

UNIT LEADERS TRAINING COURSE



Unit Leader Training

Unit Leader Training in the Asia-Pacific Region (APR), as in other Scouting regions, is the responsibility of the National Scout Organizations (NSOs). They have the freedom to determine the scope and sequence of courses, provided they conform to the aims of Unit Leader Training approved by the 22nd World Scout Conference.

The Asia-Pacific Region is composed of National Scout Organizations that have varying degrees of development—some more established than others, some with a long history of training and experience in running Scout units, and some newly-accepted as members. To assist the fledgling National Scout Organizations, the Asia-Pacific Regional Office harnessed the expertise and experiences of more established NSOs by developing a training scheme that would largely conform to the provisions of the World Adult Resources Handbook (WARH) while at the same time suited to the situation in the Region.

To assure that Unit Leader Training in the Region would be relevant to the NSOs, a survey questionnaire was fielded to representative NSOs to determine the roles and responsibilities of Unit Leaders. This was in consonance with the competency-based approach in developing a Training program, the approach suggested in the WARH.

The survey questionnaire took into consideration the aims of Unit Leader Training stated in the WARH (303) and the functions that Unit Leaders were expected to perform.

Aims of Unit Leader Courses (WARH 902.1)

The overall purpose of Unit Leader Training is to develop Unit Leaders who are skilled in working effectively with young people and other adults in Scouting. Unit Leader Training therefore aims to develop the following among Unit Leaders:

1. An understanding of the background, principles, structure and spirit of Scouting;
 2. An understanding of the needs of young people within the specific environment in which the leader and young people will be working;
- The ability to use the Scout Method and the skills of Scouting to meet the needs of young people adapted to various age ranges;
 - The ability to apply the team system enabling youth involvement and youth empowerment;
 - The personal leadership skills to work positively and constructively with young people and other adults;
 - The personal management skills to plan for, implement, administer and evaluate the Sectional Youth Program that will contribute to the personal growth of young people.

The results of the survey were analyzed and this led to a realization that Unit Leaders, regardless of what section they are handling, have similar roles, functions and responsibilities, and competencies.

Table 1 shows the general roles, functions and responsibilities, and competencies of Unit Leaders.

Table 1
Roles, Functions and Responsibilities, and Competencies of Unit Leaders

Roles, Functions and Responsibilities and Competencies of Unit Leaders (UL)

Roles	Functions and Responsibilities	Competencies
Administrative Functions and Responsibilities		
Administrative Leader	1. Recruit, organize and register Unit members.	Demonstrate recruitment and organization strategies
	2. Help recruit other U.L.	Suggest ways of recruiting other U.Ls
	3. Administer Unit in accordance with NSO and Council policies.	Discuss NSO and Council policies in the administration of the unit
	4. See that the Unit is run on a sound business basis, especially in relation to membership, finance, and equipment.	Prepare Unit reports and keep records of membership, finance, equipment, advancement, and activities
	5. Ensure proper maintenance of all Unit property and facilities.	Demonstrate care and storage of Unit facilities and equipment, e.g., tents, games equipment, etc.
	6. Maintain an efficient recording and reporting system.	Maintain up-to-date records and reports
Program Functions and Responsibilities		
Program Planner, Implement or, and Evaluator	1. Plan a balanced year-round program of activities for the Unit and Sub-unit together with other leaders.	Plan a year-round program of activities for the Unit and Sub-unit together with the leaders that include- <ul style="list-style-type: none"> • Unit and Sub-unit meetings • Ceremonies • Outdoor program • Other activities <p>Design the Scouting program and activities to fit into the cultural background and environment of the community</p> <p>Use community resources to make the Unit program relevant</p>
	2. Ensure the realization of the Scout Ideals through Unit activities.	Interpret the Scout Ideals in ways appropriate to the Scout's age, understanding, and abilities, as well as to varying situations
	3. Ensure the holistic growth and development of the Scouts by encouraging their participation in challenging activities and their progress in the Badge system.	Choose the challenging Unit activities to ensure the Scout's total growth and development and their progress in the badge system
		Demonstrate how the methods used in Scouting are appropriate to the characteristics of the young people, can satisfy their needs, and cater to their interest Use the Scout Method to meet the needs of the Scouts
		Explain how Scouting can be

