



# GUIDE TO LEADER TRAINING

A Resource for Council Training  
Committees, District Training  
Committees, and Council Staff



**SCOUTING U**  
Learn. Challenge. Lead.™

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Document Revision Date: 05/20/2024

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# INTRODUCTION

Properly conducted, the leader training program of Scouting America meets the needs of leaders by providing fun learning opportunities related to youth and adult leadership roles. It is flexible enough to meet the needs of a wide variety of volunteer leaders in a wide variety of circumstances. A good training course that is fun, gives participants resources to be successful, and gets them headed in the right direction. When we show our leaders that training is worthwhile, the time–value ratio changes, and they tend to be very generous with their time and talents. We want to ensure we schedule courses each year to fit calendars and shift locations to offer flexibility and when possible, take training to them. When training has relevant content and is presented in a way that helps a leader carry out Scouting programs that are safe, fun and of high quality, we shift the training culture throughout Scouting.

Our goal is to ensure *all* the leaders are *trained*. Early training focuses on basic skills directly related to delivering the Scouting program while supplemental and advanced courses delve into the philosophy of Scouting and leadership to support the programs of Scouting America.

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

**Council and District Trainers need to ensure that their training staff are using only the latest approved materials for conducting classes** as found on the <https://www.scouting.org/training/> site for Scouting U. Self-created materials are not approved for conducting training (including adding PowerPoints).

In addition, courses like BALOO and IOLS should not be combined, as these courses are designed for specific programs and contain age-appropriate content that differs depending on the program.

It is the responsibility of trainers to ensure that online prerequisite learning is completed prior to accepting registration by students for a facilitated class such as BALOO, Strategic Training Plan, and other courses utilizing blended learning.

## Who should use this guide...

This guide outlines the basic council and district responsibilities for volunteer leader training and 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 to carry out their responsibilities and learn the skills of leadership. Seeing that 100 percent of all direct-contact leaders (*Merit Badge Counselors, Cubmasters, Assistant Cubmasters, Den Leaders, Assistant Den Leaders, Scoutmasters, Assistant Scoutmasters, Crew Advisors, Crew Associate Advisors, Skippers and Mates*) 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 everyone.

It is strongly suggested that all council and district training chairs complete Scouting America’s 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.

The training page of Scouting.org ([www.scouting.org/training](http://www.scouting.org/training)) will help you find the current resources, forms, and courses available and will keep you updated on the latest in Scouting America training. See the resource list at the end of this guide.

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 Scouting America.

## Council Training Chair

### Position Description (Suggested)

- Reports to the council program chair (within the council) and communicates with the Territory Training Coordinator, to implement the council training program.
- 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 Scouting America.
- 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. District Training Chairs are good resources here.
- Assists districts in selecting, recruiting, and training effective district training teams.

## Council Training Committee Functions

### Position Description (Suggested)

- Plan, coordinate, communicate, and schedule an effective, year-round leader training program using the current training materials of Scouting America.
- Assist each district in selecting, recruiting, and training an effective district training team.
- Approve applications for training awards and recognition.
- Develop procedures for evaluating the effectiveness of the council's training program.
- Submit to the council budget planning committee an annual budget estimate.
- Ensure training records are maintained in the local council service center.
- Promote and support in-council and out-of-council youth and adult training opportunities.
- Suggested that the trainers and training team review/take Fundamentals of Training and Trainer's EDGE every 2 years to maintain and improve their training skills. (these courses do not expire)

## District Training Chair

### Position Description (Suggested)

- Reports to the district program chair (and Council Training Chair)
- Participates in council meetings dealing with training policies, programs, and procedures.
- Recruits and orients people for the training committee and course instructors.
- 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 assistance to untrained unit leaders.
- Approves applications for training awards and recognition.
- Promotes all online training through the Scouting.org Learn Center.
- Should serve on the council training team.
- Working with the council training committee and council staff advisor of training, help develop a yearly budget for district training.

## District Training Committee Functions

### Position Description (Suggested)

- Recruit a district-level training committee composed of experienced and trained volunteers and resources that deliver high quality training.
- Identify untrained leaders and develop a plan to get them trained.
- 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.
- Promote and support council training events.
- Recognize leaders who complete training requirements.
- Maintain adequate district training records. Ensure that the Training Attendance Report form (Can be found at [www.scouting.org/training](http://www.scouting.org/training); select Training Quicklinks, then Training Forms) 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.
- Support and encourage all unit trainers.
- Promote and support in-council and out-of-council youth and adult training opportunities.
- Suggested that the trainers and training team review/take Fundamentals of Training and Trainers EDGE\* every 2 years to maintain and improve their training skills. (\*these courses do not expire)



## Developing a Training Team

Because of the changing composition of 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 continually updating and honing trainer skills.
- Lead the team in implementing the Strategic Training Plan to identify leaders who are untrained.
- Include key trainers in assessing the effectiveness of the Strategic Training Plan to keep it relevant.
- Ensure that all trainers have the resources, syllabi, knowledge, and support to conduct effective training courses.
- 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.
- 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.
- Identify opportunities to take training to leaders in locations and methods that best suit their needs.

