

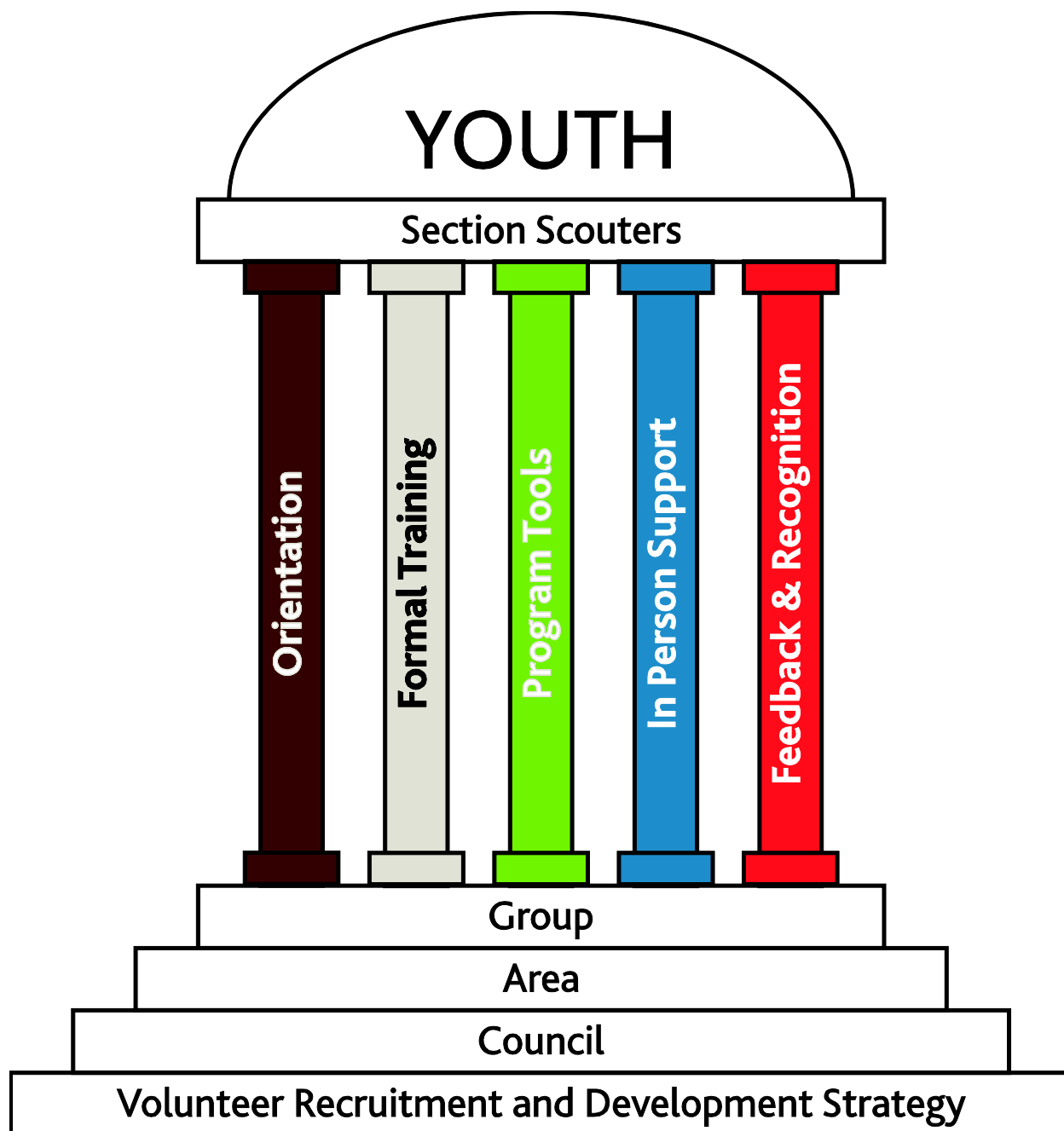
Scouter Support Training Trainer's Manual



It starts with Scouts.

Version 2.1 June 13, 2011
Minor changes November 5, 2012

For use with the
Scouter Support Playbook
Scouter Support Training: Participant Workbook



Notes to the Trainer

- This course is designed for small groups of 4-7 people each. Split your participants into as many groups as necessary to maintain this group size
- This course is designed to be discussion and activity driven
- Given the diverse conditions that this course may be delivered under, electronic resources can be used to supplement the material provided but are not required
- Case studies lead into each session, they help participants understand the need for the content being presented and provide a more active break between content heavy sessions
- Session outlines are provided that include activities, key questions, and speaking points

Required Materials

For the Trainer

- this manual
- Scouter Support Training: Participant Workbook
- Scouter Support Playbook
- full set of health checks
- full set of program quality standards
- current copy of BP&P
- New Volunteer Survey 2010 results document
- flipchart and markers (or equivalent ie/ whiteboard, chalkboard, overhead projector)
- laptop with internet connection, projector, and screen (if desired)
- samples of physical toolkit resources
 - New Scouter Welcome Kit
 - Grizzly Creek training kit
 - full BP&P and section quick reference guides
 - Screening: It's our Duty DVD
 - Screening Interview Guide
 - Course Training Standards
 - Program Quality Standards (one copy to each participant)
 - youth and leader handbooks for several sections
 - Jumpstarts

