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GUIDE TO LEADER TRAINING





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For Council Training
Committees, District Training
Committees, and Council Staff



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INTRODUCTION

In the early days of the Boy Scouts of America, James E. West, our first Chief Scout Executive, was asked what the three greatest needs of the new movement were. He replied, “Training, training, and training.” That is still true today.

Common sense tells us that training is important, and research shows the importance of trained leaders.

A trained leader is knowledgeable and more confident in the role being performed. The knowledge and confidence of a trained leader are quickly sensed by others. Trained leaders impact the quality of programs, leader tenure, youth tenure, and a whole lot more.

A trained leader is better prepared to make the Scouting program all it can be!

Historically, training has been the method used to teach a specific task. At the beginning of the 19th century, business and industry launched training programs to teach adults focused tasks. With the advent of the Industrial Revolution, training expanded to large groups in classrooms, and as computerization grew, employees returned to individualized training. In the last 100 years, an information exchange with adult volunteers has evolved from simple training to incorporating a variety of training skills and techniques. Fast-moving technology has spanned multiple generations. This requires a good understanding of all techniques available and a close eye on changes in new methods and technologies.

Today, it is widely recognized that adults want more than a focused presentation on specific skills. This new *Guide to Leader Training* provides a holistic approach to training adult volunteers.

It is important to remember that adults must set the example. As we set expectations for Scouts to be trained as part of earning a rank, merit badge, or other recognition, we must expect that all adult leaders will similarly fulfill their training obligation requirements.

Properly conducted, the leader training program of the BSA meets the needs of leaders by providing fun learning opportunities related to youth and adult leadership roles. It is also flexible enough to meet the needs of a wide variety of volunteer leaders in a wide variety of circumstances.





People need to be convinced that something is worth their limited time. A good training course that is fun, gives participants resources to be successful, and gets them headed in the right direction can do that. When we show them that training is worthwhile, the time–value ratio changes, and they tend to be very generous with their time and talents.

Meeting the training needs of our leaders today means many things. It means not only that we schedule courses each year but also that we take training to them and that the training has relevant content and is presented in a way that helps a leader carry out a quality, safe, fun Scouting program. It also means that we need to be aggressive about training leaders to ensure they receive the right training as soon as possible after they agree to serve.

Our goal needs to be that we make sure *all* the leaders in the service area are *trained*. We are going to have success only when we decide that helping new leaders and untrained tenured leaders get the initial training they need quickly is important and that the training should be worthwhile, fun, and should help them to be effective in the roles they are taking on in Scouting.

The BSA training program is conducted on a “graded” approach that begins with basic skills related to individual roles volunteers take on and progresses over time to increasingly more challenging volunteer role and leadership courses. Early training focuses on basic skills directly related to delivering the Scouting program while supplemental and advanced courses delve into more of the philosophy of Scouting and leadership to support the programs of the Boy Scouts of America.

The training program also incorporates a recognition program at all levels of training to motivate and reward those who participate.

HOW TO USE THIS GUIDE

This guide outlines the basic council and district responsibilities for volunteer leader training.

Please note that because things are updated and evolve as the needs of youth, leaders, and Scouting change, we did not want to make this guide a tool that will be out of date almost as soon as it is printed. It does not contain the forms and other resources that are more easily available and more current at the training pages of official BSA websites. The training page of Scouting.org (www.scouting.org/training) will help you find the current resources, forms, and courses available. It will also keep you updated on the latest in BSA training.





For additional information, visit your local council service center and talk to the staff. They stand ready to support you in your efforts to provide quality training experiences for both adult and youth members of the Boy Scouts of America.

WHO SHOULD USE THIS GUIDE

This guide is meant to be used by district and council volunteer training committees and council staff.

The main responsibility of district and council training committees is to train leaders in units to carry out their responsibilities and learn the skills of leadership. Seeing that 100 percent of all direct-contact leaders (Cubmasters, den leaders, Scoutmasters, leaders of 11-year-old Scouts, crew Advisors, and Skippers) are trained might be the most common measure of your success. But we cannot forget all the other leaders—adult *and* youth—in the unit, district, and council who also need to be trained for their roles. Nor can we forget that there is more training beyond the “basics”—training that will make our program more meaningful for youth and adults.

Congratulations on taking on a very important role. As a trainer in Scouting, you will impact youth and families in ways few others in your community can.

“The most important object in Boy Scout training is to educate, not instruct. In Scouting, a boy is encouraged to educate himself instead of being instructed. The key to successful education is not so much to teach the pupil as to get him to learn for himself. Dr. Montessori has proved that by encouraging a child in its natural desires, instead of instructing it in what you think it ought to do, you can educate it on a far more solid and far-reaching basis. It is only tradition and custom that ordain that education should be a labour.”

—Lord Baden-Powell





TRAINING ADMINISTRATION

What makes a trained leader? A Scouter is considered trained for a Scouting position when he or she has completed the prescribed basic courses for that position.

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; updates from the National Service Center disseminated through regions, areas, and council leadership; and participation in activities, leaders 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 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 and to be considered trained for purposes of the unit’s Journey to Excellence progress. Entering the qualifying training courses and proper dates of the courses into the Scouter’s record in the BSA’s membership database will also mark him or her 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. Although it might be a challenge to get 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 facilitate or support a course. Course instructors should be given credit for completion of the course as well.

NO PERSON IS EVER FULLY TRAINED. Even the most tenured Scouter can learn something by attending or instructing a course. The four 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 each district 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 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 in-council youth training opportunities such as National Youth Leadership Training, as well as out-of-council training opportunities such as NYLT Leadership Academy and conferences and courses (for example, National Advanced Youth Leadership Experience) held at Philmont Training Center, Florida Sea Base, and the Summit Bechtel Family National Scout Reserve.
- Promote and support adult training opportunities such as Leadership Challenge and other conferences offered at Philmont Training Center, Florida Sea Base, and the Summit, as well as 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.
- Develop a process to identify new leaders and get them trained within 30 days.
- Identify untrained tenured leaders and develop a process to get them trained as soon as possible after identifying.
- 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, and 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.
- Recognize leaders who complete training requirements.
- See that high standards are set and met by all instructors.
- Maintain adequate district training records. Ensure that the Training Attendance Report form (found at www.scouting.org/training; select Training Quicklinks, then Training Forms; reproducible) is utilized for all face-to-face training events and that the completed forms are turned in at the local council service center.
- 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 in-council youth training opportunities such as National Youth Leadership Training, as well as out-of-council training opportunities such as NYLT Leadership Academy and conferences and courses (for example, National Advanced Youth Leadership Experience) held at Philmont Training Center, Florida Sea Base, and the Summit.
- Promote and support adult training opportunities such as Leadership Challenge and other conferences offered at Philmont Training Center, Florida Sea Base, and the Summit, as well as area and regional conferences.

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

THE TRAINING TEAM

How big is the team? The answer is ... big enough to do the job. Since there is a wide variety of service areas and needs, the answer is not a particular number. 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 but rather a functional one. The individual trainer is asked to perform a service to others because of ability, prior knowledge, experience, or success in a particular subject. It is an ad hoc, short-term role. Trainers might be registered as current unit leaders, commissioners, or district or council members at large; as older youth members; or in any qualified leadership role.

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

All trainers are better prepared for their role by participating in a Fundamentals of Training course that enables them to understand how adults and youth learn and how best to present Scouting training. Fundamentals is presented on a council or district basis.





A pack, troop, crew, or ship might have a committee member responsible for the training and mentoring of leaders within the unit. These unit trainers deliver parent orientations 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. To be considered trained for their role, unit trainers are required to complete a Fundamentals of Training course (see the Trained Leader Requirements charts for all requirements at www.scouting.org/training). They are also encouraged to complete all training courses they will deliver prior to conducting unit training.

Ideally, a district training team would recruit volunteers to specialize in and be responsible for training in each of the following areas:

- Cub Scout leaders
- Boy Scout leaders
- Venturing leaders
- Youth leader training
- Training records
- Supplemental training
- Advanced training
- Training promotion
- *my.Scouting* Tools (specifically, the Training Manager)
- e-learning (in the BSA Learn Center)





In a rural area, you might want to have a county or state geographic structure where there is more overlap of those roles. Regardless of the number of people doing the work, it is most important that all the areas are covered.

