Building a Scout Self-Esteem Scale for the Scout Leader Carrying the Wooden Badge in Iraq

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Abstract

The purpose of this paper isto Building a Scout Self-Esteem Scale for Scout leaders carrying the wooden badge in Iraq. The research problem was embodied in the absence of a study to evaluate the performance of leaders to improve their field level. The researcher used the descriptive survey method. The research sample was determined in a random way, which numbered (100) of the Iraqi scout leaders, where the sample was divided into the sample of the first exploratory experiment (20) leaders, for (building the sample) for the psychometric characteristics of the scale, it amounted to (80) leaders, the researcher used the appropriate open and closed questionnaires to obtain the data that were statistically processed using the statistical package SPSS, and the following results were reached: The possibility of applying this scale by the Iraqi Scout Association on the Scout leader to diagnose the strengths and weaknesses of the leaders and the possibility of using this scale by researchers and specialists who use it As a means of measuring leaders' performance evaluation and preparing educational and training programs in order to advance the leaders' field reality.

Keywords: Scouting movement, self-esteem, leadership, wooden badge

Introduction:

The researcher found it necessary to measure the performance of the leaders carrying the wooden badge in order to continuously improve the reality of the scouting teams, which is related to the leaders' ability to manage their scouting teams, as we note that there is a discrepancy or weakness in the quality of performance at the personal and team levels, which may result in a lack of interest in objective scouting developmental goals., and lack of a sense of responsibility, the researcher noticed the absence of an Iraqi or Arab measuring tool in the field of self-esteem that measures this concept, and one of the first major steps for this is to find an accurate and codified scale that measures this concept, and from here the research problem arises, which is building a Scout Self-Esteem Scale for the badge-bearing scout leader The wooden plank in Iraq in order to develop and raise the level of performance of leaders, every person seeks knowledge of his level, especially in the sports and scouting side of it "High-level players feel from time to time a strong desire to know their physical, skill, tactical, and psychological levels and abilities, so this matter has become a given" (Ali, 2015) "Therefore, the researchers decided to take self-esteem to know the level of scout leaders, as the self is the set of attitudes and beliefs that an individual invokes when facing the surrounding world it is the individual's judgment towards himself and it may be with approval or rejection" (Al-Fahal, 2009).

Research problem:

Research objective:
- Building a Scout Self-Esteem Scale for the Scout Leader carrying the wooden badge in Iraq.

Research methodology and field procedures:

Research Methodology:

Research Methodology: The researcher adopted the descriptive approach in the survey style, which is defined as collecting data in the field by multiple means (Thaer and et al . (2015).

Community and sample research:

The research community was determined by the scout leaders of the wooden badge holders in Iraq, who numbered (100), the research sample was chosen in a simple random way with the strength of (20) scout leaders for the first reconnaissance experiment sample, (80) scout leaders for the construction sample, as represented by a percentage (100%) of the total research community.

Field research procedures:

Scale-building procedures: After conducting a number of scientific interviews with experts and specialists in the Scout Movement and the Iraqi Scout Council, see Appendix (1), especially with regard to reviewing the scientific sources of the Scout Movement, the basic fields of the Scout leader (cognitive, administrative, psychological) were identified from The wooden badge holders, the researcher then prepared his questionnaire to include (sub-domains of the main fields of the scout leader carrying the wooden badge), and presented it to a group of (11) experts and specialists to express their opinions on the honesty of the proposed fields, and the researcher determined an agreement percentage not less than the percentage (70%) for acceptance, and thus the scale became composed of three main areas and seven sub-domains.The researcher then prepared a questionnaire for the relative importance of the Scout leader's representation of the areas (7) that obtained the percentage of agreement and presented it to a group of (11) experts, so that the researcher can determine the relative distribution of the attribute elements" (Rahman, S. p. (1998), the degree obtained by each field was extracted and the relative importance of the fields whose total scores reached (632), and then extracted the percentage of relative importance for each field, and to find the number of paragraphs According to its relative importance, the researcher suggested (74) paragraphs for the scale, as indicated in Appendix (2).

