



DISTRICT COMMITTEE TRAINING WORKSHOP

A syllabus to help councils provide basic training for members of the district committee



BOY SCOUTS OF AMERICA

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This manual updated as of November 2008



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SIX MAJOR TASKS FOR VOLUNTEER SUCCESS

Council volunteers and professional staff members strengthen district committees and commissioner staffs with six major tasks—the six things they must do to make a volunteer system work.

1 Define Responsibilities

Volunteers must know what is expected for them to be successful. Carefully define, in writing, the responsibilities for each position. Use Commissioner Volunteer Duties Cards, No. 34265; Volunteer Duties Cards for the District Committee, No. 34266; and the book *A Handbook for District Operations*, No. 34739, to assist you.

2 Select and Recruit

Fit the right person to fill the position. Consider each prospect's skills, interests, and other relevant factors. Consider the variety of motivating factors for people getting involved in Scouting. Use all the prescribed steps in recruiting district volunteers and use the recruiting resources of the BSA. Helpful recruiting resources include *Selecting District People*, No. 34512; *A Handbook for District Operations*, No. 34739; and the District Nominating Committee Worksheet, No. 14-33157.

3 Orient and Train

Provide each person with prompt orientation on the individual assignment and with adequate training to be successful. Use the *District Committee Training Workshop*, No. 34160; *Continuing Education for Commissioners*, No. 33615; and *Commissioner Basic Training Manual*, No. 33613.

4 Coach Volunteers

Provide ongoing coaching as needed. Build a volunteer's confidence and self-esteem. Help conserve a volunteer's time. Coaching should be provided by the appropriate committee chair or professional.

5 Recognize Achievement

Prompt volunteer recognition has an important impact on the tenure and quality of service in the district. Recognition must be sincere, timely, and earned. Use the great variety of formal BSA recognition items, but also be creative with frequent locally devised thank-yous. Even more effective may be the personal "pat on the back" for a job well done. Recognize volunteers on a face-to-face basis, from a person of status, and preferably in front of the volunteer's peers.

6 Evaluate Performance

Help district volunteers regularly evaluate how they're doing. Use the Self-Evaluation for Unit Commissioners in the *Commissioner Fieldbook for Unit Service*, No. 33621; *A Self-Evaluation Guide for Successful District Operation*, No. 34207; and the "How Will You Know When You Have Done a Good Job?" section in the book *A Handbook for District Operations*, No. 34739.



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INTRODUCTION



Training district volunteers is an important responsibility of the council.

The District Committee Training Workshop meets the basic training need of members of the district committee. The workshop also results in a well-coordinated and dedicated group of Scouters committed to

achieving the mission of the council and its districts. The workshop also helps initiate a working relationship between council and district personnel.

The workshop must be held at least once a year, preferably twice a year.

WORKSHOP OBJECTIVES



As a result of completing the District Committee Training Workshop, participants will be able to:

1. Define the four functions of district operation and list all the positions and structures of the district that carry out each of the four functions. List four tasks accomplished under each of the four functions.
2. Identify the major tasks of their specific committee or district assignment and define the ways each task might be accomplished.
3. Review a list of 12 responsibilities and correctly label each and assign to either the district chair, district commissioner, or the district executive.
4. Tell why their particular assignment is essential to district operation.
5. Name three other positions or committees of the district that they might need to talk with to carry out their assignment in the district.



OPTIONAL WAYS TO USE THE WORKSHOP

Use this workshop to meet your council's needs. Evaluate each session against those needs. Some session outlines may be expanded to meet your requirements. Some subject matter may be reduced because it is included elsewhere, such as in training topics at district committee meetings.

To consider your people trained, you will want to include most of the subject matter in this syllabus. There is, however, a variety of ways to use the workshop.

1. Councilwide Basis

A typical use of the District Committee Training Workshop is a coordinated council event for all districts in the council. Key council officers and the council Key 3 play major roles. Each session leader should be the council's most knowledgeable person on the subject.

Ideally, the committee-related learning groups are led by the council chair of the appropriate function or council operating committee and his staff advisers. Thus, the council committee chair gives direct training leadership to the respective district operating committee persons.

2. Part of Council Planning Process

In this option, the workshop is the culmination of the council's annual planning process. Late in the year, the three top council officers complete council objectives for the year ahead. They plan and establish their assignments for presentations at a meeting of all district Key 3s.

Then, probably in early January, council officers conduct a Key 3 conference and

workshop. The conference reviews council objectives for the year ahead, establishes district objectives for the year ahead, reviews district action plans to achieve the objectives, and trains the district Key 3 in how to conduct the District Committee Training Workshop.

Finally, each district Key 3, supplemented by other council and district Scouters, conducts its District Committee Training Workshop, perhaps in February or March.

3. Field Group Basis

In councils serving a large territory, it might be more effective to conduct the workshop on a field service basis with clusters of nearby districts or clusters of similar districts (i.e., rural districts, suburban districts, and urban districts). District cluster workshops can help to increase attendance and make it easier to relate subject matter to the environment of the district.

The council workshop training team may conduct the workshop in one part of the council one month and another part the next month.

4. District Basis

Some districts may be strong enough and large enough to run their own district workshop. The workshop might be the culmination of a major reorganization of a district committee. It might also be the culmination of a major district committee recruiting campaign in the district.

In the case of a major district realignment, the workshop will not only train people, but also help start the process of building new district committee teamwork.

5. Part of “University of Scouting”

A council might include the workshop as part of a “University of Scouting” conference that includes many other training courses held simultaneously at a common location.

6. Single Committee Sessions

If a district has recruited several new people (perhaps through a group recruiting event) to staff an operating committee, the appropriate committee-related learning group syllabus can be pulled out of this manual and used to train the committee.

WORKSHOP PLANNING



As for all other training and meetings in the council, be sure you have done timely and thorough planning for this event.

1. Plan the date well in advance to allow adequate time for promotion and preparation.
2. Select and reserve an adequate conference facility that is both attractive and convenient for participants.
3. Select, brief, guide, and support the best presenters available.
4. Plan a conference budget. If necessary, charge a modest fee to cover lunch, refreshment breaks, and literature.
5. Order all training materials, handouts, and audiovisual equipment well in advance to ensure that the right people have the right materials for their positions.
6. Promote, promote, promote! You will have worked hard to make the conference a great experience, but all of your work will be wasted and districts will suffer if people don't attend. Promote the conference so all district committee members will benefit from your planning and preparation.
7. Preregister participants by district committee assignment so that you will know how many persons to plan for in each session.

RECOGNITION



Councils may present an 8"×10" *District Scouter Training* certificate, No. 33738A, to district committee members and commissioners who have completed basic training. Completion of the District Committee Training Workshop also entitles participants to wear the Trained Leader emblem, No. 00280, below the district committee badge of office.

Participants may then proceed to complete the other requirements for the District Committee Key, No. 00924, with the special District Committee Key miniature device, No. 00872. The requirements are detailed in the BSA publication *Leadership Training Committee Guide: Plans, Procedures, Materials*, No. 34169.



**CERTIFICATE
No. 33738A**



**DISTRICT COMMITTEE
KEY WITH DEVICE**

THE WORKSHOP SCHEDULE AT A GLANCE



| TIME | MINUTES | ACTIVITY |
|------------|---------|---|
| 8:00 A.M. | 30 | Staff Setup |
| 8:30 A.M. | 30 | Registration and Informal Gathering |
| 9:00 A.M. | 15 | Inspirational Opening Session |
| | | <input type="checkbox"/> Inspirational audiovisual <input type="checkbox"/> Welcome—council president <input type="checkbox"/> Opening—a Scout <input type="checkbox"/> Introductions—council commissioner <input type="checkbox"/> Plan for the day—Scout executive |
| 9:15 A.M. | 75 | The Four Functions of District Operation |
| 10:30 A.M. | 120 | Committee-Related Learning Groups —in support of district operation (concurrent sessions) Group 1: District Membership Committee Group 2: New-Unit Organizers Group 3: District Finance Committee Group 4: District Training Committee Group 5: District Camp Promotion and Outdoor Committee Group 6: District Activities and Civic Service Committee Group 7: District Advancement and Recognition Committee Group 8: District Learning for Life Committee Group 9: District Chairs and Vice Chairs (or District Key 3) |
| 12:30 P.M. | 60 | Closing Luncheon Session |
| | | <input type="checkbox"/> Table grace—a Scout <input type="checkbox"/> Recognitions <input type="checkbox"/> Program options <input type="checkbox"/> Brief council announcements |
| 1:30 P.M. | | HOMEWARD BOUND |

(Some councils might find it more effective to conduct the workshop in the evening with the gathering period at 4:30 P.M., a supper session at 5:00 P.M., and an instructional session from 6:00–9:30 P.M.)

SUPPORT ITEMS

Order the following materials well in advance of the workshop. (Many of the order numbers of the manuals will change by adding an alpha.) All items are available through your local council service center.

Recognition Items

Trained Leader emblem, No. 00280
District Committee Key, No. 00924
District Committee Key miniature device, No. 00872
Reference: *Leadership Training Committee Guide: Plans, Procedures, Materials*, No. 34169

Gathering Period

Training Attendance Report, No. 34413

Opening Session

BSA videos (select one):
God Bless the U.S.A. (3:00), No. AV-08V020
America the Beautiful (Short 0:53/Long 2:40/Short with lyrics 0:53), No. AV-08V022
Star-Spangled Banner (Short 1:45/Long 3:10/Short with lyrics 1:47), No. AV-08V021

Four Functions of District Operation

Standard District Operations, No. 14-617A (or it can be copied from *The District*, No. 33070)
The Unit Commissioner's Orientation: Helping Units Succeed (17:00), No. AV-04V001R, or on the DVD
Commissioner Service and District Operation Support, No. AV-06DVD08
Highlights of District Operations for the 21st Century (14:52), No. AV-06V002A, or on the DVD
Commissioner Service and District Operation Support, No. AV-06DVD08

Group 1: District Membership Committee

A Handbook for District Operations, No. 34739
Membership Committee Guide, No. 33080

Group 2: New-Unit Organizers

A Handbook for District Operations, No. 34739
Contacting the Prospective Chartered Organization, No. 18-990-3

Group 3: District Finance Committee

A Handbook for District Operations, No. 34739
District Finance Committee Guide, No. 33779
National Centennial Quality District, No. 14-190-2
Scout Family FOS (9:45), part 1 of No. AV-05V009
Basics of FOS (9:50), part 2 of No. AV-05V009

Group 4: District Training Committee

A Handbook for District Operations, No. 34739
Leadership Training Committee Guide: Plans, Procedures, Materials, No. 34169
Trainer Development Conference, CD-ROM, No. 13-044

Group 5: District Camp Promotion and Outdoor Committee

A Handbook for District Operations, No. 34739
Camping Committee Guide, No. 33083
Cub Scout Outdoor Program, No. AV-01V011
Health and Safety Guide, No. 34415

Group 6: District Activities and Civic Service Committee

A Handbook for District Operations, No. 34739
Activities and Civic Service Committee Guide, No. 33082
Camporee Guide, No. 33571
Staging Recognition Meetings, No. 33706A (Available through any BSA local council)

Group 7: District Advancement and Recognition Committee

A Handbook for District Operations, No. 34739
Advancement Committee Policies and Procedures, No. 33088
National Centennial Quality Unit Award Commitment Form, No. 14-190
Index of Growth chart (current year), No. 28-532, (now named Centennial Quality Commitments)

Group 8: District Learning for Life Committee

Learning for Life Executive Guidebook, No. 99-064

Group 9: District Chairmen and Vice Chairmen

A Handbook for District Operations, No. 34739
Commissioner Administration, No. 34128
District Nominating Committee Worksheet, No. 14-33157
District Key 3, No. 14-630
Continuing Education for Commissioners, No. 33615D, sessions “MCS 405—Effective Unit Service in Low-Income Urban Communities” and “MCS 406—Effective Unit Service in Remote Rural Areas”
A Local Council Guidebook on Serving Rural Communities, No. 33090
A Local Council Guidebook on Serving Low-Income Urban Communities, No. 33089

DETAILED SESSION OUTLINES



STAFF SETUP

(30 minutes)

ARRIVE EARLY

Conference leaders should arrive at least one hour before the opening.

PHYSICAL ARRANGEMENTS

- Arrange seating so that all participants will be able to see and hear.
- Check on audiovisuals, flip charts, U.S. flag, council flag, tables, etc.
- Set up exhibits, charts, posters, and room decorations.
- Prepare the registration area.
- Check materials list and distribute materials to instructional areas/rooms.
- Check lighting, sound systems, heating, ventilation, and restroom facilities.
- Double-check food arrangements.

STAFF REVIEW

Be sure each person with an assignment is ready to go.

REGISTRATION AND INFORMAL GATHERING

(30 minutes before conference opening)

GREETERS

Be sure each arriving Scouter is greeted warmly, directed to the registration area, and encouraged to take part in the gathering period activity. Don't let people sit with nothing to do. Use as greeters prominent council Scouters who are not otherwise involved.

REGISTRATION

Ask participants to sign in, giving their name, address, e-mail address, phone number, district, and district assignment. Use lined paper or index cards. Later, the district registrar of training records can transfer names to the Training Attendance Report, No. 34413, to provide a permanent record by district.

NAME TAGS

Prepare a name tag for each participant. The tags can be color-coded in advance to indicate committee-related groupings.

REFRESHMENTS

Light refreshments are always welcome—fruit juice, tea, coffee, water, sweet rolls, etc.

TRAINING TREASURE TROVE OR OPTIONAL GATHERING ACTIVITY

A locked chest, the "Training Treasure Trove," is decorated in Scouting fashion and contains colorfully wrapped door prizes. A footlocker or patrol chest from camp works well.

