objective of the team is for each person to construct a complete square in front of them, with no extra pieces. No one is allowed *in any way* to "ask" for a piece from anyone else (no speaking, gesturing, grunting, tapping, etc.), but everyone is allowed to give a piece to anyone (this is the only allowed active form of communication) and everyone is allowed to watch anyone else work.

Most groups solve the entire puzzle in 10 to 20 minutes (but a few don't, most often because they've dropped a piece on the floor.). Many groups bend the rules about communicating, especially "asking for pieces," and that needs to be reinforced (directing someone else to give away a piece is also disallowed). Inevitably, there are questions about the objective: "Yes, everyone will have a square"; "yes, everyone's square will be the same size"; "no, there are no extra pieces"; "yes, there is a solution" (more than one, in fact).

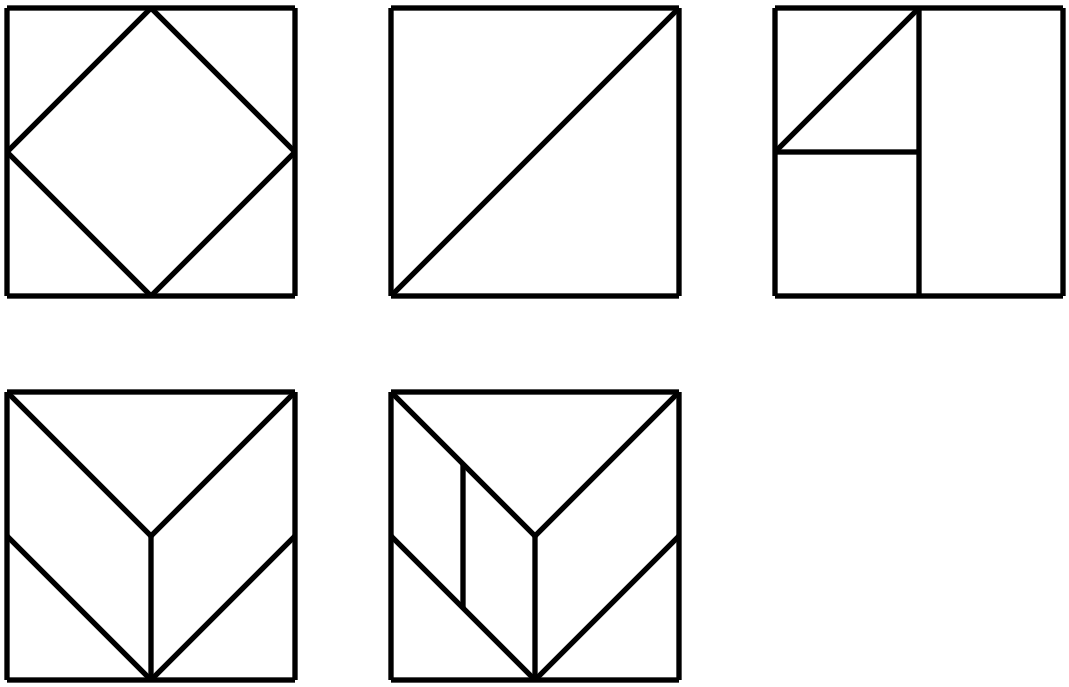
Reflection: What happened? Did you solve the puzzle? Did you solve the puzzle as individuals? Could the puzzle be solved as individuals? Tell me how you felt. Who had the two giant triangles; you solved your puzzle in two seconds, but what happened then and how did you feel? Who had the two squares; were you confused about the objectives? Who had the envelope with all the little pieces? Who had the envelope with the three weird shapes? As a team, did you employ a strategy to complete the puzzle? Was there conflict at any time?

Variations for group size:

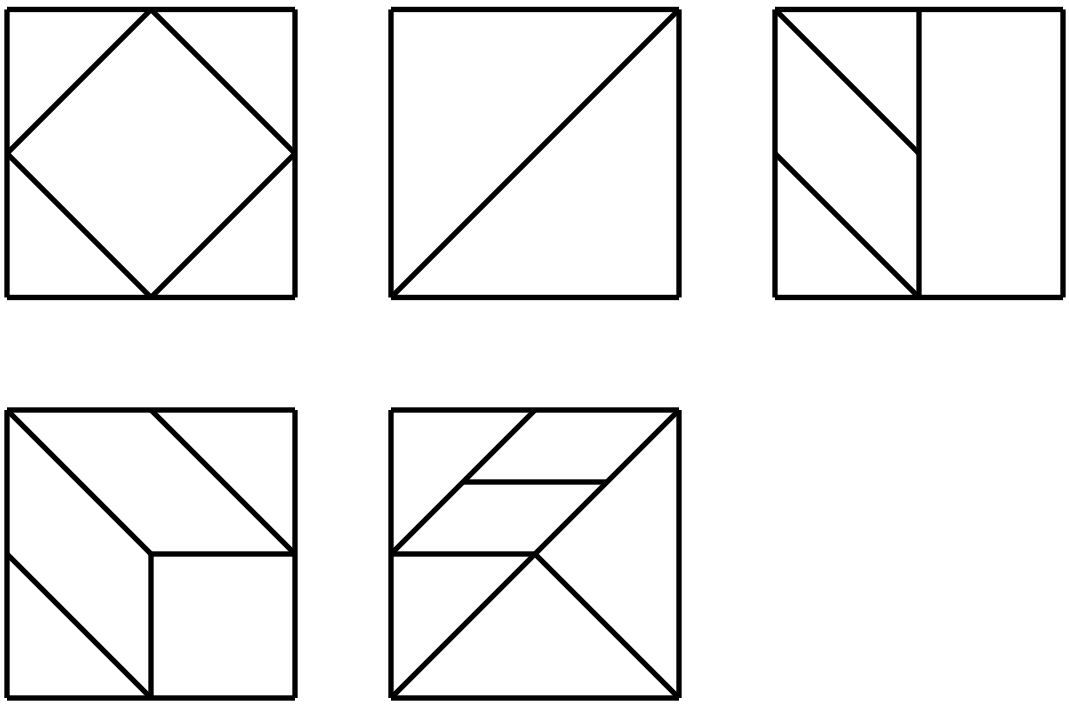
- If you have four participants, give envelopes 1 and 2 to one person.
- If you have six or seven participants, direct two people to share envelopes 4 and/or 5.
- For eight or more participants, divide the group into sets of four or more.