Preparing the initial formula for the scale items:

After defining the scale areas, and determining the number of scale items, the researcher prepared a questionnaire and formulated a set of proposed paragraphs to measure each of the seven scale areas, which amounted to (100) items. And specialists, numbering 11, and the researcher adopted a percentage of (70%) for paragraphs and above and neglected paragraphs that get less than this percentage, as Elaf mentions, quoting from (Allawi)" (Mohamed. (2004))Since the researcher has the right to choose the percentage he deems appropriate when choosing the paragraphs, "and thus the researcher obtained the apparent sincerity and sincerity of the content,As shown in Appendix (3), (26) paragraphs were deleted because they obtained less than (70%), and thus the number of paragraphs became (74) distributed over the fields in line with the relative importance of each field by (11) paragraphs for the field of entrepreneurial work, (10) a paragraph for the domain of learning by doing, (11) a paragraph for the planning domain, (11) a paragraph for the leadership domain, (10) a paragraph for the motivation domain, (10) a paragraph for the emotional balance domain, (11) a paragraph for the intelligence domain.

Determining the alternatives and the weights of the responses to the items of the scale: The researcher adopted the Likert method for the five-point scale estimates to measure the responses of the sample members.

Preparing the scale and its instructions for correction in the initial form: The scale initially consisted of (7) fields, and the number of its (positive and negative) paragraphs reached (74) paragraphs, and the total degrees of the scale ranged from (74-370) degrees.

Building sample Psychometric characteristics of the scale and the coefficient of ease and difficulty: The experiment was conducted on a sample of (80) and here we review the statistical results for the paragraphs as in Table (1)

Table (1) shows the descriptive statistics of the construction sample members

No.	Paragraphs	Arithmetic mean	Standard deviation	Standard error of the mean	Skewness
	Usually, I do not want to diversify the methods and stimuli in the process of learning and training the scouting skills of my team members	3.225	1.55062	0.173	-0.303
	I have the ability to communicate and communicate effectively with the members of my scout troop without the need for others to	4.200	1.35192	0.151	-0.909

	participate or to listen to them				
	I want to use my knowledge of Scouting activities to assess the performance of my squad members	4.625	.80652	0.090	-0.896
	I have the desire to develop and develop my own abilities in order to create the 1P and innovation in the work of my scouting troupe	4.738	.61095	0.068	-3.549
	Debate Scout Leaders Boldly	4.500	1.17294	0.131	-0.993
	I have a great deal of confidence in the process of teaching and training the scouting skills of my squad members	4.525	1.61794	0.181	-0.954
	I have a desire to volunteer scout work for specific periods outside official working hours	2.788	1.55648	0.174	0.220
	I have the ability to identify training needs and develop programs for the Scout Troop	4.063	1.07650	0.120	-0.784
	I have the ability to plan scouting work for my squad according to the available capabilities	4.625	1.11803	0.125	-0.977
	When I face challenges in my scouting squad, I feel very confident to overcome them and solve them	4.663	.57147	0.064	-0.826
	Allow the members of my scouting troupe to come up with unfamiliar ideas and exchange views for the success of scouting work	4.900	.30189	0.034	-2.718
	I rarely try to search for new ideas to implement programs and plans prepared for scouting work	3.825	1.49916	0.168	-0.965
	I work to satisfy my needs in scouting work through the process of education and training to gain and develop self-confidence	4.575	.91955	0.103	-0.813
	Have a sufficient amount of psychological balance and self-management when participating in camps and scouting gatherings	4.488	.81121	0.091	-2.293
	I can be calm in the pre-competitive moments of scouting	4.475	.97954	0.110	-0.682
	The scout leader must have some knowledge of creativity and innovation in entrepreneurial work to get away from boredom during the	4.388	1.14454	0.128	-0.815