For each Participant

- Scouter Support Training: Participant Workbook
- Scouter Support Playbook
- full set of health checks
- full set of program quality standards
- pencil and erasers, some may want highlighters

For each Participant Small Group

- current copy of BP&P

Course Schedule

Type		Timing	
Session		35 minutes	Introduction
Case Study	1	15 minutes	Beaver Scouts, program planning
Session	1	20 minutes	Toolkits
Case Study	2	15 minutes	Cub Scouts, dealing with interpersonal issues
Session	2	60 minutes	Group interaction
LUNCH		60 minutes	LUNCH
Case Study	3	15 minutes	Scouts, planning to attend a jamboree
Session	3	60 minutes	Support calendar
Case Study	4	15 minutes	Venturer Scouts, dealing with difficult policy questions
Session	4	20 minutes	Policy
Case Study	5	15 minutes	Scouters, progressive discipline situation
Session	5	30 minutes	Progressive discipline
Wrap-up		15 minutes	Final questions and course evaluations

Session

Introduction

Time

35 minutes

Objectives

- participants understand the purpose of this course
- participants get to know the other people in their small groups
- participants understand the five pillars and how the outcomes were chosen

Required Resources

- Scouter Support Training: Participant Workbook pp 3-5
- New Volunteer Survey 2010 results document

Introducing our Brand Promise

5 minutes

Review the brand promise on page 3 of the participant workbooks. Explain that:

- this is what youth and parents are looking for when they sign up for Scouting
- the role of section Scouters is to ensure that youth participate in a quality program that meets that promise
- the role of service Scouters (everyone in this room) is to support our section Scouters in delivering on our brand promise
- this course and the playbook will help each of us effectively support the Scouters we are responsible for

Kids in Scouts have fun adventures
discovering new things and experiences
they wouldn't have elsewhere.

Along the way, kids develop into capable,
confident and well-rounded individuals,
better prepared for success in the world.

Scouts is the start of something great.

It starts with Scouts.

Introducing Ourselves

15 minutes

Each trainer should introduce him/herself by sharing with the whole group:

- name
- what you do in Scouting
- why this course is important to you
- any Scouts Canada training experience already
- cool fact about you

In their small groups, participants introduce themselves to each other by sharing:

- name
- what you do in Scouting
- why this course is important to you
- any Scouts Canada training experience already
- cool fact about you

Encourage participants to record this information on page 5 of their workbooks. At the end of the course, they may want to exchange contact information and this gives them a place for them to do that.

End this portion with:

- to be successful at anything you need to have three things.
 - skills and ability (10%)
 - tools and resources (10%)
 - motivation (80%)
- Scouts Canada can train your skills and abilities and provide you with our tools and resources but you must bring motivation to the table

My Training Group

My Name _____

My Role _____

My Org Unit _____

My Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Why Change

15 minutes

Introduce the 5 pillars and 9 outcomes to the participants, help them understand that they're based on things that our members told us we weren't doing well.

- this establishes the framework for the rest of the course and helps participants understand why we are changing and the structure of the playbook
- be concise, but don't gloss over
- encourage discussion and sharing that illustrates the challenges we face as a movement

Survey Finding	Survey Recommendation	Support Outcome	Support Pillar
it's very hard to communicate with Scouters, we don't have their contact information	1 - Scouters need to be screened, registered, and active sooner so we can support them	1 - 75% of new Scouters are recruited and registered by August 31 in the prior Scouting year	1 - Orientation
57% of new Scouters didn't receive a New Scouter Welcome Kit 37% didn't receive any kind of orientation or welcome at all	2 - Group Commissioners need to provide new Scouters with a consistent orientation and a NSWK	2 - Orientation and NSWK provided to all new Scouters within 2 weeks of accepting role	
just under half of Scouters don't know about JumpStarts only 20% know about Program Quality Standards.	6 - helping sections plan quality programs must be a key priority	3 - 80% of sections achieve the Quality Section Award	2 - Program Tools
56% of Scouters haven't taken the training they need for their role 10% of Scouters don't even know that training is available	3 - WB I training must be a key priority for everyone 4 - WB I training must be easy to access and quickly recognized 5 - training course quality must be measured and improved	4 - 100% of Scouters are trained with WB I in primary role 5 - training course quality is measured at each course, 60% of participants strongly agree with core quality statements	3 - Formal Training

