



SESSION 1

WHY AND HOW WE TRAIN LEADERS

Learning Objectives

As a result of this training experience, each participant should be able to:

- ◆ Explain why trained leadership is vital to the success of Scouting.
- ◆ List the fundamental requirements for training unit leaders.
- ◆ Explain the four-level training plan.

Methods

Talk, buzz groups.

Faculty Preparation

- ◆ See the “[Training Technology](#)” session handouts for hints on preparing and presenting flipcharts and overheads.
- ◆ See the “[Training Methods](#)” session for tips on talks and buzz groups.

Materials

- ◆ Prepared flipchart and easel (or overheads)
- ◆ Flipchart paper and felt-tip markers for each team
- ◆ [BSA 500 Answers sheet](#) for each steward

Overhead

[BSA 500 Questions](#)

Handout

“Eight Fundamental Requirements for Training Leaders”

Time

30 minutes

Introduction

By this time the participants should have formed their race teams and designated a crew chief. Ask the crew chiefs to pick up a sheet of flipchart pad paper. As an alternative, use the staff (stewards) to distribute a sheet to each team.

Explain that for the next three or four minutes you want the teams to discuss “Why We Train Leaders” and to record their reasons on the supplied paper.

When the time is up, call on each team to give one of their answers. Continue until all answers are given, or you reach the designated time limit. Keep buzz group reports moving.

Briefly summarize any of the points below that were not covered. Remember, you only have twenty-five minutes for the entire presentation, so move quickly, especially if the group is very large. Say,

Why Train? Everyone requires training for anything that is to be done well. During our lifetimes, we have all received training to do many things. We have benefited from that training and received satisfaction from developing abilities that enabled us to do something that we could not do before.

Unit leaders are trained so that young people receive a worthwhile experience full of fun and adventure.

How effectively the Boy Scouts of America can influence the lives of young people depends to a large extent on their leaders’ abilities and understanding of the aims, principles, and techniques of their various jobs within Scouting.

Knowledge, Skills, Attitude

Trainers must have **KSA**. That’s knowledge, skills, and attitude. Training helps leaders acquire *knowledge* and develop the *skills* and *attitudes* necessary to make their contribution to Scouting worthwhile.

Training shows leaders how to use the many resources available, how to use youth leadership, and

builds confidence as the leaders carry out Scouting programs.

Leaders who know the whys and hows of their jobs are more effective and, as a result, young people achieve the BSA overall objectives of training in character, citizenship, and personal fitness.

Viewpoint

Training helps leaders keep the various elements of the Scouting programs in proper perspective.

Training helps leaders understand the difference between the Scouting program and its ultimate objectives. The final result of effective training is a citizen of good character, mentally and physically capable of meeting responsibilities and providing leadership. The Scouting program is simply an accumulation of activities designed to build these attributes in our youth.

Games, trips, campouts, crafts, badges, and career studies are not ends unto themselves, but are a means BSA uses to achieve the objectives of Scouting.

Results of Training

Results of training leaders include:

- ◆ Good programs supported by young peoples' interest in the unit.
- ◆ Young people stay in Scouting longer.
- ◆ Tenure of trained leaders is longer than that of untrained leaders.
- ◆ The relationship between the unit and the chartered organization is stronger when unit leaders fully understand their jobs.
- ◆ There is a better chance that the ultimate objectives of Scouting will be achieved when unit leaders understand the techniques of their jobs.

Eight Fundamental Requirements

Distribute copies to participants and briefly review “Eight Fundamental Requirements for Training Leaders.” Lead a discussion on these requirements, but remember that a good trainer will not stand in front of a group and read to the participants what they already have in front of them.

1. Desire. Leaders must want to learn how to operate a unit effectively.

- ◆ Adults resist learning something simply because somebody says they must.
- ◆ Adults learn best when they have a strong motivation to acquire a particular skill or to increase a particular knowledge.
- ◆ Create the desire to learn by emphasizing the importance of the job to be accomplished.

2. Need. Leaders learn only what they feel a need to learn.

- ◆ Materials presented in a training course should provide immediate help to unit operation.
- ◆ Try to use this idea: “This is what you do. This is why you do it. This is how you do it.”

3. Practice. Leaders learn by doing.

- ◆ Provide immediate and repeated opportunities to practice and use what is being taught.
- ◆ On-the-job training with a skilled trainer is an excellent method of training.

4. Realistic. Situations presented in training courses must be realistic. Use actual unit situations as a basis for the discussions.

