



# WOOD BADGE II

## Support Scouter Guide

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# Introduction

## SUPPORTING SCOUTER DEVELOPMENT ON THE CANADIAN PATH

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Youth on The Canadian Path have fun adventures, as they discover new things and experiences that they wouldn't have elsewhere. Along the way, they develop into well-rounded young people, better prepared for success in the world. They do this by working with their peers and Scouters to plan and lead adventures full of meaningful learning experiences. Scouters help our youth maximize developmental opportunities by encouraging them to challenge their capabilities in a safe environment and by asking insightful questions in review.

While The Canadian Path is fundamentally youth-led, Scouters are an essential part of that journey. It is important that we have an effective way of developing our Scouters, using the same methods that we use to develop youth: the Scout Method and the Four Elements of The Canadian Path.

- Scouters should be engaged as the drivers of their own development.
- Learning should happen through meaningful hands-on experiences.
- Skills development and personal progression should be the measure of Scouter development.
- Scouters should learn and develop through iterative Plan-Do-Review cycles.
- Where possible, Scouters should learn as members of small teams using the Patrol Method.
- Learning should happen with the support of other Scouters.

## BEHAVIOURAL OUTCOMES FOR THE CANADIAN PATH

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1. Scouters ensure that programs are conducted safely; consideration is given to both the physical and emotional safety of youth.
2. Scouters engage in planning to facilitate (rather than deliver) youth-led Scouting activities.
3. Scouters know how to provide formal and informal leadership opportunities for youth.
4. Scouters promote regular adventures and understand that "adventure" is not synonymous with "challenge".
5. Scouters understand that SPICES are the "why" of Scouting and regularly review development of the SPICES with youth.
6. Scouters facilitate balanced programs using the six Program Areas.
7. Scouters enable youth to showcase personal progression and skill development to parents.
8. Scouters know how to facilitate a program that functions primarily in small groups (i.e. Lodges, Lairs, Patrols, Expedition Teams).
9. Scouters ensure that Plan-Do-Review is a routine part of each adventure.
10. Scouters will understand the role of badges and recognize personal development appropriately.
11. Scouters actively seek the knowledge and skills required to effectively contribute in their role.



## THE ROLE OF SUPPORT SCOUTERS IN WOOD BADGE II

The following outcomes are desired for all Support Scouters (including Trainers) facilitating or supporting the Wood Badge II program.

1. Support Scouters ensure that programs are conducted safely; consideration is given to both the physical and emotional safety of youth.
2. Support Scouters are primarily mentors, coaches and facilitators rather than administrators or adjudicators.
3. Support Scouters ensure that Scouters feel a sense of belonging, a sense of empowerment and a commitment to Scouts Canada's Mission.
4. Support Scouters show Volunteers that Scouting has value for them as individuals and that they can contribute to Scouting from day one.
5. Support Scouters ensure that Scouters feel like they are not in this alone; there are other Scouters willing and able to support them in achieving success.
6. Courses and workshops are designed to maximize developmental value for time spent.
7. Support Scouters provide Volunteers with the feedback necessary to help them grow.
8. Support Scouters help ensure that as many youth as possible have access to quality Scouting experiences.



## HOW CAN SCOUTERS ASSESS THEIR OWN DEVELOPMENT?

The goal of Scouter development should be to help the Scouter get to a point where he or she can demonstrate a skill with minimal or infrequent support. Scouters progress through four stages as they become competent in a skill. The goal of Wood Badge II should be to progress to Stage 3: I Can.

### Stage 4: I Have...

Scouters have repeatedly demonstrated the skill with little to no support. They reflexively demonstrate the skill without necessarily thinking through it step by step.

I Have...

### Stage 3: I Can...

Scouters can demonstrate the skill the majority of the time with minimal support. They think through the skill as they demonstrate it, and can describe it step by step.

I Can...

### Stage 2: I Know...

Scouters can describe the skill and can demonstrate it with major support. They understand what they need to learn to personally progress.

