

# Guide to Leader Training



BOY SCOUTS OF AMERICA®

# **GUIDE TO LEADER TRAINING**

**FOR COUNCIL TRAINING COMMITTEES,  
DISTRICT TRAINING COMMITTEES, AND COUNCIL STAFF**



# CONTENTS

<b>Introduction</b> .....	<b>1</b>
How to Use This Guide .....	2
Who Should Use This Guide.....	2
<b>Training Administration</b> .....	<b>3</b>
What Makes a Trained Leader? .....	3
Council Training Committee Functions .....	3
District Training Committee Functions .....	4
The Training Team .....	4
The Training Plan.....	5
Promotion.....	6
Records.....	6
<b>Methods and Levels of Training</b> .....	<b>8</b>
Group Training .....	8
Personal Coaching.....	8
Self-Study .....	8
Centers of Excellence .....	9
Five Levels of the BSA Training Continuum.....	9
At All Levels of Training.....	12
<b>Youth Leader Training</b> .....	<b>13</b>
<b>Leader Training Recognition</b> .....	<b>14</b>
How Recognition Works.....	14
Promotion.....	14
Applying for Awards .....	14
Earning the Awards.....	14
Recognition .....	14
Wearing the Awards.....	15
Trained Leader Emblem.....	15



**This page intentionally left blank**

# INTRODUCTION

If you had a magic wand, would you use it to make the Scouting program better and more fun for youth so they stayed in Scouting longer, so it had a larger impact on their lives? What if the same magic wand made leadership roles easier and more rewarding, and also led to better retention among adult volunteers? Would using that magic wand be a top priority?

Well, such a magic wand does exist—in the form of the training program for volunteer leaders in the Boy Scouts of America.

Common sense tells us training is important, and research shows the importance of trained leaders. In the early days of the Boy Scouts of America, our first Chief Scout Executive James E. West was asked what the three greatest needs of the new movement were. He replied, “Training, training, and training.” That is still true today.

A trained leader is knowledgeable and more confident in the role being performed. Trained leaders exhibit a knowledge and confidence that is picked up by people around them. 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!

## Is your service area training leaders or just running training courses?

You are going to see that idea a lot in this guide—the answer can mean the difference between an effective and growing training program and one that is stagnant and ineffective.

We can’t just schedule a couple of courses each year and hope leaders come to us. We also need to take training to them, especially in situations where training is required for a leader to meet with youth or even remain registered as a member of the BSA.

Training means more than attending (or conducting a course) just to check a box and call someone “trained.” Training should have relevant content and be presented in a way that helps a leader carry out a quality, safe, fun Scouting program.

We do not have to stop conducting regular districtwide basic training courses at times when many new leaders join or change roles, but that cannot be the only delivery method because we need to get all leaders trained and help get them off to a great start. 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 making sure all leaders in the service area are trained. We will have success only when we place importance on getting new and untrained tenured leaders the initial training they need and making that training worthwhile and fun to help those leaders be effective in their Scouting roles.

Properly conducted, the BSA’s leader training program 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.

The BSA training program is conducted on a graded approach, beginning with basic skills related to individual roles and progressing 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 more into the philosophy of Scouting and leadership to support the programs of the Boy Scouts of America.

In today’s society, people need to be convinced and shown something is worth their limited time. A good training course that is fun,

that provides resources to be successful, and that gets them headed in the right direction can do that. When we show them training is worth their time, the time-value ratio changes and they tend to be very generous with their time and talent. The new leader who had only an hour a week to devote to Scouting in the beginning might soon be staffing a day camp, going to Wood Badge training, or even accompanying a troop to a jamboree.

**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.

Because training materials 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 fast as it is printed. It does not contain the forms and other resources that are more easily available, and more current, via the training pages of official BSA websites. 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. It will also keep you updated on the latest in BSA training.

For additional information, visit your council service center and talk to your local council staff. They stand ready to support you in your efforts to bring a quality experience to adult and youth members of the Boy Scouts of America.

## Who Should Use This Guide

This guide is written for district and council volunteer training committees and council staff.

