

## Course Syllabus for Basic Training Course for Leaders of Adults

### General Objectives:

- To explain why Scouting can be an effective contributor to the needs of society;
- To identify one's roles, functions, and responsibilities to facilitate the attainment of the mission of Scouting;
- To develop a plan for the effective delivery of the Youth Program;
- To design a procedure for the efficient recruitment and training of Unit Leaders and the organization and management of Scout Units in all sections;
- To accept fully and responsibly Scouting-- its mission, principles, the Scout Method, and the World Adult Resources Policies and that of the NSO.

### FIRST DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0830	30	OPENING CEREMONY			
0830-0930	60	<b>DEFINING COURSE OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Objectives of the Course</li> <li>• Course Overview</li> <li>• Orientation                             <ul style="list-style-type: none"> <li>○ Course requirements</li> <li>○ Course Routine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Define the Course objectives</li> <li>• Explain the framework of the Course</li> <li>• State course requirements and routine</li> </ul>	Group work Lecturette Lecturette	Feedback on group output  Accomplishment of requirements
0930-1030	60	<b>1. SCOUTING KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Leaders Of Adults                             <ul style="list-style-type: none"> <li>○ Fields of Leaders of Adult services</li> <li>○ Structure of the organization</li> <li>○ Functions &amp; responsibilities of Leaders of Adults</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the leaders of adults</li> <li>• Identify their place in the structure and organization of the Association, listing to whom and for whom they are responsible, together with the main lines of communication</li> <li>• Discuss the functions and responsibilities of Leaders of Adults in their respective areas of responsibility</li> </ul>	Group work  Analysis of organogram	Feedback on group output  Draw an organogram identifying their individual area of responsibility
1030-1050	20	<b>SNACKS</b>			
1050-1220	90	<ul style="list-style-type: none"> <li>• Policies                             <ul style="list-style-type: none"> <li>○ National Adult Resources Policies</li> <li>○ Life Cycle of Adults in Scouting</li> <li>○ Council policies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss National Adult Resources Policies</li> <li>• Explain the life cycle of adults in Scouting</li> <li>• Explain Council policies on Unit operations and the kind of assistance the Council can give</li> </ul>	Lecture with listening teams / Cooperative learning	Quiz
1220-1320	60	<b>LUNCH</b>			
1320-1420	60	<ul style="list-style-type: none"> <li>• Unit Leader Training &amp; the Youth Program                             <ul style="list-style-type: none"> <li>○ Unit Leader Training Scheme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain the Unit Leader Training Scheme of the NSO</li> </ul>	Lecturette with Teaching aid	Individual plan of training

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
1420-1450	30	<ul style="list-style-type: none"> <li>The Youth Program</li> </ul>	<ul style="list-style-type: none"> <li>Explain the elements of the youth program</li> <li>Discuss how the youth program can be delivered effectively</li> </ul>	Lecturette with buzz session  Group Discussion	Matrix of the sectional youth program  Group Discussion output
1520-1540	20	<b>SNACK</b>			
1540-1640	60	<ul style="list-style-type: none"> <li>Scout youth sectional program</li> </ul>	<ul style="list-style-type: none"> <li>Describe the Scout Youth sectional program</li> <li>Demonstrate various types of Scouting activities</li> <li>Discuss how the activities contribute to the development of nationalism and spirituality</li> <li>Explain the factors that need to be taken into account before any Scouting activity is undertaken (e.g., adventurous or dangerous activities, camps and expeditions requiring special equipment or training).</li> <li>Explain personal training, knowledge or experience necessary before a Leader is permitted to engage in an adventurous activity with boys</li> </ul>	Base method for each section of the youth program, explaining the program & with sample activity	
1640-1740	60	<b>2. LEADERSHIP AND ORGANIZATIONAL MANAGEMENT</b> <ul style="list-style-type: none"> <li>Leadership &amp; Organization               <ul style="list-style-type: none"> <li>Qualities of a good leader</li> <li>Recruitment, selection &amp; appointment of Unit Leaders</li> </ul> </li> <li>Delegation of authority</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the qualities of a good leader</li> <li>Formulate selection criteria for the appointment of Unit Leaders</li> <li>Demonstrate how to recruit appropriate persons to fill appointments as Leaders or Administrators to serve institutions sponsoring Scout units and other appointments for which they are responsible.</li> <li>Discuss when to delegate authority to other Leaders and Administrators.</li> </ul>	Brainstorming  Role Play  Group discussion	Self-analysis  Evaluation of brainstorming output  Processing  Group output