Silent Puzzle Solutions

Solution set 1



Solution set 2 (This set has variations: A large triangle may be swapped into the fifth block, and the two small parallelograms may be swapped into the third or fourth blocks.)



Instructions for making your own Silent Puzzle kit

You can copy and cut out the set of six-inch squares provided. You may adjust the sizes freely, as long as all pieces are scaled the same in all dimensions. Try not to leave any printed intersections visible on cut-out pieces (they give hints).

It works very well to make eight-inch square kits (or even larger), but we can't easily print that size for you on standard paper. If you can cut out the pieces from large squares, there won't be any lines left over which can give hints. It's even better to make several sets at once using different colored sheets. You'll need to randomize the pieces between kits so that the solutions squares aren't all one color.

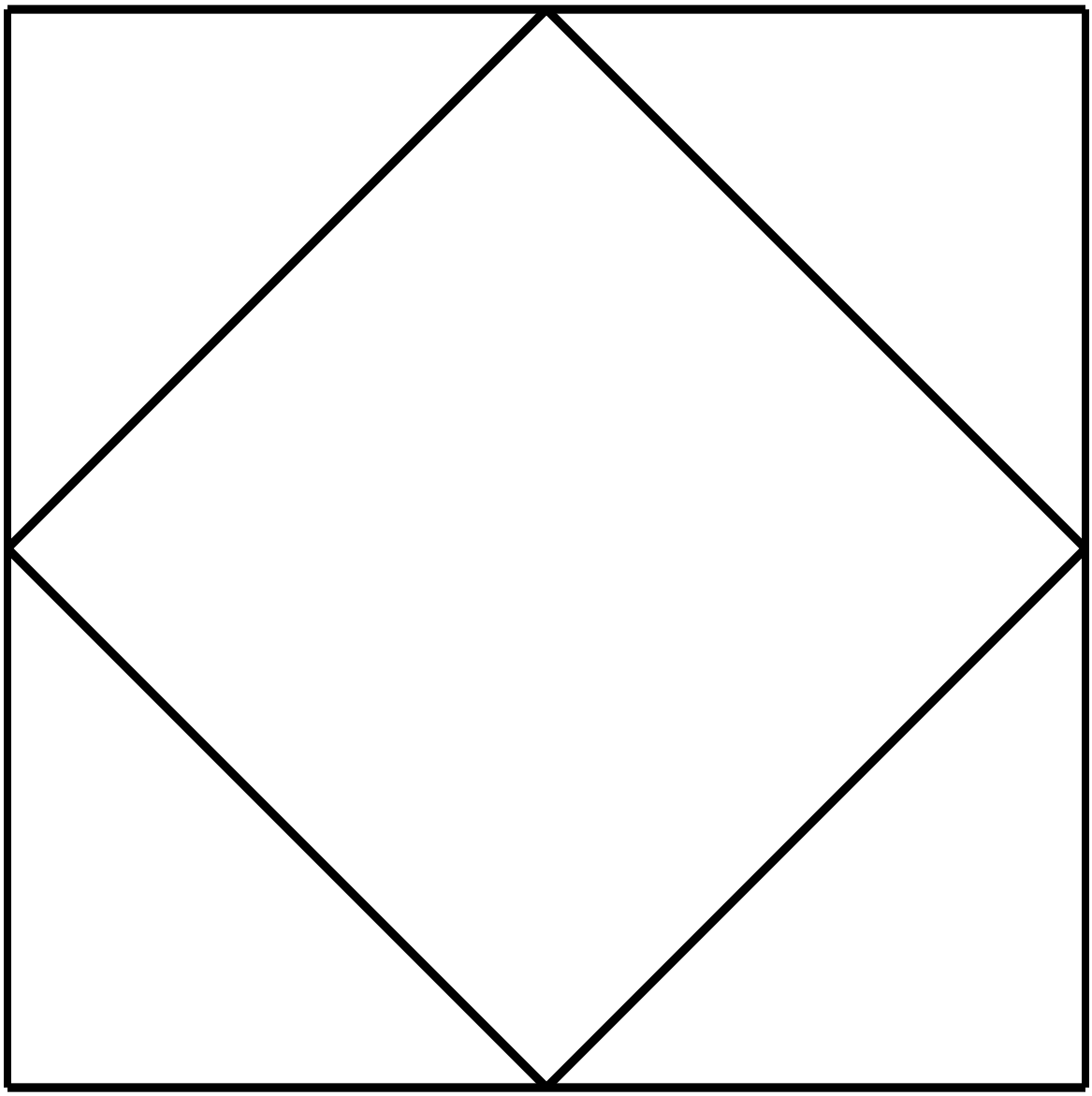
Shapes required to make one kit:
A: One medium square (the diamond in the center of a full square)
B: One small square (one quarter of a full square)
C: One rectangle (one half of a full square)
D: Two large triangles (one half of a full square)
E: Two medium triangles (one quarter of a full square)
F: Ten small triangles (one eighth of a full square)
G: Three large parallelograms (a pair forms a chevron filling a full square)
H: Two small parallelograms (one large parallelogram sliced in half)

