

# Interamerican Leadership Training (ILT) in a Box Administrative Guide



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## Preface

This administrative guide is a reference for the staff as they prepare for and execute Leadership Training. It outlines the vision for the training and the basics of what is needed to execute the course. Adherence to these guidelines will promote a similar experience from course to course regardless of location or staff.

It is expected that each Course Director and National Scouting Organization (NSO) will add their own special touches and style to the basic information, but the content of the syllabus sessions and the order in which it is presented should be followed. The content and the order of presentation is based on learning theories that provide the best possible experience for the participants. Mid-course changes should not occur except in extreme circumstances and then only under consultation with the course instructors.

Certain flexibility is intended in application of this guide. NSO special touches and style is expected and encouraged. It is anticipated that Course Directors will have different perspectives on course execution. Depending on each course's situation, certain things may differ from year to year. It is possible that some courses may require more staff members to conduct the course, or to provide additional experiences.

**The syllabus and administrative guide should be the authoritative reference for all aspects of course development and execution.**

## **Goals of the Course**

### **Vision Statement:**

ILT in a Box will strengthen Scouting in each National Scouting Organization (NSO) through a collaborative effort of sharing, networking and support.

### **Leadership Development:**

The ILT course is based on common leadership development theories used in businesses all over the world. Participants are taught to recognize the stage of development their team is currently in and to adjust his/her leadership style to meet the needs of the group. This adjustment should enable the team to progress towards becoming an independent, high-performing team.

ILT has already been a great success at the regional level. Participants from all of the NSOs in the Interamerican Region (IAR) came together to learn and socialize, develop relationships with each other, and become better prepared to take leadership roles within the World Scouting Organization Movement.

Some of these participants from the IAR have taken the initiative by teaching the course within their own NSO, a NSO-Leadership Training (NSO-LT). The Administrative Guide is designed to help other NSOs provide high quality training by combining the ILT syllabus with the lessons learned from these first NSO-LTs, and a level of flexibility needed for the unique circumstances of each NSO.

## Promoting ILT Concepts and Content

Promoting ILT is critical to course success. Communicating and contacting the key people listed below, and completing the steps for promotion will provide the best course outcome and should be followed in the order provided.

**Contact the Youth Program Director, National Wood Badge Director, NSO National Chief or Chief Executive.**

It is very important to meet with these people as they can grant approval for the training course and facilities use for the NSO. If they are excited about the course they can help to communicate that excitement to large groups within each country.

The NSO International Commissioner or other ILT adults can be of great help to arrange meetings with these key people, as they will have a good idea of what ILT is and can communicate that within the NSO.

Include the following when making the course presentation:

- The course is lead almost entirely by youth.
- ILT is not a camp, it is a leadership training course, so the cost of the course may be a little bit higher than a typical camp.
- It has been successful in more than 20 countries inside the region (give examples with pictures of other courses).
- The Interamerican office is encouraging countries to do it.
- Materials are already available - there is a Syllabus and an Administration Guide. Have these ready to show at the meeting.
- Have the course staff list ready to show them the involvement level. Follow the syllabus structure as much you can.
- Have the budget prepared to show them. (The Administration Guide has examples of the budget in the appendix, to use for reference.)
- Have a course target date ready and explain why this would be the optimal time to have the course.
- Know the target audience and explain how the course will best serve them.

- Explain how the ILT methods work (see the Syllabus for reference). This explanation may only need to be given the first time the course is being proposed to a NSO - after that time, they will hopefully understand, and the point might not need to be repeated.

### **Scouts/Future participants.**

Once the course is approved, it is important to promote it to the target audience, the scouts who will be participating in the course. It is vital to have the dates set for the course to be able to complete this step.

Promote the local ILT as a leadership course - as something very different than a camp, an entirely unique experience.

### **Recommendations for promoting the course:**

- Develop publicity campaigns, with a marketing plan or timeline in place to complete each part.
- Start with the expectation campaign - something exciting is coming. This could be social network posts by an official page saying things like “Wait, something new is coming”, “Be part of a course that is being held all around the region”, or other messages to that effect. There are many ways to communicate this, but the post should be short, colorful, and direct (See Administration Guide Appendix).
- After the expectation campaign, the next step is promoting the course on social networks with specific details such as price, dates, location, ages for participating, payment deposits and timing, how to pay, what the price includes, and a contact list, including emails and phone numbers. Try to use an image and combine information in one post (see Administration Guide Appendix for examples).
- In addition to commercial social networks, promotion for the course is suggested through the NSO official social networks because more people inside one’s NSO will see it. If this is not possible, then get permission from one’s NSO to create and use social networks dedicated to the course.

- If necessary, informative presentation in a strategic place are an option to explain everything in more detail through a PowerPoint presentation or other method.

### **Promoting the course to the National Scout Board.**

The first time the course is proposed in the NSO, it is especially important to obtain the support of the National Scout Board in order to ensure continuing support.

Invite, by formal letters, as many members as possible to come and view the ILT course while it is happening. This will help them gain an understanding of how the course works and why it is so effective.

During any national board member visit, the visitor should be presented to the whole course, and the Course Director or Senior team leader should give them a course overview and answer any questions they may have.

If no National Scout Board member is able to attend the course, ask for some time in the national meeting to present results of the course. If the national members know of the course's successes, they will be more likely to support next year's course.

## **The ILT Syllabus Foundation:**

### **World Organization of the Scout Movement (WOSM)**

#### **Mission/Vision/Strategic Priorities**

##### **MISSION**

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.

##### **VISION**

By 2023, Scouting will be the world's leading youth movement enabling 100 million young people to be active citizens inspiring positive change in their communities based on shared values.

#### **SIX (6) STRATEGIC PRIORITIES**

##### **Youth Engagement**

Scouting should give young people the opportunity to develop the skills needed to take an active part in the Movement and in their communities. Involvement, recognition and intergenerational exchange are key in providing a framework for our youth members.

##### **Educational Methods**

The Youth Program should provide a non-formal learning environment strengthening the capacity of young people to face the challenges of tomorrow. Scouting should attract, train and retain quality volunteers to deliver the Youth Program.

##### **Diversity & Inclusion**



Scouting should reflect the societies in which it exists and actively work to welcome all members without distinction. This diversity should not only be reflected in the membership but also the methods and programs used within the Movement.

### **Social Impact**

Every Scout should be involved in a community partnership, and share their experience to inspire others. Through activities and projects, Scouts contribute to their communities and become leaders of positive change.

### **Communication & Relations**

Scouting's profile should accurately portray what we do and why we do it, reflecting our shared values. By using the most impactful methods of communication Scouting should be recognized as the world's leading youth movement.

