

LEADER RESOURCE MANUAL
CHAPTER 1
THE SCOUT ASSOCIATION

SECTION 1 – THE STORY AND ORIGINS OF SCOUTING

Scouting's origins date back to the start of the Twentieth Century. They have survived the two World Wars, sweeping social events and the challenges of other influences, to become stronger than ever. It does this by placing the needs of young people first -- in a program that can adapt to change.

The Founder of Scouting, Lord Baden-Powell of Gilwell, was born in England in 1857. He lived a busy and adventurous life and, as a boy, spent much of his spare time in open-air pursuits, hunting in the woods, and joining his brothers in expeditions by land and in their boats. Thus he developed his powers of observation and resourcefulness, which helped him to acquire many useful skills.

His family was not wealthy, his father having died when Baden-Powell was young. His only chance for higher education was to obtain a scholarship. This gave him entry into the Army. He was sent to India, where he served for many years. He tried out his ideas of training soldiers in "scouting," and taught them how to develop experience in stalking and how to fend for themselves, as well as being observant of all signs that would give them advantages as soldiers. He set down his ideas in the book, "Aids to Scouting," which was used as an army textbook for many years.

After the famous siege of the South African town of Mafeking by the Boers, Baden-Powell, who was in charge of the defending force, was a hero. He was given a great welcome on his return to England. Sir William Smith, leader of the Boys Brigade, encouraged him to set down his views on how he would apply "scouting" to the training of boys. First, Baden-Powell conducted an experimental camp in 1907 on Brownsea Island off the Dorset coast, where, with some twenty boys and suitable adult leaders, he taught the boys what he meant by Scouting. They lived in tents, cooked their own food, and learned many valuable skills through games. The camp was a great success. Baden-Powell wrote of his experiences in a book he called "Scouting for Boys." Published in January 1908 in fortnightly parts, it sold readily to the youth in England, who started to carry out "scouting" as they read the book.

Although the year 1908 marks the official beginning of the Scout Movement, Scouting really commenced with the Brownsea Island Camp in August 1907. Following this camp and the publication of the parts of the book, young boys in the community formed themselves into patrols of six to eight, and then looked around for adult leaders who could help them. Soon there were thousands of Scouts all over the country, and Baden-Powell had to set up an office to look after the new movement that had begun.

Within two years a rally at the Crystal Palace, London, drew together ten thousand young people. The Girl Guides Association was formed in 1910, after which came the Sea Scout Branch in the same year. The Wolf Cub section was formed in 1916, Rover Scouts in 1918, and the Special Test (now "Extension or Handicapped") Department in 1926. The Group System (Cubs, Scouts and Rovers under the leadership of a Group Scoutmaster/Leader) was established in 1927. Deep Sea Scouts followed in 1928, Air Scouts in 1941, and Senior Scouts in 1946 (now known as Venturer Scouts). Joey Scouts, the latest section to be formed, began in 1990.

Meanwhile, in 1908 Scouting had also spread to Australia, New Zealand and India. Other countries followed shortly after. Chile, in 1909, was the first country outside the then British Empire to start, followed closely by France, with the Scandinavian countries and the United States in 1910. In 1937, two-and-a-half-million Scouts from nearly fifty countries were affiliated with the International Bureau. The Bureau was set up to safeguard Scouting, and to prevent control drifting into the hands of the purely religious, political or military bodies. Wood Badge Training for leaders commenced in 1919 at Gilwell Park, England, and has, over the years, become established as the method of Leader Training throughout the Scouting World.

General Sir Robert Baden-Powell (as he became) was proclaimed World Chief Scout at the first Jamboree at Olympia in 1920. He was raised to the peerage in 1929, and was awarded the Order of Merit in the Coronation Honours list in 1937. He travelled widely, encouraging Scouting in every country he visited. He came to Australia three times: - in 1912, 1931, and to the first Australian Jamboree in 1934-35.

Meanwhile Scouting had become established as a most successful scheme for the training of boys. In many countries, including Australia, it spread rapidly because it was what the young people wanted to do. Soon a headquarters was set up and leadership provided by recognized members in the community. Many countries showered honours upon the Founder. He retired to Kenya, where he spent several happy years with his family until his death on 8th January 1941.

He was described as "The Piper of Pax" (Peace), because of his tremendous contribution to youth and world peace.

There is now a World Scout Committee, which provides unity amongst the National Associations, with a World Bureau operating from Geneva and independent national organizations in over two hundred and fifty (250) countries and territories. Scout membership is over twenty-five million. Adapting to the general changes in society, Australian Scouting admitted females to its Venturer and Rover Sections in 1973, and to the Cub Scout and Scout Sections in 1988. When the Joey Scout Section commenced in 1990, girls and boys were both admitted.

For each generation of Scouts, the challenge has remained the same: to make a better world and have some fun along the way.

Reference Books. 1. *Scouting for Boys*

2. *The Wolf that Never Sleeps*

3. *Facets of B-P.*

SECTION 2 – THE AIMS, PRINCIPLES AND METHODS OF THE ASSOCIATION

The Aim

The aim of Scouting is to encourage the physical, intellectual, emotional, social and spiritual development of young people, so that they can take a constructive place in society as responsible citizens, and as members of their local, national and international communities.

Since its inception, Scouting has been dedicated to the ideal that young people will make better citizens and be happier individuals if their natural enthusiasm and desire for structural activity are allied to a sense of purpose and achievement. This is an idea, which has struck a responsive chord among generations of young people, more so today than ever before.

