



**SCOUTS**<sup>®</sup>  
Creating a Better World

# APR Workshop on Training Methods and Techniques

22 - 25 September 2008  
Vajiravudh Scout Camp, Thailand



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### **Opening Remarks of Mr. Boonrat Wongyai** Secretary General, NSOT

Dear Brother and Sister Scouts,

First, allow me to welcome all of you to Thailand.

I am very happy to meet all Scouters from around Thailand and from our member countries in Asia-Pacific.

It is an honour for us to host this workshop which I think it is the first time for NSOT to hold the seminar for the development of training Methods and Techniques. I do hope that after the Workshop, we can reach the NSOs training standard.

On behalf of the National Scout Organization of Thailand, we highly appreciate all of you for your presence to the Workshop, especially the Team from the APR Region, led by Mr Abdullah Rasheed and Mrs. Reiko Suzuki, Chairman of APR Adult Resources Sub-Committee. If without your contribution, we cannot host the international seminar like this.

Finally, I invite you to make the most of your time for the success of the Workshop and to enjoy staying here at Vajiravudh Camp as your home.

I wish you all have a great success in your work and declare the APR Workshop on Training Methods & Techniques open.

Thank you.

## MESSAGES

**Welcome Speech of Mr. Sutham Phanthusak**  
International Commissioner, NSOT

Dear Fellow Scouts, ladies and gentlemen,  
Mr. Abdullah Rasheed,  
Chairman Madam Reiko Suzuki,

It is a great honour for NSO Thailand to welcome all of you to the APR Training Methods & Techniques at Vajiravudh Scout Camp. Sriracha, Chonburi.

When we were invited by the APR Office to host this Workshop, we did not hesitate to accept because we realize how important the development of knowing the Training Methods and Techniques in Scouting. We firmly that Thai Scouting will hugely benefit by acquiring high quality training programme that will be handed over to our young Scouts who will eventually take our places and lead the movement and even the nation. In Scouting, through our unique training programme, we do not just give fun to young Scouts, we equip our Scout Leaders, all the people involved in training, to implement a training scheme that will not only add knowledge to the boy/girl but make him/her a responsible citizens of his/her community and country.



Furthermore, we would like to strengthen further the good relationship and understanding we are keeping with the rest of the National Scout Organizations in the Asia-Pacific Region. In line with this, let me welcome all the official representatives of your National Scout training team making this event a truly remarkable one that will surely further develop a strong Adult Resources Management.

In this workshop, we expect an exchange of views, ideas and experiences on the area of training allowing everyone to learn from each other.

I, together with the rest of NSOT people believe on the success of this workshop and wish everyone here especially the overseas participants not only to get the best of Thailand but to learn the best training programme that will contribute a lot in our vision of "Creating a better world."

## WORKSHOP OBJECTIVES

- Identify the training methods used in Scouting
- Interact and exchange views on training methods and techniques
- Review existing training methods & techniques and their usefulness
- Introduce innovative training methods to improve quality training
- Apply appropriate training methods & techniques for quality training
- Discuss the challenges in applying the training methods & techniques
- Develop Session Plan to implement effective training methods & techniques

## WORKSHOP RECOMMENDATIONS

The participants from the APR Training Methods and Techniques Workshop held in Thailand 22-25 September 2008, make the following recommendations.

1. That NSOs be encouraged to conduct and support appropriate adult training activities that enhance and develop training methods and techniques, thus strengthening adult training.
2. That NSOs be encouraged to further develop training in the area of Information and Communication Technology (ICT)
3. That NSOs be encouraged to conduct training activities that are creative, innovative and fun in order to enhance adult learning
4. That NSOs be encouraged to coordinate and conduct further workshops in Adult Training Methods and Techniques

# RESOURCE SPEAKERS PRESENTATION

## **The Role of Training in Scouting and AIS**

Paul Parkinson, Scouts Australia  
Member, APR Adult Resources Sub-Committee  
Principal, Scouts Australia Institute of Training

### **Learning outcome**

The participants should be aware of and understand the trainer's role and responsibilities, and know other aspects associated with learning and teaching skills

### **Why train?**

To improve the participants' knowledge and skill

### **What is the responsibility of the trainer?**

To get the message across - that is, to ensure that the participants have received and understood the message

Training is not easy

Training is hard work

Some trainers merely go through the motions of training

Some trainers are unsuccessful

### **THE PROCESS OF LEARNING**

The successful trainer possesses insight into the process of learning. The learning process conforms to the following pattern: external sensations stimulate the sense organs - ears, eyes, body (touch), nose and tongue - and the nervous system conveys impressions to the relevant sections of the brain. The brain then transmits impulses to the muscles and organs of movement and speech, and the end result is a reaction.

<b>SENSE</b>	<b>USE of SENSE</b>	<b>APPLICATIONS</b>
<b>SIGHT</b>	<b>Written words</b>	<b>Books, Notes, Handouts, Chalkboard summaries.</b>
<b>HEARING</b>		
<b>TOUCH</b>		
<b>SMELL</b>		
<b>TASTE</b>		

### **Creating an impression**

Receiving an impression is the first step in learning. Therefore, the trainer must ensure that the participant receives strong impressions. The strength of the impression will depend on:

- The number of senses involved
- The vividness of the impression
- Whether the impression registers

### **Observing the learners/participants**

The only way the trainer can know if people have learned the material is by observing their behaviour:

- Their actions
- Their written impressions
- Their speech

### **FACTORS THAT HINDER LEARNING**

- The learning plateau: at intervals the rate of learning flattens out as the brain rests
- Saturation: if the message is overloaded the receiver rejects the excess and learning stops
- Fatigue: a tired receiver is not as receptive as an alert one
- Inability to concentrate: the longer the message, the more concentration decreases from beginning to end



## **OBTAINING AND HOLDING THE LEARNERS'/TRAINEES' ATTENTION**

Before people can learn any material they must focus their voluntary attention on it. The desire to learn comes from within; it is spontaneous.

The good trainer tries to gain and maintain voluntary attention in every session he or she presents.

- Relate what you aim to teach to those subjects in which you know the participants are interested.
- Introduce the session in such a way that the participants will not only see and become interested in this relationship, but will want to learn more about it.
- Begin with a good story to which the participants can relate. An effective trainer makes it his or her business to know the background of the participants.
- Having done these things, maintain the participants' attention by doing all that is possible to facilitate their understanding and absorption of the material.
- Ensure that the participant's learning is an active process in which the trainer and participants are equal partners in terms of participation.

## **FACILITATING UNDERSTANDING**

To facilitate understanding, the trainer proceeds from:

- Known to unknown
- Simple to complex
- Whole to part and back to whole
- Concrete to abstract
- Particular to general
- Observations to reasoning
- Point to point in logical order

To facilitate absorption, remember that participants learn only by impressions received through their senses.

## **STEPS IN SKILL TRAINING**

Having learned a skill, trainees must reinforce its acquisition by using it. Learning by doing is the basic principle underlying the acquisition of any skill.

When teaching skills, the trainer most often achieves the best results by keeping the talk short and by working through a set sequence of discrete steps, as follows:

- Show the trainees the actual skill they are to acquire.
- Demonstrate and explain, step by step, the operations involved (this requires an analysis of the total procedure by the trainer).
- Have participants' imitate the necessary actions.
- Have participants practice performing the operations.
- Devote time in the session for the participant to practice.

## **SUMMARY**

The first rules of training are:

- Make the best use of the most effective channels to the brain - the senses: sight, hearing, touch, taste and smell.
- Use a combination of the senses. For knowledge, use the participants' eyes and ears. For manual skills, use the participants' hands, eyes and ears.
- Make presentations as vivid as possible.

These are the basic principles of instruction - the means by which the instructor reaches and makes an impression on the brains of the participants.



# What are Training Methods & Techniques in Scouting?

Thian Hiong-Boon, Director for Adult Resources and Research,  
World Scout Bureau/APR

## Training

acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. (Wikipedia)

## Training Method

A training method is the process, with technique or approach which a trainer uses in an activity.

- Talk
- Question & Answer
- Lecture,
- Demonstration
- Discussion
- Brainstorming
- Base
- Buzz
- Group Work
- Teaching
- Case Study
- Role-Play
- Project
- Team Talk/Panel
- Visualization In participatory
- Programming (VIPP)
- Roundtable
- Case Study
- Sand Tray
- In Tray
- Game
- Computer-Based Training (CBT)
- Fish Bowl
- Training Studies
- Training Assignments

Every individual's learning style is different and unique, has a different cognitive & development stage.

### **Consider:**

trainee's Learning Style and Training Needs;

- advantages/disadvantages, particularly the suitability & practicability/viability of the training methods, then make the decision.

## Techniques

### **Definition**

- Procedure, skill or art used in a particular task
- The way in which the basics of something are treated.  
A special ability or knack

- *A technique is a particular skill of doing an activity, usually involving practical skills.*
- *Technique is skill and ability in an artistic, sporting, or other practical activity that you develop through training and practice... - (Collins Cobuild English Language Dictionary)*

*Technique - the manner in which technical details are treated or basic physical movements are used.*

- *Maintain GOOD EYE CONTACT*
- *Maintain a high degree of ETHUSIASM*
- *Speak CLEARLY*
- *EMPHASIZE important points*
- *Observe the REACTION of the trainees*
- *RESPONSE to question confidently*

## Approaches in Effective Training

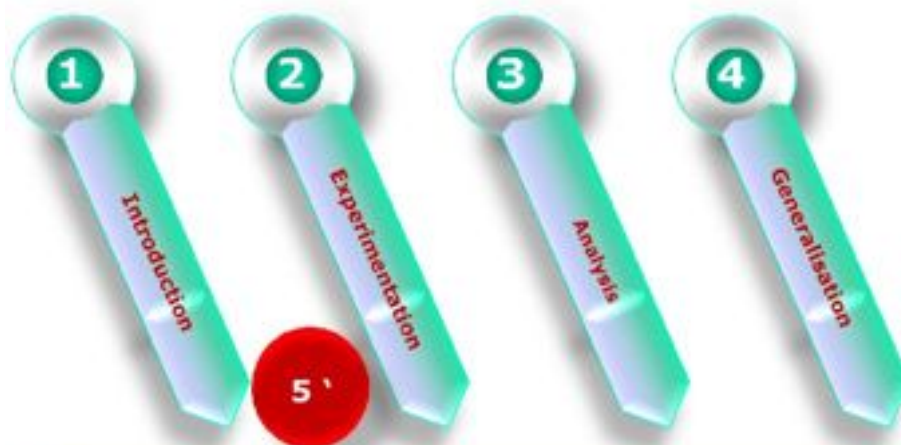
Saâd ZIAN, Director for Education and Research, World Scout Bureau



### Objectives

By end of the session the participants will be able to

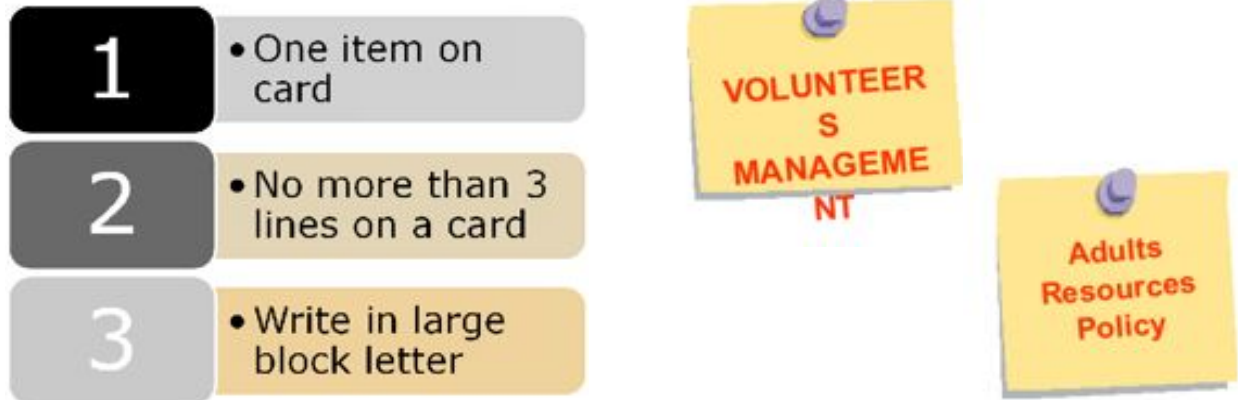
- Relate at least 3 approaches in effective training
- Explain the visualisation in participatory programming as training technique
- Explain one variant of the 5 to 5 technique
- Asses a training activity using an octahedron representation model



The 4 stages Training activity model

## Visualisation in participatory programming (VIPP)

Simple rule



### Definition

#### Information:

External body of information such as text or artefacts of knowledge.