14% of Scouters have never met their Group Commissioner 22% have never seen their Group Commissioner at a section activity 39% of Scouters have never met their Area Commissioner 8% of Scouters don't know which council they belong to	8 – Group Commissioners need to focus on program quality and Scouter support	6 – each section and group receives at least 3 service visits annually	4 – In Person Support
	7 – group committees need at least 3 people on them who aren't also section Scouters	7 – each group committee has a minimum of 3 non section Scouters to support group activities	
	9 – all Scouters need to receive in person coaching and support that meets their needs	8 – each Scouter receives personal feedback 3 times annually 9 – 20% of Scouters are recognized for outstanding service annually	5 – Feedback & Recognition

Five Pillars, Nine Outcomes

Pillar

1 - Orientation

2 - Program Tools

3 - Formal Training

4 - In Person Support

5 - Feedback & Recognition

Associated Outcomes

1 - 75% of new Scouters are recruited and registered by August 31 in prior Scouting year

2 - Orientation and NSWK provided to all new Scouters within 2 weeks of accepting role

3 - 80% of sections receive the Quality Section Award

4 - 100% of Scouters trained with WB I in primary role

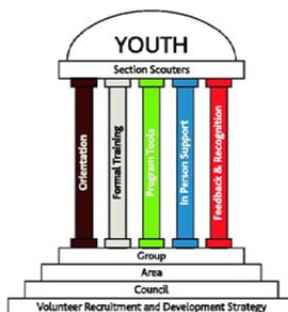
5 - Training quality is measured at each course; 60% of participants strongly agree with core quality statements

6 - Each section and group receives 3 service visits annually

7 - Each group committee has a minimum of 3 non section Scouters to support group activities

8 - Each Scouter receives personal feedback 3 times annually

9 - 20% of Scouters receive Scouts Canada recognition for outstanding service annually



Case Study 1 Beaver Scout Program Planning

Time 15 minutes

Tied To Session 1 – Toolkits

Objectives

- participants feel a need for a variety of program and support tools

Required Resources

- Scouter Support Training: Participant Workbook p 6

Direct participants to page 6 in their workbooks. Provide the following instructions:

- there are three speaking parts in the case, select people in your group for each part
- some of the parts may require ad libbing a response, do your best
- afterwards, there are questions for your group to discuss
- you won't have all the answers to the questions, that is fine, the case leads us in to the next session where you will get the answers you don't have

Depending on the number of small groups, consider spending the last 2-5 minutes allowing small groups to share what they talked about with everyone.

Case Study 1

A support Scouter is visiting a Beaver Scout leadership team meeting. The team is trying to put together a 12 month program plan for next year. Most of the Scouters are new to both the section and to Scouting. Most have not taken training yet.

- Scouter 1 Hi, welcome to our meeting. We sure could use your help. We were looking at the program quality standards, and realized we need to have a 12 month plan for next year.
- Scouter 2 This is tough, we have enough trouble planning a few hours ahead. Maybe we should just write down all our meeting dates and put floor hockey and dodgeball beside them. That's all we did this year.
- Support Scouter What do you remember from your Woodbadge I?
- Scouter 2 Most of us haven't made it to training, there's just not enough time. Giving up a whole weekend for it isn't easy.
- Support Scouter << ad lib response >>
- Scouter 1 We're not going to get trained tonight, so let's start planning.
- Scouter 2 I still don't know where we're going to start. Planning out a whole year isn't easy.
- Support Scouter What resources did you bring along to help your planning?
- Scouter 1 I've got Friends of the Forest in my briefcase. Why? Are there things that we can use to help us plan?
- Support Scouter << ad lib response >>
- Scouter 2 Okay, this will be easier than I thought. But, what happens if something doesn't work the way we'll think it will? Or, what if something comes up at the last minute?
- Support Scouter Your 12 month plan will have big events like camps, outings, service projects, and group activities. There should be room to be flexible in it. You'll add in more details as you do 3 month and 1 month plans later.

Group Questions

1. How did your Support Scouter answer the question about training?
2. As a group, can you think of flexible ways to deliver training?
3. Which program planning resources did your Support Scouter talk about?
4. As a group, which other ones can you think of?
5. What are the top three resources this section could use?

Session 1

Toolkits

Time

20 minutes

Objectives

- participants become aware of the resources available in the toolkits for each pillar and how they can be used

Required Resources

- Scouter Support Playbook pp 10-19
- samples of physical toolkit resources
 - New Scouter Welcome Kit
 - Grizzly Creek training kit
 - full BP&P and section quick reference guides
 - Screening: It's our Duty DVD
 - Screening Interview Guide
 - Course Training Standards
 - Program Quality Standards (one copy to each participant)
 - leader handbooks for several sections
 - youth handbooks for several sections
 - Jumpstarts

Optional Resources

- if a laptop with internet connection and projection system is available, add the following URLs to the browser favourites for easy access:
 - New Scouter Welcome Kit scouts.ca/NSWK
 - Electronic BP&P scouts.ca/dnn/tabid/234/Default.aspx
 - E-learning scouts.ca/elearn
 - council training calendar
 - Scouter Support Toolkit scouts.ca/VSTK
 - Course Training Standards scouts.ca/dnn/tabid/293/Default.aspx
 - leader handbooks scouts.ca/dnn/tabid/2558/Default.aspx
 - Program Builder Online pbo.scouts.ca/pol
 - Scouts Canada Wiki wiki.scouts.ca
 - prepared programming scouts.ca/dnn/tabid/2529/Default.aspx
 - Beaver Scout Jumpstarts scouts.ca/dnn/tabid/2455/Default.aspx
 - Cub Scout Jumpstarts scouts.ca/dnn/tabid/2456/Default.aspx
 - Scout Jumpstarts scouts.ca/dnn/tabid/2457/Default.aspx

This session is a quick survey of available materials. Go through pages 10-19 of the playbook, showing each item to the participants and explaining how they can use it to improve how they support Scouters.