I Know...

### Stage 1: I Don't Know...

Scouters may have a vague awareness of the skill, but do not understand its scope or what they need to learn.

I Don't Know...

HANDS-ON EXPERIENCE

# Wood Badge II Support Scouters

## WHAT IS A WOOD BADGE II SUPPORT SCOUTER?

Wood Badge II Support Scouters serve as facilitators for Scouters who pursue the Wood Badge II program. This is done with the same skill set and methodology that is used for facilitating the Scouting program. Commissioners, Area Support Scouters, Section Contact Scouters and Trainers all make great Wood Badge II Support Scouters, but almost every Scouter can serve in this role.

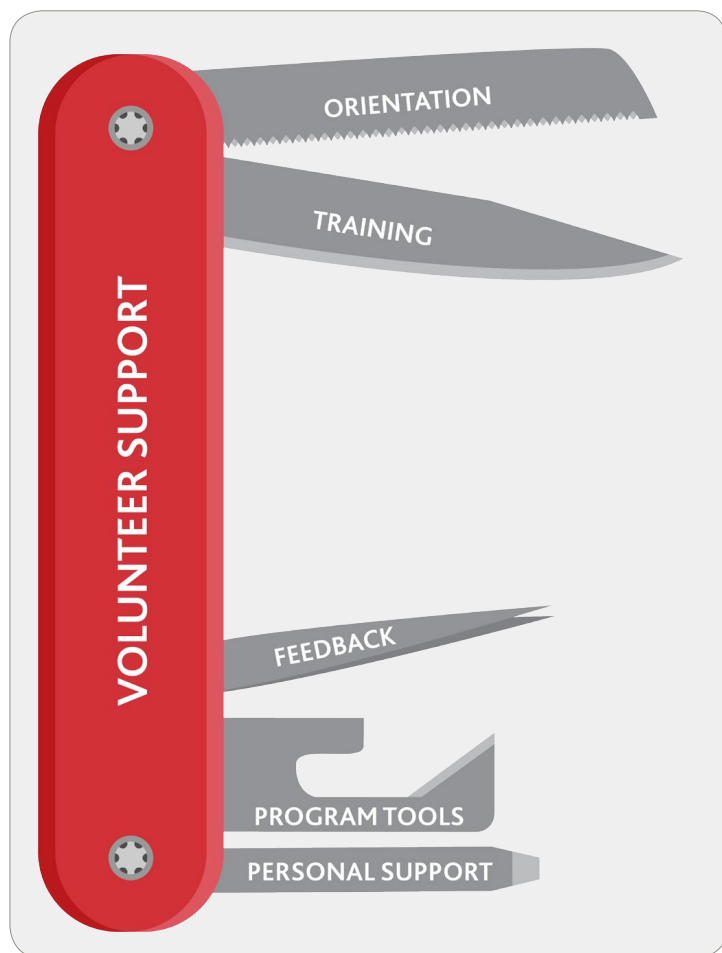
An important distinction to make is that Wood Badge II Support Scouters are not necessarily responsible for training Scouters. Rather, these Support Scouters should focus on connecting Scouters with the resources that they need to progress in the Wood Badge II program.

### WB2 Support Scouters must:

- Meet Scouts Canada's Volunteer Screening requirements for Scouters.
- Complete Wood Badge I for The Canadian Path.

### WB2 Support Scouters should:

- Have a good working relationship with the Scouter.
- Have the time to facilitate the Wood Badge II program.



## THE FIVE PILLARS OF VOLUNTEER SUPPORT AND SCOUTER DEVELOPMENT

Training isn't the only tool available to help Scouters develop the skills that they need to be successful. The Five Pillars of Volunteer Support can be used like a Swiss army knife to help develop Scouters. A Support Scouter will use situational leadership to carefully choose which Volunteer Support Pillar to use to support each individual learner. You can learn more about the Five Pillars of Volunteer Support at [Scouts.ca/VSTK](https://scouts.ca/VSTK).