#### Experience:

Learning arises through direct experience

#### Non-reflection:

Learning is explained with reference to processes such as conditioning or memorisation

#### Reflection:

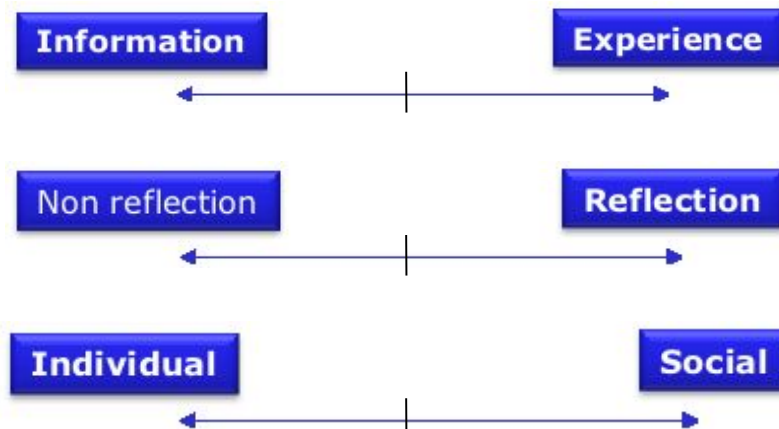
Where conscious reflection on experience is the basis by which experience is transformed into learning

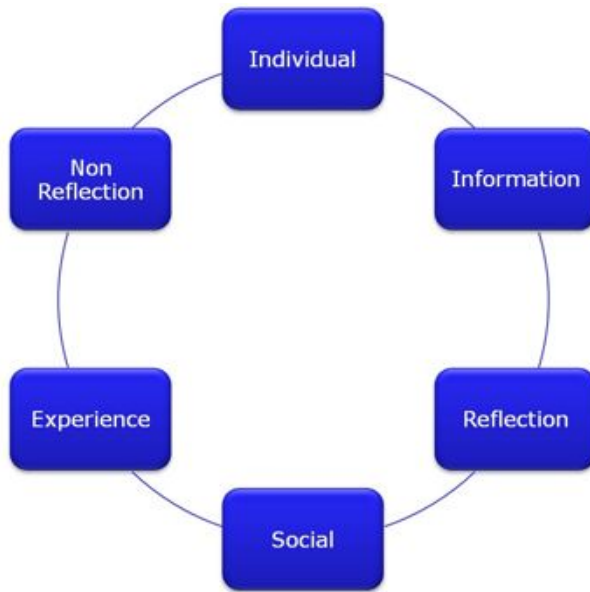
#### Individual:

Where the individual is the focus of learning

#### Social:

Learning is explained through interaction with others



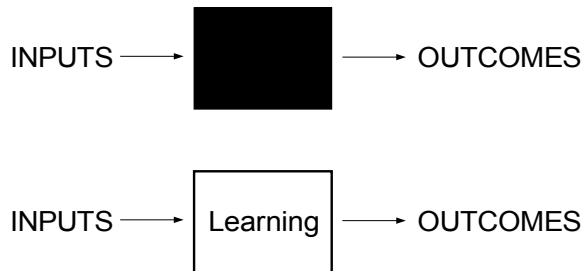


## The trends of Adult Learning Create Innovative and Fun in Training

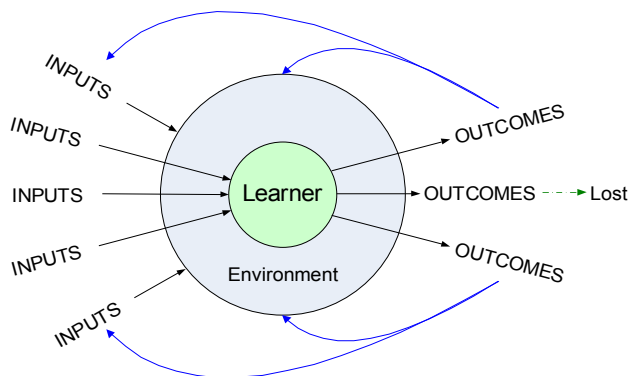
Paul Parkinson, Scouts Australia  
Member, APR Adult Resources Sub-Committee

Principal  
Scouts Australia Institute of Training

### Learning as a Black Box



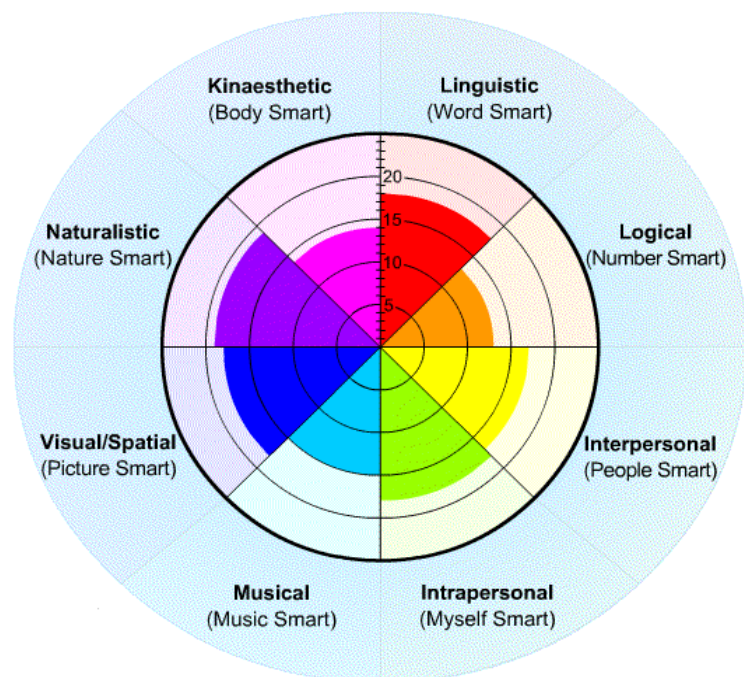
### Learning as a not-so-Black Box



**All people are born with eight intelligences:**

1. Verbal-Linguistic
2. Visual-Spatial
3. Logical-Mathematical
4. Kinesthetic
5. Musical
6. Naturalist
7. Interpersonal
8. Intrapersonal

Enables participants to control and use their **strengths** and purposefully target and develop their **weaknesses**



- Delivery of instruction via multiple mediums
- Student-centered classroom learning environment
- Authentic Assessment
- Self-directed learning

## Brain-Based Learning (BBL)

- Grew out of Neuroscience & Constructivism
- D. Souza, N. Caine & G. Caine, E. Jensen (1980's to present)
- 12 governing principles

- |                                   |  |
|-----------------------------------|--|
| 1. Brain is a parallel processor  | 7. Focused attention & peripheral perception |
| 2. Whole body learning            | 8. Conscious & unconscious processes         |
| 3. A search for meaning           | 9. Several types of memory                   |
| 4. Patterning                     | 10. Embedded learning sticks                 |
| 5. Emotions are critical          | 11. Challenge & threat                       |
| 6. Processing of parts and wholes | 12. Every brain is unique                    |

## Brain-Based Learning (BBL) in training

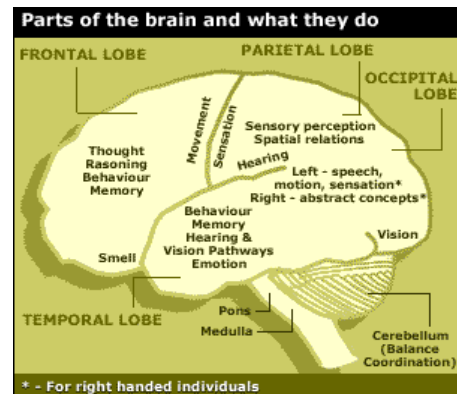
Opportunities for group learning

Regular environmental changes

A multi-sensory environment

Opportunities for self-expression and making personal connections to content

Community-based learning



## Experiential Learning Theorists

- Dewey (1938)
- Lewin (1951)
- Piaget (1952)
- Kolb (1978, 1984)

*"Learning is the process whereby knowledge is created through the transformation of experience" (Kolb)*

On-line/eLearning  
Multi-modal delivery  
Flexible training delivery



### **Teaching Steps...**

Tell them what you're going to tell them

Tell them

Tell them what you have told them

*If the trainee hasn't learned, the trainer hasn't taught*

### **Words of Wisdom?**

"I hear and I forget, I see and I remember, I do and I understand"

-- old Chinese Proverb

### **The Learning Process**

Introduction

Presentation

Demonstration

Review

Practice

Test

### **Adult Learning Process**

What are 10 of the key principles?

Adults learn by doing

Adults gain new information through multiple senses

Adults learn when they are ready to learn

Adults tie new meaning to what they already know

Adults learn one thing at a time

Adults learn best when the results are satisfying

Adults need to understand what they learn

Adults develop through practice

Adults differ from one another in ability & experience

### **Good Training Methods:**

**Use all the SENSES** - hearing (auditory)  
- sight (visual)  
- touch (kinaesthetic)

### **Recognise effective learning embraces**

Knowledge

Understanding

Skills

Attitude

**Be Creative**

**Be Innovative**

**Remember FUN**

Try these:

1. Marching Music & Exercises
2. Flags & Banners
3. Shapes (bubbles, word balloons)
4. Interviews
5. Codes & Ciphers
6. Cooking
7. Sock Puppets & Masks
8. Create a story/write a song
9. Acronyms & acrostics
10. Newspapers
11. Media (DVDs, Videos)
12. Quizzes
13. Contests
14. Games
15. Jigsaw Puzzles

## **TRAINERS SKILLS**

### **Presentation Skills**

- ② Vocal Inflection
- ② Voice Analysis
- ② Gestures
- ② Eye Contact
- ② Verbal Communication
- ② Non-Verbal Communication

### **Instructional Skills**

- ② Introducing a Session
- ② Presenting Content
- ② Administering Application
- ② Monitoring Performance
- ② Providing Feedback
- ② Summarising a Session

### **Facilitation Skills**

- ② Establishing a Positive Climate
- ② Setting Up a Learning Environment
- ② Starting a Course
- ② Maximising Learner Confidence and Self-Esteem
- ② Increasing Participation and Involvement
- ② Managing Session Time
- ② Motivating Learners
- ② Addressing Individual Needs
- ② Managing Small Group Activities
- ② Promoting Transfer of Skills
- ② Managing Group Dynamics
- ② Facilitating Discussions
- ② Applying Questioning Techniques
- ② Handling Resistance
- ② Handling Difficult Learners

**ACRONYMS** – Those letters we use in Scouting that really mean something, but to many Leaders, don't mean much but a lot Scouting jargon. What do the following mean?

