

NYLT Staff Development Guide

The purpose of staff training is to help the youth and adult staff of a National Youth Leadership Training course reach the *Performing* stage of team development and to enable each staff member to carry out their responsibilities for the course with competence, confidence, and enthusiasm.

Developing the NYLT staff is a primary responsibility of your local council. This staff development guide is designed to allow your staff to develop an understanding that training is not just learning to present. Following this staff development guide allows you to develop the entire staff that will conduct the course.

Trainer's Edge

The Trainer's Edge is a prerequisite for NYLT trainers. It is a council-level course for all trainers that can be run with adult and youth participants or just with an NYLT staff. It will supplement the staff development process. Its purpose is to provide the opportunity to practice the platform skills of a good presenter. NYLT culture calls for a Course Director to own his or her own staff's development and to develop the entire staff as a team and so some component of Trainer's Edge will be redone by each NYLT staff as a team. While it is not necessary to redo the entire Trainer's Edge course for those staff members who have attended within the last 3 years, it IS needed for each staff member to practice his or her presentations to the current NYLT staff or subset thereof.

Staff training has six specific objectives:

- To set the tone and standards for the course
- To give staff the confidence and knowledge to conduct an NYLT course
- To provide staff with a clear understanding of team and personal development and how those elements relate to being a leader
- To guide the youth staff through stages of team development
- To allow adult and youth staff to practice modeling the core learning and leadership messages of the NYLT syllabus
- To create an environment of Scouting fellowship and fun guided by the Scout Oath and Law, the Venturing Oath, and the Outdoor Code—Scouting at its best!

The NYLT course is the Boy Scouts of America's most effective means of providing its members with the skills, attitudes, and confidence to serve as leaders in many settings, including being youth staff members of future NYLT courses. Most importantly, youth participants who employ the skills learned during NYLT will strengthen their home units.

COMPASS POINT

Consisting of an orientation meeting and three weekend sessions, NYLT staff training provides a compressed version of the key learning points of a full course. As staff members develop a vision for the course and establish the goals to achieve that vision, they will learn about and experience the stages of team development. They will become accustomed to using the skills of effective communication and put into practice the principles of the Teaching EDGE, the Leading EDGE, conflict resolution, and all the other NYLT concepts that will ensure effective course leadership by every member of the youth staff.

Some youth selected to serve on the staff of an NYLT course will have had the experience of being NYLT participants. Other staff candidates may be new to NYLT. Staff training can serve as a refresher for those familiar with the syllabus and as an introduction for those who are not. It also provides an environment of cooperation and contribution that allows the NYLT adult and youth staff to prepare the details of the course and come up with solutions for any problems they may foresee.

Syllabus and Training Schedule Distribution

As soon as selected staff members have accepted the offer to serve, send each one the following materials:

- A copy of the *National Youth Leadership Training* syllabus
- A copy of the NYLT Participant Notebook (the notebook participants will receive the first day of the NYLT course)
- The schedule for NYLT staff training sessions
- The schedule for the NYLT course

Encourage staff members to study the syllabus and note areas that are unclear so that their questions can be addressed during staff training.

Ask each person to compile a list of the sessions he or she would like to present and to arrange the list in order of preference.

Remind staff members to bring their notes, the NYLT syllabus, and the NYLT Participant Notebook to the staff orientation meeting.

Additional Items to Be Covered During Staff Training

NYLT Course Directors should cover the following items during staff training meetings:

- Assign responsibility for introducing speakers.
- Set guidelines for using the commissary—since you do not allow food while participants are there, model this from the beginning with staff development. The commissary is not a gathering place for off-hours during the day.
- Staff should impress upon participants by word and deed the importance of clean campsites.
- Observe camp courtesy.
- Wear uniforms properly and make sure the participants do, too.
- Reinforce course movements—when the course moves, they move as a unit!
- Staff should be extremely conscious of using appropriate language. Staff is *always* the role model.

COMPASS POINT

Each staff member should verify that they can attend all meetings, staff training sessions, and the entire NYLT course and that they will devote the time and effort needed to fulfill his or her responsibilities. Staff members should alert the Course Director of any scheduling conflicts so that they can be addressed well in advance of the course.

NYLT Training Schedule

The key events of training are the four times that youth and adult staff members gather:

120 days before the course—Staff orientation meeting

90 days before the course—First staff development weekend

60 days before the course—Second staff development weekend

30 days before the course—Third staff development weekend

Note: You might find it helpful to include an extra staff development session or weekend, or expand the orientation or second staff development to make sure that the youth and adult staff fully understand and have the necessary presentation skills to bring life to the content. Additional time will also allow you to put the staff through the exercise of developing and presenting a staff definition of leadership or a definition of what it means to train leaders. The goal and spirit of staff development is to enable the staff to arrive in the *Performing* stage with the least amount of time investment.

Staff Orientation Meeting

120 Days Before the Course

The staff orientation meeting is designed to set the tone for staff training and the upcoming NYLT course. It is an opportunity for the adult and youth staff members to get to know one another and for the staff team to begin forming. Staff members will develop their vision of success for the NYLT course and will begin using the skills of effective communication as they share information with one another.

Time	Activity
9:00 A.M.	Opening and staff introductions
9:30 A.M.	Overview of National Youth Leadership Training
10:30 A.M.	<i>Communicating Well (Part One)</i>
Noon	Lunch
1:00 P.M.	<i>Finding Your Vision (Part One)</i>
2:00 P.M.	<i>Developing Your Team</i> (followed by a break)
3:00 P.M.	<i>The Leading EDGE</i>
4:00 P.M.	Discussion of sessions, planning for next staff development, and discussion of how the sessions apply to NYLT

The staff orientation meeting is timed to take no more than one day. It can be held anywhere in the council and should be planned to include lunch for all who attend.

COMPASS POINT

Many portions of NYLT staff training draw directly from sessions, events, and activities of the NYLT course syllabus. Using the syllabus as a guide for staff training will allow presenters to *Explain* key elements of the course, *Demonstrate* them, and *Guide* youth staff members in practicing those elements in ways that will *Enable* them to use and present them on their own during the NYLT course.

Notes on Selected Activities of the Staff Orientation Meeting

Opening and Staff Introductions—Course Director and Course Leader

- Welcome everyone warmly.
- Model the introductions of the Day One course assembly.