		extended to young people with special needs, including those at risk
	<p>4. Ensure relevance of the program thru integration of the following:</p> <ul style="list-style-type: none"> • Values education • Peace education • Environmental education • Spiritual training • Nationalism balanced with internationalism -Information Communication Technology -Other relevant trends and issues <p>5. In accordance with the fundamentals of Scouting and in cooperation with other leaders, implem, including Unit and sub-Unit meetings, ceremonies, outdoor program and other unit activities.</p>	<p>Integrate the following aspects in planning the program of the Unit to ensure its relevance:</p> <ul style="list-style-type: none"> • Values education • Peace education • Environmental education • Spiritual training • Nationalism • ICT • Others <p>Organize suitable activities concerned with international Scouting</p> <p>Implement the program of the Unit in cooperation with all Unit Leaders and Scouts</p> <p>Describe the purpose and essential ingredients of meetings and other</p>
	6. Evaluate the program as planned, implemented, and evaluated.	Evaluate the program of the Unit with appropriate Scout participation that will contribute to their personal growth and the growth of the Unit
	7. Evaluate own performance as a Leader	Assess Unit Leader's performance

Relationship Functions and Responsibilities

Relationship Officer	1. Work closely with other leaders to make certain that they are all functioning effectively.	<p>Explain the organizational structure of Scouting</p> <p>Discuss the importance of Unit Leaders as members of the leadership team</p> <p>Discuss problems faced by the leader in helping the Scout understand and live by the Scout Promise and Law and recommended</p>
	2. Enlist the cooperation of the institution at every opportunity and keep it informed of the Unit's activities	<p>Discuss how to show interest in the activities of the Sponsoring Institution</p> <p>Explain the importance of informing sponsors of the activities and accomplishments of the Unit</p>
	3. Work closely with the leaders of the other sections in all matters pertaining to leadership and achievement.	Coordinate with the other Scout Sections in all matters pertaining to leadership and advancement
	4. Maintain goodwill with the District/Area/and Council	Participate actively in activities of the District/Area/and Council
	5. Establish good relationships	Plan projects for the improvement

	with the local community	for of the community
	Establish network with other agencies	Cooperate with other agencies with similar advocacies
	Maintain the good image of Scouting and the Sponsoring Institution	Inform the public of Scouting activities
Training Functions and Responsibilities		
Trainer	1. Take and complete training.	Identify training needs ad the resources and support available to meet them Complete basic, advanced, and specialization courses
	2. Attend District/Council/Regional/National training events	Participate in District/Council/Regional/ National Training courses and events
	3. Teach the leaders special skills required in activities.	Teach leaders Scouting and leadership skills
	4. Encourage Unit/Sub-unit leaders and Unit Committee to take training.	Motivate Unit/Sub-Unit leaders to take training
	5. Act as counselors to Scouts.	Teach Scouts problem-solving and decision making

Basic or Preliminary Training Course (902.2)

The Basic or Preliminary Training Course focuses on HOW Scouting works in the leader's own situation. It can be conducted using different schemes, with either consecutive or staggered training days:

- 5-day residential course equivalent to 36 to 40 hours of training;
- One weekend, comprising 15-16 hours training or using modules offered in the evenings for the equivalent number of hours;
- 3-day course with participants staying overnight comprising 20-24 hours training

Advanced Training Course

The Advanced Training Course was originally called the Wood Badge Course, after the course ran in Gilwell Park by the Founder. The suggested course is 6 days to one week, if held on consecutive days or two or three weekends. The Advanced Course focuses on HOW and WHY Scouting works and how to improve its effectiveness. It is usually held in camp with informal sessions and a lot of sharing or ideas, in as much as the participants are already practising Unit Leaders.

To lend practicality to the Course, Specialist Skills courses can be integrated in the training course, for example, camping skills.