

Learning Journal



Strategic Training Plan



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THE MISSION OF THE SCOUTING AMERICA

The mission of Scouting America 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 Law.

THE VISION STATEMENT OF THE SCOUTING OF AMERICA

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

THE 12 VALUES, OR PRINCIPLES OF SCOUTING OF AMERICA, IS THE SCOUT LAW

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent."

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Welcome

Michael E. Porter, an American academic and author who is well known for his theories on strategy, has said “The essence of strategy is choosing what not to do.”

As an experienced member of Scouting America, you have probably seen a variety of ‘strategies’ used in an attempt to increase interest and participation in training. That is a valuable experience as you begin the process of creating a new strategy for training in your District and Council.

Strategic Planning is an organized activity you will use to identify specific needs, set priorities, focus your energy and limited resources, and ensure that your fellow volunteers work toward a common goal.

Creating a Strategic Training Plan will also help inform others about the direction training will be moving in the future. It will help you document the fundamental decisions and actions that will serve as your future guide.

In Lewis Carroll’s book, *Alice in Wonderland*, Alice comes to a fork in the road and asks the Cheshire Cat which path she should choose? The cat explains that it depends on where she wants to go. Alice says, “I don’t know”, to which the cat responds, “Then it doesn’t matter which way you go.”

Every time we discuss opportunities to train our fellow Scouting volunteers, we encounter a variety of roads we could take. Discussions frequently include who should be trained, where the training should take place, and what day and time would be the best.

Developing a Strategic Training Plan will NOT provide you with the perfect way to ensure increased training. Using your experiences in Scouting, relying on the data that is available, working collectively with your fellow volunteers, coupled with careful management and evaluation WILL help you provide the best possible training program you can.

It is also important to remember that although you may be the lead author for your District and/or Council Strategic Training Plan, your success will depend upon the inclusion of a variety of fellow Scouters.

Good luck.

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

– Benjamin Franklin

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.	[]	[]

Introduction

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

It will also help align the volunteer leaders with the Mission, Vision, and Values of the Scouting America, as well as improve engagement and retention within a council or district.

Good communication is built upon a two-way exchange of information. The facilitator for this course is prepared to offer you an exciting array of information that will help guide you toward creating an effective Strategic Training Plan. To be better informed, it is also important to share your expectations for the course.

GROUP ACTIVITY

Please take a moment to answer this question:

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

1. _____

2. _____

3. _____

What is Strategic Planning?

The process should include a detailed examination of important aspects of the volunteer training work done in your council

- What is the current state of training in your unit, district or council

- What specific groups of adult leaders are among your top training priorities?

- What resources do you have to help reach your desired training outcomes?

- How will you know if you are making the changes you envisioned?

GROUP TEAM-BASED LEARNING ACTIVITY
When Should You Start a Strategic Training Plan

Who will you involve in your Strategic Training Plan?

Strategic Training Plans Four Stages

1. Analysis _____

2. Planning _____

3. Management _____

4. Evaluation _____

Bringing It Home

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



Stage 1: Analysis

“Who is Untrained?” To fully answer this question, you will need to complete the four steps of Analysis:

- 1. Current State
- 2. SWOT Analysis
- 3. Future State
- 4. Gap Analysis.

STEP ONE. Analyze your quantitative (typically numbers) and qualitative (words, short answers, written information) data to formulate and define measurable objectives and goals.

What is your description of training in your Council/District?

Make a list of the most important information you have obtained.

1.1 Analysis Step One: Current State

Sample data from the fictitious Olympia Council*.

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-Large	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 Member	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 College Scouter	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

**Not all possible registered positions are included in the interest of brevity.*

Among the leadership positions in this sample, the following are **Direct Contact**:

- Cubmaster & Assistant Cubmaster
- Scoutmaster & Assistant Scoutmaster
- Den Leader & Assistant Den Leader
- Crew Advisor & Associate Crew Advisor
- Explorer Post Advisor

GROUP TEAM-BASED LEARNING ACTIVITY

Explain your reasoning for prioritizing training: A. Cub Scout Leaders, B. Scouts BSA Leaders, C. Venturing Crew / Explorer Post Advisors, or D. District Leaders (Committee Members, Commissioners, etc.):

INDIVIDUAL ACTIVITY

Step One: Current State

A thorough examination of information from the district/council should be based on statistical (quantitative) data, as well as informational (qualitative) data.