## WHICH "PILLAR" IS THE RIGHT TOOL TO USE?

The Five Pillars of Volunteer Support roughly align with the four stages of Scouter Development.

**Orientation:** A brief introduction for how we apply this skill in Scouting and best practices for safety. Orientations are ideal for Scouters who are new to applying a skill in a Scouting context.

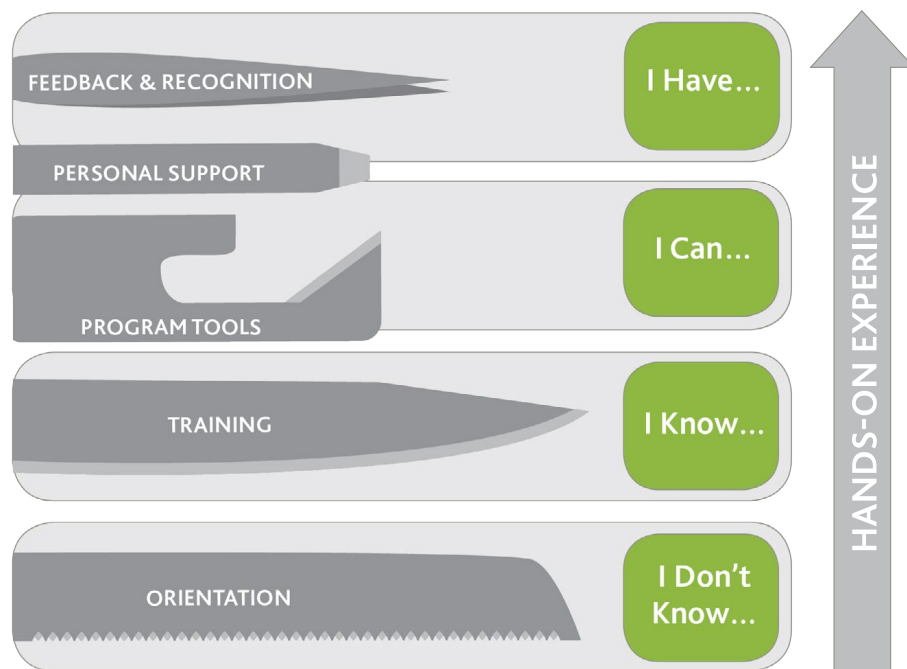
**Training:** Best used with Scouters that can only demonstrate the skill with major support. Training doesn't have to be done in a formal classroom setting; hands-on training can often be more appropriate for the learner.

**Program Tools:** For Scouters that can demonstrate the skill with some support. Infographics and worksheets are great examples of program tools that a Scouter can use to hone a skill.

**Personal Support:** Coaching or mentoring works best when a Scouter can demonstrate a skill with infrequent support.

**Feedback & Recognition:** Validation and encouragement for Scouters who have reached personal goals in skill development.

**Remember, the "Right Pillar" is the one that is best for the learner (not the Support Scouter).**





# Coaching and Mentoring Guide



Coaching and mentoring are effective and viable ways to support Scouters through the Wood Badge II program. The role of coaches and mentors is to provide support, encouragement and guidance to Scouters as they develop according to their personal Wood Badge II learning plans. Coaching and mentoring usually occur one-on-one as the learner performs a job-related function. It is a learner-centred, learner-driven process where a competent and supportive person ensures that:

- The learner has the knowledge to carry out the task.
- The learner has the skills to carry out the task.
- The learner has the necessary confidence to carry out the task.

Note that a Wood Badge II Support Scouter doesn't necessarily have to be a Scouter's coach or mentor for every Scouter Development Card. A Support Scouter's role could be connecting the Scouter to a subject matter expert who can be a coach or mentor for a certain Scouter Development Card or set of Scouter Development Cards.

