

**An Instructional Design Model for
Adult Leadership Development at the
Onondaga District Roundtables**

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An Instructional Design Model for Adult Leadership Development at the Onondaga District Roundtables

Abstract – This outlines a model for planning monthly meetings that involve some adult leadership development at the district level of scouting.

I. Introduction

I have been involved with the Boy Scouts of America since September 2001 when my son was a Webelos Scout. I volunteered as an Assistant Webelos Den Leader for 2 years. During this period I attended the required training for adult leadership in my position. I completed the Webelos Leader Specific training, Outdoor Webelos Leader Training, and Youth Protection by April 2002.

My son advanced to the Boy Scouts in March 2003. I also moved to the Boy Scout troop and attended additional training for a new leadership position. I completed the Troop Committee Challenge and Boy Scout Leader Fast Start by January 2004. I also renewed my Youth Protection training, which is necessary every two years. I attended the NE-III-161 offering of Wood Badge training in September 2003 and completed the Trainer Development Conference in March 2004. I am currently the Troop Committee Chairman for Troop 1276 in the Onondaga District, Hiawatha Seaway Council, of the Boy Scouts of America. I

outline my various training to indicate that I am committed in time and effort to my leadership position in this organization.

The Onondaga District of the Hiawatha Seaway Council holds a monthly roundtable meeting for the adult leadership volunteers. I have only attended 2-3 District roundtable meetings during my scouting experience. I found them to be a waste of my time and effort. The meetings I attended were not well structured, there was no clear agenda, handout materials were not explained and the overall objective of these meetings was not apparent to me. According to information found on a webpage for a Boy Scout district in Houston:

“Roundtable provides a forum for adults involved as leaders in the Boy Scout program to:

- discuss topics of interest, both formally and informally
- learn about upcoming District and Council events and programs
- meet and exchanges ideas with other leaders from the Golden Arrow District “

“Roundtable is open to all adults involved with the Boy Scout program. Registered troop leaders are especially encouraged to attend.”

(Sam Houston Area Council, 2004).

Another web resource explains roundtables:

“Don't let the name roundtable fool you.

It isn't necessarily round, and you don't need a table.

It's a training know-how show.

It's the single most important function of the district.

It's the Scout program in action.

It's your most effective medium for getting the program to the unit.

It's an information source for leaders.

It's a meeting where leaders can discuss and share what works in their troops -success stories!

It's Scout leaders having fun while learning.”

“Roundtables are a form of commissioner service and supplemental training for volunteers at the troop level to give them an example for troop meetings, information on policy, events and training opportunities, service opportunities, and misc ideas. It's also an an opportunity to share experiences and enjoy fun and fellowship so they will be able to provide a stronger program for their Scouts.” (Rosegarden’s Scouting Resources, 2004).

If we use these explanations as a basis for any roundtable meeting held anywhere throughout the Boy Scouts of America organization, we have a foundation for creating a quality roundtable program. According to the 2004-2005 Boy Scout Roundtable Planning Guide, distributed by the National Headquarters of the Boy Scouts of America (2004, p.1), “The mission of the Boy

Scout roundtable is to provide quality resources, knowledge, and skills to unit leaders to enable and motivate them to deliver an outstanding program to their Scout troops.” This mission is a statement of the role, or purpose, by which the Boy Scout roundtable should intend to serve the unit leaders. The guide further indicates that the individual district should develop a vision for the roundtables. A vision statement identifies where the Boy Scout roundtable intends to be in the future or where it should be to best meet the needs of the unit leaders.

I was asked to participate in the Annual District Roundtable Planning meeting, April 18, 2004, by Frank Johnson, the Onondaga District Training Chairman. I am developing this report for Mr. Johnson and Peter Demlein, the Onondaga District Chairman.

II. Analysis and Design

Currently, the roundtable planners struggle with attendance at the monthly meetings. There is the perception of a coffee hour with the “old boys club” of adult leaders who have been active in scouting for a number of years and for whom the roundtable meetings seem to revolve around. Mr. Demlein has expressed a concern that the meetings are not attracting new and/or younger leaders and that eventually the participants will “die off” and the roundtable meetings will cease to exist. The wealth of experience and knowledge will be lost. This will have an adverse affect on the quality of troop programs and the future of scouting in this area. Unit leaders should be provided with ample opportunity to

develop valuable scouting skills that can be passed on to the boy program. This goes above and beyond what is provided in the basic training that leaders are expected to complete. The roundtable should be the perfect venue for networking and sharing information between adult leaders with little or no other outlet for information.

The District Chairman also acknowledges the unique characteristics of younger adult leaders. These adult leaders are parents who have grown up in the digital age of computers and fast paced life styles. The same old structure and materials do not appeal to these types of individuals. Like myself, they find the current roundtables to be a waste of time and effort. The District Chairman desires a more structured program that will appeal to younger adult leaders. It was expressed at the Annual District Roundtable Planning meeting that the future roundtables should be more theme centered, making use of standard formats and agendas for each meeting. The themes will be published in various media (Scouter newsletter, District webpage) so that potential participants will have advanced notice of topics of interest.