A set of five envelopes contains:
1: Two D's (This person will complete the task instantly, and probably get frustrated waiting.)
2: One A and one B (This person will be instantly confused about the rules.)
3: Two E's and seven F's (This person has solutions available, but has the parts everyone needs.)
4: One C, one G, one H, and one F (This person can almost solve his own puzzle, and will likely try to.)
5: Two F's, two G's, and one H (This person can also almost solve his own puzzle, and will likely try to.)

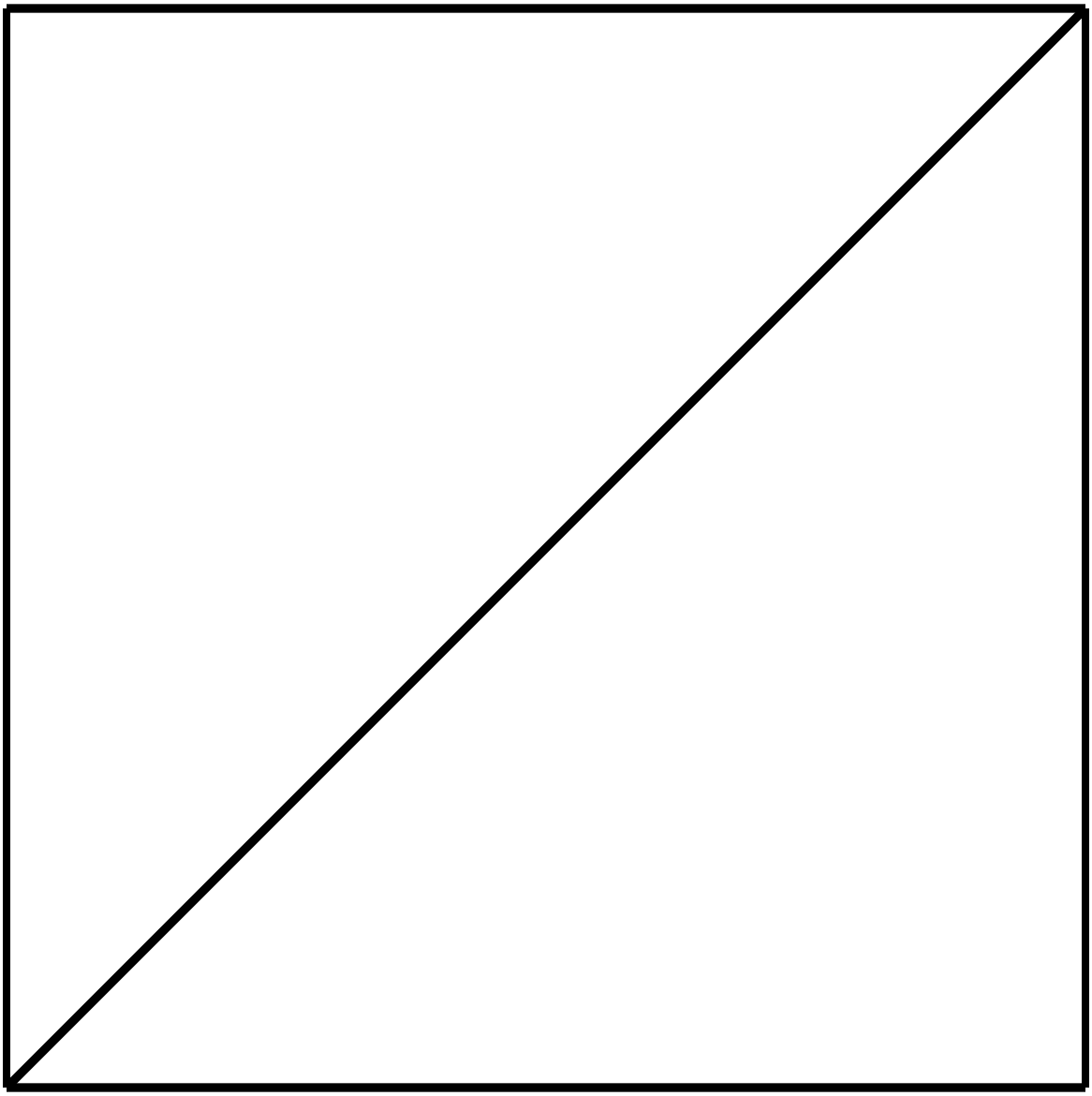
Pieces for a kit of up to nine-inch squares will fit well into five 9-x-12-inch manila envelopes, and those envelopes will fit into a 10-x-13-inch envelope along with these instructions, making an entire kit.