Overview of National Youth Leadership Training—Course Director

- Let staff know that an important part of NYLT is sharing information. There are no secrets among staff members, and no information is withheld from participants. You will do all you can to make staff aware of everything about the course, beginning with this overview.
- Provide staff with the big picture of the upcoming NYLT course, using the Course Overview section that begins on page 1 of the Staff Guide.

Communicating Well (Part One)—Assistant Course Director program (or other assigned youth staff)

- Present the session on Communicating Well (Part One) (found in Day One of the syllabus), adapted where necessary for staff training.

- During the session, distribute copies of the Communication Skills Checklist.
- Encourage staff members to practice good communication skills throughout staff training and the NYLT course and to use the Communication Skills Checklist to help improve their own skills and those of other staff members.

COMPASS POINT

This is essentially a dress rehearsal of the presentations. The sessions on Communicating Well, Finding Your Vision, Developing Your Team, and the Leading EDGE must be practiced by their presenters before the staff orientation meeting. Since many attendees are new to NYLT staff training, the presenters of these sessions must be either veteran youth staff who have made these presentations at a previous NYLT course or adult staff who have fully prepared the presentations in advance of the staff orientation meeting.

In either case, this is an opportunity for presenters to deliver these sessions in ways that demonstrate the use of effective communication skills and presentation techniques. Youth staff can then model their own presentations to be as effective as those they have witnessed.

For the NYLT course itself, presentation of these sessions will be assigned to members of the youth staff.

Finding Your Vision (Part One)—Assigned staff

- Present the session on Finding Your Vision (Part One) (found in the NYLT syllabus, Day One), adapted where necessary for staff training.
- To demonstrate finding a vision, the Course Director can share his vision for the program (found in the NYLT syllabus, Day One, Opening Assembly).
- For the team vision challenge, ask the youth staff to develop a picture of what their success as a staff will look like at the end of the NYLT course. Have them refine and write out their team vision. (Make copies of the team vision to distribute when the staff returns for the first staff training weekend.)
- During the presentation, point out effective ways to use the course slides and video clips from the National Youth Leadership Training DVD.

Developing Your Team—Assigned staff

- Present the Developing Your Team session (found in the NYLT syllabus, Day Three), adapted where necessary for staff training.
- Discuss with the staff how the staff itself and the teams they will guide during the course will undergo the stages of team development. Point out that the staff itself is in the *Forming* stage, complete with excitement about the upcoming course as well as some lack of skills in the new content and presenting. Explain that each day the staff and the teams will take time out to analyze where they are in the stages of team development.

The Leading EDGE—Assigned staff

- Present the Leading EDGE session (found in the NYLT syllabus, Day Three), adapted where necessary for staff training.
- Discuss with the staff how the mnemonic EDGE—*Explain, Demonstrate, Guide, Enable*—is at the heart of other skills that the staff will learn and teach, especially the Teaching EDGE. Discuss how each leadership style will be modeled and demonstrated by the staff during the course (and the Course Leader and Course Director with the staff during staff development).

Planning Session and Assignments—Course Director and Course Leader

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- Use the remaining time of the staff orientation meeting to lay the groundwork for the upcoming staff training weekends and to attend to any other matters of the moment.
- Begin making assignments for staff to present NYLT sessions. At a minimum, assign those sessions that will be presented during the first staff training weekend.
- Pass out the NYLT memory tips card or page from the appendix. Encourage the staff to become familiar with each item so they can PRACTICE and model each one as they learn more about the tools.

Closing—Course Leader and Course Director

Thank everyone for attending and encourage them to use the coming month to study the syllabus and to practice any presentations they have been assigned.

The Course Director can conclude the meeting with a Course Director's Minute based on the *Be, Know, Do* of Scouting. (For a guide, see the NYLT syllabus, Day One, Opening Assembly, "Course Director's Minute.")

First Staff Training Weekend

90 Days Before the Course

Friday (First Staff Training Weekend)

DVD

Time	Activity
7:00 P.M.	Opening and overview of the weekend
7:30 P.M.	Review syllabus sessions <i>Communicating Well</i> , <i>Finding Your Vision</i> , and <i>Developing Your Team</i>
8:30 P.M.	Review syllabus session <i>Setting Your Goals</i>
9:30 P.M.	NYLT Staff Vision – review/crackerbarrel
10:30 P.M.	Lights out

Saturday (First Staff Training Weekend)

Time	Activity
7:30 A.M.	Breakfast and cleanup
9:00 A.M.	Review syllabus session <i>The Teaching EDGE</i>
10:00 A.M.	<i>Geocache Wide game</i> preparations and practice
11:00 A.M.	<i>The Trainer’s EDGE</i> staff development presentation
Noon	Lunch and cleanup
1:00 P.M.	Prepare presentations
2:00 P.M.	Model team leaders’ council meeting preparations and practice
3:00 P.M.	Course meetings preparations and practice
4:30 P.M.	Activity preparations (determined by Course Director and Youth Leader)
5:30 P.M.	Dinner and cleanup
7:00 P.M.	Opening campfire planning and practice; review of staff quest
9:00 P.M.	Developing Guidelines for Course Conduct
9:30 P.M.	<i>Who Me game</i> and cracker barrel
10:30 P.M.	Lights out

Sunday (First Staff Training Weekend)

Time	Activity
7:00 A.M.	Breakfast and cleanup
8:00 A.M.	Scout’s worship service
8:30 A.M.	Continue course preparations

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10:00 A.M.	Evaluate the weekend using SSC
10:30 A.M.	Assignments and questions
11:00 A.M.	Closing

Notes on Selected Activities of the First Staff Training Weekend

Opening and Overview of the Weekend—Course Leader

- Greet attendees and welcome them to the first weekend of NYLT staff training.
- Invite the Course Director to add his or her own words of welcome.
- Distribute copies of the schedule for the weekend and briefly discuss how events will unfold.

Review Communicating Well (Part One); Finding Your Vision (Part One); and Developing Your Team—Assigned staff

This review can be conducted by the staff members who presented these sessions during the staff orientation meeting.

Communicating Well:

- Remind the staff that communicating well is a key to the success of the upcoming NYLT course.
- Distribute fresh copies of the Communication Skills Checklist and review its contents.
- Ask staff to use the checklist to provide productive Start, Stop, Continue feedback throughout the weekend as people practice making presentations.