Invitations mailed before the meeting to potential conference participants should include a key and a reminder that the Scouter is a "key" person. Remind the Scouter to bring the key to the meeting.

Use old keys for this purpose, but have some "good" keys cut to fit the lock on the chest. Rubbing the good keys with egg yolk or sulfur will make them look old and tarnished. Enclose good keys in some of the notices sent out. Have additional keys, including some good keys that fit the lock, available at the course preopening and registration.

Ask participants to try their keys in the lock. The participants with good keys will be able to open the chest and select a prize.

Include donated prizes, Scouting equipment, literature, camping and sporting goods, trail foods, etc. Use your imagination to make this an attraction to encourage attendance. It also is a good icebreaker during your preopening.

Exhibits
(Optional)

Set up a display of Scouting posters, equipment, and literature, and a large map with district and council boundaries. Have some resale items available such as council cups, shirts, and jackets. Have a display of council program materials and pictures showing the council's camping program, Scouting shows, Eagle Scout Recognition Dinner, etc. Have a picture board of youth-related activities depicting Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Learning for Life (optional if part of the district). A photo display of council and district Key 3s would add a nice touch. Also have a table, prominently located in the main assembly room, with sample copies of all literature related to district operation.

INSPIRATIONAL OPENING SESSION

(15 minutes)

- ASSEMBLE** Ask participants to be seated in the assembly area for the opening session.
- INSPIRATIONAL AUDIOVISUAL** Use a BSA video such as *God Bless the U.S.A.* (3:00), No. AV-08V020; *America the Beautiful* (Short 0:53/Long 2:40/Short with lyrics 0:53), No. AV-08V022; *Star-Spangled Banner* (Short 1:45/Long 3:10/Short with lyrics 1:47), No. AV-08V021
- WELCOME** The **council president** welcomes the group, thanks participants for attending, and highlights the importance of this training conference for those who will carry out district functions so that youth will benefit from Scouting in the many communities of the council.
- OPENING** A **Boy Scout** leads everyone in the Pledge of Allegiance and then offers an invocation (nondenominational prayer).
- INTRODUCTIONS** The **council commissioner** introduces the faculty and conference staff. The commissioner then invites participants to introduce themselves, giving their name, district, and title. If the group is large, participants may be asked to introduce themselves to those sitting on their left and right.
- PLAN FOR THE DAY** The **Scout executive** briefly reviews the conference plan. The Scout executive explains the objectives, need for a quality program, time schedule, and other pertinent details.

THE FOUR FUNCTIONS OF DISTRICT OPERATION

(75 minutes)

INTRODUCTION

Tell participants: *The operational work of a BSA local council is carried out through its districts.*

All districts are responsible for four standard functions: membership, finance, program, and unit service. The structure for carrying out these four functions may vary, but the functions remain the same.

The purpose of the council is to guide and support its districts in carrying out these four functions. In so doing, the districts and council achieve the purpose and mission of the Boy Scouts of America.

1. Membership Function

Uncover a flip chart with the heading "Membership Function."

Tell participants: *The **membership** function strives for growth through the organization of new Scouting units, and growth through new members joining existing units, and growth through the retention of existing members.*

Have everyone in the room who works primarily to carry out the membership function stand, and then be reseated.

2. Finance Function

Uncover a flip chart with the heading "Finance Function."

Tell participants: *The **finance** function sees that the district provides its share of funds to the total council operating budget, and helps units by suggesting and helping them with unit fund-raisers.*

Have everyone in the room who works primarily to carry out the finance function stand, and then be reseated.

3. Program Function

Uncover a flip chart with the heading "Program Function."

Tell participants: *The **program** function concentrates on helping Scouting units with camp promotion and special activities including community service, training adult volunteers, and youth advancement and recognition.*

Have everyone in the room who works primarily to carry out the program function stand, and then be reseated.

4. Unit Service Function

Uncover a flip chart with the heading “Unit Service.”

Tell participants: *The **unit service** function provides direct coaching and consultation by district volunteers for unit adults to help ensure the success of every Scouting unit.*

The membership, finance, and program functions are carried out by members of the district committee—the people in this room today.

The unit service function, however, is carried out by the district commissioner staff, a group that meets and is trained separately from the district committee.

STANDARD DISTRICT STRUCTURE

Distribute the organizational chart, *Standard District Operations*, No. 14-617A (can be copied from *The District*, No. 33070).

THE KEY 3

Tell participants: *Overall district leadership is provided by the Key 3, consisting of the district chair, the district commissioner, and the district executive. Many districts also have one or more district vice chairs.*

Have all district chairs, vice chairs, and district executives present stand, and then be reseated.

*The **district chair** is the volunteer leader of the district. The district chair gives direct leadership to the district committee and is a member of the council executive board.*

*The **district vice chair** substitutes for the chair, assists, and carries out special assignments as determined by the district chair.*

*The **district commissioner**, who is responsible for the unit service function, gives leadership to the district commissioner staff and meets regularly with the council commissioner and other district commissioners.*

*The **district executive** is the full-time professional in the district. He or she is employed by the council and works under the Scout executive's direction. The district executive works closely with and supports the work of district volunteers like yourselves.*

Briefly highlight the specific responsibilities of the district chair, district commissioner, and district executive.

THE MEMBERSHIP FUNCTION

Move to the flip chart with the “Membership Function” heading. Elicit from the group some of the tasks of the membership committee, then add what is missing. Be sure the list includes the following:

- Gather Information
 - Develop new-unit and membership growth plans
 - Conduct boy-fact surveys
 - Conduct career interest surveys
 - Identify underserved areas
 - Track membership growth
 - List potential chartered organizations
- Cultivate Relationships with Community Organizations
 - Encourage use of the Scouting program
 - Conduct relationships conferences
- Organize New Units and Learning for Life Groups/Explorer Posts
 - Recruit and train organizers
 - Conduct together plan
 - Organize new units
 - Involve a commissioner with each new unit
- Help Youth Join Existing Units
 - Conduct roundups
 - Recruit youth year-round

Explain that the membership committee gives leadership to the growth of Scouting for a larger percentage of youth in the district.

**THE FINANCE
FUNCTION**

Move to the flip chart with the “Finance Function” heading. Elicit from the group some of the tasks of the finance committee, then add what is missing. Be sure the list includes the following:

- Obtain the district’s share of funds for the council budget
- Carry out FOS in the district
- Meet goals by target dates
- Approve unit money-earning applications
- Implement finance policies
- Conduct project selling
- Conduct product sales
- Assist with endowment development
- Stimulate United Way relationships
- Recognize donors

Explain that finance in the district is largely participation in the fund-raising campaigns of the council. Successful financing of the council is the direct result of successfully conducted fund-raising programs within each district.

Each district within the council has finance goals. These goals are based on a share of the total council operating budget. The district finance chair helps determine the goals and accepts the district goal.

**THE PROGRAM
FUNCTION**

Tell participants: *As you can see on your district operations chart, the program chair coordinates the work of five committees that carry out the program function: the training, camping, activities, advancement, and Learning for Life committees.*

Move to the flip chart with the “Program Function” heading. Elicit from the group some of the tasks of the five committees of the program function, then add what is missing. Be sure to include the following:

- Training
 - See that unit leaders get trained
 - Determine who needs training
 - Build annual training program
 - Develop plans for specific courses
 - Promote courses
 - Provide training recognition

- ❑ Camping and Outdoor
 - Promote resident camping for all packs, troops, and teams
 - Develop and promote Cub Scout day camps
 - Promote year-round camping by all units
 - Provide guidance on health and safety
 - Use camperships
 - Guide the Order of the Arrow
- ❑ Activities and Civic Service
 - Recruit teams to carry out district activities
 - Involve the district in community service projects
 - Promote and help with council events
- ❑ Advancement and Recognition
 - Help unit leaders with advancement procedures
 - Monitor unit advancement progress
 - Recruit merit badge counselors
 - Approve Eagle Scout leadership service project plans
 - Recommend youth and adults for special awards
- ❑ Learning for Life
 - Organize posts and groups
 - Train adult post leaders and group leadership
 - Provide unit service to posts and groups
 - Hold meetings of Advisors and lead teachers as needed

**THE UNIT SERVICE
FUNCTION**

Tell participants: *Three of the district's four functions are carried out by the district committee. These, of course, are the functions of **membership, finance, and program.***

*The fourth function, **unit service**, is carried out by the commissioner staff of the district.*

Commissioners have a special impact on a district's success because of their direct-line relationship to units. They are the only commissioned volunteers at the district level. Unit health and unit service are so important that having a dynamic district commissioner staff should be a major district priority. The commissioner staff is half of the operation of the district.

To give us a good overview of commissioner service, let's view the 17-minute video **The Unit Commissioner's Orientation: Helping Units Succeed** (17:00 minutes), No. AV-04V001R, or use the DVD *Commissioner Service and District Operation Support*, No. AV-06DVD08.

Show the video/DVD.

Move to the flip chart with the "Unit Service" heading. Elicit from the group some of the tasks of the commissioner staff, then add what is missing. Be sure to include the following:

- Regularly visit all units
- Demonstrate BSA concern for unit leaders
- Facilitate on-time unit charter renewals
- Appraise and help units improve their program
- Help units earn the Centennial Quality Unit Award
- Give special help to units with special needs, major problems, or weak programs
- Help units benefit from council resources
- Conduct monthly roundtables
- Guide the unit leader selection process

VIDEO SUMMARY

Tell participants: *To summarize our session on the four functions of district operation, let's view the short video **Highlights of District Operations for the 21st Century** (14:52 minutes), No. AV-06V002A, or use the DVD *Commissioner Service and District Operation Support*, No. AV-06DVD08.*

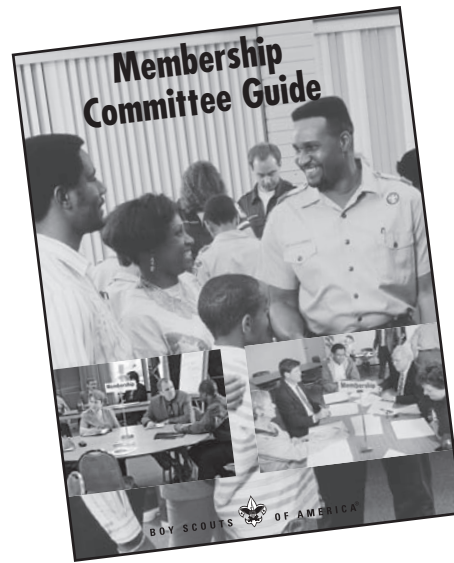
Show the video/DVD.

INTRODUCE BREAKOUT SESSIONS

Briefly describe each of the concurrent learning groups that are to follow.

Be sure everyone understands which group they will join and where the group will meet.

Committee-Related Learning Groups



GROUP 1: THE DISTRICT MEMBERSHIP COMMITTEE

(120 minutes)

INSTRUCTIONS

The council membership chair and his or her staff should conduct this session.

FEDERAL CHARTER

The council membership/relationships chair starts the session by explaining that its charter from Congress charges the Boy Scouts of America to make its program available to all eligible youth, but recognizes that youth must become members to benefit from the Scouting program.

Tell participants: As a membership organization, we not only must feel free to talk about membership, but we also must seek opportunities to increase it. That's the function you will give leadership to in your districts.

CHARTER CONCEPT

Tell participants: The charter concept of the BSA enables local councils to deliver the program of Scouting only through community organizations. A charter is issued annually to a community organization granting it the use of the program, operated under its own leadership, to serve the children, youth, and families for which it has concern.

As membership committee people, you and I play a key role in this charter concept.

KEY MEMBERSHIP RESOURCES

Distribute copies of *A Handbook for District Operations*, No. 34739, and *Membership Committee Guide*, No. 33080.

DISTRICT MEMBERSHIP COMMITTEE

Using the handbook, help participants review the tasks of the committee on page 9. Stress that the district membership committee is an action group, not a planning body.

RESULTS

Have participants turn to the section of the handbook on “How Will You Know When You Have Done a Good Job?” (page 5). Have the group read aloud the first sentence.

Review other indications of success, both measurable and unmeasurable.

FIVE SOURCES OF MEMBERSHIP GROWTH

Use a prepared poster or flip chart to list for the group the five basic sources of membership growth in the district. Very briefly introduce the five sources.

1. Growth from new units
2. Growth from youth recruitment/additional enrollments
3. Growth from program transition (Tiger Cub to Cub Scout, Cub Scout to Webelos Scout, Webelos Scout to Boy Scout, Boy Scout to Venturer)
4. Growth from stopping dropped units
5. Growth from increasing tenure/more youth reregistered at unit charter renewal

Divide participants into five buzz groups. Assign each group one of the five growth sources. Allow 10 minutes for groups to answer these questions about their growth source:

1. Who in the district makes it happen?
2. List at least six things district people do to make it happen.
3. List at least six things unit/community organization people do to make it happen.

Have each group report its results.

1. Growth from New Units

Explain that organizing units is the responsibility of the district membership committee. (If the district has a Learning for Life committee, the Learning for Life committee will organize the district's new posts and groups.)

Council Together Plan

Present your local council's together plan, event, or other plans.

Organizers

Discuss the district's task in recruiting and training organizers for new units.

HALFWAY BREAK

Take a break—your first hour probably is over.

ORGANIZING STEPS

On a chalkboard or flip chart, list and present the steps to organize a unit. Involve the group in a discussion of each step.

Tell participants: *Before you leave a unit, make sure the new unit is solidly under the care of a commissioner.*

2. Growth from Youth Recruitment/Additional Enrollments

Present your council's plans and events for growth from youth recruiting and additional enrollments for existing units.