It helps to mark the pieces with labels indicating which envelope they go back into for future courses.

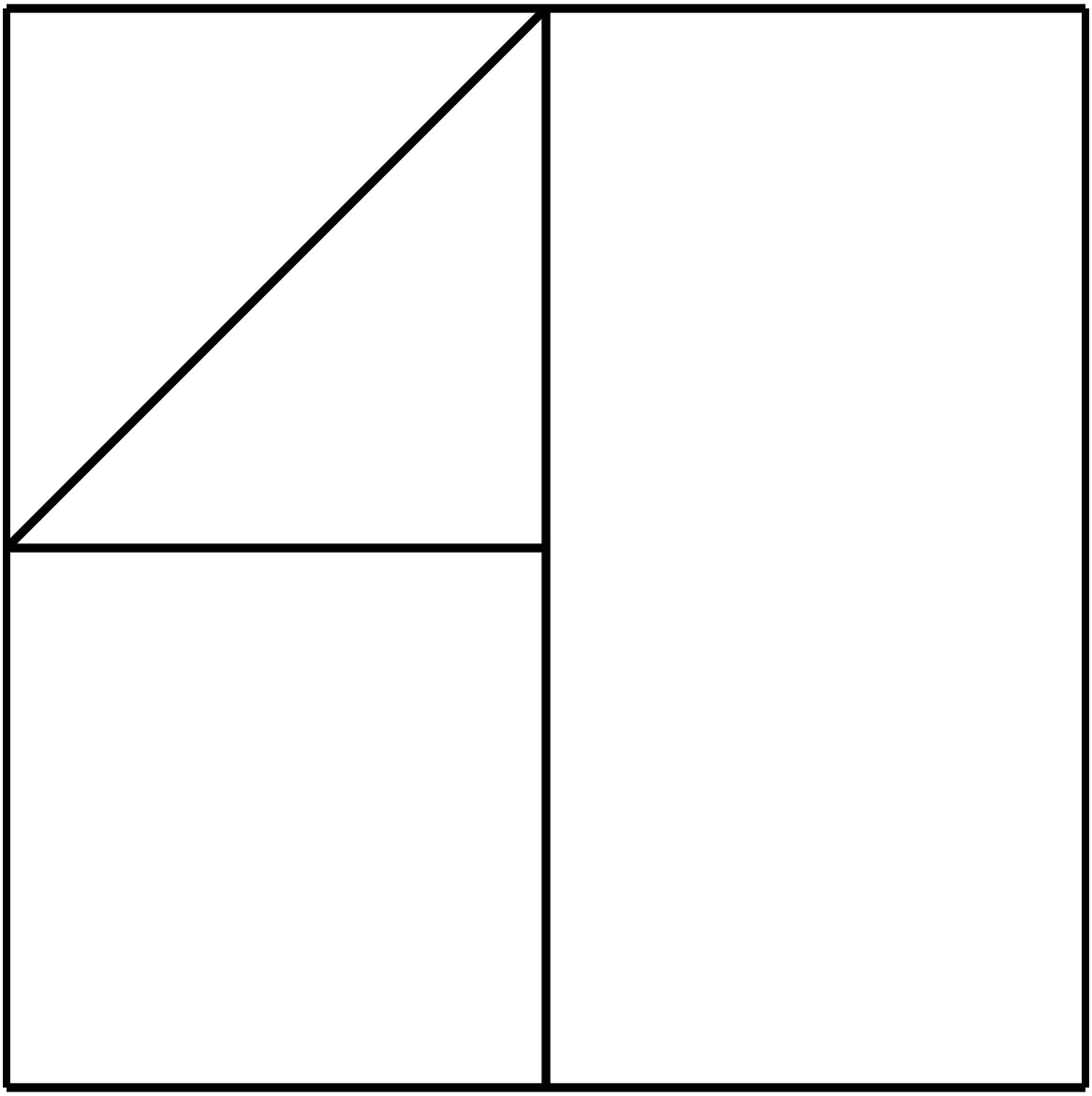
Pattern block 1



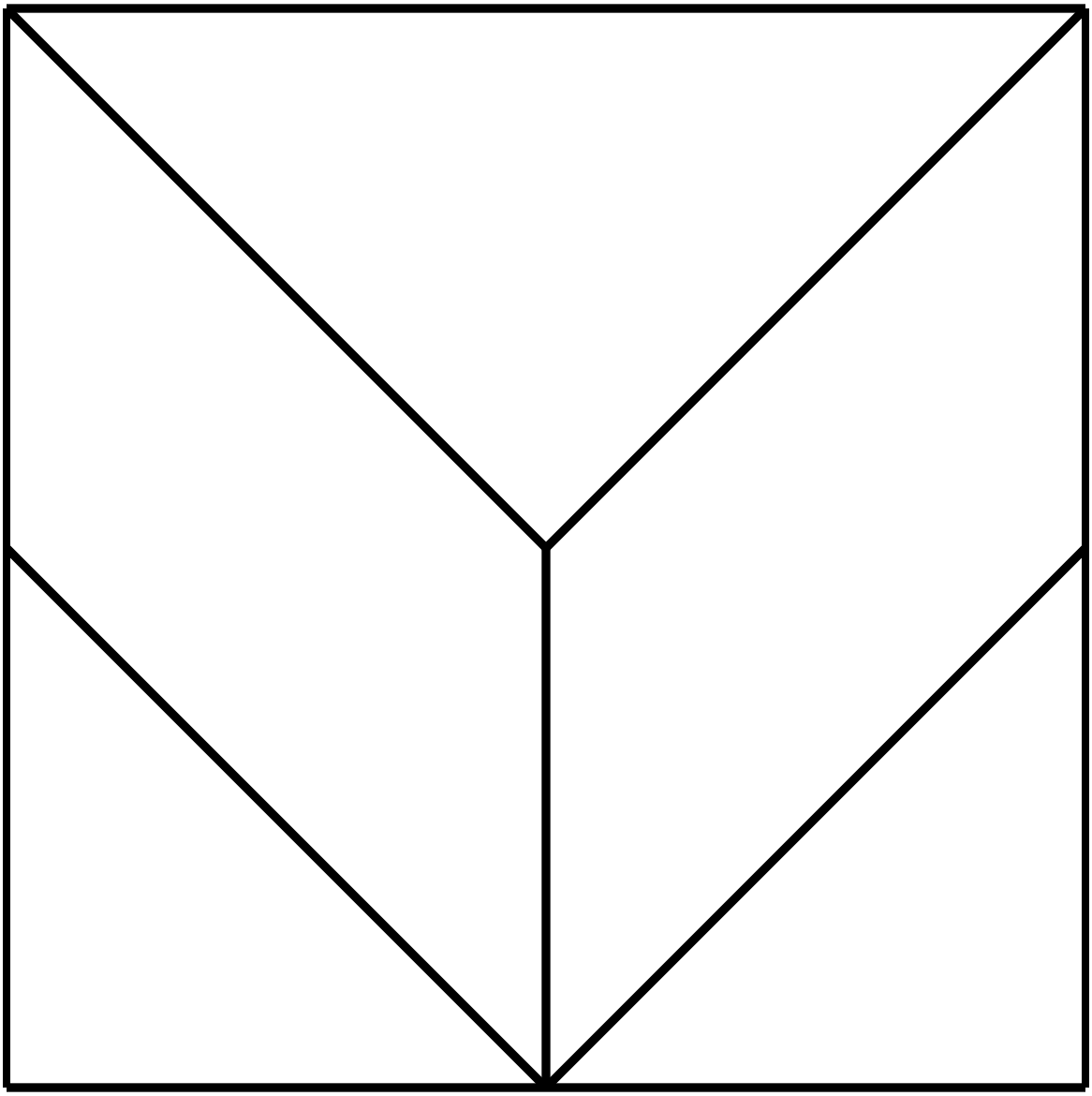
Pattern block 2



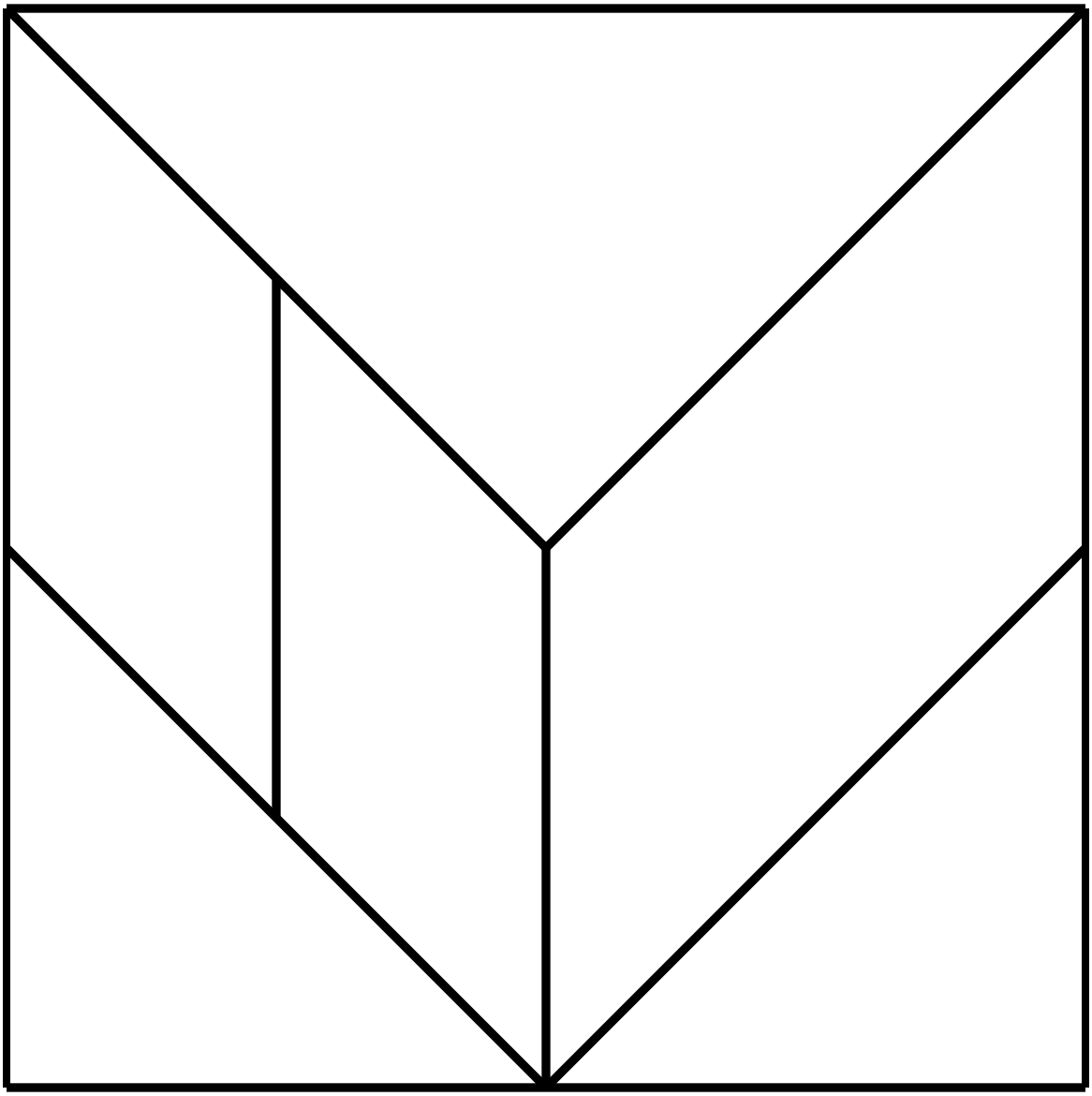
Pattern block 3



Pattern block 4



Pattern block 5



Boatswain

- Plans and runs ship meetings
- Supervises ship officers and members to implement programs
- Represents ship at council and regional meetings and events
- Helps conduct Sea Scout Leadership Training
- Presents annual report to chartered organization
- *May* appoint officers (varies by ship)
- Works with Skipper

Boatswain's Mate for Administration

- Maintains membership records
- Manages recognition and advancement events and records
- Leads recruiting efforts
- Supervises crew leaders
- Responsible for ship in boatswain's absence
- Chairs annual ship open house
- Conducts opening and closing ceremonies
- Works with mate

Boatswain's Mate for Program

- Maintains up-to-date ship activity calendar
- Supervises activity chairs
- Provides program during ship meetings
- Provides support for the chair and committee for each activity
- Collects and maintains ship activity file (PCI, resources, annual activity schedule)
- Tracks ship member interests (VAIS)
- Works with mate

Yeoman (Secretary)