Finding Your Vision:

- Remind staff that for a team and for individuals, vision is the picture of future success. Goals are the steps for fulfilling a vision, and planning is the process of figuring out how to attain goals.
- Ask the Course Director to summarize the vision for the course he presented during the staff orientation meeting.
- Distribute and review copies of the team vision developed by staff members during the staff orientation meeting.

Developing Your Team:

- Remind the staff of the four stages of team development. As a team works to realize its team vision, it will go through the four stages of team development. So will the staff as it works to realize the vision outlined by the Course Director and in smaller working groups. Teams will have a similar experience, and the staff as well as the teams themselves will be asked to assess what stage of development each team is experiencing as the course progresses.
- Staff members can use Start, Stop, Continue and the Communication Skills Checklist to help the presenter improve his presentation skills.

Setting Your Goals—Preparing Your Plans sessions—Assigned staff

- Present the Setting Your Goals—Preparing Your Plans sessions (syllabus, Day Two), adapted where necessary for staff training.
- At the conclusion of the session, ask staff for positive Start, Stop, Continue evaluation of the presenter's presentation skills, using the Communication Skills Checklist. Include input on the use of audiovisual support.

Developing Guidelines for Course Conduct

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- Staff and participants, in many cases co-ed, will be living, working and playing in close quarters during the seven days of the course (and for the staff, during training as well) in an intensive group learning experience. The purpose for having staff and participants develop guidelines for course conduct is to force them to think about what is correct behavior for them to model on this course, to discuss it together, and to develop guidelines for good conduct together, making it more likely for them to take ownership of these guidelines and to adopt them as their own.
- Conducting this activity during staff training serves to better prepare staff for group interaction during training as well as to prepare them for teaching this session with the participants during the course.
 - During the course, the session will be conducted by the team guides within their teams. During staff training, the session should be presented by the leader Youth Leader or one of the assistant leaders.
- Present the Developing Guidelines for Course Conduct session (syllabus, Day One), adapted where necessary for staff training.

Who Me Game and Cracker Barrel

- *The Who Me* game is a tool for building trust and understanding. It is especially effective for enabling communication and strengthening relationships among team members. That is as true for staff members as it is for NYLT course participants. It also is an early introduction to valuing people.
- Divide the staff into team-sized groups and allow each group to play the *Who Me* game. Provide cracker barrel snacks for the teams to enjoy while playing the game.

The Teaching EDGE—Assigned staff

- A critical element of an NYLT course is that the staff use and model the Teaching EDGE whenever they are teaching a skill. Course participants will have witnessed the use of the Teaching EDGE numerous times before this session describes it in full. While the Leading EDGE describes behaviors, the Teaching EDGE describes a process for transferring skills.
- Present the Teaching EDGE session (syllabus, Day Four), adapted where necessary for staff training.
- During the course, the session will be presented by team guides in team settings. During staff training, the session can be presented by one well-rehearsed course guide. The intent is both to convey the content of the session and to provide clear direction on how the session can be presented. To that end, adult staff can provide coaching and mentoring to help the presenter and the rest of the staff make the most of the learning experience.

Geocache Wide Game—Preparations and Practice—Assigned staff

- Geocache Wide game preparation and practice will allow staff to build on the Teaching EDGE session and to get outside and enjoy a physical activity.
- Preparations can include laying out the Geocache Wide game course, using GPS receivers, and running through some of the course challenges. (For more on the Geocache Wide game, see the NYLT syllabus, Day Four.)

Preparing Your Training Session—Assigned staff

Preparing Your Session

All staff should have taken Trainer’s EDGE. Use this time to hone and practice the skills learned at the Trainer’s EDGE course. Each presentation should be practiced by each presenter before the start of the course. Below is a brief summary of some of the skills needed for an effective presentation.

Get an Overview of the Session

- Review the session’s learning objectives and make sure your plan covers each learning objective during the session.
- Review the EDGE Connections Chart (appendix) to get a feel for how the course elements tie together. Use the Teaching EDGE—*Explain, Demonstrate, Guide, Enable*. Know which parts of EDGE you are covering in each session. Sometimes *Guide* and *Enable* will come later in the day or even later in the week. *Explain* what the key points are up front; *Demonstrate* how to do it and why it is important to learn; *Guide* participants to be able to do it themselves, perhaps through questions and discussion; and *Enable* by making sure the participants have a chance to try it themselves so they can learn by doing. That’s the Boy Scout method of training.
- Do a quick read of the training guide to highlight all the session activities. Even highlight the questions you will ask that they should be able to answer.
- Picture the participants succeeding at the activities and answering all the questions with enthusiasm. That is your vision of success. Everything you do and say as a trainer should help you achieve that vision for the participants.

Prepare to Train

- Read the suggested materials and highlight key points or prepare an outline of what participants need to succeed at the activities.
- Compare your outline or highlights to the activities and learning objectives. Did you provide the participants with just enough so they could succeed? Are your media elements in the right order?
- Personalize your presentation. Use your own experiences or common experiences (perhaps something from a popular movie almost everyone has seen) to underscore the key elements of the session. It may take several weeks to practice what you are teaching in real life so you can share personal experience to help the participants better understand the skills and concepts.
- Write in your notes the time allotted for each section of the training. It will take lots of practice to stay within the time allocations.
- Use the questions in the syllabus as much as possible. These are designed to help the participants think about the topic so they can learn it and remember it in their heads after the training is over.

Prepare Your Media

- Consider the media you will use—slides, flip charts, white boards, etc. The media should help the learners know what they are expected to learn in this session,

remember or visualize key concepts or techniques, and recall what was just covered. The slides are there as a guide and resource for you.

- Use pictures or illustrations to make key points. Pictures can represent what you are saying or can provide a visual example. You also can use graphs, charts, or models to organize the concepts or process you are teaching. Don't be fooled by slides—words on a slide are not the same as an illustration or picture.
- Don't let your pictures be so elaborate that they take attention away from what you are saying. Also, presentation software offers lots of fancy transitions, sounds, and animation that can distract the learners. Aim for simplicity. If you practice with live participants you can test your illustrations to assure that they help and do not distract from the learning.

