



Personal Leader Adviser Handbook (Queensland Branch)

Resources that you require –

- Training Flow Chart
- Basic Training – Learning and Assessment Plan
- Advanced Training – Learning and Assessment Plan
- Personal Leader Adviser Log Book
- Personal Leader Adviser Handbook
- Ceremonies Book

These must be updated regularly to ensure that current information is being passed on to new Leaders.

Key Elements of the Role

Mentoring:

As the primary contact person for the new Leader, you should:

- Strive to form a good relationship with the new Leader;
- Set an example of support and loyalty to the Movement; and
- Help the Leader gain confidence in the new role.

Guiding through the training program

It is important that you have a sound knowledge of the Training Program.

As Personal Leader Advisor, you need to:

- Have a copy of the current Training Flow Chart;
- Know the Leader's present training level; and
- Understand where each course fits within the whole Wood Badge Training Program.

Teaching New Skills

New Leaders will learn the skills they need from a variety of sources.

The Personal Leader Adviser should be prepared to:

- Provide additional instruction or clarification where necessary;
- Enlist the assistance of other Leaders who may have specialized skills, if needed; and
- Assist the new Leader to find resource materials.

Providing Support

Leaders progressing through the Wood Badge Training Program will need varying degrees of support from their Personal Leader Advisor.

An important part of your role is to:

- Be prepared to encourage, if the Leader becomes "bogged down";
- Provide current, factual information when there is any confusion or difference in the interpretation of Scouting practices – refer to P&R and/or QBSI;
- Accept that unforeseen developments will often interrupt the Leader's progress through the Wood Badge Training Program, and the Leader will need help and understanding during this time; and
- Be prepared to tactfully guide an over-enthusiastic Leader towards a more realistic goals.

Getting Started – The First Meeting

New Leaders may be hesitant to make the first contact, so the Personal Leader Adviser must be prepared to welcome the new Leader and initiate the first meeting. Your first meeting with a new Leader is very important and needs to be planned carefully.

- Select a non-threatening venue, e.g. the Scout Den;
- Be friendly – help the Leader feel at ease;
- Create a good first impression – be organized (use your checklist and wear your uniform);
- Explain your current Scout role, and your role as Personal Leader Adviser;
- Share appropriate experiences;
- Advise the Leaders of your contact details; and
- Enter the Leader’s contact details etc., into your Personal Leader Adviser Log Book.

The amount of material covered at the first meeting will depend on the time available

A good start would be:

- Explain the Wood Badge Training Program and expectations of the new Leader;
- Discuss skills and knowledge the Leader brings and relate this to in-service training;
- Discuss investiture of the Leader;
- Explain the format of the Training Calendar and outline the approximate schedule for attending Training Courses (Do NOT complete applications for all courses, as a missed or cancelled course will delay attendance at those courses that follow); and
- Provide an overview of the Learning and Assessment Plan, and perhaps suggest a few activities which could be completed before your next meeting, e.g. Group Support Committee meeting, Group Council meeting etc.

Plan all subsequent meetings carefully, so that none of the e-Learning or relevant attachments are overlooked.

The Training Program Outlined

BASIC TRAINING (complete within the first 12 months)

Introduction to Scouting - Completed at sign up and will take approximately 1-2 hours and consists of:

- Mutual Agreement;
- Code of Conduct;
- Aim and Principles; and
- Introduction to Scouting.

E- Learning Modules

- *WHS and Child Safe Module must be completed within 6 months of sign up;*
- Basic Common Core;
- Basic Section Specific; and
- Mandatory attachments completed and reviewed by PLA.

In service Training

- In-Service Activities; and
- Technical Training Tasks.

Basic Practical Face to Face Supplement - (Residential commencing Friday evening to Sunday afternoon)

- Prior to submitting the training application:
 - Basic e-Learning modules completed; and
 - Completed mandatory attachments.

For Scout Leaders, Venturer Leaders, Rovers and Rover Advisors completion of:

- E- Learning Modules for Bush Walking with workbooks; and
- Attendance at the Bushwalking Course or completion of the RPL.

Issue of Certificate of Adult Leadership and Certificate of Appointment

ADVANCED TRAINING

Consists of 4 parts:

- **E-Learning;**
- **Face to Face practical supplement;**
- **Wood Badge Project; and**
- **Wood Badge Evaluation.**

E- Learning Modules

- Advanced Common Core;
- Advanced Section Specific; and
- Mandatory attachments.