### **Governance**

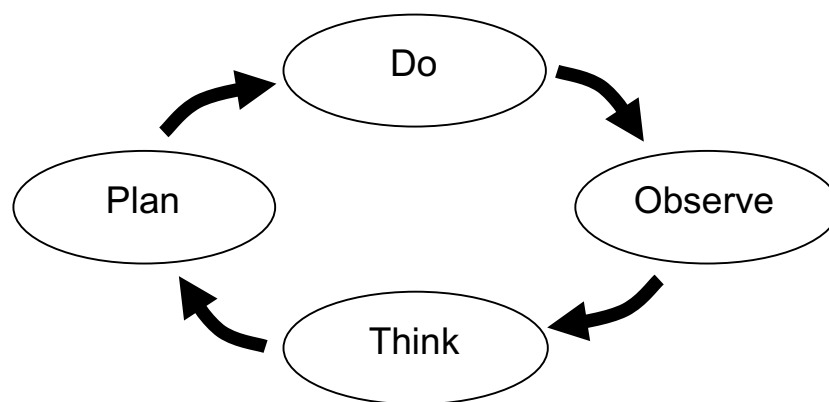
Well-functioning governance is a prerequisite for delivery on the five other Strategic Priorities. The governance of the World Organization should be transparent, efficient and clearly linked to its overall strategy, focused on achieving the mission and vision of the Movement. The roles and responsibilities of the different levels in the organization should be clearly defined and understood ensuring a customer-focused approach towards National Scout Organizations.

## Learning Cycle

International Leadership Training (ILT) is based on the Kolb Experiential Learning Theory. It is a four-stage cyclical theory of learning that combines experience, perception, cognition and behavior. While a learner can enter the cycle at any point, once entered the learner should continue the cycle in sequence. For that reason, it is recommended that the course sequence be followed as the schedule indicates.

This course is designed for the learner to enter at the “Do” segment.

Concrete Experience (Do)  
Reflective Observation (Observe)  
Abstract Conceptualization (Think)  
Active Experimentation (Plan)



Prior to each of the core curriculum topics, a game or other experience is indicated in the schedule. This is the “Do” segment.

Each activity is then debriefed by either the Team Adviser or the leader of the training session by using these open-ended questions designed to help the learner crystalize what he has “Observed”:

Did you notice...  
Why did that happen?  
Does it happen in real life?  
Why does it happen?  
How can you use that?

At that point the learning session begins, introducing generalized information about the situation (Think).

Following the session there is another activity during which the learner can test his/her theory about how to proceed (Plan)—and then the cycle will begin again.

## NSO Oversight of Local ILTs

Local ILTs are designed to be run as part of the NSO's structure. One of the objectives of having local ILTs is to motivate participants to get involved in the NSO structure. Depending on the structure of the NSO, the following groups may be involved to ensure that the course is successful.

### The **National Youth Network**:

Youth Network coordinators and communicators do not necessarily have to be members of the staff every year. It is recommended in general, that multiple people take staffing roles in order to increase the span of opportunities across the NSO.

The role of the Youth Network is to work towards these objectives:

- Have a course at least once a year.
- Have a staff that follows the Syllabus and Administration Guide especially with regards to staff progression, staff development, budget, and program.
- Help the staff evaluate the course.

The National Youth Network working on these objectives is important and stems from the regional and **World Scout youth engagement policies** that state that the first step towards youth engagement is capacity building, including trainings like local ILTs.

In case a where a National Youth Network is not active within the NSO, the course should be overseen by the **Better World Commission**, who will work towards the same objectives specified above for the youth network.

### The **National Direction of Youth Programs**:

This group is in charge of overseeing all youth programs. They will also be responsible for creating the final report and sending it to the regional office.

Even though the National Youth Network and National Direction of Youth Programs are the main drivers of ensuring the success of the course, other

groups can also get involved including National Board Members and the Executive Director or his or her delegates.

## **Annual ILT Course Preparation Schedule**

**Five months prior to course** - Determine Location and exact

**Four months prior to course** - Selection of adult key staff.

Adult Key staff includes Course Director, Mentor (if any) and any others as deemed necessary to ensure a smooth running of the current course. Staff selection and development should also be looking towards future course needs.

**Three months prior to course** - Youth Staff should be recruited.

Youth staff should be recruited with a clear idea of the duties of the position that they will be filling.

Youth staff should receive a full syllabus by the end of the month they were notified with the assignment to read the entire syllabus.

Pre-course Staff Development should be held before the course begins.

## Facilities Requirements

Local ILTs can be done in different places, such as in an outdoor area, at a university, or inside NSO buildings. The course does not require a specific type of location, but there are some basic requirements that the location needs to fulfill:

**Main Conference Room:** This should be the room where all the course wide presentations are given. Room size needed will depend on the number of participants. Keep in mind that each team should have their own table and that there should be some space in the back for staff and guests to sit down. Since almost all of the conferences will occur in this room, it is suggested that it be a closed room for projector and sound purposes.

**Dining hall or Dining area:** This room or place, where all the meals happen, should not be the same place as the main conference room – much time would be wasted during transitions between meal times and course instruction. The dining area should be big enough for all people involved in the course to fit at tables comfortably.

**Sleeping area:** The resting place for all participants, depending on the course location, could be outdoors in tents, inside bunkrooms, or in a big room. When considering a sleeping area, it is imperative that male and female participants be given separate accommodations.

It is suggested that staff sleep in a different location from participants, as they have different schedules and therefore may disturb participants when they finish their activities.

**Open Area:** Some of the courses modules have game elements that need an open area to complete. It is best if this is an outdoor area to provide a change of environment for the participants.

**Optional Areas:** Though not mandatory like other areas, a staff-exclusive area and a campfire bowl can enhance the course.

## Budget Outline

The budget will vary from course to course, but the basic elements that should be considered are:

- Food services – costs will vary depending on the number of meals provided and the fees charged by the service provider.
- Participant Kits - these may include neckerchiefs, shirts, note pads, pens, badges and other items. This cost will depend on the number of participants.
- Transportation – staff may need to obtain more supplies or transport staff or participants.
- Incidentals –small items may come up which were not already accounted for in the budget, and it is suggested that there be some money budgeted for these expenses.
- Materials and supplies - inside the Administrative guide there a basic list of materials which should be consulted.
- Participant's and staff fees - the fees are obtained by dividing the total cost for the course by the number of participants expected (see example in the appendix). The staff fee should be less than the participant's fee. It is also possible to lower the price for participants by collecting donations through fundraising.

## Materials List

Every course will have their own materials list to suit their specific needs, but there are some basic materials that every course should consider.

Materials for Course:

-Chairs

- Tables
- Projector
- Pens and pencils
- Markers
- Note cards
- Flipcharts
- Paper (for printing and making flipcharts)
- Computers
- Materials for presentations (this can vary a lot)
- Microphone (if needed or obtainable)
- Sound system
- Laser pointer for presentations
- Name tags

## **Fundraising for your Local ILT**

Having a local ILT can cost a lot of money, and sometimes the participant's fee that was calculated in the budget may not cover all the expenses due to unforeseen circumstances. Alternately, the people running the course may want to do something special for next year's course. In any case, extra money and supplies can be very useful.