Discuss the district membership committee's role in tasks such as

- Spring recruiting effort (recruiting for camp)
- Fall roundup
- Troop rallies
- Venturing open houses
- Patrol and den contests
- Playground roundups
- Boy-fact surveys/career interest surveys
- Unit inventories for unregistered youth
- Cub Scout renewal plan

3. Growth from Program Transition

Tell participants: *The commissioner staff leads but the membership committee supports membership growth from program transition.* Discuss

- Tiger Cub to Cub Scout plan
- Cub Scout to Webelos Scout plan
- Webelos Scout to Boy Scout plan
- Boy Scout to Venturer plan

4. Growth from Stopping Dropped Units

Tell participants: *The commissioner staff leads the district's efforts in membership growth by preventing dropped units.*

Commissioners give special help to units with major needs and difficulties.

5. Growth from Increasing Tenure/Charter Renewal

Tell participants: *The commissioner staff leads the district's efforts in membership growth by increasing youth tenure with more youth reregistered at unit charter renewal.*

Commissioners do this by

- Helping unit leaders increase the quality of unit programs
- Helping the unit with their membership inventory in November and at charter renewal time

TARGET MARKETS

Use a "panel of experts" to briefly review membership growth from target markets in the local council. These might include

- Low-income urban areas
- Isolated/low-income rural areas
- Hispanics
- African Americans
- American Indian communities and tribal groups
- Various Asian nationality groups
- Persons with disabilities
- Others

RESOURCES

Briefly review basic literature and audiovisual items available to help membership committees succeed. Use a resource display table or board that participants can look at during breaks.

A CHALLENGE Satisfaction Plus

Tell participants: *As the chair of the district membership committee, as a committee member, or as a new-unit organizer, you can get more satisfaction out of your Scouting position than anyone else in the district. You have in your hands the answer to a burning question asked by thousands of boys: "When can I be a Scout?" For many, the answer will be when a new Scouting unit is organized, or when a plan for Scouting units to invite new boys and young adults to join is set up in your district.*

**Committee-Related
Learning Groups**



**GROUP 2: NEW-UNIT
ORGANIZERS**

(120 minutes)

INSTRUCTIONS

This session is for volunteers who have been asked to help organize new units in the district, regardless of their registered position or committee assignment.

The instructors should be a volunteer and professional team.

**NEW UNITS:
A PRIORITY**

Tell participants: *New units are the major source of membership growth in the district. As new-unit organizers, **you** are at the cutting edge of extending Scouting to boys and young adults who would not otherwise be Scouts or Venturers.*

**FIVE SOURCES
OF MEMBERSHIP
GROWTH**

Use a prepared poster or flip chart to list for the group the five basic sources of membership growth in the district. (Do *not* make this a major presentation.)

1. Growth from new units
2. Growth from youth recruiting/additional enrollments
3. Growth from program plans (Tiger Cub to Cub Scout, Cub Scout to Webelos Scout, Webelos Scout to Boy Scout, Boy Scout to Venturer)
4. Growth from stopping dropped units
5. Growth from increasing tenure/more youth reregistered at unit charter renewal

Tell participants: *As an organizer, you relate to the number one source of growth.*

Tell participants: *The district membership committee is responsible for items 1 and 2. The district's commissioner staff plays a major role in helping units with items 3, 4, and 5.*

KEY RESOURCES

Distribute copies of:

- ❑ *A Handbook for District Operations*, No. 34739
- ❑ *Contacting the Prospective Chartered Organization*, No. 18-990-3

DISTRICT MEMBERSHIP COMMITTEE

Tell participants: *As an organizer, your work is part of the mission of the district membership committee. If the district has a Learning for Life committee, the Learning for Life committee will organize the district's new posts and groups.*

Using the handbook, help participants review the tasks of the committee on page 9.

Emphasize that the district membership committee is an action group, not a planning body.

ROLE OF THE ORGANIZER

Use a prepared flip chart or overhead transparency to make the following points. Tell participants: *The organizer has three broad roles:*

1. *To help sell the head of the chartered organization and its other leaders on using one or more Scouting units to help meet the organization's objectives in serving youth.*
2. *To facilitate the completion of every step in the process of organizing a new unit.*
3. *To involve a commissioner in ongoing service to the unit before disengaging as organizer.*

COUNCIL TOGETHER PLAN CAMPAIGN

Present your local council's together plan campaign, event, or other plans.

ORGANIZING STEPS

On a flip chart, list and present the steps to organize a unit as found in the Membership Committee Guide. Involve the group in a thorough discussion of the first four or five steps.

HALFWAY BREAK

Take a break—your first hour probably is over.

ORGANIZING STEPS (CONTINUED)

Complete the presentation and discussion on the remaining steps. Review *Contacting the Prospective Chartered Organization*.

COMMISSIONER ASSIGNED

Tell participants: *Be absolutely sure that a new unit is solidly under the care of a commissioner before you leave the unit as organizer.*

RESOURCES

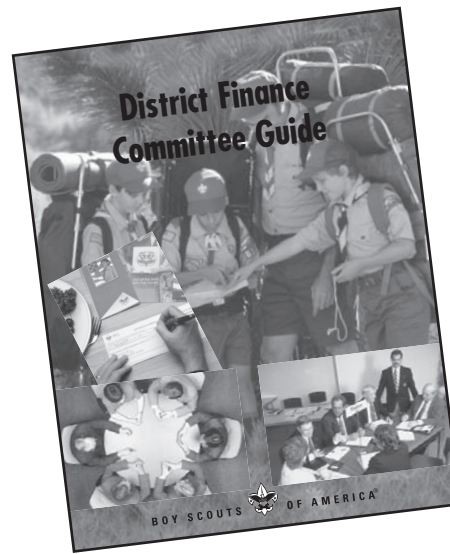
Briefly review basic unit literature and audiovisual items available to help organizers succeed in working with packs, troops, teams, crews, groups, and posts. Use a resource display table or board that participants can look at during breaks.

Reference the William D. Boyce New-Unit Organizer Award criteria in the *Membership Committee Guide* to encourage volunteers to help organize units.

A CHALLENGE
Satisfaction Plus

Tell participants: *As a new-unit organizer, you can get more satisfaction out of your Scouting job than anyone else in the district. You have in your hands the answer to a burning question asked by thousands of boys: 'When can I become a Scout?' For many, the answer will be when a new Scouting unit is organized, or when a plan for Scouting units to invite new boys and young adults to join is set up in your district.*

**Committee-Related
Learning Groups**



**GROUP 3: THE DISTRICT
FINANCE COMMITTEE**

(120 minutes)

INSTRUCTIONS

The council finance chair and his or her committee should conduct this session.

The council finance chair starts the session and quickly establishes a relationship with the district finance chairs and members of their committees. The council finance chair points out that district finance committee members are an important part of the team in raising the funds needed to maintain a quality program in the council and its districts.

GETTING STARTED

The council finance chair introduces the faculty for this session.

To develop interest in the subject, start by asking some questions and develop a dialogue with the participants.

Ask participants: How many of you have a wallet or pocketbook? Raise your hands. Good! Now reach in your pocket, wallet, or pocketbook and take out a dollar bill. If you don't have a dollar, borrow one from a friend. If your friend doesn't have a dollar either, a \$100 bill will do!

Hold it in your right hand. Hold your hand high in the air. Now wave the money back and forth. Good! Excellent! Now that we have established the fact that you all know how to handle money, you may put it away.

Today we are interested in you and not your money. We want to teach you how to handle money for the (your council's name) Council, Boy Scouts of America.

BUDGET

Distribute copies of the council operating budget. Explain the line items in the budget so that all are informed of the council's financial needs and understand how those financial needs are to be met.

| | |
|-----------------------------------|---|
| FINANCIAL STATEMENT | Distribute copies of the council financial statement. This might be done by the council treasurer. Explain how the finances are accounted for so that the participants are aware of accountability—both professional and volunteer. Explain how financial statements are approved by the council executive board. Tell them: <i>Each district chair is a member of the board and is kept apprised of the council's financial condition.</i> |
| DISTRICT FINANCE COMMITTEE | Distribute copies of <i>A Handbook for District Operations</i> , No. 34739, and <i>District Finance Committee Guide</i> , No. 33779. Using page 5 of the handbook, help participants review the tasks of the committee. |
| QUALITY OBJECTIVE | Explain how the council and district will achieve its finance goal as it relates to item 5 on the national Centennial Quality District commitment form. |
| FUND-RAISING | Distribute copies of the council and district financial plan. Explain the various methods of generating income such as Friends of Scouting, project sales, income-producing events, product sales, and other programs used locally. |
| UNITED WAY | If your council participates in one or more United Way campaigns, tell the participants how many are involved, and the budget request and actual allocation the council receives from each. Distribute local United Way materials. |
| HALFWAY BREAK | Take a break—your first hour probably is over. |
| UNIT FINANCE | <input type="checkbox"/> Very briefly, review how Scouting is financed at every level, using the chart on page 4 of the <i>District Finance Committee Guide</i> . <input type="checkbox"/> Remind participants of the district's responsibility to guide units in unit finance practices. <input type="checkbox"/> Divide the participants into three buzz groups. Assign each group its respective project: Group 1: List the various expense items that a Scouting unit might have. Group 2: List a variety of authorized unit fund-raising projects. Group 3: List nine unit finance policies and guidelines of the BSA. Allow groups 10 minutes. Have each group report its results. |

FOS

Allow 45 minutes for this presentation.

Tell participants: *The annual Friends of Scouting campaign is the district's most important finance responsibility.*

Introduce *Scout Family FOS* (9:45), part 1 of *Revised Scout Family FOS/Basics of FOS*, which is the second half of *Council/District FOS Volunteer Recruiting*.

Ask participants to look for the three most popular methods of raising Scouting family dollars in local councils today. Also have them watch for the heavy emphasis on the group presentation, which includes both flip chart and slide presentations.

View part 1, *Scout Family FOS*.

Discuss part 1.

Introduce part 2, *Basics of FOS*, at the end of No. AV-05V009 (9:50).

Ask participants to look for basic campaign methods including the giving levels, prospect evaluation, campaign kickoff, and report meetings.

View part 2, *Basics of FOS*.

Discuss part 2.

Present your local council FOS plan of action with giving levels, timetables, leadership structuring, position descriptions, and campaign resources.

A CHALLENGE "Thank You from America's Youth"

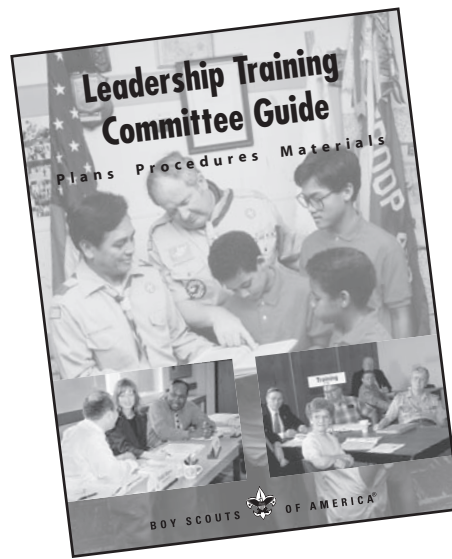
Tell participants: *Thank you for your help in obtaining the tangible dollar resources that make council and district services available to expand Scouting for your community's youth. Most of America's youth will never know that you are behind their Scouting growth, but you and the leaders of the council will know.*

As the chair of the district finance committee, a committee member, or a part of the district's Friends of Scouting campaign, you will help to make Scouting a dynamic success in your community.

Committee-Related Learning Groups

GROUP 4: THE DISTRICT TRAINING COMMITTEE

(120 minutes)



INSTRUCTIONS

The council training chair and his or her staff should conduct this session.

Reproduce the overhead projector transparencies from pages 45–63 at the end of this training outline or use as PowerPoint slides. Instructors might want to reproduce the same material as handouts so that participants can more easily follow the presentation and make notes on their copies.

GETTING STARTED

The council training chair introduces the faculty for this presentation.

Ask participants: *How many of you can ride a bike? Raise your hands. Now think for a moment who taught you. How did **you** learn?* Ask a few participants how they learned.

MAKE THE POINT

Tell participants: *In almost everything we do and do well, someone taught us how. The same is true in Scouting. If we want Scouting to do well, we need trained leaders.*

Point out that *across America we lose about 43 percent of our adult leaders every year. Following up with newly recruited leaders is vital if we are to keep a good training record.*

We have a big job—a management job. Our young people are too important to have untrained leaders. Besides, if training wasn't so much fun, we probably wouldn't do it. Training, if you do it well, keeps youth and leaders in the program longer.

KEY RESOURCES

Distribute copies of *A Handbook for District Operations*, No. 34739, and *Leadership Training Committee Guide: Plans, Procedures, Materials*, No. 34169.

MAJOR TASKS OF THE COMMITTEE

Using page 15 of the handbook, help participants get a quick overview of the tasks of the district training committee.

Emphasize that *your responsibility is training leaders—not just running training courses. Seeing that all unit leaders in the district are trained is the only true measure of your success.*

Note: If the district has a district Learning for Life committee, Explorer leader training is carried out by the Learning for Life committee. If there is no Learning for Life committee, Explorer leader training is the responsibility of the training committee.

MANAGING DISTRICT TRAINING
(Transparency 1)

Tell participants: *Most of this session is on managing district training—and the key word is **managing**. We'll try not to tell you **how** to train. That's why we have the trainer development conference. We have many kinds of training manuals and many kinds of training courses. This one is designed to help you do your work as leaders of the training process in the district.*

Training is where the action is in Scouting, and our role is to get leaders trained so that they can deliver the program of the Boy Scouts of America. We must produce leaders who feel successful, are having fun, know they are a part of Scouting, and will stay with us.