From the Training Reports available in my.scouting.org, what important information have you been able to obtain? *See appendix for pre-course module notes on Downloading Training Data.*

Working from the data you brought with you, complete Table 1 below. You will use this data in a later exercise. See Appendix C on pulling data.

Table 1 – Your District/Council

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

Table 1 - Adult Current State Training

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.

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

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

$$(Total\ Trained + Total\ Untrained = Total\ Registered)$$

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

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

1.2 Step Two: SWOT Analysis

Conducting a SWOT analysis of **your** district/council will help you evaluate your competitive position and provide you critical insights into your Strategic Training Plan. See appendix for pre-course module notes on SWOT Analysis.

What are your district/councils' **Strengths**? These are considered 'internal' and are helpful to your training program.

Think about things that might be considered harmful within your district/council, that would be a **Weakness** of training.

Outside your district/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 district/councils' operations, that create an environment preventing adults from completing their leader training.

SWOT ANALYSIS



1.3 Step Three: Future State

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, calculate the future state number of adults that will be trained in a projected 10% increase.

Table 2 - Your Council		Current State		Future State	
	Total Registered	Total Trained	Total % Trained	Total % Trained	Total Trained
Cub Scout Den Leaders	_____	_____	_____ %	_____ %	_____
Scouts BSA Leaders	_____	_____	_____ %	_____ %	_____
Venturing Crew Leaders	_____	_____	_____ %	_____ %	_____

Table 2 – Future State (Based on data from Table 1, with a 10% increase)

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%:

$$\begin{array}{l}
 80 \text{ Current number of trained Cub Leaders} \\
 \times .10 \text{ 10\% increase} \\
 \hline
 8 \text{ Additional trained Cub Leaders}
 \end{array}$$

1.4 Step Four: Gap Analysis

Gap Analysis is the process of comparing your 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.

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

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:

	Total Trained Current State	Total Trained Future State	Gap
Cub Den Leaders	60	99	30
Webelos Den Leaders	177	-301	124
Scouts BSA Leaders	129	141	12

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 Webelos Den Leaders? And 12 Scouts BSA Leaders?

Gap Analysis and resources

Consideration must also be given to all of the resources you will need to achieve your future state objectives.

REFLECTION: My Take-Home Ideas from Stage 1 Analysis

Stage 2 - Planning

Your Vision

Having a clear 'Vison' will help your colleagues understand the design of your Strategic Training Plan.

Keep the following factors in mind as you write your 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.

My Vision Statement:

Notes: _____

Some questions we now ready to answer include:

- What are your goals?
- What are your objectives?
- What resources are currently available?
- What additional resources will you need?
- What are the practical delivery options?
- What is the preliminary timeline for your goals and objectives?

There are four basic steps in the development of this portion of your Training Plan:

1. Define the goals and objectives you want to achieve.
2. Identify the resources you have.
3. Consider all alternatives.
4. Create your Plan.

2.1 Step 1 – Define Goals and Objectives *(See appendix F for pre-course module notes on Goals and Objectives.)*

As you begin creating the goals and objectives of your Training Plan:

Goals are:

- Primary – they are central to the purpose or mission
- Large in size
- The end or result of your effort
- Long term

Objectives are:

- Sub-sets of a goal. You will have several objectives for each goal
- Medium or small in size
- The steps necessary to reach your goal
- Short term

Specific

Measurable

Attainable

Realistic

Timely

As you develop your goals and objectives, make sure to follow the SMART model. *See appendix for pre-course module notes on SMART Goals.*

Set goals that convert the strategic objectives of your district/council into specific performance targets.

The purpose of defining your training goals and objectives is to help Scouters meet their training needs and requirements.

Training Goal Example

Goal #1 Increase the percentage of Direct Contact Adult Leaders that have successfully completed Training to 90% by January 1st.

Objective #1 Increase awareness of need for Position Specific Adult Leader Training through promotions in council newsletter and district newsletters in Sept, Oct, and Nov.