The ideal structure is the one that supports *getting all your leaders trained* and making sure that attendance at all face-to-face trainings is recorded for every attendee.

Keep an eye on the volunteer training website—www.scouting.org/training—for ideas, best practices, and the latest news in volunteer training. Also available is a Facebook page for volunteer training. The group name is BSA Volunteer Training Team.

THE TRAINING PLAN

Many service areas assume that when they have a schedule of training courses, they have a training plan. This might not be so. There is a difference between a plan and a schedule. The plan must come first; then, a schedule designed to fit the plan follows. 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 BSA's training program. It is strongly suggested that all council and district training chairs complete the BSA Strategic Training Plan course offered through Scouting University. This course is designed to give these individuals the tools necessary to successfully develop, implement, evaluate, and revise the ongoing training plan in the area for which they are responsible.

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? All leaders who work directly with youth, as well as all leaders in the service area, should 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 and advanced training opportunities for those who need them.





WHEN IS THE BEST TIME TO TRAIN? When it is needed! 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 might 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 SHOULD THE TRAINING BE HELD? Where it is needed! 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 having to spend 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. In areas where many volunteers might not have access to the internet, locations where several computers can be provided might be helpful or necessary.

WHAT ELSE NEEDS TO BE CONSIDERED? Coordinate scheduling of training courses with other events. A careful check of the council calendar, district dates, religious holidays, major sporting events, and school and community schedules might indicate 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 AND RECRUITING

Promotion and recruiting are important parts of ensuring that leaders attend courses and become trained. Promotion is getting the message out that training is critically important and that all leaders should attend. Recruiting is getting leaders to attend by reaching them one by one, registering them, and ensuring they actually attend. A big step in promoting adult leader training is to create the image of its importance across the service area. Every youth who joins Scouting expects to have leaders who know the program. Training helps leaders have more fun and makes their role easier. Training makes Scouting better for youth. Thus, every leader should be a trained leader.





Once needs for training have been established, recruit 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.

Be enthusiastic! It's contagious!

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 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 for the attendance at and success of future and supplemental training. High-quality sessions will help establish a reputation that training is essential, helpful, and something good leaders do! Training that is thought-provoking and fun will bring Scouters back for more, and they will encourage others to attend.

RECORDS

While most training records are maintained in the BSA registration system and files are maintained at the local council service center, councils successful in accurately tracking leader attendance have developed a simple system for maintaining training records that quickly provides necessary information to those who need it. A member of the training committee can be designated to maintain the service area record. Some councils have found that this district or council "training registrar" has been a tremendous help in improving the accuracy and accessibility of training records.





At the conclusion of each instructor-led training experience, the course director or instructor completes the Training Attendance Report form. The original should be sent to the local council service center where a council staff member will enter the training code into the leader's record and file the report. Each council and district needs to establish its own protocols for handling and recording the information on the Training Attendance Report. Larger units and the district or council training committee can designate a volunteer who is given access to enter training records for the unit or area. A copy of the report should be kept by the service area training team, which will enter the leader's name and record on the training inventory.

Most e-learning courses are automatically added to the membership record of registered Scouters when they log in and complete a course through the BSA's e-learning site. Volunteers in specific roles can enter and/or update the records of other volunteers (no one can update his or her own training record). Those able to maintain training records are referred to as the "Key 3 Plus 3." The Key 3 of any unit, district, or council has access to certain training records.

District or council training committee chairs or someone from the committee who is assigned to the task should periodically produce reports of course completion to assist the committee in evaluating the training needs of units in their area.





METHODS AND LEVELS OF TRAINING

There are four types of BSA training situations: group training, personal coaching, online training (via the BSA Learn Center), and centers of excellence. Training in groups is the most common method. There are occasions, however, when Scout leaders' training needs might be met by other delivery methods. The important thing to remember is that leaders need training as soon as possible. They need to know how to perform their roles immediately, not six months from now.

To deliver effective training, trainers should be prepared. The Fundamentals of Training and Trainer's EDGE courses will help trainers to understand the best methods for instruction for a particular training situation. Additionally, all trainers should understand and use the concepts in every course syllabus to ensure that BSA policies and practices are followed.

GROUP TRAINING (FACE-TO-FACE, INSTRUCTOR-LED)

Group training is the most common method of leader training within Scouting. It is an excellent way to convey the fun and fellowship of the Scouting program. People delight in sharing their experiences, and as a learning feature, shared experiences are rarely surpassed. In group training, individuals can get immediate answers to questions, can benefit from what others have accomplished, and can receive reassurance that others have similar issues, challenges, interests, and concerns. Group training provides for contacts to be made so leaders can continue to help one another and get to know their trainers as resources as they go out and apply what they have learned.

Group training does not necessarily involve a large group. Many BSA courses can be conducted in a single unit or on a small community level. You don't need to wait until dozens of leaders need training to have effective group training. For example, small group training can be used for a few new den leaders in a single pack or community or for a single unit committee.

Large group training sessions should be planned so that all leaders participate together in certain parts of the session and then are separated into smaller groups (six to 10 people) for discussion, project work, and idea-sharing. The small groups are where the most sharing and experiential learning take place (the patrol method) and where the trainer can be sure that learning has occurred.





In group training (and also in personal coaching sessions), learners benefit when opinions, ideas, and experiences are shared. Additionally, the human interaction makes it easier to verify that learning has actually taken place.

PERSONAL COACHING

Some leaders join at a time of the year when—or live in an area where—group training courses are not possible. Because it is important to get leaders trained quickly, personal coaching can be a good option. Adult leaders can be trained effectively in a one-on-one situation or with an instructor and a small number of participants (again, the patrol method!). This method can be used for basic and supplemental courses.

Personal coaching is scheduled at the convenience of the individuals to be trained and usually takes place in a home or classroom in a relaxed atmosphere.

When using this method, trainers use the appropriate course syllabus for the session and simply adapt the agenda. The same information is to be transmitted; only the method of transmission will change.

ONLINE TRAINING (E-LEARNING)

As busy as many families are today, our leaders are not always able to get to in-person trainings when they are scheduled on the district or council calendar. Moreover, many of our Scout leaders prefer to take online training due to their ability to both access it at any time and stop, if necessary, and go back later to complete it.

This method offers another opportunity for training leaders and is a method that millennials have come to expect. Many younger Scout leaders are accustomed to using the internet to access information and might use e-learning systems as part of their occupational training. The BSA's e-learning system is designed to provide flexibility to today's busy Scout leader. This method is useful where distance or other issues make it necessary for the leader to take training individually or in a case where the course content is not necessarily enhanced by the presence of other leaders.





Follow-up by an instructor is strongly encouraged to determine that the learner has a clear understanding of the program and his or her role and responsibilities. A personal visit or call by the trainer and review after each segment is completed demonstrates that the trainer cares and is interested in the leader's progress. Leaders should be encouraged to regularly attend roundtable and other training events to supplement their knowledge and understanding.

Most BSA position-specific training is available in an online format. Online training is offered and encouraged as a method to reach more leaders with essential training. Although not every course is available online, Scouting University is continually working to revise and create new online learning to accommodate the training needs of our leaders.

Every effort should be made to ensure that face-to-face training and e-learning offer the full complement of information so our youth have the trained leaders they deserve.

CENTERS OF EXCELLENCE

Leaders can learn much from visiting great packs, troops, roundtables, districts, camps, or councils, or any excellent Scouting venue. Learning by watching and participating with the best and most successful is very effective.

The role of training team members is to identify those leaders who would benefit from visiting these centers of excellence, identify those centers, and coordinate times when the trainee will visit. They should also work with the hosting center to clarify its role in the trainee's learning.





FOUR LEVELS OF THE BSA TRAINING CONTINUUM

The main purpose of all training in the BSA is to strengthen units. That is where the program is delivered directly to our youth. Trainers should view training from an overall perspective and not limit their vision to the particular courses they are conducting. Few leaders can accumulate all the information and ideas possible in a couple of hours of training. Participants should get what they need to perform their duties but with the awareness that there is more to learn. Both instructors and leaders should have a clear understanding that leadership training is a process that continues as long as an individual is actively involved in the program.