TRAINING MANAGEMENT PROCESS
(Transparency 2)

Tell participants: *Management consists of deciding what you want to do, getting ready to do it, doing it, deciding how well you did, and then recycling and starting over to do even better the next time. Training management is the same process. It has these same five elements.*

DECIDING WHAT YOU WANT TO DO
(Transparency 3)

Tell participants: *In training, we need to set goals for the number of leaders we are going to train in Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Learning for Life. Goal setting is vital and that's deciding **what** we are going to do.*

GETTING READY TO DO IT
(Transparency 4)

Tell participants: *Getting ready involves many things. Organizing and coordinating with other people is the first step. Resources are everywhere if we go out and look for them. We are going to show you some people who are available and can help you. Prospecting is finding out who those people are and who needs training. Setting the priorities; doing the planning, the staffing, and the promoting; arranging for materials and equipment; and setting the budget must be covered.*

DOING IT
(Transparency 5)

Tell participants: *We work the plan, conduct the training event, and observe how it succeeds. If you are the trainer, however, you can't also be the observer. There is no way you can train and supervise at the same time. We also must keep records and report results.*

HOW DID WE DO?
(Transparency 6)

Tell participants: Next, *we must evaluate the event to be sure we accomplished what we intended. We should praise and recognize those who have done their part—both the trainees and the training team.*

MEASURABLE GOALS
(Transparency 7)

Tell participants: There are **measurable goals** in district training. High quality must be the number one goal. If the quality is high, the people will come, they will stay and finish the course, and they will encourage their friends to do likewise. Most important, they will **learn** from the experience.

Another goal is having 100 percent of the top leaders trained, year after year. At first, some people assume it's impossible simply because the goal is 100 percent. It's not impossible, but it won't be achieved the first year. Districts across the country have attained 100 percent, but only because they **believed it could be done and would not settle for less.**

A complete training program is yearlong. Training once in the fall and once in the spring won't do. Timeliness is the key. Train when the participants are ready, and they are ready when **they're** ready, not when **you're** ready. Keeping a strong and qualified training team is, of course, another goal.

WHY TRAINING FAILS
(Transparency 8)

Review these reasons for why training fails.

- 1. Poor quality.** Trainers must perform at their best.
- 2. Not enough fun.** The trainer development conference is one of the most exciting events you will ever attend. That excitement must be carried over into the district training programs so that Scouters know how to have fun in Scouting.
- 3. Not enough opportunities.** Have plenty of courses and trainers prepared for personal coaching and small group sessions. Promote online learning at www.scouting.org.
- 4. Not enough trainers.** Some districts aren't represented at the trainer development conference. We need new trainers to replace those we lose to other assignments.
- 5. Inadequate follow-up.** More about this later.
- 6. Poor records.** If you don't know who needs training, you won't know whom to recruit for training courses.
- 7. Poor management.** Some district training chairs say, "I'm going to do the job all by myself." It's not possible. People are available to help in Scouting. Use them.

DISTRICT TRAINING ORGANIZATION
(Transparency 9)

District training chair and vice chair.

Tell participants: If you are a district training chair and management is not your 'thing,' get a vice chair whose 'thing' is management. If you are a good manager but not a good trainer, recruit a vice chair who knows training. Two-deep leadership at the committee chair level is important. Get someone to help you with the responsibilities—someone who has the skills you need.

Look at your resources in the district. There's a district committee that can help get people to training. The unit commissioners know which units need help. You are not alone—you have resources. Put them to work.

There is more help available at the council level. Don't overlook the council training committee, its staff adviser, and other district training chairs. They are conducting courses your people can attend.

At the program level we need a coordinator for each program phase: Cub Scout coordinator, Boy Scout coordinator, Varsity Scout coordinator, Venturing coordinator, and registrar. The registrar is important, and you will hear more about the position later. Not every district would be organized this way, however, so the organization should be built to fit the needs, and all positions should be covered and defined.

EVENT ORGANIZATION
(Transparency 10)

Explain that, for each training event, the course director should deal primarily with the training staff and the participants. But other tasks need to be done, including promotion, facilities, records, and evaluation. A good organization plan will produce a professional training program.

LIAISON AND COORDINATION
(Transparency 11)

Tell participants: Liaison and coordination with resources at the council level, in other districts, and in your own district is vital. Each district operating committee is a source of information about the health and strength of units. Unit and roundtable commissioners can be of particular help.

PROSPECTING
(Transparency 12)

Tell participants: Prospecting is a targeted approach to pinpointing the specific people in need of training and getting leaders trained.

First, identify the unit personnel who are not fully trained. Start with unit leaders, den leaders, assistant unit leaders, and unit committee members. The information should be a part of the district training records. If not, council records show the top leaders who are trained. In addition, the council keeps a copy of the training attendance reports turned in from each district.

The primary resource is the district training records. Unit commissioners are another resource. They know the training status of each of their unit leaders and usually of others in the unit. Note that this is not a once-a-year inventory, but an ongoing and year-round function.

PRIORITIES
(Transparency 13)

Tell participants: *The unit leader is always top priority. Why? If the unit leader is trained, other leaders in the unit are influenced to be trained. The unit leader is the opinion molder and executive officer. It's a matter of influence.*

In Cub Scouting, den leaders share the top priority spot with the Cubmaster. Since they work directly with boys, their training is vital.

In setting priorities, evaluate the expected tenure of a leader. If a leader is a short-timer, train that leader's replacement. The result is two-deep leadership with an assistant unit leader who is also fully trained.

Consider unit 'vital signs' to learn when a unit is having difficulty. The number and regularity of meetings, attendance at meetings, advancement, camping record, and new members can reveal the health of a unit. Pay particular attention to the training needs of units that require help in these areas.

*The **new** unit leader is a special priority. Joining Night for Scouting is a good time to get the whole unit team involved in training. That is when they are ready. They are new and unsure of themselves. It is our responsibility as trainers to help them become successful.*

HALFWAY BREAK

Take a break—your first hour probably is over.

PLANNING FOR TRAINING ON THE DISTRICT LEVEL
(Transparency 14)

Tell participants: *Planning must be tied to the training goals, the prospects, and the priorities. It must also be tied to the **entire** council calendar—not just the council training events, but everything else on the calendar that might influence a successful plan.*

Check the district calendar and school and local event calendars. Planning requires special attention to the formation of new units, whether as a part of a new-unit campaign or at other times. The district membership chair has that information.

Schedule enough courses, but don't overschedule. Allow time to do a course properly. Aim for quality. Provide time for follow-up so that everybody completes the course. And remember Murphy's Law: 'Anything that can go wrong, will go wrong.' Be flexible.

Who does all of this planning? Many people are involved, but the primary person responsible is the district training chair along with members of the training committee.

YOUR TRAINING CALENDAR
(Transparency 15)

Show a copy of a typical local district training calendar.

STAFFING
(Transparency 16)

Ask participants: *Where do you get a training staff? How do you build a training staff?*

Each program needs a training staff: Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing. Make sure you recruit and train a strong faculty for every training event. Bring in new faces and you can use them initially as backup for on-the-job experience.

Where do you find these men and women? What are some sources of trainers? The participants at the last trainer development conference make a good source, as do those who have completed Wood Badge training. They are experienced, understand the basic mechanics of training, and are well qualified to serve as trainers.

Other districts often can supply some temporary help. Try recruiting some prospective trainers and working with them in an on-the-job, train-the-trainer program. That's how most trainers got started.

What makes a good trainer? Knowledge of the subject is certainly important, but equally important are training skills. Look for people with an attitude who can make training fun, who have enthusiasm for what they are doing, and sensitivity to the group. Recruit people who recognize not only the importance of training, but also the importance of having fun while conducting it.

COURSE OR EVENT PLANNING

(Transparency 17)

Tell participants: Let's look at the who, when, where, and so forth of training.

Who? *One person has to be in charge of an event. A training course can't be managed by a committee, so you need a course director. The course director must decide who will attend, who the prospects are, and who will do the training.*

When? *Train when participants need it, and allow sufficient lead time to properly plan and conduct the course.*

Where? *Choose the best facility for the training position. Cost and convenience are important. Parking, a lighted lot, rest rooms, the type of neighborhood, and a good training room are important considerations.*

What? *Use official training materials and equipment. We use official materials because they have been developed and prepared with a great deal of attention and care, so that everyone tells the same story.*

How much? *Do we need a course budget? What must we consider? Keep costs low, but don't skimp. Cover the cost of the course without the training team members having to use their own funds. Be sure to include recognitions and fun.*

Why? *Oftentimes we don't consider this when we conduct training, and we need to. We train because there are people who need to know how to present the program to youths.*

PRESENTATION: "A CONVERSATION"

(To be presented as a dialogue between a training course director and two trainers.)

SCENE: Training session with no one in attendance. The person in charge (the course director) and the trainers are discussing what should have happened regarding promotion of the event.

DIRECTOR: “It’s time to start the session but no one is here. I wonder why no one showed up?”

TRAINER 1: “We have the room all set up and visuals up and the session prepared—I took the first three parts and he took the second three parts.”

TRAINER 2: “And I put signs up in the parking lot so people would know where to come, and the refreshments are ready, and I got all the handouts ready to distribute.”

DIRECTOR “Well, what happened?” (pause) “I called the district commissioner two months ago and told him when this session was scheduled and asked him to announce it at his commissioner’s meeting . . . but I never did hear back from him about any of the commissioners. I guess I should have checked back with him.”

TRAINER 1: “I called three partially trained Cubmasters and asked them to be ‘den leaders in training.’ I gave them the names of five others who also were partially trained, and asked them to make up a ‘training den’ for this session. I was hoping they would all come and complete their training. Maybe I should have called them back to see how they were coming along.”

TRAINER 2: “I did the same thing. When I called back, the three Cubmasters hadn’t made their calls yet. Guess I should have called them back again. We could have had 30 people here . . . if we had followed up.”

DIRECTOR “I wonder if the commissioners had any new leaders this month. They could have come, too, if they had been invited—and brought by someone. I put a flier out about this training session, but I didn’t send it to any new people. I didn’t have any names. So if the Cubmaster who got the flier didn’t pass the word, then I guess the others would never have known . . . and if the commissioner didn’t tell them about this session, well. . . and the flier did get out a little late, anyway.”

TRAINER 1: “Maybe our training wasn’t *timed* right. That’s critical, as I see it. Not too early or too late for a new leader—it has to be ‘just right.’ The training has to be ready when they’re ready.”

- TRAINER 2:** “That’s right. I saw that new Cubmaster at the service station the other day, and I should have brought this training up right then . . . but I didn’t. We talked about football and the weather, but not Scouting. I should have mentioned the training.”
- DIRECTOR:** “There were some other committee members who weren’t busy this week. I could have asked them to make some calls. All the information is available from the registrar. Guess I goofed. We are just going to have to do better.”
- DISCUSS** Discuss the conversation. What happened here? Have any of the participants had a similar experience?
- RECAP**
(Transparency 18) Review the “Promotion Summary.”
1. Put one person in charge of each event.
 2. Face-to-face, one-to-one recruiting is best.
 3. Make use of training dens or patrols.
 4. Have the training staff recruit.
 5. Use *all* district resources.
 6. Allow enough lead time.
- PROMOTION IDEAS**
(Transparency 19) Ask for any other ideas and list them on the easel pad.
- Have participants read through pages 4–9 of *Leadership Training Committee Guide: Plans, Procedures, Materials* as their major resource on the district training plan.
- RECORD KEEPING**
- Tell participants: *You must keep good training records so you will know who needs training. The BSA has developed a simple record system that provides needed information in the district, with backup records in the council service center.*
- Review these items:
1. *Registrar.* A member of the training committee is designated as “district registrar of training records.”

2. See page 42 of *Leadership Training Committee Guide: Plans, Procedures, Materials*. A “Unit Inventory of Training” is a list of all the adults in a unit, their positions, the date they first registered in that position, and training courses they have completed. On the right-hand side of the form is the key code to keep track of progress in the training recognition plan. This is the basic form that the district training registrar uses to keep records. A current copy of each unit’s adult roster or “field sheet” is kept next to its inventory of training.
3. On page 43 of *Leadership Training Committee Guide: Plans, Procedures, Materials* is the “Training Attendance Report,” which is filled out at the completion of any training course. One copy goes to the council service center, one copy is for the training registrar, and the final copy is for the district executive and/or commissioner staff.
4. On page 44 is the “District Summary of Trained Leaders.” It is a quick and easy reference to show the number of leaders in the unit and the number who are trained, for every unit in the district. It helps spotlight the units that are a priority for training.
5. On page 45 is the “Training Status of Top Leaders” form, which is sent out periodically to district training chairs. It lists all of the packs, troops, teams, or crews in the district. An “X” in the column on the council records tells whether the person is shown as trained or untrained. If it is incorrect, make the correction on the form and return it to the local council registrar.
6. On page 46 is the “Training Status Change” form, which can be used by the district registrar to change the status of one or more leaders on the council service center records.

BUDGET

Tell participants: *For some courses, you will need to develop a course budget. See the budget worksheet on page 47. Consider such expenses as materials, building use fees, refreshments, and recognitions. Income for these items could come from course fees, a ‘coffee kitty,’ or the council budget. The goal is to break even.*

WORK SCHEDULE

Tell participants: *The work schedule on page 48 can help you plan courses.*

TRAINING EVALUATION

Explain that, if we don’t evaluate results, we haven’t finished the management responsibility. Sample course evaluation forms for both course participants and course faculty can be found in the *Trainer Development Conference*, CD-ROM, No. 13-044.

Tell participants: *You also must evaluate your entire district training program frequently—perhaps two or three times a year. Use the District Training Evaluation form on page 49 of **Leadership Training Committee Guide: Plans, Procedures, Materials**.*

Explain that the most important measure of our success is retention: how long kids stay in Scouting. If we do a good job of training, kids will stay in the program longer and so will the adults. The indirect measure of retention is one that we must consider seriously.

