

adult training



## Who is *Delivering a Learning Experience* for?

This module (number 32) is designed to give adults in Scouting the skills and knowledge they need to plan, prepare and direct a learning experience. The module is aimed primarily at Course Directors delivering learning experiences.

## What does this module contain?

This module contains approximately 11 hours learning that can be managed in a variety of ways.

## How is this module validated?

The validation of this module is a competence based assessment of the participant's ability to run and direct learning experiences.

This means that participants will be required to put together a portfolio of evidence to meet the requirements of the module. The requirements can be found in the *Guide to Planning and Delivering a Learning Experience*.

It is possible to use some of the exercises in this training as evidence for module validation. The worksheets that apply to each objective are also outlined in the *Guide to Planning and Delivering a Learning Experience*.

It would, however, be a good idea for participants to keep all the work they do as it may be useful as evidence.

## What information is provided?

Each module in this series is set out in the same manner. The objectives for the module are given followed by methods of training. The content is given in outline with key points expanded in more detail. Trainer's notes are also given to provide guidance on methods or other key points.

The information is not however a script for the session. Prior knowledge and/or research of the subject matter by the Trainer will be required before delivery of the training.



### Series Editor

Chris James

### Editors

Robert Halkyard  
Peter Rogers

### Contributors

Colin Davidson  
Robert Halkyard  
Lura Hughes  
Tim Kidd  
Claire McAuliffe  
Peter Rogers

### Editor's note

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

## Session details

Session	Page	Timing (hrs)
1 Introduction to the module and the learning experience	4	1:00
2 Introduction to the competency based assessment (optional)	8	0:30
3 The staff team	10	6:14
4 Selecting and managing facilities and resources	20	2:05
5 Summary	23	0:35
6 Evaluating the learning experience	24	0:45

## Planning considerations

Session two is an optional session for participants who are new to competence based assessment and building portfolios. It is recommended that some research is done prior to the course to find out which participants (if any) require this session and the best way of delivering it if it is not required by all. For example, those that do require this session, could complete it with their Training Adviser before they attend the course.

Because the session involves each participant building a portfolio, a decision needs to be made as to whether the participants will be asked to bring their own ring binder or if they are to be issued with one. If they need to bring their own, this needs to be communicated to the participants before the session.

Although Session 3 is very long it can be broken up into smaller parts. It is recommended however, that the session is run in the order it is written. The session also contains an optional session on counselling that may or may not be used depending on the participants' needs.

The course relies very heavily on tutor groups and some staff support will be necessary. However, as the participants will no doubt be experienced Trainers, how this is done will need to be considered.



Trainer



Learner



Group



Report back



Visual aids



Trainer's notes



Handout notes



Timing

# Delivering a learning experience

## Aim

To provide the knowledge, skills and attitudes necessary to plan, prepare and run a learning experience.

## Objectives

There are six overall objectives for this module:

- 1 Understand the role of delivering a learning experience.
- 2 Select and brief appropriate people.
- 3 Select and manage facilities and resources.
- 4 Manage the learning process.
- 5 Manage the staff team.
- 6 Collect and use appropriate feedback.

As the validation for this module is by assessment of competence, these objectives are supplemented by second level objectives. These relate directly to the knowledge and understanding needed to meet the performance indicators. These objectives are given at the beginning of each session.

## Methods

### A series of sessions

The module is designed to run as a series of sessions for a course, either over a number of evenings or a weekend.

### Small group work

The module could be run for a small group, in effect running the sessions for one tutor group. In this instance, some of the tasks may need to be adapted.

### Trainer's notes

*A guide to achieving the competence for planning and delivering a learning experience is also available. The Guide to Planning and Delivering a Learning Experience details the performance levels required and the validation method.*

### Resources

To carry out the module training in its entirety, you will need the following resources:

- Overhead projector (OHP) and overhead transparencies (OHTs)
- Flipcharts
- Flipchart pens and paper
- Copies of the training material
- Copies of the *Guide to Planning and Delivering a Learning Experience* (optional)
- Copies of relevant worksheets
- Copies of relevant factsheets
- Copies of relevant handouts
- Evidence Summary Sheets (optional)
- Ring binders (optional)
- Copies of completed portfolios (optional)
- Hole punches and/or plastic wallets (optional).

Resources by session are summarised at the start of each set of Trainer's notes for each session.



Factsheet



Worksheet

# Delivering a learning experience: **session 1**



## Introduction to the module and the learning experience

### Key objectives

#### DLE/1

- 1 Understand the importance of where the learning experience fits into the overall development of learners.
- 2 Explain their role in making sure the aims and objectives are met.
- 3 Identify the importance of creating and maintaining a balance in the learning experience.

#### DLE/4

- 3 Explain why changes to the planned programme may be necessary.

For this session you will need the following resources:

- OHP and OHTs
- Copies of the *Guide to Planning and Delivering a Learning Experience*.



## Trainer input – Introduction

Explain that the module is aimed at all adults in Scouting who are required to, or wish to, deliver learning experiences as part of their role in Scouting.

Explain that the module is competence assessed and the validation of the module is by running 'real life' learning experiences.

Issue copies of the performance indicators for the module. (They can be found in the *Guide to Planning and Delivering a Learning Experience*). If you wish to run through the module objectives they are given on OHT **1**.

Acknowledge that the focus of the module will be on both formal training courses and informal learning experiences such as workshops. Participants will have had different experiences of each, both as audience and as deliverers.

Explain that during the module participants will have a number of chances to 'have a go' and that this will be a safe environment to 'try new things'.

## Trainer input – the learning experience

Explain that the overall role of the Course Director is to provide an effective learning experience for the participants. This is achieved by:

- understanding each group of learners
- setting appropriate aims and objectives
- providing a balanced programme which is relevant and accessible
- providing an environment that is conducive to learning and
- providing supportive adults to facilitate the learning.

This is the overall context of this module.

### Trainer's notes

*You may wish to display the headings: Learners, Aims and Objectives, Balanced Programme, Environment, and Supporting Adults during the next part of the session.*

### Learners

## Trainer input

Whether or not Trainers have planned the learning experience, there are certain details that they and the course staff will need to know about the participants before starting.

## Task

Identify what sort of information should be sought. This might include for example:

- previous experience
- needs/wants
- roles
- ages.

### Trainer's notes

*Highlight the need to recognise these factors in the delivery of the training experience. The approach may be very different for a group of adults new to Scouting tackling their first module to a group of District Commissioners developing District development plans.*



## Aims and objectives



### Trainer input

Highlight the need to be the guardian of these aims and objectives throughout the training. Whilst they will have been set in the planning stage, they might need to be adapted as the experience progresses.



### Task

In buzz groups list reasons why objectives might need to be adapted or approached differently.

These might include:

- participants already being able to meet some of the objectives
- important new needs emerging as the training is running
- a method not meeting all the objectives and some having to be revisited
- evaluations revealing that objectives are not being achieved
- the objectives not meeting the original needs
- external factors - such as a lack of equipment for practical skills.



### Trainer input

Point out that while the methods used may be creative and enjoyable, they may not cover all the objectives of a session. It is useful therefore to keep the objectives handy so you can tick them off as they are met.



## Balanced programme



### Trainer input

Ask what is meant by 'balanced'?

These should include: different methods (active, reflective, practical, discursive), different learning styles (hearing, seeing, doing), and working time/relaxation time.





### Trainer's notes

*This balance could be achieved by drawing a set of old fashioned scales with two arms and listing opposites on either side, for example, active/passive, indoor/outdoor, listening/doing and so on.*



### Trainer input

Explain that the two other elements **environment** and **staff** are two major sessions in the rest of the module. Ask the participants to keep the overall purpose of providing an effective learning session in their minds during the rest of the sessions.



## Delivering a learning experience: session 2 (optional session)



### Introduction to the competence based assessment

This is an optional session that can be used for participants new to competency assessed modules and constructing portfolios of evidence.