Advanced Practical Face to Face Supplement - (Residential commencing Friday evening to Sunday afternoon)

- Prior to submitting the training application:
 - Advanced e-Learning modules completed; and
 - Completed mandatory attachments.

Wood Badge Project

One of the final tasks of your Advanced Training is the completion of your Wood Badge Project. Your project will give you the opportunity to develop a greater personal understanding and appreciation of the Fundamentals of Scouting in an area of interest identified during your training.

Your Wood Badge project will be planned using attachments 4.40, 4.41 and the completed activity documented using attachments 4.59 and 4.60. These attachments will be provided to you at the conclusion of your Basic Practical Course, and are also available in the Intro to Advanced Leadership Training e-learning module.

The project may be commenced any time following the completion of your Basic Practical Course. Your project planning (aim goals and timeframes for delivery- 4.40, 4.41) should be discussed with your PLA or Team Leader, or options may be discussed and agreed on your Advanced Practical Course.

On completion of your project, please document your activity (4.59, 4.60) and discuss with your PLA or Team Leader. The project and relevant attachment may be completed at any time after the Basic Practical Course, but MUST be completed by the end of the Wood Badge evaluation period and prior to the Wood badge evaluation interview.

Wood Badge Evaluation

After completion of the Advanced Practical Course and successful completion of the mandatory attachments there is a four (4) month Wood Badge evaluation period. During this time regular contact should be maintained with your Team Leader and/or PLA. At the end of the evaluation period the District / Region Commissioner, or nominee will conduct an evaluation interview and complete a Wood Badge evaluation form. This form includes confirmation that the Wood Badge Project and attachments have been completed.

The Wood badge evaluation period is regarded as a period of observation and support of the work of a Leader to ensure:

1. The Association and Leader concerned are satisfied their training has been adequate;
2. The training is being applied; and
3. That an acceptable level of proficiency has been reached.

In particular, the Leader working within their appointment is expected to demonstrate:

1. Skills leadership;
2. Ability to apply the knowledge of Scouting's Aim and Methods for the betterment of each Youth Member;
3. Ability to work productively with other Leaders and Support Members at all levels;
4. Good example, particularly in acceptance of the Promise and Law;
5. Good spirit; and
6. Satisfaction from the practice of skills.

It may be identified that during this period a Leader needs personal coaching in points not fully grasped during earlier training or counselling, or personal aspects of in relation to their implementation. If required, the 4 month evaluation period may be extended.

Other Skills Courses

Courses available to supplement the formal training program include Campfire Leaders, Working With Youth with Disabilities, First Aid, Spiritual Development, Behavior Management and Adventurous Activity Skills.

Accredited Training**Scouts Australia Institute of Training (SAIT)**

For Leaders who wish to gain a Certificate III in Business or a Certificate IV in Leadership and Management application can be made to SAIT via a Recognition of Prior (RPL) process. Please contact the [Training Department at the Branch Support Office](#) for more information.

LEADERS CHANGING SECTIONS

In most cases, a Leader changing sections from one Youth Program section to another and who holds a Wood Badge will be required to complete:

- Basic e-learning sectional techniques;
- Mandatory attachments;
- Basic Face to Face Practical supplement;
- Bush Walking Course and e-learning if required for the section;
- Advanced e-Learning sectional techniques;
- Mandatory attachments; and
- Advanced Face to Face Practical supplement.

For Leaders who do not hold a Wood badge but have been issued a Certificate of Adult Leadership

- Basic e-learning sectional techniques;
- Mandatory attachments;
- Basic Face to Face Practical supplement;
- Bush Walking Course and e-learning if required for the section;
- Advanced e-Learning common core;
- Advanced e-Learning sectional techniques;
- Mandatory attachments;
- Advanced Face to Face Practical supplement;
- Wood Badge Project; and
- Wood Badge evaluation.

LEADERS TRANSFERRING FROM INTERSTATE and REJOINING THE MOVEMENT AFTER A PERIOD OF ABSENCE IN EXCESS OF FOUR YEARS

Although the Training Program is a National Scheme each Branch has its own delivery method, administration and local procedures (some rules and regulations do vary from state to state).

The point at which a Leader will join the Training Program will be determined/approved by the Branch Commissioner (Adult Training and Development) and will be decided by:

- When and where the Leader was trained;
- What courses have been completed;
- What role the Leader held previously;
- What role the new Leader will occupy; and
- Can Skills Recognition (SR) be applied.

HOW TO APPLY FOR SKILLS RECOGNITION

The participant should carefully read the information supplied before completing the form and discuss it with their support person/PLA. The form asks for information about the participant and their knowledge and skills that are the basis of the application for SR.