WOSM \_\_\_\_\_

ALT \_\_\_\_\_

LT \_\_\_\_\_

CALT \_\_\_\_\_

CLT \_\_\_\_\_

JOTA \_\_\_\_\_

JOTI \_\_\_\_\_

APR \_\_\_\_\_

**CODES and CIPHERS**

A sequence of carefully placed numbers can be used to create a CODE. From the numbers you see, can you 'decode' the message using the NUMBER / ALPHABET code system?

2 5 16 18 5 16 1 18 5 4

— — — — —

9 19 20 8 5 19 3 15 21 20 13 15 20 20 15

— — — — —

**Acrostics** – for the letters of **SCOUTING**, can you make an acrostic that tells in words how you 'feel' about Scouting

S \_\_\_\_\_

C \_\_\_\_\_

O \_\_\_\_\_

U \_\_\_\_\_

T \_\_\_\_\_

I \_\_\_\_\_

N \_\_\_\_\_

G \_\_\_\_\_

AND for *Be Prepared*, can you make an acrostic that shows all the exciting activities and things we do?

B \_\_\_\_\_

E \_\_\_\_\_

P \_\_\_\_\_

R \_\_\_\_\_

E \_\_\_\_\_

P \_\_\_\_\_

A \_\_\_\_\_

R \_\_\_\_\_

E \_\_\_\_\_

D \_\_\_\_\_

Participants material

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## THE RIVER OF NON RETURN

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Simulation exercise for  
self and group evaluation  
and training needs  
identification in the  
principles and methods of  
planning.

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#### 1. Project description

Your group, a scientific expedition in two Land Rovers has reached the southern bank of Rio Loco. The objective of your expedition, an archeological site of great interest, is located on the northern bank. The gorge, over a 15 m fall and terrible rapids, is some 25 m wide and 40 m deep. Both your party and precious scientific instruments and gear need to be transferred to the opposite side safely.

There is no material on site to help you get across the gorge but a number of items are available from your base. A list of these - with a price for each - is attached. The "Golden" is the local currency. The equipment you have with you includes a portable radio with which your base may be contacted at 0900 and 1900 hrs every day. The batteries, however, will not permit more than 4 calls of 5 minutes each.

Shipments can be flown in and dropped on your site by a DC3 - a World War II veteran aircraft- which can take a maximum of 2500 kg at a time. Flying time from base to you is 2 hours, under normal weather conditions, at a cost of 1000 Goldenes per hour.

You have enough food for the next 10 days and water is available from the river, some 40 m below.

There are still 20000 Goldenes in your budget for this phase of the expedition.



### 1. GROUP TASK

Your task is to:

- i. Plan and design some way of getting your group and 2000 kg of scientific gear, safely from A to B.
  - no items other than those available from base can be used
  - no budget extension will be granted
  - task must be completed in a maximum of 8 days
  - each group member must be kept busy throughout.
- ii. Establish and put on charts a detailed plan on how the task will be completed.
- iii. Estimate the time and day by which all members and equipment will be there.



**Note: 24min=1day**

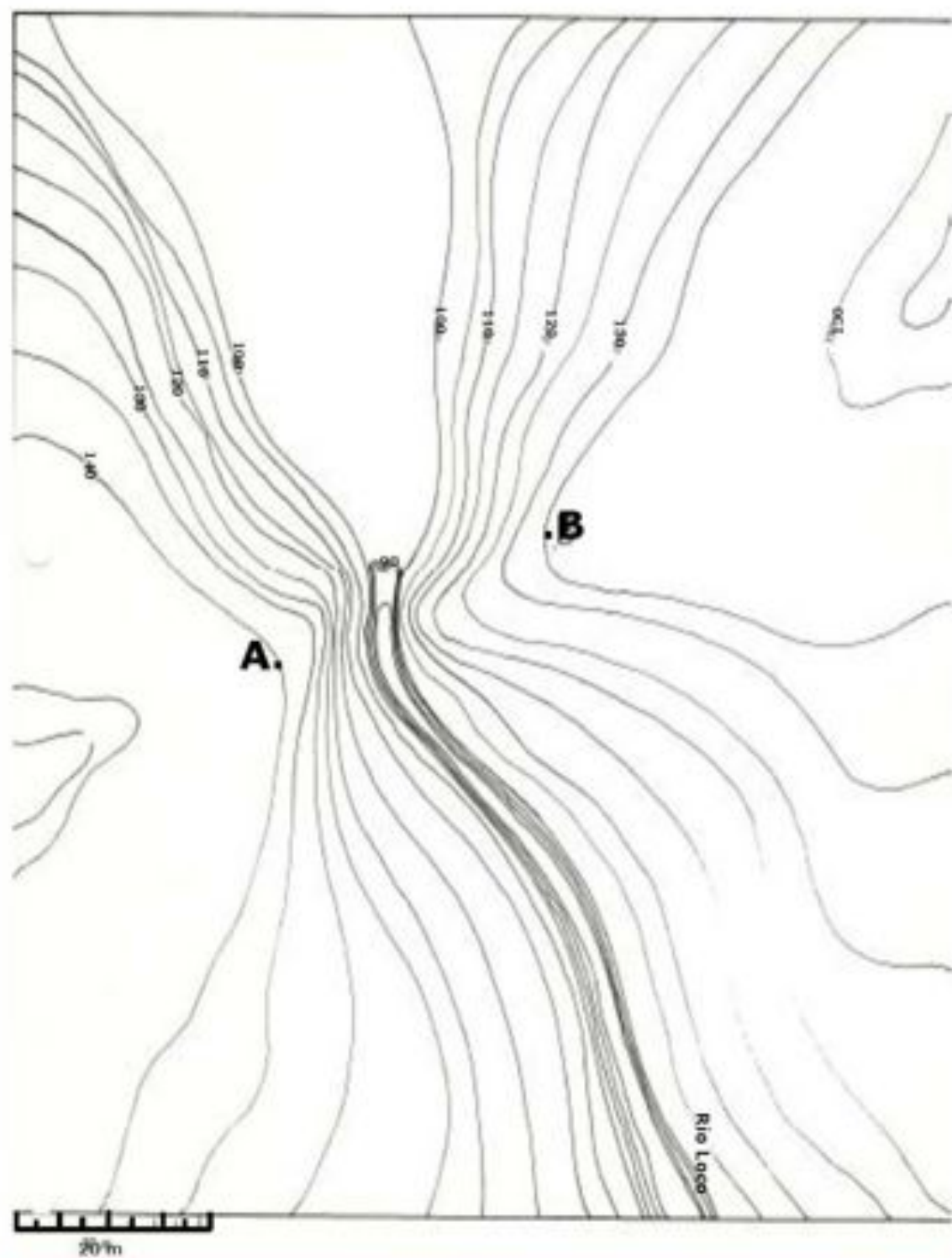
By the end of the exercise a jury will select the best project.

## 2. Equipment available from Base

<b>Scaffolding</b>	<b>5 m x 0.6</b>	<b>10 pieces</b>	<b>500 kg</b>	<b>400 G</b>
	<b>3 m x 0.6</b>	<b>10 pieces</b>	<b>300 kg</b>	<b>300 G</b>
	<b>1.5 m x 0.6</b>	<b>10 pieces</b>	<b>150 kg</b>	<b>200 G</b>
<b>Clamps</b>		<b>10 pieces</b>		<b>25 G</b>
<b>Nylon Ropes</b>	<b>Ø 2 cm</b>	<b>50 m</b>	<b>10 kg</b>	<b>100 G</b>
	<b>Ø 1 cm</b>	<b>50 m</b>	<b>5 kg</b>	<b>60 G</b>
	<b>Ø 0.5 cm</b>	<b>100 m</b>	<b>5 kg</b>	<b>40 G</b>
<b>Steel Ropes</b>	<b>Ø 2 cm</b>	<b>50 m</b>	<b>100 kg</b>	<b>500 G</b>
	<b>Ø 1 cm</b>	<b>50 m</b>	<b>50 kg</b>	<b>300 G</b>
<b>Empty oil drums</b>	<b>200 Litre</b>		<b>20 kg</b>	<b>Free</b>
<b>Single blocks</b>	<b>2.5 cm gorge, 100 kg load</b>		<b>10 kg</b>	<b>150 G</b>
	<b>1.5 cm gorge, 50 kg load</b>		<b>5 kg</b>	<b>100 G</b>
<b>Wooden planks</b>	<b>2 m x 0.20 x 0.03</b>	<b>10 pieces</b>	<b>30 kg</b>	<b>200 G</b>
<b>Timber</b>	<b>3 m x 0.06 x 0.06</b>	<b>10 pieces</b>	<b>30 kg</b>	<b>200 G</b>









### 3. EVALUATION

The simulation exercise created a situation that the participants - both as individuals and in groups - could only solve through appropriate use of planning principles and methods.

The purpose of this evaluation is to help you - both as individuals and in groups - identify areas where further training is required to develop a greater ability to design and implement effective plans.

This evaluation will be done in two steps:

- **STEP 1: INDIVIDUAL**

Each participant to read each statement carefully and evaluate it from 0 (not at all) to 4 (entirely), using the left hand side column.

- **STEP 2: IN GROUPS**

Individual evaluations from step 1 to be compared in each group. A group consensus should be reached for each statement, from 0 (not at all) to 4 (entirely).

- **STEP 3:**

For both parts, add up each number selected and write the total in the spaces for each of A, B, C, D or E.

Participants material

AS AN INDIVIDUAL, I

✓ in this column should reflect your PERSONAL OPINION

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

SCORE A =

A

- 1) Studied the instructions sufficiently to understand them fully.
- 2) Found the necessary facts.
- 3) Analysed them carefully.
- 4) Arrived at a clear understanding of the situation.

AS A GROUP, WE

✓ in this column should reflect your GROUP CONSENSUS

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

SCORE A =

B

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

SCORE B =

- 1) Imagined several solutions.
- 2) Explored each of them carefully.
- 3) Participated actively in designing a solution.
- 4) Agreed on the solution.
- 5) Had a clear view of the selected solution.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

SCORE B =

C

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

SCORE C =

- 1) Agreed on a strategy.
- 2) Considered alternative plans.
- 3) Agreed on a plan of action.
- 4) Maintained sufficient flexibility in the plan.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

SCORE C =

Participants material

AS AN INDIVIDUAL, I

AS A GROUP, WE

✓ in this column should reflect your PERSONAL OPINION

✓ in this column should reflect your GROUP CONSENSUS

D

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

SCORE D =

- 1) Agree that individual tasks were clearly defined.
- 2) Agree that the various tasks were evenly distributed among group members.
- 3) Agree that individual skills and resources were taken into account in task allocation.
- 4) Agree that tasks were well accepted by those to whom they were allotted.