The traditional basis of the Scouting program has been the teaching of woodcraft skills through small groups, as much as possible, in the outdoors. As well as teaching practical skills, group dynamics, self-realization and expanded perceptions of the world, this method propels itself forward by tapping within young people a wellspring of fantasy, make-believe and imagination. The methods and activities of Scouting must satisfy each succeeding generation of children and now offers a wealth of up-to-date challenges such as electronics and air activities.

The Principles

The principles of Scouting, as identified by the Founder, are that all members should serve their God, act in consideration of the needs of others, and develop and use their abilities to the betterment of themselves, their families and the community in which they live. It should be noted that to serve my God is not limited only to Christian beliefs.

The Methods

The principle methods used by the Association to achieve its aim are:-

- a. Voluntary membership of a uniformed group which, guided by adults, is increasingly self-governing in its successive age groups.
- b. Commitment to a code of living as expressed in the Promise and Law, the meaning of which is expanded as the member grows towards maturity.
- c. The provision of a wide range of attractive, constructive and challenging activities, including opportunities for adventure and exploration both indoors and outdoors.
- d. The provision of opportunities for leadership and responsibility.
- e. Learning by doing.
- f. Encouragement of activity in small groups.

g. An award scheme, which encourages participation in its full range of activities and provides recognition of individual achievements.

SECTION 3 – GENERAL ORGANIZATION

The general organization of the Movement in Australia, and particularly in Victoria, is set out in the accompanying chart, (See Page 12) which shows the system of decentralization for Scouting in Victoria. For the particular principal accountabilities at National, State and Groups level refer to the Australian Policy and Rules, (APR), 1996 edition, Section P4.

a. The Movement in Australia functions in accordance with the Rules set out in Australian Policy and Rules, 1996. These are binding on all Units and members of the Scout Association of Australia.

b. The way in which many of these rules and policies are implemented is the responsibility of the individual state. In Victoria these are defined in the Victorian Organization Rules and By-laws.

WORLD SCOUTING

The world authority of Scouting is the World Conference. It meets every second year and each Scouting country may send up to six delegates as well as observers. Australia is a member. The World Committee and the World Bureau, based in Geneva, carry on the work between the World Conferences. Under the World umbrella there are Regional events, for instance, locally, there are Asia-Pacific Regional events.

NATIONAL ORGANIZATION

Refer to Section 4.

BRANCH HEADQUARTERS ORGANIZATION

The Chief Scout of the Branch is usually the Governor or Administrator of the State or Territory. The Chief Commissioner, together with a Branch Council and Branch Executive Committee, administers the Branch organization. A number of Branch Commissioners, each in charge of a department and responsible to the Chief Commissioner, are appointed by the Chief Commissioner. One group of Commissioners is known as the Training Team. Working under the Branch Commissioner for Adult Training and Development, they conduct all the Leader training courses in the Branch.

THE REGION ORGANIZATION

A Region Commissioner, appointed by the Chief Commissioner in conjunction with the Region President where applicable, administers regions. A Region Council is comprised of Commissioners and lay personnel. Assistant Commissioners are appointed to encourage standards in the Sections and for special duties.

SECTION 4 – THE NATIONAL ASSOCIATION

The National Association of Australia is incorporated by Royal Charter. It is the National Scout Organization in Australia and is accorded membership status by the World Organization of the Scout Movement. The Scout Association of Australia accepts principles upon which Scouting worldwide is based as expressed in the Constitution of the World Organization of the Scout Movement.

SECTION 5 – NATIONAL COUNCIL

The Scout Association of Australia is governed by a National Council, appointed pursuant to the provisions of its Royal Charter, to co-ordinate the principles and practice in Scouting throughout the

Commonwealth and its territories. A National Executive Committee is appointed by the National Council to manage the affairs of The Scout Association of Australia.

SECTION 6 – NATIONAL COUNCIL MEMBERSHIP

Membership of the National Council is as follows:-

- a. The Chief Scout of Australia.
- b. The President.
- c. The Chief Scout of each Branch.
- d. The Vice-President.
- e. The Honorary Treasurer.
- f. The Chief Commissioner of Australia.
- g. The National Commissioners.
- h. The Chief Commissioners of each State.
- i. Council members elected or appointed in accordance with the By-laws.

SECTION 7 – MEMBERSHIP AND ADULT MEMBERSHIP

National:

The Membership of The Scout Association of Australia is defined in the Royal Charter and consists of the members of the National Council.

Branch:

Branches may admit persons to membership of the Branch in accordance with the Branch Constitution, the Act of Parliament or Articles of Incorporation as appropriate.

Undertaking of Adult Membership

A necessary condition for membership by adults is the making of an undertaking to adhere to:-

- a. The aim of The Association.
- b. The Principles of The Association as encapsulated in the Scout Promise.
- c. The Code of Conduct for adults in The Association.
- d. The Rules of The Association.

The undertaking shall be deemed to have been made by the adult on becoming a member.

MEMBERSHIP OF THE SCOUT ASSOCIATION OF AUSTRALIA

Members:

Those who are invested as Scouts and accept the commitment of the Scout Promise and are current Members of a Branch according to Branch Rules.

Young People:

For whom the youth program is provided (boys and girls, young men and young women) within the age ranges defined for each section.