**SECOND DAY**

<b>Time</b>	<b>Mins</b>	<b>Session / Activity</b>	<b>Objectives</b>	<b>Strategy</b>	<b>Evaluation</b>
0800-0820	20	Welcome, recapitulation and reflection			
0820-0900	40	<ul style="list-style-type: none"> <li>• The NSO &amp; the Leaders of Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the roles of other leaders and the great partnership between the Leaders of Adults and the NSO</li> <li>• State the functions of, and the support available from the National Headquarters - particularly those dealing with records, legal and insurance matters, public relations and fund-raising</li> </ul>	Panel discussion	Summary of learning
0900-1000	60	<ul style="list-style-type: none"> <li>• Human Relations                             <ul style="list-style-type: none"> <li>◦ The Leader of Adult as a liaison officer</li> <li>◦ Developing relationships with other organizations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how to liaise among the Unit, District and the Council</li> <li>• List other organizations with whom relationships could/should be established for better Scouting</li> <li>• State how these contacts can be made and the mutual benefits that can result from them</li> </ul>	Group discussion Brainstorming  Group discussion	Feedback on output
1000-1020	20	<b>SNACKS</b>			
1020-1200	100	<ul style="list-style-type: none"> <li>◦ Effective Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate essentials of effective communication                             <ul style="list-style-type: none"> <li>◦ Listening and giving feedback</li> <li>◦ Consultation</li> </ul> </li> </ul>	Structured Learning Experience (SLE) or 4 A's	Observation
1200-1300	60	<b>LUNCH</b>			
1300-1500	120	<ul style="list-style-type: none"> <li>• Managerial skills                             <ul style="list-style-type: none"> <li>◦ Committee work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain the functions and responsibilities of Standing Committees, e.g.,                             <ul style="list-style-type: none"> <li>◦ Organization &amp; Extension</li> <li>◦ Finance</li> <li>◦ Leadership Training</li> <li>◦ Camping &amp; Activities</li> <li>◦ Advancement</li> <li>◦ Health &amp; Safety</li> </ul> </li> <li>• Discuss how to monitor performance of the different Committees</li> <li>• Identify records appropriate to his/her appointment and accepts the need for accounts and records to be properly kept by others within his/her area of responsibility</li> </ul>	Jigsaw (Cooperative learning)	Quiz

<b>Time</b>	<b>Mins</b>	<b>Session / Activity</b>	<b>Objectives</b>	<b>Strategy</b>	<b>Evaluation</b>
1500-1520	20	<b>SNACKS</b>			
1520-1550	30	<ul style="list-style-type: none"> <li>o Award Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the NSO award scheme</li> </ul>	Lecturette w/ teaching aid	
1550-1650	60	<ul style="list-style-type: none"> <li>• Scouting &amp; the Organizational Environment               <ul style="list-style-type: none"> <li>o Needs of Society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the needs of society and how Scouting responds to these needs</li> </ul>	Discussion	Feedback on output
1650-1730	40	Closing with reflection and Commitment Ceremony			