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

SCORE D=

E

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

SCORE E =

- 1) Consider that time checks were made and progress evaluated as time passed.
- 2) Consider that the final result met requirements set by the original instructions.
- 3) Consider that the project was completed within the estimated time limit.
- 4) Consider that the project was completed to the satisfaction of group members

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

SCORE E =



#### 4. DIAGNOSIS

Your evaluation was conducted under five headings, each of them related to one particular aspect of the planning process. The comparison of your evaluation scores - individual or group scores - with the following paragraphs will help you establish your own diagnosis to support your personal work plan for the rest of your training programme.

**A** A low score in this area reveals difficulties in assessing the **EXISTING SITUATION**. Any plan starts with the careful collection and analysis of facts, to arrive at a clear and detailed picture of the situation, from which the plan will develop. Your low score - if any - may have resulted from neglect or misinterpretation of facts, insufficient understanding of the problem, assumptions that were not supported by facts and figures.

A high score, on the contrary, results from the effective way in which you have been able to assess your starting point, in all details and bring all members of your group to a sufficient level of understanding.

**B** Problems in this area result from your difficulties in **SETTING A CLEAR GOAL** and clear objectives. In other words, you have had problems with the definition of the expected end result of your plan.

Such difficulties may be technical, as problem to be solved be complex and call for a variety of skills and fields of expertise. They may also result from relationship problems and the inability of your group to define a common goal and agree on it.

Previous difficulties under A may also have influenced your performance in items under B.

**C.** Dissatisfaction and poor performance in this area result from difficulties in the DEFINITION OF PRECISE STEPS and a logical sequence of operations to achieve your objectives. It may also be related to inadequate distribution of tasks and allocation of uneven workloads.

Time keeping and allocation of resources also come under this heading.

**D.** Motivation of all members involved in the implementation of a plan is required from the very start. A personal commitment, from start to finish, of all individuals involved is a condition for success.

Good relationships amongst individuals and for subgroups are essential to the smooth and effective operation of the entire group.

**E.** Dissatisfaction in this area primarily comes from your inability to achieve your objectives. This may result from technical difficulties or lack of skills in the implementation phase, in fact, from any shortcomings or problems under A to D.

It may also come from your inability to conduct an on going evaluation and check your progress as you move from A to B. A final check is not enough as it obviously comes too late to amend your course of action.

# Training Method on Demonstration

Dr Amnat Changrien, NSOT Commissioner, National Scout Organization of Thailand

**Aim:** To revisit the training method on demonstration

**Objective:** Participants are able to describe the training method and apply it appropriately

## What is demonstration?

Demonstration is

- live display
- real thing or model to give
  - fact
  - idea
  - process
  - Visualized explanation

## Good Demonstration

- Telling (short talk)
- Showing (demonstration)
- Doing (practice)

### 1. Preparation

- 1) Analyze the content
- 2) Set up the objectives
- 3) Set the sequences
- 4) Prepare equipments
- 5) Practice from beginning to the end

## Give demonstration

- 1) Telling objectives
- 2) Explain contents briefly
- 3) Explain procedure and what to observe
- 4) Demonstrate the steps
- 5) Watch for reactions

## Conclusion

- 1) Concluding main idea
- 2) Participants conclude in groups

## The analysis of demonstration

### Strengths

1. Direct communication.
2. Study from real things.
3. Can ask questions at once.
4. Know KSA of participants.

### Weaknesses

1. More participants, less communication
2. Can't keep in touch
3. Daren't asking questions

## Online and Offline

The terms online and offline (also on-line and off-line) have specific meanings with respect to computer technology and telecommunication

### **To be considered online, one of the following must apply to a device:**

- Under the direct control of another device
- Under the direct control of the system with which it is associated
- Available for immediate use on demand by the system without human intervention
- Connected to a system, and is in operation
- Functional and ready for service

### **Offline**

In contrast, a device that is offline meets none of these criteria (e.g., its main power source is disconnected or turned off, or it is off-power).



## RESOURCE MATERIALS



Credit: The Scout Association (UK)

# 24



Exercise



Example

## Who is this workbook for?

This workbook is aimed at all managers, Group Scout Leaders and Commissioners with line management responsibility for adults in Scouting. It ensures that these adults have the knowledge and skills they need to provide effective management and support.

## Using the workbook

This workbook is a method of completing the learning necessary for Module 24, *Managing Adults*, which is compulsory for all managers in Scouting. Although the same topics will be covered in the training course, these may be covered differently in the workbook.

Whilst using the workbook you will see a number of symbols and terms:

**Exercise** – this is an exercise for you to complete.

**Example** – this is an example for you to study and relate back to either the text or an exercise.

If you require any extra space when working through this workbook, attach additional sheets as necessary.

## What does the module cover?

This workbook provides information on management theory and will help you relate it to your role in Scouting.

The topics covered in this workbook are in five sections:

- 1 Motivation
- 2 Managing your workload
- 3 Managing the team
- 4 Managing conflict
- 5 Managing meetings



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### Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas or Islands, and in one case a Borough, for ease of reading this workbook simply refers to County/Counties.

## Where should I begin?

It is recommended that this module is completed following three other modules – Module 2, *Personal Learning Plan*, Module 5, *Fundamental Values of Scouting*, and Module 9, *Working with Adults*. How you progress through the workbook is your choice. However it is recommended that you complete section one first.

## Resources

You will need to refer to the following publications:

- The Scout Association's *Policy, Organisation and Rules*
- The *Adult's Personal File*.

## How is this module validated?

The validation of this module is based on an individual's ability to meet the validation criteria, as set out in the *Training Adviser's Guide* and *The Adult's Personal File*. This means being able to demonstrate your ability to carry out the stages of the *Adults in Scouting* model, and manage adults effectively.

# 24

## Managing adults - Workbook

### Aim

To cover the skills and knowledge required to enable those with line management responsibility to effectively support and manage adults in Scouting.

### Objectives

There are 15 overall objectives for this module:

- 1 Explain the structure and purpose of the Adults in Scouting model.
- 2 Undertake effective formal and informal reviews in accordance with the Adults in Scouting model.
- 3 Plan how you will fulfil your responsibilities within the Adults in Scouting model.
- 4 State the principles and benefits of the delegation of authority.
- 5 Detail tasks/situations from your own role where delegation is appropriate or inappropriate.
- 6 Run and chair meetings effectively.
- 7 Describe a theory of motivation.
- 8 Identify factors that motivate adults in Scouting and suggest methods of maximising these.
- 9 Identify factors that de-motivate adults in Scouting and identify methods of minimising these.
- 10 Identify the five main reasons why adults disagree and the ways in which the escalation of disagreements may be prevented.
- 11 Describe the steps that should be taken to manage a dispute between adults.
- 12 Detail the appointment, role and functions of a conciliator for adult disagreements.

- 13 Outline the range of possible solutions to a disagreement between adults.
- 14 Outline the situations where the suspension/cancellation of an adult appointment would be appropriate.
- 15 Detail the places where written and personal support and advice may be obtained in the management of adult disagreements.

Please discuss the objectives with your Training Adviser if you have any questions.

## Section one: Motivation

This section is about what it takes to help adult volunteers be successful in their role, enjoy their Scouting more, feel supported and stay involved for longer.

Despite a lot of effort to recruit new Leaders and helpers, too many adults leave Scouting within six months of joining. Whenever we ask these people why they left, it normally comes down to a feeling of being under pressure, not having enough time or being unsupported. If we could keep more of the people who leave, we would not need to recruit so many new Leaders.

This first stage is about motivation. Motivation is that personal and individual drive to act in a certain way. Our motives can be internal (for example, a desire to work with young people) or external (that is, prompted by the world around us). Our motives may also be positive (driving us to achieve something) or negative (driving us to avoid something).



### Exercise 1

This exercise will help you to explore some of your motives for being involved in Scouting. Please answer these questions by writing your answers in the spaces provided:

**What motivates you in Scouting (i.e., what drives you to achieve something)?**

**What de-motivates you in Scouting (i.e., what switches you off)?**

Motivators make people feel happy and have a positive effect on their attitudes towards a particular task. They tend to be based in the task itself and are feelings of satisfaction from achievement, recognition, responsibility and/or personal growth. In Scouting, for example, these can be things like the satisfaction of watching young people enjoying themselves.

'Hygiene factors' must be present if motivation is to occur. They are prerequisites, but not in themselves motivating. They consist of factors like the quality of management and administration, interpersonal relations and working conditions.

When a hygiene factor is not present, people can feel that the situation in which they work is unfair, unpleasant and dissatisfying. As a result they become disinterested and passive.

A common hygiene factor in Scouting is communication. How many times have you thought 'I wish I knew about that?' Regular Leaders' meetings, newsletters, e-mails and so on often solve this problem. A newsletter isn't necessarily going to motivate someone, but it will give Leaders information to make their role easier and help them find out about opportunities. In order to help motivate those we manage and support therefore, it is important to attend to the hygiene factors and ensure the motivators are present. These will vary from person to person.

### Exercise 2

Think about your own situation and have a go at answering the questions in the spaces below.



**What do you think are the hygiene factors for the people you support in Scouting?**

**What practical steps could you take to improve them?**

**Thinking of a specific person whom you support, what will act as positive motivators for them?**

**What practical steps could you take to improve the motivators of the same person?**

Now prioritise those steps to improve the satisfaction of the person concerned.

#### The steps in order of priority are:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

#### Summary

You have now completed section one. By now, you will know that your role is key to helping the adults you support to do a good job. Unless you pay attention to these hygiene factors, they will be less satisfied with Scouting than they could be. And unless you ensure that their job, and your support offers them the right motivating factors they want, they are unlikely to stay.

This module may also help you to get the support you need from your own manager in Scouting.

You can now review this stage with your Training Adviser who will discuss your understanding of the material and your responses to the questions and exercises.

Now go and put the plan into effect!

#### Further reading

The theory of hygiene factors and motivators was devised by Frederick Herzberg. For more information please refer to his book *The Theory of Motivation* (ISBN 156000634X).



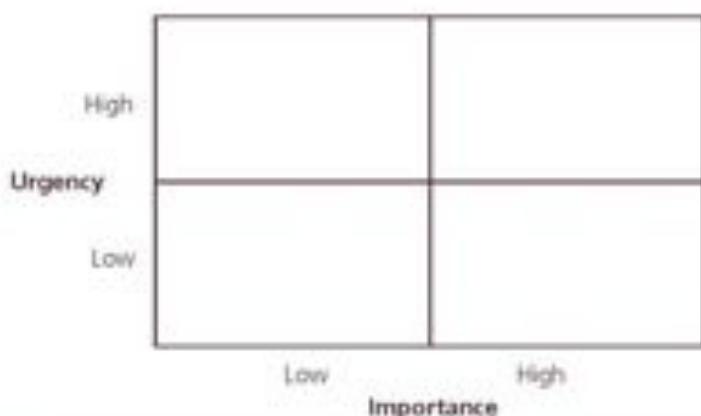
## Section two: Managing your workload

This section looks at managing your workload and how to delegate tasks to others.

