

# TRAINING ADMINISTRATION

## What makes a trained Leader?

A Scouter is considered trained for a Scouting position when the prescribed basic courses for that position are complete.

The current set of courses is usually the list that shows up in the membership database and on awards, because they are the ones most Scouters take. However, the BSA has long believed a tenured leader does not need to retake basic training every time there is a new course. Through supplemental training, roundtables, *Scouting* magazine, and participation in activities, they can stay up-to-date with the current methods and practices of the program.

A Scouter who has completed a previous basic training course for a current role and who is current in Youth Protection training may be given credit as trained if, in the opinion of the council and district training committee, the Scouter has continued to stay up-to-date with the current methods and practices of the program.

These Scouters are eligible to wear the Trained emblem, be considered trained for purposes of the unit Journey to Excellence, and meet the training criteria of the various training awards for their position. Entering the qualifying training courses and proper dates of the course into the Scouter's record in the BSA's membership database will also mark them as trained.

The training committee should strive to have all leaders participate in the current training—basic or supplemental—to be sure they have the up-to-date information related to their role. While there may be a challenge getting tenured leaders to take the time to take a new course, in most cases these leaders can be excellent resources for the training committee to help instruct or support a course. Don't

forget—course instructors should be given credit for completion of the course. Of course, no person is ever fully trained. Even the most tenured Scouter can learn something by attending or instructing a course. The [Five Levels of the BSA Training Continuum](#) discussed later in this guide provide opportunities for a progression of learning for all of us to learn more about program, leadership, and other important skills.

## Council training Committee Functions

- Train leaders—don't just run training courses.
- Operate a council-level training committee composed of experienced and trained volunteers with assigned council staff support and resources.
- Establish local policies and procedures consistent with national policies.
- Plan, coordinate, communicate, and schedule an effective, year-round leader training program using the current training materials of the Boy Scouts of America.
- Encourage and assist districts in planning and implementing a total growth and development plan for all leaders, regardless of position.
- Select, recruit, and train trainers for council training events.
- Assist districts in selecting, recruiting, and training an effective district training team.
- Conduct or coordinate council training events.
- Approve applications for training recognition and service awards.
- Develop procedures for evaluating the effectiveness of the council's training program.



- Submit to the council budget planning committee an annual estimate of funds needed to support the volunteer training program.
- Ensure backup training records are maintained in the local council service center.
- Keep informed of literature, audiovisuals, and equipment aids for the training program.
- Promote and support out-of-council training events, such as the Philmont Training Center, area, and regional conferences.
- Recognize leaders who complete training requirements.
- See that high standards are set and met by all instructors.
- Maintain adequate district training records.
- Conduct an annual survey of training needs in the district.
- Keep informed of literature, media, and equipment aids for the leadership training program.
- Have an approved budget for training events.
- Support and encourage all unit trainers.
- Promote and support out-of-council training events, such as the Philmont Training Center, area, and regional conferences.

## District training Committee Functions

- Train leaders—don't just run training courses.
- Operate a district-level training committee composed of experienced and trained volunteers and resources.
- Identify and target untrained leaders.
- Develop a process to identify new leaders and get them trained within 30 days.
- Plan and implement an effective, year-round leadership training program calendar for the district to provide continuing training opportunities for all leaders, regardless of position.
- Develop procedures for evaluating the quality and effectiveness of the district leadership training program, and report training progress regularly to the council committee.
- Establish priorities. Develop and carry out a plan to accomplish those priorities.
- Select, recruit, and train an effective team of instructors.
- Plan, promote, conduct, and evaluate all district training events.
- Promote and support council training events.

Where training fits in the district, council, or area structure also varies based on the needs and direction of the service area and its leadership. Usually, training is part of the Program Impact function. District training committee chairs are usually members of the council training committee.

## The training team

How big is the team? Big enough to do the job. That may not be the answer you are looking for, but there are a wide variety of service areas and needs so there is no one right answer. You need a team and enough trainers to get every leader in your service area trained.

The district or council trainer is not a registered position by itself but rather is a functional position. The individual trainer is asked to perform a service to others because of ability, prior knowledge, experience, or success in a particular area. It is an ad hoc, short-term role. Trainers may be registered as current unit leaders, commissioners, district/council members at large, older youth members, or any qualified leadership role.



Trainers are part of an instructor pool, available to assist as course faculty members and for personal coaching. They may help with several courses or just one a year.

All trainers are better prepared for their role by participating in a train-the-trainer conference to understand how adults and youth learn and how best to present Scouting training to them. These conferences are usually given on a council or district basis.