Objective #2 Provide District Position Specific Adult Leader trained statistics to the Key-3 of each district on the last day of each month beginning in August.

Objective #3 Identify five units within each district, that have the lowest percentage of Position Specific Adult Leaders trained adults by August 1. Arrange Position Specific Adult Leader Training at their meeting place prior to December 1.

Objective #4 By August 1, identify the five largest units in each district that have less than 85% of their registered adults who have completed Position Specific Adult Leader Training. Working with the Chartered Organization, Unit Commissioner, and unit leaders, identify a member of the unit that will serve as 'Position Specific Adult Leader'. Assist that individual with working toward a goal of 100% Direct Leaders trained registered adults by December 1.

INDIVIDUAL ACTIVITY:

Write at least three goals you have for your district/council training team and three to five objectives under each goal (continue on a separate sheet of paper if needed).

Goal #1: _____

Objective 1: _____

Objective 2: _____

Objective 3: _____

Objective 4: _____

Objective 5: _____

Goal #2: _____

Objective 1: _____

Objective 2: _____

Objective 3: _____

Objective 4: _____

Objective 5: _____

Goal #3: _____

Objective 1: _____

Objective 2: _____

Objective 3: _____

Objective 4: _____

Objective 5: _____

Step 2 – Identify Resources and Needs

(see appendix D for pre-course module notes on Available Resources)

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.

What training materials will be required (printed materials, videos, posters, etc.)?

Do you have an adequate number of prepared/quality trainers, suitable locations for training, and effective methods of communicating with all stakeholders?

What resources do you need (e.g. current training materials, manuals for trainers, handouts for participants, laptop computers, projectors, and any other supplies that will facilitate and support your training plan)?

Add: appropriate facility to hold training.

INDIVIDUAL ACTIVITY

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.

2.3 Step 3 – Consider Alternatives

Exercise: Think about the goals and objectives you have set for your Strategic Training Plan, and answer the following:

- 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 would you like to add; what new techniques would you like to try?

- Add: _____

- New: _____

- What new ways could you consider offering training?

2.4 Step 4 – Create your Strategic Training Plan

Exercise: 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?

REFLECTION: My Take-Home Ideas from Stage 2 Planning

Stage 3 - Management

Example of 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 (Vision of this Strategic Training Plan)

IV. Analysis

- a. Step One - Current State
- b. Step Two – SWOT Analysis
- c. Step Three – Future State
- 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. Step Four – Your Strategic Training Plan

VI. Management

VII. Evaluation (Participants satisfaction, course effectiveness, impact on Council program)

VIII. Summary

IX. Attachments

Having spent a significant amount of time in the analysis of your data, and the development of the goals and objectives, you will 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 and the National office. It should cover the material your adult volunteers need to know and reflect an appreciation for their existing capabilities to avoid redundancy.

You should obtain calendars from all districts, and the council, as well as consider events in area communities and traditional holidays.

Ask yourself:

- What 'check-points' have you included to properly monitor the success of the plan?
- How will you put your plan into action?
- Who will you involve in the preliminary review of your plan?
- What reports should be created to update the Training Committee and appropriate council-level committees?
- How often will you review your Strategic Training Plan?
- What methods of communication may be used to convey the training plan?

GROUP ACTIVITY

What are the Key Management points will you need to consider?

- _____

- _____

Notes from Gallery Walk: Communicating your Strategic Training Plan

SAMPLE Status Plan.

Your Council Training Plan January Update				
Objectives / Goal	Start Date	Targeted End Date	Percent Complete	Status
Objective #1 Increase awareness of the needs for Youth Protection Training through promotions in council newsletter and district newsletter in September, October, and November of this year	8/1/___	11/30/___	0%	On Track
Objective #2 Provide District Youth Protection statistics to the Key-3 of each district on the last day of each months beginning in August of this year	7/1/___	6/30/___	0%	On Track
Objective #3 Identify five units within each district that have the lowest percentage of Position Specific Adults Trained adults by August 1, of this year. Arrange Position Specific Training at their meeting place prior to December 31, this year.	1/8/___	12/31/___	25%	Ahead of Schedule
Objective #4 By August 1, of this year, identify the five largest units in each district, that have less than 85% of their registered adults who have completed Youth Protection Training. Working with the Chartered Organization, Unit Commissioner, and unit leaders, identify a member of the unit that will serve as “Youth Protection Training Chairman”. Assist that individual with working toward a goal of 100% Youth Protection Trained by December 1, of this year	6/1/___	12/31/___	10%	On Track
Objective #5 Recruit 10 additional Training Team members by January 1, of this year	12/1/___	1/1/___	50%	Behind Schedule
Goal #1. Increase the percentage of Direct Contact Adult Leaders that have successfully completed Youth Protection training to 90% by January 1, of next year.	1/8/___	1/1/___	1%	On Track