There is always plenty for managers to do in Scouting. With so many people calling upon your time, it is important to separate those things that make a difference (the important things) from those that don't. It is also important to distinguish between those things that rush up on you demanding your immediate attention (the urgent things) from those that can be pre-planned. Doing this will help you to organise your time and be successful in your tasks.

A simple tool is to organise your current tasks into the following four areas and plot them on the matrix below:

- High importance/high urgency – do these straight away
- High importance/low urgency – plan these into your diary
- Low importance/high urgency – delegate to someone else, or remove from your list of things to do.
- Low importance/low urgency – remove them from your list of things to do.



### Exercise 3

Think about some of the jobs that you have planned to do. On a separate sheet of paper, prioritise this work using the above method.

None of us can do everything ourselves. We have to share the workload with others. This is what is meant by delegation. You may find it useful to know the dictionary definition of delegation, which is: 'to authorise a person to act as your representative'.





#### Exercise 4

To help you think about delegation, please answer the following questions in relation to your role in Scouting.

**What are the benefits to you of delegating some of your work to others?**

**What are the benefits to the other person of you delegating work to them?**

**What are the benefits to Scouting in general of managers delegating work?**

**What types of task in Scouting would be inappropriate to delegate?**

**Why do people sometimes not delegate?**

**What can you do to overcome some of these barriers to delegation?**

Typically when people complete this task they identify the following:

- Benefits to you include reduced stress, more time to focus on important tasks, being more successful and effective.
- Benefits to others include development opportunities, interesting and varied tasks to do, you carrying out your role effectively.
- Benefits to Scouting in general include a wider pool of people able to complete tasks, less overload and stress, adults with a better understanding of wider issues, greater retention of adults through increased involvement, interest and reduced stress.
- Barriers to delegation include a fear of letting go, concerns that the other person won't do the job, or won't do it in the way you would like and a fear that either they will fail, or even that they will do it better than you.
- Overcoming barriers to delegation often involves building confidence in other people, accepting that they will do things differently and having a simple process for delegating work to others.

Here is a simple process for delegation.

- 1 Identify tasks that you can delegate (e.g. tasks that you can not do so well, do not have time for or which are less important than other tasks you should do).
- 2 Identify people who may be able to do the task (e.g. people who are keen to learn, or who have the skills needed already).
- 3 Ask them to help by completing the task on your behalf.
- 4 Agree some goals for the task, including a deadline for its completion and possibly some criteria for success.
- 5 Agree how often you will review progress (e.g. weekly, whenever the other person wishes to, on completion, etc).
- 6 Identify any other support they may wish to have (e.g. resources, information, training, contact with others, etc).
- 7 Notify other people involved, so that they know who is completing the task and that they have your authority.
- 8 Review as agreed.
- 9 Thank the person on completion of the task.

A couple of 'don't do's' would be:

- 1 Don't take the task back again.
- 2 Don't leave the person to flounder without any review or support.



### Exercise 5

Now complete a delegation plan for one task that you currently have on your 'to-do' list. Use the spaces below to plan how you will complete each stage.

**Identify a task that you can delegate.**

Identify people who may be able to do the task.

Choose one person and ask them to help by completing the task on your behalf.

Agree some goals for the task, including a deadline for its completion and possibly some criteria for success.

Agree how often you will review progress.

Identify any other support they may wish to have.

Notify other people involved.

Review as agreed.

Thank the person on completion.

### Summary

You have now completed section two. For you to do a good job, you must prioritise your work, concentrate on those things that will make a difference and delegate other tasks to other people.

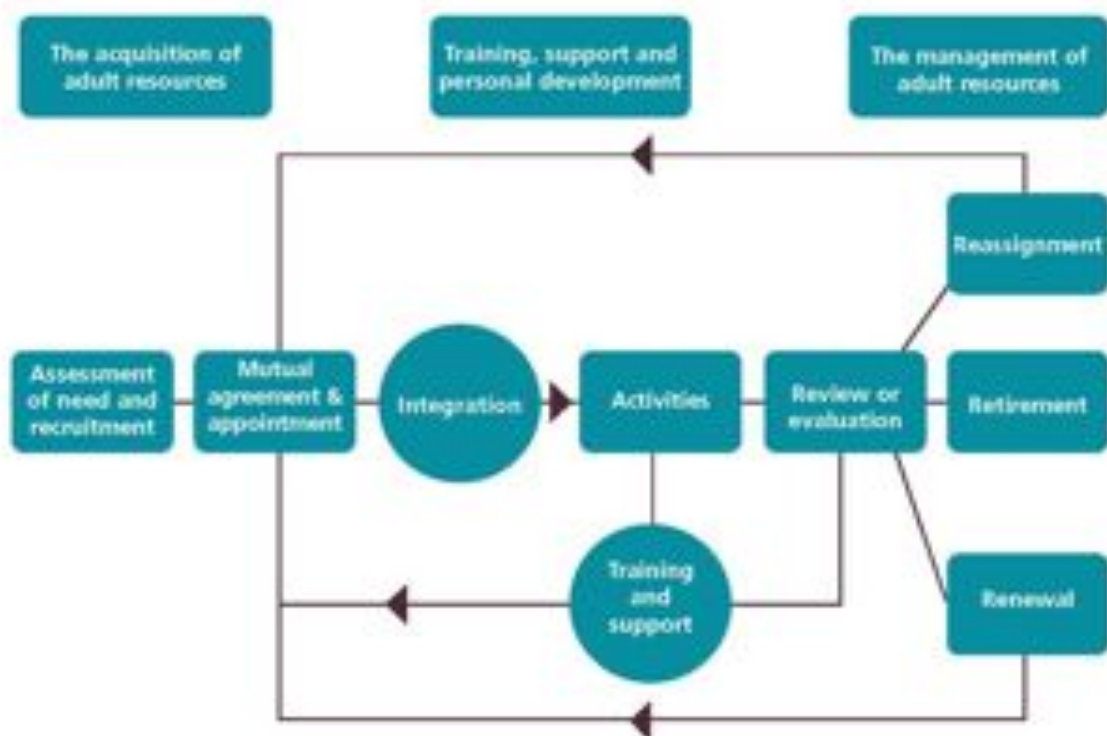
You can now review this stage with your Training Adviser who will discuss your understanding of the material and your responses to the questions and exercises.

### Section three: Managing the team

This section looks at how to manage a team as well as how to use the Adults in Scouting model to support those whom you manage within Scouting. It will focus mainly on the area of review.

Supporting all of our work as managers of other adults in Scouting is a simple model that describes good practice.

#### The Adults in Scouting model



Let's look at each of the key stages in turn.

#### Assessment of need and recruitment

The first stage is to identify what you need doing, and who would be best to do it. The second part of this is to approach the individual and recruit them. In Scouting, we have a Six Step Approach to recruitment that acts as a framework for the recruitment process. Further training on this is covered in Module 21, *Growing the Movement (Managers)*.

## Mutual agreement and appointment

Many people think that we have a recruitment problem in Scouting, but currently we have more adult volunteers than ever before. However, the amount of time people are able to give is decreasing. It is therefore important that we fit the roles we give to people around the time they have available. At this stage, a role description needs to be drawn up and agreed. Agreeing it now can help adults stay in Scouting for longer. It should specify the time they can give, the tasks they can carry out in that time, as well as the length of the appointment.

## Integration

The integration stage of the model is about introducing an individual to the role and providing them with the information and support they need to carry it out, this is both formal and informal. Formal integration takes place during an adult's Provisional Appointment phase where they are required to complete Getting Started to help them settle into their role. Informal integration is personal to each adult and depends on their role, prior knowledge and experience of Scouting.

## Training and support

Detailed information on how the Adult Training Scheme works is given in Module 25, *Assessing Learning*. However, this only covers formal training. Informal training may also be necessary, for example coaching, discussions and through the sharing of experiences.

In addition to training, and the support offered through the implementation of the Adults in Scouting model, further support is likely to be needed. It should be available when the individual needs it and without them having to ask. Sources of further support, for example, could be the County and District Commissioner, Section supporters, Scout Fellowship, parents, peers, and Headquarters (particularly the Scout Information Centre).

## Review

For adults in Scouting, a review is a one to one meeting with their manager. We are now going to look more closely at this aspect.



#### Exercise 6

In the space below write down all the words that you associate with 'individual review'. To help you, think of your experiences both inside and outside Scouting.

**Words I associate with individual review are:**

Now have another look at the words. Which ones are positive associations with review and which ones are negative? These may reflect your past experiences.



#### Exercise 7

In the space below, write down what you would like from a review. In other words, write down how a review could be of value to your Scouting.

**What I would like from my next review is:**



It is unlikely there are any negative words in the second box. You might have written things like:

- feedback on how I am doing
- an indication of what I do well
- some tips for the future
- a thank you
- ideas for future development
- ways in which I can get better support
- a chance to adjust the tasks I am asked to do.

A good review may include some or all of these things. The evidence shows that adults who experience reviews of this type are happier in their voluntary work, stay longer and give better service.

Let's now look at some of the things to consider when planning reviews for your team members.

### When does a review take place?

#### Formally

- When an appointment is about to expire/change.

Roughly three months before the review, the Appointment Secretary will send form AR (Appointment Review) to the line manager and will also notify the individual concerned.

#### Informally

- When a period of service is about to end
- When a delegated task/project has been completed
- When requested by the individual
- When the mutual agreement has run its course.

Reviews can be as informal as a chat that you have with the adult whenever the opportunity arises.

### Who conducts reviews?

Reviews are conducted by those with line management responsibility for other adults, i.e. the Chief Scout, Chief Commissioners, County Commissioners, District Commissioners and Group Scout Leaders.

If possible, the review should be carried out between the two people who made the original mutual agreement.

#### How should a review take place?

- Ensure the venue is comfortable and private.
- Both parties should look at the last mutual agreement and consider what went well and what difficulties have occurred.
- It should be based on the targets agreed at the mutual agreement stage.
- The adult should have the opportunity to consider any improvements they might make, or if they would like to do something different.
- Make notes about major items of discussion that help to monitor agreed targets.
- Say thank you to the individual for their time, effort, and jobs well done.

#### What should the result of a review be?

A review should result in one of the following:

- Renewal – continuing with new or revised objectives.
- Reassignment – change to a different or more fitting role.
- Retirement/Resignation – this may not be permanent, and being positive about an adult choosing to resign may leave them more favourable to returning in the future.

Remember - there may be times when poor performance, unacceptable behaviour or refusal to complete training makes it necessary for the DC or GSL to take firm action for the good of Scouting.

The other result is a mutual agreement between the two parties about what the future role is to be and then the Adults in Scouting model starts all over again.

You should record the result of the review, along with other information, on form AR before returning it to the Appointments Sub-Committee for their consideration.



#### Exercise 8

Plan the review of a member of your team by answering the questions in the spaces below:

**What should you thank them for?**

Would you like them to continue, try a new role or resign? Why?

What improvements could they make in the future?

What further support might they want?

When will you hold the next review?