## COACHING VS. MENTORING

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Coaching and mentoring involve similar skills by helping another person through advice, guidance, and modeling the desired behaviour. Coaching is a short-term task that is focused on performance; mentoring is a long-term task that is focused on development. Consider a Scout learning to light a fire. A coach would light a second fire alongside the Scout's effort, providing tips and suggestions along the way, so that the Scout could see what success looks like. A mentor would help the Scout along by asking questions and providing insight, allowing the Scout to build and light the type of fire he or she might need (e.g. for cooking). Shifting between coaching and mentoring is an important part of situational leadership and provides a customized learning experience for Scouters.

## COACHING AND MENTORING VS. TRAINING

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Coaching and mentoring are not the same as training. Training often occurs away from the Section and is not usually one-on-one. Coaching and mentoring are often appropriate when the learner has a good foundation of knowledge on a subject. These methods encounter problems when the learner is completely new to a skill or task; in this case, training would be a more effective method of support.



## THE ROLE OF THE COACH OR MENTOR

### What skills make a good coach or mentor?

- The coach must be knowledgeable and capable Scouter. He or she should be able to explain and model Scouting values, principles and practices.
- The coach should have effective communication and listening skills that are matched with patience and empathy.
- The coach's support and ideas must be delivered in such a way as to build competence and confidence, not destroy them.



### When Supporting Wood Badge II, a Coach or Mentor will:

- **Agree to take on the role** of helping Scouters develop their skills.
- **Make initial contact** with the Scouter as soon as possible to determine coaching and mentoring opportunities.
- **Establish a supportive environment.** For coaching to be successful, one needs to establish a safe, non-judgmental climate as the basis for a working relationship. That means helping Scouters understand required skill standards and determining how the coach and Scouter will work together to meet these standards. It is important for the plan to be a mutual decision—not one imposed by the coach.
- **Develop an action plan.** An action plan provides the framework for the ongoing relationship. It identifies what further training and support programs a Scouter needs and when they will take place. The plan also states what the coach will do to help the Scouter, and what the Scouter will do to help himself or herself. This plan will specify when the coach will make another visit to observe the Scouter in action.
- **Provide feedback.** Coaches and mentors provide Scouters with constructive feedback. They highlight and support the Scouters' strengths to keep them motivated. A coach or mentor's perspective can provide valuable insight.
- **Track the Scouter's progress.** Ensure the Scouter is familiar with the content and any developmental needs which still have to be fulfilled.
- **Foster accountability.** Help the Scouter determine when a satisfactory level of comfort and competency has been achieved.
- **Support the Scouter** (rather than policing the Scouter).



## COACHING USING THE **GROW** MODEL (**G**OAL, **R**EALITY, **O**PTIONS, **W**RAP-UP)

The GROW model provides a framework for coaching conversations. The following chart outlines the four stages of the GROW model. It includes some examples of questions you might want to use to help you get started. (The questions included aren't intended as

an exhaustive list.) The questions you ask during your coaching/mentoring conversation will be determined by the unique circumstances around a Scouter's development.