After completing the form, check all relevant information is provided – people underestimate their skills and personal achievements.

It is not a difficult process, but can be quite onerous if records have not been kept of past achievements. The participant may ask for a *'challenge test'* to prove his/her currency and competency – this may require the completion of the unit assessment (for a whole competency) or a simple demonstration of portions of the competency where *substantial evidence* cannot be provided.

'Substantial evidence' - in Vocational terms is being able to confidently and competently complete a task over a range of different contexts... i.e. make and receive telephone calls for a number of different reasons and/or organisations. The following points provide aspects of 'evidence' that would support your application for SR (You must include several different aspects that show your ability to function competently over a range of activities):

- a) Letter/s from a supervisor in your workplace explaining that part of your job role was to take incoming calls from clients and make outgoing calls/appointments for sales staff;
- b) Letter from your Leader confirming that you had been part of a group that set up the travel schedules for a Jamboree etc. and that you were required to make a number of calls to set this up;
- c) A copy of your diary for this activity – organisation names, contact persons, dates and reason for contact;
- d) Letter/s from your school detailing the telephone applications you had made as part of gaining employment;
- e) Letter from your parents if they operate a business and you are involved with answering the telephone for it;
- f) Letter/s from another organisation whose telephone system you have operated and that you have volunteered with or been employed by;
- g) Audio/Video tape/s of a Role Play scenario you have developed where you are seeking specific information by using the telephone; and
- h) Video tape/s of you in a workplace using a multi-line system under normal working conditions

The form requires the participant to provide the following information:

Section 1: General information about yourself and your experience.

Section 2: The relationship between your experience and the unit for which you are seeking recognition.

1 GENERAL INFORMATION

After completing the form, you may be invited to attend an interview. Please take to the interview anything you believe could assist your claim, for example:

- a) copies of reports, certificates or statements about your education and training (bring originals of official documents for the interviewer to view and/or photocopy, but make sure you take them home with you);
- b) outlines of any courses you have undertaken;
- c) copies of non-confidential memos, letters, minutes of meetings from other organisations where you have participated in a similar role;
- d) letters of recommendation from employers, Trainers/Assessors, other organisations that you have assisted;

- e) photographs, video/audio tapes, scrap books; and
- f) any other information you feel might aid the assessment of your request.

THE INTERVIEW

You may be asked to attend an interview. The interview will gather further information about how your experience etc., related to the course units described in Section 2. The purpose of the interview will be to confirm and clarify your request for Skills Recognition and to make sure that all relevant learning experiences have been identified.

Be prepared to answer questions and/or demonstrate to the Assessor your abilities.

You may ask a person who knows you to come to the interview with you. This person would normally work closely with you. Their role will be to help you in the interview and verify your claims. Most people underestimate their skills and abilities so it is really good to have someone with you who knows your capabilities.

2 SECTION

When completing Section 2 of the Skills Recognition Form, applicants should consider carefully whether they meet each learning outcome/required competency and its associated assessment criteria before ticking the box provided.

TECHNICAL SKILLS

Instruction in Technical Skills should be undertaken with the PLA prior to attending the Basic Face to Face Practical weekend. This can be done either on:

- a one-to-one basis;
- With a group of new Leaders together; or
- As a training segment at a District Training Meeting (DTM) or Regional Training Meeting (RTM).

VISITS

The Personal Leader Adviser's role is to help the Leader plan visits to youth program meetings and other meetings as outlined in the mandatory attachments and to discuss the outcomes of these with the Leader.

You may also need to provide contact details for the Group / Youth Program section to be visited.

Before each visit, ensure approval has been obtained from the Youth Program Leader, so the visit does not interfere with the program arranged for the day.

You may like to accompany the new Leader but there is no obligation to do so.

MEETINGS

As set out in the Mandatory attachments, new Leaders must attend a Group Council and Group Committee meeting (Leaders of Adults will attend an equivalent meeting appropriate to their role) and discuss the outcomes with their Personal Leader Adviser. Assistance is not usually required, but if, for any reason, a Leader chooses to visit a different Group or District, the Personal Leader Adviser may need to assist with contact information etc.

ADMINISTRATION

Administration is discussed at the Basic Face to Face Course, but it is the responsibility of the Personal Leader Adviser to ensure that the new Leader has a sound working knowledge of the use and importance of the various forms – especially those directly associated with the Leaders role and section.

The Personal Leader Advisor should concentrate on the forms that will be used regularly by the Leader, emphasizing the importance of entering correct details, returning by the required date and how to handling money, etc.