Now that you have thought about how to review individuals, you can think about developing an action plan for managing the whole team.

### Exercise 9

Have a look at Appendix 1 – Action Plan Questions. This contains some prompt questions that you can use to identify key issues in your team. Now turn to Appendix 2 – Action Plan. Use this to produce a list of targets and actions to manage your team over the coming year. Each target should relate to one of the issues you identified from the prompt questions. Be careful to set just a few targets to begin with, otherwise you may overload yourself.



### Summary

You have now completed section three. A key part of your role as a manager in Scouting is to get the best out of your team, to agree clear goals with them, to support them and to review progress with them at regular intervals.

You can now review this stage with your Training Adviser who will discuss your understanding of the material and your responses to the questions and exercises.

## Section four: Managing conflict

This section is about helping to manage conflict between adults in Scouting. Despite our best efforts, adults in Scouting will, at times, disagree. It is important to deal with conflict quickly, fairly and effectively to prevent conflicts escalating, consuming too much time and distracting us from our purpose. This section covers the following areas:

- Reasons for disagreements
- Ways to tackle disagreements
- Sources of help



### Exercise 10

In the space below make a list of the reasons why people sometimes disagree.

**People sometimes disagree because:**

There are five main reasons people disagree:

- Personality e.g. clashes/lack of team working
- Performance e.g. lack of, or inadequate support
- Policy e.g. creating new policy or non acceptance of existing ones
- Misunderstanding e.g. mainly between adults
- Mishandling or lack of review process e.g. Warrant review

Take another look at your own list. Does the list here cover all of your items?

Here are some key points for dealing with disagreements, built up over many years' experience of what works well.

### Speed is essential

Disagreements not dealt with quickly become more difficult to resolve as time passes.

### Face the issue

The Group Scout Leader, manager or Commissioner must talk promptly, fully and face to face with the people involved. Just being seen to take the issue seriously and give it some attention can help to resolve the problem.

### Don't allow disagreements to develop

Many a word spoken hastily can be repented overnight and withdrawn. An early apology can work wonders and never underestimate the value of a handshake.

### Don't tackle it alone

Talk immediately with the supporting Commissioner to get another view on the issue and how it can be addressed.

- A Group Scout Leader should talk to the District Commissioner
- A District Commissioner should talk to the County Commissioner.
- A County Commissioner should talk to the Chief Commissioner.

Once a disagreement takes root, it has the potential to cause a lot of harm, frustration and disillusionment. If a dispute has become serious, this is the procedure to follow:

**1 Objectively determine the nature of the dispute/disagreement**  
Look behind the initial complaint to see if there is more than initially meets the eye - perhaps a long running dispute about another matter.

**2 Face the problem and deal with it**  
Seek advice and support from your supporting Commissioner and, if necessary, the Field Development Service.

- 3 Gather information and act**  
Having gathered some facts about the issue, decide on the appropriate action, which will normally be (in order):
- **A conversation with an individual or group to highlight a concern**  
Identify the issues and see if they can be easily solved by some local action. If not, then you may need to move to the next step.
  - **Implement the conciliation process**  
The relevant Commissioner appoints a conciliator who talks to the people involved to reach a solution, if possible. The conciliator must meet everyone (either together or separately depending on circumstances). If it can be seen that one party is in the wrong, or is

behaving inappropriately, then the conciliator must not hesitate to say so. The conciliator reports the findings in writing to the appointing Commissioner. The possible outcomes from this step are:

- everyone agreeing a way to carry on working together without a problem
- someone may agree to work elsewhere in Scouting if the problem is a personality clash
- one or more people may resign or
- there may still be a deadlock.

If no solution is reached, the next step may be required.

#### 6 Final decision of Commissioner

In the absence of an agreed solution, the Commissioner should consider the report of the conciliator and make the final decision. This might not be very easy, but it is important to face. This might include the cancellation of an Appointment (a decision that must be taken by the Commissioner and the Appointments sub-Committee acting together).

There is also the possibility of **suspension**, which requires the agreement of the Commissioner's line manager (see POR for details). It can be used without prejudice, to calm a situation if it is clear that the people are in so much conflict that it is not helpful to them, the young people, or to Scouting in general. The Appointments sub-Committee is involved in any decision to end a period of suspension.



#### Exercise 11

Take a look at the following case study. First read the scenario and then complete the task that follows.

Sam is the Scout Leader of the 53rd Newtown. Lesley is the Cub Scout Leader. There have been no Cubs who have moved on to the Troop in the last year. In fact, they have all gone to a different Troop. Sam and Lesley have never seen eye to eye. Lesley believes that the Troop is 'rough' and the Scouts are not cared for. Sam is angry that Lesley encourages the Cubs to go to a different Troop.

You are the Group Scout Leader who has heard about the problem from Sam and Lesley independently. It is obvious that they don't talk to each other at Group Leaders' meetings. You have decided to approach the problem at the end of the next Leaders' meeting, to see if it can be solved. You think that the two Leaders are both good in their own way, just very different and that the problem is a bit of a personality clash.

Write up your plan for your meeting with Sam and Lesley. Include what you will do if things go wrong.

My plan for managing Sam and Lesley's disagreement:

### Summary

Dealing with conflict and disagreement is not the most enjoyable task for a manager in Scouting, but cannot be ignored. Remember, you are not alone; support available includes:

- your Field Development Officer (in England) – the Field Development Service has a lot of experience in effective management of disputes and can offer guidance and support
- your Field Commissioner (in Wales)
- Scottish Headquarters
- Northern Ireland Headquarters
- the publication *The Appointment Process for Appointments Sub-Committees*
- the *Policy: Organisation and Rules of The Scout Association*
- your line manager (for example District Commissioner, County Commissioner or Chief Commissioner).

You have now completed section four. You can now review this stage with your Training Adviser who will discuss with you your understanding of the material and your responses to the questions and exercises.

## Section five: Managing meetings

This section looks at meetings and will provide you with the tools for ensuring that meetings are run and chaired effectively within Scouting.



### Exercise 12

List all of the meetings you attend in connection with your role as a manager in Scouting. Now rate the meetings on a scale of 1-5 for their value or effectiveness (1 - no value, not effective to 5 - highly valuable, highly effective).

List of meetings	Value (1-5)
1	_____
2	_____
3	_____
4	_____
5	_____

You may find that much of your time in Scouting is consumed by meetings of one type or another. Some will be highly valuable, others less so. So what is it that makes the difference?



### Exercise 13

Thinking of the meetings you have attended, please list below the features of good and poor meetings.

Features of good meetings	Features of poor meetings
1	_____
2	_____
3	_____
4	_____
5	_____



The characteristics of a good meeting include the following:

- 1 A clear logical agenda, sent out in advance.
- 2 Each agenda item introduced so members are clear about the issues and the decisions to be taken.
- 3 A chair who takes account of the needs of each member of the meeting, giving them a voice.
- 4 A chair who encourages people to reach consensus.
- 5 A clear summary of each agenda item, with actions noted, before moving on.
- 6 A firm but easy-going discipline and structure to the meeting.
- 7 A list of decisions and actions issued shortly after each meeting.

Some good practice tips for chairs of meetings are as follows:

- Only hold meetings if they are necessary.
- Send out agendas and papers for discussion in advance.
- Start and finish on time.
- Appoint a secretary to record decisions and agreed action points.
- Give quiet people the chance to speak.
- Do not allow anyone to dominate the discussion.
- Summarise the discussion and any decisions before moving on to the next item.

### Summary

You have now completed the final section of this workbook. It is now important to discuss what you have done with your Training Adviser. This will allow you to discuss how the exercises in the book work in practice and to discuss any further learning needs you may have.

## Appendix one

### Action plan questions

#### Support

- Do you hold regular meetings with your team?
- Do you have a Welcome Pack?
- Do all adults you support feel valued?
- Do you identify the needs of adults you support?

#### Management

- Do all the adults you support know what is going on?
- Do you delegate to other adults when appropriate?
- Are the right people in the right jobs?
- Are there people that you know of who may be leaving? Are you recruiting people to replace them?
- Do you encourage the adults you support to undertake appropriate training?

#### Relationships

- Do you hold regular one-to-one meetings?
- Do you feel able to discuss successes and difficulties with your manager on a regular basis?
- Do you know when it is appropriate to ask for support from your FDO?
- Do you and the Chair work in partnership?
- Do you offer positive and negative feedback to the adults you support? Is this done in a supportive manner to encourage improvement?

## Appendix two

### Action plan

Using the worksheet below, produce an action plan for managing the adults for whom you are responsible. Handout A - Action Plan Questions has a number of questions attached to help you think about what targets you could set yourself.

One of them should include recruiting the person for whom you have written the role description, person specification and induction pack, as you have done most of the work already! Set yourself no more than four or five targets at once so you will have a good chance of achieving them.

Describe where you are now	Describe where you would like to get to	Describe the steps you need to take in order to reach your goal, and resources or help you might need to achieve it.				
Issue	Current situation	Goal	3 months	6 months	12 months	Resources/ support

## Appendix three

### How to validate this module

#### Support

Following completion of this workbook, you will need to have a discussion with your Training Adviser. If you haven't done so already, you will need to plan how you are going to validate the module.

To validate the module you must complete two of the following:

- 1 Create and implement a plan to fulfil your specific responsibilities in accordance with the Adults in Scouting model.
- 2 Describe methods of effective formal and informal reviews in accordance with the Adults in Scouting model.
- 3 Identify factors that motivate adults in Scouting and use these methods to maximise the performance of those you manage or support.
- 4 Prepare, chair and evaluate a meeting appropriate to your role.
- 5 List tasks delegated to those whom you manage and outline the principles and benefits of delegation.
- 6 Any other ideas, subject to the agreement of your Training Adviser.

#### And:

Discuss your role with a Training Adviser and describe how you manage others effectively.