For this session you will need the following resources:

- OHP and OHTs
- Copies of the module
- Copies of the *Guide to Planning and Delivering a Learning Experience*
- Evidence Summary Sheets
- Ring binders (if to be provided by course staff)
- Copies of completed portfolios
- Hole punches and/or plastic wallets.



### Trainer input

Explain that the validation for this module is competency based. This means that to complete the module, participants must show evidence of their competence in the form of a portfolio of evidence.

The reason The Scout Association uses this form of assessment for those in training roles is to ensure that adults provide relevant and effective training experiences. Because training is a practical skill it is appropriate that adults involved in training can actually demonstrate they can do it.

Most participants use an A4 ring binder or lever-arch binder in which to keep their evidence.

Issue copies of the *Guide to Planning and Delivering a Learning Experience*, which contains the standards for the module and enough copies of the Evidence Summary Sheet (which can be photocopied from the back of the guide) for each element of the module. If participants are being issued with ring binders, then they should be distributed at this point. If they have been asked to bring them with them, they should get them out.

Explain that each of the competence assessed modules is split into smaller sections called **elements**. Each element is then split into two further sections: the **Performance indicator**, which is what you have to do and **Underpinning knowledge and understanding**, which is what you have to know. Take the participants through the simple competence example on OHT **2a**.



The way in which we check both that the participant can meet the performance indicator and has the necessary knowledge and understanding is to ask them to record what they have done. This record is called **evidence** and is kept for ease of reference in a portfolio – usually an A4 ring binder.

### Trainer's notes

*It is helpful at this point to show participants a completed portfolio of evidence, preferably for this module, but any completed portfolio will allow them to see how it is constructed and what other people have included.*



### Task

Look at the completed portfolio and take the opportunity to see how it has been constructed. How has different evidence been linked to different performance indicators?



### Trainer input

Explain that following the module, participants will need to record evidence of what they do. This is to show how they have met the performance indicators and acquired the necessary knowledge and understanding. They will need to record and index their evidence using an Evidence Summary Sheet for each element. Outline how this is done using OHT **2b**.

Check that participants understand how to complete competence assessed modules and answer any questions they may have.



### Trainer's notes

*Further information on evidence and how elements are constructed, can be found in the Guide to Planning and Delivering a Learning Experience.*

*Remind participants that they should keep anything they do during this module as it could be valuable evidence for their portfolios.*



# Delivering a learning experience: **session 3**



## The staff team

### Key objectives

#### DLE/2

- 1 List sources of support.
- 2 Explain the purpose of the learning experience and the role of each staff member in achieving it.
- 3 Ensure the advantages of recruiting a balanced team to include age, experience, role and personal style are understood.

#### DLE/4

- 4 Describe the principles of basic counselling.

#### DLE/5

- 1 Identify ways to build, maintain and disband a staff team.
- 2 Communicate effectively.
- 3 Identify any particular support or counselling needs of the staff team.
- 4 Describe the principles of basic counselling.
- 5 Identify ways of providing objective feedback.
- 6 Discuss ways of helping adults to identify their individual learning needs.

For this session you will need the following resources:

- OHP and OHTs
- Flipcharts
- Flipchart pens and paper
- Copies of Handouts A-E
- Pen pictures of potential staff
- Case studies
- Copies of Worksheet 1
- Scenario information.



### Trainer's notes

*Although the total lengths of this session is 6 hours 14 minutes, it can be easily be broken down into smaller parts as follows:*

- 3a Introduction – 5 minutes
- 3b Recruiting a team – 1 hour 47 minutes
- 3c Building a team – 1 hour 45 minutes
- 3d Maintaining and operating a team – 45 minutes (+35 minute optional session on counselling)
- 3e Disbanding a team and individual development – 1 hour 27 minutes
- 3f Summary – 5 minutes

If the session is to be broken down into sub sessions, the order should not be changed. This is because the session runs through a staff team management model (explained in Handout 1) of staff team development.

### Session 3a – Introduction



#### Trainer input

Introduce the model as outlined on OHT 3a. Explain that during this session the participants will look at each of the stages in this model. (This is explained in detail in Handout A, found at the end of this module). Emphasise that it is often the end stage of the model - the review of individual performance - that is missed out.



### Session 3b – Recruiting a team



#### Trainer input

Explain that the first step is about recruitment. Brainstorm a list of roles that might be used on a training course (Course Director, Trainer, tutor, assistant, visiting specialists, caterers and so on).



#### Task

Form buzz groups. List where you might recruit people from to fill the roles that you have already identified. Once you have produced a list, compare and discuss them with each other.





### Trainer's notes

The lists that the participants produce should cover support in the following areas: training staff (including presenters and tutors) and support staff (including technical support, catering support and administrative support).



### Trainer input

Look at the roles of the tutor and Trainer. Put up major headings such as Preparing sessions, Briefing for sessions, Delivering sessions, Observe what is happening in a group, Provide feedback to the group and so on and discuss around them. Ask participants for additional items if they have any. Provide Handout B, which covers the major points.



### Task

Form buzz groups and consider what to look for when selecting staff members for the team. Share your ideas in plenary. Major items include: skills, abilities, mixture of gender, age, style, development of staff and natural styles.



### Trainer input

Discuss the issue of using people from both inside and outside Scouting. Consider the advantages and disadvantages and record these on a flipchart.



### Trainer input

Explain the following scenario. Each tutor group is collectively a Course Director who has been asked to run a course on Module 16, *Nights Away*. There are 18 participants booked onto the course (information about the participants can be found on Handout C). Each tutor group is to decide what staff are required for this course and them.

## Task

In groups decide how many staff you require for the *Nights Away* course and then pick them by finding the pen pictures around the room and taking them down. Once a staff member has been picked, you must stick to that choice. People are a scarce resource and others may also be recruiting at the same time.



### Trainer's notes

There are pen pictures to use at the back of this module (please see Appendix 1). If necessary, additional pen pictures can be created. Photocopy and cut up the sheets so each one is separate and each group can physically take away the profiles of the people they want to use.



## Trainer input

Announce that the Training Administrator has phoned to say that there is a last minute rush of participants. You now have 24 participants and therefore now need a new tutor.



### Trainer's notes

Information about the additional participants can also be found at the end of this module.



## Task

You have the names of three people who are available – but you don't know them. Think of three questions that you would ask a tutor before deciding who to choose.



## Task

In groups, take this opportunity to ask each other questions before choosing your tutor.



### Trainer's notes

You will require three members of the course staff to 'play' the roles of the three people answering the questions. A role-play is not necessary as the participants can choose their tutor based on the individuals' real experience and knowledge.





### Trainer input

Emphasise the key points of recruiting a staff team. Remember that the team should be balanced across age, gender, experience, Scouting Appointment and so on. Acknowledge any other points that have arisen during the session.



### Trainer input

Briefly summarise the stages covered: selecting roles; choosing people; balancing teams.



### Session 3c – Building a team



### Trainer input

Explain that once the team has been recruited, they must be built into a team. Brainstorm what they would expect to receive in a briefing from a Course Director.



25 mins preparation and 5 mins delivery

### Task

In your groups, produce a brief for one of the members of the training team that you have recruited; this can be either written or verbal. Once complete, deliver the brief to the member of the course staff.

### Trainer's notes

*The member of staff will need to continue their role from the previous task.*



### Trainer input

In buzz groups identify the characteristics of an effective team such as good communication, good leadership and so on.

Ask the question: what transforms a group into a team? Collate the answers and move on to ask what would be addressed at the first staff team meeting?



## Task

In groups, write the agenda for the first meeting of the staff team for Module 16, *Nights Away*. The meeting should not last for more than two hours. Write the agenda out in A4 format so that it can be photocopied for the rest of the team.

Now elect a Course Director.



## Trainer input

Extract the Course Directors from their group and set them the task of running the first ten minutes of their meeting with their course staff. In the meantime distribute roles amongst the tutor group on the basis of who they recruited previously. (This means that the other participants will have to play the role of the members of the staff team that were picked in the earlier exercise).