SCOUTING KNOWLEDGE

The Personal Leader Advisor should have a sound knowledge of Scouting enabling them to assist the new Leader in answering the questions in the attachments. If the new Leader has a problem with reading or writing, then the Personal Leader Advisor may need to transcribe answers into the attachments during discussion with the Leader.

N.B. Essay – type answers are not required or expected – just a few words to show that the Leader has carried out some research, and some knowledge about the questions being asked.

ASSESSING

While working with a new Leader, you will need to continually assess the Leader's progress and level of competence. This is an important aspect of the Personal Leader Adviser's role, which must be undertaken with care and responsibility, and must not be a "tick and flick" exercise.

Documentation is essential, and will remain an important part of the whole "Scouting life" of any Leader. The Personal Leader Adviser is responsible for keeping the Log Book (one per Leader) up to date at all times, and notifying the District Commissioner or Regional Commissioner if there are any concerns or issues with a Leaders progress.

Leaders attending formal training courses are expected to have the skills necessary for the course, so Personal Leader Advisers may need to provide some extra coaching in areas where skills are lacking or below standard.

NUMBER OF TRAINEES

This will vary according to the time each Personal Leader Adviser is able to devote to the role, but it is not a good idea to have too many Leaders “on the go” at one time. Each new Leader deserves a significant level of support from the Personal Leader Adviser, and this is not possible if there are too many to look after.

Those Personal Leader Advisers who have another Scouting role must ensure that they can carry out both roles effectively and not allow either one to suffer. Talk to your District Commissioner or Regional Commissioner about the number of new Leaders in your District or Region – maybe there is a need to have more personal Leader Advisers appointed?

OTHER DUTIES

As part of your Personal Leader Adviser role, you could be asked to:

- Help a new Group Leader or District Commissioner with areas of their role where they lack experience, e.g. checking and assessing Mob / Pack holidays or Camp programs;
- Run an occasional Youth Program meeting;
- Be the 'authorised Leader' assisting a new Leader until they have completed Basic Training;
- Help organise a District or Regional activity; and
- Accept the role of Tutor on Training courses.

Before accepting any of these extra duties, you must ensure that you have the time (and energy!) to fulfill them effectively.

CHANGES TO THE TRAINING PROGRAM

The Scout Training Program is under constant review, to ensure that the training delivered is relevant and essential to the needs of Leaders.

Personal Leader Advisers must constantly check that the information they pass on to new Leaders is correct and current. Branch will endeavor to keep Personal Leader Advisers up to date with any changes, via the Branch newsletters and also by mail and email.

If at any time you are unsure of the latest policy regarding any aspect of Scouting, please contact the [Training Department at Branch Headquarters](#) who will be happy to provide you with information you require.

WHO HELPS THE PERSONAL LEADER ADVISER?

Personal Leader Advisers play an important part in the development of a new Leader, and helping someone work through the training program and becoming confident in their new role is very rewarding and satisfying. From time to time, problems do arise however, and you need to remember that support is always available.

If you find that you have a problem with any aspect of your role, or with a specific Leader, your first point of contact should always be your District or Regional Commissioner. Other Personal Leader Advisers may also be of assistance – especially if circumstance prevent you from devoting sufficient time to a Leader.

Remember; Do not leave a Leader without any form of support. Advise the District or Regional Commissioner if you can no longer remain in your role so that a new Personal Leader Adviser can be assigned.

Listed below are additional contact personnel who may be of assistance in your role as well as space to record contact details for others who may be able to assist you.

Name	Position	Phone	Email		
Jean Clifford	Deputy Chief Commissioner (Adults in Scouting)		dcc.ais@scoutsqld.com.au		
Bryan Brown	Branch Commissioner (Adult Training & Development)		bc.training@qldhq.scouts.com.au		
Darryl Clare	Branch Commissioner (Vocational Education and Training)		bc.vet@qldhq.scouts.com.au		
Russell Davie	Branch Commissioner Adventurous Activities		bc.aa@qldhq.scouts.com.au		
Robert Thurlby	Training Administration Officer	(07) 37215-716	training@scoutsqld.com.au		
Peter Mc Leod	Branch Commissioner (Member Support)		bc.membersupp@qldhq.scouts.com.au		
	Region Commissioner				
	Assistant Region Commissioner (Training)				
	District Commissioner				
	Assistant District Commissioner (Training)				

List of Members who I am PLA for

Name	Position	Formation	Phone	Email	Address	Notes