

# FACILITATORS GUIDE



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## Strategic Training Plan

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## Introduction

Strategic planning is the process of defining a strategy or direction to reach the objectives and goals that have been identified. The Strategic Training Plan course is designed to support the council and district training programs. Trainers who are responsible for managing council and/or district training programs will learn how to develop a dynamic training plan that supports their council's goals and objectives. The course provides guidelines for managing the implementation of a strategic training plan and participants also learn useful ways to gain buy-in from council and district leaders.

In this course, the Strategic Training Plan will include four stages:

1. Analysis
2. Planning
3. Management and
4. Evaluation

This course will also provide participants with key insights and perspectives that will help present the plan to the district and council stakeholders that are critical to the effective execution of the plan. Stakeholders are those individuals and groups that have an interest or concern in your Strategic Training Plan.

When finished, you will understand the current state of your fellow volunteers' training. You will identify the resources that will be needed to reach your desired goals.

## Facilitator Introduction

The Strategic Training Plan course has been developed to provide key individuals within the council and district the skills necessary to be a critical resource to help improve the council training program. The Strategic Training Plan is not an official title for a specific plan or document, but rather a concept to use in developing a flexible and adaptable plan for individuals to use in their home district or council.

The course will focus on developing the skills necessary to analyze, plan, manage, and evaluate the Strategic Training Plan they will develop.

## Facilitator and Faculty Selection and Assignments

A course facilitator for the *Strategic Training Plan* should have completed the *Strategic Training Plan* course and served as a faculty member for a prior course. The course facilitator shall select additional faculty members who will assist in the presentation of the program.

The course facilitator should consider potential faculty members (from those who have completed the *Strategic Training Plan* course) based upon their ability to:

- Exhibit servant leadership.
- Provide patience and support.
- Explain new concepts easily.
- Facilitate active learning.
- Utilize creative learning approaches.
- Accept and embrace different views, perspectives, and ideas.
- Motivate participants.
- Be well prepared for the training program.

Additionally, faculty members need to see the training's 'big picture'. This will include the interrelationships of any current national-level strategies, council and district, goals and objectives, and the varied individuals that will help realize and implement the strategic training plan.

## Program Enrollment Capacities

To effectively assist in the development of each participant, the ratio of participants to faculty should be approximately 8:1.

## Preparation

This Facilitator Guide is not intended for distribution to participants. The Facilitator Guide provides the content material for faculty members to be prepared to deliver the course material. Faculty should prepare their presentations carefully (including accompanying visual displays such as slides, flip charts, white boards, etc.), practice them, time them, and be thoroughly familiar with their content. The timing of presentations will need to be concise to ensure the schedule is properly maintained. The concept of “Begin on time – End on time” is important to teach and demonstrate.

Trainers should understand that the primary aim of each session is to meet the learning objectives. The *Strategic Training Plan* course provides presenters with a variety of techniques to deliver the content.

## Pre-Course Modules

This course includes five online pre-course modules that provide a basic overview of:

- Introduction to SMART Goals
- Introduction to SWOT Analysis
- Summary of Terms 'Goals' and 'Objectives'
- Resources Available to Council & District Training Teams
- Introduction to Training Data

These modules should be completed before the participants attend. Each pre-course module includes a one-page summary found in the appendices of the Learning Journal.

Access the pre-course modules in the Volunteer Learn Center through <https://my.scouting.org>.

## Pre-Course Communication

Participants should receive a communication from the course facilitator that includes relevant information about the course (date, location, etc.). This communication should include information about accessing the online pre-course modules.

## Policies and Guidelines

As with other Scouting America activities, the *Strategic Training Plan* course must operate in accordance with all policies, procedures, and guidelines. The faculty must be thoroughly familiar with a variety of publications including:

1. Guide to Leader Training, No. 511-028
2. National Strategic Plan (If available)
3. Council Strategic Plan (If available)
4. Any additional publications and resources as needed.

## Uniforms

As a representative of Scouting America, your council, district, and unit, faculty members should wear their field uniform to the course.

## Course Standards

The curriculum for the *Strategic Training Plan* course has been designed to achieve specific positive training results within the participants' districts and councils. To ensure that the integrity of the program is maintained, deviations from the curriculum should not be made. **See Appendix 4 for Text Prompt cues and page 7 for Icon Key.**

## Adding Pizzazz

As with all training programs, you want to ensure that the participants are having fun. You are encouraged to include pizzazz throughout the course. Closely monitor the participants, paying attention to those challenging time segments such as after lunch, or late in the afternoon.

## Faculty Development

Faculty development is an ongoing process designed to ensure the quality, consistency, and effectiveness of the course. Faculty development for the *Strategic Training Plan* course is composed of pre- and post-course group sessions, as well as individual preparation.

- Pre-course faculty development sessions offer the training team the opportunity to review, assign, and adjust responsibilities for promotion, setup, registration, lesson assignments, and logistics of the course.
- A post-course review is vitally important for the faculty to evaluate the feedback they received from the participants, and to determine what follow-up and support may be appropriate.

## Course Objective

The purpose of this course is to provide participants with key insights and perspectives that will help present the plan to the district and council stakeholders that are critical to the effective execution of the plan. Stakeholders are those individuals and groups that have an interest or concern in your Strategic Training Plan.

## Target Audience

The *Strategic Training Plan* course is designed for council and district training chairs and members of the training committees. However, anyone interested in supporting the efforts of training should be encouraged to attend. To attend the *Strategic Training Plan* course, Scouters must be registered members of Scouting America. Attendees will find it beneficial if they:

- Have completed both “*Fundamentals of Training*” and “*Trainer’s EDGE*” training.
- Have served in a registered position that directly relates to training.
- Are prepared to offer 18-24 months of guidance and support to the training program of their district and/or council.
- Have a basic understanding of their council’s short-term, mid-term, and long-term goals, including objectives for training.
- Have been recommended to attend by their Vice President of Program Impact, council, or district training chair.

## Class Timeline:

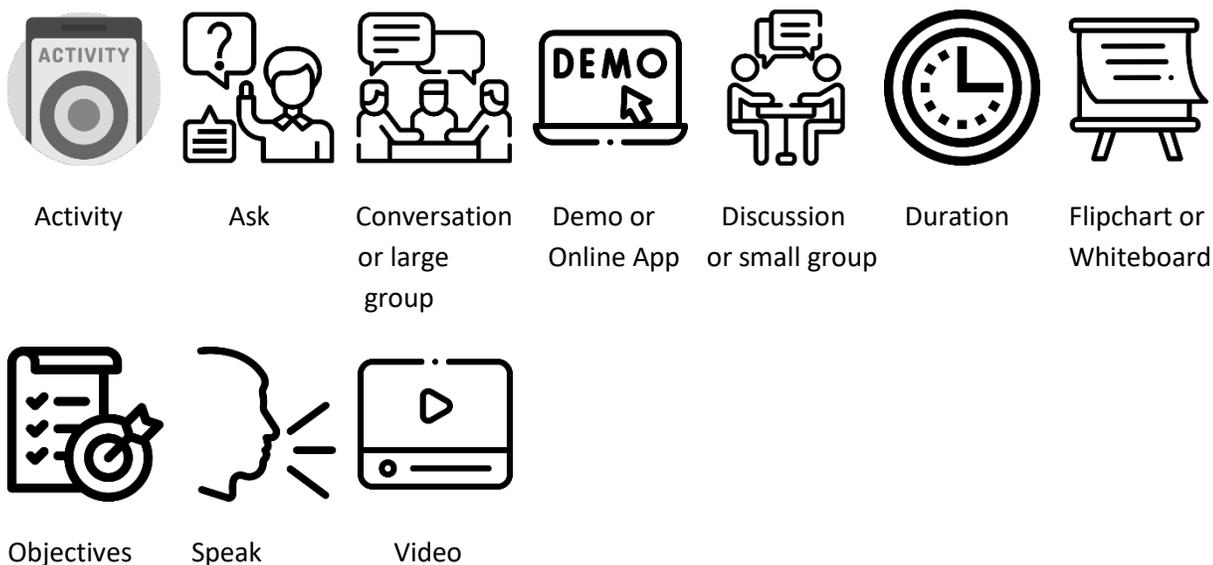
<b>Time:</b>	<b>Duration</b>
<b>GATHERING</b>	<b>15 min</b>
<b>COURSE INTRODUCTION</b>	<b>35 min</b>
<b>STAGE 1 – ANALYSIS</b>	<b>90 min</b>
<b>LUNCH</b>	<b>30 min</b>
<b>STAGE 2 – PLANNING</b>	<b>70 min</b>
<b>STAGE 3 – MANAGEMENT</b>	<b>45 min</b>
<b>BREAK</b>	<b>15 min</b>
<b>STAGE 4 – EVALUATION</b>	<b>45 min</b>
<b>BRINGING IT HOME</b>	<b>60 min</b>
<b>SUMMARY</b>	<b>40 min</b>

## Post-course Responsibilities

Each participant should receive an evaluation form to provide feedback on the information presented, the course facilities, etc.

The course facilitator or designee should record the training in each participant's training record and provide each participant with a training card. This training does not expire.