Adult Members:

Persons appointed to a special leadership or non-uniform role in the education of young people or in the management of the Association at Group, District, Branch or National level.

Life Members/Honorary Members:

Adults appointed in accordance with the rules and procedures of the Association and its Branches in recognition of long and distinguished service to Scouting.

Scout Fellowship Members:

Adults affiliated with a Fellowship attached to a formation of the Association.

Associate Members:

Those persons who support the Aim and Principles of The Association but have **not** made the commitment of the Scout Promise. These may include:

- a. Parents.
- b. Supporters who give material, fund-raising and other support. Distinguished citizens whose patronage, encouragement and support are welcomed.
- c. Sponsors of Scout Groups.
- d. Associate Venturer Scouts
- e. Participants in school or community based Scout Programs.

SECTION 8 – PROMISE, LAW AND MOTTO

The Joey Scout Section

The Joey Scout Promise The Joey Scout Law

I promise to do my best A Joey Scout cares
To love my God and be helpful A Joey Scout shares

The Cub Scout Section

The Cub Scout Promise The Cub Scout Law

On My honour Cub Scouts are loyal and obedient
I promise that I will do my best Cub Scouts do not give into themselves
To do my duty to my God, and to The Queen,
To help other people and
To live by the Cub Scout Law

The Scout Section

(All other members of the Movement including adults use this Promise.)

The Scout Promise The Scout Law

On My honour A Scout is trustworthy
I promise that I will do my best A Scout is loyal
To do my duty to my God and to The Queen A Scout is helpful
To help other people, and A Scout is friendly
To live by the Scout Law A Scout is cheerful
A Scout is considerate
A Scout is thrifty
A Scout is courageous
A Scout is respectful
A Scout cares for the environment

The Scout Motto:

Be Prepared

SECTION 9 – THE SCOUT SALUTE

Salutes are given on the following occasions:- As a token of respect, when in uniform, (with or without headgear) at the raising and lowering of the National Flag, at the playing of the Royal or National Anthem, to uncasing colours and at funerals. During the making or re-affirming of the Scout Promise all ranks give the Scout sign, even if in a place of worship, on parade and at other ceremonial occasions. When members of the Scout Movement participate in functions organized by others, they use the Scout salute.

The Salute and correct use of it is illustrated and explained in Australian Policy and Rules, R15.4.1

The Scout Sign

The Scout Sign is given during the making or reaffirming of the Scout Promise, including in a place of worship and on public parades.

The Scout Handshake

When Baden-Powell entered the capital city of the Ashanti people in 1896, he was met by one of the chiefs who came to him holding out his left hand. Baden-Powell held out his right hand in return but the chief said: "No, in my country the bravest of the brave shake with the left hand." So began the left handshake of scouting worldwide. All members of the Scout Association of Australia, as the normal form of greeting, use the worldwide practice of the left handshake.

The left handshake is only used where it is culturally acceptable.

SECTION 10 – THE UNIFORM

Throughout its history, the Scouting Movement has been clearly identifiable by its uniform. It is a good thing for new Leaders to understand why the Association places emphasis on the uniform.

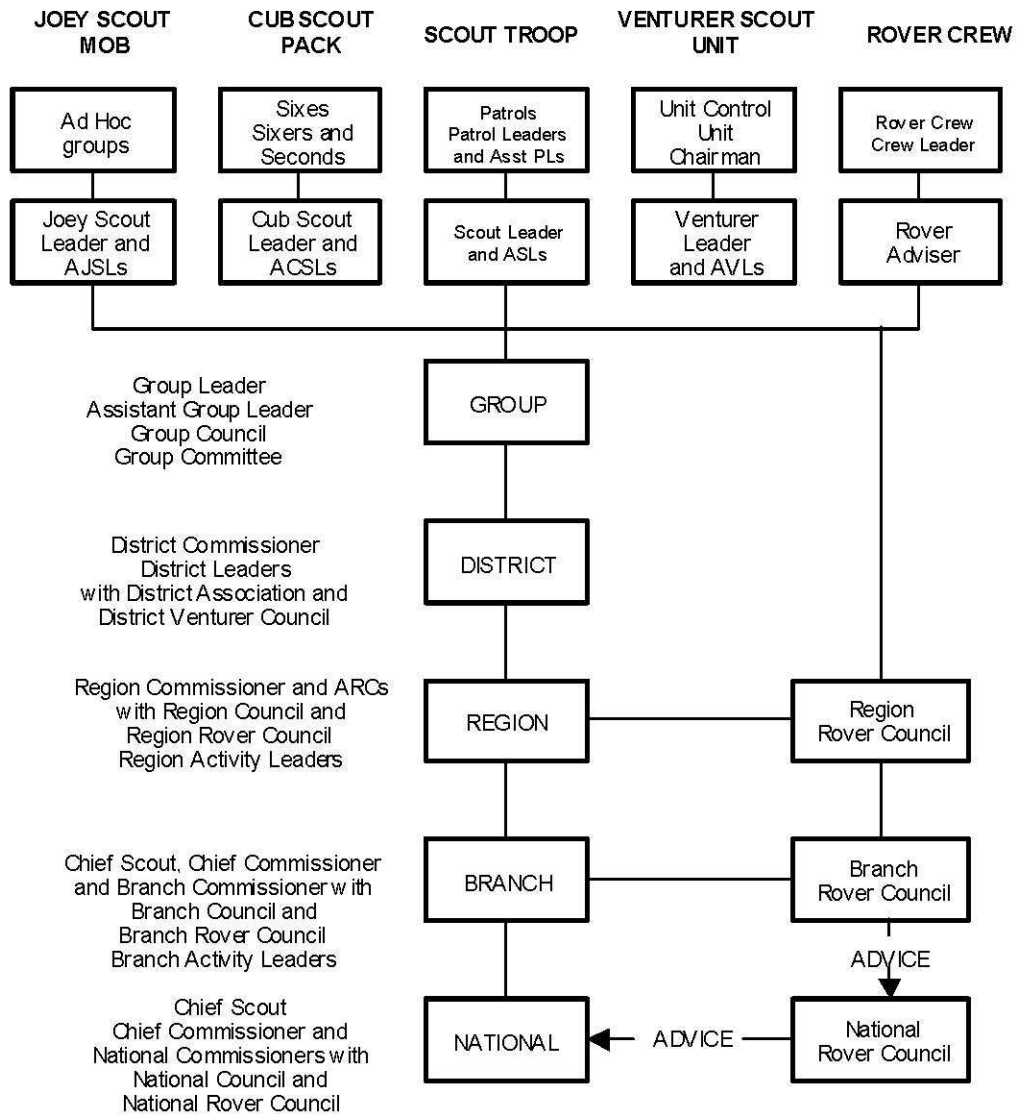
Firstly, members continue to wear the uniform, because the Scout Association has built up tremendous good will over the years and the uniform serves as a focus for the support of the community. In uniform, its members are immediately identifiable. It carries a certain amount of authority and prestige within the community. Within the Movement the uniform enables the Leaders to be closely identified with those they lead. It also serves to develop an esprit-de-corps among Leaders. The fellowship shared by Scouting Leaders has to be experienced to be appreciated and the uniform is an important part of this common experience.