As trainers we recognize that learning is a lifelong process, and we should strive to create in our trainees the desire to be lifelong learners. Scouting University strives to foster a culture of continuous learning. There is no such thing as “one and done!” in Scout leader training. Even when one is considered “trained” for his or her position, there are always other opportunities for learning.

The four levels of the training continuum that make up the graded approach are joining, basic, supplemental, and advanced. Each level is designed for a specific purpose. The joining level is required of all registered leaders; the basic is role-based training; and the supplemental and advanced are more focused on advanced skills and leadership.

JOINING

The BSA *requires* Youth Protection training for all registered volunteers. It is not optional training but a *joining requirement*.

Effective Sept. 1, 2017, Youth Protection training is required for all adult leaders *at the time of registration*. Paper applications from new leaders should be accompanied by a Youth Protection training completion certificate and filed with the application, unless the council can verify through the system that training has been completed online or from a classroom training attendance roster.

Before approving leader applications, unit leaders should obtain copies of completion certificates from leaders who register online.

To take the training online, leaders must go to my.scouting.org and establish a *my*.Scouting account.





Your training committee should also provide face-to-face Youth Protection training on a regular basis for leaders who cannot take the training online.

BASIC

All leaders are encouraged to complete leader position-specific training *before* they meet with youth to prepare them for the opportunities and responsibilities relating to their leadership positions. Leader position-specific training is also an opportunity for new leaders to get answers to questions they might have about their roles and responsibilities. Training is available for every position at the unit, district, and council level.

To be considered “trained” for one’s position, the leader must complete all training requirements as listed in the Trained Leader Requirements charts (found at www.scouting.org/training).

SUPPLEMENTAL

Supplemental training includes a variety of courses offered on a district, council, area, regional, or national basis. Courses are designed to give additional information on targeted areas of the program through additional knowledge of Scouting in general, additional skills and roles knowledge, and/or beginning or advanced leadership skills. Some of the information presented in basic training is treated in greater depth in supplemental training courses. Some courses are held on a regular basis to cultivate our culture of continuous learning.

Supplemental training is also offered in conferences at BSA national training centers. Roundtables, BALOO, Safe Swim Defense, and National Camp School are examples of supplemental training. A supplemental course might teach a specific Scouting skill or idea, enhance leadership skills, or prepare someone to teach others. Supplemental training is intended to enrich the leader’s experience.





Examples of some of the many supplemental courses held on a regular basis include the following:

- **CUBCAST/SCOUTCAST.** CubCast and ScoutCast are audio podcasts that provide Cub Scout and Boy Scout leaders, parents, and unit-serving executives with a variety of program how-tos and informational topics that can be used right away. Produced in an AM radio format and updated monthly on scouting.org, these information-packed programs can be downloaded on a computer or MP3 player and listened to at any time or shared at roundtables or other training events.
- **TRAIN-THE-TRAINER COURSES.** A train-the-trainer course gives trainers the methods and theory behind offering successful training sessions in the Boy Scouts of America.
 - FUNDAMENTALS OF TRAINING** helps trainers, regardless of previous experience, improve their basic presentation skills.

(NOTE: Fundamentals is required for the position of pack trainer.)

- TRAINER'S EDGE** provides additional presentational development and supports the instructor's skills that were formalized in Fundamentals.

(NOTE: Trainer's EDGE is required for Wood Badge and NYLT staff.)

- THE STRATEGIC TRAINING PLAN** teaches participants how to collect and analyze data, formulate and execute a training plan, and review results and make adjustments as needed.





- **BASIC ADULT LEADER OUTDOOR ORIENTATION (BALOO).** BALOO training is composed of two components—an online component and a practical, hands-on component. Both must be completed for a leader to qualify as a “trained” Cub Scout outdoor leader. Cub Scout leaders interested in adding a camping component to their pack activities are required to have at least one BALOO-trained adult on every Cub Scout den or pack overnight outdoor event. BALOO training sets up a unit to carry out a successful camping experience for Scouts. The current syllabus is available at www.scouting.org/training/adult. It combines BALOO and Outdoor Leader Skills for Webelos Leaders (OWL) into one training curriculum.
- **CUB SCOUT LEADER POW WOW.** The pow wow is an exciting daylong carnival of action, activities, and program ideas for Cub Scout leaders. Conducted in many locations as a council event, it might also be suitable for a large district.
- **UNIVERSITY OF SCOUTING.** A university of Scouting is a daylong or weekend-long potpourri of courses that can cover many and varied topics. It is an opportunity for leaders to take a variety of courses that will help them serve youth. Like pow wow, in many locations it is conducted as a council event but might also be suitable for a large district.
- **ROUNDTABLES.** Roundtables are held monthly to give adult leaders the skills and ideas they need to deliver an exciting program to youth. The roundtable also serves to renew each leader’s enthusiasm and dedication through fellowship and idea-sharing with other Scouters.
- **NATIONAL CONFERENCES.** The BSA has operated a national volunteer training facility at the Philmont Training Center on the Philmont Scout Ranch in Cimarron, New Mexico, for decades. A variety of weeklong conferences for Scouters at all levels is offered in the summer and fall; a staff-led program for the entire family is offered during the summer. Summer conferences are also offered at the Summit in Glen Jean, West Virginia. Winter conferences are held at the Florida Sea Base in the Florida Keys each January.





Many of these conferences are developed from feedback solicited from volunteers. The conferences offer unique training opportunities for participants to benefit from the latest cutting-edge training offered by the BSA while enjoying an experience at one of the BSA's high-adventure bases. More information on courses and conferences offered at these premier venues can be found at the following sites:

www.philmonttrainingcenter.org

www.summitbsa.org

www.bsaseabase.org

www.scouting.org/training

ADVANCED

Leaders desiring a deeper understanding of the program or seeking additional leadership development will find advanced training highly rewarding. Successful completion of basic training is usually a prerequisite for advanced training. These training courses should supplement the knowledge and skills learned in the other levels and in general are intended for leaders who are supporting not only units but also potentially the district, council, area, regional, and national levels of the Boy Scouts of America.

Youth leadership courses are discussed in the next section.

Examples of some of the most common advanced courses in the BSA include Wood Badge, Leadership Challenge, Kodiak Challenge, Powder Horn, and Seabadge.

WOOD BADGE. The most well-known example of advanced leadership training, Wood Badge is designed for all adult Scout leaders. Its focus is on leadership, not outdoor skills. The first part of the Wood Badge course is conducted in a format similar to unit meetings while the second part of the course uses a unit camping activity as its delivery model. The course content and leadership principles introduced apply to Scouters in all leadership positions and provide a common foundation of leadership skills to be used throughout all program areas. *Successful completion of the basic leader training for a Scouter's position is the prerequisite for enrollment in a Wood Badge training course.*





LEADERSHIP CHALLENGE. Adults practice their leadership skills in this action-packed, weeklong course. The course hones the skills taught in Wood Badge in an outdoor, experiential learning environment. Leadership Challenge underscores the values of Scouting and teamwork and promotes the concepts of servant leadership. Open to Scouters who have completed Wood Badge, Leadership Challenge is currently conducted at Philmont and the Summit. More information on the Leadership Challenge can be found at the following sites:

www.philmonttrainingcenter.org

www.summitbsa.org

www.scouting.org/training

KODIAK CHALLENGE. The Kodiak Challenge is a six-day, trek-based course for older Scouts, Venturers, and leaders. It is designed to be an adventure that pushes the boundaries of every participant, one that will encourage them to try new things that might be out of their comfort zone. It is an experience that has its underpinnings in the application of the leadership skills they learned in other courses.

POWDER HORN. This exciting weeklong or two-weekend experience is a high-adventure resource management course for adult leaders, older Scouts, and Venturers. The course introduces leaders to high-adventure skills through presentations by expert outside consultants and hands-on practice. In addition to learning introductory skills, participants will learn how and where to secure resources and how to integrate exciting, creative high-adventure activities into their unit-level programs.

SEABADGE. An advanced weekend training conference for Sea Scout leaders, Seabadge is conducted on a regional basis or region-approved, council-invitational basis.