## Task

Course Directors should now switch to another tutor group and run the first ten minutes of the meeting. If possible, take photocopies of your agenda and take them with you.



## Task

Groups should now de-role. Tutor groups should now review their performance with the Course Director. Course Directors should receive feedback on the agenda.



## Trainer's notes

*The purpose of this de-brief task is threefold. Firstly, it should take everyone out of their roles from the previous task. Secondly, it should offer feedback on the effectiveness of the agenda that was put together (remember that the tutor group that wrote the agenda will not be the tutor group that it is being delivered to). And finally, it should offer the nominated Course Director feedback on their performance of running the meeting.*





## Task

Course Directors should now return to their own tutor group to report on the effectiveness of their agenda.



45 mins + 35 mins  
optional session

## Session 3d – Maintaining and operating the team

### Trainer input

Outline how the staff team is maintained and operated during a training experience.

Explain the Course Director's role in maintaining the staff team.

A good Course Director:

- facilitates regular staff meetings (social contact and information)
- ensures that Trainers are comfortable with the sessions before running them
- ensures all staff are carefully briefed on sessions (learning objectives, methods and expectations of tutors)
- receives regular feedback and evaluation from tutors (effectiveness of sessions, progress and issues with participants)
- encourages constructive feedback from staff on their own and others' performance
- acts on evaluation to adapt the programme (e.g. new sessions, change methods)
- listens to, encourages and counsels staff as required – recognises individual staff needs and acts appropriately.



## Task

In groups, consider the case studies (included at the back of the module) and respond to them.



### Trainer's notes

*This discussion will need to be facilitated by a tutor or other member of the training team. A 'report back' is not necessary however, as the case studies will undoubtedly raise different points from different participants. The key is that participants discuss and hear different views on how to deal with the issues arising.*

## Optional counselling session

### Introduction

This optional task is designed to meet the objectives about counselling if they are required. If this is within the participants' needs then this session should be included.



### Trainer input

Explain that occasionally, a Course Director is required to offer counselling to either course staff or participants. Explain the 'diamond' approach to problem solving as a possible model to help with this process. The model is outlined on OHT 3b and summarised in Handout D.



### Task

Pair up, play the roles from the case studies in the previous task and counsel each other. One should be the Course Director, and the other the person in the case study. Spend five minutes talking through the problem, moving as far as possible through the four diamonds. After the five minutes are up, swap roles but also change partners so that you carry out the role you haven't yet played with a different participant.



10 mins preparation and  
10 mins practice

### Trainer's notes

*This task could be expanded by offering more time, by using more than one case study so that participants can practice being the Course Director more than once or by introducing different case studies depending on the participants' needs.*



### Trainer input

Summarise the session and draw out the key learning points.





## Session 3e – Disbanding a team and individual development

### Introduction

Remind participants that the next stage in the staff team management model is the team evaluation. Explain that this will be covered later and that this session will look at the individual evaluation. Use OHT **3a** to remind participants of the model if necessary.

### Trainer input

Distribute and discuss Handout E on how to prepare for an appraisal. Demonstrate the process by conducting a real appraisal interview with a member of staff, illustrating how the process works in practice. Review the interview they have just seen against the process. Introduce the task.

### Task

Prepare an appraisal interview of another member of the tutor group based on their performance during this module. Also, prepare to be interviewed by another member of your tutor group on the same basis. Use Worksheet 1 for this purpose.

#### Trainer's notes

*Care should be taken in running this exercise as some participants may initially find the idea of reviewing a fellow participant's performance uncomfortable. Which participant reviews who needs to be considered carefully; the decision should be based on personalities and on what has happened during the module. It is also a good idea for participants to review a different participant to the one that reviewed them so that the task becomes more objective.*



15 mins preparation  
and two 15 min  
interviews



### Trainer input

Review the process, acknowledging those points that participants found useful or difficult.



### Session 3f – Summary



### Trainer input

Remind the participants of the staff team management model. Point out how the exercises during the session have fitted into it using OHT **3a**.



# Delivering a learning experience: **session 4**



## Selecting and managing facilities and resources

### Key objectives

#### DLE/3

- 1 Identify the facilities and resources needed to deliver an effective learning experience.
- 2 List possible sources of facilities and resources.
- 3 State The Scout Association's Safety Policy.
- 4 Explain relevant safety rules and guidance.
- 5 Explain how to manage a budget.

#### DLE/4

- 1 Describe how adults learn and how to create effective learning conditions.

For this session you will need the following resources:

- Flipcharts
- Flipchart paper and pens
- Copies of Handouts F and G
- Copies of Module 26, *Nights Away*
- Copies of *Policy, Organisation and Rules*.

## Trainer input

Introduce the session. Highlight that while the last session looked at the personnel requirements of running a learning experience, this session examines the resource requirements.

## Task

In your groups, select a venue for the *Nights Away* course you began to plan in the last session from the three proposed venues on Handout F. Summarise the key reasons for selecting the venue you have chosen.



## Trainer input

Discuss with participants their reasons for selecting the venue. Ensure that you mention issues regarding effective learning conditions such as the room, heat, light, as well as which venue will be most appropriate for the course being run.



## Task

In groups, make a list of the equipment you would require to run the *Nights Away* module. Also identify where this equipment might be obtained.



### Trainer's notes

*It would be helpful for participants to have a copy of the Nights Away module for reference. Participants should be reminded that they may require extra equipment and facilities to those listed in the module.*



## Task

Based on the information you have and the additional financial briefing sheet (Handout G) produce a course budget and decide how much each participant must pay.



## Trainer input

An overarching responsibility of the Course Director is safety. Ask the participants to identify the key safety aspects and draw out what the staff's responsibilities might be. These might include:

- Physical safety - whilst doing activities for example.
- Mental/emotional safety – that participants are not put in threatening situations.
- Health and safety – particular conditions relating to equipment/building use/food preparation.
- Environmental safety - including arranging safe sleeping areas and secure storage for valuables.
- Explain The Scout Association's Safety Policy stressing the importance of Risk Assessments.



## The Scout Association's Safety Policy

It is the policy of The Scout Association to provide Scouting in a safe manner without risk to health, so far as is reasonably practicable. The Association believes that this responsibility ranks equally with the other responsibilities incumbent upon those providing Scouting activities and functions.

It is the responsibility of all those involved in Scouting to seek, so far as is reasonably practicable, to ensure that:

- all activities are conducted in a safe manner without risk to the health of participants
- the provision and maintenance of equipment and buildings for Members and others is safe and without risk to health and adequate for their welfare
- information, instruction, training and supervision is provided with the object of ensuring the health and safety of all those involved in Scouting activities or those who may be affected by them
- appropriate arrangements are made to ensure safety and the absence of risks to health in connection with the use, transport, storage and handling of equipment, and substances which are inherently or potentially dangerous.



### Task

In groups, write a safety briefing note or checklist for the course staff you have recruited. It should cover any relevant safety notes and how The Scout Association's Safety Policy fits into their responsibilities on the course.

Remember that many safety factors will change with each training venue. They will also need to be reviewed both before and during the training.



### Trainer input

Review the session and highlight the learning points that have been covered.





# Delivering a learning experience: **session 5**

## Summary



## Trainer input

Explain that this session is about summarising what has been covered so far. Its aim is to consolidate the learning.



## Task

In groups produce a 'Course Director's checklist' that covers what a Course Director should do both before and during a learning experience. If possible, photocopy your checklists, take them home and keep for reference.



# Delivering a learning experience: session 6

## Evaluate the learning experience



### Key objectives

#### DLE/6

- 1 Explain the importance of collecting feedback.
- 2 Explain how to use the results/outcomes of feedback to apply future learning experiences.
- 3 Lead evaluation discussions creating an appropriate climate for feedback.