A pack, troop, team, crew, or ship may have a committee member responsible for the training and mentoring of leaders within the unit. These unit trainers may deliver parent orientations, Fast Start training, and basic leader training in their units and/or work with the training committee to schedule training for new and untrained leaders. They promote participation in district and council training events and encourage use of the leader recognition plan. A pack trainer is a registered pack committee position selected by the pack committee with the approval of the chartered organization. Unit trainers should be encouraged to complete a train-the-trainer conference, as well as the actual training courses they will be delivering, prior to conducting unit training.

As a suggestion, you might want a training team member responsible for training in each of these areas:

- Cub Scout leaders
- Boy Scout leaders
- Varsity Scout leaders
- Venturing leaders
- Youth leader training
- Training records
- Supplemental training
- Training promotion

In a rural area, you might want to have a county structure where there is more overlap of those roles.

Again, the ideal structure is the one that supports getting all of your leaders trained.

## The training Plan

Many service areas assume when they have a schedule of training courses, they have a training plan. Not so. There is a difference between a plan and a schedule. The plan must

**Keep an eye on the training pages of Scouting.org for ideas and best practices.**

come first, followed by a schedule designed to fit the plan. The plan and schedule must have the flexibility to meet the needs of the service area's units and leaders. Both the plan and the schedule need to use the full range of tools available within the Boy Scouts of America training program.

Like the size of the training team, the training plan needs to be flexible based on the needs, and even the geography, of the service area. Your training plan should be based on the following questions.

**Who is untrained?** One of our greatest concerns is not only that all leaders who work directly with youth be trained, but that all volunteer leaders in the service area be trained. Identify those leaders in the service area who have not completed training.

**What courses are needed?** In addition to basic training for all leaders, Scouting has a variety of courses that deal with specific Scouting functions. The plan should include supplemental training opportunities for those who need them and, on the council level, advanced training opportunities.

**When is the best time to train?** The immediate answer is whenever there is an untrained leader. Flexibility is very important. When untrained leaders are identified, it is time to have a training session. A check of the service area's records may reveal a cycle of leadership turnover and recruiting that could suggest the best times for group training or a need for training in an individual unit or community—especially when a unit is organized or reorganized. Training for district and council leadership might be in conjunction with annual elections.

**Where are we going to train?** Making training convenient for untrained leaders is important. A new leader might be uncomfortable going to a place he or she has never been or spending significant additional time to reach a place far from home. The location needs to be where leaders are comfortable and where two-way communication is possible. Some of the best small group or personal coaching training can occur in a leader's home.

**What else is going on?** A careful check of the council calendar, district dates, religious holidays, major sporting events, and school and community schedules may reveal serious conflicts that should be avoided. Training in neighboring service areas might be a conflict or perhaps an alternative to help get your leaders trained.

**How will the training be promoted?** The training plan must include a promotion plan, and the training committee must assume full responsibility to see that the promotion is successful. Other Scouters will obviously be involved, but leadership must come from the training team.

## Promotion

A big step in promoting adult leader training is to create the image of its importance all across the service area. Every youth who joins Scouting expects to have leaders who know the program. Every leader should be a trained leader. Training helps leaders have more fun and makes their role easier. Training makes Scouting better for youth. There are lots of reasons a leader should attend training.

Once needs for training have been established, contact the people who should attend specific sessions. Tell them exactly how they will benefit from attending a particular session. Personal contact is best and can be made by trainers, commissioners, chartered organization

representatives, or unit committee members. In addition, use council bulletins, social media, email, direct mail, roundtables, and local media to promote training.

The most effective promoters of a training course are the members of the course training team. Trainers must accept the responsibility for promotion as seriously as the responsibility for quality instruction. The finest course is

**Be enthusiastic. It's contagious.**

effective only if those in need of training are in attendance. Course leaders and group leaders recruited from the ranks of successful, even if not fully trained, leaders can add much to the course while they complete their own training. If group leaders recruit the members of their own assigned group from a prospect list of untrained Scouters, a good turnout is assured.

The quality of training events is also important in promotion of future and supplemental training. Sessions that are good, thought-provoking, and fun bring Scouters back for more, and they encourage others to attend.

## Records

While most training records are maintained in the BSA registration system and files are maintained at the council service center, successful training councils have developed a simple system for maintaining training records that quickly provides needed information. A member of the training committee may be designated to maintain the service area record.

At the conclusion of each instructor-led training experience, the course director or instructor completes the Training Attendance Report. The original is sent to the council service center, where a council staff member will enter the training code into the leader's



record and file the report. A copy of the report should be kept by the service area training team, who will enter the leader's name and record on the training inventory.

Most e-learning courses are automatically entered into the membership record of registered Scouters when they log in and complete the course through the BSA's e-learning site. Professional staff advisers should periodically produce reports of e-learning course completion for the training committee.