Practice

- Practice your training session until you have it well in mind. Some trainers like to use a tape recorder (or even a video recorder) so they can hear themselves. Others like to train with a few people who can provide them with real responses. Practice any exercises that are five minutes or longer with a group of people to assure you can give clear instructions and that the participants act the way you expect them to act.
- The goal is to talk with the participants naturally—that is, only looking at your outline occasionally. ***Never read a presentation word for word from the syllabus***, and don't try to memorize it word for word. Be yourself as you help the learners achieve the learning objectives.
- Make sure your posture and body language are inviting learning.
- Be prepared, and know the topic. Practice sharing your own experiences on this topic in a short, interesting way. Then relax and focus on caring about your participants. If you are prepared, practice what you are teaching, and care about your learners, you can provide a great training session.

Practice the Three P's

PREPARE Your Presentation

Size up your audience, considering the sort of people they are and what they probably know and want to learn about the subject. Write down the purpose of the presentation (or review the learning objectives) and decide on the ideas that should be covered. Research the subject, taking brief notes. Talk with others who know the subject and make notes of their ideas. Then outline your presentation, including only the most important points—usually the fewer, the better—and put them in a logical order.

PRACTICE Your Presentation

Rehearse your presentation until you have it well in mind. Write in your notes the time allotted to major points—it will help you stay within the time limits. Put your outline in final form so that it will not be cluttered with discarded ideas. Try to be ready for extemporaneous speaking, with an occasional look at your outline. Also, it helps to take a few deep breaths before you begin.

PERSONALIZE Your Presentation

Let each person feel you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your

remarks to that person for the first few minutes. Watch the group's reaction as you go along. Stay close to their interests. Use thought-provoking questions to help stimulate everyone's thinking. Participants' answers will give you feedback on whether they understand what you are saying.

Remember ALL staff should practice any presentation that he or she is responsible for.

Things to Do During Training

- Pace yourself. Stay within time limits. Stay on the topic. If discussion drifts off-topic, it is your responsibility to snatch it back and put it back on track where you know you want it to go—toward the key learning points!
- Wrap it up. Summarize the subject by restating the main ideas and their importance. Give listeners a chance to ask questions.
- Remember to look at the participants in the audience as individuals, not a big group.

Feedback

- Ask staff members for Start, Stop, Continue feedback to improve training skills for both the trainer and those who are participating. If staff can recognize behaviors and skills that should be started, stopped, or continued, they will improve their own awareness and be more likely to be better trainers themselves.
- Ask staff to review the Communication Skills Checklist to encourage trainer improvement.

The Trainer's EDGE™ Staff Development Session

This session should be provided as a handout for all staff and briefly reviewed. Again, all staff should have recently been through the Trainer's EDGE so a brief recap is sufficient.

We are going to talk about five ways you can use body language to help learning occur. They are:

1. Understand that training is not presenting.
2. Connect with the learner/participants using your eyes, ears, and mouth.
3. Use your arms and hands for effective training.
4. Use your position.
5. Use media to make your point.

Along with way, stop and give the learners a chance to try the techniques being taught. We are using the Teaching EDGE™—*Explain, Demonstrate, Guide, Enable*.

1. Understand that training is not presenting.

Training is different than presenting. In presenting, the speaker has all the knowledge and the listeners are supposed to absorb the information. In school, you may have been taught to present. In training, the speaker not only presents information but does so in a way to ensure learning occurs. The key ingredient is care for the learner/participant. Training causes learning to happen in the head of the learners/participants.

So, how do you get the learners to learn? There are three key things you as a trainer can do:

- Know the subject very well. If you know your subject, you help the learners to understand.
- Show respect for your learners by being organized. Make sure videos and other training materials are ready, and handouts are prepared and easy to get to. Remember the Scout motto: "Be Prepared."
- Have an attitude of caring. This is using your position—your body language—to show that you are open and care about the learners. You want to make sure that they get something from the training session.

Be aware of your posture. You want to project a neutral, open stance. Stand upright, two feet on the ground, hands at your side. It is harder than it looks—but it shows the learners that you are open.

Let's try it now: Stand upright, hands at your side. (The presenter should demonstrate the open stance.) Don't put your hands in your pockets, or shift from side to side. If you put your hands in front of you, you create a barrier between you and the learner. Don't put your hands behind your back—you don't want to project yourself as the commandant, or the person in control.

Use your body to communicate an open, caring message to the learner.

2 Connect with the learner/participants using your eyes, ears, and mouth.

Trainers are going to make eye contact with participants. You should look at a participant as you say each phrase or sentence, catching the learner in the eye. When you look them in the eye, you also are getting feedback. If you find this hard to do, then focus on a spot on the forehead or just above the head.

Focus on one learner at a time and then move to another. The learners will feel that you care. Focus on one and then the next and the next.

Let's give this a try. Let's break up into groups of six to eight people and each take a turn saying something simple, like the Scout Oath or Scout Law. Focus on one participant at a time, one phrase per participant.

When the exercise is over, the presenter explains that another way to use the eyes is to collect feedback.

Communication is a two-way activity, and while you use your eyes to project out, you also use them to gather information. Is the audience paying attention? Is anyone taking notes? Do they need to take notes? Are they talking? If so, are they talking because they are excited? Do the learners need a break? Do they need a change of pace? You as a trainer need to get feedback and respond.

Just as you use your eyes to get feedback, you can also use your ears to gauge the learners' comprehension and attention.

Ask questions. Ask if there are any questions. When questions are asked, listen closely to what the learner is saying.

Repeat the question. This does two things: It allows the others to hear the question, and it clarifies your understanding of what the learner was asking.

Who will answer the question? Sometimes it will be the trainers. But can't the learners also provide the answer? You may want to ask if anyone knows the answer.

If it is a point covered earlier, you can ask the learners if anyone remembers what was said. That will demonstrate if the learners actually comprehend the message.

Using your mouth is important, too. When training a group, imagine there is a wall behind the last row of learners, and that there is a person behind that wall. You need to talk loud enough for all of your learners to hear—including that imaginary person behind the wall.

You also need to vary your tone. If you are monotone—if you use little inflection—you risk putting your learners to sleep. You should practice your presentation in front of a mirror or record it on tape and listen to your tone.

Remember, you have been given two eyes, two ears, and one mouth. Use them proportionally.

3. Use your arms and hands for effective training.

Some people talk with their hands, constantly moving them. Constant movement of hands can be like white noise—learners tune it out. Instead, use your hands to emphasize points rather than create a blanket of white noise.