- Manages ship communications tools
- Maintains ship attendance records
- Supervises historian and webmaster
- Handles ship correspondence and minutes
- Coordinates ship publicity
- Maintains ship website (if applicable)
- Works with a committee member

Purser (Finance)

- Plans money-earning opportunities
- Collects and disburses funds
- Maintains financial records
- Supervises storekeeper and librarian
- Monitors budget and keeps quarterdeck and members informed about the ship's financial status
- Works with a committee member

Crew Leaders

- Serves as a liaison to an affiliated group
- Introduces new Sea Scouts to ship operations and traditions
- Guides new Sea Scouts through early ship activities
- Serves as an individual mentor for new Sea Scouts
- Coordinates opportunities for ship to serve affiliated group
- Works with boatswain's mate for administration

Activity Chair

- Temporary appointed assignment
- Responsible for the planning, promotion, and execution of a specific ship activity
- Completes activity planner
- Recruits activity committee (depending on the complexity of the activity)
- Works with an activity consultant and boatswain's mate for program

Historian

- Collects and preserves memorabilia, press releases, photos, and video of historical significance to the ship
- Maintains information about ship activities and Sea Scouts
- Keeps information about ship alumni
- Assists the boatswain in preparing the annual report to the chartered organization
- Works with the yeoman

Librarian (sample ship-created position)

- Establishes a ship library including literature for ship officers and members
- Keeps records on literature owned by the ship
- Maintains a system to check literature in and out
- Follows up on late returns
- Works with purser

Webmaster (sample ship-created position)

- Establishes and maintains a ship website
- Manages ship's electronic communication tools
- Works with the ship officers to provide up-to-date ship information
- Works with the yeoman

Storekeeper

- Responsible for ship supplies and equipment
- Keeps an inventory of ship equipment
- Maintains ship equipment in good working condition
- Issues ship equipment and sees that it is returned properly
- Generates a list of equipment and supplies needed for future acquisition
- Works with the purser

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Ship Member

- Participates regularly in meetings and activities
- Periodically serves as an activity chair
- Recruits new members
- Works with the ship officers
- Serves on various activity committees
- Shares ship expenses
- Communicates interests throughout the year
- Votes responsibly for the best interests of the ship