	scout camping periods				
	I find that brainstorming operations may distract the scout troupe members' thoughts	3.788	1.36589	0.153	-0.613
	Set goals and expected results for scouting work before the start of the competitions	4.400	.99038	0.111	-0.167
	Work to perform the pioneering work in the scout camps with speed, regardless of its accuracy and durability	2.675	1.39416	0.156	0.376
	I have a clear vision of the pioneering scouting work through the previous posts	1.375	.75263	0.084	2.175
	Work to achieve goals and results away from plans and visions that were previously set	3.925	1.20940	0.135	-0.822
	I see that working collectively usually gives fruitful results to the learning process by doing	4.625	.68205	0.076	-2.555
	I seek in the process of education and training of scouting skills in multiple ways and methods for the members of my squad	3.863	1.21950	0.136	-0.675
	I have the ability to understand others and solve their problems	4.638	.77857	0.087	-0.676
	I get angry if I am interrupted in my Scouting meetings	3.288	1.18208	0.132	-0.252
	I am moody in carrying out the tasks assigned to me in scouting activities and camps	4.288	1.51151	0.169	-0.575
	I have the ability to lead scouting activities and hard work for unlimited periods	4.588	1.32162	0.148	-0.935
	Little did I rely on the main objectives as the main focus of scouting work	3.475	1.34987	0.151	-0.326
	I usually like to give self-training assignments to scout troopers	2.800	1.29654	0.145	0.383
	I would like to provide renewable educational situations in terms of type and style when practicing scouting activities in scouting activities, events and camps	4.275	.74587	0.083	-0.498
	Use the scouting skills to train the scout squad to face various circumstances	3.175	1.72674	0.193	-0.187
	I find that learning the scouting skills of my team members using unguided discovery is the appropriate way	3.325	1.48217	0.166	-0.247
	There are some scouting skills that I can't do with high	3.313	1.40157	0.157	-0.155

	flexibility				
	I have sufficient preparation for the training process without interruption in order to succeed in managing my scouting squads	4.263	1.31201	0.147	-0.753
	I feel happy when my squad members and fellow leaders excel	4.713	1.65425	0.185	-0.914
	I am having difficulty discovering and developing the cognitive talents and scouting skills of my team members	3.800	1.25688	0.141	-0.984
	I am interested in attracting talents to the members of my scouting squads	4.588	1.21983	0.136	-0.962
	When I make the wrong decisions in a scouting job, I tend not to admit it	3.913	1.05775	0.118	-0.875
	I work to determine the training need for the members of my scouting teams when practicing scouting skills in order to avoid them in the future	4.213	1.31303	0.147	-0.714
	I often plan clearly and specifically to complete the Scout Program	3.225	1.74280	0.195	-0.238
	Pay attention to making plans to make immediate changes in scouting work when exposed to embarrassing situations	4.688	1.36589	0.153	-0.250
	Respect your work time and make the most of your free time	4.550	1.33692	0.149	-0.660
	Rarely relied on the previous experiences of the members of the scout troupe in managing the troop during scouting activities and camps	3.463	1.39569	0.156	-0.422
	I work on simulating scouting activities and camps in order to achieve the prior knowledge of the scout troupe members	4.613	.49025	0.055	-0.471
	Restrict work during the education and training of scouting skills when faced with unforeseen circumstances	3.688	1.45475	0.163	-0.598
	I want to constantly present new ideas	4.075	1.68669	0.189	-0.684
	When I make a mistake in the performance of one of the elements of the Scout Method, it exhausts me throughout the competition period	4.075	1.16679	0.130	-0.983
	I often get the feeling that I do not have confidence in myself	4.338	1.52095	0.170	-0.554