It is really important to remember that donations are not limited to money – they can also take the form of materials, a facility for the course, shirts and other gifts.

Here some people or groups of people you can ask for help in fundraising:

- The local NSO.



-Non-profit organizations.

-Universities or schools.

-Fundraising Foundations inside your country.

Keep in mind that time is key for doing fundraisers. It is suggested that fundraising should be done at least three months prior to the need for the funds.

## **Close out Report**

After every course is finished, the Course Director must write a close out report and send it to the Youth Program Director and the National Director fo the NSO. After receiving the report, it will be by the Youth Program Director send to the Interamerican Regional Office Youth Program Director.

The report does not need to be written immediately after the course is done, but sooner is better than later.

The close out report must address these questions:

- Were the objectives of the course achieved?
- How many participants attended the course?
- Was the environment good for the participants?
- What are some improvements could be made to the program?
- What were some flaws that need to be fixed for the course?
- Was there any support from the NSO national structure?

To provide the best answers to these questions, one may find it useful to issue and collect course evaluations from participants and staff.

One may also want to ask for help from somebody inside the NSO in order to create a better report.

The report should ideally be completed and sent to the Youth Program Director within two months after the course's last day.

## **ILT in a Box is a Guideline**

The purpose of the ILT in a Box syllabus is to guide the NSO during the organization of its own leadership training. It is not a fixed, defined way of conducting leadership training. There is always the possibility for expansion and modification. Every NSO works differently and is in need of leaders with different sets of skills. Based on the needs of the NSO, the course content can be modified to better suit the skills needed.

Not only can the content be modified, but also the number of days for each training. This can vary depending on the amount of time the NSO has available. The proposal is for a 3-day course, but this can also be done on different days during a period of time, transforming the course into several consecutive smaller courses.

So do not be afraid to adapt the syllabus in order to better fulfill today's needs.

# **Staffing**

## **Introduction**

The success of any course depends on how well the staff executes it. The International Leadership Training (ILT) course is no different. The “youth” staff is responsible for delivery of the leadership training program, and the “adult” staff is responsible for supporting the staff and participants.

A great deal of staff execution is dependent on recruitment of quality staff as well as successful staff development. It is important that all staff members, both regular staff and temporary staff, understand the organization of the staff and the roles each member plays.

## **Sustaining Leadership for ILT**

To ensure that future leadership is developed, it is important that those serving as Course Director be prepared. Certain staff experiences provide that preparation more so than others. It is recommended that, prior to being asked to be a Course Director, an individual have the following experiences:

Year One—ILT Assistant Course Director -Development

Year Two—ILT Assistant Course Director-Program OR Instructor

In the ACD-Development role, the individual will work closely with the Course Director to learn and understand the processes for planning, managing, and executing a leadership training course. There is a suggested schedule for that process in the Syllabus.

It is also suggested that two individuals should serve in the Development area each year. In the second year of service, an individual could either move to Program or Instructor or be placed in another position. It could be advantageous to the course for an individual to serve in multiple positions.

It is recommended that Course Directors retire from staff service upon completion of their final reports. They may serve as a mentor to another Course Director once.

Those who have not served as Course Director are eligible to fill any other staff position multiple times.

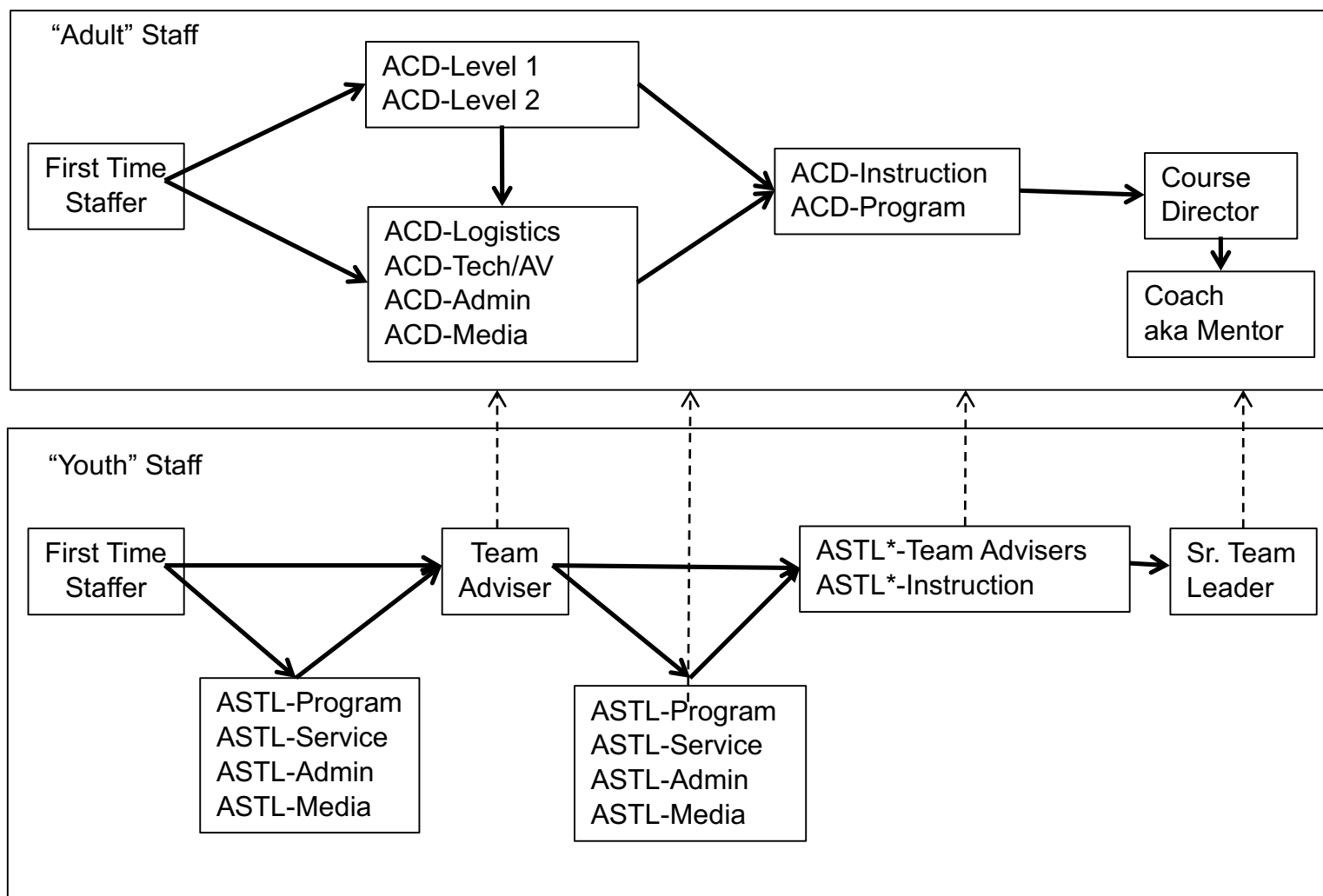
The Youth Staff should be organized in a similar manner. It is recommended that those chosen to serve as the Senior Team Leader have served as a Team Adviser and at least one of the following:

- Assistant Senior Team Leader--Instructor
- Assistant Senior Team Leader for Team Advisers

They may serve in more than one of the mid-level areas (Program, Service, Administration or Media) to allow them additional time to grow and develop their leadership skills.