AT ALL LEVELS OF TRAINING

From basic through advanced training, Scout leaders benefit from personal support, informal training, and friendly motivation for their own self-development.

PERSONAL SUPPORT

All leaders need someone to talk to about Scouting, to share their involvement, and to help them to see their leadership positions in perspective. This does not mean anything complicated, but it is very important. It might be a pack trainer visiting with a den leader following a den meeting, giving encouragement and insight. It might be a commissioner having a telephone conversation with the troop committee chair to discuss the troop's part in a district activity. It might be an Advisor giving support to another crew's leader. Often it will be a trainer who seizes the opportunity to reinforce the information given at training courses. Personal support can be successful only if a friendly relationship has been established between the leader and the trainer.

INFORMAL TRAINING

Sharing experiences with other adults in similar leadership positions is a means of resolving problems together, gaining deeper insight into one's own performance, and learning about new ideas. Make use of any gathering of leaders, such as the monthly roundtables. A monthly leaders' planning meeting is another excellent opportunity to give informal training and to provide practical support leaders need in terms of information, equipment, and ideas.

SELF-DEVELOPMENT

This is one of the most important aspects of a Scout leader's total learning plan—and the one most often overlooked. Each leader has a personal responsibility to read and use available material, such as *Scouting* magazine, *Boys' Life*, www.scouting.org, and literature appropriate to the program. Leaders acquire skills outside of Scouting—through business or professional work, hobbies, or training by other organizations—that can be applied to their leadership roles. Another method of strengthening a leader's effectiveness is evaluating self-performance and applying the lessons learned. Leaders must use all opportunities for self-development.





YOUTH LEADER TRAINING

Youth leader training starts when a Scout joins a unit. Everything a youth does in Scouting can be called training, but there are courses and training plans for youth leaders that form a progression. Each element leads to the next. As soon as the youth leader takes on any leadership role, he or she begins with an introductory explanation of the position and its duties. From there, the youth goes through the process of increased training for added responsibilities and leadership skills. An important part of the progression is continued coaching and mentoring by youth and adult leadership.

The youth leadership training continuum for Scouts and Venturers is divided into three courses: Introduction to Leadership Training for Troops/Crews/Ships, National Youth Leadership Training, and National Advanced Youth Leadership Experience. The NYLT Leadership Academy is a valuable course for NYLT youth staff.

INTRODUCTION TO LEADERSHIP TRAINING FOR TROOPS/CREWS/SHIPS. The first courses are designed to be run frequently in a unit setting and are an introduction to leadership skills and the youth leader's role. The adult and senior youth leaders will conduct this training whenever there is a shift in leadership positions within the unit.

NATIONAL YOUTH LEADERSHIP TRAINING (NYLT). The second course is a council-level, weeklong or two-weekend youth leadership training that is often held at a council camp. This in-depth training covers a wide variety of leadership ideas and skills. NYLT simulates the life of a unit and uses fun and hands-on learning sessions to teach the concepts in the toolbox of leadership skills. The youth hone their understanding of servant leadership as they undertake a quest for the meaning of leadership.

NATIONAL ADVANCED YOUTH LEADERSHIP EXPERIENCE (NAYLE). Advanced youth leadership experience courses are programs to help older Scouts and Venturers enhance their leadership skills. Youth leaders expand upon the team-building and ethical decision-making skills learned in the council course. NAYLE teaches leadership, teamwork, and the lessons of servant leadership. Youth live leadership and teamwork, using the core elements of previous training to make their leadership skills intuitive. These courses are held at Philmont and the Summit. *Completion of an NYLT course is required to attend NAYLE.* More information and registration links can be found at www.scouting.org/training/Youth.aspx.





NYLT LEADERSHIP ACADEMY. This weeklong course is presented throughout the country. The purpose of NYLT Leadership Academy is to train senior youth NYLT staff to improve their presentation skills and to give and receive feedback while learning to effectively deliver the NYLT training in their local council. Information and registration links can be found at www.nylt-leadershipacademy.org.

The BSA offers several other beneficial courses for youth including Kodiak Challenge, Powder Horn (for both youth and adults), Den Chief Training, SEAL (for Sea Scouts), Order of the Arrow Leadership training (for OA members), and Wood Badge (for adults and Venturers ages 18-20).

KODIAK CHALLENGE. The Kodiak Challenge is a six-day, trek-based course for older Scouts, Venturers, and leaders. It is designed to be an adventure that pushes the boundaries of every participant, one that will encourage them to try new things that might be out of their comfort zone. It is an experience that has its underpinnings in the application of the leadership skills they learned in other courses.

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DEN CHIEF TRAINING. Many councils offer training for den chiefs at selected council gatherings. Den chiefs may also take part in troop leadership training.

SEAL. The Sea Scout Advanced Leadership course is a leadership development course for Sea Scouts. Based on the application of seamanship, piloting, and navigation skills, SEAL challenges the most proficient Sea Scouts to use their seamanship skills as a vehicle for leadership development. Youth must be at least 13 (and have completed the eighth grade), have achieved the Sea Scout Ordinary rank, and have secured a nomination from their ship's Skipper to participate. More information can be found at www.seascout.org.





ORDER OF THE ARROW LEADERSHIP. The Order of the Arrow offers weekend seminars focusing on the skills and attributes of leadership. They are intended primarily to enhance the leadership skills of the Order of the Arrow's key youth members as they seek to improve their service to the Boy Scouts of America and the greater community.

WOOD BADGE. Open to adults and Venturers ages 18 through 20, the Wood Badge course is an internationally recognized leadership development course. Wood Badge serves as the advanced leadership training program for all branches of Scouting, including the Cub Scouting, Boy Scouting, Sea Scouting, and Venturing programs. Wood Badge allows an in-depth exploration of leadership skills as well as a supervised implementation of the skills through a multipart delivery plan referred to as a "ticket." Venturing participants in Wood Badge need to have completed Introduction to Leadership Skills for Crews prior to enrolling in the Wood Badge course. The Wood Badge leadership development program is offered through a local council or on a cluster-council basis.





LEADER TRAINING RECOGNITION

Recognizing our leaders for tenure and performance in their positions is an important part of the overall recognition of the value they are providing to Scouting. It is important for Scouting leadership at all levels to acknowledge service and recognize it in meaningful ways. This can be done formally and informally.

HOW RECOGNITION WORKS

Recognizing leaders for training awards is the responsibility of the council and district training committees. This responsibility is carried out within the policies set forth by the national committees. **Interpretation** of the requirements for the various training awards is the responsibility of the council training committee. **Credit** for performance is certified by the unit committee chair and the training committee unless otherwise stated in the detailed information for the specific award. The Scouter or others acting on his or her behalf can track his or her progress on the Training Award Progress Record form.

Links to detailed requirements for all training awards are provided in the Training for Adults section of www.scouting.org/training. More information can be found at www.scouting.org/filestore/pdf/training_awards.pdf.

Tenure used to earn one key or award should not be used toward progress on another key or award unless otherwise noted in the specific award requirements. Approval for an award is the responsibility of the council training committee; however, the committee can authorize others to approve certain requirements. The local council is the final authority in interpreting and approving all training recognition awards.





PROMOTION

The council and district training committees are responsible for promoting the award recognition program available to leaders. An important part of the recognition plan is to keep leaders informed of the opportunities for training. For in-person training, the recognition attendees will receive when they complete all parts of that training should be announced at the start of the training.

Additional information about awards can be found at www.scouting.org/Home/Awards_Central.aspx.

Following each individual training session or training event, the participant should be presented with a completed training certificate pocket card, No. 33767.

APPLYING FOR AWARDS

The application for an award is the completed Training Award Progress Record form for the award. The application is submitted by the Scouter or someone applying on his or her behalf to the council or district training committee. After review and approval, the application is signed by the training committee chair, and the award can be presented. The completed form is submitted to the council so that the Scouter's training records can be updated.

EARNING THE AWARDS

The leadership training recognition plan is intended to honor demonstrated performance and tenure of trained leaders in all areas of the Scouting program directly involving units. Leaders interested in collecting recognitions only for the sake of the emblem should be counseled as to the true intent of the plan.