in some situations while leading scout teams in the national camps				
I have the ability to psychologically influence the members of my scout troop	4.475	.95599	0.107	-0.754
Work on following up on the affairs of the Scout troupe members and solving their problems in the shortest period of time	4.775	.57313	0.064	-3.281
I always have the desire and motivation to be superior in managing my scouting squad	4.788	.72380	0.081	-3.761
I feel bored in carrying out the unknown and difficult tasks assigned to me because it makes me make an effort and exhaust my abilities	3.575	1.65181	0.185	-0.896
I do better when competing in unfamiliar scouts	3.888	1.17994	0.132	-0.962
Avoid expressing nervousness when an unfortunate situation or event is remembered	2.625	1.57813	0.176	0.329
I have the ability to link scouting skills with other sciences while working with members of the Scout squad	4.513	.82332	0.092	-0.674
I teach basic scouting skills to each member of the squad individually	3.925	1.20908	0.135	-0.666
Enjoy taking on any task that other leaders find difficult.	3.975	1.34046	0.150	-0.988
I have a strong personality and a good relationship with the members of my scout troupe	4.538	.91325	0.102	-2.312
I'm not looking for the best way to learn from scouting practices with my band members	2.850	1.63893	0.183	0.052
Take into account the supplies available to the scouting squad when carrying out scouting activities	4.438	1.02924	0.115	-2.043
I have a clear vision of pioneering scouting work through participating in activities	3.975	1.25259	0.140	-0.943
I usually direct members of my scout troop to participate in scout work sessions	4.088	1.09306	0.122	-0.893
I miss finding solutions to address the problems faced by the members of the scout troop in the pioneering work of scouting	3.450	1.40433	0.157	-0.373
I rarely take into account the individual differences between	4.038	1.43884	0.161	-0.442

	the members of the scout squad when teaching scouting skills				
	I use the creative training method for each member of the scout squad and the method of performing scouting skills creatively	4.400	1.16373	0.130	-0.865
	Allow the members of the two Scout teams to put forward unfamiliar ideas and exchange opinions for the success of the scouting work	4.575	.54599	0.061	-0.784
	I find giving my team members the opportunity to participate in decision-making is a waste of time	4.300	1.55001	0.173	-0.587
	Avoid scouting situations that require confrontation	3.538	1.17940	0.132	-0.306
	Avoid presenting a future plan to face potential changes	4.025	1.49466	0.167	-0.541
	I am interested in the concept of interactive leadership in managing my scouting squad as a cohesive unit	4.513	.95459	0.107	-2.186
	I have the ability to communicate ideas in a clear and understandable way to the members of the scout troupe	3.938	1.22571	0.137	-0.767
	Always work to take into account flexibility in the planning process and individual differences between members of the scout troop	4.625	.75263	0.084	-0.748
	There are some entrepreneurial businesses that I can master because of the difficulty of learning and practicing them	3.375	1.52095	0.170	-0.221
	I get bored when I put effort into the planning and organizing process while participating in scouting camps	4.338	1.07142	0.120	-0.824

We note through Table (1) for the descriptive statistics of the responses of the exploratory sample to the items of the scale, as the torsion coefficient of the normal distribution cup curve was adopted under the (+_1) curve, and thus (10) items were excluded, and thus the remaining items of the scale were (64) items.

Scale honesty: Apparent honesty: expert opinions and percentages were adopted to determine the areas of the scale (70%) and above to determine the honesty of the scope and paragraphs of the scale.

Content-Constructive Honesty (logical): It includes all of the following: - The internal consistency coefficient (paragraphs honesty): The simple correlation coefficient (Pearson) was extracted for each item in the internal test for the total score of the domain, and it is an indicator of the homogeneity of the items in their behavioural measurement, and the total score of the domain is considered They are real-time spoken measurements, and the researchers used this indicator because it has several advantages, as shown in Table (2).