Senior Team Leaders will retire from youth staff service upon completion of their final reports. They may serve as adults when age-eligible – as any Assistant Senior Team Leader or Team Adviser – but it is advised that they take a year of vacation from ILT duties before entering adult staff.

## Staff Progression Chart



See - Staff Progression Notes

## **Staff Progression Notes**

1. Movement along the role path is predicated on performance in the previous role.
2. A person should not perform the same role two years in a row.
3. Experience as a Team Adviser and one of the critical ASTL\* roles are prerequisites for the STL role.
4. Movement from the “youth” staff to the “adult” staff should be considered based on performance in the youth staff role (dotted lines)
5. Before a “youth” staffer moves to an “adult” role they should take a year’s hiatus from ILT duties.
6. If there are not enough staff to fill all positions, some staff will need to perform two roles at once.

## **Staff Diversity**

Diversity is highly valued in Leadership Training. It is a critical component in the selection of both youth and adult staff.

To that end, when recruiting youth staff, adhere to the following guidelines:

- 5 new staff (these should come from the participant pool)
- 6-7 experienced staff
- 1-2 new staff without staffing experience

In all cases, diversity of the group as a whole should be considered:

- Each area of a NSO should be represented
- Age and gender should be diverse

For adult staff, bear in mind that some positions are most efficiently held by members from the local area where the course will be held. Choosing additional staff members from

countries likely to host ILT in the near future will be helpful to the overall success of ILT. As always, age and gender diversity are important considerations.

## **Staff Eligibility/Recruitment**

To be eligible to serve as Youth Staff, the candidate should be between the ages of 18-23. Leadership experience/training beyond the unit level is considered an asset. The Course Director is responsible for recruiting the Youth Staff and for developing them into an independent, high performing team prior to the start of the course.

To be eligible to serve as Adult Staff, the candidate must be over the age of 23. Leadership experience/training beyond the unit level is considered an asset. The Course Director is responsible for recruiting the Adult Staff and for developing them into an independent, high performing team prior to the start of the course. The Course Director may also be supported by a committee to help him or her identify candidates for staff.

To be eligible to serve as Temporary Staff, the candidate can be either youth or adult. Either the Course Director or the Assistant Course Director - Logistics can identify and recruit these individuals.

It is expected that all staff represent the highest standards of the National Scout Organization.

## **Adult Staff**

The adult staff should have as its leader a Course Director. If the Course Director so chooses, he/she may have a mentor. That individual should have had previous experience with International Leadership Training and may or may not be present during the course at the Course Director's discretion.

It is suggested that, prior to the beginning of the course, the Course Director designate either the ACD-Instructor or the ACD-Program as a back-up Course Director who could perform the Course Director's duties in an emergency.

The number of ACDs and other volunteers assisting them will vary based on the needs and facilities of the NSO. Some areas of responsibility can be combined. The following responsibility areas should be considered:

- Food

- Housing
- Transportation arrangements
- Facilities

Note: Depending on the NSO and the location of the training, the above roles may be combined under the direction of one individual (Assistant Course Director—Logistics). In any event, it is recommended that these areas of responsibility be held by four individual volunteers whether they are combined into a team or not.

Additionally:

- Program: program materials, audio/visual equipment, training facilities
- AV/Technology: equipment and Internet access
- Instruction
- Administration
- Digital Publishing and Media
- Development (2)

The individuals serving in the areas of food, housing, facilities and transportation should be from the area where the course is held.

As a practical matter, those serving as Assistant Course Director for Administration and Assistant Course Director for AV/Technology also should be from the area where the course is held.

Depending on the ACD's responsibilities, it might not be necessary for him/her to be onsite during the entire course.

## **Youth Staff**

Each course will need a minimum of five Assistant Senior Team Leaders. They, along with the Senior Team Leader, will be the presenters for the course level presentations. In addition, one will be designated as the back-up Senior Team Leader (either the ASTL-TA or the ASTL-Instructor) in case of emergency. The ASTL-TA will serve as mentor to the Team Advisers and will serve as their back-up should one be unable to serve. Other ASTLs will have responsibility for Program, Service and Media/Communications. Those duties will be more clearly spelled out in the Job Description section of this guide.



Each course will need to have a Team Adviser for each team. It is advised that if eight Team Advisers have been recruited and there are not sufficient participants for eight teams of eight participants, then teams could be reduced to a fewer number of members; alternately, a Team Adviser could be reassigned as an Assistant Senior Team Leader or be given a position as Temporary Staff.

### **Temporary Staff** (Adult or Youth may serve in this role)

In addition to the above-mentioned regular staff, there will be responsibilities that can be handled in a part-time situation. Those serving in those capacities are called Temporary Staff because their responsibilities are more projects oriented and may not require their presence onsite during the entire course. Many of these responsibilities are flexible according to the needs of the host NSO and the facilities and activities of the course. Such projects might include:

- Registration and medical re-checks on Day 1
- Gathering time activities of Day 1
- Medical officer onsite Day 1 and with ability to be available as needed during the course

### **International Staffers**

Even though most of the staff should be from the country offering the course, international staffers should also be recruited. There are several reasons for this: 1) the cultural and scouting exchange between international staffers and participants benefits the course environment, and 2) international staff can fill positions which would otherwise be empty due to national staff shortages. The number of international staffers is decided depending on the needs and personal choice of the Course Director.

To invite the International staffers, a formal letter must be written and sent to the NSO. The NSO then grants permission for the scout to staff the course. The invitation letter must be sent by the International Commissioner of the country offering the course, and the reply to the invitation must be sent by the International Commissioner of the international staffer's country.

The Course director, Senior Team Leader, and other staffers should never send invitations themselves. They can have some pre-communication with the scout, but in the end the final letter and approval must be done by the International Commissioner of each country.