Be careful about hammering into your hand to make a point. Can you imagine a 20-minute talk of having every little point hammered on? The learners will feel hammered, too.

Use your hands purposefully. Use of your hands can drive up the energy in the room.

When using your hands, think about the full range of motion. (Instructor demonstrates by holding hands out in full extension in front, from hands together arcing outward to arms extended and from hands down to hands up like a touchdown signal.) Use the whole space. Don't talk with your elbows in at your sides and hands out. (Instructor demonstrates.)

If you get a chance, watch yourself on a videotape.

Also be aware of what is in your hands. If you are holding a pen, make sure you do not click it nervously. Don't cause distractions for your learners. Put the pen down.

It is OK to use notes—just don't hold them in front of you. Look at them, then put them by your side or put them down.

As I said, using your hands helps drive up the energy in a training room. But how do you manage that energy? What happens when the energy in the room is high—when people want to talk or when they are raising their hands to comment?

Use the same hands that help drive the energy.

When you use your hands, hold your arm out with the hand open and palm up. It is open, welcoming. Scan the room, using your eyes to find who has a question. (Presenter demonstrates.)

What happens if five people raise their hands? Use your hands to direct the verbal traffic. (The trainer demonstrates by holding one arm out, palm up, to recognize a questioner while using the other hand, palm out, in a stop-signlike motion to hold off the other questioners.) Your hand is open to the one to speak while the holding hand recognizes but delays the others. When you are ready, turn your stop sign into a welcoming, palm-up hand to recognize the next learner.

If no one answers your question, don't call on people by name. It is threatening.

Also, don't point. That is threatening, too. Use the open hand.

4. Use your position.

No, we are not talking about using your position as the leader. We are talking about how you use your body during a training session—your position relative to the learners.

Most of us are often full of energy when we are training. Sometimes we pace back and forth. That can be distracting to the learners. Instead, channel that energy into your voice, using your eyes and ears to gather feedback from the learners.

Movement should be purposeful. Move to get something to show, or toward the flip chart for emphasis. Or, move toward a participant to show attention. Don't forget to walk backward to get back to a teaching position. It is not as easy as you think. Practice it sometime before you try it.

Practice using your position to manage the classroom. Let's say there is a group of learners who are chatting or otherwise not paying attention and disrupting. Walk up to them and simply put out your hand—palm down, not in their face—perhaps on the table or table level. Often, they will stop talking. If they don't, turn your back to them. During a break, you might want to privately ask if they can help you so the participants can hear. You may have an adult talk to them.

Let's try this: Have a small group sit to the side and chat while someone talks, perhaps reciting the Scout Oath or Law. Use the tactic mentioned above.

5. Use media to make your point.

What is media? Why do we use media? For excitement, to generate interest, for better understanding. All of those are appropriate answers.

When you want the learners to focus on the media, move closer to it. If you want your learners to quit focusing on it, walk away from it. This works for all media—from flip charts to video.

Often, presenters misuse media. They use it to help them remember what to say. Instead, media should be used to help the learners know where we are, where we are going, and what to remember.

You should know your material—remember our earlier point. Being organized shows the learner you care. When you know your material, the media is for the learner and not the presenter.

Remember to use the Trainer's EDGE™: *Explain, Demonstrate, Guide, Enable*. Go out and practice your training skills.

Model Leader's Meeting Preparations and Practice—Course Director and Course Leader

- The first Leader's Meeting of an NYLT course is a model presented in the round—that is, with the rest of the NYLT course observing the proceedings. A youth staff member acting as narrator explains key points of the meeting to the observers.
- Discuss the importance of Leadership meetings in an NYLT course and review the agendas of all the daily meetings. Ensure that staff members understand their roles for each Leader's meeting. (See the NYLT syllabus, days Two, Three, Four, Five, and Six.)
- Practice the model Leader's meeting. (See the NYLT syllabus, Day Two.)
- Staff members can use Start, Stop, Continue and the Communication Skills Checklist to help those involved in the model Leader's meeting improve their presentation skills.

Course Meetings Preparations and Practice—Course Director and Youth Leader

- Discuss the importance of the NYLT course meetings as explained at the beginning of this manual. Emphasize that each meeting is a well planned meeting modeled on the

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BSA's seven-step troop meeting plan from the Boy Scout program. Venturer's can also use this format for a well run meeting.

- Review the meeting plans and ensure that each staff member understands his part in each meeting. (The meeting plans can be found in the appendix, days Two, Three, and Four.)
- Give special attention to the Day Two meeting and the roles of a narrator, Youth Leader, and other staff members in modeling an effective course meeting.
- Enliven the course meeting practice by engaging staff in the inter-team activities of the three course meetings.
- Emphasize the importance of using the Teaching EDGE™ throughout the course meetings.

Activity Preparation

- Use this time for staff to continue work on elements of the course meetings or to prepare other program activities determined by the Course Director and Youth Leader.

Opening Campfire Planning and Practice—Course Leader, Course Director, assistant Course Directors program and service

- Discuss the format and possibilities of the opening night campfire and explain the importance of it being instructional as well as enjoyable and inspirational. (See the NYLT syllabus, Day One, Opening Campfire.)
- Using the opening campfire described in the syllabus and the Campfire Program Planner, guide the staff through the initial planning of the opening campfire. Draw on their ideas and ingenuity to provide content and freshness to the event.
- Explain the use of the Quest for the Meaning of Leadership (as described in the NYLT syllabus, Opening Campfire). Challenge staff members to develop their own presentation of the meaning of leadership that will be presented as a model at the opening campfire.

Continue Course Preparations—Course Director, Course Leader

Staff can use this time to continue their work on course preparations as determined by the Course Director and Course Leader.

Closing— Course Leader and Course Director

- Thank everyone for attending and encourage them to use the coming month to study the syllabus and to practice any presentations they have been assigned.
- The Course Director can conclude the meeting with a Course Director's Minute based on the Who Me game and the *Be, Know, Do* of Scouting. (For a guide, see the NYLT syllabus, Day Two, Course Assembly, "Course Director's Minute." Adapt it to the particulars of this NYLT staff training weekend.)