## Course Syllabus for Advanced Training Course for Leaders of Adults

### FIRST DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0900	60	Flag Ceremony Organization into Patrols Smartness and Good Order Orientation, Course Requirements and Course Routine	Demonstrate specific routines required of Leaders, especially in camp	Demonstration	Observation & performance of output
0900-1000	60	<b>DEFINING COURSE OBJECTIVES</b> <ul style="list-style-type: none"> <li>Objectives of the Course</li> <li>Course Overview</li> </ul>	<ul style="list-style-type: none"> <li>Formulate objectives of the Course</li> <li>Describe the framework of the course</li> </ul>	Group sharing & discussion Lecturette	Feedback on output
1000-1020	20	<b>SNACKS</b>			
1020-1200	100	<b>CAMPCRAFT</b> <ul style="list-style-type: none"> <li>Importance of campcraft</li> <li>Camp layout, hygiene and sanitation</li> <li>Camp gadgets</li> <li>Kitchen and fire lays</li> <li>Care of tools</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of campcraft for Leaders of Adults</li> <li>Demonstrate campcraft necessary to live comfortably in camp</li> <li>Plan camp gadgets for Patrol use in camp</li> </ul>	Discussion  Base Method	Quiz Show  Inspection in the morning of Day 2
1200-1330	90	<b>LUNCH</b>			
1330-1530	120	<b>SCOUTING KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Life cycle of adults in Scouting</li> <li>World Adult Resources Policy</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the life cycle of adults in Scouting</li> <li>Discuss the World Adult Resources Policies                             <ul style="list-style-type: none"> <li>World Program Policy</li> <li>Youth Involvement Policy</li> <li>Keeping Scout Safe from Harm Policy</li> </ul> </li> </ul>	Cooperative learning strategies	Quiz
1530-1550	20	<b>SNACKS</b>			
1550-1730	100	<b>UNIT LEADER TRAINING</b>	<ul style="list-style-type: none"> <li>Discuss the Unit Leader Training Scheme of the NSO</li> <li>Explain how to conduct assessment of training needs</li> </ul>	Group work	Completed group project: Needs assessment
1730-1800	30	<b>PATROL MEETING</b>			
1800-1900	60	<b>DINNER</b>			
1900-2100	120	Team Building			

**SECOND DAY**

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0900	60	Flag Ceremony Inspection Games			
0900-1000	60	<b>UNIT LEADER TRAINING(cont'd)</b>	<ul style="list-style-type: none"> <li>Plan a program to meet these needs</li> <li>Plan how to orient adult leaders about the training courses that they can take</li> </ul>	Group Work	Feedback on output
1000-1020	20	<b>SNACKS</b>			
1020-1050	30		<ul style="list-style-type: none"> <li>Discuss how to assist Unit Leaders in the completion of training requirements</li> </ul>	Group discussion	Feedback
1050-1200	70		<ul style="list-style-type: none"> <li>Demonstrate informal, non-formal and personal support training for staff (e.g. Unit Leaders Roundtable )</li> </ul>	Demonstration	Feedback
1200-1330	90	<b>LUNCH</b>			
1330-1530	120	<b>YOUTH PROGRAMME</b> <ul style="list-style-type: none"> <li>NSO sectional youth program</li> <li>Adult training and the youth program</li> <li>Scouting for the differently-abled</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the youth sectional program of the NSO</li> <li>Discuss the relationship between Adult Training and the Youth Program</li> <li>Discuss ways in which opportunities can be provided for young people who are differently-abled to participate in Scouting</li> </ul>	Discussion  Small group discussion	Quiz game  Output of group discussion
1530-1550	20	<b>SNACKS</b>			
1550-1730	100	<b>LEADERSHIP AND ORGANIZATIONAL MANAGEMENT</b> <ul style="list-style-type: none"> <li>Leadership Empowerment</li> <li>Emotional intelligence</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the concept of empowerment</li> <li>Discuss the concept of emotional intelligence</li> </ul>	Structured Learning Experiences	Personal reflection
1730-1800	30	PATROL MEETING			
1800-1900	60	<b>DINNER</b>			
1900-2100	120	CAMPFIRE			