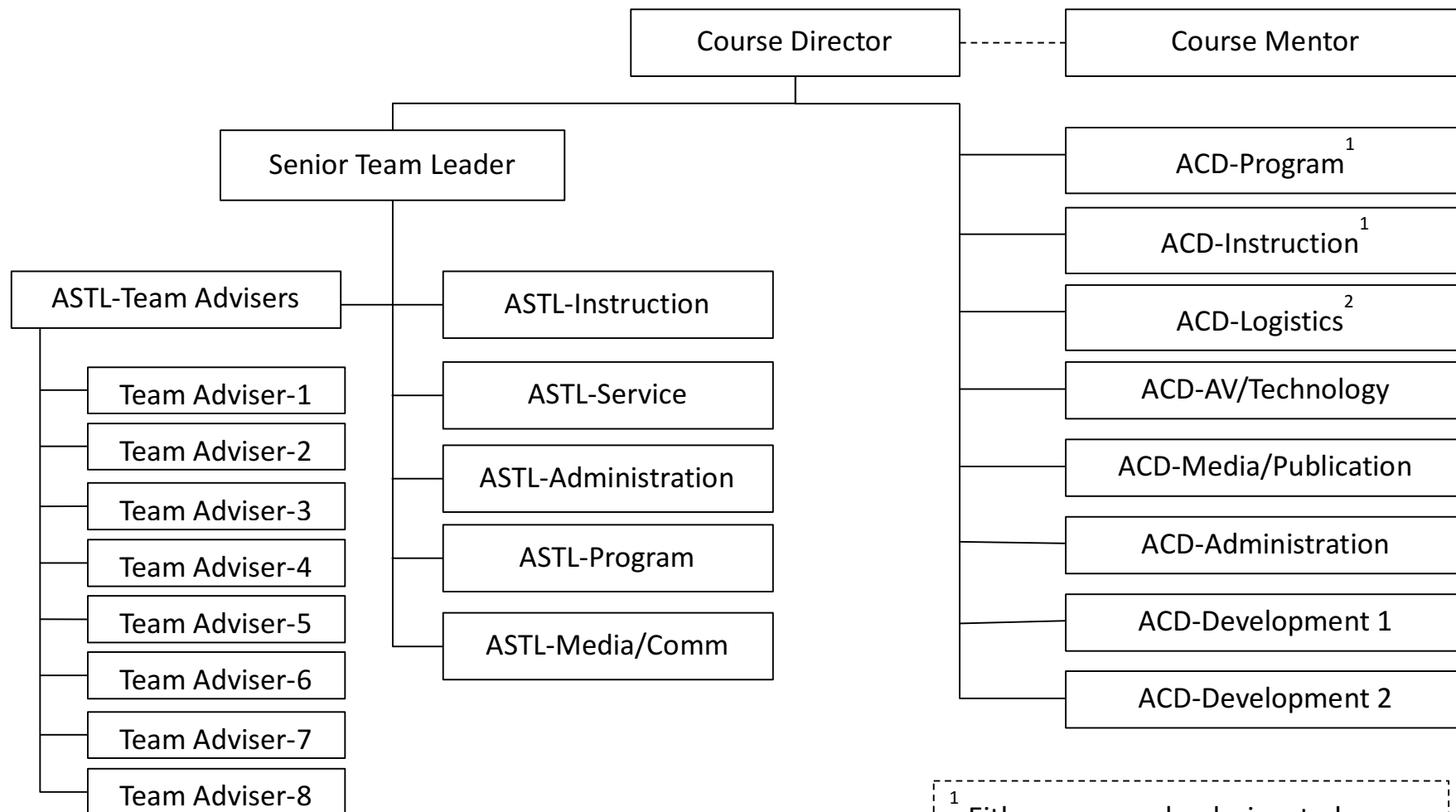
Other arrangements like bus tickets, airplane tickets, and host family will be discussed with the staffer personally after they have been approved for staffing.

International staffers can fill any position except for Course Director and Senior Team Leader, which should always be filled by national members.

## Staff Organizational Chart

*Youth Staff (delivery)*

*Adult Staff (support)*



<sup>1</sup> Either one may be designated as back-up Course Director

<sup>2</sup> Includes Food, Housing & Transportation, Facilities

## **Roles and Responsibilities**

### **Adult Staff (Full time staff)**

Those items marked with an asterisk (\*) have further detail outlined in other sections of the guide.

#### **Course Director**

- Develops and manages the course budget
- Assists with preparation of grant proposals
- Recruits staff (see relevant section of Administrative Guide for details on diversity and staff progression)
- In collaboration with the STL, plans staff development
- Uses the staff development process (see relevant section of Administrative Guide) to lead the staff through the Stages of Team Development resulting in a high performing team by the start of the course
- Evaluates staff performance
- Completes reporting required of Grant providers and Region
- Ensures that the course curriculum is followed
- Holds each staff member accountable for adhering to the highest standards of their National Scouting Organization
- Takes all necessary steps to ensure staff and participants have a successful leadership training experience
- Takes all necessary steps to meet course objectives
- Serves as mentor to all members of the staff, particularly the Senior Team Leader
- Designates either the ACD-Program or ACD-Instruction as the back-up Course Director.
- Passes along to the next Course Director any useful data, including, but not limited to, budgets, close-out reports, staff and participant lists and evaluations

#### **Course Mentor**

- As a mentor, this optional staff member is a primary resource to guide and advise the Course Director. The Course Director chooses his or her

course mentor. In selecting an appropriate individual, experience with ILT is an asset.

### **Assistant Course Director-Program (ACD-Program)**

- Attends Staff Development
- Serves as a mentor to the ASTL-Program in his/her responsibilities for coordinating the activities of the program team
- Ensures that all program materials are made available including copies and handouts to participants
- Responsible for creating/designing and obtaining binders or folders for the course notebooks that will be given participants
- Acts as the mentor to the ASTL-Team Advisers in his/her responsibilities for coordinating the activities of Team Advisers and Teams
- Reviews staff presentations to provide feedback to ensure presentation meets course guidelines
- Assists in planning activities for International Night
- May serve, at the discretion of the Course Director, as back-up course director
- Other duties as assigned by Course Director

### **Assistant Course Director-Instruction (ACD-Instruction)**

- Develops a scorecard based on team morale and team performance (Reference Blanchard PERFORM model). Scorecard will be used as part of daily evaluations.
- Works with the CD to review appropriate staff for course presentations
- Attends Staff Developments
- Coaches/mentors staff in regards to curriculum and their presentations
- Participates as listener in daily staff and participant debriefs
- Monitors presentations, evaluates effectiveness of the material and progression of teams through stages of Team Development
- Monitors presentations, evaluate effectiveness of the material and makes notes for changes in the next syllabus editing
- Makes suggestions/approves mid-course changes if necessary with the Course Director and Senior Team Leader
- Responsible for completing the Course Analysis at end of the course. This will include information on team organization, team progression

through stages of team development, effectiveness of the syllabus and recommendations for changes to curriculum and administration guide.