THREE TRAINING METHODS

Explain that *there are three proven methods for offering training*. Review pages 10–12 of *Leadership Training Committee Guide*.

1. The *group method* has one or more trainers conducting training for a large number of people. The main advantages are the ability to share information with a number of people at one time, and the fun and fellowship of group interaction.
2. *Personal coaching* is a one-to-one or one-to-several situation for someone who has missed a group training session or is unable to attend on the scheduled dates.
3. *Self-study* can be used if the Scouter is in an out-of-the-way place, can't get to a group session, or can't get to personal coaching. This method is the least effective of the three.

Tell participants: *Don't hesitate to refer Scouters to training conducted by other districts if those dates or locations are more convenient.*

COURSE DETAILS

Note that pages 14–24 of *Leadership Training Committee Guide* provide details about BSA courses.

RECOGNITION

Tell participants: *Recognize participants who complete a course, and also the trainers. Use the progress sheets for the Scouter's keys and Scouter's Award. Prompt and timely recognition is important. We should do no less for adults than we do for youth. Adults need instant recognition in front of their peers. A roundtable or perhaps a unit committee meeting might be a good place. Be specific and appropriate.*

Note the complete descriptions of BSA training recognitions on pages 25–36 in *Leadership Training Committee Guide*.

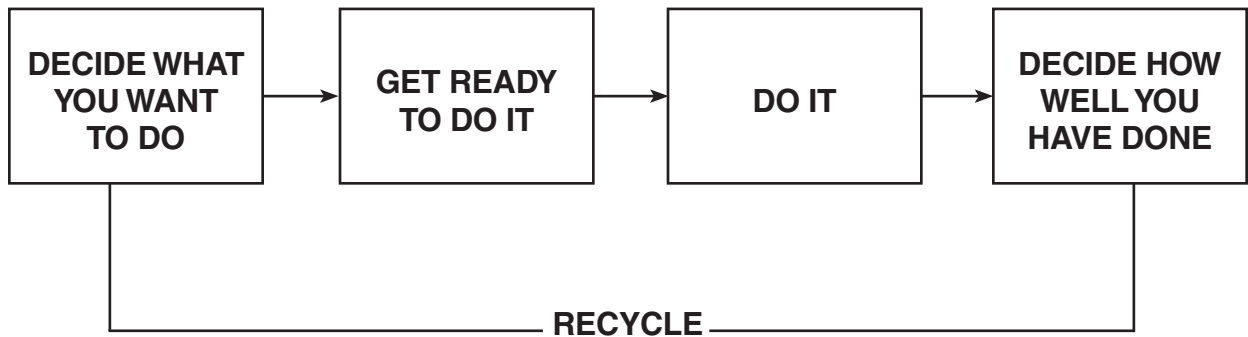
A CHALLENGE Keys to Scouting Success


Tell participants: *One of the keys to the success of the Scouting program is trained volunteer leadership: leaders who are trained in the purposes of Scouting, in the methods through which these purposes are achieved, and in the techniques of the leader's individual position.*

As chair of the district training committee, as a committee member, or as a trainer, you are a key to Scouting's success. You help men and women find the answers to the two basic questions, 'What is my position?' and 'How do I do it?' The Boy Scouts of America's leadership training program is designed to meet the needs of each volunteer position. You will help make this program a dynamic success in your district.

MANAGING DISTRICT TRAINING

TRAINING MANAGEMENT PROCESS





**DECIDE WHAT
YOU WANT
TO DO**

SET GOALS

—CUB SCOUTING

—BOY SCOUTING

—VARSITY SCOUTING

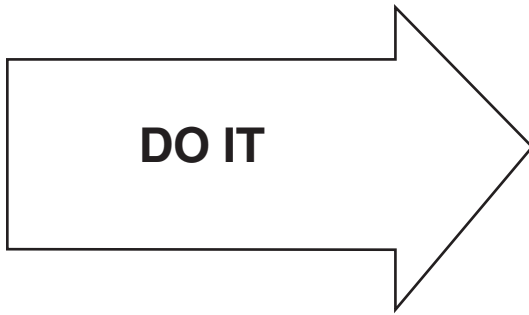
—VENTURING

—LEARNING FOR LIFE

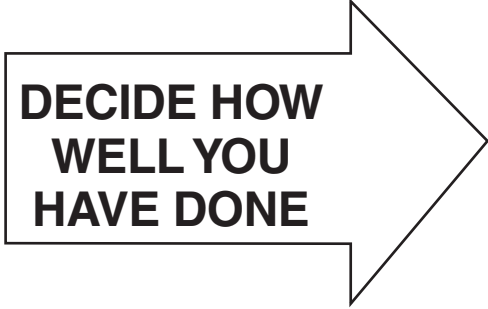


- ORGANIZING
- COORDINATING
- PROSPECTING
- SETTING PRIORITIES
- PLANNING

- STAFFING
- PROMOTION
- MATERIALS
- EQUIPMENT
- BUDGET



- **WORK THE PLAN**
- **CONDUCT THE EVENT**
- **OBSERVE**
- **KEEP RECORDS**
- **REPORT RESULTS**



**DECIDE HOW
WELL YOU
HAVE DONE**

- **EVALUATE**
 - EVENTS
 - DISTRICT TRAINING RECORD
- **PRAISE AND RECOGNIZE**

MEASURABLE GOALS OF DISTRICT TRAINING

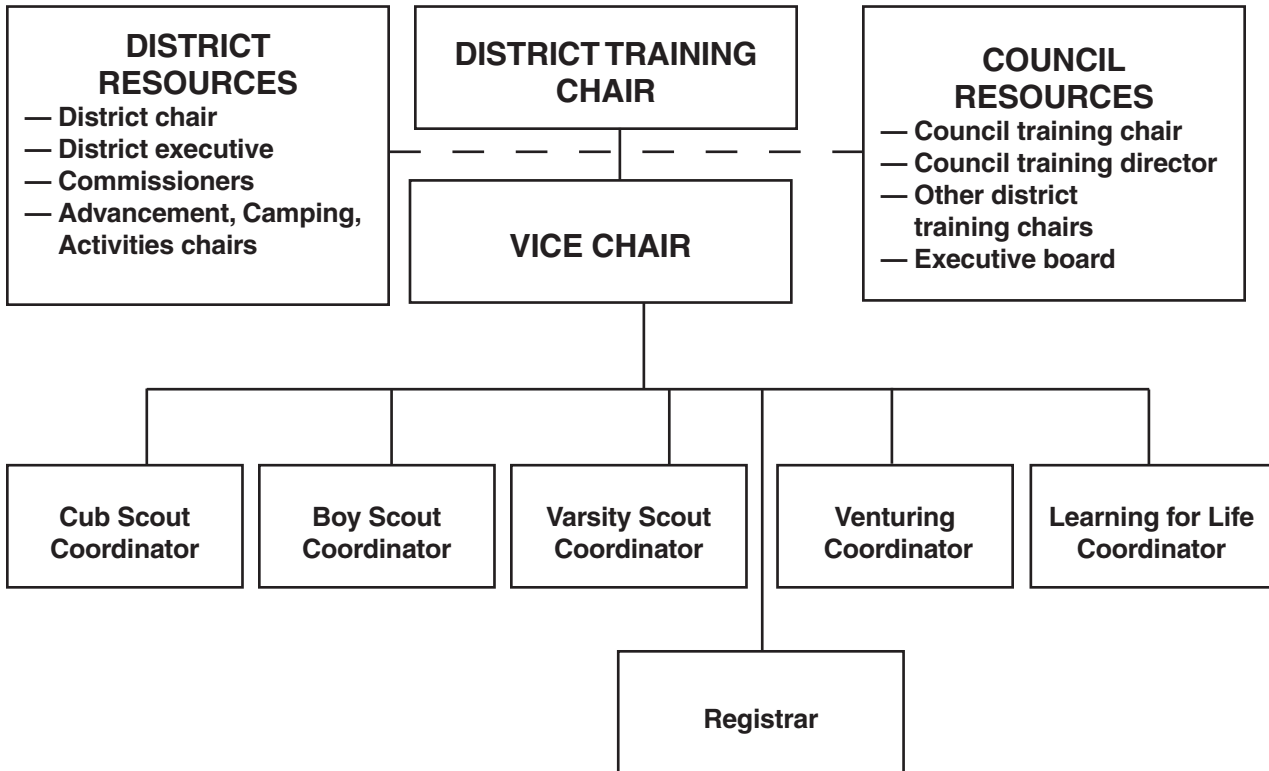
- 1. HIGH QUALITY**
- 2. 100 PERCENT TRAINED TOP LEADERS, YEAR AFTER YEAR**
- 3. A COMPLETE TRAINING PROGRAM, YEARLONG**
- 4. TIMELINESS—TRAIN WHEN PARTICIPANTS ARE READY**
- 5. A STRONG, QUALIFIED TRAINING TEAM**

WHY DISTRICT TRAINING FAILS

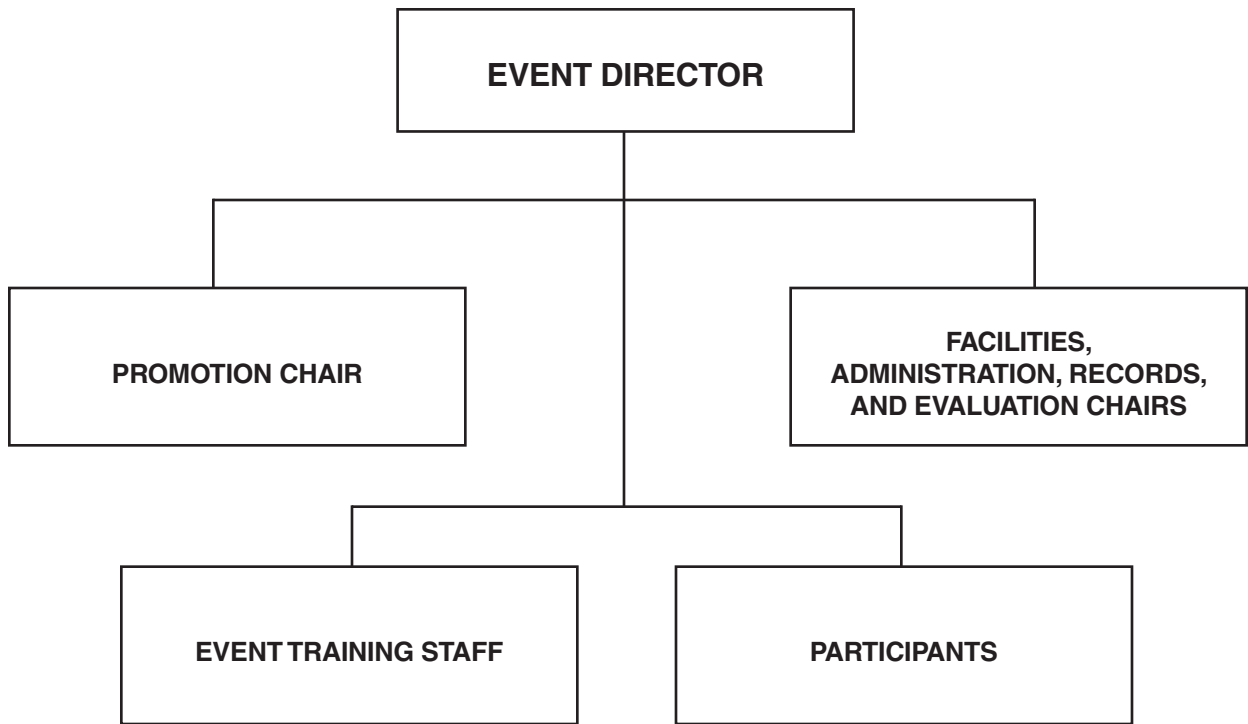
1. POOR QUALITY
2. NOT ENOUGH FUN
3. NOT ENOUGH OPPORTUNITIES
4. NOT ENOUGH TRAINERS
5. INADEQUATE FOLLOW-UP
6. POOR RECORDS
7. POOR MANAGEMENT:

“I’M GOING TO DO THE JOB ALL BY MYSELF!”

DISTRICT TRAINING ORGANIZATION



EVENT ORGANIZATION



LIAISON AND COORDINATION

1. COUNCIL

2. OTHER DISTRICTS

3. YOUR DISTRICT:

- DISTRICT CHAIR
- DISTRICT EXECUTIVE
- MEMBERSHIP COMMITTEE
- ADVANCEMENT COMMITTEE
- CAMPING COMMITTEE
- ACTIVITIES COMMITTEE
- UNIT COMMISSIONERS
- ROUNDTABLE/PROGRAM FORUM COMMISSIONERS

PROSPECTING

1. BUILD A LIST OF UNIT PERSONNEL NOT FULLY TRAINED:
 - CUBMASTERS, SCOUTMASTERS, TEAM COACHES, ADVISORS, AND SKIPPERS
 - DEN LEADERS
 - ASSISTANT UNIT LEADERS
 - UNIT COMMITTEE MEMBERS
2. USE DISTRICT RECORDS.
3. USE COUNCIL RECORDS.
4. USE COMMISSIONERS.

THIS IS NOT A ONCE-A-YEAR INVENTORY!