Second Staff Training Weekend

60 Days Before the Course

Friday (Second Staff Training Weekend)

Time	Activity
7:30 P.M.	Opening and overview of the weekend
8:00 P.M.	Review the vision, <i>The Teaching EDGE</i> , team development, and <i>The Leading EDGE</i>
8:30 P.M.	<i>Quest for the Meaning of Leadership</i> preparation
10:00 P.M.	Cracker barrel
10:30 P.M.	Lights out

Saturday (Second Staff Training Weekend)

Time	Activity
7:00 A.M.	Breakfast and cleanup
8:00 A.M.	<i>Solving Problems</i>
9:00 A.M.	Set up and practice <i>Problem Solving Round-Robin</i>
10:30 A.M.	<i>Valuing People</i>
11:00 A.M.	Practice presentations
Noon	Lunch and cleanup
1:00 P.M.	<i>Resolving Conflict</i>
2:00 P.M.	Set up and practice team games/realistic first aid
3:30 P.M.	<i>Making Ethical Decisions</i>
4:00 P.M.	Evaluate the weekend using SSC
4:15 P.M.	Assignments and questions
4:45 P.M.	Closing

COMPASS POINT

Unlike the first and third staff training weekends, which extend from Friday evening until midday Sunday, the second staff training weekend concludes on Saturday afternoon.

Notes on Selected Activities of the Second Staff Training Weekend

Opening and Overview of the Weekend— Course Leader

- Greet attendees and welcome them to the second weekend of NYLT staff training.
- Invite the Course Director to add his or her own words of welcome.
- Distribute copies of the schedule for the weekend and briefly discuss how events will unfold.

Review The Teaching EDGE, Team Development, and The Leading EDGE—Assigned staff

- This review can be conducted by the staff members who presented these sessions during the first staff training weekend.
- Remind staff of the importance of communicating effectively throughout training and the NYLT course.

Quest for the Meaning of Leadership Preparation—Course Leader

- Guide staff members in completing their definition of the meaning of leadership.
- Based on their definition, staff will develop and practice their presentation of the meaning of leadership, to be included in the NYLT course opening campfire.

Solving Problems—Assigned team guide

- Present the session on Solving Problems (found in the NYLT syllabus, Day Three), adapted where necessary for staff training.
- This is a session presented in team sites by team guides. The presenter at staff training can be one of those team guides.
- Divide the staff into team-sized groups for the Blind Tent Pitch and other activities of the session.
- Staff members can use Start, Stop, Continue and the Communication Skills Checklist to help presenters improve their presentation skills.

Problem Solving Round-Robin Setup and Practice—Assigned staff

- Encourage staff members to practice the roles of presenters and of participants. Provide Start, Stop, Continue input to improve the effectiveness of those presenting the challenges.
- Have fun. Taking part in the round-robin provides an energetic activity break from other presentations and meetings.

Valuing People—Assigned staff

- Present the session on Valuing People (found in the NYLT syllabus, Day Five).
- This session is your best opportunity to discuss the value of diversity in a unit and how to effectively work as a team. Pay special attention to participants' sensitivities (real and perceived) to diversity issues.

Practice Presentations

Staff members can use this time to practice presentations they will be making during the NYLT course. The Course Leader can help the staff divide into small groups so that each presenter will have an audience to provide feedback using Start, Stop, Continue and the Communication Skills Checklist. As time permits, those serving as audience members can take their turns as presenters.

Resolving Conflict—Assigned staff

- Present the session on Resolving Conflict (found in the NYLT syllabus, Day Four), adapted where necessary for staff training.
- This session includes a number of role-plays. Give extra attention to the presentation of the role-plays to ensure that they are effectively done.
- Staff members can use Start, Stop, Continue and the Communication Skills Checklist to help presenters improve their presentation skills.

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- Remind staff that NYLT teams inevitably will go through the *Storming* stage as they progress. Individuals may find themselves in that stage, too. During an NYLT course there can be other conflicts arising from any number of sources.
- Of the leadership tools that staff members take into an NYLT course, resolving conflict may be one of the most important. Encourage the staff to continue studying the Resolving Conflict session and to practice using EAR as a means of resolving conflicts in any setting.

Set Up and Practice Team Games—Realistic First Aid—Assigned staff

- Set up and practice Team Games (found in the NYLT syllabus, Day Three).
- Use the games as a physically active break for staff members.
- In addition to preparing the games for presentation at the NYLT course, encourage staff members to strive toward the same goals as the NYLT participants will have when they play the games:
 - Have fun.
 - Use the skills of problem solving, the Teaching EDGE™, and the Leading EDGE™.
 - Create greater team unity.
- Lead staff through the process of developing realistic first-aid wounds, and create your emergency scenario.
- Use the Teaching EDGE to guide the staff through this skill and emphasize the importance of staff members using the EDGE process during the course.

Making Ethical Decisions—Assigned staff

- Present the session on Making Ethical Decisions (found in the NYLT syllabus, Day Four), adapted where necessary for staff training.
- Discuss the format of the team campfires that will follow the NYLT course session on Making Ethical Decisions.
- Explore these guidelines for the team campfires:
 - The team campfires following this session will continue the exploration of ethical decision making. The team guide of each team will offer some scenarios to spark discussion of choosing the right course of action. Team members also will have opportunities to bring up and discuss ethical situations they have themselves witnessed or experienced.
 - Adult NYLT staff do not attend the team campfires. The discussions about ethics that take place among team members can take on a different and often more open tone when youth are discussing issues among themselves without adults listening in. Team guides will represent the NYLT staff at the campfires.
- Staff members can use Start, Stop, Continue and the Communication Skills Checklist to help presenters improve their presentation skills.

Closing—Course Leader and Course Director

- Thank everyone for attending and encourage them to use the coming month to study the syllabus and to practice any presentations they have been assigned.
- The Course Director can conclude the meeting with a Course Director's Minute based on the Who Me game and the *Be, Know, Do* of Scouting. (For a guide, see the NYLT

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syllabus, Day Two, Assembly, “Course Director’s Minute.” Adapt it to the time frame of this NYLT staff training weekend.)