Table (2)shows the honesty coefficient of the items through their relationship to the total score of the scale shows the honesty coefficient of the items through their relationship to the total score of the scale

No.	Paragraphs	Correlation coefficient value	Level sig	Type sig
	Usually I do not want to diversify the methods and stimuli in the process of learning and training the scouting skills of my team members	.335**	0.002	sig
	I have the ability to communicate and communicate effectively with the members of my scout troop without the need for others to participate or to listen to them	.573**	0.000	sig
	I want to use knowledge of Scouting activities to assess the performance of my squad members	.500**	0.000	sig
	Debate Scout Leaders Boldly	.411**	0.000	sig
	I have a great deal of confidence in the process of teaching and training the scouting skills of my squad members	.557**	0.000	sig
	I have a desire to volunteer scout work for specific periods outside official working hours	-0.198	0.078	Non sig
	I have the ability to identify training needs and develop programs for the Scout Troop	.427**	0.000	sig
	I have the ability to plan scouting work for my squad according to the available capabilities	.704**	0.000	sig
	When I face challenges in my scouting squad, I feel very confident to overcome them and solve them	0.201	0.075	Non sig
	Allow the members of my scouting troupe to come up with unfamiliar ideas and exchange views for the success of scouting work	0.156	0.167	Non sig
	I work to satisfy my needs in scouting work through the process of education and training to gain and develop self-confidence	.612**	0.000	sig
	I can be calm in the pre-competitive moments in scouting	.418**	0.000	sig
	The scout leader must have some knowledge of creativity and innovation in entrepreneurial work to get away from boredom during the scout camping periods	.352**	0.001	sig
	I find that brainstorming operations may distract the scout troupe members' thoughts	-0.030	0.790	Non sig
	Set goals and expected results for scouting work before the start of the competitions	.304**	0.006	sig
	Work to perform the pioneering work in the scout camps with speed, regardless of its accuracy and durability	.487**	0.000	sig
	Work to achieve goals and results away from plans and visions that were previously set	-0.018	0.871	Non sig
	I seek in the process of education and training of scouting skills in multiple ways and methods for the members of my squad	.326**	0.003	sig
	I have the ability to understand others and solve their problems	.465**	0.000	sig
	I get angry if I am interrupted in my Scouting meetings	0.156	0.168	Non sig
	I am moody in carrying out the tasks assigned to me in scouting activities and camps	.600**	0.000	sig
	I have the ability to lead scouting activities and hard work for unlimited periods	.709**	0.000	sig
	Little did I rely on the main objectives as a main focus of scouting work	.245*	0.029	sig
	I usually like to give self-training assignments to scout troopers	-0.218	0.052	Non sig