PRIORITIES

1. **UNIT LEADERS AND DEN LEADERS ARE ALWAYS TOP PRIORITY.**
2. **CONSIDER EXPECTED TENURE OF THE TOP LEADER. IF A SHORT-TIMER, TRAIN THE REPLACEMENT.**
3. **CONSIDER UNIT “VITAL SIGNS”:**
 - **MEETINGS, ATTENDANCE, ADVANCEMENT, CAMPING RECORD, NEW MEMBERS, TWO-DEEP LEADERSHIP**
 - **PAY ATTENTION TO THOSE NEEDING HELP**
4. **THE NEW LEADER IS A PRIORITY:**
 - **TRAIN THE WHOLE UNIT LEADERSHIP TEAM.**
 - **USE FAST START TRAINING.**

PLANNING DISTRICT TRAINING

- 1. TIE TRAINING TO GOALS, PROSPECTS, AND PRIORITIES.**
- 2. CONSULT THE COUNCIL CALENDAR.**
- 3. CONSULT THE DISTRICT CALENDAR.**
- 4. CONSULT DISTRICT LOCAL EVENT AND SCHOOL CALENDARS.**
- 5. FOCUS ON FORMATION OF NEW UNITS (JOINING NIGHT FOR SCOUTING, ETC.).**
- 6. DON'T OVERSCHEDULE.**
- 7. PROVIDE TIME FOR FOLLOW-UP.**
- 8. REMEMBER MURPHY'S LAW AND BE FLEXIBLE.**

DISTRICT TRAINING CALENDAR

(REPRODUCE A TYPICAL LOCAL DISTRICT TRAINING SCHEDULE.)

STAFFING

1. **BUILD THE TRAINER “POOL” FOR EACH PROGRAM.**
2. **RECRUIT AND TRAIN A STRONG FACULTY FOR EACH EVENT.**
3. **BRING IN NEW FACES.**
4. **NOTE SOURCES OF TRAINERS:**
 - **TRAINER DEVELOPMENT CONFERENCE**
 - **COUNCIL TRAINING TEAM, IF AVAILABLE**
 - **WOOD BADGE–TRAINED SCOUTERS**
 - **OTHER DISTRICTS**
 - **ALL OF YOUR OTHER RESOURCES**
5. **LOOK FOR THE FOLLOWING:**
 - **CURRENT KNOWLEDGE OF SUBJECT**
 - **TRAINING SKILLS**
 - **PEOPLE WHO MAKE IT FUN!**
 - **ENTHUSIASM, ABOVE ALL**

COURSE OR EVENT PLANNING

1. WHO?

PUT ONE PERSON IN CHARGE

- **WHO WILL ATTEND?**
- **WHO WILL TRAIN?**

2. WHEN?

- **WHEN DO PARTICIPANTS NEED IT?**
- **HOW MUCH LEAD TIME DO WE NEED?**

3. WHERE?

- **THE BEST FACILITY FOR OUR PURPOSE**
- **COST**
- **CONVENIENCE**

4. WHAT?

- **USE OFFICIAL MATERIALS AND EQUIPMENT**
- **TEACH THE OFFICIAL COURSE**

5. HOW MUCH?

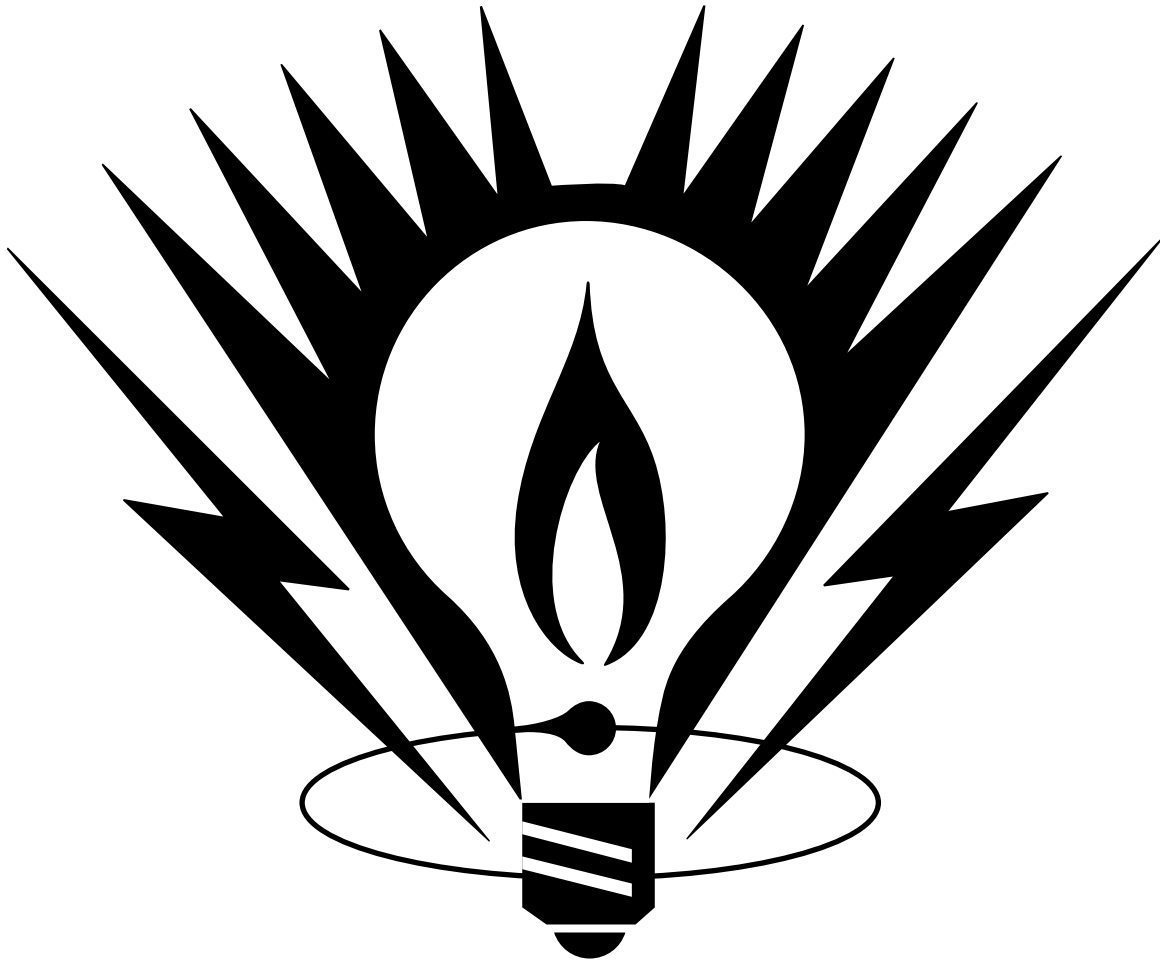
- **KEEP COSTS LOW BUT DON'T SKIMP**
- **INCLUDE RECOGNITIONS AND FUN**

6. WHY?

PROMOTION SUMMARY

1. ONE PERSON IN CHARGE FOR EACH EVENT.
2. FACE-TO-FACE, ONE-TO-ONE RECRUITING IS BEST.
3. USE TRAINING DENS AND PATROLS.
4. HAVE TRAINING STAFF RECRUIT.
5. USE ALL DISTRICT RESOURCES.
6. ALLOW ENOUGH LEAD TIME.

PROMOTION IDEAS

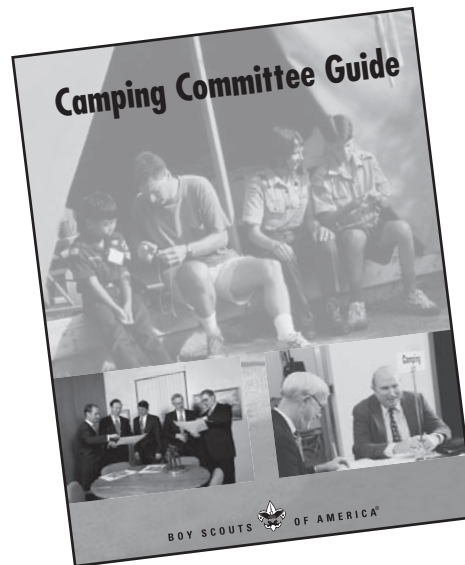


LET'S BRAINSTORM

**Committee-Related
Learning Groups**

**GROUP 5: THE DISTRICT
CAMP PROMOTION AND
OUTDOOR COMMITTEE**

(120 minutes)



INSTRUCTIONS

The council camping chair and his or her staff should conduct this session.

GETTING STARTED

The council camping chair introduces the faculty for this session.

Start by asking the participants these questions:

- How many of you went to camp as a child? Raise your hands.
- What has your childhood camping experience meant in your life?
- How many here were in the military? Have you ever slept in a pup tent? Was it fun? (You probably will have a few laughs at this.)

Tell participants: *The outdoor, camping, and high-adventure programs of the Boy Scouts of America are the most popular programs available to young people today.*

A youth joins a unit because Scouting provides the excitement and adventure of camping in the great outdoors. Boys want to share that excitement with their friends.

The key to fulfillment is in the hands of district Scouters like yourself. You can help fulfill the promise of outdoor adventure that we make to a boy when he joins.

KEY RESOURCES

Distribute copies of *A Handbook for District Operations*, No. 34739, and *Camping Committee Guide*, No. 33083.

**MAJOR TASKS OF THE
COMMITTEE**

Using page 13 of the handbook, help participants get a quick overview of the tasks of the district camping committee.

LONG-TERM CAMP PROMOTION

Have participants turn to pages 14–17 in the *Camping Committee Guide* and review “The ABC of Camp Promotion.”

AND/OR

Review your own council’s camp promotion plan in detail.

BOY SCOUT CAMP AUDIOVISUAL

Show your council’s camp promotion audiovisual.

Have small groups from each district discuss how they can use the audiovisual to promote camping in their district.

HALFWAY BREAK

Take a break—your first hour probably is over.

CUB SCOUT CAMPING

Present the Cub Scout camping program in your council, with particular emphasis on camping programs for Webelos Scouts.

Show the video *Cub Scout Outdoor Program*, No. AV-01V011 (9:01 minutes) or a local presentation.

Lead a group discussion of the video:

1. How is camping a part of an overall marketing plan for Cub Scouting growth?
2. How does the district camping committee promote camping for Cub Scouts?

ORDER OF THE ARROW

Have your lodge chief and lodge adviser give a brief presentation on the Order of the Arrow in your council and how it is available to assist in camping promotion. Allow a few minutes for questions and answers.

It should be made clear that the Order of the Arrow is a service organization committed to promoting camping and the outdoor program.

HIGH ADVENTURE

Outline the council’s high-adventure program. Point out the need to provide these experiences to older Scouts and Venturers as a means of retaining them in the program.

Discuss each of the BSA’s high-adventure bases and how districts can introduce older youth and leaders to the bases and help motivate them to use these super outdoor facilities.

Distribute information on both national and local high-adventure areas.

HOW THE DISTRICT HELPS ITS UNITS

Using the *Camping Committee Guide*, pages 26–29, discuss how the district helps units.

Distribute copies of the district camping committee work plan (reproduced from *A Handbook for District Operations*, No. 34739, page 26), based on current information. Have each district present hold a brief meeting and complete as much of the work plan as the committee members can.

Have district and council camp charts, camping statistics, and other information available to assist in this project.

Ask each district camping chair to report the findings.

Point out that now that they have had some experience, they should use this information as a basis for future district camping committee meetings.

HEALTH AND SAFETY

Take about five minutes to lead participants through section I of the *Health and Safety Guide*, No. 34415.

Emphasize use of the new *Health and Safety Training Course Syllabus*, No. 19-100. The Health Officer Training Course is available on the Web at www.scouting.org. Click on "Scouting Safely" and go to "training," then under that, click on "Camp Health Officer Training (PowerPoint)."

CAMPERSHIPS

Discuss how districts can help units use council camperships and other special help for youth with special financial needs.

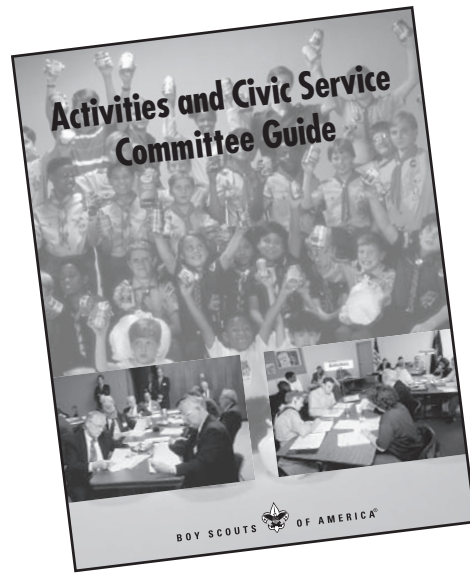
A CHALLENGE
Camping and Scouting
Unit Success

Tell participants: *As the chair of the district camp promotion and outdoor committee, or as a valued committee member, you help Scouting units succeed. You provide outdoor programs that most units are unable to provide on their own, and outdoor programs are often the main reason why a youth joins Scouting. From Cub Scout day camp to high-adventure programs, you help make exciting outdoor programs available for Cub Scouts, Boy Scouts, and Venturers.*

Committee-Related Learning Groups

GROUP 6: THE DISTRICT ACTIVITIES AND CIVIC SERVICE COMMITTEE

(120 minutes)



INSTRUCTIONS

The council activities chair and his or her staff should conduct this session.

As you prepare for this session, find creative ways to share how district and council activities provide memorable, “mountaintop” experiences for many Scouts and leaders, and dramatically capture the attention of the entire Scouting community.

GETTING STARTED

The council activities chair introduces the faculty for this session.

Ask participants: *Has anyone recently purchased tickets to a show or play? How was it? Was it what you expected?*

Ask around the room: *What was the most exciting event you have attended lately? Have one or two participants tell why or how the event was exciting. Did it leave them feeling proud? Patriotic? Inspired?*

Tell participants: *This is what our role in Scouting is, as members of the council or district activities committee. We are responsible for creating and promoting activities and ceremonies to inspire Scouts, leaders, parents, and the general public to want to participate in and support Scouting.*

We have the opportunity to bring alive the slogan, Do a Good Turn Daily, by involving Scouts in service projects that help others while helping our young people to develop in stature and become responsible members of the community.

