

FACILITATORS GUIDE



Recruiting Quality Training Staff



SCOUTING U
Learn. Challenge. Lead.™

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Document Revision

Document Revision Date: 01/29/2024

Class Objectives

In this session, participants will learn how to:

- Identify staffing needs for your Training Staff.
- Identify prospects for event/training staff needs.
- Recruit prospects for your Training Staff.

Class Timeline: 60 minutes (1 hour)

Time	Lesson	Delivery Method(s)
3 minutes	Introduction	<i>Instructor</i>
10 minutes	Understanding Volunteers	<i>Instructor, Group Activity</i>
10 minutes	Recruiting New Staff	<i>Instructor, Group Activity</i>
35 minutes	The 5 Steps	<i>Instructor, Small Group Activity</i>
2 minutes	Summary	<i>Instructor</i>

Preparation Checklist


- Practice
- Prepare any Flip Charts/Whiteboards/Handouts for the class.
- Review expected attendance.
- Review this Class Facilitator Guide. (Class size is unlimited)
- The room should be flexible enough to allow participants to break into teams of three for role-play exercises.

Required Materials/Equipment/Flip Charts







- Flip chart / Whiteboard
 - 3 prepared with the titles:
 - Why People Volunteer
 - Why Volunteers Stay
 - Why Volunteer Leave
- Handouts:
 - Prospect Worksheet
 - Role-Play Script 1
 - Role-Play Script 2
- Selecting District People, Publication No. 34512
- Guide to Leader Training (available at scouting.org/training)

Instructor Note

Recruiting is an ongoing responsibility. This session will provide an overview of the steps involved in recruiting quality district or council training staff and will allow participants to take a step-by-step practice run through the recruiting process.

Time: 3 min	INTRODUCTION
	<p>SAY: 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.</p> <p>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.</p> <p>Additional trainers might be found in units, districts, territories, 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.</p> <p>We can overcome these roadblocks by developing very clear expectations and by communicating those to our trainer candidates.</p> <p>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.</p>

	<p>Depending on the role needing to be filled, trainer candidates might need assurance that:</p> <ul style="list-style-type: none">• 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.
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Time: 10 min	Understanding Volunteers
     	<p>SAY: We must understand people's goals and interests and what motivates them to volunteer for additional roles.</p> <p>ASK: What are some of the factors of why people volunteer?</p> <p>Capture responses on Why People Volunteer and look for:</p> <ul style="list-style-type: none"> • They desire fun and fellowship. • They want to feel like they are Belonging to a team. • They wish to develop and improve their personal skills. • They look forward to making new friends and associating with people not normally found in their career or community life. • They seek recognition and fulfillment that they do not get through their career. • They believe in Scouting's values and principles. • They want to help other people. • They want to get away from the drudgery of their work, and do something different and FUN—something they would like to do but do not feel they could earn a living doing. <p>ASK: So we know why some volunteer, but why do they stay?</p> <p>Capture responses on Why Volunteers Stay and look for:</p> <ul style="list-style-type: none"> • They appreciate Scouting's role in their child's education. • They were given proper orientation. • They had adequate training. • They enjoy the opportunity to expand their horizons. • They enjoy fellowship with other Scouters. • They enjoy recognition for their service. • They have FUN. <p>SAY: But just as important...</p>



ASK: What are some of the factors of why people leave?




Capture responses on Why People Leave and look for:

- They had no orientation for their position.
- There was a lack of training.
- They were not given specific assignments.
- They were not given sufficient responsibility.
- There was poor communication with the chairperson.
- There was a lack of recognition.
- There was a lack of personal satisfaction.
- Personal time commitments interfered.



SAY: As you can see from our lists, before you start recruiting these are all important factors to consider when recruiting and retaining your training staff.

- Are making it FUN!
- Are you recognizing your staff?
- Are you training your staff?
- Is their position clearly defined with specific assignments and they received orientation on their position?

Time: 10 min	Recruiting New Staff
	<p>SAY: Often when we need to recruit a new staff member, we use one of two methods.</p> <p>The first method is pulling recruits from an existing trainer list.</p> <p>The second method is thinking of everyone that we know who we think would fit the bill.</p> <p>By recruiting new staff this way, we either run out of people to recruit or we start asking the same people over and over again to fill our needs.</p> <p>The problem with these methods is that we either do not fill our staff needs or we recruit people who might not be the ideal match to the position.</p> <p>Let's examine a more effective process of finding the right person to fill your staff needs.</p> <p>But before this process can begin you need to develop a List of Needs.</p> <p>It is important to know what you need. Recruits will want to know their responsibilities and your expectations for them. Having prepared answers to those questions will help you overcome this common problem.</p> <p>For example, a group of trainers who are given no specific tasks will do exactly what they are asked to do—nothing.</p>



ASK: What are some positions that you need to fill for your district, council, or event?