- May serve, at the discretion of the Course Director, as back-up course director
- Serves as mentor to ASTL-Instructor

#### **Assistant Course Director-Logistics** (should be from Host NSO)

- Key areas of responsibility include: Food, Facilities, Housing, Transportation
- Depending on the NSO and location of the training, the above listed areas may be separated into individual roles. However, it is encouraged the ACD-Logistics obtain volunteers to handle the individual duties

#### **Food**

- Supervises planning of all meal, coffee break, tea break and Cracker Barrel menus consistent with guidelines in the syllabus. This maybe in conjunction with an outside supplier.
- Arranges for and supervises cook staff
- Prepares for food sensitivities and religious food requirements
- Responsible for staying within the budget allocated for food and snacks

#### **Housing and Transportation**

- Responsible for securing adequate sleeping/bathing facilities
- Responsible for organizing transportation to and from airports
- Responsible for organizing transportation for “local day”
- Responsible for recruiting/hiring, training (as required) and monitoring drivers

#### **Facilities**

- Responsible for securing appropriate facilities for training
- Works with the ACD-AV/Technology to acquire audio and video equipment
- Responsible for acquiring materials for activities as dictated by the program and syllabus. Works with the ACD-Program, ASTL-Program and ASTL-Service to ensure materials are ready for the course
- Other duties as assigned by the Course Director

### **Assistant Course Director-AV/Technology (ACD-AT)**

- Responsible for securing sufficient, within budget constraints, technical equipment to support needs of the course
- Works with facility management, within budget constraints, to obtain connections to the Internet (hardline, wireless)
- Sets up wireless access points if the facility does not have one available
- Sets up an internet café or kiosk to allow participants to check email and communicate with family in their home countries
- Responsible for internet access for staff and participants
- Responsible for securing AV and PA equipment required for the course
- Assists the ACD-Logistics (team) FCTL with securing materials and equipment for program and activities
- Attends Staff Developments
- Other duties as assigned by Course Director

### **Assistant Course Director-Digital Media & Publishing (ACD-Media)**

- Responsible for photography, video and digital production
- Documents activities via digital video and/or photography
- Responsible for end-of-session photo slide show
- Responsible for recruiting temporary staff to assist with the capture and production of recorded digital materials
- Responsible for publishing digital content to the public and group Facebook pages and course newsletter
- Acts as the mentor for the ASTL-Media/Communications in his/her role for coordinating the activities for acquiring digital content for publishing
- Attends staff development
- Prepares an end of session video and/or slide show
- Prepares and furnishes, to participants and staff, pictures and video from the course.
- Other duties as assigned by Course Director

### **Assistant Course Director-Administration/Communication (ACD-Admin)** (should be from Host NSO)

- Assists host NSO with visas
- Does all pre-course communication with participants

- Provides transportation arrival/departure information to ACD- Logistics for housing and transportation needs for staff and participants
- Prepares Welcome Packet for participants
- Recommended he/she be part of welcoming staff
- Attends staff development
- Prepares Completion Certificates for participants and staff.
- Mentors ASTL-Administration

#### **Assistant Course Director-Development 1 (ACD-Dev1)**

- Potentially the Course Director in 3 years
- This role is a development position for a Course Director. It is recommended that NSOs consider this a training position for future ILT Course Directors.
- Serving in this role does not guarantee the position for Course Director in the future
- Follows a pre-determined work schedule in each ILT department to become familiar with each primary role of the leadership team
- Works closely with the Course Director to learn and understand the processes for planning, managing, and executing a regional leadership training course involving international participants.
- Participates as an observer/Scribe during daily SSC/debrief sessions
- Works with the ACD-Admin to facilitate participant's arrival and check-in
- Works with the ACD-Admin and ASTL-Admin to facilitate participant departure and check-out
- Other duties as assigned by the Course Director

#### **Assistant Course Director-Development 2 (ACD-Dev2)**

- Potentially the Course Director in 3 years
- This role is a development position for a Course Director. It is recommended that NSO's consider this a training position for future ILT Course Directors.
- Serving in this role does not guarantee the position for Course Director in the future
- Follows a pre-determined work schedule in each ILT department to become familiar with each primary role of the leadership team



- Works closely with the Course Director to learn and understand the processes for planning, managing, and executing a regional leadership training course involving international participants.
- Participates as an observer/Scribe during daily Team Leader Council sessions (TLC)
- Works with the ACD-Admin to facilitate participants arrival and check-in
- Works with the ACD-Admin and ASTL-Admin to facilitate participant departure and check-out
- Other duties as assigned by the Course Director

## **Youth Staff (Full time staff)**

### **Senior Team Leader**

- Serves as Youth Leader for the course
- In collaboration with the Course Director, plans Staff Development
- Responsible for keeping the course on schedule
- Serves as “Chair” of youth staff
- Chairs staff meetings during the course
- With Course Director, conducts welcome activities on Day 1
- Acts as Master of Ceremonies for the course, introducing each speaker and subject
- Conducts Daily Ceremony each morning
- Assists Course Director in making presentation and responsibility assignments to rest of the staff
- Plays a major role in staff development and training of the staff
- Should be the presenter for Course Overview and Course Summary sessions
- Acts as the official timekeeper for the course
- Other duties as designated by Course Director

### **Assistant Senior Team Leader - Instruction (ASTL-Int)**

- Serves as back-up Senior Team Leader
- Serves as presenter for course level presentations as assigned
- Attends the daily Team Leader Council
- Responsible for Messenger of Peace (MoP): makes that presentation, supports development of Team level projects, encourages individual MoP project development
- Leads discussion of each day’s Forum Topic
- Other duties as designated by Senior Team Leader or Course Director
- May serve, at the discretion of the Course Director, as back-up Senior Team Leader

### **Assistant Senior Team Leader - Team Advisers**

- Serves as mentor to Team Advisers: supports their Team Level presentation preparation; develops them as a team; serves as mentor to them during the course

- Helps Team Advisers create a personalized course schedule for their assignments
- Monitors the overall progress of the Team Advisers and their interaction with their Teams
- Chairs the SSC session
- Presents a Conference Session, if there are 8 Team Advisers
- Coordinates and organizes the conference level sessions during the course
- Has responsibility to coordinate participant evaluation: distributes the forms to the Team Advisers, collects them and turns them into the Senior Team Leader
- Presents course level sessions as assigned by Senior Team Leader
- Monitors and informs the STL & CD of the mental, psychological and physical health of course participants and staff
- May serve, at the discretion of the Course Director, as back-up Senior Team Leader
- Other duties as designated by Senior Team Leader or Course Director

#### **Assistant Senior Team Leader - Service**

- Supports the Service Team of the day
- Responsible for developing the Service symbol
- Supervises the Service Team of the day (the team cleans dining hall after meals, leads entire course periodically during the day with conference area tidiness, and assists the cook team with coffee and tea breaks)
- Facilitates the exchange of service duty symbol
- Responsible for physical set-up of activities that support training sessions
- Responsible for physical set-up for course level and conference level sessions
- Responsible for physical set-up of evening social activities
- Presents course level sessions as assigned by Senior Team Leader
- Other duties as designated by Senior Team Leader or Course Director