For this session you will need the following resources:

- Copies of *Worksheet 2, Module Review*.



### Trainer input

Explain that this session is about collecting the feedback and exploring the key issues regarding feedback.



### Task

In groups, complete a review of the module using *Worksheet 2, Module Review*. The review should cover pace, flow and pitch of the module as well as issues such as content, training and domestics.



### Trainer input

Thank the participants for their work. Explain that the reviews will be used in the planning process the next time the module is run as well as in the staff review at the end of the module. Explain that this fits into the team evaluation of the staff team management model outlined on OHT **3a**.



## Module objectives

- 1 Understand the role of delivering a learning experience.
- 2 Select and brief appropriate people.
- 3 Select and manage facilities and resources.
- 4 Manage the learning process.
- 5 Manage the staff team.
- 6 Collect and use appropriate feedback.



## DLE/2 Select and brief appropriate people

### Performance indicator

Evidence must be provided that:

- a** the roles and numbers of staff needed are identified
- b** staff with the required attributes and skills are selected to meet the needs identified
- c** people who are asked to provide support have a clear understanding of their role.

### Underpinning knowledge and understanding

Learners who demonstrate competence should be able to meet the following requirements:

- 1** List potential sources of support.
- 2** Explain the purpose of the learning experience and the role of each staff member in achieving this.
- 3** Ensure the advantages of recruiting a balanced team, to include age, experience, role, and personal style are understood.

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Evidence should include:

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Evidence should include:

# Module 32 Delivering a learning experience



2b

Element reference: DLE/3

Element title: Select and brief appropriate people

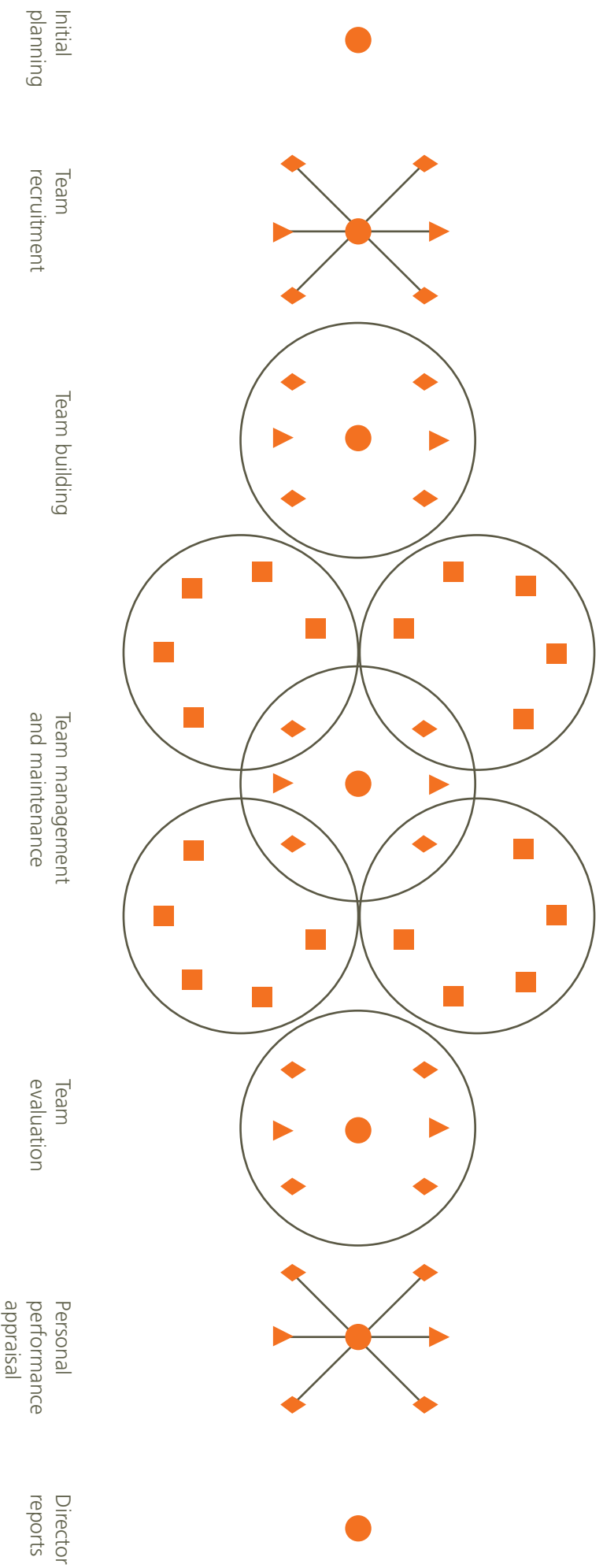
Date	Evidence no.	Brief description of evidence	Performance indicator								Knowledge and understanding									
			a	b	c	d	e	f	g	h	1	2	3	4	5	6	7	8		
20/9	1	Memo to Keith	✓	✓	✓															
20/9	2	Testimony from Mr Williams	✓	✓								✓	✓	✓						
15/11	3	Staff list for Module 12	✓	✓	✓							✓	✓	✓						

Evidence Summary Sheet



# Staff team management model

Course Director ● tutor ◆ Trainer ▼ participants ■

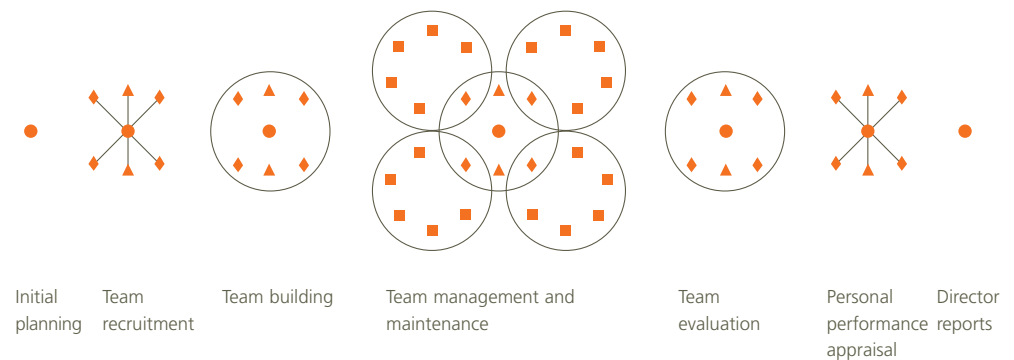




An important part of a Course Director's role is the development of a cohesive, supportive and unique staff team. It is therefore important that the group is more than a group of individual Trainers and tutors working under a Course Director. They must work together to agreed objectives, be mutually supportive and feel supported by each other, i.e. be a team!

The following diagram can explain the formation and dissolution of the staff team:

Course Director ● tutor ◆ Trainer ▲ participants ■



This process can be broken into seven stages.

## 1 Initial planning

As an experienced Trainer, the Course Director will research the module objectives for the learning experience, anticipate the likely number of participants, their learning needs and experience, and make decisions about dates and venue location. Once these factors are addressed, the Course Director will then determine the size and composition of the staff team.

## 2 Team selection and recruitment

Once the objectives and needs of the learning experience are identified, the Director will then identify and invite their Trainers, tutors and instructors to join the staff team.

In making up the team, the Course Director needs to identify whether the emphasis of the learning is focused more on technical or leadership skills. It is up to the Director to find the right balance of task-oriented instructors and tutors whose skills lie more in working with and developing people. All staff should be experienced or competent in the topics covered.

The Course Director should choose a team which comprises a mixture of



both experienced Trainers with whom they have worked well in the past and newer and/or younger adults, who may bring innovation and a fresh view to the learning experience.

To take up the role of Trainer, an adult must have completed Module 29, *Presenting*. The person should also have relevant experience in the topics covered and be comfortable and successful relating to other adults. It is also crucial that they will work well with the Director and with the other members of the staff team. As a Course Director, it is important to remember that however qualified the individual may be, they must 'feel right' to the Director.