Additional Officer

- Assigned duties
- Works with <supervising officer>

Additional Officer

- Assigned duties
- Works with <supervising officer>

Skipper

- Upholds standards of the chartered organization and the BSA
- Serves as mentor and role model for Sea Scouts
- Trains ship officers
- Supervises mates
- Supports boatswain
- Provides framework to protect Sea Scouts from abuse
- Encourages support from the chartered organization, mates, ship committee, and parents
- Becomes trained by the BSA

Mate for Administration

- Responsible for ship in Skipper's absence
- Supports the boatswain's mate for administration, specifically with recruitment and recognition efforts
- Knows the Skipper's responsibilities and supports Skipper
- Serves as an advocate for Sea Scout advancement
- Works with Skipper

Mate for Program

- Supports the boatswain's mate for program
- Supports and coaches the activity chairs and consultants
- Helps the boatswain's mate for program and other officers evaluate completed activities
- Works with Skipper

Additional Mate

- Supports assigned officer
- Works with Skipper

Ship Committee Chair

- Supervises Skipper and ship committee members
- Recruits Skipper and committee members
- Works with chartered organization representative

Ship Committee Member

- Serves as a resource to the ship
- Completes and maintains the program capability inventory (PCI)
- Supports various ship officers
- Reviews, supports, and approves the ship's program plans
- Recruits consultants
- Works with committee chair

Chartered Organization Representative

- Represents the ship to the chartered organization and the BSA local council
- Recruits the ship committee leadership
- Serves as member of the district committee
- Approves all adult membership applications
- Helps identify and provide meeting facilities for ship
- Works with chartered organization leadership

Consultant

- Provides expertise to the ship's program
- Assists the ship's activity committee in planning a ship activity
- Works with an activity chair
- May or may not be a member of the ship
- May or may not be a Scouter
- May be an expert for hire

Additional Adult Position

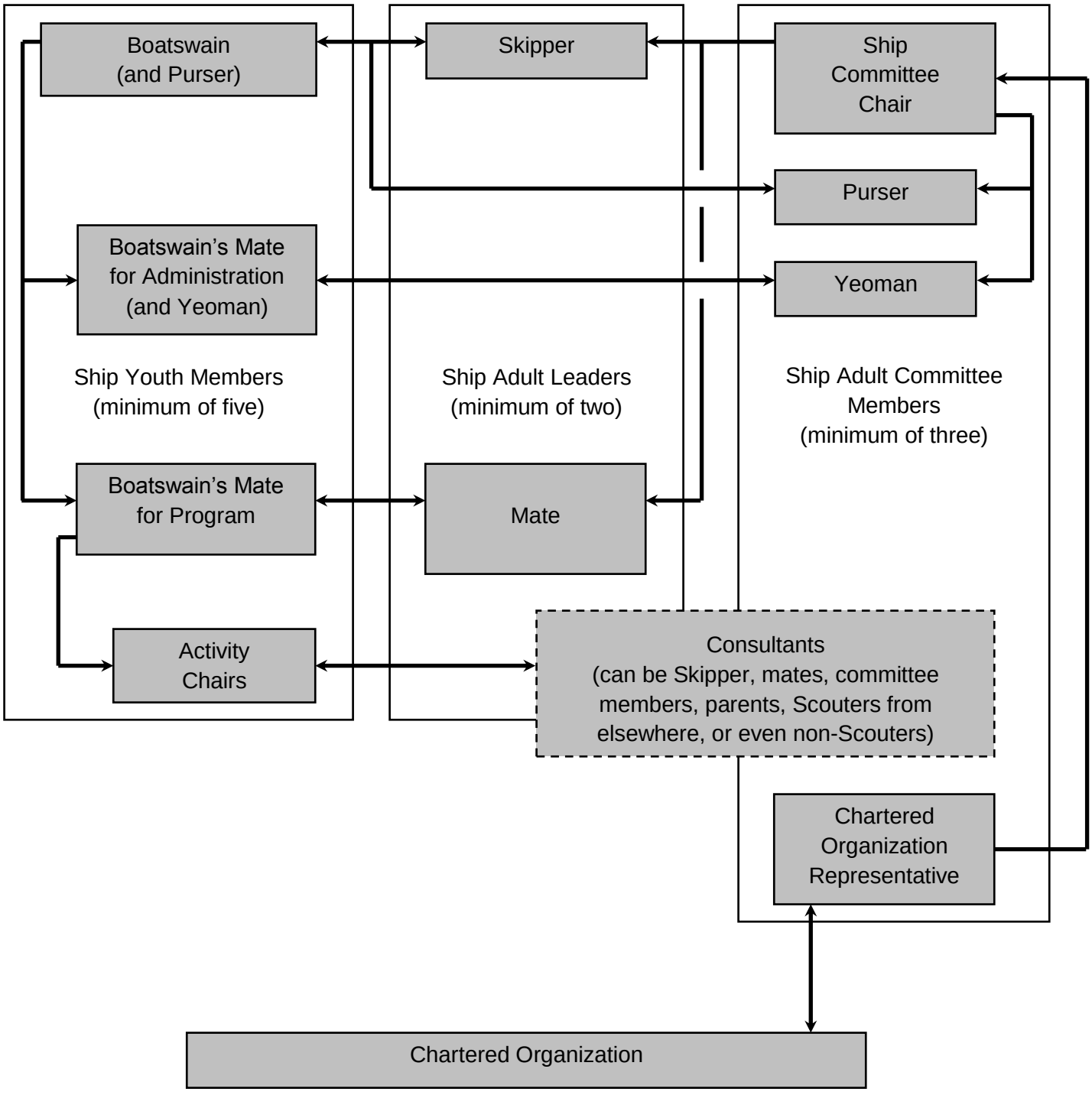
- Assigned duties
- Works with <supervising adult>