	I would like to provide renewable educational situations in terms of type and style when practicing scouting activities in scouting activities, events and camps	0.138	0.222	Non sig
	Use the scouting skills to train the scout squad to face various circumstances	.457**	0.000	sig
	I find that learning the scouting skills of my team members using unguided discovery is the appropriate way	0.024	0.829	Non sig
	There are some scouting skills that I can't do with high flexibility	-.482**	0.000	sig
	I have sufficient preparation for the training process without interruption in order to succeed in managing my scouting squads	.591**	0.000	sig
	I feel happy when my squad members and fellow leaders excel	.674**	0.000	sig
	I am having difficulty discovering and developing the cognitive talents and scouting skills of my team members	0.121	0.285	Non sig
	I am interested in attracting talents to the members of my scouting squads	.645**	0.000	sig
	When I make the wrong decisions in a scouting job, I tend not to admit it	.346**	0.002	sig
	I work to determine the training need for the members of my scouting teams when practicing scouting skills in order to avoid them in the future	.612**	0.000	sig
	I often plan clearly and specifically to complete the Scout Program	-.393**	0.000	sig
	Pay attention to making plans to make immediate changes in scouting work when exposed to embarrassing situations	.347**	0.002	sig
	Respect your work time and make the most of your free time	.456**	0.000	sig
	Rarely relied on the previous experiences of the members of the scout troupe in managing the troop during scouting activities and camps	0.106	0.350	Non sig
	I work on simulating scouting activities and camps in order to achieve the prior knowledge of the scout troupe members	-0.026	0.819	Non sig
	Restrict work during the education and training of scouting skills when faced with unforeseen circumstances	-.234*	0.036	sig
	I want to constantly present new ideas	.585**	0.000	sig
	When I make a mistake in the performance of one of the elements of the Scout Method, it exhausts me throughout the competition period	-.411**	0.000	sig
	2 I have a feeling of not having confidence in myself in some situations while leading the scouting teams in the national camps	.690**	0.000	sig
	I have the ability to psychologically influence the members of my scout troop	.373**	0.001	sig
	I feel bored in carrying out the unknown and difficult tasks assigned to me because it makes me make an effort and exhaust my abilities	0.154	0.174	Non sig
	I do better when competing in unfamiliar scouts	0.173	0.125	Non sig
	Avoid expressing nervousness when an unfortunate situation or event is remembered	.423**	0.000	sig
	I have the ability to link scouting skills with other sciences while working with members of the Scout squad	.438**	0.000	sig
	I teach basic scouting skills to each member of the squad individually	-0.020	0.859	Non sig
	Enjoy taking on any task that other leaders find difficult.	.238*	0.034	sig
	I'm not looking for the best way to learn from scouting practices with my band members	-.417**	0.000	sig
	I have a clear vision of pioneering scouting work through	.476**	0.000	sig

	participating in activities			
	I usually direct members of my scout troop to participate in scout work sessions	.398**	0.000	sig
	I miss finding solutions to address the problems faced by the members of the scout troop in the pioneering work of scouting	.527**	0.000	sig
	I rarely take into account the individual differences between the members of the scout squad when teaching scouting skills	.580**	0.000	sig
	I use the creative training method for each member of the scout squad and the method of performing scouting skills creatively	.680**	0.000	sig
	Allow the members of the two Scout teams to put forward unfamiliar ideas and exchange opinions for the success of the scouting work	0.129	0.253	Non sig
	I find giving my team members the opportunity to participate in decision-making is a waste of time	.313**	0.005	sig
	Avoid scouting situations that require confrontation	.375**	0.001	sig
	Avoid presenting a future plan to face potential changes	.400**	0.000	sig
	I have the ability to communicate ideas in a clear and understandable way to the members of the scout troupe	0.165	0.145	Non sig
	Always work to take into account flexibility in the planning process and individual differences between members of the scout troop	.522**	0.000	sig
	There are some entrepreneurial businesses that I can master because of the difficulty of learning and practicing them	-.375**	0.001	sig
	I get bored when I put effort into the planning and organizing process while participating in scouting camps	.518**	0.000	sig

We note through Table No. (2), (17) items were excluded because they are not statistically significant more than the significance level of (0.05), and thus the scale consists of 47 items.

The coefficient of excellence for the scale items (discriminatory power) for the scale items: The two peripheral groups method was used to determine the percentage (30%) for the group of high scores and the group of lower scores, where the number of members of each group reached (12) leaders. The researchers used a T-test for two independent samples. To know the significance of the differences in the scores of each paragraph between the two extreme groups.

Conclusions and Recommendations:
Conclusions:
-   The Scout Self-Esteem Scale was built for the Scout leader holding the wooden badge in Iraq
-   The scale consisted of 7 domains. The scale included (47) items, with (30) positive items and (17) negative items.

Recommendations:
-   Possibility of applying the scale by the Iraqi Scout Association on leaders who carry the wooden badge
-   The possibility for researchers and specialists to benefit from the scale as a tool for measuring performance.