At this stage, the communication is primarily between the staff as individuals and the Director. The staff may not even know each other and it is up to the Director to weld this group of individuals into a working team.

In considering the composition of the team, the Course Director needs to think about the challenge certain 'guests' or 'experts' may pose to the learning experience. Care should be taken to clearly define their role and involvement in the day. They should be given specific objectives and a fixed time allocation.

### **3 Building the team**

To be effective in providing an efficient learning experience, the staff team should know each other, respect each other's views and skills; have agreed objectives; accept the leadership of the Course Director and be happy with the roles and responsibilities delegated to them. Each individual should be prepared to put aside their differences and work towards a mutually agreed aim. It is the responsibility of the Course Director to lead and facilitate this process to ensure that the team presents a united front.

The phases of team building and communication are illustrated below:

#### **a) Recruitment**

Initially, recruited members of staff are still acting as individuals and are linked only to the Course Director.

#### **b) Direction**

At this stage, the Course Director needs to provide some direction. In terms of the Situational Leadership model, this needs a high task/low relationship approach. At this point, the Director should outline the aim of the training and what individual roles and responsibilities each member of the team is to take on. Formal introductions should be made and initial direction given.

#### **c) Communication**

In the direction stage, the communication, dominated by the Course Director, has been mainly hierarchical. At this stage, the group must get to know each other as individuals and identify each others' personal strengths





and development needs. This stage is often a social one and can take place during a break, over a meal or at an informal gathering.

This stage is vital if the team is to work well together to deliver the agreed objectives. This cannot happen until the internal group structure (or 'pecking order') is established.

#### **d) Cohesion**

Shared experiences and decision making will help the group to gel. This can be achieved through practical activities such as preparing the venue/location or through active team-building exercises. It is important that the Course Director encourages team working by sharing objectives, delegating responsibilities, asking for advice and seeking mutual agreement.

#### **e) Movement**

Once the group is formed, each individual can move forward in their role as tutor, Trainer, Director, etc to run a coherent course for the benefit of participants. They should be able to trust the rest of the staff team and rely on their support if they are in difficulty.

### **4 Managing and maintaining the team**

Now that the team has been 'built,' it is up to the Director to maintain the dynamic. This is particularly important for tutors who, although initially highly involved with the tutor groups, must, by the end of the learning experience, withdraw their involvement in the group. The staff team must be maintained to provide the tutor with somewhere to withdraw, allowing the tutor group to stand on their own feet.

Whilst the tutors are developing their groups, the Course Director must respect their integrity and let them withdraw from the staff team. This process can prove difficult for the Director who may need support from the training team. The Trainers should have enough to occupy them in planning the course sessions and adapting methods to meet the needs of participants as identified by the tutors.

To maintain cohesion during this stage, Course Directors should:

- facilitate regular staff meetings to maintain social contact
- ensure that all staff are carefully briefed on sessions, identifying the learning objectives, describing the method to be used and making clear their expectations of the tutors in the process
- receive regular feedback and evaluation from tutors both on the effectiveness of the sessions themselves and the progress and problems of individual participants
- encourage constructive feedback from the staff on their own and each others' performance
- act on evaluations, adapting the programme, building in new sessions or changing methods as appropriate



- listen to, encourage and counsel staff as required, being aware of the dynamic within the staff group itself
- recognise individual staff needs and try to reduce dissatisfaction.

### **5 Team evaluation**

By the end of the learning experience, the tutors will have moved from an initiator role to that of a facilitator, turning once again to the staff team for support. Just as tutor groups carry out evaluations, so too must the staff team. The evaluation should cover: choice of venue, facilities, organisation, objectives and methods. An assessment of the extent to which the needs of individual participants have been met by the course should also be carried out. The staff group evaluation is important in that it allows Trainers to assess their impact on the total learning, the tutors to establish how their own group experiences correlate with other groups and the staff group to feel they are working as a team.

### **6 Personal performance appraisal**

Having completed the 'group task' evaluation, individual staff will need appraisals on their own performance. Having received initial feedback from colleagues in the staff evaluation as well as during the course itself, the Course Director should provide additional individual feedback. While one to ones are the ideal format, feedback can also be given through formal 'thank you' letters making reference to a particularly good session, a useful skill, a helpful attitude or a wish to work together again. All these are positive indicators.

### **7 Reports and records**

The Course Director should now make a record of the programme, write thank you letters, make a report on participants to home Commissioners, balance the accounts and tie up the administration. The Director should also complete staff appraisals, noting those whom they will work with again, those newcomers who should be encouraged to train, as well as those to be used only in specific roles.

The Course Director started the process alone and finishes it alone. Between the two, the Director has recruited, built and maintained a team which has worked together for the benefit of the participants.



## A good tutor should:

- help the group through the training experience – not do the work for the group, but to ensure that it has what it needs, sticks to agreed time-scales and so on
- steer the learning – ensure that the group does not spend a lot of time talking about irrelevant areas
- ensure that everyone has the chance to contribute – in what they say and what they do. Bring in people who are not contributing to the group and limit those who are monopolising the group
- provide feedback to the staff about how the group is working, how individuals are coping with the content and how methods are fitting the content and the group
- ensure that the personal view of the tutor is essentially kept out of the tutor group discussions. Perhaps providing many alternative views in the form of questions to provoke the group into considering all the options.

## As an observer/facilitator the tutor should:

- observe what is happening in the group
- not intervene in the group whilst it is working
- provide feedback to the staff about how the group is working, how individuals are coping with the content and how methods fitted the content and the group
- provide feedback to the group at specific times about how the group is working.

These two styles are at opposite ends of the spectrum that can be used to tune the tutor's style to the requirements of the training experience and the participants.

A Trainer's responsibilities may be described as follows:

- 1 Helping to develop the course with the Course Director
- 2 Preparing sessions
- 3 Briefing for sessions
- 4 Delivering sessions
- 5 Considering session feedback and evaluation.



You have been asked to run Module 16, *Nights Away* by the County Training Manager. Attached is a list of 18 participants who have agreed to attend.

You are required to decide what staff you need and recruit them.



## Scenarios: participant application details

Photocopy this page, then cut out the individual profiles.

Name	Appointment	Group	District	Age	No. of years in Scouting	Experience
Roy Davies	Scout Leader	1st Great Smithsfield	Shorley	46	6 years	Has been running the village Scout Troop for 6 years. Has not done much training.
Dave Tanner	Assistant Cub Scout Leader	1st Meadowvale	Meadowvale & Eveshot	35	6 months	Took out a Warrant after his son joined the Pack.
Jane McKinley	Cub Scout Leader	2nd Eveshot	Meadowvale & Eveshot	39	9 months	Ran a Brownie Pack in Scotland for 12 years before moving to the area and taking over the Cub Scout Pack.
Luke Johnson	Assistant Scout Leader	8th Long Benton	East Long Benton	18	12 years (as a youth Member)	Has recently taken out a Warrant in his old Troop (where he was also a Young Leader). An active member of the Scout Network.
Judy Davies	Cub Scout Leader	1st Great Smithsfield	Shorley	43	4 years	Runs the village Cub Scout Pack.
Brian Martin	Assistant Scout Leader	2nd Long Benton	East Long Benton	25	19 years (including as youth Member)	Has been chairman of ScoutActive – the District Fellowship that runs and supports activities and a member of the Scout Network.
Beryl Parker	Beaver Scout Leader	15th Meadowvale (St John's)	Meadowvale & Eveshot	55	10 years	Runs the Beaver Scout Colony and wants to 'liven up' the programme.
Narinder Birdi	Cub Scout Leader	20th Long Benton (Sikh)	West Long Benton	29	5 months	Has agreed to be the Cub Scout Leader in a brand new Sikh Scout Group
Daljit Singh	Scout Leader	20th Long Benton (Sikh)	West Long Benton	36	5 months	Has agreed to be the Scout Leader in a brand new Sikh Scout Group