## The Training Team

How big is the team? The answer is ... big enough to do the job. Since there is a wide variety of needs, the answer is not a particular number. You need a team and enough trainers to get *every leader* in your council trained.

Where training fits in the district, council, or territory structure varies based on the needs and direction of its leadership. District training committee chairs should be members of the council training committee.

## Recruiting and Training Trainers

As we look for ways to increase the number of trained leaders in our units, districts, and councils, 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.

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.

### Where to look for potential Training Team members...

- Those who have successfully led a Wood Badge, NYLT, and/or other Advanced Training courses. This group is a little larger and usually has a broader perspective on how the Scouting pieces fit together. They are usually excellent trainers and good at passing on leadership skills.
- 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/district structure.

- Youth leaders. Those who have attended or served on staff 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!).
- 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 more engaging and are most likely familiar with the latest information.

# TRAINING ADMINISTRATION

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

Scouting America has long believed a tenured leader does not need to retake Position Specific training every time there is a new course. Through supplemental training, roundtables, *Scouting* magazine, updates from Scouting U, and participation in activities, leaders can stay up to date with the current methods and practices of the program.

The training committee should strive to have all leaders participate in the current training—Position Specific or Supplemental—to be sure they have 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.

**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 Scouting America training continuum (Joining/YPT, Position Specific, Supplemental, Advanced) provide opportunities for a progression of learning for all of us to learn more about program, leadership, and other important skills. Lifelong learning is the goal for all scouting leaders as the program continues to evolve and improve.

## Promotion and Recruiting

Promotion and recruiting are important parts of ensuring that leaders attend courses and become trained. A big step in promoting adult leader training is to create the image of its importance.

Personal contact is best and can be made by trainers, commissioners, chartered organization representatives, or unit committee members. In addition, use council bulletins, social media, email, direct mail, roundtables, and local media to promote training.

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

## Records

A member of the training committee can be designated to maintain the training records, in lieu of a council staff member. 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 the designated volunteer or staff member will input training codes into the leader’s record and file the report. Each council and district need to establish its own protocols for handling and recording the information on the Training Attendance Report.

E-learning courses are automatically added to the membership record of registered Scouters when they log in and complete a course through the BSA Learn Center. 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 LEARNING STYLES

There are three types of Scouting America training methods: Instructor Led training, Personal Coaching (mentoring), and E-Learning (via the my.Scouting/BSA Learn Center)

## Instructor-led training

In Instructor-led 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. This also 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.

Instructor-led training does not necessarily involve a large group. Many Scouting America courses can be conducted in a single unit or on a small community level. 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 shared and experiential learning takes place (the patrol method) and where the trainer can be sure that learning has occurred.

## Personal coaching (Mentoring)

Some leaders join at a time of the year when—or live in an area where—group training courses are not possible. 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 position specific 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. The same information is to be shared/presented; only the method of presentation will change.

## E-Learning

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. Scouting America'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.

Most Scouting America 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 America is continually working to revise and create new online learning to accommodate the training needs of our leaders.

Note: To deliver effective training, trainers should be prepared. Participating in and delivering a Trainers EDGE course will help trainers to understand the best methods of instruction for a particular training situation. Additionally, all trainers should understand and use the concepts in every course syllabus to ensure that Scouting America policies and practices are followed. It is also important to factor in the key learning styles when planning and delivering training.

## 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.

There are four generally accepted styles:

**Visual** - Learners generally absorb and retain 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 with an opportunity to interact with the presenter or in a group discussion.

**Read and Write** - These learners 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 with 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.



# FOUR LEVELS OF THE SCOUTING AMERICA TRAINING CONTINUUM

The four levels of the Scouting America Training Continuum are: Joining/YPT, Position Specific, Supplemental, and Advanced. Each level is designed for a specific purpose. YPT is required of all registered leaders; Position Specific is role-based training; Supplemental and Advanced are more focused on advanced skills and leadership.

## Joining/Youth Protection Training (YPT)

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

To take the training online, leaders must go to [my.scouting.org](https://my.scouting.org) and establish a *my.Scouting* account.

## Position Specific Training

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.

## Supplemental

Supplemental training includes a variety of courses offered on a district, council, territory, or national level. Courses are designed to give additional information on targeted areas of the program through additional knowledge of Scouting in general. Some courses are held on a regular basis to cultivate our culture of continuous learning (see page 20).

## Advanced

Leaders desiring a deeper understanding of the program or seeking additional leadership development will find Advanced training highly rewarding. Successful completion of Position Specific training is usually a prerequisite for Advanced training. These training courses will supplement the knowledge and skills learned at the other levels (see page 20).

# AT ALL LEVELS OF TRAINING

## 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. 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 sharing new ideas to enhance learning. 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, [www.scouting.org](http://www.scouting.org), Training Times 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.

## Feedback

In Scouting, we often hear the phrase "Feedback is a gift." As you develop the presentation skills of your District and/or Council Trainers and Training Team, it is important to provide feedback. Feedback should always be presented in a positive and constructive way.

Scouting has developed a few strategies for giving meaningful feedback.

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.

**“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.

- What should we start?
- What should we stop?
- What should we continue.