To supplement the mission of providing “quality resources, knowledge, and skills to unit leaders to enable and motivate them to deliver an outstanding program to their Scout troops”, it would be advantageous to use an instructional design model for planning the roundtable program features for leader development. Using a model for each month would provide a consistent and effective program of leader development. This model is generalizable to the

planning of any scout event or leader development program. Program planners and content specialists or presenters can easily use this model to create and deliver program features of the roundtables.

III. The Model

The Instructional Development Model for Adult Leadership Development is based on the Six Steps of Planning. I received these steps at the Trainer Development Conference I attended in March 2004. (See Figure 1.) The six steps of planning are (1) Define the Task, (2) Identify Resources, (3) Consider Alternatives, (4) Create the Plan, (5) Work the Plan, and (6) Evaluate.

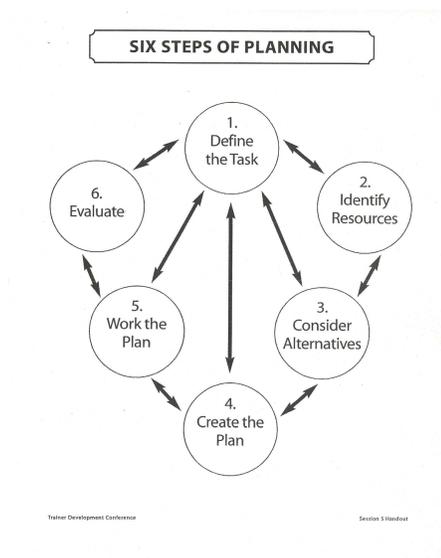


Figure 1Trainer Development Conference Session 5 Handout

I redesigned this model using an easily identifiable Boy Scout symbol, the Fluer-de-Lis. (See Figure 2.) I will go on, to detail the instructional components of this model for creating leader development programs.

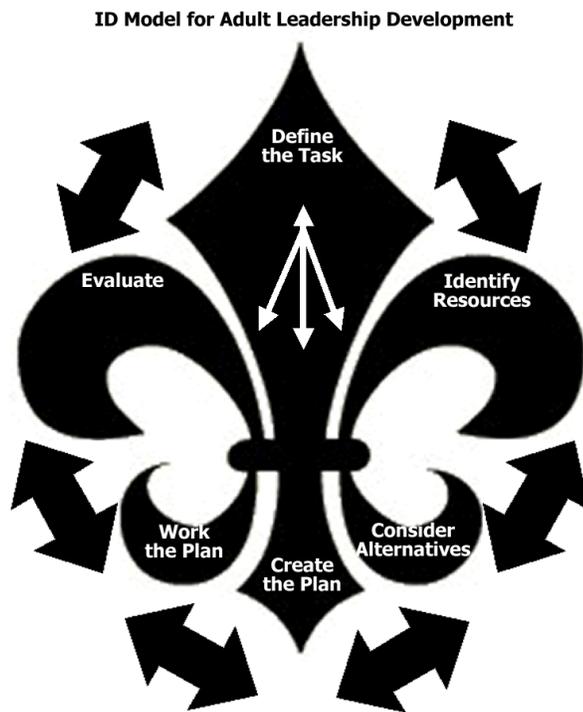


Figure 2 ID Model for Adult Leadership Development

This instructional design model contains the core elements of instructional development, according to Gustafson & Branch (2002, p.2). “The five core elements – *analyze, design, develop, implement, and evaluate* (ADDIE) – each inform the other as development takes place and revision continues throughout the process, at least up until the instruction is implemented.” (Gustafson & Branch, 2002). A variety of ID models have developed over the years using variations of these core elements. One, the ASSURE model, was developed by Heinich, Molenda, and Russell (1982), in the early 1980’s. ASSURE is an acronym for **A**nalyze learners, **S**tate objectives, **S**elect media and materials, **U**tilize media and materials, **R**equire learner participation, and **E**valuate and revise. The ASSURE model closely relates to the six steps of planning as it can be

applied to the development of adult leaders. Like the ADDIE model, each step of the ID Model for Adult Leadership Development is connected and revision continues throughout the process of program planning.

Each of the steps is detailed below.

1. Define the Task

Analyze the learner.

The first step in planning is to identify the learners. The roundtable program features will be delivered to various audiences. The presenter should understand what kind of information to present based on the type of learner. The roundtables serve Cub Scout and Boy Scout leaders, inexperienced and experienced. In order to offer a quality roundtable program, these conditions must be taken into account.

State objectives.

The next step is to state objectives as specifically as possible. In later editions of the ASSURE model by Heinich, et al, the experts devised a model for writing SMART objectives. (1999). Objectives should be **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely. Heinich, et al suggested using an ABCD model for writing objectives. ABCD is an acronym for **A**udience, **B**ehavior, **C**ondition, and **D**egree. (See the Program Objectives Matrix, Table 1 in Appendix A.)

2. Identify Resources

Select media and materials.