Name	Appointment	Group	District	Age	No. of years in Scouting	Experience
Stuart Williams	Explorer Scout Leader	Apollo Explorer Scout Unit	East Long Benton	31	3 years	Has just become ESL and wants to gain a camping permit as soon as possible.
Mick Mills	Cub Scout Leader	1st Shorley	Shorley	49	15	Has been running camps for years but his DC had some concerns and asked him to do the module as a 'refresher'.
Diane Jones	Assistant Beaver Scout Leader	4th Shorley	Shorley	32	1 year	Recruited to a re-opened Group a year ago.
David Ford	District Commissioner	N/A	Shorley	38	12 years	Has been GSL and DC, and is completing the module as 'ongoing learning'.
Chris Young	Assistant Explorer Scout Leader	14th Long Benton Explorer Scout Unit	West Long Benton	26	10 (as a youth Member)	Became too old for the Scout Network so took out a Warrant as an Assistant Explorer Scout Leader.
Donald Robertson	Assistant Scout Leader	15th Meadowvale (St. John's)	Meadowvale & Eveshot	59	11 years (with a 10 year break)	Was a Venture Scout Leader 10 years ago and holds a Venture Scout Wood Badge; rejoined the Association a year ago as an ASL.
Matthew Goldberg	Beaver Scout Leader	2nd New Street	West Long Benton	25	3	Has run the Beaver Scout Colony for three years.
Sue Peters	Scout Leader	1st Meadowvale	Meadowvale & Eveshot	42	5	Has run the Scout Troop for 5 years - was Group Secretary before that.
Claire Jackson	Assistant Explorer Scout Leader	Apollo Explorer Scout Unit	East Long Benton	22	15 (including as a youth Member)	Just moved to the other side of the town - was a youth Member in the 14th Long Benton.



## Additional application details

Six additional profiles are included below for use with Session 3.

Name	Appointment	Group	District	Age	No. of years in Scouting	Experience
Ross Edwards	Assistant Scout Leader	8th Long Benton	East Long Benton	18	12 years (as a youth Member)	Has recently taken out a Warrant with his old Troop along with his friend Luke Johnson. Heard that Luke was on the course so decided to come along too.
Phil Duffey	Beaver Scout Leader	1st Great Smithsfield	Shorley	36	2	Has run the Beaver Colony for 6 months after spending 18 months as an Assistant Cub Scout Leader.
Laura Thompson	Scout Leader	6th Meadowvale (Sir William Montgomery School)	Meadowvale & Eveshot	29	2	Has run the Boarding School Scout Troop since becoming a teacher at the school.
Nick Vincent	Assistant Scout Leader	6th Meadowvale (Sir William Montgomery School)	Meadowvale & Eveshot	36	15	Just taken a new teaching job and is about to start with the Troop. Has held Appointments as Scout Leader, Assistant District Commissioner (Scouts) and Assistant County Commissioner (Scouts) in his old County but never completed training for any of these roles.
Jennifer Morgan	Explorer Scout Leader	Trident Explorer Scout Unit	West Long Benton	33	6 months	Just taken on the role of ESL after being recruited by her District Explorer Scout Commissioner.
Cathy Lewis	Cub Scout Leader	Little Smithsfield Scout Group	Shorley	42	10	Has run the Pack for many years but needs to complete her training.

## The diamond approach to problem solving



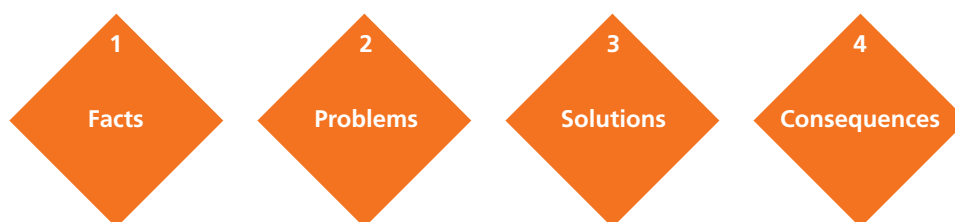
You can be sure that if someone says to you 'there are no problems, only opportunities,' they are about to give you an opportunity to solve a problem for them.

The difficulty of trying to find one approach to solving problems is that there are so many different types of problem. A Cub Scout Leader may find running Pack nights a problem, but a Cub Scout who can't get the lid off the biscuit tin will think his problem far more important!

Most problems can be divided into one of two categories: practical problems concerned with doing things and people-based or emotional problems to do with how people feel and react together. Both types can be approached in the same way but the second requires far more sensitivity.

### The diamond problem-solving process

One approach to solving problems is to employ the model set out below. It can be used to tackle any sort of problem.



Each diamond represents a separate stage in dealing with the problem and each must be completed before moving on to the next.

### Establish the facts

To solve the problem you start at diamond number one and go round the diamond until you are sure that you have got all the facts you need. Problem areas which normally need exploring are people, places, events, and the time-scales. All too often the problem seems large because we don't understand the detail. The larger the problem seems, the more we worry which makes the problem larger still, so make sure you have all the available facts.

### Examining the problem

Having examined the facts, move on to diamond number two and make sure you fully understand the problem. Often to do this you need to step back and try to look at the problem without involving your feelings. Acting on emotions is often the simplest solution, but rarely the best. Sometimes





it can be helpful to state the problem in writing, or to describe it to someone else.

Having looked at the problem go back to diamond one and check it against the facts. When people are emotional, they very rarely tell you the whole problem or all of the facts at the first attempt. They select the facts that support their story or point of view, just like politicians!

At this stage it is also important to ask yourself if the problem you are being told about is the real issue, or if you need to question further. For example a young Scout in tears who tells you that the Scout Leader hates them has probably been severely told off. The real problem is that the Scout doesn't like being shouted at and is in need of some sympathy. Only by establishing the real facts will you discover the actual problem.

### Explore the solutions

Having established the facts and examined the problems, move on to diamond three and explore as many possible solutions as you can. What you may regard as silly options can always be disregarded later. It is worth remembering that almost every great inventor or problem-solver in history had their ideas laughed at - until they worked.

It is important to remember that to decide to wait or to decide to do nothing are both possible solutions.

The next step is to choose your best solution and check back with diamonds two and one that it will actually solve the problem. The temptation now is always to rush away and try it, but first...

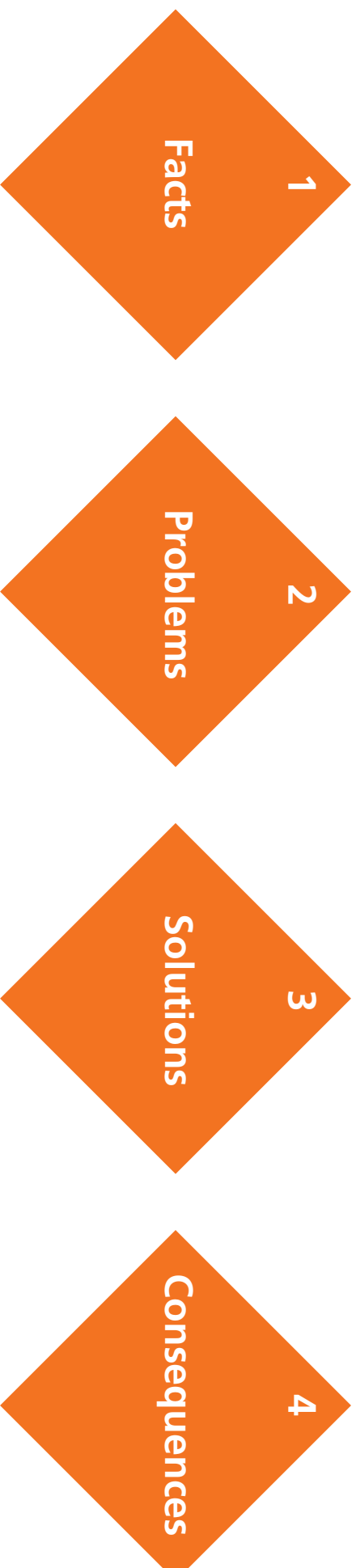
### Predict the consequences

Having chosen your solution, spend some time predicting the consequences of your action. Often you will find you have chosen your solution because it satisfies your feelings or it appears to be the easiest option. If, however, the consequence of your action is to create another problem you will have achieved nothing, so make sure your solution will produce the right end result. When considering the consequences always be aware that, if you are dealing with other people, they may not react as you first expected. You must consider all of the possible ways in which they might react.