Results and discussion:
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Appendix (1)
Scientific interviews with experts and specialists in the Scout Movement and the Iraqi Scout Council to determine the areas of the scale

No.	Full Name	Workplace
	Abdul Karim Hanoon Hussein	Ministry of Education (International Commissioner for Iraq in the World Scout Council)
	Faris Hussein	President of the Iraqi Pioneer Scouts Association
	Raghad Mohamed Bahgat	Ministry of Education (Member of the Iraq Scouts Council)
	Assist. Prof. Dr. Atheer Khalil Ibrahim	Ministry of Education
	Nbrass	Ministry of Education (Member of the Iraq Scout Association)
	Bassem Abdul Wahed	Ministry of Education

Appendix (2)
Subject / Questionnaire
Good greeting...
   To Professor…………………………………………… ....Respected
The researchers want to conduct a study tagged (building a scale of self-esteem for the scout leader carrying the wooden badge in Iraq), and in view of what is known about your knowledge and experience in your field of work, the researcher hopes to help you by referring to the relative importance of each of the areas by kindly answering from (1) to 10) (as the score (10) is given to the most important domain, and grade (1) to the least important domain) the proposed sub-fields that can be adopted within the basic skills of leaders of the wooden badge holders in Iraq according to a standard by placing a mark (√), or modification and The addition according to what you see serves the study, and thank you very much.
Signature:
The name:
The scientific title:
Workplace :

| No. | Relative importance | | | | | | | | | | | Notes |
	Fields	1	2	3	4	5	6	7	8	9	10	
	Entrepreneurial business											
	learning by doing											
	planning											
	Leadership											
	motivation											
	emotional balance											
	intelligence											

Appendix (3)
Subject / Questionnaire of the Scout Self-Esteem Scale for the Scout leader holding the wooden badge in Iraq
   Good greeting...
Mr./ Ms. .... Respected
The researchers want to conduct a study (building the Scout Self-Esteem Scale for the Scout Leader holding the wooden badge in Iraq), and given what is known about you from the knowledge and experience in your field of work, the researcher hopes to help you and look at each of the paragraphs of the questionnaire attached hereto and answer it by placing (√) In front of the paragraph in the field that you deem appropriate, or amending and adding to serve the nature of the study on the performance of scout leaders who hold the wooden badge in Iraq, and thank you very much.
The scale is in its initial form

No.	Paragraph	Always	mostly	Sometimes	Little	Never

	Usually I do not want to diversify the methods and stimuli in the process of learning and training the scouting skills of my team members					
	I have the ability to communicate and communicate effectively with the members of my scout troop without the need for others to participate or to listen to them					
	I want to use knowledge of Scouting activities to assess the performance of my squad members					
	I have the desire to develop and develop my own abilities in order to create the 1P and innovation in the work of my scouting troupe					
	Debate Scout Leaders Boldly					
	I have a great deal of confidence in the process of teaching and training the scouting skills of my squad members					
	I have a desire to volunteer scout work for specific periods outside official working hours					
	I have the ability to identify training needs and develop programs for the Scout Troop					
	I have the ability to plan scouting work for my squad according to the available capabilities					
	When I face challenges in my scouting squad, I feel very confident to overcome them and solve them					
	Allow the members of my scouting troupe to come up with unfamiliar ideas and exchange views for the success of scouting work					
	I rarely try to search for new ideas to implement programs and plans prepared for scouting work					
	I work to satisfy my needs in scouting work through the process of education and training to gain and develop self-confidence					
	Have a sufficient amount of psychological balance and self-management when participating in camps and scouting gatherings					
	I can be calm in the pre-competitive moments in scouting					
	The scout leader must have some knowledge of creativity and innovation in entrepreneurial work to get away from boredom during the scout camping periods					
	I find that brainstorming operations may distract the scout troupe members' thoughts					
	Set goals and expected results for scouting work before the start of the competitions					
	Work to perform the pioneering work in the scout camps with speed, regardless of its accuracy and durability					
	I have a clear vision of the pioneering scouting work through the previous posts					
	Work to achieve goals and results away from plans and visions that were previously set					