“Once you have identified your audience and stated your objectives, you have established the beginning (audience’s present knowledge, skills, and attitudes) and the ending points (objectives) of instruction. Your task now is to build a “bridge” between these two points. There are three options: (1) select available materials, (2) modify existing materials, or (3) design new materials.” (Heinich, et al, 1982). The scouting organization offers a vast wealth of materials for organizing and implementing quality scouting programs. Often it is not necessary to “reinvent the wheel”. Especially in these times of web resources, many units and districts have posted materials online that can be used to deliver a quality program.

You also need to consider what media will be used. By media I am referring to computers, overhead projectors, and videos, or more simplified equipment like chalk or white boards or even a poster. The presenter will determine if certain equipment is required for a demonstration of how something works or product samples for hands-on activities.

Match resources to the learner and the task.

It is important to keep in mind that the roundtables are for adult leadership development. However, the mission, again, is to “enable and motivate them to deliver an outstanding program to their Scout troops.” (Boy Scouts of

America, 2004). The activities and content, therefore, should be appropriate to use with the boys. The presentation should appeal to youth; be innovative and interesting.

3. Consider Alternatives

Redefine the task and resources.

Like any good plan, this presentation should be flexible. At this point, redefine the task and resources and determine how you will present the material.

Have a backup plan.

Flexibility could also dictate that your presentation does not go as planned. Be prepared to “go with the flow” and if appropriate, let the presentation develop itself, with your guidance. Depending on your audience, this can be a most rewarding experience for them and you.

4. Create the Plan

Redefine the task.

The finance world would call it “checks and balances”; that is keep re-evaluating your task. Know your learner and your objectives as you now develop your presentation. Ask yourself if the content of your presentation is relevant to your objectives. Often there is not much time to complete a roundtable program feature and you want to assure that your presentation is focused.

Utilize media and materials.

After selecting, modifying, or designing materials, you must now plan how the materials will be used and how much time will be spent using them. Make yourself aware of the time limit of your presentation. You don't want to go over in time, risking missing information and valuable knowledge and skills. You also don't want to sell your presentation short. If its worth doing, its worth doing right. Practice your delivery and time yourself. Adjust your presentation as necessary, and remember, stay flexible.

5. Work the Plan

Redefine the task.

At this point, scan your audience. Determine whether or not they are who you thought they would be. Are your objectives still SMART given this audience? Do you have time to revise if necessary or do you proceed as planned?

Require learner participation.

“To assure learning, students must practice what they are expected to learn and should be reinforced for the correct response.” (Heinich, et al, 1982). Keep in mind again, the mission of the roundtables. The adult leaders are developing quality resources, knowledge, and skills to be used in their own scouting programs. Get them involved and have fun with them!

6. Evaluate

Evaluate and revise.

After instruction, it is necessary to evaluate its impact and effectiveness. Evaluation should be an ongoing process. Are the objectives being met? Did the participants find the presentation useful and will they take it back to their own scouting programs?

IV. Conclusions

With a proper planning model, roundtables will run smoother, participation will increase, participants will know what to expect at meetings and will be better informed of the scouting program activities and expectations. I propose that the roundtable planning committee adopt this ID Model for Adult Leadership Development. We should use all available resources, whenever possible, and practice what we preach. Be prepared.

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Appendix A:
Worksheet for Planning
Roundtable Program Features

Define the Task

Who is your audience? (new cub scout den, regular cub scout den, new boy scout patrol, regular boy scout patrol)_____

What is the theme for the program?_____

What about the theme might the audience already know? (prerequisite knowledge)_____

What new information can you provide?_____

Why might this information be important to your audience?_____

Where will the audience use this information?_____

When will your audience use this information?_____

How will your audience use this information?_____

Identify three objectives of your presentation using the following matrix:

	Audience	Behavior	Condition	Degree
Ex.	new leader	will demonstrate tying a square knot	given a piece of rope and a group demonstration	in less than 30 seconds without assistance
1				
2				
3				

Table 1 Program Objectives Matrix

Identify Resources

How will you present your theme? _____

Do you need any equipment? _____

Will you use any samples or props? _____

How much room do you need to make your presentation? _____

What kind of lighting do you need? _____

Should your presentation be inside or outside? _____

Do you need tables? Chairs? _____

Should the audience sit or stand? _____

Consider Alternatives

What could go wrong with your presentation? _____

How will you react? _____

Can an alternate presentation be made? _____

Create the Plan

Look at your objectives matrix and your resources. Identify three activities you will use to meet your objectives using the following matrix. The *proof* column is how you will test whether or not the audience has learned or achieved your objective. (i.e. New leader successfully tied a square knot in less than 30 minutes, without assistance). Be sure to fully utilize your media and materials.

Objective	Activity	Proof

Table 2 Proof Planning Matrix

Work the Plan

Deliver your presentation. Be sure to involve your audience. Active participation allows the audience to better retain the information you are sharing with them and they are more likely to share the information with their own scouting programs.

Evaluate

Create 3-5 questions for your audience to evaluate how well your presentation was received.

1 _____

2 _____

3 _____

4 _____

5 _____

Answer your own evaluation questions. How well do you think your presentation was delivered?

Make note of any revisions you would make to your presentation while it is still fresh in your mind.