REFLECTION: My Take-Home Ideas from Stage 3 Management

Stage 4 - Evaluation

Evaluating your Strategy

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? _____

- Other ways you might evaluate your Strategic Training Plan _____

GROUP ACTIVITY:

Provide examples of the different ways you could evaluate the following:

- Scheduling and timelines:
 - _____

 - _____

 - _____

- Improve skills as defined by a specific course

- _____
- _____
- _____

- Reached the untrained leader

- _____
- _____
- _____

- Improved the program

- _____
- _____
- _____

- Other ways

- _____
- _____

Measuring Effectiveness

In Scouting, your work towards improving training will be sincerely appreciated. Simple changes, such as an improvement in the overall percentage of trained leaders is a good indicator of effectiveness of your Strategic Training Plan.

1. Establish Standards.

Notes: _____

2. Measure & Analyze Performance.

Notes: _____

3. Make Adjustments.

Notes: _____

4. Set new Objectives and/or Goals.

Notes: _____

QUANTITATIVE vs. QUALITATIVE

Quantitative data will provide you with information that can be easily measured and compared to your outcomes (objectives and goals).

Qualitative information will give you a rich, detailed perspective that can help your training team understand the effectiveness of the Strategic Training Plan.

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

Notes: _____

Celebrate along the way

Make sure that some of your objectives will be met with relative ease, so they can be celebrated with the group.

Notes: _____

REFLECTION: My Take-Home Ideas from Stage 4 Evaluation

Bringing It Home

Your Strategic Plan is Almost Done

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

Cascade Your Plan



Notes: _____

Plan your Communications

Share your Vision

Keep the Vision Alive

Follow Up

Don't Forget the 'WHY'

Your Final Draft will never be final

Evaluating the Success of your Presentation

***"Fine Tune"* your Strategic Training Plan**

Give Credit to Whom Credit Is Due

REFLECTION: My Take-Home Ideas from Bringing It Home

Summary

Your Strategic Training Plan included Four Specific Stages of Development

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

Stage 1 – Analysis _____

Stage 2 – Planning _____

Stage 3 – Management _____

Stage 4 – Evaluation _____

Bringing It Home _____

Ways to ensure your Strategic Plans succeeds

- Keep it simple.

- Write the plan for your specific group.

- Be flexible

- Can you measure your successes?

- Be adaptable

Council Training Committee Functions

District 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.

- 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.

INTRO TO S.W.O.T. ANALYSIS

The Mission of the Boy Scouts of America 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 Law.

SWOT is an acronym that stands for Strengths, Weaknesses, Opportunities, and Threats

- **Strengths** describe the positive attributes, tangible, and intangible, internal to your organization. They are within your control.
- **Weaknesses** are internal aspects of your training program that detract from the value you offer or place you at a competitive disadvantage. You need to enhance these areas to compete with the family time of your adult volunteers.
- **Opportunities** are external attractive factors that represent reasons your training program is likely to prosper.
- **Threats** include external factors beyond your control that could place your strategic training plan at risk. You have no control over these, but you may benefit by having contingency plans to address them if they should occur.

Strengths and Weaknesses are **internal**, while Opportunities and Threats are **external**.

Strengths and Opportunities will provide **positive** attributes. Weaknesses and Threats can have a potentially **negative** impact.

Conducting a SWOT analysis is best done with a diverse group of Scouters.