Some awards require a nomination by another Scouter. Awards such as the District Award of Merit, and the Venturing Leadership, Silver Beaver, Silver Antelope, and Silver Buffalo awards require nomination by someone other than the adult who would receive the award.

FORMAL AND INFORMAL RECOGNITION

The training committee should encourage Scouters to qualify for the various training awards that are available, provide opportunities for completing the requirements, and ensure that proper records are maintained. The tenure requirement for these official awards can take years to fulfill. However, leaders who feel appreciated and recognized for the work they are doing along the way tend to continue serving, learning, and contributing to Scouting programs.





Leaders who take the time to be trained and become better prepared to serve Scouting should be recognized. Recognition establishes status for the training in the eyes of adult leaders, chartered organizations, and the general public. Recognizing leaders in front of a group, giving them a certificate and/or a small symbolic “thank you” gift, or just remembering to send them a personal note along the way can influence their decision to continue to serve and stay involved.

Whatever format the recognition takes, it should be sincere and impressive, and the recipients should be made to feel they have accomplished something worthwhile.

It is important to the recognition plan that all awards be presented in a dignified manner at an occasion befitting the achievement. Meaningful recognition can take place by presentation of the award in the presence of the unit membership and representatives of the chartered organization. Occasions for formal recognition also include meetings with a chartered organization, roundtables, and council or district meetings. Depending on the award, recipients might be recognized at the annual meeting of the district or council. An announcement in the district or council newsletter and other news media is also recommended.

An important objective for recognition is to encourage all leaders to strive to be fully trained for their current position. Properly handled, the awards presentation can serve to prompt others to seek training and recognition. Of perhaps the greatest and most lasting significance is the affirmation a Scouter feels when the excellent job he or she is doing is noticed and appreciated. It is so important to say “thank you!” and “well done!”

WEARING THE AWARDS

Training awards and the representative square knot patches are worn on uniforms as prescribed in the *Guide to Awards and Insignia*. The formal award, an insignia suspended on a ribbon, is usually worn only on formal occasions. Many Scouters prefer to wear the equivalent square knot on the uniform. A Scouter who has earned an award in one phase of the program may continue to wear it even when serving in other areas of Scouting. A miniature pin, called a device, that indicates the phase of the program in which the award was earned can be worn on the ribbon and knot to distinguish where it was earned. If the award is earned in a different role, another distinguishing device may be added to the ribbon and knot.

More information on placement and wearing the awards can be found at www.scouting.org/filestore/pdf/Training_Awards.pdf.





TRAINED LEADER EMBLEM

A trained leader emblem is for all leaders who have completed the training programs appropriate to their positions. Youth leaders may earn the award when they complete the training for their role.

The trained leader emblem should be worn only in connection with the emblem of office for which basic training has been completed.





RECRUITING AND TRAINING TRAINERS

As we look for ways to increase the number of trained leaders in our districts and councils, we inevitably realize that we need more trainers. It follows that if we need to get more leaders trained, we need to increase the quality and quantity of training courses offered. To do that, we need to increase the quality and quantity of trainers. Just having the same trainers double their efforts does not work.

Additional trainers might be found in units, districts, areas, or regions, or in national positions. They might be reluctant to volunteer because they already have Scouting roles that take up a lot of time, they might not realize we need their skills, or it might be that no one has asked them.

We can overcome these roadblocks by developing very clear expectations and by communicating those to our trainer candidates. We might be seeking leaders who have specific Scoutcraft skills (e.g., knot-tying, cooking, arts and crafts) or leadership skills (e.g., counseling, mentoring, organizing) we need to pass on to new leaders.

Depending on the role needing to be filled, trainer candidates might need assurance that:

- This will be a part-time role, perhaps once or twice a year.
- We are not asking them to give up their primary Scouting responsibility.
- We want them to remain active and current.
- We value their experience and enthusiasm.

There are many places to look for possible trainers in the general Scouting population.

- 1. THOSE SERVING IN POSITIONS AT THE AREA, REGION, AND NATIONAL LEVEL.** This is usually a small number, but it is a group that might have a lot to share. They are often not asked because it is assumed they are busy and would not be interested. The ideal candidate should be identified and asked. Do not say “no” for a potential trainer. Let him or her consider your request and make his or her own decision as to how to respond.





- 2. THOSE WHO HAVE SUCCESSFULLY LED WOOD BADGE, NYLT, NAYLE, AND OTHER NATIONAL TRAINING COURSES.** This group is a little larger and usually has broader perspective on how the Scouting pieces fit together. They are usually excellent trainers and good at passing on leadership skills.
- 3. THOSE CURRENTLY IN LEADERSHIP POSITIONS IN UNITS, DISTRICTS, AND COUNCILS.** They usually have current program knowledge and can pass on their experiences to new leaders. Those district and council leaders can often help new unit leaders understand where they fit within the council structure.
- 4. YOUTH LEADERS.** This is often an overlooked group. Those who have attended or served on staffs at NYLT, NAYLE, and the NYLT Leadership Academy are excellent candidates to teach skills to youth and adults. Those who have been on Philmont treks have lots of outdoor skills and experience in teamwork to pass along. Their inclusion in your trainer pool allows them to be good role models for younger Scouts. It also serves to remind adults how good our youth are (and how good our program is!).
- 5. THOSE WHO HAVE JUST COMPLETED A TRAINING COURSE.** They are often overflowing with enthusiasm and might be prime candidates for sharing their newfound knowledge. This group has the potential to make training livelier, and they are most likely familiar with the latest information.

Council and district training leadership should take an active role in facilitating decisions that help ensure we have “passionate” trainers on our training teams and in training leadership positions. This has proven important based on feedback from experienced training leaders across the country.

DEVELOPING INDIVIDUAL TRAINERS

Developing trainers’ skills in learning delivery, subject-matter knowledge, and possibly even training administration skills can benefit the team and those we train. All trainers are better prepared for their role by participating in a train-the-trainer course or conference. Train-the-trainer events enable trainers to better understand how adults and youth learn and better equip them with best practices for presenting Scouting training.





DEVELOPING A TRAINING TEAM

Training teams on the council and district level are often composed of members who vary from course to course; the teams are often assembled for one event at a time. Some trainers might take on administrative roles such as the dean of a university of Scouting or the lead trainer for Cub Scout training in a district. A university of Scouting dean, Wood Badge course director, or NYLT course director might serve for those courses only, while others, such as district training chairs, might serve longer terms. Some members might be called on regularly to train, while some might be asked to present a specialized portion of a course limited to that event.

Because of the changing composition of these training teams, it becomes a challenge to build teamwork using conventional methods since changing the members changes the group dynamics. To allow the group to work together and perform as efficiently as possible, it is imperative that the council and district training chairs follow some guidelines. They should:

- Have a clear vision of success that is communicated to the team and understood by all.
- Lead the team in honing trainer skills.
- Lead the team in developing a strategic training plan to identify those leaders who are untrained and those who need to update their knowledge.
- Lead the team in implementing the strategic training plan to reach untrained leaders.
- Include key trainers in assessing the effectiveness of the strategic training plan to keep it relevant.
- Facilitate frequent and effective lines of communication among all trainers.
- Ensure that all trainers have the resources, syllabi, knowledge, and support to conduct effective training sessions.
- Help each trainer set personal performance goals and provide the support to enable them to succeed.
- Establish a culture that welcomes evaluation and feedback for each course and that encourages individual trainers to use that feedback to improve the quality of the training experience.





- Establish a limited term of service with a specified length of tenure—subject to review—that includes succession planning in the main training administration positions.
- Provide support through trainers and training events to every aspect of the Scouting program to help improve and grow Scouting.
- Expect the lead trainer of each training event to conduct at least one in-person staff development to enable the members of that team to work together and address issues before the start of the event.
- Work with other district and council committees. Enlist support for training from the council board, professionals, advisors, experienced trainers, and other committees, and provide support for their efforts in return.
- Train leaders, not just put on training courses!
- Take training where it is needed rather than schedule courses and hope someone shows up.

We expect Scouts to be trained; the same expectation for adults sets the example.