## Icons Key





- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• If participants complete the “Training Committee Functions” exercise, encourage them to read the ‘Welcome’ on <b>page 5 in their Learning Journal</b>. Ask them not to read beyond <b>page 5</b>, so that the group can work through the material together.</li><li>• The side-by-side comparisons of the council and district Training Teams are in the appendix of this Facilitators Guide. The ‘answers’ are in the appendix of this Facilitators Guide, and the Participants Learning Journal.</li></ul> |
|--|--|

Time: 35  
min

## COURSE INTRODUCTION



At the conclusion of this course, participants will be able to:

- Develop the foundational documentation of a Strategic Training Plan using the four stages - Analysis, Planning, Management, and Evaluation.
- Define and present the four steps of the Analysis stage, including conducting an analysis of the current state, determining the future state with use of a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, and identify resources needed through using a gap analysis.
- Construct SMART (Specific, Measurable, Attainable, Realistic, Timely) goals and objectives in the Planning stage, and assess the resources, needs, considerations, and alternatives for a Strategic Training Plan.
- Identify key points to consider in the Management stage, formulate checkpoints and schedule for a management status plan, and examine effective methods to communicate with different key stakeholders.
- Review a management status plan (checkpoints on a schedule) in the Evaluation stage, assess effectiveness and any need to adjust goals/objectives, and conduct quantitative and qualitative evaluations.
- Discuss the importance of Bringing It Home to the success of implementing a Strategic Training Plan in a council/district, including designing a presentation for different key stakeholders; explaining the urgency and need for change, starting with WHY; evaluating the perceptions of attendees at the presentations; and modifying the Strategic Training Plan to fine tune to the needs of council/district.

**References:** Guide to Leader Training (No. 511-028)

**Materials:**

- Group Activity (Course Expectations): Flip chart paper and marker for each table.
- Group Team Based Learning Activity:
  - Set of four cards – one for each table – A, B, C, D
  - Pre-written flip chart, whiteboard, or individual pieces of paper for each group, with the following:

“When Should We Start a Strategic Training Plan

- A. When a previous Strategic Training Plan has ended
- B. You have accepted a new role in Training.
- C. You sense a lack of direction in the current training environment, or perhaps you and your fellow volunteers feel that training could be presented at a higher level.
- D. You have been requested to create a Strategic Training Plan.”

**Delivery Method:** Facilitated Discussion, Table Discussion, Q & A, Team Based Learning Activity

**POINTS TO COVER (15 minute):**

Welcome participants

1. **Pledge of Allegiance, Scout Oath and Law together.**
2. **Safety Moment (Selection by Facilitator – This should NOT be skipped. Please refer to <https://www.scouting.org/health-and-safety/safety-moments/> for suggestions.)**
3. **Have each participant briefly introduce themselves, noting their current role in training.**
4. **Have each member of the faculty introduce themselves and give a brief (60 second) background.**
5. **Review Housekeeping Items (Location(s) of bathroom, smoking areas, other important items).**
6. **Briefly introduce the Schedule (See Page 7)**
7. **Explain the Parking Lot for questions**





**POINTS TO COVER:** Review the functions of the Training Committee gathering activity. Reference **Appendix page A** in the Learning Journal.

Discuss how the functions are shared.



**Group Activity (Course Expectations) 15 minutes (5 minutes to write in Learning Journals, 10 minutes to record on flip charts))**

**Materials:** Flip Chart paper, marker(s)



**Pre-assign participants into table groups. Post all flip chart papers on the wall and have a designated speaker from each group share expectations.**



**POINTS TO REVIEW:** A Strategic Training Plan is simply a document that outlines the objectives, goals, activities, resources, and evaluation methods for training adult volunteer leaders.



**ASK:** What do you hope to learn in this course?

Please take 2-3 minutes to answer this question on **page 7** of your Learning Journal.



**ASK:** “What are the top three things I hope to learn in this course”?



**Give participants time to answer the question. Give participants two minutes to share their expectations with tablemates and list expectations on the flip chart paper. Direct them to choose a designated speaker for each group.**

**NOTE:** At the end of the course, the facilitator will need to review the lists to ensure all expectations have been addressed.



**SAY:** Prior to the start of 2020, strategic plans were typically 30 or more pages long, covering a period of three to five years. Today, we focus on a strategic plan that extends one or two years and builds with a high degree of flexibility to allow for rapid changes to shifting environments.

Today, COVID has taught us that our future should be considered in one- or two-years segments, with enough flexibility to quickly respond to changing environments, fluctuating global conditions, and unique opportunities that may present themselves. Short-term goals can be less than a year, mid-term can be one or two years, and long-term planning can include a three- to five-year vision.



**ASK:** What quickly comes to mind when you hear “Strategic Planning” in Scouting?

**Guided facilitator question: lead participants into this section. (5-min)**



**POINTS TO COVER:** To help ensure success, Strategic Planning in Scouting needs to be a highly collaborative process involving a wide range of perspectives from the key leadership in your council and identifies a few key priorities.

The process should include a detailed examination of important aspects of the volunteer work you do.



**Have the participants note their responses to the following questions on page 7 in their Learning Journal(10-min):**

- What is the current state of training in your area of responsibility?
- What specific groups of adult leaders are among your top priorities?
- What resources do you have to help reach your desired outcomes?
- How will you know if you are making the changes you envisioned?



**POINTS TO COVER:** Creating a Strategic Training Plan is a process of determining where your training program is currently, and where you would like it to be at some point in the future. Your plan will identify a road map for you with checkpoints along the way. The plan will help you understand how you will complete your goals and objectives.

In creating your Strategic Training Plan, you will be able to set the pace at which you want to work and identify the resources you will need to make your plan successful.

Because every Scouting unit, district, and council is different, you have the flexibility to create a strategy that will work effectively with you and your team. This course will NOT provide you with a fill-in-the-blank form that can be completed with relative ease. And although you will be able to work through your Learning Journal in a few hours, the process of writing YOUR Strategic Training Plan could take several weeks or even months. Don't rush the process, as the time you spend developing your plan will be reflected in your final strategy.



**ASK:** “When Should We Start Planning?”



**Provide each group with four cards with letters A, B, C, or D. Display pre-written flip chart, whiteboard, or individual pieces of paper for each group:**

**When Should We Start a Strategic Training Plan? Discuss among your group (10-min)**

- A. When a previous Strategic Training Plan has ended.**
- B. You have accepted a new role in Training.**
- C. You sense a lack of direction in the current training environment, or perhaps you and your fellow volunteers feel that training could be presented at a higher level.**
- D. You have been requested to create a Strategic Training Plan.**



**SAY:** At your table, take two minutes to discuss “Why you are considering a Strategic Training Plan? Please review the statements in A, B, C, and D. In a couple minutes you will pick two of the four cards and show your top two choices.”



**After a couple of minutes, ask everyone to select their top two cards.**

**“When I count to three, please hold up your top two cards...”**

**“One...Two...Three...hold up your top two cards.”**

**Facilitated Debrief: Note how many chose A, how many chose B, how many chose C, how many chose D. Discuss how they made their decision.**

**Direct the participants to make notes in their Learning Journal on [page 8](#).**



**ASK:** “Who should be involved in Strategic Planning?” (5-min)

**Solicit responses.**

**Remind participants to make notes in Learning Journal.**



**POINTS TO COVER (10-min):** Strategic Planning will not be a successful endeavor when done by just one or two people. To be effective, the planning must be a team effort. If the plan includes several districts, the writer must have representation from each of those districts. If the plan is designed for a council, the writing team must include the Scout Executive in the preliminary discussions. As the council’s CEO, the Scout Executive will be able to identify critical training needs, add the perspective of the council Executive Board, and share insights from other aspects of the council.

A Strategic Training Plan will include four stages:

1. Analysis
2. Planning
3. Management
4. Evaluation

**Direct the participants to make notes in their Learning Journal on page 8. (5-min)**



**POINTS TO COVER: (5-min)**

Stage 1

- analyze the current state of your training program using data from your current training records
- examine the market in which you are training for a realistic perspective of your training program
- identify the key strategic training-related issues that need to be addressed.

Stage 2

- develop your strategy and build your Strategic Training Plan
- include the development of what your successful training program will look like in the future

- establish various strategies that will help you succeed using your SWOT analysis

#### Stage 3

- establish a schedule that includes frequent communication events for your council
- leverage the design of your Strategic Training Plan in training your team.
- schedule regular progress reviews and modify the plan as necessary.

#### Stage 4

- plan regular reviews of your Strategic Training Plan making modifications as needed.

The last segment of this training is referred to as 'Bringing It Home' and will help you prepare to introduce your Strategic Training Plan to your fellow volunteers along with the council level leadership and governance 'back home'.

John Quincy Adams is credited with saying, "Patience and perseverance have a magical effect, before which difficulties disappear, and obstacles vanish."

Time: 90 min	STAGE 1 ANALYSIS
	<p>At the completion of this stage, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Define the four steps of the Analysis stage.</li> <li>• Conduct an analysis of the current state accessing statistical data in <a href="https://my.Scouting.org">https://my.Scouting.org</a> Training Manager.</li> <li>• Determine the future state with the use of a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.</li> <li>• Identify resources needed through using a gap analysis.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Group Team Based Learning Activity <ul style="list-style-type: none"> <li>○ Set of four cards - one for each table - A, B, C, D</li> </ul> </li> <li>• SWOT Gallery Walk <ul style="list-style-type: none"> <li>○ Four Sheets of Flip chart paper – Write STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS at the top. One word on each sheet.</li> </ul> </li> <li>• Gap Analysis Gallery Walk <ul style="list-style-type: none"> <li>○ Three Sheets of Flip chart paper each marked with one of the following headings: <ul style="list-style-type: none"> <li>▪ Human Resources / Challenges (i.e., trainers, experience, in-person/hybrid, cultural and other diversity, etc.)</li> <li>▪ Geographical Resources / Challenges (i.e., accessibility, costs, central locations, etc.)</li> <li>▪ Organization Resources / Challenges (i.e., training materials from Scouting U and support from council Training Committee, Scout Executive, Executive Board, etc.)</li> </ul> </li> </ul> </li> <li>• Extra copy of <b><i>Trained Leader Report</i></b> for anyone that did not bring their own. This can be a copy of your Councils <b><i>Trained Leader Report</i></b>. If possible, have a printed and electronic version.</li> </ul> <p><b>Delivery Method</b> Facilitated Discussion, Table Discussion, Group Team-Based Learning Activity, Gallery Walk</p>

**POINTS TO COVER (Do not read this section to the participants):** The first step of any strategic plan begins by studying the world in which the organization is operating. An effective Strategic Training Plan will support positive changes to the current state of training, based on research of the elements needed to improve the training of volunteer leaders.