## Notes

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# The Essentials for Organising and Managing a Training Program/Activity

Paul Parkinson, Scouts Australia  
Member, APR Adult Resources Sub-Committee  
Principal, Scouts Australia Institute of Training

## **Learning Outcomes:**

Know some of the planning, organisation and management responsibilities with a training program

Be able to select suitable training methods

Describe the factors to consider when selecting training methods

## **Terms:**

**Organisation:** (for this exercise) relate to those things that have to be done to make sure everything happens.

**Management:** (for this exercise) is what things you need to handle / deal with / or control.

**Conduct of Training Program:** what is necessary or what happens DURING the program/activity

**Conclusion of Training Program:** what needs to be done or what needs to happen AFTER the end of program/activity

## **Tasks:**

### **Main Topic:**

Organising and Managing a Training Program

#### Sub Topics for Discussion:

Travelling Expert Group 1: *Organisation requirements for the conduct of a training program.*

Travelling Expert Group 2: *Management requirements for the conduct of a training program.*

Travelling Expert Group 3: *What is it you need to know when selecting training methods for any training activity.*

Travelling Expert Group 4: *List some of the guidelines for selecting training methods*

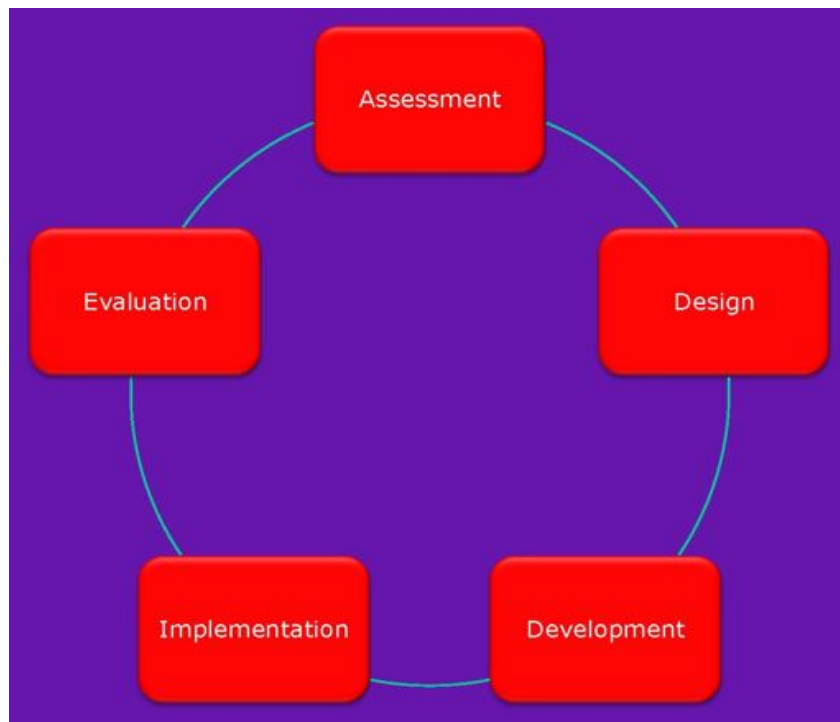
Travelling Expert Group 5: *Important considerations during the conduct of a training program*

Travelling Expert Group 6: *Important considerations at the conclusion of a training program.*

# How to prepare a training session plan

Saad Zian, Director, Adult Resources and Volunteer Development,  
World Scout Bureau, Central Office