LEARNING STYLES

A good trainer recognizes that participants learn and process information differently and will want to provide a learning environment where every learner has a chance to be successful in Scouting.

Although everyone has a unique learning style, there are four generally accepted styles: visual, auditory, reading/writing, and kinesthetic. A visual learner generally absorbs and retains information that is presented through video clips, pictures, graphs, or diagrams. Auditory learners want to listen to the presentation. They generally respond best when provided an opportunity to interact with the presenter or in a group discussion. Those who prefer to read and write combine presentations that are visual and auditory and then formulate critical points in their mind and write them down. Kinesthetic learners prefer opportunities to use a hands-on approach. They will learn best if provided an opportunity to feel and touch.





Because everyone has a unique combination of learning styles, trainers need to remember the importance of interacting with everyone through a variety of presentation components. Presenting a portion of the training in a lecture format will make a solid connection with older generations. Generally speaking, baby boomers appreciate PowerPoint presentations, millennials like technology such as online learning, and Generation Xers enjoy a bountiful mixture of presentations.

A trainer's role is to find the best way to motivate adult learners. Learning cannot be forced upon adults. Quality training takes place when adult leaders want to learn new skills, want to improve their ability to serve as Scout leaders, and clearly understand the value of the training they will be taking.

Regardless of the learning style, trainers should remember that a "hands-on" approach should appeal to all adults and should include immediate applicability. The learning environment that you create should be positive, informative, and supportive. The adult learners will initially view you as simply a source of information. Work hard to earn their recognition of your training knowledge. Participants need to understand the resources available through their fellow participants during the training program. Sharing contact information with everyone for follow-up after the training is important.

To effectively communicate with varying generations and differing learning styles, it is important to ensure that learning activities are generationally diverse and to utilize components that will be of interest to all learning styles.

FEEDBACK AND EVALUATION

Although similar in function, there is a subtle difference between feedback and evaluation. From the perspective of a trainer, feedback is generally considered to be information you provide to the participants. An evaluation is a student's perspective of the training session you provided.

The feedback you give your participants during a training course can be provided in a variety of ways:

- **INFORMAL.** Verbal comments made by the trainer throughout the course. Trainers should try to provide informal feedback to every participant at least once during the course.
- **FORMAL.** A written summary of the participants' involvement during the course.





- **CONTINUOUS.** Given throughout the course with the intent of improving the learning experience of everyone. You help form the participants' learning outcomes by occasionally stopping during your training and providing feedback.
- **SUMMARY (SUMMATIVE).** Given at the end of the course. This type of feedback is intended to provide a summary of the course and each participant's performance.

Feedback should always be presented in a positive and constructive way. At the beginning of any training course, it is important to share with the participants the outcomes you expect. If you are going to evaluate some portion of their participation, clear guidelines and expectations should be provided.

When it is time to offer your feedback for an individual participant's presentation (e.g., during a train-the-trainer course), make sure it is in relative privacy. You should begin with one or two positive comments. You might mention the participant's knowledge of the subject or his or her eye contact with the participants. You might need to encourage the trainer to slow down when speaking. Using a constructive approach, you might suggest that slowing the pace of speaking will ensure that participants can better hear and more fully understand.

It is very important that your feedback is framed by guidelines and expectations that were established early in the course. If you are going to evaluate participants on three components such as their volume, organization, and timing, it would be inappropriate to evaluate any of these components if they were unaware of your intention to do so.

As a trainer, you should always be willing to provide feedback to the participants before you ask them to evaluate a training session. As you conclude your training event, provide a feedback summary for larger groups and, if possible, personalized individual feedback for smaller groups. In Scouting, we often hear the phrase "Feedback is a gift." Providing meaningful feedback is an art. A format used in the NYLT Leadership Academy provides a good outline. It is simple, fair, and helpful.

The Sandwich Method has three points:

- Point 1: Something the person did well.
- Point 2: Suggestions for making an improvement and specific ideas for strengthening a skill.
- Point 3: Something else the person did well.





Most adults have been asked to complete a short evaluation form at the end of a meeting or training seminar. “Feel-good” questions such as “Did you enjoy today’s training?”, “Were the accommodations comfortable?”, and “Did you obtain the training you expected?” will provide the facilitators with simple “yes” or “no” answers and should leave them “feeling good” about their presentation.

To collect meaningful evaluations, trainers should consider what insights they need.

- **CONSIDER THE GOALS AND OBJECTIVES AS FOUND AT THE BEGINNING OF THE TRAINING PROGRAM.** What questions can you ask that will determine whether the participants feel the training they received met the course goals and objectives?
- **CONSIDER THE SKILLS THE COURSE IS DESIGNED TO TEACH.** What questions can you ask to determine how comfortable the participants are with the skills they learned?
- **CONSIDER YOUR DELIVERY AND THE DIVERSE TEACHING STYLES YOU USED.** What questions can you ask that will help you understand whether you accommodated the learning styles of the entire group?
- **CONSIDER THE PHRASE “I KNOW YOU THINK YOU UNDERSTAND WHAT YOU THOUGHT I SAID, BUT I AM NOT SURE WHAT YOU HEARD IS WHAT I MEANT.”** What questions can you ask that will help ensure that the participants heard the message you delivered?

“Start, Stop, Continue” (also known as Roses, Thorns, and Buds) is a simple format used widely in Scouting that can often provide some very insightful information.

As you develop your evaluation form, apply the SMART objectives:

- **Specific.** Is your training course evaluation form designed to answer specific questions related to the training program?
- **Measurable.** Avoid closed-ended (yes or no) questions. Consider a 1–5 scale to provide a level of response.





- **Achievable.** Asking the participants if an instructor was knowledgeable or qualified assumes they have a comprehensive understanding about the instructor. To achieve a meaningful evaluation, you need to ask questions that the participants are capable of answering.
- **Relevant.** Asking the participants if they agree with the mission and vision of the Boy Scouts of America might be insightful but is probably not relevant to your specific training program. Facilitating a discussion is a good way to gather information.
- **Timely.** Design questions to gather responses about the current training. If you want to gain insight about previous events, provide specific parameters.

Effective trainers will know what motivates their audience. Although it is important to remember the differences in learners' generations, backgrounds, life experiences, and learning styles, it is more important to listen. During the training event, you should occasionally poll your participants to ensure that you are providing them with the information they need. Offer them feedback throughout the event, and ask questions at the conclusion of the course that will provide you with an insightful evaluation.





REACHING THE UNTRAINED LEADER

“A MATTER OF ATTITUDE”*

BACKGROUND. Recently, 59.7 percent of top unit leaders in the Boy Scouts of America were reported to be trained. That is good, you say. Yes, that is good for the Cub Scouts, Boy Scouts, and Venturers in 59.7 percent of the units, but what about the members in the other 40.3 percent? What kind of program are they likely to be having?

The same type of question was under discussion with several advisory members of the council training committee in one of the larger councils a few years ago. Their “percentage trained” was even better, reaching about 70 percent.

After much discussion, the chair finally stated, “Why not 100 percent? Why must we always look upon 70 percent as a goal to be reached? In my book, this number is failure.”

More discussion on what relationship training would have to the entire program of the district followed. Would it raise the quality of unit program? Would it increase general community interest? Would it raise roundtable attendance? Would it enhance the enthusiasm of the district?

The brand-new idea was presented to the entire training committee at its next monthly meeting, and some most interesting—and rather discouraging—remarks were soon spoken:

“It would seem impossible to get 100 percent—at least now!”

“Seems to me an unattainable goal.”

“It would be difficult!”

“The biggest trouble is the constant turnover!”

“You cannot force people to take training!”

“It is probably worth fighting for, but the membership committee might be a big handicap.”

“The idea is great, but who could develop a program that would accomplish this objective?”

Discouraging? Yes, but not entirely!





“IT CAN BE DONE,” said one district training chair. With this statement, he accepted a new challenge. The council training committee immediately designated his district as a pilot operation for this training project.

The district committee also approved, and with this backing, it soon became a managed activity—having a purpose, action, standards, and a plan.

THE PURPOSE. To help provide the Cub Scouts, Boy Scouts, and Venturers in the district with the best experience possible in Scouting.

The district training committee accepted the challenge and developed the action, the standards, and a plan.