The purpose of this stage is to identify strategic issues that need to be addressed in the plan. This will come from data analysis, communications with stakeholders, and consideration of the Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T.) that will be identified.

Participants should consider any internal and external factors that they feel could impact on their strategic planning. The primary objective is to gain insights into the current state of training in their district or council.

Information will include data from <https://my.scouting> and should also include insights from key leaders within the district and council. Additional information could be obtained from their fellow volunteer leaders, parents, and others involved in Scouting.

Statistical data will be the primary source of determining need. For example, a low percentage of trained Cub Leaders will clearly point to a need for improvement. Other, less obvious challenges and opportunities should not be ignored. What obstacles might impact their anticipated success? Do they have enough volunteer time, money, and resources to reach their desired goal?

Participants should also recognize the need for designation of a small team to lead the strategic planning process. Having a small group of interested and dedicated volunteers will help keep the planning process on track and help avoid the loss of momentum or focus which can occur.

During this stage, encourage participants to utilize a ‘brainstorming’ type of discussion: without judgment, all ideas are good.

**SAY:** In the analysis stage you will review data from your current training records found on the <https://my.scouting.org> web page. You will examine the market in which you are training and obtain a realistic perspective of your training program. You will identify the key strategic training-related issues that need to be addressed.



To begin our analysis of your council's training records, consider the current state of training in your council. In 15 words or less, write in your Learning Journal on **page 9**, your description of training in your council.



**After allowing 5 minutes for the participants to make notes in their Learning Journal, ask for volunteers that are willing to share their thoughts.**



**Review how to find training reports (10 min). You are looking for confirmation that all of the participants know how to find the data.**

**Have the participants make a list of the most important information they have obtained and write it in the space provided in their Learning Journal on **page 9**.**

After logging in to <https://my.scouting.org>, click on **Training Manager**. That will bring you to the page with two pie charts. At the bottom of the 'Trained Leaders' box, click on the **Report** box.



### Current State

At the next screen, select the **Summary by Position** link.



When the Summary Report appears in the lower portion of the screen, click on the **CSV (Summary)** link.



You can then download the **Summary**.

**POINTS TO COVER:** As we begin the Analysis stage of your Strategic Training Plan, focus on the question: “Who is Untrained?” To answer this question, you will need to complete four steps: Current State, SWOT, Future State, and Gap Analysis. We will need to consider the following:

1. Who is untrained?
2. What courses are needed?
3. When is the best time to train?
4. Where should training be held?
5. What training methods should be used?
  - a. group training,
  - b. personal coaching,
  - c. online training (via the Learn Center),
  - d. and centers of excellence.

The Current State describes how things are being done today. Current State may include processes, behaviors, tools, technologies, organizational structure, roles, inputs, outputs, guides, enablers, flow, and management. Statistically, Current State could include numerical data (such as the number of Cub Leaders trained, the percentage of direct contact leaders that are fully trained, or the number of untrained Scoutmasters).

**ASK:** What information and data do you have available to analyze the current state of training in your council?

**Allow participants 10 minutes to discuss what information they have used from the ‘Training Manager’ portion of <https://my.scouting.org>.**

**Have participants turn to **section 1.1** in their Learning Journal.**



For discussion use the following fictitious data.

Council	District	Position	Total	Trained	Not Trained
Olympia	Buffalo	Assistant Cubmaster	13	5	8
Olympia	Buffalo	Assistant Scoutmaster	48	13	35
Olympia	Buffalo	Asst. Den Leader	21	6	15
Olympia	Buffalo	Asst. district	2	1	1
Olympia	Buffalo	Chartered Organization	50	17	33
Olympia	Buffalo	Committee Chair	51	29	22
Olympia	Buffalo	Committee Member	148	57	91
Olympia	Buffalo	Cubmaster	22	17	5
Olympia	Buffalo	Den Leader	31	17	14
Olympia	Buffalo	district Chair	1	0	1
Olympia	Buffalo	district Commissioner	1	1	0
Olympia	Buffalo	district Member-at-	18	5	13
Olympia	Buffalo	Explorer Post Advisor	2	0	2
Olympia	Buffalo	Merit Badge Counselor	84	56	28
Olympia	Buffalo	New Member	16	7	9
Olympia	Buffalo	Nova Counselor	3	1	2
Olympia	Buffalo	Pack Trainer	2	0	2
Olympia	Buffalo	Post Committee Chair	2	0	2
Olympia	Buffalo	Post Committee	5	0	5
Olympia	Buffalo	Roundtable	1	1	0
Olympia	Buffalo	Scoutmaster	25	14	11
Olympia	Buffalo	Tiger Den Leader	9	2	7
Olympia	Buffalo	Unit Scouter Reserve	5	5	0
Olympia	Buffalo	Unit Commissioner	6	6	0
Olympia	Buffalo	Unit Scouter Reserve	10	10	0
Olympia	Buffalo	Venturing Crew Advisor	3	3	0
Olympia	Buffalo	Venturing Crew Assoc.	3	2	1
Olympia	Buffalo	Webelos Leader	5	4	1

**(5-min) Pass out the set of four cards labeled A, B, C, D for each table.**



**SAY:** Based solely on the numbers in this sample, of ‘Not Trained’ leaders, discuss which positions would be among your top training objectives. Using the A, B, C, D cards at your table, select your primary training objective:

- A. Cub Scout Leaders
- B. Scouts BSA Leaders
- C. Venturing Crew / Explorer Post Advisors
- D. District Leaders (Committee Members, Commissioners, etc.)

On the count of three, raise the card that represents the group of volunteer leaders that will be your primary training objective.  
Ready? One... Two... Three...

There isn't a right or wrong answer.

- All those who chose A, please share why you chose Cub Scout Leaders.
- Those who chose B, please share why you chose Scouts BSA Leaders.
- Those who chose C, please share why you chose Crew/Post Advisors.
- Those who chose D, please share why you chose District Leaders.



Ask the participants to take 2-3 minutes to make notes in their Learning Journal in **section 1.1**.



**POINTS TO COVER:** There are several methods of determining your training needs. This first step is referred to as your Current State. A thorough examination of information from the council/district should be based on statistical (quantitative) data, as well as informational (qualitative) data.



**ASK:** What important information have you been able to obtain from the data found in the Training Reports?



Ask the participants to take 5-minutes to make notes in their Learning Journal in **section 1.1**.



**SAY:** Working from the data you brought with you, take 10-minutes to complete the table in section 1.1 of your Learning Journal.

**Table 1 – Your Council**

Program	Position	Total Registered	Total Trained	% Trained	Total Untrained	% Untrained
Cub Scouts	Ast. Den Ldr.	_____	_____	_____ %	_____	_____ %
	Den Leader	_____	_____	_____ %	_____	_____ %
Scouts BSA	Scoutmasters	_____	_____	_____ %	_____	_____ %
	Ast Sct Mstrs	_____	_____	_____ %	_____	_____ %
Exploring	Crew Advisor	_____	_____	_____ %	_____	_____ %
	Ast Crew Adv	_____	_____	_____ %	_____	_____ %

Beginning with the Cub Scout Assistant Den Leaders, enter the total number of registered positions in your council, the total number of those that are trained, and determine the percentage of trained Assistant Den leaders.

$$(\text{Total Trained} / \text{Total Registered}) \times 100 = \% \text{ Trained}$$

Next, complete the line of Assistant Den leaders by determining the number that are untrained, and the corresponding percentage.

$$(\text{Total Trained} + \text{Total Untrained} = \text{Total Registered})$$

Check your percentages:  $\% \text{ Trained} + \% \text{ Untrained} = 100$

Continue filling in your Council Data for Den Leaders, Scoutmasters, Assistant Scoutmasters, and Crew Advisors and Assistant Crew Advisors.



**POINTS TO COVER:** Step Two of the Analysis stage is a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis.

**SWOT was covered in the pre-course material. Offer a brief, 5-minute review here.**

Every strategic plan has its own unique set of priorities. Though they may change over the course of the year, the objectives and goals of your strategies will help guide your decision. To remain on course, you may need to analyze additional factors.

A SWOT analysis can help you consider additional factors that may impact the future state (the vision for the district and/or council). Later, as your plan moves forward, your SWOT analysis is something you can revisit as you pivot to meet changing objectives and goals.

# SWOT ANALYSIS



SWOT analysis is a strategic planning technique that provides a variety of assessment tools.

- Identifying core strengths, weaknesses, opportunities, and threats leads to fact-based analysis, fresh perspectives, and new ideas.
- A SWOT analysis pulls information from internal sources (strengths and weaknesses of training program) as well as external forces that may have uncontrollable impacts to your Strategic Training Plan (opportunities and threats).
- SWOT analysis works best when diverse groups or voices within your training team, district, and council provide realistic points of consideration, rather than limited viewpoints.
- Findings of your SWOT analysis may be synthesized to support a single objective or goal, or from a broader perspective, a much larger and broader view of your districts and/or council.



**Prepare the Gallery Walk with four sheets of paper, titled Strengths, Weaknesses, Opportunities, and Threats. (20-minutes total for this activity)**



**Display the pre-written flip chart pages with “STRENGTHS”, “WEAKNESSES”, “OPPORTUNITIES”, and “THREATS” in four separate stations in the learning space.**



**Give each group its own distinct color marker to use for this and other gallery walks.**

*A gallery walk is an active teaching strategy that allows participants in small teams to walk around the classroom from station to station reading, analyzing, and evaluating the work of other participant teams. This enables participants to experience deeper engagement and deepened learning, develop higher order thinking skills among others, and gain collaborative and consensus building skills in a small workgroup/team.*

*Each team will have an opportunity to provide feedback or offer ways to improve or enhance the ideas of other teams through written notes on the same worksheet.*

**DISCUSSION POINTS:**

- What are your Council’s Strengths? These are considered ‘internal’ and are helpful to your training program.
- Think about things that might be considered harmful within your council, that would be a Weakness of training.
- Outside your council, what Opportunities could help you achieve an increase in the number of trained adult leaders?
- Consider the harmful Threats that exist outside of your Council’s operations, that create an environment preventing adults from completing their leader training.