List the answers on the flip chart. Possible answers include:

- District trainers
- Event chairs
- Council trainers
- Council training events
- Certified trainers
- Train the trainer courses
- Event trainers
- Skill instructors
- Session leaders

Distribute the Prospect Work Sheet and have participants fill in as much information as possible, listing a specific position description and a list of skills that an ideal prospect would possess.


When participants have had time to work on their work sheets, share several of them with the entire group.

SAY: Once you have defined the position you're looking for, you can begin the recruiting process.

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

1. THOSE SERVING IN POSITIONS AT THE TERRITORY OR 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.
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.

	<p>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.</p> <p>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.</p> <p>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.</p>
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Time: 35 min	The 5 Steps
	<p>SAY: We have reviewed some important factors that contribute to a 5 step process that will help you recruit quality staff.</p> <p>Step 1: Identifying Your Staffing Needs Critical to the success of your training program is the selection of quality staff who represent the values of the Boy Scouts of America. The selection process begins with identifying the number of people needed and any specific talents they should have.</p> <p>Important in staffing is planning for your succession. Consider prospects for key positions a year or two in advance. Who might have the skills? Cultivate them in advance. Create a position of responsibility for the person you are cultivating. Build good rapport with that person.</p> <p>Prepare a position description for your training staff. This will help both in identifying prospects and in the actual recruiting process. Don't use a "canned" description—make it specific to your current needs.</p> <p>Your district executive or council staff can provide many support materials and can share recruiting techniques and other information that will be vital to your search for a quality training staff.</p>

Step 2: Develop a List of Prospects

Develop a list of prospects that closely fit the training needs for your event or training staff needs. Here are some tips:

- Consider current Scouters, Scouting families, former Scouters, Wood Badge bead recipients, and recommendations from other Scouters.
- Brainstorm by yourself and with others to identify potential candidates.
- Be sure potential candidates demonstrate the values of the Scout Oath and Law in their daily lives.
- Prioritize prospects for specific needs.

Consider forming a “nominating committee” to identify and help in recruiting prospects. The result can be a broader range of candidates, “buy in” by training stakeholders, and likely some of your new trainers will be nominating committee members.

When recruiting staff for a repetitive function or training remember it is important to continuously bring in new people so as to:

- Avoid burning out the “regular” helpers.
- Have additional trained people available to fill in if the “regulars” are unavailable.
- Build up a base of available trainers to ease the burden of staffing an event.
- Try to have a diverse staff that reflects age, ethnic, geographic area, and gender so as to offer the participants a comfortable enough feeling to address their issues and answer personal questions.



Step 3: Contact Your Prospects

Talk with your prospect about the position, including:

- The job description
- How their skills, talents, and personality fit with your staff or event needs
- Any time requirements, dates, and any other important information they may need for the position.

Ideally, you will identify the right person to ask the prospect—the person with the best connection to the prospect. If you can't find a "right person," do the best you can. It might work best to have two or three people making the contact, but remember to not overwhelm the candidate with a large group of people.

Make the contact face-to-face if possible and convenient for the prospect.

Role Play: Contacting the Prospect

Instructor Note: Divide participants into groups of 3 and role-play the first scenario of contacting the prospect. You will need a minimum of participants: the training chair, the prospect, and an acquaintance of the prospect.

When participants have had a few minutes to practice the role-play, lead the reflection time by asking:

- **How did you feel about asking for help?**
- **How about when you were being asked to help?**
- **Was this exercise helpful? If so, how?**

Have the same participant groups role-play the second scenario and repeat the reflection questions.



SAY: Hopefully, your contact with the prospect will be successful. If the prospect does agree to serve as a leader, the next step is to seal the deal.

Step 4: Ask for Commitment


Welcome the prospect to your training staff or event.

- Thank him or her for volunteering.
- Explain the schedule and calendar.
- If the prospect is hesitant, be ready with further information and resources. Give the prospect a reasonable, short period of time to decide (two or three days).
- If the prospect declines, thank him or her anyway. Consider asking the prospect to consider a different position (be sure to have a specific one in mind).