Encourage participants to follow through their Playbook as resources are talked about, they may want to make notes about ones they like.

You have 20 minutes to cover more than 20 resources; do not spend a great deal of time on any given one.

Leave resources out for participants to browse during the lunch break.

Case Study 2 Cub Scout interpersonal issues

Time 15 minutes

Tied To Session 2 – Group Interaction

Objectives

- participants feel a need for a structured way to respond to service requests

Required Resources

- Scouter Support Training: Participant Workbook p 7

Direct participants to page 7 in their workbooks. Provide the following instructions:

- there are three speaking parts in the case, select people in your group for each part
- some of the parts may require ad libbing a response, do your best
- afterwards, there are questions for your group to discuss
- you won't have all the answers to the questions, that is fine, the case leads us in to the next session where you will get the answers you don't have

Depending on the number of small groups, consider spending the last 2-5 minutes allowing small groups to share what they talked about with everyone.

Case Study 2

A support Scouter is visiting a Cub Scout program meeting. The visit was arranged through the Group Commissioner a week ago. The section Scouters seem distant and unhappy to the support Scouter. After the meeting is done and the youth have left, the support Scouter stops to chat with a couple of the program Scouters.

Support Scouter: Thanks for having me out at your meeting, it looks like the kids were having fun.

Scouter 1: So, what did we do wrong?

Support Scouter: What do you mean? Everything seemed structured and well planned, your Scouters all have Woodbadge woggles, and the youth had fun earning some of their naturalist badge requirements.

Scouter 2: The only time we hear from someone is when somebody has complained, and we've never had anyone show up before. We just want to know who complained.

Support Scouter: Nobody complained. I'm just stopping in to see how your program is going and offer to help with anything that you might be having trouble with.

Scouter 1: No, really, you don't have to hide it. Why are you here? Who complained?

Support Scouter: << ad lib response >>

Scouter 2: Sure. So, do you have a report card or something to fill out? What kind of grade did we get?

Support Scouter: << ad lib response >>

Scouter 2: So, is this going to be a regular thing then?

Support Scouter: My role is to make sure you have the support and resources you need to deliver a quality program to the youth in your section. I need to come see your section in person to make sure that I can do that for you.

Group Questions

1. Was the attitude of the section scouters surprising? Why or why not?
2. What can we do to prepare sections for service visits?
3. How do we help scouters understand that we are there to help, not judge?
4. As a group, how would you improve the support Scouter's ad libbed lines?

Session 2

Group Interaction

Time

60 minutes

Objectives

- participants understand the servicing and support model
- participants understand the role and structure of service visits
- participants understand how to introduce someone they support to the model

Required Resources

- Scouter Support Playbook pp 20-24

Introducing the servicing and support model

5 minutes

- review material on pages 20-21 of the playbook (will be touched on again in Session D)
- emphasize that service happens in person
- service visits are regular, scheduled, in person, tied to needs at a given point in the year

Your first visit – overview

5 minutes

- discuss the goals for the first visit
- discuss the items you should bring with you on your first visit
- review the six steps of the first visit

Your first visit – roleplay

25 minutes

- each small group splits into pairs or threes
- one person in each pair roleplays being a Group Commissioner visiting a section for the first time
- one person in each pair roleplays the section Scouter
- if there is a third person, that person roleplays an assistant section Scouter in the same section
- roleplay follows the script on page 22 of the Scouter Support Playbook
- after 15 minutes, instruct pairs to switch roles up
- script calls for physical job descriptions and NSWKs, ask participants to cover that material verbally instead

Your first visit – debrief

5 minutes

- as a large group, debrief by
 - discussing the role of the first visit in building a relationship and setting expectations
 - ask pairs to share what went well and what was difficult in their roleplays

Regular service visits – overview

10 minutes

- discuss how service visit goals change depending on the time of year
- discuss how to prepare for a service visit
- discuss the importance of follow up work in providing effective service

What about meetings?