## The ADDIE approach

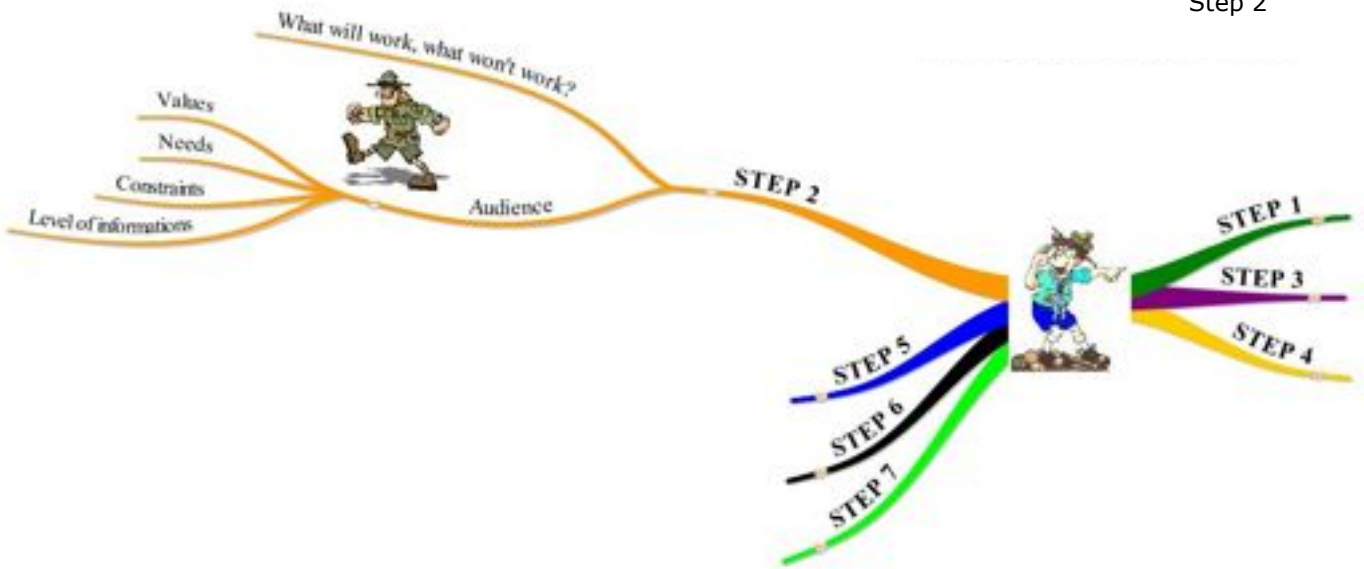


## MAP Road – Step 1

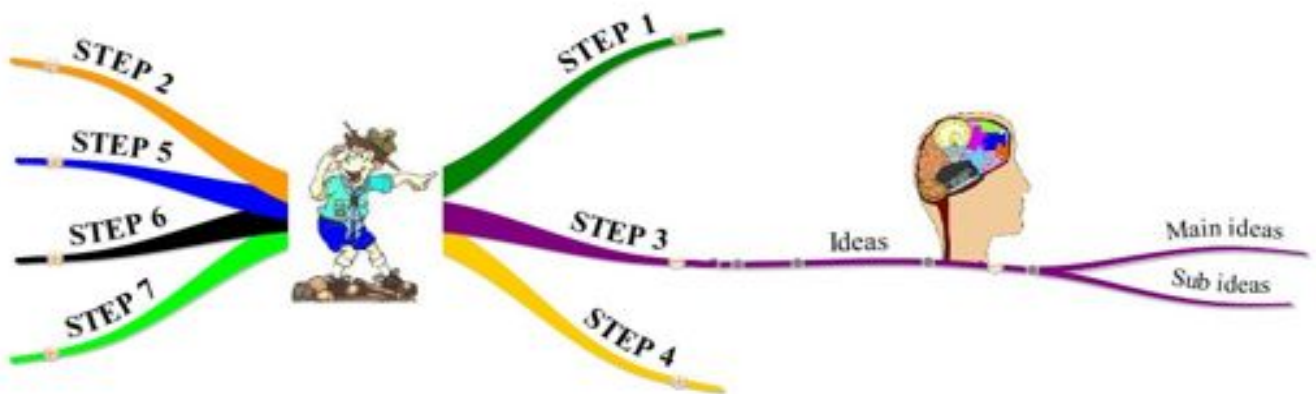




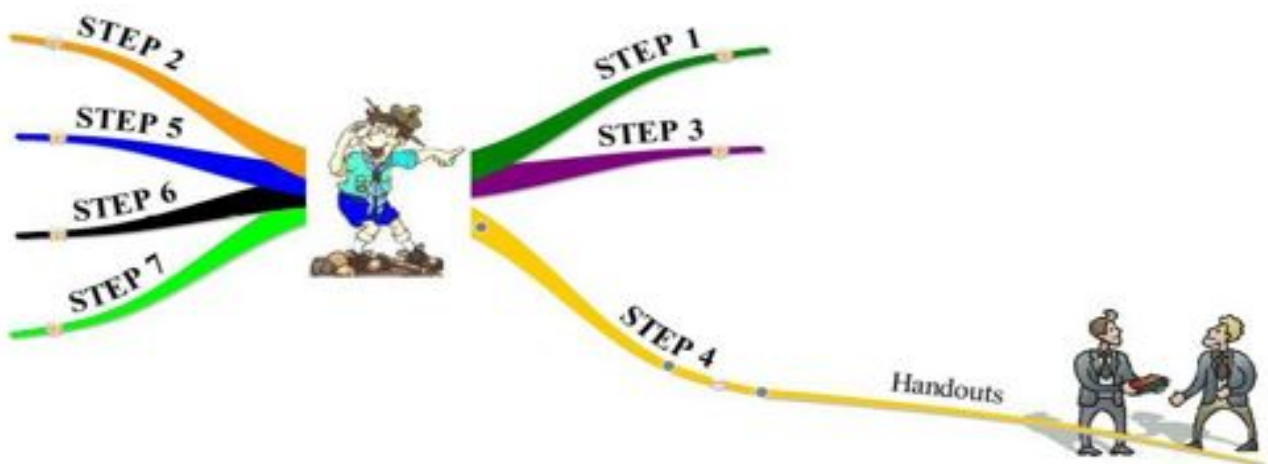
Step 2



Step 3



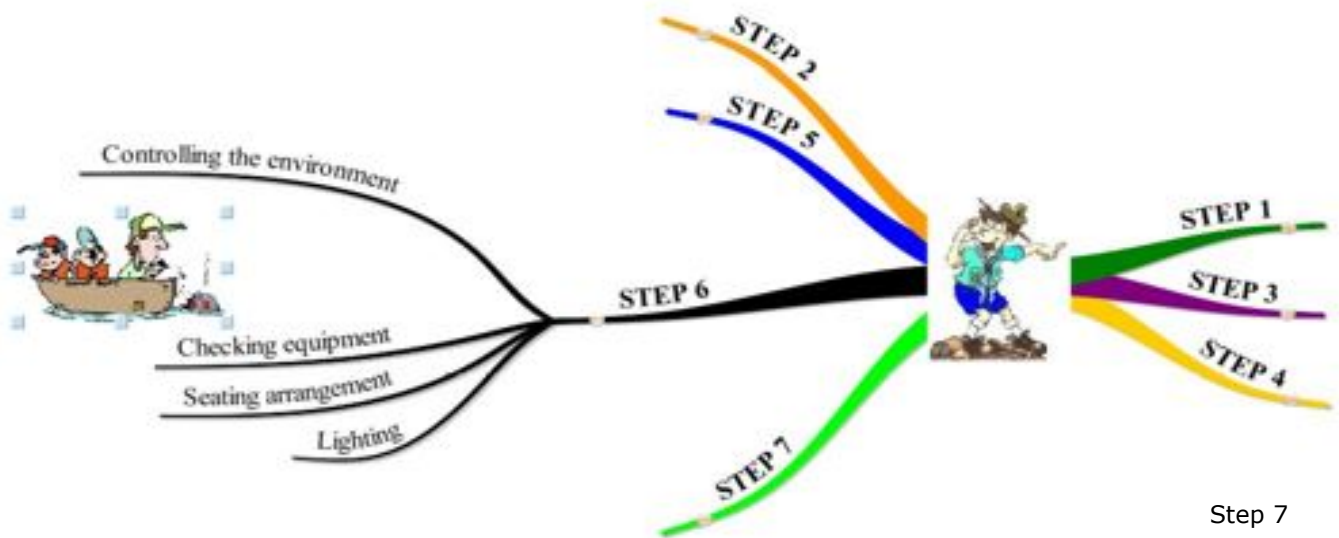
Step 4



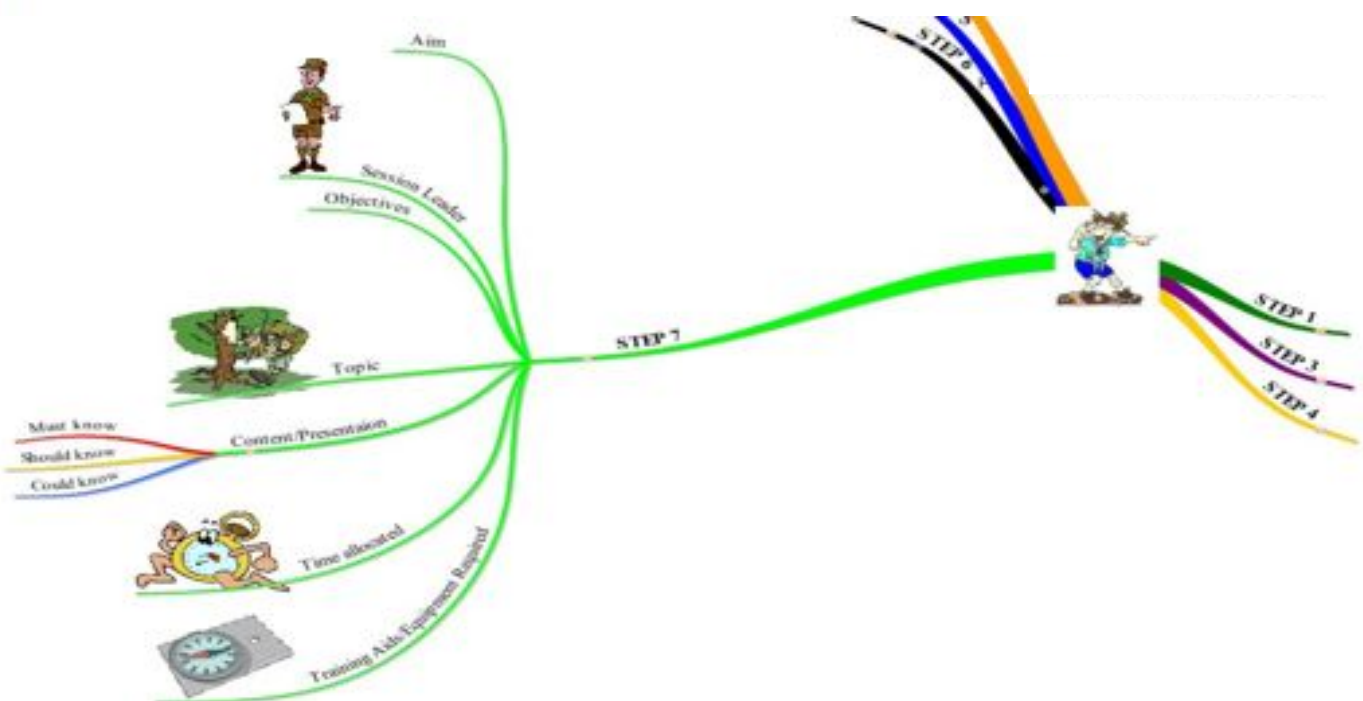
Step 5



Step 6



Step 7



# Challenges of Training Methods & Techniques in the 21<sup>st</sup> Century Organization

Reiko Suzuki

Chairperson of APR Adult Resources Sub-Committee

## Aim

At the end of the session, participants should be able to:

1. Aware the challenges encountered by the NSOs when enhancing the training methods and techniques, particularly on the availability of resource (Human, finance and Technology),

2. Have an advantage in the training for an 21st Century Organization, under World Scout Strategic Priority No. 6.

## Learning Objectives

Participants should be able to:

1. Compare the pros and cons of the training methods and techniques,
2. Be effective trainers in delivering an Innovative training sessions with fun.





## **What is VOIP?**

### **Introduction**

VOIP is an acronym for 'Voice Over Internet Protocol,' or in more common terms phone service over the Internet.

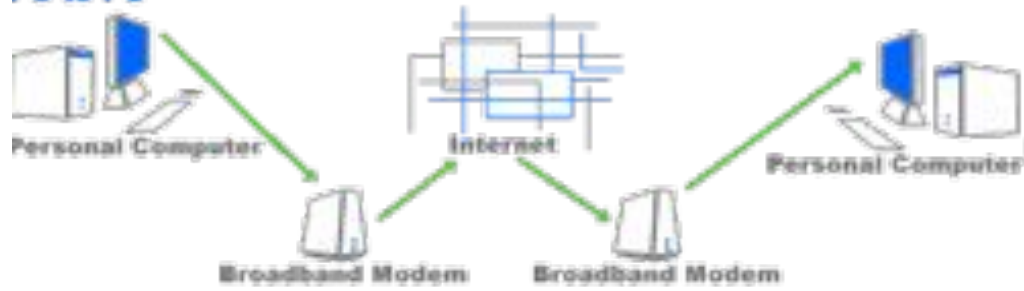
If you have a reasonable quality Internet connection you can get phone service delivered through your Internet connection instead of from your local phone company.

Some people use VOIP in addition to their traditional phone service, since VOIP service providers usually offer lower rates than traditional phone companies, but sometimes doesn't offer 911 service, phone directory listings, 411 service, or other common phone services. While many VoIP providers offer these services, consistent industry-wide means of offering these are still developing.

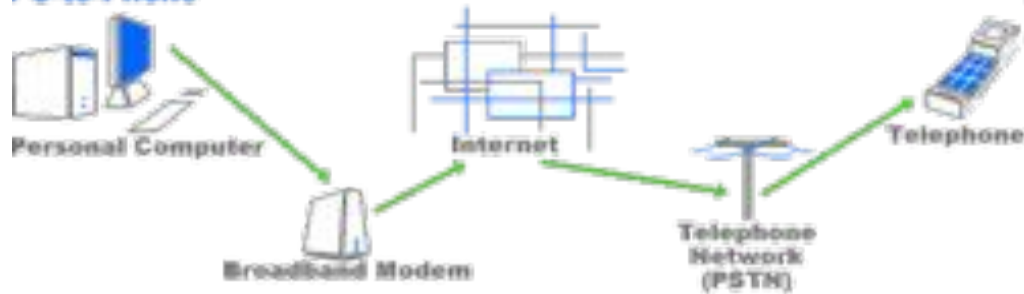
### **How does VOIP work?**

A way is required to turn analog phone signals into digital signals that can be sent over the Internet.

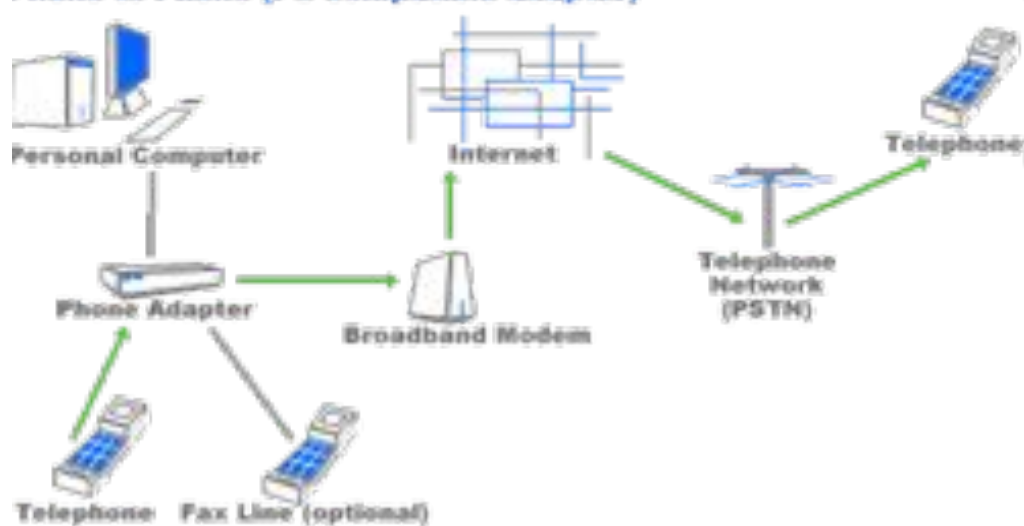
### PC-to-PC



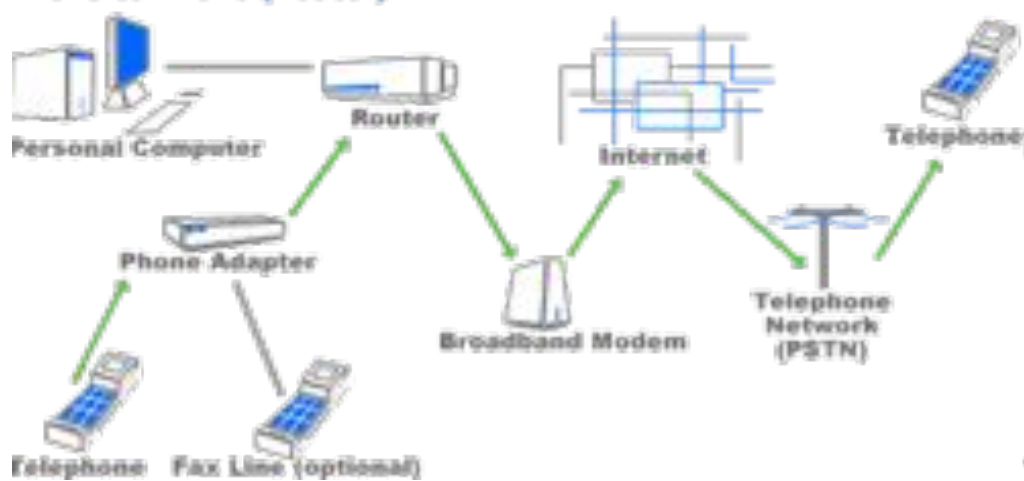
### PC-to-Phone



### Phone-to-Phone (PC compatible adaptor)



### Phone-to-Phone (Router)



### **Applications using VOIP**

Traditional telephony applications, such as outbound call center applications and inbound IVR applications, normally can be run on VOIP.

### **Why use VOIP?**

There are two major reasons to use VOIP

- \* Lower Cost
- \* Increased functionality

### **Lower Cost**

In general phone service via VOIP costs less than equivalent service from traditional sources. This is largely a function of traditional phone services either being monopolies or government entities. There are also some cost savings due to using a single network to carry voice and data. This is especially true when users have existing under-utilized network capacity that they can use for VOIP without any additional costs.

In the most extreme case, users see VOIP phone calls (even international) as FREE. While there is a cost for their Internet service, using VOIP over this service may not involve any extra charges, so the users view the calls as free. There are a number of services that have sprung up to facilitate this type of "free" VOIP call. Examples are: Free World Dialup and Skype for a more complete list see: VOIP Service Providers

### **Increased Functionality**

VOIP makes easy some things that are difficult to impossible with traditional phone networks.

- \* Incoming phone calls are automatically routed to your VOIP phone where ever you plug it into the network. Take your VOIP phone with you on a trip, and anywhere you connect it to the Internet, you can receive your incoming calls.
- \* Call center agents using VOIP phones can easily work from anywhere with a good Internet connection.

## **Online and Offline**

The terms online and offline (also on-line and off-line) have specific meanings with respect to computer technology and telecommunication

### **To be considered online, one of the following must apply to a device:**

- Under the direct control of another device
- Under the direct control of the system with which it is associated
- Available for immediate use on demand by the system without human intervention
- Connected to a system, and is in operation
- Functional and ready for service

### **Offline**

In contrast, a device that is offline meets none of these criteria (e.g., its main power source is disconnected or turned off, or it is off-power).







**APR Workshop on Training Methods and Techniques**  
 Thailand  
 22 - 25 September 2008

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**APR Workshop on Training Methods and Techniques**  
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