#### **Assistant Senior Team Leader - Administration**

- Works with ACD-Administration to facilitate participant communications

- Works with the STL and ASTLs to prepare printed course materials for instruction and demonstration
- Works with STL to prepare daily and/or updated schedules to staff and participants
- Assists ACD-Logistics and temporary staff with participant and staff departure procedures
- Responsible for organizing staff area
- Presents course level sessions as assigned by Senior Team Leader
- Other duties as designated by Senior Team Leader or Course Director

#### **Assistant Senior Team Leader - Program**

- Supports the Program Team of the day:
- Responsible for developing the Program symbol
- Supervises the program Team of the day (grace, songs, official social media posts from the course)
- Facilitates the exchange of program duty symbol
- Supervises the preparation for campfire and worship experience
- Leads activities that support training sessions
- Organizes evening social activities
- Presents course level sessions as assigned by Senior Team Leader
- Other duties as designated by Senior Team Leader or Course Director

#### **Assistant Senior Team Leader - Media/Communications**

- Acts as the official media escort for on-site interviews and photos; works with the CD and STL to develop guidelines for outside media interview requests
- Supervises the Scribe Team in preparing social media posts for the day, updates to the daily blog, and newsletter
- Coordinates collection of digital content from participants
- Works with the ACD-Media & Communications to coordinate the distribution of digital content from participants for posting to social media sites, WOSM website, and local and Interamerican region websites
- Works with ASTL-Program to organize evening social activities
- Works with the ACD-Technology to setup PA and AV equipment
- Coordinates the collection of announcements from course participants and teams

- Presents course level sessions and presentations as assigned by Senior Team Leader
- Other Duties as designated by Senior Team Leader or Course Director

### **Team Adviser**

- Encourages open communication between the staff and the participants by making the best effort to answer questions asked by team members.
- Serves as Adviser, not a member, of the Team
- Serves as mentor to the daily Team Leader
- Develops the group into a team through the daily Team Leader
- Facilitates discussions and debriefs as needed during sessions
- Guides the team during the choosing of a Team Messenger of Peace project
- Guides the team through their first team evaluation
- Evaluates the performance of team members for future staff selection
- Presents three team level presentations during each course session
- Presents one Conference session
- Other duties as designated by Senior Team Leader or Course Director

### **International Staffer**

- Helps the staff in any activity that may be needed.
- Brings international flavor to the course.
- Can give conferences, course-wide presentations or even Team level presentations.
- Gives enthusiasm to the course and make it as fun as possible.
- Can be mentors and give good feedback to the STL and Course Director

## **Staff Preparation**

Due to the intended diverse schedules and geography, face-to-face staff developments will be at a minimum. Even so, it is strongly encouraged that there be at least one face-to-face meeting in the three months before the course. It is assumed that the staff will utilize technological advancements to further increase staff preparation time from their various locations. It is the responsibility of the Course Director and the Senior Team Leader to plan the staff development meetings.

The goal of staff development is to:

1. Help the staff move through the stages of team development and become a high performing team.
2. Ensure that the staff is prepared to deliver the leadership training.

While this is intended to have flexibility and personal preference of those planning the meetings, there are some guidelines in terms of structure and content:

### **Structure:**

1. The entire staff must commit to attending one pre-course staff development.
2. The staff need to go through the stages of team development and become a high-performing team
3. The entire Syllabus and Administrative Guide should be furnished to each staff member.

### **Meetings:**

For a local ILT, there should be three pre-course staff meetings, and at least the first meeting should be in person. It is especially important that the first one be the physical meeting. The order of the content delivered during the meeting will vary, but the list below should be covered at a minimum.

**Meeting contents:**

- General Purpose of the local course.
- Expectations of Staff.
- Commitment to a fully engaged attitude toward meeting the needs of the participants during the course.
- Commitment to the course schedule Staff Arrival/Departure for course.
- Review of the roles of Program, Service, Scribe Teams.
- Play of as many team-building games as possible.
- STL works with ASTL's on their course roles.
- ASTL-TA works with TAs on their team roles, changing relationship with daily Team Leader and daily responsibilities, and helps TAs develop personal course schedule.
- Assign Presentations to ASTL and team advisors.
- Explain the Facilitation skills, teach ways to make high quality and fun presentations (give and examples).
- Review presentations
- Team building activities.
- Prepare a meaningful worship service.
- Pre-Communication with the participants.

## Presentation/Facilitation Skills Training for Staff

New staffers may have some problem preparing and giving presentations, especially if they have never done this task before. The EDGE method may help both new and returning staff to develop effective presentations.

EDGE, which stands for **Explain, Demonstrate, Guide and Enable**, is an effective teaching method invented by the Boy Scouts of America. Here, it is applied to teach people how to create and give an effective presentation.

The first step is to **Explain** the expectations for the presentation and the different ways to prepare an outstanding presentation. The format of this stage is generally verbal, but the use of explanatory aids may be helpful.

Secondly, **Demonstrate** how to do a presentation. It is helpful to have an experienced staff member give a whole presentation. This way, the new staffers can see a practical example of what they are trying to achieve.

The new staffers should then start to prepare their own presentations. While this happens, experienced staff should **Guide** them through the process. During this stage the experienced staff should only suggest changes or redirect them from bad ideas to better ones.

The last stage is to **Enable**. In this part of the process, the new staffer will present to the course, and they will feel well prepared for it.

The time needed to go through this process will vary depending on the staffers' needs, so be sure to allot a significant amount of time for development of presentation skills.



## **Participant Profile**

### **Profile**

The target attendees are scouts between the ages of 18 and 26. Although the NSO may decide to include a younger audience, the maturity level of the participants should always be considered. If looking for possible staff members from the participants, the younger ones are less likely to be chosen to be part of the staff. Being part of the staff is where each person will learn more about working in teams and put into practice the different leadership styles they have learned during the course. Even though only a small percentage of the participants will ever become staff members, the younger ones are less likely to have this opportunity and thus are less likely to get that extra knowledge. When focusing on the older age group, you are sure that the participants are much more mature and more likely to benefit from leadership training.

### **Pre-Course Communication**

The goal of the course is to achieve great teamwork among the participants during the course. It is important to start working on this before the course begins. The Team Advisors of each team can and should start by creating groups of his or her team on Facebook or WhatsApp. In these groups, the team members can start getting to know each other to create a comfortable environment. Each Team Advisor should work on promoting conversation among the members. For example, a good way to do this is to ask them about their hobbies or what they like to eat .

A group with all of the participants and staff members should also be created. This way, all of the participants can meet each other and also get to know the staff members. Initiating conversation between the participants ahead of the course will make it easier to achieve great teamwork among them during the course.