**THIRD DAY**

<b>Time</b>	<b>Mins</b>	<b>Session / Activity</b>	<b>Objectives</b>	<b>Strategy</b>	<b>Evaluation</b>
0800-0900	60	Flag Ceremony Inspection Games			
0900-1000	60	<ul style="list-style-type: none"> <li>• Leader Evaluation Instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the leader evaluation instruments</li> </ul>	Group discussion	Group discussion output
1000-1020	20	<b>SNACKS</b>			
1020-1200	100	<ul style="list-style-type: none"> <li>• Leadership Models</li> <li>• Motivating Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss leadership models for effective management of adults</li> <li>• Demonstrate how to motivate adults to function effectively in accordance with the Aim, Principles and Methods of the Movement</li> </ul>	Lecturette and group discussion Role play	Feedback from group discussion Processing
1200-1330	90	<b>LUNCH</b>			
1330-1400	30	<ul style="list-style-type: none"> <li>• Living up to the Scout Ideals</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how Leaders of Adults can live up to the Scout Ideals</li> </ul>	Group Discussion	Group output
1400-1550 with snacks	110	<ul style="list-style-type: none"> <li>• Organization                             <ul style="list-style-type: none"> <li>◦ Managing change</li> <li>◦ Systems thinking</li> <li>◦ Learning organization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ways of managing change</li> <li>• Plan for the development and change in the content and methods of Scouting in order to keep abreast of changes in technology and education</li> <li>• Discuss the concept of systems thinking and the learning organization</li> </ul>	Lecturette Group discussion	Output
1550-1730	100	<ul style="list-style-type: none"> <li>• Human Relations                             <ul style="list-style-type: none"> <li>◦ PR Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the different methods of communicating with the public</li> <li>• Prepare a press release, after-dinner speech, visual display or presentation as appropriate that can assist in projecting a good image of Scouting to the public</li> </ul>	Brainstorm-ing  Project work group	Evaluation of output  Exhibit of output
1730-1800	30	<b>PATROL MEETING</b>			
1800-1900	60	<b>DINNER</b>			
1900-2100	120	<ul style="list-style-type: none"> <li>◦ Conflict management skills</li> <li>◦ Counseling skills</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate different ways of resolving a conflict</li> <li>• Counsel leaders in relation to their personal role in Scouting, with particular reference to their own spiritual commitment</li> </ul>	Structured Learning Experien-ces  Role play	Processing

**THIRD DAY**

<b>Time</b>	<b>Mins</b>	<b>Session / Activity</b>	<b>Objectives</b>	<b>Strategy</b>	<b>Evaluation</b>
0800-0900	60	Flag Ceremony Inspection Games			
0900-1000	60	<ul style="list-style-type: none"> <li>Leader Evaluation Instrument</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the leader evaluation instruments</li> </ul>	Group discussion	Group discussion output
1000-1020	20	<b>SNACKS</b>			
1020-1200	100	<ul style="list-style-type: none"> <li>Leadership Models</li> <li>Motivating Adults</li> </ul>	<ul style="list-style-type: none"> <li>Discuss leadership models for effective management of adults</li> <li>Demonstrate how to motivate adults to function effectively in accordance with the Aim, Principles and Methods of the Movement</li> </ul>	Lecturette and group discussion Role play	Feedback from group discussion Processing
1200-1330	90	<b>LUNCH</b>			
1330-1400	30	<ul style="list-style-type: none"> <li>Living up to the Scout Ideals</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how Leaders of Adults can live up to the Scout Ideals</li> </ul>	Group Discussion	Group output
1400-1550 with snacks	110	<ul style="list-style-type: none"> <li>Organization                             <ul style="list-style-type: none"> <li>Managing change</li> <li>Systems thinking</li> <li>Learning organization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discuss ways of managing change</li> <li>Plan for the development and change in the content and methods of Scouting in order to keep abreast of changes in technology and education</li> <li>Discuss the concept of systems thinking and the learning organization</li> </ul>	Lecturette Group discussion	Output
1550-1730	100	<ul style="list-style-type: none"> <li>Human Relations                             <ul style="list-style-type: none"> <li>PR Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the different methods of communicating with the public</li> <li>Prepare a press release, after-dinner speech, visual display or presentation as appropriate that can assist in projecting a good image of Scouting to the public</li> </ul>	Brainstorm-ing  Project work group	Evaluation of output  Exhibit of output
1730-1800	30	<b>PATROL MEETING</b>			
1800-1900	60	<b>DINNER</b>			
1900-2100	120	<ul style="list-style-type: none"> <li>Conflict management skills</li> <li>Counseling skills</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate different ways of resolving a conflict</li> <li>Counsel leaders in relation to their personal role in Scouting, with particular reference to their own spiritual commitment</li> </ul>	Structured Learning Experien-ces  Role play	Processing