KEY RESOURCES

Distribute copies of *A Handbook for District Operations*, No. 34739, and the *Activities and Civic Service Committee Guide*, No. 33082.

MAJOR TASKS OF THE COMMITTEE

Using page 11 of the handbook, help participants get a quick overview of the tasks of the district activities committee.

COUNCIL ACTIVITIES

Discuss with the group how the council and its districts work together. Use pages 9–12 of the *Activities and Civic Service Committee Guide*.

Present your council's plan of council-level activities for the next year to year and a half.

THE EVENT COMMITTEE

Using page 21 of the *Activities and Civic Service Committee Guide*, prepare in advance an event committee poster showing the various tasks that must be covered to produce quality events. Pages 19, 20, and 22 describe each position.

Place your premade poster on an easel or tape it to a wall. Distribute 8½" × 11" copies to the participants. Discuss each position and its importance.

HALFWAY BREAK

Take a break—your first hour probably is over.

PLANNING

Refer to the *Camporee Guide*, No. 33571. Point out that the responsibility for planning, promoting, and conducting a camporee will vary according to your council and district organization plan. Define how this is carried out in your council.

Using the *Camporee Guide*, review the following:

- What is a camporee? See page 1.
- Organizing to get the job done. See pages 2–6. Quickly form nine buddy or work teams. Assign each team a position description from the *Camporee Guide*. Allow five to eight minutes for teams to review their assigned committee position. Have each team report to the total group.
- Competitive games and activities. Explain how a series of games and activities can be combined into a major camporee-wide event for interpatrol/intertroop competition. Suggest the use of teams of eight to 12 Scouts.

Using the same work teams as above, assign each team one activity from pages 10–20 of the *Camporee Guide*. Allow groups five to eight minutes to review their activity and understand how to set it up.

- Review all aspects of the camporee. Include a review of your council's plan of budget and control for this type of event.

STAGING RECOGNITION MEETINGS

Refer to *Staging Recognition Meetings*, available through any BSA local council. Discuss the types of events like these held in your council and its districts.

Using *Staging Recognition Meetings* as a guide, review the following:

- Recognition meetings, page 3
- How to have an outstanding recognition meeting, pages 4–13
- Execution techniques, pages 14–24
- Potluck-style dinners, pages 26–32

CIVIC SERVICE ACTIVITIES

Tell participants: *One of the important objectives of Scouting is to foster the spirit of citizenship through service to others. Community service projects can be carried out at the unit, district, and council levels. Community service projects should be in response to real needs and concerns of the community, not make-work or make-believe needs.*

HOW TO BE SURE A PROJECT TEACHES CITIZENSHIP

Display three large flip charts or chalkboards, one marked “unit,” one marked “district,” and the third marked “council.” Carry out a group brainstorming exercise in listing community needs and concerns that might suggest an appropriate Scouting service project or “Good Turn” project. For each need or concern, determine whether it might best lend itself to a unit, district, or council activity. Then add it to the appropriate list.

How a community service project is carried out is far more important than the nature of the project itself in determining whether young people learn citizenship. Review the six criteria that will help ensure that a project actually teaches the qualities of good citizenship. (See pages 26–27 of the *Activities and Civic Service Committee Guide*.)

- 1. Be Real—The Project Must Be Real to Youth Members.** It must deal with situations that youth can see, that they can understand, or in which they can easily become interested.
- 2. Be Clearly Defined—Youth and Their Leaders Must Know What They Are Going to Do.**
- 3. Know Your Purpose—Youth Must Know Why They Are Doing the Project** if they are to learn good citizenship from the project.
- 4. Be Democratic—Youth Members Must Be Directly Involved in Selecting, Planning, and Implementing the Project.**

5. Be Informed—Youth Should Be Involved in Gathering First-hand Information Related to the Project.

6. Be Action-Oriented—Youth Must Take Some Meaningful Action as a Result of the Project and Be Able to Understand the Results.

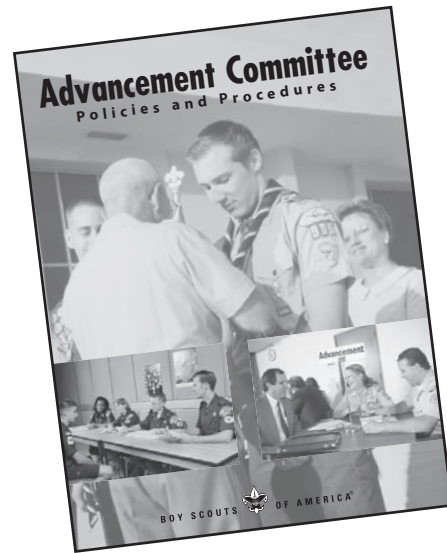
A CHALLENGE
“You Provide the Mountaintop”

Tell participants: *The ‘mountaintop’ experiences for many Scouts and leaders are the special activities that dramatically capture the attention of the whole Scouting community: a national jamboree, a Scout color guard at a city hall ceremony, or presentation of the Award of Merit to leaders at a district recognition dinner. Your efforts help make these great events happen in the lives of Cub Scouts, Boy Scouts, Venturers, and leaders.*

Committee-Related Learning Groups

GROUP 7: THE DISTRICT ADVANCEMENT AND RECOGNITION COMMITTEE

(120 minutes)



INSTRUCTIONS

The council advancement chair and his or her staff should conduct this session.

GETTING STARTED

The council advancement chair introduces the faculty for this session.

Ask participants: *How many of you were Cub Scouts? Raise your hands. Boy Scouts? Explorers? Now ask: How many were First Class Scouts? Star Scouts? Life Scouts? Eagle Scouts? Congratulate them on their achievements as youth.*

Tell them: *This is what the session is about—helping youth achieve. We, as adult Scouters and members of the council and district advancement committee, have accepted the responsibility to provide the climate for a good advancement program.*

KEY RESOURCES

Distribute copies of *A Handbook for District Operations*, No. 34739, and *Advancement Committee Policies and Procedures*, No. 33088.

MAJOR TASKS OF THE COMMITTEE

Using page 12 of the handbook, help participants get a quick overview of the tasks of the district advancement committee.

WHAT IS ADVANCEMENT?

Tell participants: *Advancement is the process by which youth members progress from rank to rank in Scouting. Ranks are simply a means to an end, not an end in themselves. Everything young people do to advance and earn these ranks, from the day they join until they leave Scouting, should be designed to help them have an exciting and meaningful experience.*

Education and fun are important functions of the Scouting movement, and they must be the basis of Scout advancement. A fundamental principle of advancement is that youth members will progress as a result of participation in the unit. In a unit with a good program, youth will advance naturally as a result of unit activities, and by taking advantage of the available advancement opportunities.

Review the four parts of advancement:

- 1. Learning.** The Scout learns in meetings, in activities, and on his own.
- 2. Testing.** The youth passes badge requirements in a natural way, as successful completion of each requirement has been demonstrated.
- 3. Reviewing.** The Scout is reviewed to discover whether the experience he has had is in line with what the requirements set forth. (There is no review in Cub Scouting.)
- 4. Recognition.** The youth gets the badge for the satisfaction it gives him to have his achievement recognized.

FOUR PROGRAM PHASES

Write on an easel pad:

1. Cub Scouting
2. Boy Scouting
3. Varsity Scouting
4. Venturing

Tell participants: *The purpose of advancement in Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing is the same. Advancement is one of the methods of Scouting to strengthen character, body, mind, and the qualities of participating citizenship.*

CUB SCOUT ADVANCEMENT

Tell participants: *The Cub Scout program in the den and pack is the basis for the Cub Scout's advancement.*

*The steps in Cub Scout and Webelos Scout advancement are **preparation, qualification, and recognition.***

The ranks in Cub Scouting are Bobcat, Tiger, Wolf, Bear, Webelos, and Arrow of Light Award. Write these on the easel pad next to "Cub Scouting."

Have participants turn to pages 18–21 of *Advancement Committee Policies and Procedures* and review the ranks in Cub Scouting and their requirements. Discuss what your council and districts do to promote Cub Scout advancement.

BOY SCOUT ADVANCEMENT

Have participants turn to page 23 of *Advancement Committee Policies and Procedures*. Tell them: *The Boy Scout requirements for rank are the basis for the Boy Scout's advancement. The ranks are Tenderfoot, Second Class, First Class, Star, Life, and Eagle. Write these on the easel pad next to "Boy Scouting."*

Recap the four steps in Boy Scout advancement: *learning, testing, reviewing, and recognition.*

Discuss what your council and districts do to promote Boy Scout advancement.

MERIT BADGES

Using *Advancement Committee Policies and Procedures*, pages 12–14, explain your council and district plan for recruiting and training merit badge counselors. Distribute copies of a typical merit badge counselor list.

BOARDS OF REVIEW

Using *Advancement Committee Policies and Procedures*, pages 28–33, present your council and district plan for conducting boards of review.

SERVICE PROJECTS

Using *Advancement Committee Policies and Procedures*, pages 27–28, present your council and district guidelines for service projects.

HALFWAY BREAK

Take a break—your first hour probably is over.

**VARSITY SCOUT
ADVANCEMENT**

Refer to *Advancement Committee Policies and Procedures*, page 35, and review Varsity Scout advancement.

Tell participants: *The Varsity Scout requirements for rank are the same as for Boy Scouts.* Write on the easel pad next to “Varsity Scouting” that advancement is the same as in Boy Scouting.

The advancement program in a Varsity Scout team is supervised by a youth member called a program manager and assisted by an adult called a program supervisor. An added feature of Varsity Scouting is the Varsity Scout letter. Note this on the easel pad.

**VENTURING
ADVANCEMENT**

Refer to *Advancement Committee Policies and Procedures*, page 36–38, and review Venturing advancement. Tell participants: *A male Venturer who has achieved First Class rank as a Boy Scout or Varsity Scout may continue working toward the Eagle Scout Award until age 18. There is no alternate Venturing route to qualify for Eagle Scout rank.*

*There are special awards and ranks in Sea Scouting; these are outlined in the **Sea Scout Manual.***

Review the Bronze, Gold, Silver, and Ranger awards in Venturing.

**SPECIAL
CONSIDERATIONS**

Refer to *Advancement Committee Policies and Procedures*, pages 39–43.

Give special attention to the sections on “Advancement for Youth Members With Special Needs” and “Lone Scouting.”

QUALITY UNIT AWARDS

Distribute and review the national Centennial Quality Unit Award commitment form for a unit—Cub Scout pack, Boy Scout troop, Varsity Scout team, and Venturing crew. Review the part on advancement.

Point out how the attainment of Centennial Quality Unit Awards affects the attainment of national Centennial Quality District and national Centennial Quality Council status. Display a copy of the current year's Centennial Quality commitment chart and discuss the part that deals with advancements per 100 Cub Scouts and Boy Scouts.

DISTRICT AND COUNCIL AWARDS

Using *Advancement Committee Policies and Procedures*, pages 46–55, review the various aspects of special awards in your council and district. List them on an easel pad and discuss each.

- District Award of Merit
- Silver Beaver Award
- Lifesaving and meritorious awards
- Award for meritorious action
- Local Council Certificate of Merit
- Spirit of the Eagle Award
- Distinguished Eagle Scout Award
- William T. Hornaday Award

COUNCIL ADVANCEMENT COMMITTEE

Tell participants: *A good advancement program requires teamwork between the council and district advancement committees and the commissioner staff.*

The council advancement committee provides the guidelines, supervision, and promotion of the advancement program.

The council service center is responsible for record keeping and distribution of awards.

Meaningful advancement goals cannot be set without keeping accurate records. Review the methods your council and district use to keep advancement records. Many councils keep computerized records. Discuss how computerized records can be an aid to advancement.

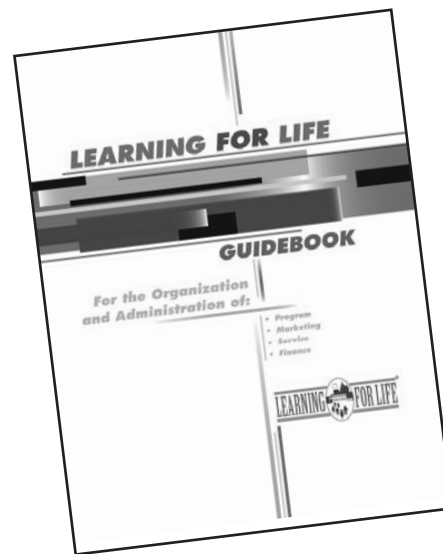
A CHALLENGE
“Advancement, Eagle Scouts, and You”

Ask participants: *Did you ever think you could help boys become Eagle Scouts? If you have just become a part of the district advancement and recognition committee, that is just one of the great contributions you will make. You will help Cub Scout packs and Boy Scout troops succeed. Packs and troops will help youth members advance in rank. And if they advance in rank, they will have a happy experience in Scouting and will grow because of their Scouting adventure.*

Committee-Related Learning Groups

GROUP 8: THE DISTRICT LEARNING FOR LIFE COMMITTEE

(120 minutes)



INSTRUCTIONS

Options in Council/District Support of Learning for Life:

The type of council/district volunteer structure to support Learning for Life depends on the number of groups/posts, the territory served, and the philosophy of organization in the council. The following options have been successful.