In uniform are all equal before the task in hand. The Association's members share common ideals and can recognize the roles of other Leaders by the insignia on their uniforms. The public accepts the Scout uniform as the symbol of an organization with high ideals and self-discipline. There are particular circumstances where the wearing of the uniform is inappropriate or forbidden. Many activities will damage the uniform and common sense is called for in these situations. The specific circumstances under which uniform cannot be worn (political, activities, etc.) are clearly laid out in APR, R15.3.

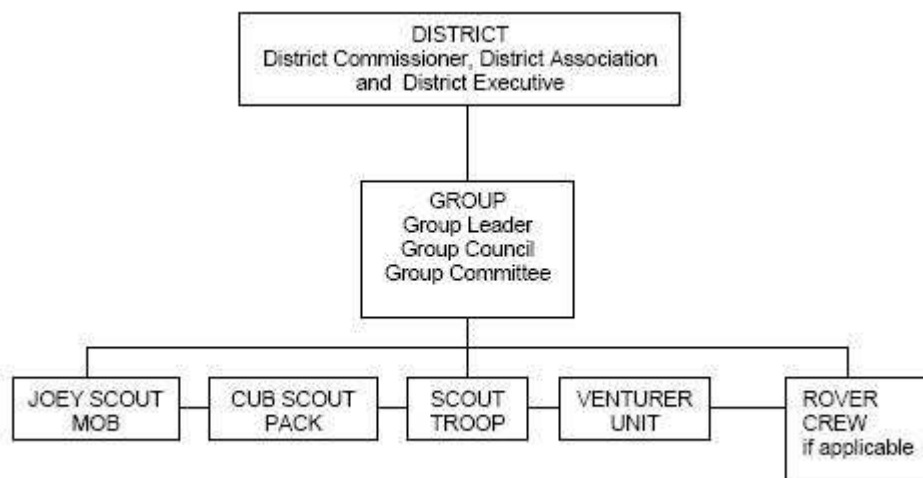
Details of the uniform for Scouts and Leaders will be found in Australian Policy and Rules, Appendix 1. All uniforms may be purchased from Snowgum Stores. A new Leader should wear the uniform as soon as possible after being A1 cleared and a satisfactory interview by the District Personnel Committee. His/her Investiture should take place as soon as convenient, e.g. first Group Council. As well as the usual name tapes, scarf, District Badge and World Badge, the investing leader should also present shoulder emblems for the appropriate Section or Appointment.

. The new Leader in uniform will be better identified and accepted by the Youth Members as one of them. It is desirable that all Leaders wear on the left pocket flap, or similar position if no pocket, a name bar for identification.

ORGANISATION CHART



DISTRICT ORGANIZATION



The District Commissioner is responsible, with the co-operation of the District Executive, for the welfare, progress and training of members of the Movement and the maintenance of the Policy and Rules of the Association within the District.

The District Commissioner should encourage the formation of a District Executive and Groups, aid their effective working, and secure the harmonious co-operation of the District Association and Leaders of the District. Because the task should not be a burden the District Commissioner may have a staff, such as District Leader (Administration) to share the administrative duties, and District Leaders to see to the training of leaders and the welfare of the Sections. There will also be a number of District Councils, convened by District Leaders.

Commissioner. The District Commissioner appoints a District Executive Committee in the same manner as the Group Leader appoints a Group Committee.