10 minutes

- review the suggested changes to group committee and area meetings
- discuss materials to be circulated beforehand
- discuss the suggested agenda
- emphasize the importance of being action oriented and forward focused
- allow time for questions, likely objections will be:
 - it's a lot of work
 - there's more pre-work, but it means shorter, more focused meetings
 - we need minutes, motions, and votes
 - minutes are helpful to track decisions and assignments
 - motions and votes aren't necessary, as they aren't binding at the group and area levels
 - our group/area bylaws say we have to do it a certain way
 - bylaws only exist at the national level, groups and areas don't have and don't need them
 - it will take time to get used to this
 - yes, and it's worth it

Case Study 3 Scout jamboree planning

Time 15 minutes

Tied To Session 3 – Support Calendar

Objectives

- participants begin to understand the cyclical nature of planning and support

Required Resources

- Scouter Support Training: Participant Workbook p 8

Direct participants to page 8 in their workbooks. Provide the following instructions:

- there are three speaking parts in the case, select people in your group for each part
- some of the parts may require ad libbing a response, do your best
- afterwards, there are questions for your group to discuss
- you won't have all the answers to the questions, that is fine, the case leads us in to the next session where you will get the answers you don't have

Depending on the number of small groups, consider spending the last 2-5 minutes allowing small groups to share what they talked about with everyone.

Case Study 3

A support Scouter is visiting a Scout Troop program meeting. The Scouters and youth heard about a regional jamboree happening in a few years. They are trying to make a plan to attend.

Youth: I was talking to the area youth commissioner on Facebook the other day and found out about a jamboree happening just a few hours away from us in two years, can we go?

Scouter: I don't know. It's really hard to tell where everyone will be at in two years.

Youth: I'll be here, and if we signed up for a jamboree, I bet everyone else would stick around.

Support Scouter: Having a long range goal for the section to work towards is a good way to keep people involved and excited in the program.

Scouter: I get that. It's just so far off, half these kids will be gone, and there will be a pile of new kids coming in to the section next year and the year after. We have enough trouble planning a few months in advance, how are we supposed to plan two years out?

Youth: How do other groups do it?

Support Scouter: << ad lib response >>

Youth: I think this is important, I'm going to bring it to the next Court of Honour meeting.

Scouter: You can do that. But, there are a lot of Scouters that will need to agree for it to actually happen. We always panic to get people to volunteer in September, so I really don't know if any plans will actually happen.

Support Scouter: << ad lib response >>

Scouter: I guess we can give this a try. I should probably talk to the other Scouters.

Youth: Great! I'm going to ask the AYC for some more information that I can share with the other kids.

Group Questions

1. What are some ways we can encourage multiyear planning in senior sections?
2. What are some ways groups and areas can support multiyear plans?
3. What can groups do with Scouter recruitment, appointments, and fundraising to support multiyear plans?
4. What are some activities that happen in Scouting every year that we can plan and prepare for well in advance?

Session 3

Support Calendar

Time

60 minutes

Objectives

- participants understand and apply the cyclical nature of Scouter support
- participants develop a personal plan for supporting Scouters within own area of responsibility

Required Resources

- Scouter Support Playbook pp 25-73
- Scouter Support Training: Participant Workbook pp 11-22
- self assessment and health check forms
- flipchart and markers (or equivalent)

Understanding the servicing standards

2 minutes

- review material on pages 20-21 of the playbook (already touched on in Session 2)
- emphasize that service happens in person
- service visits are regular, scheduled, in person, tied to needs at a given point in the year
- each service visit will require pre-visit work and follow up work

Understanding the health checks

10 minutes

- ensure that every participant has a copy of the health checks to look at
- review the metrics in the health checks
- with each metric, ask participants "what decisions does this metric help us make that will improve the quality of our programs?"
- show how metrics roll up from group to area to council
- using examples, talk about how some metrics are more important during certain points in the year than others (reference page 23 of the playbook for examples)
- emphasize that these are a pre and post visit tool, not to be used during visits

The self assessment and health checks are tools that help us understand if a section / group / area is healthy. It measures things that tell us if an org unit is in trouble now, or if it's heading towards trouble. Kind of like the list of things that a doctor checks no matter what you're seeing them for (weight, pulse, blood pressure, eyes, ears, breathing etc)

Just like seeing a doctor, it needs to be done regularly to make sure that we catch things in time. In our case, we do our health checks at least 3 times a year.

The person doing the checking fills them out. So a Group Commissioner fills out the self-assessment on behalf of her sections. An Area Commissioner fills out a health check for each group.

They are filled out before each scheduled service visit.

The person filling them out may not know everything, that's okay. The service visit is a chance to find out the things they left blank. It's also a chance to check the information they included.

The service visit's focus will change depending on the time of year, but items that are yellow, red, or blank should be touched on during the visit.

Following the visit, the self assessment or health check is updated to include what was learned and agreed on.

The person filling out the health check and performing the visit should share the current check with the people they are supporting, just like a doctor would share test results.

There aren't any deadlines or final copies for these because they are snapshots in time as part of an ongoing support relationship. They help frame conversations and set priorities for follow up work.