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Red Breeze
Colorado Buff Flagstone

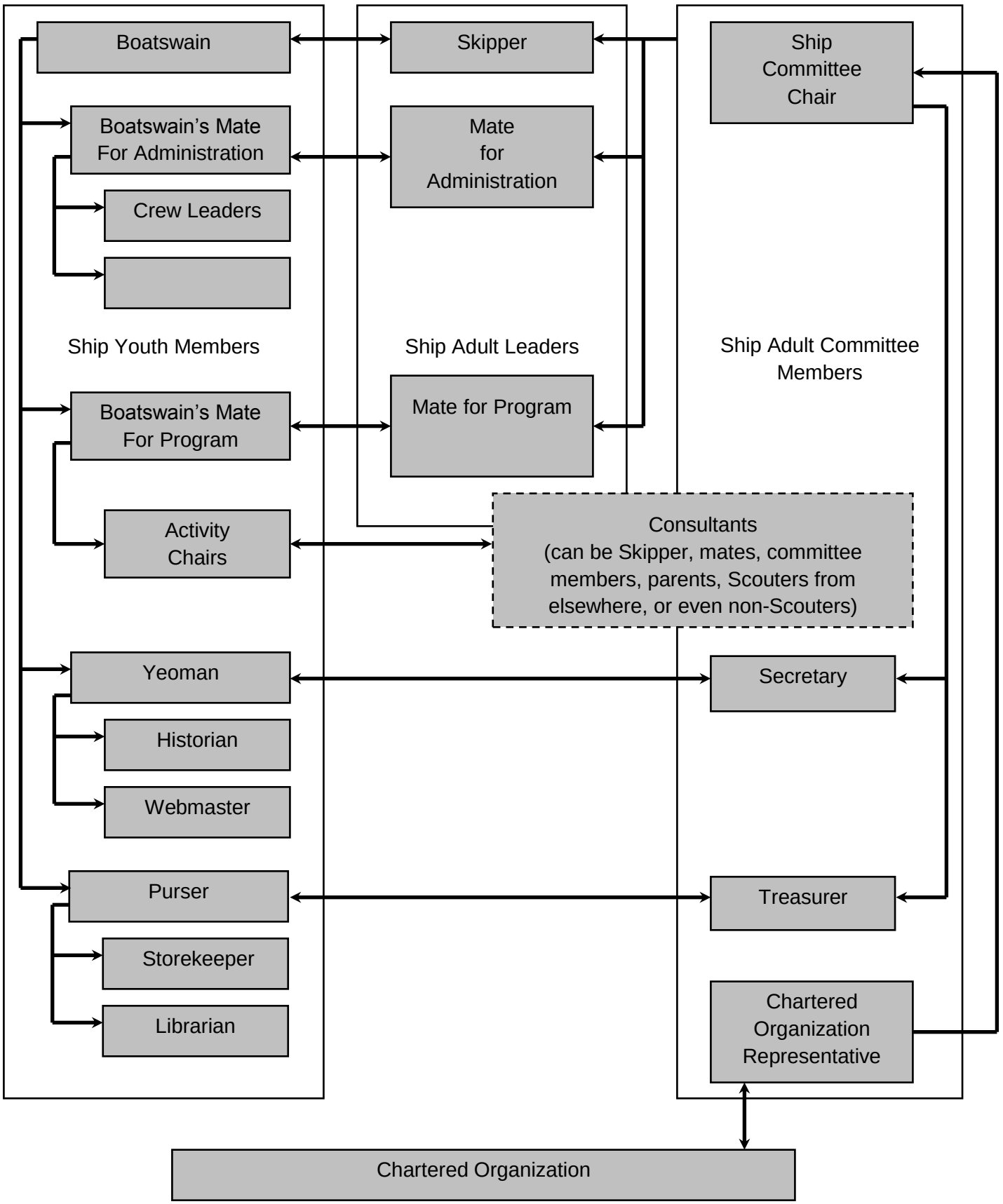
SHIP ORGANIZATION CHART

Example for a Small Ship



SHIP ORGANIZATION CHART

Example for a Large Crew



References: (Note: Both Crew Leadership Training and Troop Leadership Training draw from the same set of references, and may refer to handbooks and other material from more than one program.

- *Sea Scout Manual*
- *Venturing Leader Handbook*
- *Boy Scout Handbook* (12th edition)
- *Patrol Leader's Handbook*
- *Senior Patrol Leader's Handbook*
- *Scoutmaster Handbook*

Another major reference can be the website: www.seascout.org.

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