5. Experience. Previous experiences affect a leader’s ability to learn.

- ◆ If new knowledge doesn’t fit in with what leaders already know or think they know, they may tend to reject it.
- ◆ Training materials should convince leaders of the best methods.

6. Environment. Leaders learn best in a relaxed, informal, comfortable environment.

- ◆ Provide opportunities for fun and fellowship.
- ◆ Encourage discussion and questions. Try to avoid arguments.
- ◆ Avoid arguments that relate to the policies of the Boy Scouts of America.

7. Methods. Use a variety of training methods and technologies to improve learning. Change the pace often.

8. Guidance. Leaders want guidance and help, not grades.

Four-Level Training Plan

Briefly review the four-level training plan that applies to Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing leaders.

Cover the following material on a flipchart or an overhead, or a computer presentation that has been prepared in advance. Discuss the following training.

1. Fast Start Training (Orientation)

- ◆ This training should take place as soon as the leader accepts the position. Normally the training is delivered through self-study, either by videotape or the council web site.
- ◆ The purpose of this training is to acquaint new leaders with Scouting, and provide specific information about the leaders' new responsibilities.
- ◆ This training establishes a foundation for further training.

2. Basic Training

- ◆ Basic training courses include a series of training sessions designed to give leaders the job-related information they need.
- ◆ Each program area (Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing) has specific training sessions that help the leaders do their job.

3. Supplemental Training

- ◆ Supplemental training includes a variety of courses that may be conducted on a district, council, area, regional, or national level.
- ◆ The supplemental training courses are designed to give leaders additional information on specific areas of Scouting. Some of the procedures touched on in basic training are discussed in much greater detail during the supplemental training courses.
- ◆ Here are some examples of supplemental training:
 - Roundtables and huddles
 - Pow wows
 - Commissioner conferences
 - Powderhorn training
 - Philmont Training Center conferences

4. Advanced Training

- ◆ Wood Badge is an intensive course designed to develop leadership skills and promote a deeper, more dedicated involvement in Scouting.

Summary

Confirm what has been learned and summarize by asking the following questions:

- ◆ Why is training important?
- ◆ How would you define “quality training”?
- ◆ As trainers, what can we do to assure quality in the training courses we lead?
- ◆ How can each of us be sure that we are well prepared to deliver training to leaders?
- ◆ How can we best use the “Eight Fundamental Requirements for Training Leaders” to prepare for the training courses we will lead?
- ◆ How should our training courses bring the values of Scouting through to the young people we serve?

BSA 500 Game

Place the BSA 500 questions transparency for this session on the overhead projector, but do not turn the projector on. Announce that when the questions appear on the screen, each team will have exactly one minute to answer as many of the questions as they possibly can. The answers are to be given to the race steward at each table by the team’s crew chief.

Turn the overhead projector on. After exactly 60 seconds turn the projector off, and announce that time has expired. After the stewards have determined the number of correct answers for each team, allow a little time for the crew chiefs to move their teams’ racecars along the track.

Pizzazz

Add a song, stunt, run-on, or other morale feature to lead into the next session.

To continue, scroll down to view session materials or follow one of these links:

[Session 2: How Adults Learn](#)

[Contents](#)

WHY AND HOW WE TRAIN LEADERS

BSA 500 ANSWERS

1. What does KSA stand for?

Knowledge
Skills
Attitude

2. Name three results of training leaders.

- ◆ A good program supported by youth interest in the unit.
- ◆ Youth stay in Scouting longer.
- ◆ Tenure of trained leaders is longer than that of untrained leaders.
- ◆ The relationship between the unit and the chartered organization is stronger when unit leaders fully understand their jobs.
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3. What are the four levels of the training plan?

- ◆ Orientation (Fast Start)
- ◆ Basic Training
- ◆ Supplemental Training
- ◆ Advanced Training

4. Name three fundamental requirements for training leaders.

- ◆ Desire
- ◆ Need
- ◆ Practice (or learn by doing)
- ◆ Realism
- ◆ Previous experience
- ◆ Environment
- ◆ Variety
- ◆ Guidance

WHY AND HOW WE TRAIN LEADERS

BSA 500 Questions

What does KSA stand for?

Name three results of training leaders.

What are the four levels of the training plan?

Name two fundamental requirements for training leaders.

EIGHT FUNDAMENTAL ELEMENTS FOR SUCCESSFUL LEADER TRAINING

1. Desire. Leaders must want to learn how to operate a unit effectively.

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