The main responsibility of district and council training committees is to train unit leaders to carry out their responsibilities and learn the skills of leadership. Seeing that 100 percent of all direct-contact leaders, Cubmasters, den leaders, Scoutmasters, Varsity Scout Coaches, and Venturing Advisors—and all of their assistants—are trained might be the most common measure of success. We cannot forget, though, all of the other leaders, adult and youth, in the unit, district, and council who need to be trained for their roles. Nor can we forget there is more training beyond the basics that will make our program more meaningful for youth and adults.

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

Use your magic wand wisely—and often!

**“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.”**

**—Robert Baden-Powell**



# TRAINING ADMINISTRATION

## What Makes a Trained Leader?

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

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

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

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

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

Of course, no person is ever fully trained. Even the most tenured Scouter can learn something by attending or instructing a course. The Five Levels of the BSA Training Continuum discussed later in this guide provide opportunities for a progression of learning for all of us to learn more about program, leadership, and other important skills.

## Council Training Committee Functions

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



- Submit to the council budget planning committee an annual estimate of funds needed to support the volunteer training program.
- Ensure backup training records are maintained in the local council service center.
- Keep informed of literature, audiovisuals, and equipment aids for the training program.
- Promote and support out-of-council training events, such as the Philmont Training Center, area, and regional conferences.
- 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.
- Conduct an annual survey of training needs in the district.
- Keep informed of literature, media, and equipment aids for the leadership training program.

## District Training Committee Functions

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

- Have an approved budget for training events.
- Support and encourage all unit trainers.
- Promote and support out-of-council training events, such as the Philmont Training Center, area, and regional conferences.

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

## The Training Team

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

The district or council trainer is not a registered position by itself but rather is a functional position. The individual trainer is asked to perform a service to others because of ability, prior knowledge, experience, or success in a particular area. It is an ad hoc, short-term role. Trainers may be registered



as current unit leaders, commissioners, district/council members at large, older youth members, or any qualified leadership role.

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

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

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

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

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

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

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

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

## The Training Plan

Many service areas assume when they have a schedule of training courses, they have a training plan. Not so. There is a difference between a plan and a schedule. The plan must come first, followed by a schedule designed to fit the plan. The plan and schedule must have the flexibility to meet the needs of the service area's units and leaders. Both the plan and the schedule need to use the full range of tools available within the Boy Scouts of America training program.

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

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

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

**When is the best time to train?** The immediate answer is whenever there is an untrained leader. Flexibility is very important. When untrained leaders are identified, it is time to have a training session. A check

of the service area's records may reveal a cycle of leadership turnover and recruiting that could suggest the best times for group training or a need for training in an individual unit or community—especially when a unit is organized or reorganized. Training for district and council leadership might be in conjunction with annual elections.

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

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

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

## Promotion

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

Once needs for training have been established, contact the people who should attend specific sessions. Tell them exactly how they will benefit from attending a particular session. Personal contact is best and can be made by trainers, commissioners, chartered organization representatives, or unit committee members. In addition, use council bulletins, social media, email, direct mail, roundtables, and local media to promote training.

## 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 in promotion of future and supplemental training. Sessions that are good, thought-provoking, and fun bring Scouters back for more, and they encourage others to attend.

## Records

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

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



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

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



# METHODS AND LEVELS OF TRAINING

There are four types of BSA training situations: group training, personal coaching, self-study, and Centers of Excellence. Training in groups is the most common method. There are occasions, however, when Scouting leaders cannot participate in a training that is the most effective, so it may be necessary to use another approach. The important thing to remember is that leaders need training as soon as possible, in the best training situation available. Leaders need to know how to perform their roles now, not six months from now. Adapt the training to fit their needs.

One of the keys is training using the methods and practices of the Boy Scouts of America. The train-the-trainer conference will help trainers understand the best methods for instruction to fit the situation. Understanding and using the concepts in the course syllabus will ensure that BSA policies and practices are followed.