GROW COACHING MODEL STAGES	EXAMPLES OF GROW QUESTIONS FOR SKILLS COACHING
<b>Goal—What do I want to be able to do?</b>	
<ul style="list-style-type: none"> <li>• Discuss the learning objectives of the Scouter Development Card.</li> <li>• What does the Scouter need to be able to do at the end of the coaching process?</li> </ul>	<ul style="list-style-type: none"> <li>• What skill area do you want to work on?</li> <li>• What is your goal in this area?</li> <li>• How will you know when the problem is solved?</li> </ul>
<b>Reality—Where am I now (based on my self-assessment)?</b>	
<ul style="list-style-type: none"> <li>• What attitudes, skills and knowledge does the Scouter already possess?</li> <li>• What external factors (such as timelines) are going to affect the learning?</li> <li>• Ask yourself what resources you will need to bring to the coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think is going on?</li> <li>• Who is affected?</li> <li>• When does it happen?</li> <li>• What steps have you taken so far?</li> </ul>
<b>Options—What could I do?</b>	
<ul style="list-style-type: none"> <li>• Do not assume that the Scouter has limited ability. Ask open-ended questions about how the learner would approach the task.</li> <li>• Listen actively and non-judgmentally to the Scouter's ideas.</li> <li>• Reinforce good ideas and ask questions to draw out the possible consequences or limitations of the Scouter's plan.</li> <li>• Use opportunities to share your own experiences and ideas after the Scouter has had a chance to come up with a few ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• What skills do you need to develop to get from your reality to your goal?</li> <li>• What are the obstacles in your way?</li> <li>• How can you overcome the obstacles?</li> <li>• What haven't you tried?</li> <li>• What if barriers were removed?</li> <li>• What ideas can you bring in from past successes?</li> <li>• What other ways could you approach this issue?</li> </ul>
<b>Wrap-up—What will I do? What is the way forward?</b>	
<ul style="list-style-type: none"> <li>• Get agreement about what the Scouter will do, and what (if any) support he or she will need from you.</li> <li>• Ensure that the Scouter knows how to access any resources or people needed to proceed with the task.</li> <li>• Agree on a time and place to provide feedback and any necessary follow-up.</li> <li>• Ensure that communication is positive and supportive.</li> </ul>	<ul style="list-style-type: none"> <li>• Who can help you?</li> <li>• What are your Scouting resources?</li> <li>• What opportunities are available to practise this skill?</li> <li>• How committed are you?</li> <li>• What could stop you?</li> <li>• How will you overcome obstacles?</li> <li>• On what date will you complete each of your tasks?</li> <li>• How will you recognize success?</li> </ul>

# Courses and Workshops

## INTRODUCTION

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Ask any Scouter who has attended a Wood Badge II course what his or her favourite part was and you will get more or less the same answer. Scouters will tell you it was the time between or after sessions when they got to network. It was that time when they got to be the drivers of their own learning. They were able to seek out knowledge from their fellow Scouters.

The 2016 All-Volunteer Survey shows that Scouters want more training experiences, but they would prefer episodic workshops to the week-long or multi-weekend training events that have traditionally been offered. The revitalized approach to Wood Badge II allows training to be offered in a more flexible manner. Workshops can be built into Council camps, Area forums, Scouters' Clubs or Scouting Conferences. Courses can be designed to cover sets of Scouter Development Cards or just one topic. All of these learning experiences will count towards Scouters' Wood Badge II progression.



## IS "TRAINING" THE SAME AS "COACHING" AND "MENTORING"?

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"Training" isn't necessarily the same as "coaching" and "mentoring". Training often occurs away from the Section (although it doesn't have to), and is not usually one-on-one. Courses and workshops are appropriate tools when a learner is relatively new to a skill or task. In this case, a facilitator can help to form a solid foundation of knowledge to which the Scouter can refer back later.

## FACILITATING A COURSE OR WORKSHOP

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### Planning

#### Community Needs Assessment

- What Scouter Development Cards do Volunteers in your community need training for?
- Gather information using Area forums, support visits or online surveys.
- What Scouter Development Cards are you planning on offering?

#### Facilitators/Trainers

- Ensuring the right people (with the right skills, knowledge and attitude) act as facilitators is important in a successful course or workshop.
- Facilitators are not necessarily required to produce the traditional session plan or material. Their role is to help the participants understand the information delivered and ensure that the delivery method is learner-focused.
- Facilitators should be Scouters who are comfortable addressing questions. They should be prepared to offer interactive activities to help the learning process, and they should be familiar with Scouts Canada's current policies.
- Identify a qualified individual to be the designated first aider for the event.

## Planning (Continued)

### Course/Workshop Timeline

- Are facilitators familiar with the overall event plan, and where their sessions fit into the framework of the event?
- Determine the event norms and expected facilitator behaviours.
- Determine what equipment will be needed, especially for outdoor skills workshops.