In your groups, brainstorm the strengths, weaknesses, opportunities, and threats. You will have time at each station to add more to the lists.

**Allow 3- to 5-minutes at the first station, and 1- to 2-minutes at other stations.**

**Have representatives share highlights from each station.**

Refer the participants to **section 1.2** in their Learning Journal and have them write down one or two items for each of the four sections of SWOT.



**POINTS TO CONSIDER FOR STEP 3:** Future State (15-min)

The Future State is the vision for the district and/or council. It could be described as the primary singular focus of the Strategic Training Plan. The Future State must be clearly defined and understandable by everyone to achieve the desired level of training.



**Table Talk:** Among your group, identify the top training programs you would offer, and how many adult leaders you estimate could be trained in the next six-months. Complete Table 2 in your Learning Journal in section 1.3. (5 minutes).



**SAY:** Let's examine one possible Future State objective: Increase the number of direct contact leaders who are trained in each group, by 10% in the next 90-days. Using your data from Table 1, take 10-minutes to calculate the future state number of adults that will be trained in a projected 10% increase.

	Current State			Future State	
	Total Registered	Total Trained	Total % Trained	Total % Trained	Total Trained
Cub Scout Den Leaders	_____	_____	_____%	_____%	_____
Scouts BSA Leaders	_____	_____	_____%	_____%	_____
Venturing Crew Leaders	_____	_____	_____%	_____%	_____

The Total Trained Future State number is calculated by multiplying the Total Registered adult leaders by the total Future State percentage. For example, if you had 164 total Cub Leaders, 80 are trained, and want to increase that number by 10%:

$$\begin{array}{r} 80 \\ \times .10 \\ \hline 8 \end{array}$$

Current number of trained Cub Leaders  
10% increase  
Additional trained Cub Leaders



### **POINTS TO CONSIDER FOR** Step 4: Gap Analysis

Gap Analysis focuses on where your training is currently, your desired future state, and the resources necessary to help you achieve your future state objectives.



**Prepare the Gallery Walk with One flip chart piece of paper for each of the three topics.**

- **Human Resources / Challenges** (i.e., trainers, experience, in-person/hybrid, cultural and other diversity, etc.)
- **Geographical Resources / Challenges** (i.e., accessibility, costs, central locations, etc.)
- **Organization Resources / Challenges** (i.e., training materials from Scouting U and support from council Training Committee, Scout Executive, Executive Board, etc.)



**SAY:** In your groups, brainstorm the resources that will be necessary for your plan to bridge the gap to reach the desired level of training you are planning in the following categories. You will have time at each station to add more to the lists.



**Allow 3- to 5-minutes at the first station, and 1- to 2-minutes at other stations. (Roughly 10 minutes total)**

**Have representatives share highlights from each station. (5-minutes)**

**Direct Participants to section 1.3 of the Learning Journal.**  
**SAY: Complete the nine blanks (5-min).**

	<u>Total Trained Current State</u>	<u>Total Trained Future State</u>	<u>Gap</u>
Den Leaders	_____	_____	_____
Scouts BSA Leaders	_____	_____	_____
Exploring Crew Leaders	_____	_____	_____



**POINTS TO COVER:** Gap Analysis is the process of comparing the current state with the future state you hope to achieve Using these two numbers will allow you to determine the difference, or ‘gap’ that exists between them. Once the gap is understood, the steps required to bridge the gap can be determined.

The Gap Analysis is a critical component of your Strategic Training Plan research, as it will provide you with specific numbers of adult leaders that you hope to train.

Having completed your gap analysis for the three Scouting programs, you will need to consider the practicality of your goal.

Consider this hypothetical Gap Analysis:

	<u>Total Trained Current State</u>	<u>Total Trained Future State</u>	<u>Gap</u>
Cub Den Leaders	60	99	39
Scouts BSA Leaders	177	301	124
Exploring Leaders	129	141	12

Go to **section 1.4 (page 14)** of your Learning Journal. Hypothetically, how difficult would it be for your current training team to conduct training in the next 90 days, for 39 Cub Den Leaders? How about 124 Scouts BSA Leaders? And 12 Exploring Leaders?



**In your groups, please take 10 minutes to talk about the resources you will need to achieve your future state objectives. Please list them in your Learning Journal.**

The following are points of consideration for the participants, as they discuss and explore what might impact the gap they are trying to fill. Introduce these as you feel appropriate to keep the discussion moving:

- How many active trainers are part of your team?
- Geographical considerations (e.g., distance)
- Population densities (Urban, suburban, rural)
- Training courses offered in the last 12 months.
  - Face to face
  - Central location within district
  - Coordinated online.
- Last offering of Wood Badge & NYLT
- Average number of units per district
- Years of service of key individuals
  - council & district Training Chairs and Key-3
- council Strategic Planning
- Advancement
- Retention
- Membership Growth
- Diversity, Equity, and Inclusion
- What overall percentage of adult leaders are currently trained?
  - What percentage goal is appropriate in?
    - 90-days
    - 6-months
    - 12-months
- How frequently will you and your team review the Strategic Training Plan?



**SAY:** This concludes Stage One – Analysis.

Ask the participants to spend a few minutes reviewing the four steps of the Analysis Stage, and to make notes in their Learning Journal (page 15) of the key points they learned, in the “Reflection” in section 1.4.

<b>Time: 30 min</b>	<b>LUNCH</b>
	<p><b>Provide instructions on lunch such as location, etc.</b></p> <p><b>Ask participants to be back on time to start the next session.</b></p>



For Scouting America, our Mission is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law.

Similarly, a Vision Statement describes the future of an organization. The Vision Statement of Scouting America tells us we will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law.

But the vision – the future of the training program in your district or council should be written by you. Where do you see your training program in the next couple of years?

Having a clear 'Vision' will help your colleagues understand the design of your Strategic Training Plan. A vision statement should clearly outline your goals and aspirations for the future. Some examples of business vision statements:

Lego: A global force of learning through play (included in participant workbook).

Amazon: To be Earth's most customer-centric company, where customers can find and discover anything they might want to buy online, and endeavors to offer its customers the lowest possible prices (included in participant workbook).

Google: To provide access to the world's information in one click

Disney: To make people happy

Kellogg: A good and just world where people are not just fed but fulfilled

Zoom: Communications that empower people to accomplish more

Scouting America: We will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law.



Refer participants to **Stage 2 (page 16)** of their Learning Journal.

**POINTS TO COVER:** Factors to consider when writing a vision statement:

- Project your goals for the future
- Think big (how will your success impact the Scouting program, other volunteers, and the youth we serve?)
- Keep it short and simple (One or two sentences)
- Be specific to your objectives and goals (something that could apply to anyone will not be motivational)
- Try to connect to our Mission (to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law)
- Share it with everyone.



Refer participants to **page 16** of their Learning Journal and have them take **10-minutes** to begin writing their vision.



**Questions to answer at this stage (Discuss for 5-minutes):**

- What are your goals?
- What are your objectives?
- What resources are currently available?
  - (Included in pre-course materials)
- What additional resources will you need?
- What are the practical delivery options?
- What is the preliminary timeline for your goals and objectives?

**Remind and review with participants the pre-course online module distinguishing between goals and objectives. Introduce questions one at a time, and guide participants toward answers directly related to their districts and/or council.**



**SAY:** There are four basic steps in the development of this portion of your Strategic Training Plan (listed at the bottom of page 16 in the Learning Journal):

1. Define the goals and objectives you want to achieve.
2. Identify the resources you have and those you have and need.

3. Consider all alternatives (location, learning modalities, scheduled times, days of the week, months, childcare, snacks, and other barriers to successful training)
4. Create your Plan.

Briefly review Goals and Objectives as covered in the pre-course material.

**Step 1 – Define Goals and Objectives (10-minutes)**  
**(Top of page 17 in Learning Journal)**

Having identified several central issues in your council, you can now begin to develop a list of the key goals your plan will meet. The Strategic Training Plan cannot solve every problem, but a good Strategic Training Plan should be able to articulate goals in ways that can be measured.

You will want to begin creating the goals and objectives of your Strategic Training Plan. For clarification, consider the following:

**Goals are:**

- Primary
- Large in size (may encompass several objectives)
- The end or result of your effort.
- Long term

**Objectives are:**

- The steps necessary to reach your goal.
- Sub-sets of the goal. You will have several objectives for each goal.
- Medium or small in time and scope
- Short term (generally met within a few months)

**SMART Goals**

As you develop your goals and objectives, make sure to follow the SMART model.

**Consider asking the participants what each of the following means to them.**

- S stands for specific. Make your goal or objective as specific as possible. Say exactly what you want to achieve in clear, concise words.
- M stands for measurable. Include a unit of measure in your goal. Be objective rather than subjective.
- A stands for attainable. Be realistic. Make sure your goal is feasible in terms of the resources available to you. ('A' can also stand for action oriented. Write your goal or objective in an active, rather than passive, voice.)
- R stands for realistic. Since you have completed your analysis, you should know what you believe is doable.
- T stands for timely or time based. As you develop your Strategic Training Plan, you will want to establish deadlines for short-term and long-term goals. Be as specific to the date if you can.



**POINTS TO COVER:** Effective goals clearly state what, when, where, how, and who, and they are specifically measurable. You may need to modify your goals as you work through the plan.

Set goals that convert the strategic objectives of your council into specific performance targets. Effective goals clearly state what, when, where, how, and who, and they are specifically measurable. They should address what needs to be done in the short-term (less than a year), mid-term range (one to two years), and long-term (two or more years). You should also be willing to modify your goals and objectives as you work through the plan.

The purpose of defining your training goals and objectives is to help Scouters meet their training needs and requirements. Having identified the training needs of specific groups of leaders, you will develop your strategy by selecting the format of the courses you feel will be most effective.