Association normally meets on an annual basis, but the Executive Committee should meet regularly (usually monthly) to conduct the regular business of the District Association. There are a number of ex-officio members of the District Association, including five uniformed members.

administration. This body appoints several sub-committees such as a District Personnel Committee, finance, awards, sports development, etc. Some Group Committee delegates may serve on these. In serving this way, Group Committee delegates obtain a wider view of the Movement. Such delegates should welcome this additional appointment as a means of furthering their own knowledge and of assisting their Group in another way

probably the acronyms and jargon. Most of these can be found in many publications, are very good, if one knows where to look. As a Group Leader it is important to know and understand this jargon. As one becomes familiar with it; it will make the task easier.

where space permits. They may include or omit the full stops, eg. G. L., or GL.)

ACC Assistant Chief Commissioner

ACSL Assistant Cub Scout Leader

AGL Assistant Group Leader

AJSL Assistant Joey Scout Lead

AL Activity Leader

APL Assistant Patrol Leader

APR Australian Policy & Rules

ARC Assistant Region Commissioner

ASL Assistant Scout Leader

ALT Assistant Leader Trainer
 AVSL Assistant Venturer Scout Ld
 BAL Branch Activity Leader
 B&RC Branch and Region Com
 BC Branch Commissioner
 BEC Branch Executive Committ
 BHQ Branch Headquarters
 CC Chief Commissioner
 CrL Crew Leader
 CSL Cub Scout Lea
 CSI Cub Scout Instructo
 DA District Association
 DC District Commissioner
 DCC Deputy Chief Commissioner
 DE District Executive
 DL(ATS) District Leader, Adult Tr
 DLCS District Leader, Cub Scouts
 DLJS District Leader, Joey Scouts
 DLS District Leader, Scout Leader
 DPC District Personnel Committee
 DLVSDistrict Leader, Venturer Scouts
 GL Group Leader
 LT Leader Trainer
 JSL Joey Scout Leader
 LA Leader Adviser
 NHQ National Headquarte
 PC Project Commissioner
 PH Parent Helper
 PL Patrol Leader
 PLA Personal Leader A
 RA Rover Adviser
 RC Region Commissio
 SH Scout Helper
 SL Scout Leader
 VSL Venturer Scout Le
 b

made up of boys and girls between the ages of 6 and 7 years. The Joey Scout Leader and Assistant Joey Scout Leaders, together with Parent Helpers, lead it.

made up of boys and girls between the ages of 8 and 11 years. It is led by the CubScout Leader (Akela) and the Assistant Cub Scout Leaders.

girls between the ages of 10 1/2 and 15 years. The Troop is under the control of theScout Leader and the Assistant Scout Leaders.

14 and 18 years. Self-governing with guidance from the Venturer Scout Leader and the Assistant Venturer Scout Leaders. May be male or female.

female, with an age range between 17 1/2 and 26 years. The Crew is self-governing, with the assistance of the Rover Adviser.

Group Leader.

Groups.

usually the Unit Chairperson, together with Leaders.

by the District Commissioner.

n. **Forms:** -

(1) **Y1:** - Youth Member form

(2) **A1:** - An offer to become an Adult Leader/Parent Helper/Youth Instructor

(3) **A2:** - Application for a Uniformed Position

(4) **TR1:** - Application Form to attend a Training Course

SECTION 13 – RELIGIOUS OBLIGATION

- a. The policy of the Scout Movement, which includes members of many different forms of religious belief, is that all members should develop a relationship with the spiritual values of life, by adhering to spiritual principles, through loyalty to the religion that expresses them by acceptance of the duties resulting there from.
- b. The privilege of adult leadership carries with it the obligation of encouraging the spiritual growth of the Youth Members so that they may gain a deeper understanding of their duty to their God as they progress through the Movement.
- c. The growing spiritual relationship can be encouraged by the regular use of carefully selected, meaningful prayers/reflections for every day occasions.
- d. If a sponsored group is composed of members of one particular form of denominational religion, it is the duty of the adult leaders to encourage the attendance of the group at such religious instruction and observances as the sponsored authority may consider desirable.
- e. Members of a Scout Group, composed of adherents to various denominational religions, should be encouraged to attend the services of their own denominations.
- f. Leaders should ensure that a Scouts Own is held during any weekend activity, camp, hike or pack holiday. Such a function should be held at an appropriate time and not in competition with other events/activities (ie., avoid distractions).
- g. The Group Leader should give a lead to the Group in friendship with God, with his/her involvement seen to be natural and sincere.
- h. There are a number of aids and resources available that the Group Leader can encourage and use: -
 - (1) The *God and Cubs* audio-visual available from most Regions.
 - (2) *Songs of Prayer and Praise* cassette, *The Australian Scout Prayer Book*, *Scouts Owns*, *Cubs' Duty to God*, etc. available from Snowgum Stores.
 - (3) Publications available from book stores specializing in all forms of Spiritual Development.

SECTION 14 – GILWELL PARK AND FIRST GILWELL PARK GROUP

History

B-P was able to put his scheme of Wood Badge training into effect through the generosity of Mr. W.F. de Bois Maclaren, a Scottish District Commissioner, who purchased Gilwell Park in 1919, a property on the edge of Epping Forest on the outskirts of London, and presented it to the Association. A Leader who has been awarded the Wood Badge anywhere in the world is entitled to membership of the 1st Gilwell Park Group, and to wear a special scarf with the Maclaren tartan patch (except when with or representing his or her own unit). The strength of the Group is many thousands, and the members are found in all countries in World Scouting.