### Facility

- If an Area or Group requests training, it will probably want the training to be offered locally. You may need to search to find a suitable site. Look for a venue that:
  - Is comfortable
  - Has easy access to transit and cycling paths
  - Has space (possibly outdoors) for small-group activities such as role play, games and ceremony demonstrations
  - Has breakout areas for each Section to work at its own pace
  - Has kitchen facilities (if needed)

### Food and Refreshments

- Refreshments should be provided during the session(s), so a place that has kitchen facilities is a bonus. Does the kitchen have a coffee maker, tea pot, etc.? What about cups, spoons and condiments?
- You may be lucky enough to get someone (church group, sponsor/partner) to provide food; otherwise, inform the participants to bring their own. Going out for lunch can easily take 90 minutes out of your schedule; don't do it unless it's the only option.
- What dietary needs do you need to consider?

### Communication and Marketing

- Announce training opportunities as soon as they're firmly planned. Give Group Commissioners lots of time to promote these opportunities to Scouters in their Groups. Even if you do not have an exact date, knowing that a course is to be presented is helpful when Group Commissioners are talking to potential Scouters.
- Communicate your expectations to Scouters before the course or workshop. Will food be provided? What equipment do Scouters need to bring? Are there any dietary restrictions to be aware of?
- Facilitators should be involved in the pre-event participant communication. As a minimum, they need to know the Scouters who are attending, their expectations and where they are on their Wood Badge II learning paths.



## DURING THE COURSE/WORKSHOP

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### Facility

- Arrive early to conduct a hazard assessment for the facility. Where are the exits and fire extinguishers located? Where will the first aid kit(s) be located? Are bathrooms accessible? Review with Scouters once everyone has arrived.
- What are the expectations of the facility owners? How should Scouters behave once they arrive?

### Facilitators

- Scouter learning is facilitated; Scouters should learn from each other through scenarios or case studies. Facilitators are presenting the opportunity and tools for the Scouters to learn from each other (and, ultimately, your expertise). Your main task is to keep the session on track, and provide guided learning tasks.
- Facilitators are responsible for ensuring that all Scouters participate. Encourage quiet Scouters to speak up. Moderate Scouters who may, by force of their enthusiasm and personality, tend to dominate the session.
- Remember to give Scouters the opportunity to ask questions.

### Sessions

- Sessions are guided by the Scouter Development Cards.
- Continuously monitor the time. Keep the session on track by diverting unrelated topics of conversation. These can be recorded somewhere so that they can be discussed at a more appropriate time.



## AFTER THE COURSE/WORKSHOP

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- Ensure that Scouters have an opportunity to provide feedback on the course.
- Review evaluations at the end of the event with the team.
- Provide feedback to individual facilitators on their performance and thank them for their service.
- Send any promised reference material to Scouters after the course.
- Provide Scouters with a list of:
  - The skills that they have learned
  - The competencies that they have demonstrated
  - Any extra work needed to complete Scouter Development Cards

## SAFETY

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- Safety is an integral part of courses. Be prepared. Ensure that a first aid kit and a qualified first aider are readily available at all times. Find out if a defibrillator is available in the location, and how to access it.
- Check out any equipment provided for use during the session, and ensure that it is in safe and operable condition. If you are including damaged and unsafe equipment for demonstration purposes, make sure it is suitably marked, and cannot be inadvertently used.
- Review the Safety items in the Scouter Development Card for each session.



Planning a course or workshop or another learning opportunity? Use these questions as a self-assessment to make sure that you are training the Canadian Path way!