Third Staff Training Weekend

30 Days Before the Course

Friday (Third Staff Training Weekend)

Time	Activity
7:30 P.M.	Opening and overview of the weekend
8:00 P.M.	<i>Communicating Well (Part Two)</i>
9:00 P.M.	Cracker barrel
10:30 P.M.	Lights out

Saturday (Third Staff Training Weekend)

Time	Activity
7:00 A.M.	Breakfast and cleanup
8:00 A.M.	Course assemblies and course meetings
9:30 A.M.	Schedule run-through
10:30 A.M.	Presentations practice
Noon	Lunch and cleanup
1:00 P.M.	Presentations practice
2:30 P.M.	Hike to sites of Outpost Camps
4:00 P.M.	Program preparations
5:30 P.M.	Dinner and cleanup
6:30 P.M.	<i>Leading Yourself</i> identity game
7:00 P.M.	<i>Finding Your Vision (Part Two)</i>
8:00 P.M.	Opening campfire rehearsal
9:30 P.M.	Cracker barrel
10:30 P.M.	Lights out

Sunday (Third Staff Training Weekend)

Time	Activity
7:00 A.M.	Breakfast and cleanup
8:00 A.M.	Scouts' worship service
9:00 A.M.	<i>Orientation Trail</i> preparations
10:00 A.M.	Closing session practice
11:00 A.M.	Final assignments, evaluations, discussions
Noon	Closing

COMPASS POINT

The third staff training weekend is designed to be more flexible than the training that precedes it. Three blocks of time designated for presentation preparation can be used at the discretion of the Course Director and Course Leader for any aspects of the course they feel the staff should address.

Notes on Selected Activities of the Third Staff Training Weekend

Opening and Overview of the Weekend—Course Leader

- Greet attendees and welcome them to the third weekend of NYLT staff training.
- Invite the Course Director to add his own words of welcome.
- Distribute copies of the schedule for the weekend and briefly discuss how events will unfold.

Communicating Well (Part Two)—Assigned staff

- Present the session on Communicating Well (Part Two) (found in the NYLT syllabus, Day Six), adapted where necessary for staff training.
- Staff members can use Start, Stop, Continue and the Communication Skills Checklist to help presenters improve their presentation skills.
- This session is an opportunity to further the discussion of using good communication skills that was begun during the Day One session on Communicating Well. It is also a chance to review the core information from the sessions on the Teaching EDGE, the Leading EDGE™, and Resolving Conflict.

Course Assemblies—Course Leader

- Guide the staff through their roles for the daily course assemblies. (See the NYLT syllabus for course assembly guidelines for each day of the NYLT course.)
- Ideally this practice can occur at the site where the course assemblies will take place during the NYLT course.
- Discuss with staff their roles as leaders serving others. In everything they do, from the NYLT course assembly each morning until lights out at night, they are to model the best leadership behavior.
- Clarify the extent and purpose of spirit activities at course assemblies.
- Discuss behaviors of concern including hazing, bullying, teasing, and any inappropriate NYLT traditions passed down from earlier years. Seek out strategies to prevent them from occurring during the upcoming NYLT course and to bring them to a halt if they do appear.
- Describe the responsibilities of the assistant Course Director for program and the assistant Course Leader for service and how they will carry out those duties.
- Discuss the importance of the staff service team.

COMPASS POINT

Staff Service Team

Staff members have the responsibility of cleaning staff latrines/showers, staff campsites, and other staff-use areas. As fellow members of the course, staff members roll up their sleeves and take care of their own areas rather than expecting someone else to do it for them.

Schedule Run-through and the Connections Chart—Course Leader and Course Director

- Review the daily schedule for the NYLT course. Discuss the staff members responsible for each session and event on the schedule, and be sure everyone knows what he will be doing and how to prepare for his role.
- Distribute copies of the EDGE Connections Chart (appendix). Use it to discuss ways that sessions and activities are designed to complement one another and to move the course smoothly through a process of learning and experiencing leadership.

Presentation Practice (Part One)

- By this point of staff training, all presentation responsibilities should have been assigned. Staff members know who is presenting each of the sessions and who is in charge of various parts of the course meetings, team activities, and other events of the course.
- The time set aside for presentation practice should be used by the youth and adult staff members to refine the ways those responsibilities will be carried out. Where appropriate, staff members may continue to practice the actual presentations for which they have accepted responsibility.
- The Course Leader and Course Director can be proactive in assigning staff members to practice certain presentations, to act as audience members for presenters, or to meet as groups to work out the presentations of certain course elements (for example, practicing the course meeting skills instruction for the Day Three course meeting—teaching the use of backpacking stoves—and rehearsing effective ways to manage the interteam activity of that same meeting).

Presentation Practice (Part Two)

Continue with the practice begun during the hour before lunch.

Outpost Camp Hike

Hiking to the sites that teams will use for their Outpost Camps can serve a number of purposes:

- Gives the NYLT staff a physically active break from other course preparations.
- Allows staff to see and better understand the challenges teams will face as they prepare for and conduct their Outpost Camps.
- Invites adult and youth staff to discuss the best ways to shape the preparations for the Outpost Camp to enhance the experience for NYLT participants. This includes planning for coed camping sites.
- Provides an opportunity for the staff to prepare the Outpost Camp emergency response plan. (For more on the plan, see the NYLT syllabus, Day Five, Leadership Council Meeting.)
- In preparing for the teams to use a GPS receiver to find their campsites, staff can determine the GPS waypoints and write the directional instructions for each team member.

Presentation Practice (Part Three)

Conclude the practice begun earlier in the day.

The Leading Yourself Identity Game—Assigned staff

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- Use effective communications skills to instruct and organize staff members for the Leading Yourself Identity Game (found in the NYLT syllabus, Day Five, Leading Yourself).
- The game allows meeting attendees a physically active break from sessions and discussions.
- As opportunities arise, point out some of the techniques for setting up a game and conducting it productively.
- Debrief the Leading Yourself Identity Game.
 - Ask participants what they liked about the game. (It was fun, active, different . . .)
 - Ask what they learned about playing the game successfully. Bring out this idea: “You’ve got to know whether you’re a hawk, a snake, or a coyote. Once you know that, then you can use what you know about yourself to decide what you’re going to do—whether you’re going to run for safety or try to tag the other team.”
 - Apply that idea to leading yourself: “Being a hawk, a coyote, or a snake is the simplest of qualities to know about yourself. We all have our own sets of strengths and ways of doing things. We each have experiences that helped make us be who we are today and are influenced by our parents, teachers, religious leaders, friends, and neighbors. We also have the freedom to choose much of who we will be. What guidelines we choose to follow. For example, everyone here pledges himself to follow the Scout Oath and Law.
“Understanding as much as we can about who we are is a basic part of leadership.
“Who we are is the *BE* of *Be, Know, Do*.
“Understanding something about ourselves is the *KNOW* of *Be, Know, Do*.
“Using our personal strengths to improve our abilities to lead is the *DO* of *Be, Know, Do*.”