	
The Gilwell Woggle	Gilwell Scarf

The Gilwell Reunion

Each State Branch in Australia has at least one major centre, somewhat similar to England's Gilwell Park, for conducting Leader Training. Each Branch holds a reunion of its members of the 1st Gilwell

Park Group, on a date published in the Branch magazine or newsletter. The reunion achieves a variety of worthwhile objectives: -

- a. Helps Leaders stay in touch with other Leaders with whom they train, enabling them to swap experiences, etc.
- b. Provides encouragement for other Leaders to complete Wood Badge Training.
- c. Enables Leaders to do a "service" for Gilwell.

The Wood Badge

This consists of two wooden beads, which are worn on a thin cord, (originally a bootlace), around the neck by all holders of the Wood Badge. The beads are replicas of the beads on a necklace of Chief Dinizulu, which came into B-P's possession in 1888.

The Wood Badge is not an award for service, but a sign that the wearer is intent on continuing to fit himself/herself for work as a Leader by every possible means.



SECTION 15 – THE ADULT IN SCOUTING

THE ADULT IN SCOUTING AT THE:-

Branch Level

Has a corporate role, linking with other functional roles within the Branch.

Establishes maintains and reviews "personnel" policies and provides support through Branch Management Committees.

In conjunction with training, develops appropriate District Personnel Committee training course.

Region Level

Has a co-ordinator role, and supports the District Personnel Committees.

Assists District Commissioners in recruiting and training appropriate District Personnel Committee personnel.

Assists Region Commissioner, as part of the Region Management Team, which assesses human resource requirements, both Lay Personnel and Certificated Leaders.

District Level

Has an operational role, supporting the District Commissioner and Group Leaders.

Overviews the recruitment/selection of all Leaders.

Conducts regular reviews of Leader allocations and in conjunction with Groups, their succession plans.

Provides support to leaders in program training, development and delivery.

Provides Counselling services.

Develops policies and practices to assist in leader retention and conduct exit interviews.

Group Level

Has an operational role, supporting Section leaders review.
Allocates Certificated Leaders and develops a succession plan.
Overviews Sectional Personal Planning Program.
Recruits Sectional leaders.
Delivers youth training programs to the youth.

Personnel

- a. The Scout Association of Australia depends on its adult leadership to deliver its program to young people. If that program is to be effective, it is clear that the adults charged with its delivery must be carefully selected, assigned to roles which are most appropriate for them, and then trained and supported in the job. They must be encouraged to pursue their commitment to scouting enthusiastically and sensibly, and should be invited to review their success on a regular basis.
- b. Adults in Scouting have the right to expect that The Scout Association of Australia will value the contribution which they are making to young people and to the organization, and provide them with all of the training, support and resources which will be necessary if they are to meet Scouting's expectations.
- c. These two points form the basis for *Mutual Agreement* for adults to join Scouting.

"Adults in Scouting" is the name given to the systematic strategy program of adult resources management designed to improve the effectiveness, commitment and motivation of the leadership, resulting in better programs for young people and a more efficient and effective organization. It covers the entire process of attracting, supporting, developing and effectively utilizing adult members in Scouting.

Adult Resources Policy

Australian Policy and Rules. The first issue of this new document was adopted by the National Council of the Scout Association of Australia in November 1995 and is a modern statement of Australian Scouting's "ground rules". While most of the key elements are reiterated at appropriate points in this handbook, members of Personnel Committees must recognize that their authority is ultimately based on Australian Policy and Rules and ensure that the most recent issue of it is available to them.

While several policies and rules within Australian Policy and Rules are relevant to Adults in Scouting, the central policies are set down under Personnel Management. Personnel Committee members should particularly read and apply these policies, in conjunction with any local Branch policies and rules which might apply.

The *Code of Conduct for Adults in Scouting* in Australia is reproduced elsewhere in this publication.

Adults in Scouting Strategy

The implementation of the Adults in Scouting strategy is derived from the publications *Adults in Scouting* and *Adult Resources Policy* by the World Organization of the Scout Movement and formally adopted by The Scout Association of Australia.

The use of *Adults in Scouting* strategy is to:

- a. Include the selection, recruitment, mutual agreement between the Adult and the Association, training, performance appraisal, recognition, review/self-appraisal, reassignment and retirement of adult members.
- b. Support the acquisition, use and future development of the knowledge, skills and attitudes required to achieve the Aim of the Association, which is to encourage the physical, intellectual, emotional, social and spiritual development of young people so that they may take a constructive place in society as responsible citizens, and as members of their local, national and international communities.
- c. Provide for the personal growth, development and support of adults in all positions in the Scout Movement.

The Personnel Committee Handbook (2000 edition) is concerned with the operation and implementation of the "Adults in Scouting" strategy at the local level.

- a. With the *Functions Statement* or Job Description clearly described,
- b. The *Need* for an Adult in Scouting, in terms of a role to be filled, and

- c. The *Competencies* required carrying out that role can be defined,
- d. then the Adult Training and Development personnel can design appropriate *Recognition of Prior Learning* and further *Training and Development* programs for that individual.

The Life Cycle of an Adult in Scouting

There are three identifiable phases in this process, which can be seen diagrammatically as *The Life Cycle of an Adult in Scouting*.

Organization and Seeking and recruiting the necessary Leaders.