**FOURTH DAY**

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0900	60	Flag Ceremony Inspection Games			
0900-1000	60	<ul style="list-style-type: none"> <li>• Managerial skills in Project Development                             <ul style="list-style-type: none"> <li>◦ Planning</li> <li>◦ Organizing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate project development skills:                             <ul style="list-style-type: none"> <li>◦ Project planning</li> <li>◦ Organizing</li> </ul> </li> <li>• Prepare a development plan for a district/area/council according to their area of responsibility</li> </ul>	Group discussion  Project work group	Participation in discussion  Group output
1000-1020	20	<b>SNACKS</b>			
1020-1220	120	<ul style="list-style-type: none"> <li>◦ Implementing</li> <li>◦ Monitoring</li> <li>◦ Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>◦ Implementing</li> <li>◦ Monitoring</li> <li>◦ Evaluation skills</li> <li>• Develop an evaluation scheme for section and group meetings, camps and events and their standard and achievement</li> <li>• Assist Leaders to identify and evaluate the effectiveness of their Scouting activities</li> </ul>	Project work group: Develop evaluation instrument	Evaluation of output
1220-1350	90	<b>LUNCH</b>			
1350-1500	70	<ul style="list-style-type: none"> <li>• Management skills                             <ul style="list-style-type: none"> <li>◦ Problem solving</li> <li>◦ Decision making</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate management skills:                             <ul style="list-style-type: none"> <li>◦ Problem solving</li> <li>◦ Decision making</li> </ul> </li> </ul>	Structured learning experiences	Processing
1500-1520	20	<b>SNACKS</b>			
1520-1620	60	<ul style="list-style-type: none"> <li>• Conducting meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the conduct of meetings</li> </ul>	Dramatization	
1620--1720	60	<ul style="list-style-type: none"> <li>• Award System</li> </ul>	<ul style="list-style-type: none"> <li>• Define standards of performance of adult leaders</li> <li>• Sustain commitment through an award system</li> <li>• Discuss how to provide opportunities for leaders to comply with the requirements for awards</li> </ul>	Group discussion  Group work	Checklist  Feedback
1720-1800	40	<b>PATROL MEETING</b>			
1800-1900	60	<b>DINNER</b>			
1900-2100	120	<b>FELLOWSHIP SOCIALS</b>			