Understanding the cyclical nature of Scouting

5 minutes

- draw a large clock face in the middle of the flipchart
- put month names where hour numbers would go
- put 3 service visits in appropriate spots
- ask participants to suggest other things that happen at the same time every year to put on the clock, likely responses are:
 - registration events
 - recognition events
 - program events
 - fundraisers
- summarize that since so much of what we do every year is cyclical and regular, we can plan and prepare for most things we do to support Scouters while still allowing for some flexibility

Understanding the calendar in the playbook

5 minutes

- the calendar has the Scouter support activities that happen throughout the organization for each month
- chart pages provide mid-level overview of all activities
- activities pages go into the detailed activities that are happening at each level of the movement, they contain areas of focus for the health checks, and help guide our servicing activities
- the case study pages are fictionalized stories about how servicing is put into practice
- the calendar starts in March because that's when we start getting ready for next year; with a bit of extra work, you can jump in at any point in the calendar though
- ask participants if they have any questions about the calendar portion of the playbook

Building your own support calendar

38 minutes

small group work

- the participant workbook has one page for each month
- **each group picks one person to focus on building a personal calendar for**
- working together in small groups, fill in a personal support calendar for each month that includes
 - **the groups need to refer to the table format monthly calendars in the playbook**
 - people that you need to visit, when, and the date you're going to try and visit them
 - items that are of personal or local concern to you
 - people that you will need to ask for help
 - any additional, local activities
 - **key is to include specific names, goals, and deadlines**
- after one person's calendar is done, the group can select another person to work on a calendar for
- if most groups are done early, ask for Scouters to present portions of their personal calendars

Month	Activities I will be responsible for	People I will need to ask for help and support	Date that I will finish this activity by
Orientation			
Formal Training			
Program Tools			
In Person Support			
Feedback and Recognition			

How my activities will impact:

Program Quality

Membership Retention and Growth

Things I will need to communicate

Case Study 4 Venturer Scout policy questions

Time 15 minutes

Tied To Session 4 – Policy

Objectives

- participants begin to understand the role of policy in program support

Required Resources

- Scouter Support Training: Participant Workbook p 9

Direct participants to page 9 in their workbooks. Provide the following instructions:

- there are three speaking parts in the case, select people in your group for each part
- some of the parts may require ad libbing a response, do your best
- afterwards, there are questions for your group to discuss
- you won't have all the answers to the questions, that is fine, the case leads us in to the next session where you will get the answers you don't have

Depending on the number of small groups, consider spending the last 2-5 minutes allowing small groups to share what they talked about with everyone.

Case Study 4

A support Scouter is visiting a Venturer Scout leadership team meeting. The company president is trying to convince the advisor that the youth should be able to drive themselves to a camp, and that the advisors don't need to come along.

Youth: Here's our plan for attending the council Venturer camp next month.

Scouter: Hmm. It looks like you're not planning to bring any advisors along. It also looks like you're planning to drive yourselves out? What are you thinking?

Youth: We looked in BP&P, we're allowed to do stuff without advisors.

Support Scouter: That's correct. It's automatically a Category 3 activity when you do, though, have you planned for that?

Youth: Not yet.

Scouter: Really? There must be other policies to keep this from happening.

Support Scouter: << ad lib response >>

Scouter: What about laws? I'm really not comfortable with kids camping without adults there.

Support Scouter: << ad lib response >>

Youth: It's our program, and our movement, aren't you guys supposed to help us?

Support Scouter: Yes. Part of that is making sure that there are reasonable rules in place to make sure that you don't get into trouble you can't handle. Let's work on your plan together to make sure that you get a challenging experience that's within the rules.

Group Questions

1. Does your group agree with the youth or the Scouter in this case study? Why?
2. What are some other support scenarios where your group would benefit from outside guidance and advice?
3. Other than BP&P, what sort of laws and regulations would affect how Scouting operates?
4. BP&P contains our rules, but it's not comprehensive, where are some places you can go for information and advice?

Session 4 Policy

Time 20 minutes

- Objectives**
- participants understand the role of policy in Scouter support
 - participants are able to find and reference specific policies

- Required Resources**
- Scouter Support Playbook pp 74-77
 - Scouter Support Training: Participant Workbook p 23
 - BP&P (at least one print copy per group)

- small groups find a workable solution to 5 servicing problems by finding and using references in BP&P
 1. a Cub Scout leader wants to take the Cubs on an overnight trip to a small town rifle range to learn about firearm safety; the trip includes stopping at a small town airfield on the way back to take a ride in ultralight aircraft
 2. a Rover Crew wants to hold a social event that includes airsoft and post activity drinks at a pub
 3. a Scout troop leadership team is wondering if they need to get camping and outdoor activity approval for an overnight tour of a museum
 4. a Group Committee wants to know if their Beaver Colony should be reporting income and expenses for a year end camp to them
 5. a Service Scouter wants to know who is responsible for taking care of lightweight camping equipment for one of the groups she is assigned to
- participants have copies of the scenarios on p 23 of their workbooks
- solutions must include references to specific policy numbers
- monitor group discussions for reasonableness and accurate interpretations