During the creation of your Strategic Training Plan, you will want to have the proposal reviewed by others, such as your full Training Committee, or Scouting Professionals. Remember that feedback is a gift, and actively invite others to provide their insightful 'gifts'.



Refer participants to **section 2.1 (page17)** of their Learning Journal and review the Training Goal Example and ensure no questions.

Direct Participants to page 18. Have them write at least two goals they have for their Strategic Training Plan, and three to five objectives under each goal. Give the participants 10 minutes to work on this exercise. Explain that they will not have time to finish, but you would like them to get started.

For each of your goals, and the underlying objectives, consider resources from two perspectives: those resources that you have and those that you will need (e.g., trainers, training location, materials, equipment, etc.).



**POINTS TO COVER:** Have the participants turn to **page 19** in their Learning Journal. You will have 10 minutes to cover this step.

The second step will help you identify the resources you have and the resources you will need.



Have participants:

1. List the resources you have at your disposal.
2. List the resources you will need to meet your goals and objectives.
3. List the resources your district/council has at its disposal.
4. List the resources of neighboring districts and/or councils, that will help you.



**POINTS TO COVER:** Have the participants turn to **page 20** in their learning journal. You will have 10 minutes to cover this step.

The third step involves considering alternatives. (Ideas might include conducting training at a school or college that is set up for remote training.)

Think about the goals and objectives you have set and answer the following in your Learning Journal:

- How are you going to improve the chances that your training courses will be successful?
- What are your best chances to reach the “untrained?”



- What new training courses would you like to add; what new techniques would you like to try?
  - Add:
  - New
- What new ways could you consider offering training?

**Use the following to stimulate discussions on answers to these questions:**

**Ways to improve training:**

1. Set clear goals for your volunteer training program
2. Provide options for training
3. Create a welcoming atmosphere
4. Introduce yourself memorably
5. Make engagement a key component of training
6. Support your volunteers through continual training
7. Set up a volunteer mentorship program
8. Use interactive training techniques
9. Encourage questions and participation.
10. Recognize and promote diverse skills

**3 Types of Training Methods:**

1. Instructor Led
2. Personal Coaching (mentoring)
3. E-Learning

**Delivery Strategies:**

1. Lecture
2. Demonstration
3. Discussion
4. Socratic Dialogue
5. Case Study
6. Role-Playing
7. Group Work
8. Problem-Based Learning (PBL)
9. Peer Teaching
10. Experiential Learning
11. Inquiry-Based Learning
12. Simulations and Games

13. Visual Aids
14. Flannel Boards/Visual Board
15. Mind Mapping
16. Storytelling
17. Cooperative Learning
18. Mentorship
19. Jigsaw Technique
20. Service Learning



**POINTS TO COVER:** Have the participants turn to **page 21** in their learning journal. You will have **10-minutes** to cover this step.

The last step requires you to write your Strategic Learning Plan. You now have a solid foundation of data, specific goals and underlying objectives, a clear perspective of the resources that are available, and a solid understanding of available alternatives. As the specialist in developing your Strategic Training Plan, you should have a clear idea of the final product. Remember that this is not solely your responsibility: utilize the vast and varied talents available within your districts and council.

For some councils, the Strategic Training Plan may only be a few pages long. For others, it could include significant insights, graphics, and many references. Seek input from your Training Committee, other volunteers, and Scouting Professionals. Balance the information with consideration of the time it will be required to read it, and the necessity of providing a clear and concise plan built upon solid data analysis and realistic goals.

**Refer participants to section 2.4 (page 21) of their Learning Journal.**

Think about the goals and objectives you have set for your district/council and answer the following questions.

- Who is untrained? What is your focus?
- What courses are needed?
- When is the best day and time to train? –
- Where are we going to train?



**Ask the participants to take 10 minutes to begin answering the four questions found on page 21.**

Time: 45  
min

## STAGE 3 - MANAGEMENT



At the completion of the Stage, participants will be able to:

- Identify key management points to consider.
- Determine checkpoints and schedule for a management status plan.
- Recognize effective methods to communicate with different key stakeholders.

### Materials:

- 3 sticker dots for each participant
- One color marker for each table/group (all different colors)
- Flip chart paper for each group (One piece of flip chart paper per group identified)

**Delivery Method:** Facilitated Discussion, Group Activity, Gallery Walk

**This is the stage where the planning stops, and the action begins. Everyone involved needs to know their assignments, responsibilities, and authorities.**

**As the most likely ‘manager’, the author of the strategic plan will assume a key management role. They will be responsible for making all key district and council stakeholders aware of the plan, and be prepared to offer frequent, periodic updates regarding its progress.**

**Success in this stage will depend on the planning team having the tools necessary to implement the plan, and the personal motivation to keep going.**



Refer participants to **Stage 3 (page 22)** of their Learning Journal for the sample outline for a Strategic Training Plan (see below). Spend 5-minutes reviewing this outline. Emphasize that this is just **ONE** way of organizing a Training Plan. Each participant should consider an outline that will be most effective for them.

## Your District/Council Strategic Training Plan

- I. Cover Page
- II. Version History

Version	Implemented By	Revision Date	Approved By	Approval Date	Reason
1.1	J. Smith	3/12/25	P. Jones	3/15/25	Updated required resources

- III. Introduction
  - a. Welcome
  - b. Training Committee
  - c. Purpose (Overarching goal of this Strategic Training Plan)
- IV. Analysis
  - a. Step One - Current State
  - b. Step Two - Future State
  - c. Step Three - S.W.O.T.
  - d. Step Four - Gap Analysis
- V. Planning
  - a. Step One – Define Goals and Objectives
  - b. Step Two – Identify Resources
  - c. Step Three – Consider Alternatives
  - d.
- VI. Management
- VII. Evaluation (Participants satisfaction, course effectiveness, impact on council program)
- VIII. Summary
- IX. Attachments



**POINTS TO COVER:** Having spent a significant amount of time in the analysis of your data, and the development of the goals and objectives, you should have a high degree of confidence about your Strategic Training Plan when it's ready to begin.

Your plan will need to meet the key strategic goals of your council. It should cover the material your adult volunteers need to know and reflect an appreciation for their existing capabilities to avoid redundancy.



**Conduct a 10-minute facilitated discussion, BOLD bullet points below are included in the participant Learning Journal. Encourage the participants to ask themselves:**

- **What ‘checkpoints’ have you included to properly monitor the success of the plan?**
  - This will be an individual decision, based on their council and districts.
  - There should be at least one or two check-points for each measurable outcome.
  - The number of check points will also depend on their committee’s capacity. Having 10-20 may be necessary to monitor all aspects of the plan. Remind them that they will NOT review ALL the checkpoints at every meeting.
- **How will you put your plan into action?**
- **Engage participants to focus on specific actions that follow SMART goals.**
- **Who will be involved in the preliminary review of your plan?**
- **What reports should be created to fully update the Training Committee and appropriate council-level committees?**
- **How often will you review your Strategic Training Plan?**
  - The frequency of plan reviews varies depending on the goal of the review:
    - Monthly, to check progress on key themes or goals.
    - Quarterly, to check progress for your entire strategic plan.
    - Annually, to ensure your strategic plan is still valid.
  - Casually mention the recommendation that these meetings will help ensure a continued focus on the plan objectives. If the participants don’t mention it, you might suggest they determine who should attend each meeting, who will send invitations, and when the invitations and agenda will be sent. Getting these meetings on the calendar early not only reserves the times, but also sets an expectation for preparedness.
- **What methods of communication may be used to convey the training plan?**
  - These can include examples such as online (web page, email, social media, etc.); printed materials (brochures, newsletters, etc.); in-person presentations or others.



**SAY:** What Key Management points will you need to consider? Let’s do a quick 15-minute exercise.



**Pass out Flip Chart paper/marker for each table group.**



**SAY:** In your groups, using your flip chart paper, take five minutes to list your top points to consider and write them on the paper, then post on the wall. Allow 5 minutes for the groups to complete their lists.



**SAY:** Please turn to **page 23** in your Learning Journal. As the groups go through their top Key Management Points, please update your Learning Journal with those points you feel will be the most effective for you, in the GROUP ACTIVITY.



**Have each group read their lists to all participants. Allow 2-3 minutes for each group to introduce their ideas.**

**Ask the participants to take a few minutes to review their list in their Learning Journal.**



**POINTS TO COVER:** Communicating your Strategic Training Plan:

- Understand WHY you need to communicate
- Identify all those WHO should be in your communication plan
- Determine HOW to communicate the Strategic Training Plan

**This section is designed to give the participants an introduction to the material they will need to prepare so they can ‘Bring It Home’.**

**(Ensure that among all groups, they have included, at a minimum, Scout Leaders, district/council Training Chairs, district/council Key 3, council Executive Board, Professional Staff Advisors).**

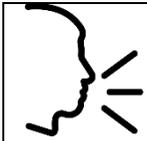
**DIRECTIONS FOR ACTIVITY:** In your groups, brainstorm the most effective methods of communicating with all the groups they have identified. After 5 minutes we will ask each group to review their list.

**Have the participants open their Learning Journal to page 23. Have them write down their top communication ideas in the Notes from Gallery Walk section.**

Allow each group 5 minutes to list the groups they will communicate with, and their top communication methods.

Direct the participants to **page 24** of their Learning Journal.  
In 4-5 minutes, review the Sample Status Plan. Explain this is just one way to track and communicate the status of their Strategic Training Plan.