THE ACTION. Increase the number of training experiences through regular training courses, and where needed, provide special and personal coaching sessions.

THE STANDARDS. Never sacrifice the high quality of the district training program to increase the percentage of trained unit leaders. Take no shortcuts. Use the training materials provided by the National Service Center.

THE PLAN. To work out every detail carefully to have a trained leader at the head of each unit by the end of the year.

- 1. SURVEY.** A complete survey of all unit leadership was conducted to find out the training status in all units. All training records were brought up-to-date. This was done through both a district bulletin and telephone follow-up by members of the district training committee.
- 2. RECRUITING TRAINERS.** A selection process was implemented to recruit the additional instructors needed to carry out a project of this size.
- 3. TRAINER DEVELOPMENT CONFERENCE.** Several training sessions were held for the instructors to make sure all were telling the story correctly. Help and guidance were given on how to instruct; manners and dress were also covered. A properly worn uniform was mandatory.





- 4. ADVERTISING/PROMOTION.** Advertising of the training courses, dates, times, and places, along with the course titles, became a standard procedure with every bulletin, newspaper, and radio station in the district. Special fliers were developed and handed out at district meetings, roundtables, and other events. A follow-up mailing was begun. All who had missed a session or two in previous courses were notified.
- 5. LETTERS.** A personal letter went to each new person or unit leader who had no training. These people were advised of the value of training and the responsibility they had in making themselves available for training.
- 6. CHARTERED ORGANIZATION INVOLVEMENT.** Heads of chartered organizations were alerted as to the current status of their unit leaders' training, and they were urged to follow up with the unit leaders to see that they completed training.
- 7. COMMISSIONER INVOLVEMENT.** The commissioner staff kept the district leadership training committee alerted on changes of unit leaders. As changes occurred, the training committee started the promotion immediately.
- 8. CHARTS.** A "Chart that Talks" was used at each meeting of the district. It listed each unit number, the unit leader's name, and the leader's current training status.
- 9. ROUNDTABLES.** At every roundtable, the training committee secured time to generate enthusiasm and promote a feeling of pride in trying to do something for the first time—reaching 100 percent of the unit leaders with training.
- 10. "HITCHHIKE PROMOTION."** A rubber stamp was made, and every piece of district mail that left the local council service center had "100% Trained" stamped in red on the envelope.
- 11. EMPHASIS—CONTINUITY—FOLLOW-UP.** The project became an item on every district agenda to check details, progress, and the effect it was having. National material for course content, visual aids, and other equipment was as prescribed in the manuals for the course. "Stick to the book" became the byword of every instructor.





THE RESULTS. By now you are probably wondering what results were achieved. The percentage of trained leaders leaped from a plateau of between 60 and 70 percent to almost 100 percent—98.6 percent, to be exact. This was achieved in a district that has more units than many councils.

However, the numbers alone don't reveal all of the gains from this project. Related to the progress made in the training of unit leaders were many other benefits to the district:

- Information was reaching the unit level at a faster pace and with a greater degree of clarity. Unit leaders understood the purpose of Scouting—having set their goals—and youth members were receiving a rich and full Scouting experience.
- A broader understanding was reached on the part of unit and district personnel as to the purpose and procedures of Scouting.
- Chartered organizations became more aware of the reasons for Scouting and what it was all about. They developed a broader program of unit recognition by organization heads.
- District committee meetings went from an average attendance of 15 to an average attendance of 150 people.
- Roundtable attendance grew 10 times—from 25 to 30 dedicated individuals to 250 people, resulting in broader unit representation!
- Participation increased in district and council activities, and the district took pride in having the largest number of people in attendance.
- The recipients of the Scouter's Training Award and the Scouter's Key almost tripled. Scouters stayed in the program and finished all of their training.
- There was a marked difference in the unity and morale of the district committee. Members were working together for a common cause.

This is a true story! It happened because a group of Scouters in Detroit said it could happen. It could happen to you—in your district—starting right now.

**Adapted from Leadership Training Committee Guide, No. 34169, 2010 printing*

Challenge your district/council leadership to attain 100 percent trained leaders.

Establish a conviction that an untrained leader meeting with youth is unacceptable.





TRAINER'S TOOL KIT (RESOURCES)

A trainer's tool kit is a "bag of tricks" from which a trainer can pull to help him or her get the job of training done—and done successfully—in the area where he or she serves Scouting.

What follows on the succeeding pages are information and resources that are often used by district and/or council training chairs.

The following resources are included in the tool kit:

- Position descriptions
 - Regional Training Chair
 - Area Training Chair
 - Council Training Chair
 - District Training Chair
 - Pack Trainer (Mentor)
- "Six Major Tasks for Training Team Member Success" handout
- Instructions for accessing online training
- List of online resources
- The Trainer's Creed





REGIONAL TRAINING CHAIR

Position Description

- Reports to the national vice chair for Learning Delivery.
- Develops and implements strategies to improve the Journey to Excellence Leadership and Governance scores of every council in the region.
- Is accountable for increasing each council's and the region's JTE performance level for unit leadership (direct-contact and top leaders trained). Adult training includes Youth Protection training, new leader training, direct-contact leader training, Wood Badge, NYLT, Kodiak Challenge, Powder Horn, and Seabadge.
- Actively oversees and coordinates the efforts of the area training chairs, including their implementation of the strategies to improve JTE performance.
- Promotes attendance at national and regional training events including conferences and NAYLE activities at Philmont Training Center and the Summit.
- Coordinates regional and multi-area training events.
- Serves as a member of the Scouting U board of regents and Learning Delivery subcommittee; supports the implementation of the strategies, plans, and initiatives within the region; and provides feedback to the subcommittee on successes and challenges.





AREA TRAINING CHAIR

Position Description

- Reports to the regional training chair.
- Develops and implements strategies to improve the Journey to Excellence Leadership and Governance scores of every council in the area, incorporating regional guidance and strategies.
- Is accountable for increasing each council's JTE performance level for unit leadership (direct-contact and top leaders trained). Adult training includes Youth Protection training, new leader training, direct-contact leader training, Wood Badge, Powder Horn, and Seabadge.
- Actively oversees and coordinates the efforts of the council training chairs, including their implementation of the strategies to improve JTE performance.
- Gives leadership to an area training committee with assigned council support roles including selection, vetting with local councils, and recruiting of quality training volunteers to be members of the committee.
- Establishes area training procedures consistent with national policies.
- Supports councils in planning, coordinating, communicating, and scheduling an effective, year-round, unit-level leader training program using the current training materials of the BSA.
- Encourages and assists councils in planning and implementing a total growth and development plan for all leaders, regardless of position.
- Develops procedures for evaluating the effectiveness of the councils' training programs.
- Selects, recruits, and trains trainers for area training events.
- Coordinates area training events.





- Approves applications for and ensures the integrity of the content of council leadership development courses.
- Promotes and supports national training events such as the conferences and NAYLE at the Philmont Training Center and the Summit.
- Serves as a member of the regional training committee.





COUNCIL TRAINING CHAIR

Position Description

- Reports to the council program chair (within the council) and to the area training chair.
- Trains leaders; does not just run training courses.
- Operates a council-level training committee composed of experienced and trained volunteers with assigned council staff support and resources.
- Establishes local policies and procedures consistent with national policies.
- Plans, coordinates, communicates, and schedules an effective, year-round leader training program using the current training materials of the BSA.
- Encourages and assists districts in planning and implementing a total growth and development plan for all leaders, regardless of position.
- Selects, recruits, and trains leaders for council training events.
- Assists districts in selecting, recruiting, and training effective district training teams.





DISTRICT TRAINING CHAIR

Position Description

- Reports to the district program chair.
- Establishes district training objectives to train leaders, not just run training courses.
- Participates in council meetings dealing with training policies, programs, and procedures.
- Recruits and orients enough of the right kind of people for the training committee and course instructors.
- Prepares an inventory of training for all leaders.
- Plans, schedules, and coordinates an annual district training program based on training inventory.
- Evaluates and reports on training progress.
- Maintains district training records.
- Encourages every Cub Scout pack to have a pack trainer.
- Offers training opportunities to all unit leaders.
- Promotes attendance at all training courses.
- Gives special assistance to untrained unit leaders.
- Approves applications for district training recognitions.
- Gives special attention to training new-unit leaders and new leaders in existing units.
- Tracks and attains training objectives.
- Implements council training program.
- Promotes all online training through the BSA Learn Center.