Delivery Option 1 – Single Small Group

- small group works through as many problems as they can in 20 minutes

Delivery Option 2 – Small Number of Small Groups

- each small group is assigned a single problem
- groups have 10 minutes to find a solution
- final 10 minutes, each group has a minute or two to present their solution to everyone

Delivery Option 3 – Large Number of Small Groups

- each small group is assigned a single problem
- they each have 5 minutes to come up with a preliminary solution
- the small groups that are working on the same problem come together
- they have 10 minutes to come up with a joint solution
- for final 5 minutes, combined groups each have 1 minute to present their final joint solution

Policy Scenarios

1. a Cub Scout leader wants to take the Cubs on an overnight trip to a small town rifle range to learn about firearm safety; the trip includes stopping at a small town airfield on the way back to take a ride in ultralight aircraft
2. a Rover Crew wants to hold a social event that includes airsoft and post activity drinks at a pub
3. a Scout troop leadership team is wondering if they need to get camping and outdoor activity approval for an overnight tour of a museum
4. a Group Committee wants to know if their Beaver Colony should be reporting income and expenses for a year end camp to them
5. a Service Scouter wants to know who is responsible for taking care of lightweight camping equipment for one of the groups she is assigned to

Case Study 5 Progressive Discipline Situation

Time 15 minutes

Tied To Session 5 – Progressive Discipline

Objectives

- participants understand the need for progressive discipline

Required Resources

- Scouter Support Training: Participant Workbook p 10

Direct participants to page 10 in their workbooks. Provide the following instructions:

- there are three speaking parts in the case, select people in your group for each part
- some of the parts may require ad libbing a response, do your best
- afterwards, there are questions for your group to discuss
- you won't have all the answers to the questions, that is fine, the case leads us in to the next session where you will get the answers you don't have

Depending on the number of small groups, consider spending the last 2-5 minutes allowing small groups to share what they talked about with everyone.

Case Study 5

A Group Commissioner and a support Scouter are having a conversation with a section second year Scouter who keeps promising to take training, but hasn't yet. The section isn't able to earn a Quality award as a result.

Group Commissioner

Thanks for meeting with us.

As you know, all Scouters are expected to take training within 12 months of joining, preferably within 4. You've promised to take training and haven't yet. This is impacting the youth because the section isn't able to earn a Quality award due to the delay in your training. I would like you to commit to taking training within the next 2 months.

Scouter

I'm really busy, and my schedule is pretty fluid. None of the in person courses have worked out for me. I sign up then need to cancel.

Support Scouter

<< ad lib response >>

Group Commissioner

I'd like to emphasize that this is impacting the youth. Have you tried taking your training through e-learning?

Scouter

No. I'm not so great with the whole computer thing.

Support Scouter

<< ad lib response >>

Group Commissioner

You're overdue to complete your training, I'm asking you to complete it sometime within the next 2 months.

Scouter

What if I don't?

Group Commissioner

<< ad lib response >>

Group Questions

1. What type of approach did the support Scouter take? Does your group agree with that approach? Why or why not?
2. How have members of your group dealt with situations like this in the past? Did your approaches work?
3. Has anyone in your group not renewed a Scouter's appointment? What happened?

Session 5

Progressive Discipline

Time

30 minutes

Objectives

- participants understand the situations that progressive discipline is appropriate for
- participants understand the process for progressive discipline

Required Resources

- Scouter Support Playbook p 78

This session can quickly kill the mood of the course. That is fine, the content is necessary. It is at the end of the course for this reason.

Progressive discipline lecture

Occasionally you will need to deal with a Scouter who does not respond to your constructive feedback. Progressive discipline is a coaching process that will help them improve.

Sometimes it also helps us identify when a person is not a good fit for their current role or for Scouting in general.

Most Scouters want to do what is expected of them. You can help them by ensuring that Scouts Canada policies are made clear and applied consistently and fairly to everyone. You should:

- act early before poor work becomes a habit;
- be fair by clarifying the job expectations with the Scouter;
- improve the Scouter's performance by providing appropriate direction;
- try to solve the problem before it gets to the dismissal stage by applying the "progressive discipline process".

The steps outlined in these notes describe the process known as progressive discipline. It allows you to build on the skills of your present team and to make clear to everyone what Scouts Canada's policy is on Scouter expectations.

What kind of problems?

- **incompetence** a Scouter lacks the skills or ability needed for the job
- **misconduct** a Scouter breaks rules for keeping the scouting environment efficient and safe

A good service Scouter uses every opportunity to clearly communicate to all Scouters the expectations of the job and what will happen if these expectations are not met.

In the step-by step method described here, *negligence* may be treated as incompetence (if the Scouter is neglecting duties without realizing what is expected) or as misconduct (if the Scouter is fully aware that duties are being *neglected*, but *neglects* them anyway). The following charts and explanations walk you through the progressive discipline process.

Dealing with Incompetence

Does the Scouter lack the skills needed to do the job? If so, first speak with the person face to face and clarify the expectations of the job. Tell the Scouter what will happen if there isn't improvement. This may include being dismissed. Act promptly. If you let it go for too long without taking action you are considered to be *condoning* the poor work performance. You can't then use it as a reason for dismissal.