Finally, check the whole process through and put your solution into effect.



# The diamond approach to problem solving



## A pattern for an appraisal interview



### Before the appraisal

- Pre-inform the appraisee of the time, place and reason for meeting.
- Prepare (see second sheet).
- Consider behaviour rather than personal characteristics.

### In the appraisal

- Give the appraisee the opportunity to put their views first. They may be well aware of some of the difficulties you want to address.
- Start with the positives – if there are many, select the best.
- Give examples of the behaviour you are referring to, preferably with more than one example so it isn't a one off incident.
- Address the difficulties in the same manner. If there are many, prioritise the ones you want to address.
- Establish a plan to retain good features and to address the difficulties.
- Conclude on a positive note.

### Post appraisal

- Monitor the plan.
- Remind people 'along the way' if they deviate from the plan, rather than wait for the next appraisal.



Positives

- 
- 
- 
- 
- 

Negatives

- 
- 
- 

Possible plan

Concluding positives

## Proposed venues for a Nights Away course



### Meadowvale & Eveshot District Headquarters

The District Headquarters is located in 10 acres of woodland to the west of the County. As such, it is very popular for Patrol camping, with small fields surrounded by trees.

The main building has seen better days and the District is currently trying to raise funds to demolish it and build a new centre.

The only ablution facilities are the toilet and sink inside the headquarters.

There is no training equipment on the site so anything you need will need to be hired. The County Catering Team refuses to go there because the facilities are so poor.

It can be booked for £50 per weekend.

### The County Training Centre

The purpose built County Training Centre is located in a rural area just outside the village of Great Smithsfield. The centre was built just over two years ago and has a small camping area outside backing on to the construction site for the new relief road.

The centre is very popular with Trainers and the catering team. It has indoor accommodation, is centrally heated, is fitted with an equipped, modern kitchen, and has excellent showers. The County's training equipment is held there including a data projector, laptop, printer, overhead projector, flipcharts and much more. The County also keeps its store of general equipment there including stoves, tents, ropes and everything you can think of. The only problem is getting hold of it - as the County Quartermaster can be obstructive.

The centre was funded by selling off the old County Centre in Long Benton town centre to housing developers and moving to the countryside where the land was cheaper. Because it is awkward to get to and not as convenient as the old centre, it is very unpopular with most of the Leaders in the two Long Benton Districts, many of whom boycotted the County AGM held there in protest.

It can be booked for Scout courses for £300 per weekend including all equipment.

### The County Council Offices

The County Council Offices are in Long Benton town centre. They offer excellent facilities as they are hired out commercially during the week.



At the weekends very reasonable rates are offered as it is not used and a further reduction is offered to Scouting because of its charitable status.

There are no outdoor facilities but the 2nd Long Benton has its headquarters across the road with a small field which could be used instead. There is no accommodation so people can either camp in the field at the 2nd Long Benton or travel home, which could be difficult for Leaders from some of the villages such as Great Smithsfield, or Shorley.

The costs are as follows:

### Venue

Small room hire (up to 10 people)	£20 per weekend
Large room hire (up to 35 people)	£40 per weekend
Donation to 2nd Long Benton	
World Jamboree Fund (for use of field)	£50 per weekend

### Equipment

Data projector	£15 per weekend
Flipchart	£5 each
Overhead projector	£10 per weekend
Screen	£15 per weekend



All paper resources are paid for out of the central County training budget.

The catering fees are as follows:

County Training Team	£5 per participant plus £30
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**or**

Meadowvale & Eveshot Scout Fellowship	£5 per participant plus £50 towards new District Headquarters fund
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Equipment can be hired from the County Training Centre (if not being used on the premises) for the prices listed below:

Data projector	£20
Overhead projector	£15
Portable screen	£15
Flipcharts	£10 each
Camping equipment	flat rate of £50 as the stores have to be opened regardless of how much is taken.

WS 2

## Module review: session 6



What went well?

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Why?

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Plan for next time

---

What difficulties occurred?

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Why?

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Plan for next time

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## Appendix 1 – Potential staff pen pictures

### Roy, aged 40

Roy is the Group Scout Leader of the local 'super Group'. He has resisted involvement in training for many years because he insists that his loyalty is to the Group and is concerned about his time commitments. However, he was recently persuaded to attend some training as a facilitator and his tutor's report was excellent.

He is interested in introducing Group based training and thinks that the experience of tutoring on a County or District course would be useful. He has all the skills and qualities of a good Group Scout Leader. Of the deficit side, he is not a natural team worker. His natural role is as a team leader – a position he automatically adopts in any group.

### Joanne, aged 24

Joanne has recently moved into the area and as yet has no involvement with Scouting locally. She was chairperson of her University Scout and Guide Club and also held a Warrant as an Assistant Cub Scout Leader during her time at university. She currently works with ethnic minority groups as a community arts organiser.

She has recently completed a PLE/DLE course and comes highly recommended from her previous County Training Manager, who said that she was 'one of the most promising Trainers' that he had seen in years. He suggested that we make contact with her as soon as possible.

Many people on the team do not know Joanne. Those who have met her are a bit shocked by the dreadlocks and motorbike but impressed with her ability to relate to people immediately and by her openness.

### David, aged 34

David is a lecturer at the residential school for the blind. He was new to Scouting when he set up the school Troop five years ago. He is a bit isolated from the rest of the County and sees an involvement in training as a way of broadening his network of contacts.

David is quiet, studious and enormously patient. He can appear a little shy and lacking in confidence but is a good listener and particularly skilled at one-to-one coaching. He has no training as a facilitator or presenter.

### Jane, aged 30

Jane teaches in a local further education college. Her husband, David, is the Scout Leader of the Troop in the residential school for the blind. Jane agreed to be his Assistant Scout Leader 18 months ago having had no previous Scouting experience although she was a Guide and a Ranger.

Jane is lively, enthusiastic and bubbling with ideas. She is a good communicator and has been involved in staff development in her own college. She has never worked on a Scouting course and only completed her Wood Badge a few months ago.

She wrote to the County Training Manager saying that she would like to be a Trainer – how could she go about it? Some people on the team thought that this was a little presumptuous.

### Nigel, aged 35

Nigel is a full time youth worker and a qualified youth counsellor. He has excellent inter-personal skills, is well liked and respected in the community. He has very recently become involved as an Assistant Explorer Scout Leader with the Unit that meets in his youth centre. He has not yet completed his Wood Badge. He has, however, tutored regularly on County Youth Service courses.

Nigel is warm and easy going – some might say too laid back – and sometimes a little disorganised.

### Javed, aged 45

Javed is the senior training officer for the County Youth Service. He is an excellent Trainer and Course Director and has a particular interest in the voluntary sector. He has helped out on *Presenting* and *Facilitating* courses on two occasions. He is high on performance skills and entertainment value – but a solo performer. He finds the Scouting definition of tutor groups an alien concept. Javed is particularly useful in the area of values and attitudes.

### Susie, aged 40

Susie is a Beaver Scout Leader who has been with her Colony since it started. She was about the first Beaver Scout Leader in the County to be awarded her Wood Badge. She has been used once to run a base on a skills day – she was excellent.

The County Training Manager wants her to attend *Facilitating* and *Presenting* courses and once competent, to attend a PLE/DLE course. Susie is convinced that she is not good enough however, and is worried about residential courses because of family commitments. Susie tends to be dominated in group discussions as she is naturally quiet.