PACK TRAINER (MENTOR)

POSITION DESCRIPTION

POSITION SUMMARY

The pack trainer's main objective is to have 100 percent of the pack leadership trained in their position responsibilities.

The pack trainer:

- Under the direction of the pack committee chair, helps leaders and parents understand purposes, policies, and procedures of the Cub Scouting program.
- Conducts or facilitates the training of leaders and parents in the pack.
- Promotes training to help leaders learn to plan and conduct pack and den meetings and activities.
- Orients parents and leaders and guides pack leaders in carrying out their specific position responsibilities.

POSITION QUALIFICATIONS

The pack trainer must:

- Meet BSA membership requirements and be at least 21 years of age.
- Be registered with the Boy Scouts of America as a pack trainer.
- Complete the training required to be considered "trained" for the position.
 - Y01 (Youth Protection Training)
 - C60 (Pack Committee Challenge) OR Online Pack Committee Position-Specific Training (Before the First Meeting, First 30 Days, and Position-Trained)
 - D70 (Fundamentals of Training)

It is recommended that the pack trainer have at least one year of experience in a leadership position in Cub Scouting.





For new packs and those lacking experienced leaders, an experienced leader can be appointed as pack trainer until the new leaders gain experience.

RESPONSIBILITIES

The pack trainer is responsible for:

- Remaining current with training material and program updates.
- Conducting an orientation with new families within one week of their joining the pack.
- Encouraging both leaders and parents to complete online Youth Protection training.
- Conducting monthly unit leadership enhancements.
- Encouraging den chiefs to complete den chief training.
- Updating and maintaining pack training records.
- Serving as a resource at the pack's annual program planning conference.
- Encouraging pack leaders to attend:
 - Cub Scout leader position-specific training or to take the online position-specific training (as soon as possible after they are recruited)
 - Roundtables
 - Pow wow (if conducted in your council)
 - Basic Adult Leader Outdoor Orientation (BALOO)
 - Wood Badge





SIX MAJOR TASKS FOR TRAINING TEAM MEMBER SUCCESS*

1. Define Responsibilities

Members of your training team must know what is expected for them to be successful. Carefully define, in writing, the responsibilities for each position.

2. Select and Recruit

Fit the right person to the position. Consider each prospect's skills, interests, and other relevant factors. Consider the variety of motivating factors for people getting involved in Scouting. Use all the prescribed steps in recruiting district volunteers, and use the recruiting resources of the BSA. Helpful recruiting resources include *Selecting District People*, No. 34512, and the District Nominating Committee Worksheet, No. 513-332.

3. Orient and Train

Provide each person with a prompt orientation on the individual assignment and with adequate training to be successful. Use the *Guide to Leader Training*.

4. Coach Volunteers

Provide ongoing coaching as needed. Build a volunteer trainer's confidence and self-esteem. Help conserve a volunteer's time. Coaching should be provided by the appropriate training committee chair or professional.

5. Recognize Achievement

Prompt volunteer recognition has an important impact on the tenure and quality of service in the district. Recognition must be sincere, timely, and earned. Use the great variety of formal BSA recognition items, but also be creative with frequent, locally devised thank-yous. Even more effective might be the personal "pat on the back" for a job well done. Recognize training team members on a face-to-face basis, from a person of status, and preferably in front of the volunteer's peers.

6. Evaluate Performance

Help district and council training volunteers regularly evaluate how they are doing.

*Adapted from *Selecting District People: A Workbook to Help Recruit District Volunteers*, No. 34512, 2013 printing





INSTRUCTIONS FOR ACCESSING ONLINE TRAINING

1. Go to *my.Scouting.org* (use Chrome on PC or Safari on Mac).
2. Enter your login name and password.
3. On the opening page, click on the BSA Learn Center or Exploring graphic.



4. Select the **My Learning** tab to access any learning plans assigned to you based on your registered position(s).



SCOUTING U
Learn. Challenge. Lead.™

HOME

MY LEARNING





5. Click on a learning plan to view the associated list of courses.

Boy Scouts - Select a Training Program ← BACK

Scoutmaster - Before the First Meeting

Boy Scouts - Select a Training Program - Scoutmaster Training - Scoutmaster - Before the First Meeting

6 items 17% completed 0 items left due 0 approvals

1	Scouting Organization for Boy Scouting The Boy Scouts of America, or the BSA, is one of the largest youth organizations in the United States, with more than 2.4 million youth members and nearly 1 million adult volunteers. As with any large organization, the BSA has established a well defined organizational structure. This module is designed to give you a clear... more	LAUNCH COURSE
	DUE DATE N/A	STATUS Incomplete
		OPTIONAL No
		TYPE Course
2	Role of the Unit Key 3 for Boy Scouting The Unit Key 3 consists of the unit leader or Scoutmaster, unit committee chair, and chartered organization representative. This module is designed to teach you about the roles and responsibilities of each of the key three members so that you can better understand how they work together to support the unit.	LAUNCH COURSE
	DUE DATE N/A	STATUS Incomplete
		OPTIONAL No
		TYPE Course
3	Aims and Methods of Boy Scouting Using well-defined and established aims and methods, the Boy Scouting program develops future leaders. This module is designed to teach you about the	LAUNCH COURSE
	DUE DATE N/A	STATUS Incomplete
		OPTIONAL No
		TYPE Course

6. From the list of courses, click the launch button to launch the course.

Boy Scouts - Select a Training Program ← BACK

Scoutmaster - Before the First Meeting

Boy Scouts - Select a Training Program - Scoutmaster Training - Scoutmaster - Before the First Meeting

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	DUE DATE N/A	STATUS Incomplete
		OPTIONAL No
		TYPE Course

7. If you are a new leader or not in a registered position, click one of the program buttons.

PROGRAM SPECIFIC TRAINING





8. Select a training program from the list.

9. Hover over the learning plan name, and click the add (+) icon under the Actions column to add the learning plan to the My Learning tab. Once you have added a learning plan, it will be reflected in My Learning.

10. Follow steps 4–6 to launch your training course(s).





ONLINE RESOURCES

Training Times (recent and archived), training forms, Trained Leader Requirements charts, training course codes, Introduction to the BSA Learn Center, CubCast and ScoutCast, commissioner training, national training event information, Youth Protection training information, youth training, adult training, training awards

www.scouting.org/training.aspx

Program Updates

www.scouting.org/programupdates.aspx

Membership Updates

www.scoutingwire.org

Scouting Forms From the National Council

www.scouting.org/forms

Boy Scouting

www.scouting.org/BoyScouts

Cub Scouting

www.scouting.org/CubScouts

Cub Scout Learning Library

www.cubscouts.org/learning-library

Serving Scouts With Disabilities

www.scouting.org/disabilitiesawareness

Scouting Safely

www.scouting.org/HealthandSafety

Volunteer Training Facebook page

Log into your Facebook page and then put in the search line: BSA Volunteer Training Team

my.Scouting Tools

www.scouting.org/filestore/idg/Training_Mgr_Powerpoint.pdf





THE TRAINER'S CREED

I DEDICATE MYSELF TO INFLUENCING THE LIVES OF YOUTH THROUGH THE TRAINING OF SCOUTING LEADERS.

I PROMISE TO SUPPORT AND USE THE RECOMMENDED LITERATURE, MATERIALS, AND PROCEDURES AS I CARRY OUT MY TRAINING RESPONSIBILITIES.

I PROMISE TO "BE PREPARED" FOR ALL SESSIONS TO ASSURE AN EXCITING AND WORTHWHILE TRAINING EXPERIENCE.

I WILL HELP LEADERS UNDERSTAND THEIR IMPORTANCE TO SCOUTING AND WILL TAKE A PERSONAL INTEREST IN THEIR SUCCESS.

IN CARRYING OUT THESE RESPONSIBILITIES, I PROMISE TO "DO MY BEST."



BOY SCOUTS OF AMERICA®