Your council Strategic Training Plan Schedule				January
Objectives / Goal	Start Date	Targeted End Date	Percent Complete	Status
<b>Objective #1</b> Increase awareness of the needs for Direct Contact Leaders to complete Position Specific Training through promotions in council and district newsletters September, October, and November of this year.	8/1/__	11/30/__	0%	On Track
<b>Objective #2</b> Provide district Position Specific Training statistics to the Key-3 of each district on the last day of each month beginning in August of this year	7/1/__	6/30/__	0%	On Track
<b>Objective #3</b> Identify five units within each district that have the lowest percentage of Direct Contact Leaders without Position Specific training by August 1, of this year. Arrange training in their district prior to November 31, of this year	1/8/__	12/31/__	25%	Ahead of Schedule
<b>Objective #4</b> By August 1 of this year, identify the five largest units in each district, that have less than 85% of their Direct Contact leaders trained. Working with the Chartered Organization, unit Commissioner, and unit leaders, identify a member of the unit that will serve as "Training Champion".	6/1/__	12/31/__	10%	On Track
<b>Objective #5</b> Recruit Ten additional Training Team Members	12/1/__	1/1/__	50%	Behind Schedule
<b>Goal #1</b> Increase the percentage of Direct Contact Adult Cub Scout Leaders that have successfully completed their Position Specific training to 75% by January 1 of next year.	1/8/__	1/1/__	1%	On Track



**SAY:** The Status Work Plan for your Strategic Training Plan should list the activities of the strategic training plan process. Include Objectives or Goal, start date, targeted end date, the percentage completed, the status and the person responsible for executing or overseeing the activity.

<b>Time:</b> 15 min	<b>BREAK</b>
	<b>Ask:</b> participants to be back on time to start the next session.



When your *Strategic Training Plan* is implemented, it is not the end of the process. During the Evaluation Stage, consider specific points in time to review the plan to measure how well the *Strategic Training Plan* has worked in achieving its goals. As a starting point for your evaluation, you might consider asking yourself the following quantitative and qualitative questions:

- Are your SMART goals and objectives on track to be achieved? If the goal is to increase training by 30%, how will you judge the plans' effectiveness? Must all goals be met to be considered successful?
- In what ways did the adult volunteers get the training they came for?
- How can you be certain the training objectives were met? Are participants given an opportunity to provide feedback?
- If you failed to reach your objective, what changes need to be made?
- If you reached your goal, what might have helped?"



**SAY:** Let's take 15 minutes to discuss at your tables, the ways that you will evaluate the success of your Strategic Training Plan in six- or 12-months. Begin with 'Scheduling and timelines' found at the bottom of **page 26**.



**Allow participants a few minutes to discuss and make notes in their Learning Journal about 'Scheduling and timelines.' Then introduce each of the following, allowing a few minutes of discussion:**

- Reached the untrained leader
- Improved the program
- Other ways

**To keep the group discussions moving, you might consider the following (or similar) questions. Use them as you see fit:**

**Answers Could Include**

- **Scheduling and timelines**
  - **List items to be done**

- Estimate how long each step will take
- **Improved leadership skills (better leaders)**
  - Communication
  - Empathy
  - Organization
  - Teamwork
  - Confidence
  - Critical Thinking
  - Energy
- **Reaching Untrained Leaders**
  - Compare past trained leader reports with current data
  - Direct communiques (calls, e-mail, texts, etc.)
  - Social media
  - Informational messages to all units and their Key-3
  - Review onboarding process: do they know about training?
- **Improving the Program**
  - Reevaluate needs
  - Analyze performance of training team
  - Review objectives and goals
  - What new metrics are needed to measure progress?
  - Does training involve a variety of methods
    - Lectures
    - Group Discussions
    - Games & Quizzes
    - Videos
    - Case Studies
    - Measure Outcomes (what new outcomes could be considered)
  - Review end of course evaluations
- **Other ways**
  - Consider current onboarding or orientation
    - Does it need to be improved? Changed?
  - Do volunteers know their job? Have you explained how training will help develop their understanding of the important role they have?
  - Do all volunteers know about training opportunities?
  - In addition to Position Specific Training, what resources do leaders need?

- **What is first impression of new leaders?**
- **Consider what drives leaders' engagement in training**
  - **Enthusiasm**
  - **Inspiration**
  - **Empowerment**
  - **Confidence**
- **What post-training follow-up is offered?**
  - **Support**
  - **Mentor**
  - **Contact**
- **Do you offer a customized training plan?**
- **Do you keep track of adult leaders after training?**
  - **Offer additional training in a timely way?**
    - **Wood Badge**
- **Do you recognize and appreciate leaders?**

**Refer participants to their Learning Journal and suggest participants take notes.**



**POINTS TO COVER: (10-min)** There are several models and methods of measuring effectiveness. The following include four steps that should be continuously monitored.

1. Establish Standards. Consider what standards or measurements you may need to measure the progress and goals of the strategy.

As an example:

In the example given, the third objective was:

- Identify five units within each district that have the lowest percentage of Direct Contact Leaders without Position Specific training by August 1, of this year. Arrange training in their district prior to (determined date) of this year.

As you monitor these five units, if you find there has been no change in the percentage of Direct Contact Leaders that have completed the Position Specific Training, you may have to modify the objective prior to (determined date).

You might consider adding checkpoints to your monthly evaluations. Monthly objectives are simply 'check points' that will empower your team to act, and help you monitor progress. They can easily be adjusted as needed during the life of your strategic plan.

In our example to increase the percentage of direct contact adult leaders that have successfully completed their position specific training to 75% by January 1 of the next year, we should look at the training data each month but recognize that new Cub Scout leaders will join in the fall.

If the current percentage of Direct Contact Cub Scout Leaders was 45%, it might be appropriate to assume that there will be less training in September, and more in November, and change your objective to 5%, 10%, and 15% in September, October, and November respectively.



**Ask: the participants if they have any questions about Establishing Standards. If not, ask them to make a few notes in their Learning Journal on page 27 & 28. Give them a moment to write things down, then move on to the next point.**

2. Measure & Analyze Performance. Making measurements specific and individualized will have a lot more meaning to those following your strategic plan.

For example, missing a 2% increase objective, by 1/10 of a percent in a council of 2,000 volunteers would mean your plan only missed the mark by two people.

Likewise, if you exceeded the established objective, you should analyze the reasons why.

Can you repeat the process in other areas to increase training? If you happen to fall short of an objective, analyzing the factors that contributed to that shortfall will help you consider the need to change other future objectives.

### 3. Make Adjustments.

Your Strategic Training Plan should be considered a ‘living’ document that can change throughout its life. You initially set SMART goals, and need to remember that those goals can be adjusted. Don’t evaluate the plan on your own. Bringing other team members into the discussion can help expand the possible adjustments that could be made. Keep good records, so you can use data from previous evaluations to better understand your current evaluations.

### 4. Set new Objectives and/or Goals.

After you finish your evaluation and make the necessary adjustments, you should modify, or create new objectives and/or goals. Use all the information you have collected and analyzed, and following the SMART strategy, update future standards. Schedule your next evaluation so that you and your team can track your strategic plan’s progress.

**Refer participants to their Learning Journal (page 28) and suggest participants take notes.**

**POINTS TO COVER:** (5-min) Quantitative vs. Qualitative data.

Quantitative data will provide you with information that can be easily measured and compared to your outcomes (objectives and goals). It will give you objective information that can be statistically analyzed but may not accurately capture the adult leaders’ perspectives.

Qualitative information will give you a rich, detailed perspective that can help your training team understand the effectiveness of the Strategic Training Plan. While it may be difficult to analyze, qualitative data will provide you with participant perspectives to explore topics that you may not have anticipated.

Qualitative (quality) information can provide you with critical information that will help strengthen your training program. You might benefit from collecting the following type of information:

- Who ultimately benefits from a Strategic Training Plan?



- Council Leadership
- Training teams
- Leaders
- Scouts
- How has the Strategic Training Plan improved the quality of training?
- How can the Strategic Training Plan positively impact the council Key Performance Indicators?
  - Trained Leaders provide a higher quality program that leads to membership growth and retention.
  - Trained leaders are dedicated to your protection standards.
  - Trained leaders may stay in scouting longer, assisting beyond the unit level.

Think outside the 'Training Box'.

Most of the measures we have used are 'quantitative', or numbers based. Although qualitative data may be more difficult to summarize in an evaluation, the information you receive can be just as important.

Qualitative information will help you understand feelings, frustration, motivations, and actions. The best way to evaluate the success of a Strategic Training Plan is to use a combination of both.

**TRAINING EVALUATION.** The purpose of evaluating your Strategic Training Plan is to identify strengths and weaknesses and to make improvements along the way. An effective training evaluation will identify areas of improvement which can include the format, delivery method, and abilities of the training team.

In-depth evaluations will also provide an increased level of 'transparency': a key point of interest among leaders. The feedback you collect will assess individual performance and reveal areas for improvement and change to your training methodology. A well-written evaluation will make it easier to understand and address shortcomings in your strategic training plan.

Briefly review the following four types of qualitative evaluations that might be considered (5-min):

- Formative:
  - This type of evaluation takes place during the training course, allowing for feedback to be given in real time. It is ongoing, and helps you adjust your training programs to better suit the needs of the adult leaders.
- Process:
  - In this format, you collect information from each training course, and evaluate your Strategic Training Plan. Are you achieving the objectives and goals you have established? How well are you adhering to the objectives and the timelines you have set?
- Outcome:
  - What are the changes in the knowledge, behavior, and attitudes of the leaders? Your evaluation would measure the effectiveness of training as it relates to the objectives you had set.
- Impact:
  - The evaluation considers the long-term effect of your Strategic Training Plan. How has it influenced the overall performance of your council, districts, and units?

Evaluating qualitative information could come from surveys, interviews, observations, or testimonials.

**Celebrate along the way.** You know your Strategic Training Plan is much more than a list of tasks on a to-do list. You need to anticipate challenging questions and problems – but don't forget to celebrate the successes that you observe as well.

**ASK:** Any Questions?

**Add notes in your Learning Journal Reflection on page 29 (5-min).**



Time: 60  
min

## BRINGING IT HOME



At the completion of the section, participants will be able to:

- Design presentations of their Strategic Training Plan to different key stakeholders
- Explain the urgency and need for change, ‘starting with WHY.’
- Evaluate the perceptions of attendees at the presentations.
- Modify the Strategic Training Plan to fine tune to the needs of council/district.