### FIFTH DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0900	60	Flag Ceremony Inspection Games			
0900-1000	60	<b>LEARNING</b> • Adult learning	<ul style="list-style-type: none"> <li>Discuss the principles of adult learning</li> </ul>	Game	Winning team
1000-1020	20	<b>SNACKS</b>			
1020-1200	100		<ul style="list-style-type: none"> <li>Demonstrate the experiential learning model</li> <li>Explain the concept of double-loop learning</li> </ul>	Structured learning experiences Lecturette	Feedback on output Peer review
1200-1330	90	<b>LUNCH</b>			
1330-1500	90	<ul style="list-style-type: none"> <li>Learning Styles</li> </ul>	<ul style="list-style-type: none"> <li>Identify one's learning style</li> <li>Discuss the importance of knowing one's learning style</li> </ul>	Fill out learning style questionnaire Discussion	Result of questionnaire Reflection
1500-1520	20	<b>SNACKS</b>			
1520-1600	40	<ul style="list-style-type: none"> <li>Learning Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Explain different learning opportunities available to Leaders of Adults</li> </ul>	Lecturette	Reflection
1600-1730	90	<ul style="list-style-type: none"> <li>Scouting and the Organizational Environment                             <ul style="list-style-type: none"> <li>Needs of Society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify problems presented to Scouting by depressed, disadvantaged and underprivileged areas</li> <li>Describe ways in which Scouting may be able to help</li> </ul>	Group discussion	Feedback from group discussion
1730-1800	30	<b>PATROL MEETING</b>			
1800-1900	60	<b>DINNER</b>			
1900-2100	120	Last Campfire/ Spiritual Training Hike/ Testimonial Dinner			

### SIXTH DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0900	60	Flag Ceremony Inspection Games			
0900-1000	60	<b>GENDER ISSUES</b>	<ul style="list-style-type: none"> <li>Discuss gender issues and their relevance to Scouting</li> </ul>	Group discussion	Feedback on output
1000-1020	20	<b>SNACKS</b>			
1020-1200	100	<b>MANAGING CULTURAL DIVERSITY</b>	<ul style="list-style-type: none"> <li>Demonstrate ways of managing cultural diversity</li> <li>Identify opportunities for members in the area for which they are responsible to participate in international Scouting</li> <li>Identify opportunities to recruit and involve indigenous peoples in Scouting within their area</li> </ul>	Role play Group discussion	Observation & exhibit of output
1200-1330	90	<b>LUNCH</b>			
1330-1430	60	<b>CULTURE OF THE ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Discuss the culture of Scouting as an organization</li> </ul>	Group Discussion	Feedback on output
1430-1530	60	<b>CLOSING CEREMONY</b>			
1530-1550	30	<b>SNACKS</b>			

## **Training Studies for Leaders of Adults**

Training Studies are discussion questions about your job as Leaders of Adults. These will reinforce your learning by encouraging you to reflect on what you have learned and to apply them in your situation. If you wish to write your answers to the questions, you may submit them before or after the training course. If you wish to answer the questions orally, you may do so in the presence of your Group Facilitator or any member of the Training staff designated by the Course Leader.

1. How can you help achieve the Mission of Scouting?
2. How can you ensure that young people are involved in making decisions about activities where they would actively participate in?
3. How do you see yourself in Scouting 5 years hence?
4. What are the stages of the Unit Leader Training Scheme in your NSO?
5. What is the relationship between programme and training?
6. How can you motivate your leaders to stay on in Scouting?
7. How can you project a good and true image of Scouting to your publics?
8. What special innovative Scouting project can you initiate in your institution?
9. What is the most important quality of an effective Scout Leader? Justify your answer.
10. What is the most significant event happening in your country / society today? How can Scouting play a significant role in this?

## **Training Assignments**

Training Assignments are practical activities that you can do to prove that you have achieved the objectives of the Course.

Review the objectives of the Course (Basic and Advanced). Choose 10 practical objectives and show proof (artifacts) that you have attained them.

Identify and complete a self-determined project that will be of benefit to your Scouting position, taking account any specialist training need required

1. Formulate the objectives of such a project with your training supervisor or person to whom you are responsible, and evaluate the results with them at the conclusion of the project.
2. Demonstrate that the project(s) has (have) been carried out successfully.

If more appropriate, Training Studies answering specific and relevant questions can be submitted by the participant to his training supervisor. These might be more appropriate for a participant holding an administrative appointment.