Step 5: Schedule Training

Schedule training as necessary.

- Depending on the prospect's individual talents, experience, and training status, determine what training may be necessary and schedule as appropriate
- The BSA wants each member of the training staff to succeed in his or her new role. If we fail to explain the expectations we have for the new training staff member we fail to communicate the tools to do what is expected, then the odds of the new training staff member succeeding and being comfortable in the new position are greatly reduced.

Time: 2 min	SUMMARY
	<p>SAY: Recruiting new staff is a continuous process. We always need to be on the lookout for opportunities to expand our training staff, but we need to do so by recruiting the right person for the right position.</p> <p>We need to be aware that if we find the right person, he or she might not be available at that time. Always keep your prospect list ongoing.</p> <p>By following the five steps to recruiting quality training staff, we can avoid recruiting people just to have them around with no specific purpose.</p> <p>If we do not give them responsibility, then we risk that they will do nothing for us since we have never asked them to do anything.</p> <p>And ALWAYS take YES for an answer.</p>

Recruiting Quality
Training Staff

Prospect Work Sheet

Name _____

Phone:

Home _____

Cell _____

Business _____

E-mail _____

Referred by _____

Occupation _____

Skills _____

Current Scouting Position _____

Position Recommended for _____

Comments _____

Role-Play Script No. 1: Contacting a Candidate

Three Players

- Training chair
- Prospect
- Acquaintance of the prospect

Training Chair: Hi John, I am in the process of adding staff to my district training team for the next year, and I think you would be a great addition. Specifically, I think your experience in the district, your skill in front of a small group, and your Scouting skills would be a perfect fit for my needs, and I think you will find it very rewarding. What do you think—is it something that you might be interested in?

Prospect: Well, I don't know, how often would I have to do this and what kinds of sessions would I be doing?

Training Chair: What I am looking for is someone to help me do some outdoor skills training twice a year. We usually do it at Camp Jones in April and October. It is a two- day event.

Prospect: I haven't done this kind of thing. How would I prepare for it?

Acquaintance: John, remember how you helped me teach my troop how to use those new backpacking stoves we bought last year. This is the same thing, but this time it will be teaching adults so that they can teach their Scouts how to do it.

Training Chair: I am having a session to prepare for this so the training team members can get acquainted, walk through the syllabus, talk about the individual sessions, and determine if any further staff training is needed. I think your experience and Scout skills are sufficient to do the job. I have done this session myself several times and have always learned new things each time. I think you will find that it will be a positive experience. What do you think—can I count on you to give me a hand?

Prospect: OK, you convinced me. I will give it a try and see how it goes.

Training Chair: Good. I will get you the necessary information and add you to my e- mail list to receive all the updates and schedule information. I will be talking with you more soon. I'm sure you will find this to be an enjoyable opportunity.

Role-Play Script No. 2: Contacting a Candidate

Three Players

- Training chair
- Prospect
- Acquaintance of the prospect

Training Chair: Hi John, I am in the process of adding staff to my district training team for the next year, and I think you would be a great addition. Specifically, I think your experience in the district, your skill in front of a small group, and your Scouting skills would be a perfect fit for my needs, and I think you will find it very rewarding. What do you think—is it something that you might be interested in?

Prospect: Well, I don't know, how often would I have to do this and what kinds of sessions would I be doing?

Training Chair: What I am looking for is someone to help me do some outdoor skills training twice a year. We usually do it at Camp Jones in April and October. It is a two- day event.

Prospect: I haven't done this kind of thing. How would I prepare for it?

Acquaintance: John, remember how you helped me teach my troop how to use those new backpacking stoves we bought last year. This is the same thing, but this time it will be teaching adults so that they can teach their Scouts how to do it.

Training Chair: I am having a session to prepare for this so the training team members can get acquainted, walk through the syllabus, talk about the individual sessions, and determine if any further staff training is needed. I think your experience and Scout skills are sufficient to do the job. I have done this session myself several times and have always learned new things each time. I think you will find that it will be a positive experience. What do you think—can I count on you to give me a hand?

Prospect: I really can't do it at this time due to my family, work, and other volunteer commitments.

Training Chair: OK. I understand your difficulties. Do you know anybody you could recommend? Would it be OK if I contacted you again in the future?