**Delivery Method:** Facilitated Discussion, Group Activity

This section provides 60 minutes to cover the concept of cascading the plan and discussing nine important concepts. The amount of time spent on each concept will vary, but ensure the participants have a few minutes to make notes in their learning journals.

Refer participants to **the Bringing it Home section** of their Learning Journal (**Page 30**).



### **POINTS TO COVER:**

After identifying your key stakeholders, you must

- Share Your Vision
  - Don't push the plan on your team: pull them into it.
  - Ask: How would you like to contribute?
  - Ask: How can you move this forward
  - Ask: What can you do to help accomplish our goals?
- Get their feedback.

**(5-min) Explain that in presenting your Strategic Training Plan, you will ‘Cascade’ the plan, beginning with your Vision (refer to diagram below found in the Learning Journal).**

Having explained your Vision, you will then present the SMART Goals you developed. Within each Goal, you will share your strategic objectives that will help you reach the outcomes you desire. To know if you are accomplishing each individual objective, you will highlight the objectives that are included. Each objective will require various actions to complete.



Refer participants to their Learning Journal. Explain that you are going to introduce a variety of important topics for discussion, and they should make notes as they seem appropriate.

**POINTS TO COVER:** Plan Your Communications.

- Having identified the key stakeholder groups with whom you want to share your Strategic Training Plan, you need to be ready to clearly communicate your strategy.
- Your message needs to inspire and unify your stakeholders.
- Customize each presentation for each group, such as;
  - Scout Executive & Senior Professional Leadership
  - Council Board





- District Key-3
- Unit Leaders
- Training Team Members
- Tell each group what action they need to take.
- Be prepared to communicate frequently throughout the plan.

**Ask the participants if they have any questions and allow them a few minutes to make notes in their learning journals before moving on to the next point.**

**POINTS TO COVER:** Share your Vision.

- Present your plan, starting with the highest appropriate level.
- Different levels of organizational leadership will require different perspectives and associated actions to keep it moving forward.
  - Board Members will probably be interested in key components of your plan.
  - Professional Staff members will be interested to know what contributions you will need from them.
  - District level volunteers will be curious about how your plan will impact them.
  - Members of your Training Team will want to know how they can help make the plan a reality.
- Prepare customized presentations for each level of your council and district.



**Ask the participants if they have any questions and allow them a few minutes to make notes in their learning journals before moving on to the next point.**

**POINTS TO COVER:** Keep the Vision Alive.

- At every meeting and interaction with a fellow volunteer, you will need to be prepared to share the Vision.
- Be prepared to talk about the plan's status.
- Always provide an opportunity for people to contribute their time, talents, and ideas to keep the strategy alive.



Ask the participants if they have any questions and allow them a few minutes to make notes in their learning journals before moving on to the next point.



**POINTS TO COVER:** Follow Up.

It is very important that you launch and communicate your strategic training plan to all your key stakeholders. It is even more important that you make sure they act.



Ask the participants if they have any questions and allow them a few minutes to make notes in their learning journals before moving on to the next point.



**POINTS TO COVER:** Don't Forget the 'WHY'.

In the book 'Start with WHY', author Simon Sinek suggests people are not interested in 'what' you are doing, but rather 'why' you are doing it.

- Create a sense of urgency. Explain what is driving the need for change.
- Make your presentation relevant to the audience. Explain to 'What's in it for them.'
- Align your Strategic Training Plan with the mission and vision of Scouting America

In author Simon Sinek's book, 'Start with Why', he suggests that too frequently we ask people for support by talking about 'what' we want them to do. Leaders then explain 'how' our plans will be launched. What people really want to know is 'Why'.



Ask the participants if they have any questions and allow them a few minutes to make notes in their learning journals before moving on to the next point.



**POINTS TO COVER:** Your Final Draft will never be final.

Upon completion of your meeting with the key stakeholders, make sure you collect feedback so that you can update your Strategic Training Plan.

Keep track of changes and welcome the opportunity to continuously improve your Strategic Training Plan.



**Ask the participants if they have any questions and allow them a few minutes to make notes in their learning journals before moving on to the next point.**



**POINTS TO COVER:** Evaluating the Success of your Presentation.

When you have presented your Strategic Training Plan, make sure you collect feedback from everyone attending, avoiding simple 'yes' or 'no' questions.

It is important to remember that to accurately measure the acceptance of your Strategic Training Plan, as well as the perceptions of the individuals attending your presentations, some of our evaluation questions may need to wait until the adult volunteers have had an opportunity to review the Strategic Training Plan after the presentation.



**Ask the participants if they have any questions and allow them a few minutes to make notes in their learning journals before moving on to the next point.**



**POINTS TO COVER:** "Fine Tune" your Strategic Training Plan.

With the feedback you have received from the various representatives of your district and council, you will adjust your Strategic Training Plan as appropriate.

With all the hard work you have put into the planning so far, you will probably only need a few minor adjustments to get your Strategic Training Plan in its updated format.



**Ask the participants if they have any questions and allow them a few minutes to make notes in their learning journals before moving on to the next point.**



**POINTS TO COVER:** Give Credit to Whom Credit Is Due.

Steve Jobs, founder of Apple, and pioneer of personal computing reminded his Board of Directors that great things are never done by one person. They are done by a team. As you work through the first year of your Strategic Training Plan, it is important that you recognize the efforts of everyone involved.

As you report to all the various representatives of your district and/or council, do not forget to thank them all for supporting the goals and objectives of the Strategic Training Plan.



**Ask the participants if they have any questions and allow them a few minutes to make notes in their learning journals before moving on to the next point.**

**Ask the participant to take a few minutes to reflect on this discussion and note ways they will 'bring it home'. (Bottom of Page 31 in their learning journal).**

Time: 40 min	SUMMARY
	<p>At the completion of the section, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Summarize the stages of the Strategic Training Plan process.</li> <li>• Apply and integrate tips for achieving success.</li> </ul>
	<p><b>Delivery Method:</b> Discussion, Q&amp;A</p> <p>Refer participants to their Learning Journal, <b>page 32</b>, to write their key takeaways.</p>
	<p><b>Allow approximately 5-minutes to summarize each of the four Stages (20-minutes)</b></p> <p><b>ASK:</b> What are your key takeaways in the Analysis Stage?</p>
	<p><b>Allow time for participant responses.</b></p>
	<p><b>REVIEW:</b> During Stage 1 you analyzed the current state of your training program. The focus of your analysis was to include data from your current training records. You examined the market in which you are training and obtained a realistic perspective of your training program. You identified the key strategic training related issues that need to be addressed.</p>
	<p><b>ASK:</b> What are your key takeaways in the Planning Stage?</p>
	<p><b>Allow time for participant responses.</b></p>
	<p><b>REVIEW:</b> Based upon the data you analyzed, you began the second stage where you developed your strategy and built your Strategic Training Plan. Your strategy included the development of what your successful training program will look like three years from now and established various strategies that will help you succeed.</p>

Built in part upon your SWOT analysis, your planning stage established short-term (less than one year), and mid-term (one- to two-years), S.M.A.R.T. goals.

Using Objectives and Goals to track your progress, your planning stage led you to the development of the third stage: Management.



**ASK:** What are your key takeaways in the Management Stage?

**Allow time for participant responses.**



**REVIEW:** In Stage 3, your management stage, you established a schedule that includes frequent communication events for your council. You will leverage the design of your Strategic Training Plan in training your team. Together, you and your team will schedule regular progress reviews, and modify the plan as necessary.



**ASK:** What are your key takeaways in the Evaluation Stage?

**Allow time for participant responses.**



**REVIEW:** Stage 4, the final stage, involved regular reviews of your Strategic Training Plan, to ensure your efforts are properly focused, and modified as needed, to work toward the plan you have collectively developed.



**ASK:** What are your key takeaways for Bringing it Home?

**Allow time for participant responses.**



**REVIEW:** The last segment of this training was referred to as ‘Bringing It Home’ and was designed to help you prepare to introduce your Strategic Training Plan to your fellow volunteers along with the council level leadership and governance ‘back home’.



**ASK:** What are some ways to ensure your Strategic Plan Succeeds?

**Generate discussion about ways to ensure their Strategic Training Plans will succeed. Spend roughly 4-minutes on each of the following five bullet points (20—minutes).**

- **Keep it simple.**
  - **Be cautious when using acronyms, complex terms, too much data, and lengthy reports.**
  - **Focus on reaching your objectives and goals.**
- **Write the plan for your specific group.**
  - **A plan written for a Scouting Unit or district may not work well when expanded to apply to a large council.**
  - **A plan written for a set number of training team members may be challenging if the training team loses members.**
- **Be flexible.**
  - **As you write your objectives, goals, and dates, make sure they can be easily changed.**
- **Can you measure your successes?**
  - **Do not forget the SMART acronym. M stands for measurable. If your goal is to simply improve training, your team won't know when they have reached the goal.**
- **Be adaptable.**
  - **During the peak of COVID, and the significant challenges faced by families and businesses, the environment in which Scouting operates has had many significant changes.**
  - **Your Strategic Training Plan needs to work in our current environment AND be easily amended to work in our rapidly changing world.**

**Ask the participants if they have any questions from the course and thank them for attending and being a volunteer.**

# Appendix 1

## Training Committee Functions

Who is responsible for each of the following Training Committee Functions

Function	council	district
Operate a council-level training committee composed of experienced and trained volunteers with assigned council faculty support and resources.	[ ]	[ ]
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.	[ ]	[ ]
Establish local policies and procedures consistent with national policies.	[ ]	[ ]
Identify and target untrained leaders.	[ ]	[ ]
Develop a process to identify new leaders and get them trained within 30 days.	[ ]	[ ]
Recognize leaders who complete training requirements.		
Plan, coordinate, communicate, and schedule an effective, year-round leader training program using the current training materials.	[ ]	[ ]
Develop procedures for evaluating the quality and effectiveness of the district leadership training program, and report training progress regularly to the council committee.	[ ]	[ ]
Have an approved budget for training events.	[ ]	[ ]
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.	[ ]	[ ]
Establish priorities. Develop and carry out a plan to accomplish those priorities.	[ ]	[ ]
Assist districts in selecting, recruiting, and training an effective district training team.	[ ]	[ ]
Approve applications for training recognition and service awards.	[ ]	[ ]
Conduct or coordinate council training events.	[ ]	[ ]
Develop procedures for evaluating the effectiveness of the council's training program.	[ ]	[ ]
Promote and support council training events.	[ ]	[ ]
Operate a district-level training committee composed of experienced and trained volunteers and resources.	[ ]	[ ]
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.	[ ]	[ ]
Conduct an annual survey of training needs in the district.	[ ]	[ ]
Keep informed of literature, audiovisuals, and equipment aids for the training program.	[ ]	[ ]
Support and encourage all unit trainers.	[ ]	[ ]
Promote and support out-of-council training events, such as the Philmont Training Center and territory-level conferences.	[ ]	[ ]

## Appendix 2

### Council Training Committee Functions

- 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.
- 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.
- Approve applications for training recognition and service awards.
- Conduct or coordinate council training events.
- 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 and territory-level conferences.