## Pre-Course Participant Responsibilities

- Each participant is expected to make his/her own travel arrangements so that they arrive in camp on Day 1 of the course. If that is not possible, the participant should work with the ACD-Admin to make arrangements for food, housing and transportation to and from the airport (depending on the size of the country) on the day prior to the course's first day.
- Medical/Health form – The Host NSO sets the standard for medical information on each participant. This might be the use of the Host NSO form, or it might be use of the participant's own form.
- Youth Protection Training: Due to the fact that the great majority of participants will not be 18 or older inside the courses, participants and staff members should read the **“Safe no harm World Scout Policy”**.
- Link:[https://www.scout.org/sites/default/files/library\\_files/SFH%202015\\_0.pdf](https://www.scout.org/sites/default/files/library_files/SFH%202015_0.pdf)

This is not meant to imply that NSOs are not safe for scouts – this training is just a means to make the courses even safer for the participants. It is acknowledged that some rules of the Youth Protection training will be adapted or changed from NSO to NSO.

Furthermore, if the NSO already possess a youth protection policy, all the staff members of the course should be trained according to that policy so they can keep a safe environment.

## Participants should be advised of pre-course items as early as possible.

Depending on the types of activities offered by the NSO, the course may need participants to bring special items to participate in this activity, which should include the type of clothing needed.

Other pre-course information or items that the NSO finds important should be communicated as early as possible.

## **Participant Arrival/Departure**

Each participant is expected to make his/her own travel arrangements and arrive on Day 1. Departure will occur on the last day of the course.

## **Importance of food and sleep**

With so much content to cover throughout each course, it can be easy to forget about participants' basic needs. Make sure that participants do not become sleep-deprived, and give them breaks from the material throughout the day so that they have some time to process previous material before moving on to the next lesson.

Since the course can be both mentally and physically taxing, participants should be provided at least three diverse meals a day so that they do not lose all their energy. If possible, provide snacks throughout the day in addition to the main meals in order to keep participants healthy and happy.

## Appendix

### Successful Courses Examples:



**Uruguay First Leadership Training 2016**



**First Honduras Leadership Training 2016**





**Paraguay First Leadership Training.**



**Panama First Leadership Training 2016**





**Dominican Republic First Leadership Training 2016**



**Curacao First Leadership Training 2016**





**Ecuador Second Leadership Training 2016**



**Ecuador First Leadership Training 2015**



**El Salvador Second Leadership training 2016**



**El Salvador First Leadership Training 2015**





**Guatemala Six Leadership Training 2016**



**Guatemala Fifth Leadership Training 2016**



**Colombia First Leadership training 2015.**

See more about these leadership trainings in the Link: <http://www.iltx.org>

## Budget Examples.

### Example of a summary of Budget

<b>Budget</b>	
<b>Participant Fee</b>	<b>\$265.00</b>
<b>People</b>	<b>Attendees</b>
Participants	56
Patrols	7
Adult Staff	7
Youth Staff	22
Total Staff	29
<b>Food</b>	<b>Cost</b>
Breakfast	\$ 2.50
Lunch	\$ 2.50
Dinner	\$ 3.50
Cracker Barrel	\$ 2.00
<b>Revenue</b>	<b>Revenue</b>
Registration	\$14,840
Misc. Other	\$ -
<b>Total Revenue:</b>	<b>\$14,840</b>
<b>Expenses</b>	<b>Budget</b>
Program Supplies	\$ 5,655
Food Supplies	\$ 5,780
Other Expenses	\$ 750
Administrative Support (12% of Revenue)	\$ 2,226
<b>Total Expenses:</b>	<b>\$14,411</b>
<b>Contingence or Reserve</b>	<b>\$429</b>

### Example of a detailed Budget.

DÍA	ACTIVIDAD	COSTO UNITARIO	SUBTOT AL	IVA	TOTAL
<b>ALIMENTACION</b>					
VIERNES	REFIRGERIO	18.00	2,484.00	347.76	2,831.76
	ALMUERZO	5.00	690.00	96.60	786.60
	CENA	18.00	2,484.00	347.76	2,831.76
SABADO	DESAYUNO	5.00	690.00	96.60	786.60
	ALMUERZO	5.00	690.00	96.60	786.60
	CENA	5.00	690.00	96.60	786.60
DOMING O	DESAYUNO	5.00	690.00	96.60	786.60
	BOX LUNCH	5.00	690.00	96.60	786.60
<b>TOTAL</b>		<b>66.00</b>	<b>9,108.00</b>	<b>1,275.12</b>	<b>10,383.12</b>
<b>MOVILIZACION</b>					
VIERNES, SABADO Y DOMING O	MOVILIZACION PARTICIPANTES LUGAR DE CAMPAMENTO / ACANTONAMIENTO HACIA ANTIGUO CIRCULO MILITAR (IDA Y VUELTA)	6.00	828.00		828.00
VIERNES	MOVILIZACION EQUIPO ORGANIZADOR	0.00	0.00		0.00
DOMING O	MOVILIZACION EQUIPO ORGANIZADOR	0.00	0.00		0.00
	BUS / TAXI AEROPUERTO - BICENTENARIO IDA Y VUELTA	25.00	25.00		25.00
	VEHÍCULO LOGISTICO VARIAS GESTIONES	15.00	15.00		15.00
<b>TOTAL</b>		<b>46.00</b>	<b>868.00</b>		<b>868.00</b>
<b>KIT DE PARTICIPANTE</b>					
	GAFETE + CORDON	1.75	241.50	33.81	275.31
	FOLDER BRANDEADO (ARCHIVO DE PROYECTOS)	3.50	483.00		483.00
	INSIGNIA DE EVENTO	1.00	138.00		138.00
<b>TOTAL</b>		<b>6.25</b>	<b>862.50</b>	<b>33.81</b>	<b>896.31</b>
<b>SUMINISTROS Y MATERIALES</b>					
	ESFERO TINTA GEL	0.75	103.50	14.49	117.99
	RESMA PAPEL BOND	6.00	6.00	0.84	6.84
	PAPELOGRAFOS	0.25	12.50	1.75	14.25
	MARCADORES PUNTA GRUESA	2.68	80.34	11.25	91.59

	MESAS PARA 8 PERSONAS	3.75	37.50	5.25	42.75
	SISTEMA DE AUDIO + VIDEO + PANTALLA	300.00	300.00	42.00	342.00
	BANNER ELT	35.00	0.00	0.00	0.00
<b>TOTAL</b>		<b>348.43</b>	<b>539.84</b>	<b>75.58</b>	<b>615.42</b>
<b>NOCHE DE CONFRATERNIDAD</b>					
	AMPLIFICACIÓN	100.00	100.00		100.00
<b>TOTAL</b>		<b>100.00</b>	<b>100.00</b>		<b>100.00</b>
<b>IMPREVISTOS</b>					
	IMPREVISTOS	1.00	138.00		138.00
<b>TOTAL</b>		<b>1.00</b>	<b>138.00</b>		<b>138.00</b>
<b>OTROS</b>					
	MESA DE DULCES/CAFÉ/AGUA AROMATICA/SNACKS	0.75	103.50		103.50
<b>TOTAL</b>		<b>0.75</b>	<b>103.50</b>		<b>103.50</b>
		<b>TOTAL GENERAL</b>			<b>13,004.35</b>