Finding Your Vision (Part Two)—Assigned staff

- Present the session on Finding Your Vision (Part Two) (found in the NYLT syllabus, Day Six), adapted where necessary for staff training.
- This session advances the subject of developing a personal vision and also reviews the key points of the sessions on Finding Your Vision, Setting Your Goals, and Preparing Your Plans.
- Staff members can use Start, Stop, Continue and the Communication Skills Checklist to help presenters improve their presentation skills.

Opening Campfire Rehearsal

This rehearsal serves both to prepare the staff for the opening campfire of the NYLT course and to offer the staff members an evening of fun and fellowship as they enjoy their time together around the campfire. While it needs to be productive in terms of refining the opening campfire program, it also can be conducted in a relaxed manner that begins to bring a sense of completion to NYLT staff training.

Orientation Trail Preparations—Course Leader and assigned staff

- The Orientation Trail is a very important part of an NYLT course. It sets the tone for new participants, provides them with essential information about the course, begins their formation as teams, and allows staff to model appropriate and effective methods of leadership and the use of the Teaching EDGE.

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- The inclusion of the Orientation Trail preparations at this point in staff training should be an indication that the major elements of the course have been presented and practiced and that what remains are matters of how best to greet incoming NYLT course participants, form them as teams, and give them the basics of camp life that will serve them through the coming week.
- The Course Leader reviews with the staff the printed material explaining the Orientation Trail and its operation (see the NYLT syllabus, Day One).
- Assign staff the responsibilities for all aspects of preparing and conducting the Orientation Trail.
- Review and practice using the Daily Campsite Inspection Checklist. Review how it will be used during the course to ensure that staff and team campsites are kept clean and orderly.

Closing Session Practice—Course Leader, Course Director, and assigned staff

- Present the closing session (found in the NYLT syllabus, Day Six), adapted where necessary for staff training.
- Practicing the closing session at this point serves both to prepare the session for the NYLT course and to bring NYLT staff training to a meaningful completion.
- If presentations or meal times run shorter than planned, course guides should keep teams engaged in developing their definition of leadership.

Final Assignments, Evaluations, Discussions—Course Leader and Course Director

This is an opportunity for staff members to tie up loose ends, find answers to questions, clarify assignments, and make final plans for the upcoming NYLT course. The agenda should be set by the Course Leader and the Course Director but should be open to contributions and queries from all staff members.

Closing—Course Leader and Course Director

- Thank everyone for attending and encourage them to use the coming month to study the syllabus and to practice any presentations they have been assigned.
- The Course Director can conclude the meeting with a Course Director's Minute intended to recognize the staff members for their tremendous contributions to Scouting, to assure them that their efforts have real meaning, and to encourage them to continue preparations in the time remaining until the course begins.

Precourse Setup

Three Days Before the Course

The schedule of events for the three days of precourse setup will be determined by the Course Director, Course Leader, and other staff members. They should have a clear idea of what needs to be done, both in preparing facilities and in further practice and rehearsal of sessions, activities, meetings, and other course events.

At a minimum, areas to be addressed by the youth and adult staff include:

- Site set up
- Commissary organized
- Program equipment and materials prepared
- Audiovisual equipment and DVD presentations ready to go
- Opening day details arranged (registration, medical review, etc.)
- Presentations and meetings fully prepared and rehearsed
- Orientation Trail developed
- Model campsite prepared
- Opening campfire and closing session well-prepared
- Daily schedules and assignments reviewed
- Agendas prepared for meetings of the course, Leader's meeting, and teams

COMPASS POINT

Effective preparations for an NYLT course are seldom noticed when everything runs smoothly. Preparation slipups, however, can cause great confusion. Everybody usually can understand and cope with unforeseeable complications, but they can't understand why there is no pepper in the commissary or how somebody could have forgotten the extension cord for the AV projector. It is the little things that are often the most important.

A secret of good planning is living the experience in advance. Now is the time to think your way through the course—day by day—and live it in advance. Then you'll know what you need, where you'll need it, how you'll use it, how the Scouts will like it, and what you'll do with it when you're done.

Equipment

Councils should develop a suggested personal equipment list specific to their camp. The equipment needed for the various projects is listed in the appendix. A master equipment list should be prepared based on the needs of your council and then broken down by days to be sure materials are available when and where needed.

Supplies

Large quantities of paper and a number of simple office supplies are required for an NYLT course. All materials for distribution to participants are provided in the appendix in printer-ready form. The council service center can recommend the best and least expensive method of producing these materials. Be sure the reproductions are good quality.

Worship Service

During communication with NYLT participants in advance of the course, determine whether the religious obligations of each Scout can be met by the Scouts' worship service on Day Two. When that is not the case, involve those Scouts and their families in making arrangements for the Scouts to attend a service of their own faith.

Uniforms

NYLT staff and participants should have both their Boy Scout or Venturing field uniforms and activity uniforms as clothing for a course. The Course Director and Course Leader will determine the uniform appropriate for each NYLT activity. (Field uniforms are normally worn for course assemblies, evening meals, and evening activities.)

Since the course supports the local roles of Venturers and Scouts, NYLT staff and participants should wear the field uniforms of their home units. Temporary emblems of offices held during the course can be pinned to the uniform or worn as armbands. Some councils also may make available special uniform items—NYLT neckerchiefs, T-shirts, and/or hats, for example—to be used as part of the official uniform during a NYLT course.

Uniforms worn by youth and adult staff should follow the same standards as those of participants. Staff may elect to wear identical staff hats.

COMPASS POINT

Each participant who attends will do so as a representative of his home unit and will wear the uniform and insignia of his home unit.

Precourse Communication

The council should send each participant a letter acknowledging his acceptance to the NYLT course, with information on dates and equipment needed.

To model servant leadership, a staff member should phone each participant before the course to give the Scout an opportunity to discuss his questions or concerns. If teams have been organized before the precourse period, the phone call can be made by the course guide.

NYLT Participant Notebooks

Upon arrival at the course, each participant will be issued a notebook with a basic set of course materials. (These materials are found in the appendix.) Be sure all materials to be distributed at the course are three-hole punched.