1. Some councils have a *Learning for Life division* with separate staff and volunteers who are responsible for LFL growth and service. Some Learning for Life divisions are responsible for all groups/posts in the council. Other councils recognize that even though they have a Learning for Life division to serve most groups/posts, some neighborhood-based groups/posts may be better served by district volunteers. (This is particularly true in rural and low-income urban districts.)
2. In other councils, all groups/posts are served through *traditional districts* that also include Cub Scout packs and Boy Scout troops. Districts with fewer than six LFL programs can provide the necessary service strictly through the district's operating committees and commissioner staff; no Learning for Life committee is necessary.
3. Districts with six or more LFL programs should have a *separate district Learning for Life committee*. Initially, with only a few groups/posts, the committee may consist of only a chair and an assistant. As more groups/posts are organized, the Learning for Life committee is set up with several teams:
 - A *marketing team* cultivates new participating organizations, organizes new groups/posts, and supports efforts to recruit new participants.
 - A *service team* provides regular service visits to groups/posts, helps adult leaders improve program and solve problems, and recertifies all LFL programs on time.
 - A *program team* trains new group/post adult leaders, holds quarterly meetings of post Advisors and Explorer officers, is responsible for district LFL events, and promotes council and national LFL events.
 - A *finance team* plans and organizes fund-raising efforts.

This break-out group is designed to train members of the district committee who specialize in LFL. Members of a Learning for Life division committee may also be included.

| | |
|--|---|
| GETTING STARTED | <p>The lead trainer introduces the faculty for the session.</p> <p>Have each participant give his or her specific role related to LFL in the district. List these LFL roles on a flip chart.</p> |
| KEY RESOURCES | <p>Distribute copies of sections of the <i>Learning for Life Guidebook</i>, No. 32025.</p> <p>A key objective of this session is to familiarize participants with the sections of the <i>Guidebook</i> that pertain to their role in the district or division.</p> |
| MAJOR EXPLORING TASKS OF THE DISTRICT LEARNING FOR LIFE COMMITTEE | <p>Using page 1-18 of the LFL <i>Guidebook</i>, help participants get a quick overview of the tasks of the district Learning for Life committee.</p> <p>Prepare a flip chart page with four headings spaced down the page: MARKETING TEAM, FINANCE TEAM, SERVICE TEAM, and PROGRAM TEAM. As each major task is reviewed, list it under the appropriate heading.</p> |
| THE MARKETING TEAM | <p>Using pages 4-36 and 4-37 in the <i>Learning For Life Guidebook</i>, present the responsibilities of the marketing team.</p> |
| STEPS IN NEW POST ORGANIZATION | <p>Refer participants to the five steps to success in “Getting Your Explorer Post Up and Running,” pages 2-13 to 2-14 in the <i>Learning for Life Guidebook</i>. Allow five to 10 minutes for the teams to review and plan a short report on their steps.</p> <p>Have the work teams report on their steps.</p> |
| CAREER INTEREST SURVEY | <p>Present your council’s plan for career interest surveys. Discuss the role of the district in the survey.</p> |
| HALFWAY BREAK | <p>Take a break—your first hour probably is over.</p> |
| CULTIVATION EVENT | <p>Present your council’s LFL Cultivation Event Plan. Discuss the role of the district in the plan.</p> |
| THE TRAINING FUNCTION | <p>The training function is carried out by the LFL program team.</p> |

| | |
|--|--|
| TRAINING COURSES | <p>Review current leader training courses and where to find each course syllabus online.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Five-Step Plan for Post Program Development <input type="checkbox"/> Adult Explorer Leader Basic Training <input type="checkbox"/> Post Leader Workshop <input type="checkbox"/> LFL Committee Training: Finance Team, Marketing Team, Program Team, Service Team <input type="checkbox"/> School-Based Program Training: Champions, Seekers, Discoverers, Challengers, Builders, and Navigators |
| QUARTERLY ADVISORS' MEETINGS | <p>Present your council's plan for quarterly Advisors' meetings. Discuss the district's role in these meetings. (See page 3-17, <i>LFL Guidebook</i>.)</p> |
| TRAINING NEEDS, TRAINING RECORDS | <p>Discuss the role of the district Learning for Life committee in assessing the training needs of adult leaders.</p> |
| THE SERVICE TEAM | <p>Refer participants to pages 5-1 to 5-23 of the <i>Guidebook</i>. Cover the sections on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responsibilities and Duties <input type="checkbox"/> Monthly Service to Posts <input type="checkbox"/> Keys to Success <input type="checkbox"/> Post Visit Guidelines <input type="checkbox"/> Service Team Worksheet (Post) <input type="checkbox"/> Troubleshooting Guide <input type="checkbox"/> Annual Post Inventory |
| RENEW THE POST | <p>Using pages 2-13 to 2-14 of the <i>Guidebook</i>, have five participants read aloud the five steps to renew a post.</p> |
| THE PROGRAM TEAM: DISTRICT/COUNCIL ACTIVITIES | <p>Present your council's plan for council/division/district-level LFL activities. Discuss the role of the district in these activities.</p> |
| ANNUAL LFL PROGRAM CONFERENCE | <p>Present your council's plan for the annual conference and discuss the role of the district in the conference.</p> |

A CHALLENGE

Tell participants: *School-age youth are at a crossroads in life. They are confronted by an increasing number of challenges. As the chair of the district Learning for Life committee, or as a valued committee member, you place a high value on a program that helps young people find direction for their lives through character and career education.*

**Committee-Related
Learning Groups**



**GROUP 9: DISTRICT CHAIRS AND
VICE CHAIRS (OR DISTRICT KEY 3*)**

(120 minutes)

INSTRUCTIONS

This session should be conducted by the council vice president for district operations or someone who has excellent knowledge of district leadership and district operations.

GETTING STARTED

Introduce the faculty for this session.

Tell participants: *Many of your good people are meeting in other rooms as we speak. Each of these groups is sharply focused on the details of carrying out one of the several functions of the district.*

But what is the common focus of this group? We need to focus on the role of district chairs and vice chairs.

Let's begin by thinking of words that suggest your specific role in Scouting.

Elicit words from the group and list them on a flip chart. You might get words like:

- Leader
- Recruiter
- Delegator
- Key 3
- Coordinator
- Meeting presider
- Board representative
- Motivator
- Resource mobilizer

**MAJOR TASKS OF
THE DISTRICT CHAIR**

Distribute copies of *A Handbook for District Operations*, No. 34739.

Using page 7 of the handbook, help participants get a quick overview of the responsibilities of the district chair.

Briefly present each of the 11 tasks, allowing an opportunity for brief discussion of each. As participants raise specific questions that cannot be answered quickly, write the question on a special flip chart page titled "Issues to Be Addressed." Allow time later in the session to address those issues.

SPECIAL ROLES OF THE VICE CHAIR

Briefly present the special roles of the vice chair:

1. **A "stand-in."** Like the vice president or vice chair of any organization, the district vice chair substitutes for the district chair when he or she is temporarily unable to serve (out of town, ill, etc.).
2. **A "copilot."** A good vice chair does more than wait for emergency action. A vice chair should share the weight of leadership as determined by the district chair. There are many ways in which the vice chair can help lead: by helping to recruit more district people, for example, or sitting in to help guide an operating committee.
3. **On "special assignment."** The district chair may ask the vice chair to carry out a special, ongoing assignment such as
 - Recruiting personnel
 - Coordinating finance support
 - Coordinating outreach to low-income, urban areas

Ask participants what role vice chairs play in their districts.



(For additional discussion of the roles of the Key 3, see page 84 in this manual).

SIX MAJOR TASKS

Reference the Six Major Tasks for Volunteer Success in *Selecting District People*, page 2.

Discuss each of the six steps in helping district and council volunteers to succeed:

1. Define responsibilities.
2. Select and recruit.
3. Orient and train.
4. Coach volunteers.
5. Recognize achievement.
6. Evaluate performance.

EIGHT STEPS IN RECRUITING

Divide the group into eight teams and assign a step to each. Allow teams four minutes to study their assigned step and prepare a one-minute presentation to the entire group (pages 4-5 in *Selecting District People*).

**RECRUITING
DISTRICT
VOLUNTEERS**

Reference *Selecting District People*, pages 8-9, to cover key points.

GROUP RECRUITING

Describe the advantages of group recruiting. Briefly define each of the three basic types (pages 14-16 in *Selecting District People*).

**THE NOMINATING
COMMITTEE**

Distribute copies of the District Nominating Committee Worksheet, No. 14-33157, and briefly describe the operation of an effective nominating committee. Also reference pages 18-19 in *Selecting District People*.

THE KEY 3

Distribute copies of District Key 3, No. 14-630. Using this folder as a resource, lead a discussion of

- The role of the district executive
- How you work with your district executive
- The role of the district commissioner
- How the Key 3 work together

HALFWAY BREAK

Take a break—your first hour probably is over.

**DISTRICT
COMMITTEE
MEETINGS**

Reference Guidelines for District Committee and Operating Committee meetings as a part of *A Handbook for District Operations*. Point out the model agenda on pages 20–21 and highlight its key items.

Refer participants to the model agendas for each operating committee. The agendas become monthly work plans for each operating committee.

Discuss the characteristics of a good presider.

Ask participants: *What do the district chair and vice chair do during the operating committee meetings?*



(For additional discussion of the roles of the Key 3, see page 84 in this manual).

**FLIP CHART
QUESTIONS**

Lead a faculty/participant session on “issues to be addressed” (the questions raised earlier in the session by participants).

SERVING SPECIAL MARKETS

Depending on the nature of the council, select a special target market (rural, low-income urban, Hispanic, etc.). Make a short presentation emphasizing

- The need and willingness to tailor our methods to the characteristics of the market
- The resources of the BSA in serving the specific market

To prepare for this presentation, the instructor might want to review the following resources:

- Continuing Education for Commissioners* sessions “MCS 405—Effective Unit Service in Low-Income Urban Communities” and “MCS 406—Effective Unit Service in Remote Rural Areas”
- A Local Council Guidebook on Serving Rural Communities*, No. 33090B
- A Local Council Guidebook on Serving Low-Income Urban Communities*, No. 33089A

CHALLENGE, CONGRATULATIONS, AND THANKS

Tell participants: *You might be a new district chair or vice chair, or you might be well into your term of office. Perhaps you have just accepted the district nominating committee's invitation to become the top volunteer Scout leader of your district. Congratulations. Thank you for agreeing to lead and to motivate a great team of people. Because of you and your team, many more youth will become involved, and the Scouting units in your districts will provide an even better program to the boys and young adults they serve. Because of you, boys and young adults will stay in the Scouting program longer.*

***This session can be extended to a district Key 3 learning group by adding the following topics.**

MAJOR TASKS OF THE DISTRICT COMMISSIONER

Reference *A Handbook for District Operations*, No. 34739, and discuss the role of the district commissioner.

Using page 7 of the handbook, help participants get a quick overview of the responsibilities of the district commissioner.

Briefly present each of the tasks, allowing an opportunity for brief discussion of each.

MAJOR TASKS OF THE DISTRICT EXECUTIVE

Briefly present each of the tasks of a district executive on page 8 of the handbook.

**COMMISSIONER
STAFF MEETINGS**

Refer participants to the sections on “District Commissioner Staff Meetings” on page 21 of *Commissioner Administration*, No. 34128. Point out the model agenda on pages 39–40.

Highlight key items on the agenda, particularly—

- A brief training topic drawn from the outlines in *Continuing Education for Commissioners*, No. 33615
- Significant time for assistant district commissioners and their respective unit commissioners to review the health of each unit and plan who will help meet specific unit needs during the months ahead

CLOSING LUNCHEON SESSION

(60 minutes)

**EATING
ARRANGEMENTS**

Provide an informal buffet-style meal with a variety of attractively arranged dishes, both hot and cold. Have serving stations on at least two sides of the room. This encourages the participants to mingle and visit as they serve themselves.

**SEATING
ARRANGEMENTS**

Use round tables if possible and seat participants in small groups. The professional staff and faculty should mix with the groups and promote discussion and fellowship. A small head table may be desirable for the council president, council commissioner, Scout executive, and guests. However, they should circulate around the room, stopping by each table to visit and add a personal touch to each table group.

TABLE GRACE

Have a Scout working on the religious emblems program give an appropriate nondenominational blessing.

RECOGNITIONS

If possible, take a few minutes to recognize some district committee members for their accomplishments (District Committee Training Key, Centennial Quality District Award, James E. West Fellowships, etc.).

**Program
Options**

Select one of the following program options for the second half of the luncheon hour. (Don't try to do more than one.) Select the option that best fits the council's culture and style.

**OPTION 1:
INFORMAL
DISCUSSIONS**

Have a faculty member or professional at every table encourage unstructured discussion growing out of the morning's activities. A topic card at place settings that displays questions or issues might be used to stimulate and channel discussion.

**OPTION 2:
TABLE TOPICS**

Use tall table-topic signs on each table. A table-topic presenter is prepared to share information and answer questions related to the topic. Table-topic presenters should arrive 10 minutes early to go through the buffet lines.

Table topics might include such things as

- Health and safety issues
- Group recruitment
- The council budget
- Religious emblems program
- Future plans for Camp _____
- The national jamboree
- Meet the council president
- Meet the council commissioner
- The council Scouting show
- Eagle Scouts
- What is endowment giving?
- Why Youth Protection?
- The chartered organization representative
- Teaching ethical values

**OPTION 3:
GUEST SPEAKER**

Invite an inspirational or well-respected person in the community to speak on a topic such as "Why We Serve." The purpose of the speaker is to make district Scouters feel that they are needed and that they have an extraordinary opportunity to bring Scouting to the youth of their districts.

**OPTION 4:
COUNCIL KEY 3/
WHAT'S NEW**

Members of the council Key 3 give a short panel presentation on what's new in the council and special aspects of the council's program in the year ahead.

**BRIEF COUNCIL
ANNOUNCEMENTS**

Make any necessary brief council announcements.

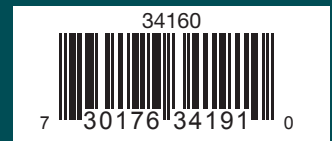


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Celebrating the Adventure ★ Continuing the Journey



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