SWOT ANALYSIS BEST PRACTICES

- **Encourage open and honest conversation.** Create an environment that encourages candidness. It may mean gathering feedback anonymously in writing instead of having people state a Council or District weakness out loud.
- **Promote collaboration.** Capture all ideas and post them for review. Combine similar ideas to help generate additional ideas. Consider breaking large groups into smaller ones of three or four training team members to encourage the sharing of ideas.
- **Vote to narrow down ideas.** All ideas should be considered, but not every idea needs to be kept in this high-level exercise. Rank the top 10 list to focus on. And remember—the SWOT analysis should look at where your Council or District is now and in the very near future.
- **To identify external factors, look at the competition.** Consider your Council or District’s competition’s opportunities and how to use that as an advantage. Also consider the threats your competition is currently facing, and how does that apply to your District or Council.
- **Be specific when describing internal factors.** Be specific in descriptions; this will help you to define the right measures and benchmark performance over time.
- **Keep emotion out of the room.** This exercise should be objective, not subjective. Make sure that statement can be backed up with facts.
- **Try to make your resulting strategy “weatherproof.”** Current threats may include the possibility of more political and economic turmoil, but these kinds of obstacles tend to be much more complicated than those you’d see in most SWOT analyses. While it may be difficult to address them fully, try to develop a strategy that will bolster your strategic training plan during hard times.



INTRO TO DOWNLOADING TRAINING DATA

The Mission of the Boy Scouts of America 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 Law.

[My.Scouting.org](https://my.scouting.org) is a portal for adults and leaders providing access to their account data, online training, and more. It is run separately by the national Boy Scouts of America organization, and not by local councils. While it isn't possible to change any of its functionality, this module will help with navigating this tool. The web site allows users to update their contact information directly to the BSA national database, and to take online versions of training courses. Training chairs also use the site to download training reports from 'Training Manager'.

The 'Dashboard' gives a simple pie chart showing how many leaders are trained for their registered position, and how many are current in their Youth Protection Training.

Check with your Council regarding the responsibility of notifying individuals whose Youth Protection Training will be expiring soon. Electronic reminders are sent to leaders whose Youth Protection Training is going to expire in the next few months. If adult leaders' contact email address has changed in my.scouting.org, they may not receive the reminder. It may be necessary to contact leaders directly to ensure their Youth Protection Training remains current.

Council and District Training chairs can update training records based on their access.

Reports include 'NOT TRAINED', 'SPECIFIC TRAINING', 'YOUTH', 'YPT AGING', and 'YPT COUNCIL MEMBER'.

Most reports are available in a summary format (showing trained and untrained totals for each unit), and a Summary by Position (how many den leaders, Scoutmasters, COR's, etc. are trained).

Most reports are available in a CSV format (Comma Separated Values) a format similar to Microsoft Excel. Use the 'Save As' function to save as in the MS Excel format if needed.

The *CSV Detail* report is the most frequently used report, as it will provide you with detailed information about every registered adult.

The CSV Minimum is not as complete as the detailed version. And the CSV Summary will provide information about the registered positions, rather than the individual leaders.

The Trained Leader reports are available at any time, and will provide information as of that moment. The system CANNOT run a report representative of a previous date. Be sure to download the CSV Detail Report every month, preferably on the same date (i.e., the 1st of the month), and save a copy. This will provide the data to review historical information.



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AVAILABLE RESOURCES FOR COUNCIL AND DISTRICT TRAINING TEAMS

The resources of the Boy Scouts of America are broad and vastly encompassing, and knowing where to find them will be invaluable to a trainer.

The <https://www.scouting.org/> site provides useful training information for adults including:

- Adults
 - Administration of Training
 - Supplemental Training
 - Learning Library
- Awards, Resources, Outdoor Programs, Skills, and High Adventure Bases

Guide To Leader Training, found at <http://www.scouting.org/training/adult/administration-of-training/>

- Training Administration
- Methods and Levels of Training
- Four levels of the BSA Training Continuum
- Youth and Leader Training Recognition
- Recruiting and Training Trainers
- Reaching the Untrained Leader
- Trainer's Tool Kit

Basic Leader Requirements:

<https://www.scouting.org/wp-content/uploads/2021/09/Position-Trained-Requirements-Sept-2021.pdf>

Training Updates are available thru the 'Training Times'. <https://www.scouting.org/training/training-updates/>

Training Quicklinks <https://www.scouting.org/training/training-quicklinks/>

Scouting U How To Videos: <https://www.scouting.org/training/adult/learning-library/>



S.M.A.R.T. GOALS

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SMART is an acronym, which stands for Specific, Measurable, Attainable, Relevant, and Timely. Using SMART goals in strategic training planning will help provide a successful standard for measuring progress.