### Bert, aged 66

Bert recently retired after a lifetime of Scouting – including 20 years' training. He has held the whole range of training appointments (Assistant District Commissioner (Adult Training), Assistant County Commissioner (Adult Training), chairman of the training team and at one time was on the National Adult Training Forum. Bert still feels that he has something to offer training and wants to continue his involvement. He knows everyone and everyone knows him.

He is a kind hearted and cheerful figure, although he can be a bit pompous. He is a good organiser and a team leader, although his training skills are perhaps not what they should be considering his background. He relies heavily on 'chalk and talk' although he talks knowledgeably about other methods.

Bert is already a Training Adviser to two Leaders and plans to maintain this commitment – a role that he fills extremely well.

### Charles, aged 45

Charles is County Commissioner and has been in the post for about 18 months. Before that he was a Local Training Manager. He likes to be involved in training courses'...to keep my hand in'. In particular, he has asked to be involved in *Getting Started* courses so that he can meet new Leaders.

He is a good Trainer, enthusiastic, confident and great fun, but can be a bit overpowering. He finds it difficult to take a back seat role – he is one of the world's performers.

His blind spot is his inability to recognise that anyone outside The Scout Association can possibly know anything about training or youth work.

### Ursula, aged 40 something – won't give her age away

Ursula is a larger than life person in all senses of the word. An excellent Leader with years of experience covering all of the age ranges. She is a good Trainer in terms of self presentation and entertainment value but is inclined to be slapdash with preparation.

Ursula has a natural sense of humour and is always the life and soul of the party – people either love her or hate her. Many Course Directors feel overpowered by her but she is used regularly by other youth organisations and by the County Youth Service as a tutor. She is a friend of Javed.

### Peter, aged 27

Peter is an Assistant Explorer Scout Leader and an outdoor pursuits expert. He has recently completed a County training course to be a presenter and is often asked to do specialist sessions on courses.

He is getting fed up with being pigeon-holed into what he calls 'the great outdoors' slot and would like to broaden his involvement.

He is an excellent instructor but tends to be rather prescriptive. His sessions are creative and imaginative but he does not take kindly to being 'straight-jacketed' in terms of his methods.

### Tim, aged 42

Tim is the County Training Manager and has been in the post for one year. An excellent manager and organiser, he is also a Training Manager by profession.

He has a very logical approach to everything and an analytical mind – some would say pedantic. He is very thorough in his preparation and his performance is always very polished, using the state of the art of technology. However, this often means he lacks dynamism and spontaneity. New Leaders can find him lacking in warmth and he is prone to over-intellectualising.

### Bob, aged 50

Bob is very experienced and has worked as a Trainer and a tutor on courses locally and at a national level and is held in very high regard. He has not been active in Scouting for the last seven years because work commitments meant he has had to spend long periods away from home. He is back in the area for six months and the County Training Manager is anxious that we try to involve him whilst he is available.

Bob says that he would undertake a one-off event, but is still unable to make a permanent commitment. He is particularly skilled in dealing with the affective areas of the training programme. He is held slightly in awe by those in the team who remember him.

### Pat, aged 55

Pat has held a number of Commissioner Appointments and is currently Assistant County Commissioner (Beaver Scouts). She has been involved in presenting for the last ten years and has a certificate of competence in presenting.

She is a competent presenter and a good tutor, although sometimes lacking in imagination. She does not take easily to change and is slow to adopt new methods of working. She adheres slavishly to the manuals and resists attempts by Course Directors to adopt or modify sessions. However, she is caring and sensitive to people's needs and full of practical advice. She is well known for having run a good Pack and has a lot of street credibility. She is friends with Barbara.

### Barbara, aged 48

Barbara has been a District Commissioner for five years and was Assistant District Commissioner (Cub Scouts) for about ten years before that. She has tutored and trained regularly but feels most comfortable with practical sessions. She did a DTC a long time ago.

She is very friendly with Pat and, like Pat, is another one who prefers training 'done by the book'. She is heavily committed in the District but this does not stop her from being a bit 'miffed' that her annual Pack Holiday course no longer runs. She and Pat had run this course together for years and Barbara is now looking for a new training role. She is excellent at making people feel comfortable and cosy – although maybe overplays this role at times

### Jackie, aged 38

Jackie has recently attended a *Planning a Learning Experience/Delivering a Learning Experience* course and there has been a request by the County Training Manager to make use of her skills. She has some tutoring experience and her job as a social worker has given her occasional opportunities to present sessions to colleagues.

She has very radical ideas and thinks the Association and its training are a bit old fashioned and in need of shaking up a little. She can be thought provoking and stimulating, but some people perceive her as aggressive. She describes herself as 'hard hitting' and is good at challenging people's opinions in an objective way.

She is not liked by Barbara and Pat. She has worked with Cub Scouts but was at her best as an Explorer Scout Leader, originally in the same Unit as Peter with whom she works well.

## Case studies: maintaining and operating a team



### John

John agreed to tutor on a course but, unfortunately, could not attend the pre-course staff meeting.

James, the Director, sent him the notes of the meeting but some of the details were inconsistent and some of the sessions did not seem to have objectives. John was very busy and decided to wait until the start of the course to get the details he wanted.

The first day of the course was minor chaos. The warden arrived 30 minutes late with the keys. Getting everything ready was a real scramble. They managed it just in time but there was not a moment to get the staff together. James said that this was not a problem as they had met before.

John felt a bit out on a limb during the morning sessions but he struggled on until lunch. After the meal, James said that he had to go away to judge the Scout camping competition, but thought that the course would be all right without him.

All the sessions took place but no-one seemed to be in charge. It was half-way through the last session when James returned.

By this time John was having quite a struggle with his tutor group as two of the members were quite obviously trying to lead the group and push him out. He had quite an argument but managed to reassert his authority.

Discuss John's problem. If you had been the Director what would you have done differently and why?

### Mary

Mary was tutoring on a course. She had done so before and enjoyed it, but this time Jeremy was the Course Director and he did not seem to be as sensitive as Christopher had been. After the first staff meeting she had managed a few quiet words with Jeremy on his own. She had told him about her problem of being deaf in her left ear but he did not seem to take it seriously.

Now, whenever the staff team met together, she would always seem to be given the seat to the right hand side of Jeremy and could not always hear what he said. She often missed a few facts at the briefings and tried to check with him at the end of the meeting. He always seemed to be in a hurry and rushed off before she could catch him. She also had the impression that the Trainer and the other tutors were laughing at her behind her back. Being a precise and somewhat lonely person, this worried



her and she became unsure about her performance as a tutor.

Having finally realised the problems, what should Jeremy do in relation to Mary and the rest of the team?

### Alison

Alison was tutoring on a course for the first time. She was really pleased to have been given the chance to tutor and was determined to do well. During the pre course briefings she noted down all the objectives and methods particularly carefully. She looked at the participant list and registered that getting her group to be the best was going to be a challenge.

Having heard the briefings, Alison went home and prepared training material for the sessions. This, she felt, might help her group to achieve the set objectives with a little more ease. It also meant that the group would be the best tutor group on the course.

During the course things went well and her group were clearly the best. She was pleased about this but slightly confused by the coolness of the other tutors towards her.

Furthermore, she was a conscious that the Course Director had asked her some very probing questions at the end of the first day.

What observations would you make about Alison's tutoring style? What do you think might be the results of this? How would you address this issue if you were the Course Director?

### Carol

Carol has been a tutor for some time now and is extremely keen to be in and around everything that is happening in training. She has identified that she would like to have a go at course directing at some time and with this in mind is now moving onto running sessions.

She came to a recent course to deliver a session on values. During the briefing in the morning Carol told the tutors that she would be asking them to facilitate a discussion on God. When she came to deliver the session she sent the course into their groups to question the tutor on their beliefs.

The tutors coped with this at the time but were less than happy about it when debriefed by the Course Director.

As Course Director, what would you do about it?