### District Training Committee Functions

- 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.
- Establish priorities. Develop and carry out a plan to accomplish those priorities.
- Select, recruit, and train an effective team of instructors.
- Recognize leaders who complete training requirements.
- Plan, promote, conduct, and evaluate all district training events.
- Develop procedures for evaluating the quality and effectiveness of the district leadership training program, and report training progress regularly to the council committee.
- See that high standards are set and met by all instructors.
- Have an approved budget for training events.
- Promote and support council training events.
- 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.
- Support and encourage all unit trainers.
- Promote and support out-of-council training events, such as the Philmont Training Center and territory-level conferences.

## Appendix 3

### Council Training Committee Functions

### District Training Committee Functions



## Appendix 4

Text Prompts:

**Text in this size and bolded color font is for directions to facilitators (facilitator notes, directions on activities, etc.)**

**Text in this size and bolded color font and uppercased is for prompting Facilitator (i.e. POINTS TO COVER: )**

# Appendix 5

## Trained Leader Requirements

### CS19 CUB SCOUT POSITION TRAINED REQUIREMENTS



CUBMASTER & ASSISTANT CUBMASTER		DEN LEADER & ASSISTANT DEN LEADER	
BEFORE FIRST MEETING		BEFORE FIRST MEETING	
SCO_450 WELCOME	2:02	SCO_450 WELCOME	2:02
SCO_451 AIMS AND METHODS OF CUB SCOUTING	6:17	SCO_451 AIMS AND METHODS OF CUB SCOUTING	6:17
SCO_453 ADVANCEMENT	10:25	SCO_452 BOBCAT	7:08
SCO_454 CUB SCOUT UNIFORMS	4:49	SCO_453 ADVANCEMENT	10:25
SCO_457 DEN MANAGEMENT	5:27	SCO_454 CUB SCOUT UNIFORMS	4:49
SCO_488 CONDUCTING A CUB SCOUT PACK MEETING	12:05	SCO_455 CONDUCTING A CUB SCOUT DEN MEETING	8:14
SCO_462 INVOLVING ADULTS IN CUB SCOUTING	8:46	SCO_456 RESOURCES	5:14
	TOTAL TIME: 49 MIN	SCO_457 DEN MANAGEMENT	5:27
			TOTAL TIME: 49 MIN
<b>BEFORE FIRST OUTDOOR ACTIVITY</b>		<b>BEFORE FIRST OUTDOOR ACTIVITY</b>	
SCO_460 PREPARING FAMILIES FOR OUTDOOR	5:19	SCO_460 PREPARING FAMILIES FOR OUTDOOR	5:19
SCO_461 KEEPING CUB SCOUTING SAFE	4:35	SCO_461 KEEPING CUB SCOUTING SAFE	4:35
SCO_800 HAZARDOUS WEATHER TRAINING	31:00	SCO_800 HAZARDOUS WEATHER TRAINING	31:00
	TOTAL TIME: 41 MIN		TOTAL TIME: 41 MIN
<b>EARNING YOUR TRAINING STRIP</b>		<b>EARNING YOUR TRAINING STRIP</b>	
SCO_463 PACK STRUCTURE	8:02	SCO_462 INVOLVING ADULTS IN CUB SCOUTING	8:46
SCO_464 DENNERS AND DEN CHIEFS	7:54	SCO_463 PACK STRUCTURE	8:02
SCO_465 CHILDHOOD DEVELOPMENT	7:28	SCO_464 DENNERS AND DEN CHIEFS	7:54
SCO_466 CONTINUE THE JOURNEY	4:09	SCO_465 CHILDHOOD DEVELOPMENT	7:28
	TOTAL TIME: 28 MIN	SCO_466 CONTINUE THE JOURNEY	4:09
			TOTAL TIME: 37 MIN
<b>PACK COMMITTEE MEMBER</b>		<b>PACK COMMITTEE CHAIR</b>	
<b>BEFORE FIRST MEETING</b>		<b>BEFORE FIRST MEETING</b>	
SCO_450 WELCOME	2:02	SCO_450 WELCOME	2:02
SCO_451 AIMS AND METHODS OF CUB SCOUTING	6:17	SCO_451 AIMS AND METHODS OF CUB SCOUTING	6:17
SCO_454 CUB SCOUT UNIFORMS	4:49	SCO_454 CUB SCOUT UNIFORMS	4:49
SCO_459 CONDUCTING A PACK COMMITTEE MEETING	9:00	SCO_459 CONDUCTING A PACK COMMITTEE MEETING	9:00
SCO_462 INVOLVING ADULTS IN CUB SCOUTING	8:46	SCO_462 INVOLVING ADULTS IN CUB SCOUTING	8:46
SCO_463 PACK STRUCTURE	8:02	SCO_463 PACK STRUCTURE	8:02
	TOTAL TIME: 39 MIN		TOTAL TIME: 39 MIN
<b>BEFORE FIRST OUTDOOR ACTIVITY</b>		<b>BEFORE FIRST OUTDOOR ACTIVITY</b>	
SCO_460 PREPARING FAMILIES FOR OUTDOOR	5:19	SCO_460 PREPARING FAMILIES FOR OUTDOOR	5:19
SCO_461 KEEPING CUB SCOUTING SAFE	4:35	SCO_461 KEEPING CUB SCOUTING SAFE	4:35
	TOTAL TIME: 9:54 MIN		TOTAL TIME: 9:54 MIN
<b>EARNING YOUR TRAINING STRIP</b>		<b>EARNING YOUR TRAINING STRIP</b>	
SCO_466 CONTINUE THE JOURNEY	4:09	SCO_453 ADVANCEMENT	10:25
	TOTAL TIME: 4:09 MIN	SCO_465 CHILDHOOD DEVELOPMENT	7:28
		SCO_467 PACK FINANCE	7:46
		SCO_468 ANNUAL PROGRAM PLANNING	17:34
		SCO_469 ANNUAL CHARTER RENEWAL	6:36
		SCO_530 JOURNEY TO EXCELLENCE	12:46
		SCO_466 CONTINUE THE JOURNEY	4:09
			TOTAL TIME: 1 HOUR 6:45 MIN

This is not a complete list.  
Included here for consideration  
and review.

## Appendix 6

### Position Codes

<b>Cod e</b>	<b>Position</b>	<b>Min Age</b>
CR	Chartered organization representative	(21)
CC	Committee chairman	(21)
MC	Committee member	(21)
TL	Tiger Cub den leader	(21)
CM	Cubmaster	(21)
CA	Assistant Cubmaster	(18)
WL	Webelos den leader	(21)
WA	Assistant Webelos den leader	(18)
DL	Den leader	(21)
DA	Assistant den leader	(18)
PT	Pack trainer	(21)
AP	Tiger Cub adult	(18)
SM	Scoutmaster	(21)
SA	Assistant Scoutmaster	(18)
VC	Varsity Scout Coach	(21)
VA	Assistant Varsity Scout Coach	(18)
NL	Crew Advisor	(21)
NA	Crew Associate Advisor	(21)
SK	Ship Skipper	(21)
MT	Mate	(21)
PC	Parent coordinator	(21)
91U	Unit Scouter Reserve	(21)
92U	Unit College Scouter Reserve	(18)
92V	Venturing College Scouter Reserve	(21)

<b>Code</b>	<b>Position</b>	<b>Min Age</b>
CR	Chartered organization representative	(21)
CC	Committee chairman	(21)
MC	Committee member	(21)
TL	Tiger Cub den leader	(21)
CM	Cubmaster	(21)
CA	Assistant Cubmaster	(18)
WL	Webelos den leader	(21)
WA	Assistant Webelos den leader	(18)
DL	Den leader	(21)
DA	Assistant den leader	(18)
PT	Pack trainer	(21)
AP	Tiger Cub adult	(18)
SM	Scoutmaster	(21)
SA	Assistant Scoutmaster	(18)
VC	Varsity Scout Coach	(21)
VA	Assistant Varsity Scout Coach	(18)
NL	Crew Advisor	(21)
NA	Crew Associate Advisor	(21)
SK	Ship Skipper	(21)
MT	Mate	(21)
PC	Parent coordinator	(21)
91U	Unit Scouter Reserve	(21)
92U	Unit College Scouter Reserve	(18)

92V	Venturing College Scouter Reserve	(21)
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# Appendix 7

## Pre-course Online Modules

### Strategic Training Plan Objectives And Goals



Courses

No Tags

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### Introduction To SMART Goals



Courses

No Tags

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### SWOT Analysis



Courses

No Tags

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### Introduction To Downloading Training Data



Courses

No Tags

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### Available Resources For Council & Dist Trng Teams



Courses

No Tags