## Group Training

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, each individual can get immediate answers to questions, can benefit from what others have accomplished, and can be reassured to know others have similar issues, challenges, interests, and concerns. Group training provides for contacts to be made so leaders can continue to help one another beyond the training course.

Group training is not necessarily a large group. Many BSA courses can be conducted on a single unit or 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 couple of new den leaders in a single pack or community or for a single unit committee.

Large group training sessions should be planned so 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 sharing ideas. The small groups are where the most sharing and experiential learning takes place—the patrol method—and where the trainer can be sure learning has occurred.

## Personal Coaching

Some leaders join at a time of the year when, or live in an area where, group training courses are not possible. It is important to get leaders trained quickly, so personal coaching with adult leaders can be used effectively in a one-to-one situation or with an instructor and a small number of participants—again, the patrol method! It can be used for orientation, 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.

Trainers can use the group training syllabus for the session that is to be handled by personal coaching and simply adapt the agenda. Remember, the same information is to be transmitted. Only the means of doing it will change when coaching an individual or small group.

## Self-Study

This training method is the least desirable of the three for most role-based training because it has limitations. It should be used only when neither group training nor personal coaching is possible. Please keep in mind much benefit is gained and more learning occurs as a result of sharing opinions, ideas, and experiences during group training and personal coaching sessions. You are encouraged to use one of those other methods if possible.



Self-study is used in instances 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. In self-study, leaders study the literature on their own or take the training online. Follow-up by an instructor is a must to determine if the leaders have a clear understanding of the program and their roles and responsibilities. A personal visit or call by the trainer and review of the self-study questions after each segment of training is completed shows the leader the trainer cares and is interested in the leader's progress. After a segment of self-study is completed, the trainer should try to arrange for either group training or personal coaching to complete additional training.

**E-learning is a form of self-study.**

### **Centers of Excellence**

Leaders can learn from visiting great dens, troops, roundtables, districts, camps, councils, or any excellent Scouting venue. Learning by watching and participating with the best and most successful is very effective. In the coming years, the BSA will be establishing and recognizing Centers of Excellence, where formal training will occur through observation and participation in successful programs.

### **Five Levels of the BSA Training Continuum**

Trainers should view training from an overall perspective and not limit their vision to the particular course they are conducting. Few leaders can accumulate all the information and ideas possible in a couple hours of training. They should get what they came for, but with the awareness that there is more to learn and that they can find what they are looking for. Leaders and instructors alike should have a clear understanding that leadership training is a process that continues as long as an individual is actively involved in the program. One of our aims should be to inform leaders of the additional opportunities available.

The five levels of the training continuum that make up the graded approach are joining, orientation, basic, supplemental, and advanced. Each level is designed for a specific purpose, with the first required of all registered leaders, the next two being more role-based training, and the last two being more focused on advanced skills and leadership.

### **Joining**

The BSA requires Youth Protection training for all registered volunteers.

New leaders are required to complete Youth Protection training. To take the training online, leaders go to [www.MyScouting.org](http://www.MyScouting.org) and establish an account using the member number received when registering for BSA membership. If the training is taken online before obtaining a member number, we need to encourage them to return to MyScouting and enter their number for training record credit. Your training committee should also provide training on a regular basis for leaders who cannot take Youth Protection training online. For more information, refer to the back of the BSA adult membership application, No. 524-501.

Youth Protection training must be taken every two years. If a volunteer does not meet the BSA's Youth Protection training requirement at the time of recharter, the volunteer will not be reregistered.

**We encourage all adults, including all parents, to take the BSA's Youth Protection training.**

### **Orientation**

Fast Start training is designed to be used immediately when a leader takes on a new Scouting role, to get a leader off to a fast start before basic training is available. It is most commonly taken via self-study (DVD or e-learning). Fast Start training can also be used as parents' and chartered organization leaders' first exposure to Cub Scouting, Boy

Scouting, Varsity Scouting, or Venturing. Its purpose is to acquaint families, new leaders, and others with the program of the Boy Scouts of America and to give specific information about the program phase involved. Fast Start training should motivate leaders to complete basic training but is not necessary for most positions if the leader has already taken the position-specific training for the new role.

