



FOR THOSE WHO HELP OTHERS

Coaches, Mentors & Trainers

TRAINER II 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 II		
Scouting Philosophy	Leadership	Administration

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

Objectives of For Those Who Help Others – Trainer II

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 II 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 II

Scouters complete their development in For Those Who Help Others – Trainer II by demonstrating competence in each of the learning objectives. Those who complete Trainer II should be presented with a third Woodbadge bead and their Trainer II 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:
Practices and Methods	<ol style="list-style-type: none"> 1. Explain Scouts Canada's Adult Development program and its implications in the council. 2. Examine and explain the benefits of working in small groups. 3. Examine and explain the benefits of experiential learning (learning by doing).
Organizational Structure	<ol style="list-style-type: none"> 1. Explain the trainer's role, accountability and responsibilities in the council. 2. Explain the accountability structure for coaches/mentors and trainers in their council.
Membership	<ol style="list-style-type: none"> 1. Describe the attributes of an effective training team member. 2. Indicate reasons for building an enthusiastic and effective training team. 3. Participate as an enthusiastic and effective training team member.

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LEADERSHIP	The Learner will:
Interpersonal Skills	<ol style="list-style-type: none"> 1. Identify/assess, through service and support, skill development goals for himself/herself and others. 2. Create/provide opportunities for adults to further develop leadership skills through coaching, mentoring and training. 3. Acknowledge individual's achievements and provide support and encouragement for others. 4. Recognize and build upon the strengths of others.
Communication Skills	<ol style="list-style-type: none"> 1. Communicate or present material accurately, clearly and with a minimum of distractions. 2. Identify barriers to effective communications within a team setting. 3. Use questioning methods effectively. 4. Interpret non-verbal communications.
Facilitation Skills	<ol style="list-style-type: none"> 1. Identify, assess and practice facilitating methods. 2. Facilitate learner activities and provide appropriate feedback. 3. Facilitate trainer evaluation meetings.
Adult Development	<ol style="list-style-type: none"> 1. Demonstrate the appropriate use of creative aids, resources, and appropriate training methods. 2. Effectively deliver a minimum of two sessions. 3. Analyze with the training team, a session that he/she has delivered and for which he/she has received constructive feedback on each of the following: <ol style="list-style-type: none"> i. Delivery ii. Learner participation iii. Facilitation skills iv. Time utilization v. Focus – staying on topic vi. Flexibility 4. Identify personal strengths and weaknesses and develop a plan for further development. 5. Demonstrate further development as identified in your plan in the delivery of two more sessions.
Conflict Resolution	<ol style="list-style-type: none"> 1. Practice effective conflict resolution techniques through role play.

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ADMINISTRATION	The Learner will:
Planning	<ol style="list-style-type: none"> 1. Analyze session plans to identify methods and training techniques that could be utilized to enhance the learning experience. 2. Create/design learning experiences for adults that will enable them to improve their ability to provide service and support for other adults.
Time Management	<ol style="list-style-type: none"> 1. Choose appropriate presentation techniques that maximize the use of participant's time.
Assessment/Evaluation	<ol style="list-style-type: none"> 1. Analyze a typical course session and provide constructive feedback on each of the following: <ol style="list-style-type: none"> i. Delivery ii. Learner participation iii. Facilitation skills iv. Time utilization v. Focus – staying on topic vi. Flexibility 2. Demonstrate appropriate evaluation techniques. 3. Provide constructive feedback in a timely manner.
Forms/Records	<ol style="list-style-type: none"> 1. Demonstrate a knowledge and understanding of Scouts Canada's Adult Development Program.

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