## WOOD BADGE II SMART GUIDE

### Training the Canadian Path Way

Self-assessment Questions	Online Resources
Is Scouters' personal progression being taken into account when planning for the course?	<b>Consider how you would apply the theory behind self-set badge requirements to Scouter learning and development.</b>
Is the Patrol (Team) System being used to facilitate learning in small groups?	<b>If it works for Scouts, it should work for Scouters!</b>
Do Trainers spend most of their time asking or telling?	<b>Trainer ≠ Professor</b>
Are sessions participant-led as much as possible?	<b>If Beavers can do it, Scouters can too!</b>
Do sessions engage participants using Plan-Do-Review?	<b>Why reinvent the wheel?</b>
Do sessions use simulations or hands-on activities when live practice is not possible or practical?	<b>It's difficult for "learning by doing" to happen when you're sitting in a classroom!</b>
Do Scouters leave the course with Personal Development Plans?	<b>Learning shouldn't end after the course is done!</b>
Is there any follow-up planned after the course?	<b>Because you always remember that important question five minutes after the course ends!</b>
Does course content include advanced outdoor risk management and safety?	<b>Getting hurt shouldn't be part of Scouting.</b>
Does all course content focus on exceeding the Program Quality Standard and youth's expectations?	<b>Why else are we here?</b>

## WOOD BADGE II

### Things to Stop Doing and Things to Start Doing

Stop Doing	Start Doing
<ul style="list-style-type: none"> <li>• Using the word “Leader” when referring to Volunteers</li> <li>• Planning based on what you want to teach</li> <li>• Assigning homework or spare-time assignments</li> <li>• Calling risk management “paperwork”</li> <li>• Teaching Scouters to use the old badge system as a curriculum</li> <li>• Teaching Scouter-created short-term, medium-term, and long-term plans</li> <li>• Promoting Jumpstarts</li> <li>• Making crafts, for 12 hours straight</li> <li>• Teaching outdoor skills that you think are important</li> <li>• Teaching advanced skills that you aren’t qualified to teach</li> <li>• Using training methods that are inconsistent with The Canadian Path</li> </ul>	<ul style="list-style-type: none"> <li>• Use the word “Scouter”!—<b>Role of the Scouter</b></li> <li>• Conduct a needs assessment before the course.</li> <li>• Share links to some great online resources before and after the course.</li> <li>• Demonstrate a culture of safety.</li> <li>• Help Scouters understand <b>personal progression and the role of badges</b>.</li> <li>• Support youth-led month, cycle and year plans—<b>Planning Template</b></li> <li>• Demonstrate how to facilitate the use of <b>Trail Cards</b>.</li> <li>• Facilitate <b>STEM adventures!</b> (But not for 12 hours)</li> <li>• Facilitate <b>outdoor skills</b> that youth and Scouters request.</li> <li>• Find subject matter experts to supplement the experience of your team.</li> <li>• Facilitate learning using the Scout Method and the Four Elements as your guide.</li> </ul>

# Wood Badge II Administration Guide

Scouters who have completed their Wood Badge II should be recognized in the following manner:

- Present the Wood Badge beads, certificate and Gilwell necker.
- Award the training milestone on the Scouter's **MyScouts.ca** profile.

Council Key 3's can delegate administration to as many Support Scouters as they feel is necessary to support the Wood Badge program. This could include:

- Deputy Council Commissioners
- Area Key 3's
- Deputy Area Commissioners
- Any other designated Support Scouter



**Wood Badge II administration is meant to be an opportunity to recognize Scouters for their dedication and to provide further support.**



The vast majority of Scouters that apply for Wood Badge II recognition will follow their Scout Promise and do their best to follow the process as outlined in the Wood Badge II Guide. The core outcome of Wood Badge II is that Scouters have the knowledge and skills necessary to facilitate a quality program. Because of this, individual learning objectives on Scouter Development Cards are less important than the behavioural outcomes on The Canadian Path.

Area or Council teams may have program quality concerns that are brought to light by a Wood Badge II application. If program quality concerns exist, a Support Visit should be scheduled with the Scouter to provide additional guidance. Some indications for concern over program quality are:

- Frequent complaints
- Low growth or retention numbers
- Observed behaviour

**The end result should be that the Scouter is recognized with his or her Wood Badge II and that more youth have access to quality Scouting programs.**