	I see that working collectively usually gives fruitful results to the learning process by doing					
	I seek in the process of education and training of scouting skills in multiple ways and methods for the members of my squad					
	I have the ability to understand others and solve their problems					
	I get angry if I am interrupted in my Scouting meetings					
	I am moody in carrying out the tasks assigned to me in scouting activities and camps					
	I have the ability to lead scouting activities and hard work for unlimited periods					
	Little did I rely on the main objectives as a main focus of scouting work					
	I usually like to give self-training assignments to scout troopers					
	I would like to provide renewable educational situations in terms of type and style when practicing scouting activities in scouting activities, events and camps					
	Use the scouting skills to train the scout squad to face various circumstances					
	I find that learning the scouting skills of my team members using unguided discovery is the appropriate way					
	There are some scouting skills that I can't do with high flexibility					
	I have sufficient preparation for the training process without interruption in order to succeed in managing my scouting squads					
	I feel happy when my squad members and fellow leaders excel					
	I am having difficulty discovering and developing the cognitive talents and scouting skills of my team members					
	I am interested in attracting talents to the members of my scouting squads					
	When I make the wrong decisions in a scouting job, I tend not to admit it					
	I work to determine the training need for the members of my scouting teams when practicing scouting skills in order to avoid them in the future					
	I often plan clearly and specifically to complete the Scout Program					
	Pay attention to making plans to make immediate changes in scouting work when exposed to embarrassing situations					
	Respect your work time and make the most of your free time					
	Rarely relied on the previous experiences of the members of the scout troupe in managing the troop during scouting activities and camps					
	I work on simulating scouting activities and camps in order to achieve the prior knowledge of the scout troupe members					

	Restrict work during the education and training of scouting skills when faced with unforeseen circumstances					
	I want to constantly present new ideas					
	When I make a mistake in the performance of one of the elements of the Scout Method, it exhausts me throughout the competition period					
	I often get the feeling that I do not have confidence in myself in some situations while leading scout teams in the national camps					
	I have the ability to psychologically influence the members of my scout troop					
	Work on following up on the affairs of the Scout troupe members and solving their problems in the shortest period of time					
	I always have the desire and motivation to be superior in managing my scouting squad					
	I feel bored in carrying out the unknown and difficult tasks assigned to me because it makes me make an effort and exhaust my abilities					
	I do better when competing in unfamiliar scouts					
	Avoid expressing nervousness when an unfortunate situation or event is remembered					
	I have the ability to link scouting skills with other sciences while working with members of the Scout squad					
	I teach basic scouting skills to each member of the squad individually					
	Enjoy taking on any task that other leaders find difficult.					
	I have a strong personality and a good relationship with the members of my scout troupe					
	I'm not looking for the best way to learn from scouting practices with my band members					
	Take into account the supplies available to the scouting squad when carrying out scouting activities					
	I have a clear vision of pioneering scouting work through participating in activities					
	I usually direct members of my scout troop to participate in scout work sessions					
	I miss finding solutions to address the problems faced by the members of the scout troop in the pioneering work of scouting					
	I rarely take into account the individual differences between the members of the scout squad when teaching scouting skills					
	I use the creative training method for each member of the scout squad and the method of performing scouting skills creatively					
	Allow the members of the two Scout teams to put forward unfamiliar ideas and exchange opinions for the success of the scouting work					
	I find giving my team members the opportunity to participate in decision-making is a waste of					

	time					
	Avoid scouting situations that require confrontation					
	Avoid presenting a future plan to face potential changes					
	I am interested in the concept of interactive leadership in managing my scouting squad as a cohesive unit					
	I have the ability to communicate ideas in a clear and understandable way to the members of the scout troupe					
	Always work to take into account flexibility in the planning process and individual differences between members of the scout troop					
	There are some entrepreneurial businesses that I can master because of the difficulty of learning and practicing them					
	I get bored when I put effort into the planning and organizing process while participating in scouting camps					