# SUPPLEMENTAL AND ADVANCED TRAINING COURSES

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

- **Fundamentals of Training** introduces teaching techniques and skills to new Scout trainers, both youth and adult.
- **Trainers EDGE** provides additional presentational development and supports the instructor’s skills that were formalized in Fundamentals.
- **STP - 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 parts—an online component and a practical, hands-on component. Cub Scout leaders interested in adding a camping element 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](http://www.scouting.org/training).
- **University of Scouting**: A University of Scouting event is a potpourri of courses that can cover many topics. It is an opportunity for leaders to take a variety of courses that will help them serve youth. It is conducted as a council event but might also be suitable for a large district.
- **Roundtable**: Roundtables are held monthly to give adult leaders the skills and ideas they need to deliver an exciting program to youth. Roundtable also serves to renew each leader’s enthusiasm and dedication through fellowship and idea-sharing with other Scouters.
- **National conferences**: Scouting America 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.

More information on courses and conferences offered at these premier venues can be found here:

[www.scouting.org/training](http://www.scouting.org/training)

Examples of some of the most common **Advanced** courses in Scouting America include the following:

- **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 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.
- **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](http://www.philmonttrainingcenter.org)

[www.summitbsa.org](http://www.summitbsa.org) [www.scouting.org/training](http://www.scouting.org/training)

- **Seabadge:** An advanced weekend or virtual training conference for Sea Scout Leaders.
- **Developing Youth Leadership Conference (DYLC):** Order of the Arrow and is a weekend-long course focusing on the development of youth and how they learn so we can better partner with them as adult advisers.

For Youth, here are examples of Supplemental and Advanced Training opportunities:

- **Introduction to Leadership Training for Troops/Crews/Ships (IOLS/IOLC/ILSS)**

This course is designed to be run frequently in a unit setting and is an introduction to leadership skills and the youth leader's role. The adult and previously trained youth leaders will conduct this training whenever there is a shift in leadership positions within the unit.

- **National Youth Leadership Training (NYLT)**

NYLT is a council-level, weeklong or two-weekend youth leadership training course 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)**

NAYLE courses are programs to help older Scouts, Sea Scouts and Venture scouts enhance their leadership skills. Youth leaders expand upon the team-building and ethical decision-making skills learned on 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](http://www.scouting.org/training/Youth.aspx).

- **NYLT Leadership Academy (NYLTLA)**

NYLTLA is a weeklong course presented throughout the country. The purpose of this course is to train youth NYLT staff to improve their presentation skills and to give and receive feedback while learning to effectively deliver the NYLT training to their local council. Information and registration links can be found at [www.nylt-leadershipacademy.org](http://www.nylt-leadershipacademy.org).

- **Order of the Arrow National Leadership Seminar (NLS)**

NLS is run by The Order of the Arrow and is a weekend seminar focusing on the skills and attributes of leadership. The course is 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 Scouting America and the greater community.

- **WOOD BADGE**

See above descriptor, for those 18 years of age and above.

## LEADER TRAINING RECOGNITION

Recognizing our leaders for tenure and performance in their positions is an important part of valuing the service they are providing to Scouting. It is important for Scouting leadership to recognize it in meaningful ways. 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.

Descriptions and requirements for all training awards are provided here

<https://www.scouting.org/training/training-awards-and-recognition/>

Recognizing leaders in front of a group, giving them a certificate or a “thank you” gift, or sending them a personal note can influence their decision to continue to serve and stay involved.

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

### 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.





# REACHING THE UNTRAINED LEADER

## “A Matter of Attitude”\*

**BACKGROUND.** Recently, 59.7 percent of top unit leaders in Scouting America were reported to be trained. That is good, you say. Yes, that is good for the Cub Scouts, Scouts BSA, Sea Scouts, and Venture Scouts 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 for 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, Scouts BSA, Sea 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 started. 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 the 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 was left at 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 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 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.**

## ONLINE RESOURCES

There are many on-line resources to help leaders get additional information regarding training. Just visit <https://www.scouting.org/training/> for more information and links to the following:

Youth Protection

Position Trained Requirements

Position Specific Courses

Resources for Program Trainers & Training Committees

- Facilitated Learning Materials

- Basic Adult Leader Outdoor Orientation (BALOO)

- Introduction to Outdoor Leader Skills (IOLS)

- Introduction to Leadership Skills for Troops/Crews (ILST/C)

- Information on Wood Badge, NYLT, NAYLE, Leadership Academy, and Leadership Challenge Courses Directors Conferences

- Request for Authorization to Conduct a National Training Course (Wood Badge and NYLT)

Unit, District and Council

Training Awards and Recognition

Health and Safety

Supplemental Training Opportunities

- Fundamentals of Training

- Trainer's EDGE

- Strategic Training Plan

Philmont Training Center, The Summit, and Northern Tier

Learning Library

- Facilitators Development Series

The Training Times newsletter

Other Training Materials

- Guide to Leader Training

- Fillable Training Cards

Training for Youth

For Facebook, log into Facebook and then search for BSA Volunteer Training Team

For general information about Scouting America visit <https://www.scouting.org/>

## 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.”