## Basic

All leaders are encouraged to take part in 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 may have about their roles and about the BSA in general. Training is available for every position at the unit, district, and council level.

**Completion of basic training is the measurement for being “trained” in the BSA.**

## Supplemental

Supplemental training includes a variety of courses given on a district, council, area, regional, or national basis. Courses are designed to give additional information on targeted areas of the program through a combination of additional knowledge of Scouting in general, additional skills and roles knowledge, and/or beginning advanced leadership skills knowledge. Some of the methods touched upon in basic training are treated in greater depth in supplemental training courses. Some courses are held on a regular basis as a continuing source of information.

Supplemental training is also offered in conferences at BSA national training centers and on the BSA website. 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 are:

**This Is Scouting.** This Is Scouting is a supplemental training for all adult leaders. Through a series of presentations, the training presents an overview of the core elements of Scouting, including the organization’s mission, aims, and methods. It also provides leaders with a look at BSA resources and a clear understanding of Scouting’s expectations of its adult leadership.

**Cubcast.** Cubcasts are audio podcasts that provide Cub Scout leaders, parents, and unit-serving executives with a variety of program how-to’s 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 and listened to on the computer or ripped to a CD or MP3 player and listened to at any time or shared at roundtables or training events.

**Train-the-Trainer.** A train-the-trainer course gives trainers the methods and theory behind offering successful training sessions in the Boy Scouts of America. Part one is to help trainers, regardless of previous experience, with presenting effective training. Part two supplements the practice offered through staff development of advanced courses and enhances the platform skills of a trainer learned in part one using the Trainer’s EDGE and other methods. Part three will be for Master Trainers, a new role that is under development. T<sup>3</sup> focuses on the participant, while raising the level of skills a trainer brings to the experience.

**Basic Adult Leader Outdoor Orientation (BALOO).** BALOO provides a hands-on learning experience designed to give leaders and/or parents the techniques they need to plan and conduct pack overnight camping. BALOO is required for Cub Scout packs to conduct a family camp.

**Outdoor Leader Skills for Webelos Leaders.** Often called OWLS, this training



provides activity badge skills and essential outdoor skills for Webelos leaders to pass on to their Webelos Scouts, as well as knowledge of planning, conducting, and leading Webelos den overnight campouts. It is designed to run in conjunction with Introduction to Outdoor Leader Skills but can also be held by itself.

**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 may be suitable for a large district.

**University of Scouting.** Universities of Scouting are a day- or weekend-long potpourri of courses that can cover many and varied topics. They are a chance 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 also may 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 serves also to renew each leader's enthusiasm and dedication through fellowship and idea sharing with other Scouters.

**National Conferences.** The BSA operates a national volunteer training facility at the Philmont Training Center on the Philmont Scout Ranch in Cimarron, New Mexico. A variety of weeklong conferences for Scouters at all levels are offered in the summer and fall, including a staff-led program for the entire family. The Florida High Adventure Sea Base in the Florida Keys has a conference center where winter conferences are held.

## 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 roles knowledge and skills learned in the other levels and in general are

intended to support experienced leaders who are supporting not only units but potentially the district, council, area, regional, and national levels of the Boy Scouts of America.

**Youth leadership courses are discussed in the next chapter of this guide.**

Examples of some of the most common advanced courses in the BSA are:

**Wood Badge.** Wood Badge is the most well-known example of advanced leadership training and is designed for all adult Scouting leaders. Its focus is on leadership, not outdoor skills. The first part of the Wood Badge course reflects 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 of all leadership positions and will 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.

**Kodiak Challenge.** The Kodiak Challenge is three- or six-day, trek-based course for older Scouts, Venturers, and leaders designed to be an adventure that pushes the boundaries of every participant—one that will encourage them to try new things that may 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 Scouting leaders is conducted on a regional basis or region-approved council invitational basis.