Each of the letters in SMART goals will help guide you to a successful strategic plan in five different ways:

- **Specific** – Provides a clear description of what needs to be accomplished.
- **Measurable** – Provides a number, or metric, that identifies when the goal will be achieved.
- **Attainable** – The goal must be completed, achievable, and resources allocated.
- **Relevant** – Reminds us to be meaningful, significant, and aligned with strategic training plan priorities.
- **Timely** – The goal must be concluded by a specific date and time.

In making sure your goal is **SPECIFIC**, you might use the five “W-Questions”: Who, what, where, when, and why

- Who – who needs to be involved
- What – what you are trying to accomplish
- When – when will it be started, and when does it need to be completed
- Where – where may not always apply, but consider the need to reference a specific event or location if necessary.
- Why – why is this important to your strategic training plan?

When you think of ways to **measure** your goal, think of the data and metrics that are available to you. You could use a standard such as reaching a specific percentage or number of adults trained. You could also measure the satisfaction of a training course with an end of course survey where people share their thoughts and feelings regarding the training they just completed.

What metrics are you going to use to determine if you meet the goal? This makes a goal more tangible because it provides a way to measure your progress. If it’s a project that’s going to take a few months to complete, then set some milestones by considering specific objectives to accomplish within the goal.

Making your goal **Attainable** is important to ensure you inspire and motivate your training team. Failure to achieve your goal will likely result in discouragement. You must consider what it will take to reach the goal, and ensure you have the team, tools, and skills needed to do so.

Making sure your goal is **Relevant**, is a check-point to ensure you remain within the alignment of the overall objectives of your Strategic Training Plan. As you determine any data that you will track, you should consider its relevance as it relates to your goal.

The last part of a SMART goal is **Timely**. Without a realistic schedule, the likelihood of a successful training plan is low. A specific target date for critical components of your Strategic Training Plan is imperative, and should help create a sense of urgency so your team remains actively engaged.



GOALS AND OBJECTIVES

The Mission of the Boy Scouts of America 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 Law.

- **Goals** are the long-term outcome your Strategic Training Plan will achieve. The 'road' you will follow.
- **Objectives** are specific and measurable points in your Strategic Training Plan. The mile markers along your way.

Hierarchy of the Mission, Vision, Goals & Objectives

- **Mission:** The mission of the Boy Scouts of America focuses on the young people we serve, and the importance of helping them be prepared to make ethical and moral choices throughout their lives.
- **Vision:** The vision statement you create for your Strategic Training plan, will create a mental image of where you want training to be in the near future.
- **Goals:** To help everyone understand the story your vision is trying to tell, you will create goals that explain what you want to achieve.
- **Objectives:** Objectives are specific and measurable steps your training team will follow to help reach each goal.

S.M.A.R.T Goals:

- **Specific:** Clearly state your goal
- **Measurable:** Ensure you can measure your success
- **Attainable:** Set goals you know you can achieve
- **Relevant:** Set goals that are relevant to your Strategic Training Plan
- **Timely:** Set a deadline for completion

Effective strategic training plan goals should be focused on the long term.

Establish goals and objectives that are actionable: something that will be understood, worked on, and have a practical value.

Your goals and objective must tell the right story, focusing on the impact of untrained adult leaders and the youth they serve, rather than the District or Council

Training is a critically important part of Scouting's Program, which includes other aspects such as membership, finance, diversity & inclusion, safety, marketing, and others.

Goals, and the objectives that help reach them, are detailed statements that provide meaning and direction for your strategic training plan. The goals you create will publicly state where your training program will be soon.

The goals and objectives that you create, will be unique to your districts and council. They must clearly state your goal, should measure your success, be achievable, have obvious relevance to your strategic training plan, and have a deadline for completion.

In simple terms, your objectives are measurable contributions, to the outcome of your training plan goal.

