



FOR THOSE WHO HELP OTHERS

TRAINERS

TRAINER III LEARNING OBJECTIVES

Scouts Canada – Mission Statement

The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

National Program Services Committee
Approved May 2004

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Developing Competencies

Scouts Canada's **Volunteer Recruitment and Development (VRAD)** Strategy recognizes the attitudes, skills and knowledge volunteers bring to their role in Scouting. Volunteers naturally acquire additional knowledge and skills for their roles from their first contact with Scouting through to retirement in a variety of self-initiated and organized learning situations. This development may come from both Scouting and non-Scouting sources. The strategy promotes a very flexible approach to developing and recognizing a volunteer's competencies.

Learning Objectives For Those Who Help Others

Adults recruited to help others require certain common basic knowledge, skills and attitudes in order to be able to provide effective service and support for our leaders. A Scouter performing this role must demonstrate that he or she has met the following **Learning Objectives** in each of the following subject areas:

For Those Who Help Others Trainer III		
Scouting Philosophy	Leadership	Administration

Scouters who accept this role are expected to achieve the For Those Who Help Others – Trainer III Learning Objectives after completing their For Those Who Help Others Basic, Advanced and Trainer II competencies.

Objectives of For Those Who Help Others – Trainer III

Given a variety of learning activities, the learner will provide effective service and support to leaders through:

- Applying Scouts Canada's Mission, Principles, Scout Method/Practices, policies, procedures and Program Standards;
- Developing/building positive relationships with those for whom they provide service and support;
- Assisting leaders with acquiring/developing required knowledge and skills for their position using coaching/mentoring/training;
- Assisting leaders in evaluating programs and attaining Scouts Canada's Program Standards.

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Developmental/Learning Activities

Typical developmental and learning activities may be undertaken in one or more formats, including on-the-job training and experience, self-study, peer interaction, being coached, or by participating in training modules or a formal development course.

These activities may include such methods as the following, appropriate to the learning objectives:

- Demonstration,
- Reading,
- Pre-course study,
- Individual assignment,
- Role play,
- Lecturette,
- Case study,
- Working in pairs,
- Peer coaching,
- Mentoring relationship,
- Expert panel discussions,
- Simulation,
- Small group discussion, and
- Audio, visual or interactive media.

Evaluation

The learner and one or more competent evaluators designated by the appropriate Commissioner will evaluate the successful completion of the For Those Who Help Others – Trainer III Learning Objectives. Typically, Scout Councils may appoint evaluators from among the following roles:

- Experienced peers,
- Service Scouters,
- Group Committee members, and
- Outside resource people.

Completion and Recognition: For Those Who Help Others – Trainer III

Scouters complete their development in For Those Who Help Others – Trainer III by demonstrating competence in each of the learning objectives. Those who complete Trainer III should be presented with a fourth Woodbadge bead and their Trainer III certificate. Scouters are encouraged to continue their personal development. It is not necessary to complete objectives in a particular order. Anyone completing learning objectives should be recognized promptly for their achievement.

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SCOUTING PHILOSOPHY	The Learner will:
Organizational Structure	1. Explain the Course Leader's roles and responsibilities.
Membership (Training team)	1. Develop and manage an enthusiastic and effective training team. 2. Recruit trainers with the appropriate attitude, skills and knowledge required to effectively deliver course material.
LEADERSHIP	The Learner will:
Interpersonal Skills	1. Demonstrate effective leadership abilities in providing developmental opportunities for others. 2. Identify and assess needs. 3. Design development opportunities. 4. Evaluate outcomes. 5. Complete and file post-course report. 6. Initiate recognition process for participants.
Facilitation Skills	1. Facilitate the analysis of training team member's sessions and provide constructive feedback. 2. Facilitate trainers in identifying personal strengths and weakness.
Coaching/Mentoring/Training	1. Coach and mentor at least two trainers as they further develop their training skills.
Conflict Resolution	1. Effectively resolve conflict and disagreements. 2. Provide support and expertise to team members with respect to resolving conflict.
ADMINISTRATION	The Learner will:
Planning	1. As a Course Leader, analyze session plans and assure that: <ul style="list-style-type: none"> i. Outcomes are defined and are consistent with the needs identified. ii. Learning activities include experiential opportunities which support the learner's needs. iii. Material is presented in logical sequence. iv. A means for evaluating/measuring learning outcomes has been developed and implemented. v. Learning outcomes have been achieved.

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Resources:

- A Guide to the Honours and Awards of Scouts Canada *
- Application for Membership and Appointment of Adults *
- Basic and Advanced Learning Objectives (Leaders) *
- How to Protect Your Child from Child Abuse: A Parent's Guide *
- Mission presentation
- Program Standards *
- Scouts Canada's Volunteer Recruitment and Development Handbook *
(includes job descriptions)
- Section Leader Handbooks
- By-Law, Policies and Procedures (contains Duty of Care & Camping/Outdoor Activities) *
- Group Committee Handbook *
- Robert's Rules of Order

* Available on Scouts Canada's website, www.scouts.ca