## At All Levels of Training

From orientation through advanced training, Scouting 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 something 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 in a telephone conversation with the troop committee chairman, discussing 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, giving deeper insight to one's own performance, and learning 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 the total training 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* magazine, 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 evaluation of self-performance and applying the lessons learned. Leaders must use all opportunities for self-development.



# YOUTH LEADER TRAINING

In reality, everything a youth does in Scouting can be called training. But there are courses and training plans for youth leaders that form a continuing cycle. Each element leads to the next. As soon as the youth leader takes on any leadership role, he or she enters the cycle with an introductory explanation of the position and its duties. From there, the cycle carries the youth through the process of increased training for added responsibilities and leadership skills.

**Den Chief Training.** Many councils offer training for den chiefs at selected council gatherings. There is also an e-learning version of the training. Den chiefs may also take part in troop leadership training.

**Youth Leadership Training.** The youth leadership training continuum for Scouts and Venturers is divided into three courses. The first courses are designed to be run frequently in a unit setting and are an introduction to leadership skills and their role. The adult and senior youth leaders will conduct this training whenever there has been a shift in leadership positions within the unit. The second course is a council-level, weeklong or two-weekend youth leadership training that is often held at a council camp. These

courses are in-depth training covering a wide variety of leadership ideas and skills. They simulate the life of a unit and use 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. Advanced youth leadership experience courses are programs that 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. Advanced youth leadership 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 usually held at a national high-adventure facility or on a regional basis.

**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.

# LEADER TRAINING RECOGNITION

Recognizing our leaders for completing training, tenure, and performance in 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 remember a leader's service and recognize it in meaningful ways!

## How Recognition Works

Recognizing leaders for training achievement is the responsibility of the council training committee. 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.

Tenure used to earn one key or award should not be used to earn another key or award, unless otherwise noted in the 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

An important part of the recognition plan is to keep leaders informed of the opportunities for training and the recognition they will receive. At the start of training, give each leader a progress record for the leadership position he or she holds. These records can be found on the Scouting.org training page.

Following each individual training session or training event, the participants should be

presented a training certificate to recognize completion of particular training. This card is a personal record of training that has been completed.

## Applying for Awards

The application for an award is the completed progress record for the award. The application is reviewed by the council or district training committee and, if approved, the record is signed by the training committee chairman. The council is informed so its leadership training records can be updated.

## Earning the Awards

The Den Leader's Award is for den leaders. The Scouter's Training Award is the recognition for leaders who are trained and who give consistent service to Cub Scouting, Boy Scouting, Varsity Scouting, or Venturing or who are serving on a roundtable staff. The Scouter's Key recognizes Cubmasters, Scoutmasters, Coaches, Advisors, Skippers, commissioners, and district committee members who have taken the recommended training for these positions and have achieved a high standard of performance.

**Links to detailed requirements for all awards are provided on the training pages of Scouting.org.**

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 for the sake of the emblem only should be counseled as to the true intent of the plan.

## Recognition

The Scouting leader who has shown interest and dedication by giving up personal time to attend a learning event should be properly



and publicly recognized. Whatever format the recognition takes, it should be sincere and impressive, and the participants should be made to feel they have accomplished something worthwhile. The training committee should encourage Scouters to qualify for the various awards, provide opportunities for completing their requirements, and see proper records are kept. Recognition will establish status for the training and the awards in the eyes of all youth, adult leaders, chartered organizations, and the general public.

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

Keep in mind an important objective is to encourage other leaders to strive to be fully trained. Properly handled, the awards presentation can serve to prompt others to seek training and recognition.

## **Wearing the Awards**

Training awards and their representative square knot patches are worn on uniforms as prescribed in the *Guide to Awards and Insignia*. Awards are usually worn only on formal occasions; many Scouters prefer to wear the equivalent square knot on the field uniform. A Scouter who has earned an award in one phase of the program may continue to wear it though engaged in another. A miniature pin, called a device, indicating the phase of the program in which the key or training award was earned may be worn on the ribbon and knot to distinguish where it was earned. If the key or training award is again earned in a different role, another distinguishing device may be added to the ribbon and knot.

## **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 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.