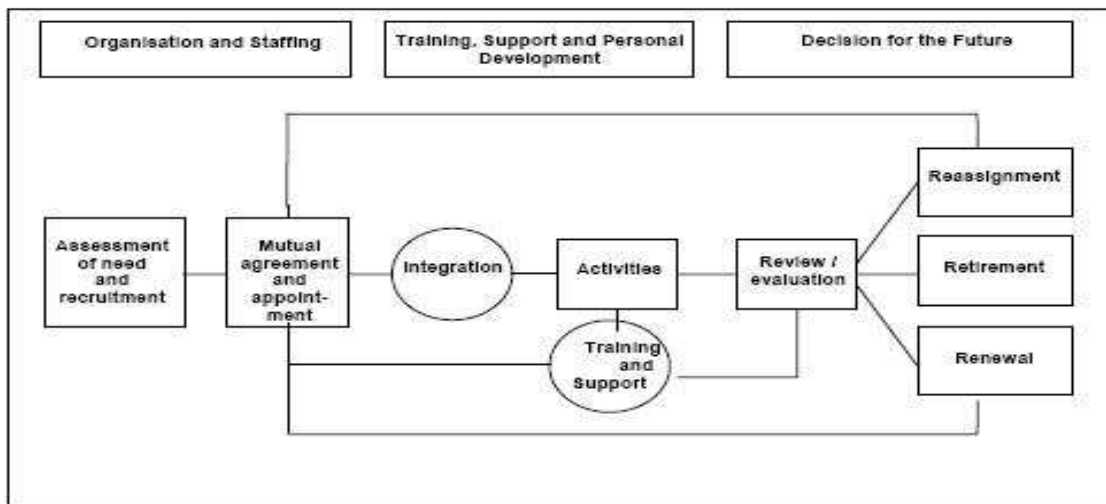
Staffing:

Training, Support Integration, training and support to ensure successful

Personal Development Actions

Phase Three: Deliberate decisions for future roles, following review and self-appraisal, in discussion with an adviser.

Life Cycle of an Adult in Scouting



Responsibility for Adults in Scouting

Many people have a role in the management of Adults in Scouting. Section Leaders are closely involved in the selection and development of their Assistant Leaders. Group Leaders, District Leaders and Commissioners have various special roles in relation to the initial induction, and subsequent development, growth and support of all leaders and other adult members.

In addition to these key leaders, "Personnel Committees" operate at different levels within the Scouting support structure.

The Personnel Committee Handbook is designed to guide and support the individuals involved with the operation of local Personnel Committees. It sets out to provide: -

- a. Role, function and membership of Personnel Committees.
- b. Useful information of a “how to” nature, designed to ensure that their process and operation are as “professional” as possible -- something that is wished for in every Scouting activity.

The processes set out in the Personnel Committee Handbook are guidelines -- not absolute binding rules. Indeed the detailed processes used by different Branches of The Scout Association of Australia vary to some extent and these guidelines need to be applied in a way which best supports those processes.

As every person is different, he or she deserves to be treated as an individual and is entitled to be given respect and consideration. Discussions and recommendations made by the Personnel Committee must be treated with the appropriate degree of sensitivity and confidentiality.

Records that adults have been interviewed, should be kept and adopted in the proceedings of the committee to which the Personnel Committee is responsible.

SECTION 16 – THE PERSONNEL COMMITTEE

Function and Role

The function of the Personnel Committee within its defined area of responsibility is to advise the appropriate Commissioner or Executive in relation to all aspects of the management of adults. This includes: -

- a. The five elements specified in *Australian Policy and Rules*, P5.3:-

- (1) Recruitment.
- (2) Appointment.
- (3) Training, personal development and support.
- (4) Review and evaluation.
- (5) Renewal, reassignment and retirement.

- b. Grievances, disputes and disciplinary matters that arise.

While the Personnel Committee has particular functions in the management of adults as set out in Australian Policy and Rules P5.3, this role does not negate the primary responsibility of parents, Group Leaders, and District Commissioners in satisfying themselves on matters concerning the suitability and effectiveness of adults.

The Personnel Committee Chairperson is responsible to the District Association, or equivalent, and reports directly to that body. There may be occasions when the Chairperson proffers advice directly to the District Commissioner but at all times the Executive Committee of the District Association must be kept informed.

District Leader (Adult Training), or the alternative staff member, is appointed to the Personnel Committee. He or she represents, and is responsible to the District Commissioner. He/she is not the secretary or convenor of the Personnel Committee, as he/she has many other functions to carry out.

Subject to any local redefinition or variation, the functions of the Personnel Committee are to:-

- a. Conduct inquiries into the suitability of applicants for adult membership as set out in Australian Policy and Rules, P5.3 (6) and, in particular, the interviewing of all such applicants.
- b. In conjunction with the District Leader (Adult Training), identify training and development needs of potential and existing Leaders.
- c. Conduct or assist with the review of all Leaders and their performance at regular intervals, including once at least three months prior to the completion of each Leader’s term of appointment.
- d. Interview Leaders leaving the Scout Association, to determine the reasons for leaving and where appropriate to recommend to the local Commissioner appropriate action designed to minimize future losses.
- e. Interview Leaders who are applicants for a change in appointment, including change from an Assistant to a Section Leader role.
- f. Prepare an on-going staffing and succession plan for the District.
- g. Advise Groups on methods of recruiting and retaining Leaders.
- h. Regularly publicize the Personnel Committee’s activities through, for example, visits by the uniformed member of the Committee to District (local) Training Meetings.
- i. Help to promote and implement good personnel policies and practices through, for example, the dissemination of material such as leader job descriptions; the promotion of the Personal Planning

Program; and assistance/training in the establishment and measurement of personal objectives of Leaders.