Next, ask yourself if this person has the ability to learn the skills needed for the job. If so, give the Scouter a fair chance to improve work performance by providing job training and supervision. Allow enough time for the Scouter to practice and use new skills. Or, if this is a long time Scouter with a good record who has now changed positions, you could consider giving the person different duties. This might be fairer than starting the disciplinary process.

If the Scouter's performance improves, the process worked! Congratulations! If not, you are now in a better position to decide if reassignment or retirement is warranted.

Don't Forget!

Keep a written record with dates of:

- meetings
- training sessions
- warnings
- performance reviews

Begin keeping records when you first speak to the Scouter about the problem. *THIS IS ESSENTIAL*. If you have not done so and the Scouter decides to challenge the dismissal, your chances of successfully defending your actions are greatly reduced. **You can use Scouts Canada's Incident Report Form for these records.**

Rather than straight dismissal, the goal of progressive discipline is correcting poor behavior and creating a better and more productive Scouter.

Dealing with Misconduct

Decide if the misconduct of your Scouter is minor or severe. Take into account factors like:

- seriousness and/or frequency of the problem
- Scouter's work history
- effect on the organization

If the misconduct is severe, speak to the next senior commissioner immediately.

If the misconduct is minor, speak with the Scouter face to face. Allow all sides of the story to be heard. Review the job expectations with the Scouter. Outline the consequences if these expectations are not met. Although time consuming, it is important to keep a written record of these activities. If you both come to an agreement that the behavior will be corrected - the problem is solved!

However, if the behavior does not improve, speak to the next senior commissioner about giving the Scouter a written warning with possible consequences. If the problem persists, the next senior commissioner may consider reassigning or retiring the Scouter.

Mitigating and Aggravating Factors

There are a number of factors to consider in applying the progressive discipline process to cases of either incompetence or misconduct. For example:

- was the misconduct intentional?
- is the Scouter accepting responsibility for his/her actions?
- was the infraction an isolated incident?

Scouter Checklist for Progressive Discipline

Incompetence: Scouter lacks the skills or ability to do the job.

- set out clear, reasonable job expectations in Scouts Canada policy
- communicate clearly job expectations to all Scouters
- bring unacceptable work to the attention of the Scouter promptly
- provide reasonable supervision, training and instruction
- give reasonable warning that failure to meet these expectations could result in dismissal
- allow for time and opportunity to meet the job expectations
- as a final step in the process, if no improvement, dismiss the Scouter
- keep complete written records

Misconduct: Scouter breaks rules for keeping the work place efficient and safe.

- give the Scouter the opportunity to tell his/her story about the misconduct
- collect all the relevant facts surrounding the misconduct
- give a verbal warning
- give a written warning
- as a final step in the process, dismiss the Scouter
- keep complete written records

Flip chart exercise

- using a flip chart (or equivalent), draw out flowcharts as you explain the steps

Incompetence Flowchart Description

1. Clarify job expectations / give training and supervision;
2. Give time and opportunity for job performance to improve;
3. Give written warning of what will happen if work does not improve;
4. Review performance:
 - a. Work improves, problem solved (end process); or
 - b. Work does not improve, problem unresolved;
5. Scouter dismissed (end process).

Misconduct Flowchart Description

1. Severe:
 - a. Scouter dismissed (end process); or;
2. Minor:
 - a. Speak to Scouter, give verbal warning;
 - i. Behavior improves, problem solved (end process); or
 - b. Behavior does not improve, give written warning;
 - i. Behavior improves, problem solved (end process); or
 - c. Behavior does not improve, suspension may be next;
 - i. Behavior improves, problem solved (end process); or
 - d. Not resolved;
 - e. Scouter dismissed (end process)

Wrap-up

Time 15 minutes

Objectives

- ensure participants remaining questions are answered
- complete course evaluation

Required Resources Scouter Support Training: Participant Workbook last page

- ask participants if they have any other questions
- thank them for their time, effort, and participation
- ask them to thank their families when they get home
- direct them to fill out their course evaluation (last page of participant workbook)
 - feedback is valuable and will help us improve
 - ask them to hand their completed forms to a specific person before they leave
 - only need to put name and contact information if they include questions that they would like answered on their evaluation form

Evaluation Form – Scouter Support Training

Today's date: _____

Trainers: 1. _____

2. _____

3. _____

Content

	Excellent	Good	Needs Improvement	Poor	Not Applicable
covered useful material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practical to my needs and interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presented at the right level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effective activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
useful visual aids and handouts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Presentation

		Excellent	Good	Needs Improvement	Poor	Not Applicable
trainer knowledge	Trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
trainer presentation style	Trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
trainer covered material clearly	Trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
trainer responded well to questions and comments	Trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall

	Excellent	Good	Needs Improvement	Poor	Not Applicable
overall, how would you rate this course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you improve this course?

Any other comments or suggestions?