Membership

The structure of the Personnel Committee or other local personnel committee may vary, depending on local need and preference, and the availability of suitable individuals. The suggested membership is:

- a. *Chairperson* - non-uniformed. *
- b. District Leader (Adult Training) or uniformed representative, with a detailed knowledge of the Scout Association's Adult Training and Development programs.
- c. A non-uniformed person with specialist skills in human resources or personnel areas (if possible), or a local employer. *
- d. Further member -- non-uniformed, who is also the Secretary of the Personnel Committee.
- e. Further member -- non-uniformed.

(a) and (c) could be the same person, if further suitable non-uniformed people are not available. Extra or alternative members may be located at distant locations in the District.

In the case of a District Personnel Committee, it is a sub-committee of the District Association and is appointed at its Annual General Meeting. Recommendations for appointment to the Personnel Committee may be made by the District Commissioner or other uniformed or lay members of the District, and, in all cases, appointment will require the endorsement of the District Association before the appointment is effective.

Certificates of Adult Leadership approvals and transfers are processed by the Personnel Committee and passed on to the appropriate Commissioner or Group Leader.

With respect to Review or Grievance/conflict interviews, the District Commissioner (or representative) should not be involved in the first instance, as he/she is the person to whom the recommendation or appeal will be made.

For other formations, the equivalent relationship would apply, with the Personnel Committee appointed at the Annual General Meeting.

SECTION 17 – ASSESSMENT OF THE NEEDS OF ADULT RESOURCES

Appointing and Retiring

It has been said that the most important decisions any manager ever makes are whom to appoint and whom to retire. The need to get the right people, in the right jobs, and to ensure the removal of those who are not achieving what the Association needs, are the central concerns for Scouting also.

While responsibility for "hiring and firing" in Scouting is a responsibility shared between Group Leaders and Commissioners at various levels, the Personnel Committee will be able to provide advice on detail and methods.

Selection Interview

The acquisition of a new Leader is at the same time a cause for celebration and a reason to exercise great care and diligence. On the one hand, the Association demands a constant and regular flow of adults who will make a commitment - short or long term - to its youth members and therefore to its very future. On the other, the Association carries a major obligation to ensure that every stringent selection criteria is satisfied before new applicants are given the privilege of positions of Scouting leadership, and then to provide excellent training and support to enable them to fulfil their potential in the delivery of high quality Scouting.

For these reasons, the processes applied and the training and other support extended to a new Leader candidate are clear and strenuous.

Other Interviews

Apart from Selection Interviews, a Personnel Committee will be faced with conducting a number of other different kinds of interviews. These might include, for example: -

- a. Appointment Review Interview
- b. Grievance Interview

To assist the Personnel Committees focus on some of these possible situations, some additional information on each of these types of interviews are included.

Succession Planning

What would happen if a leader, in a key role (and aren't they all!), leaves suddenly, say tomorrow? Do you have a suitable replacement? Is this replacement ready for the role? More to the point, is he or she willing to take on this role?

In Scouting, it is inevitable that leaders will move on (retirement, resignation, or reassignment) to another position in Scouting. What is necessary is a regular review of organizational needs and individual needs. This review should be undertaken on an annual basis at every level through the Association.

Succession planning is a valuable procedure, which can be used as a tool for evaluating whether or not the current key positions are adequately covered by a contingency plan, should one of the current leaders leave suddenly. The plan can also be used for predicting recruitment and training needs.

Succession planning is usually initiated by the individual "above" the jobs being considered in the Scouting structure. (The Section Leader would consider succession plans for Assistants in the Section; Group Leaders would develop plans for each of the Section Leader positions; the District Commissioner will develop plans for each of the Groups Leaders in the District, as well as his or her own specialist staff; and so on). Usually, the plans would be presented to the next person "up the line" for consideration and endorsement, or at least to ensure that that person is aware of issues, which the Succession Plan highlights.

Realistically, if genuine and useful succession planning is to operate throughout the District, it must be driven by the Personnel Committee or motivated by its example. The Personnel Committee should therefore actively promote and encourage succession planning throughout the District and, for District staff and Group Leaders, should work in association with the District Commissioner to initiate and maintain the succession planning process.

Getting Started

Who Do You Want For The Job?

- a. We are not looking for just any person to fill a gap in the organization. A particular task requires a particular sort of person with particular skills, knowledge and attitudes. If we are going to find this person, we must first spend some effort defining in specific terms just what he or she is going to bring to the job.
- b. Usually the start point in this process will be the job description. A selection of sample job descriptions is set out elsewhere in this handbook. These provide an important starting point. However, sometimes the actual job descriptions may vary from those in this handbook. So first make sure that you have the current, up-to-date and approved job description for the particular role, which you intend to fill.
- c. Each of the job descriptions included details a range of aspects of the job -- its objectives, the functions which the occupant will be expected to undertake, and the competencies and personal qualities which the occupant will need if she or he is to do the job properly.

119. Selection Criteria

- a. (1) In practice there are three key questions in selection of staff:
 - (a) Can this person do the job? (covering knowledge and skill)
 - (b) Will this person do the job? (covering motivation and attitudes)
 - (c) Will this person fit in with the team? (covering personality)
- (2) The Personnel Committee must ensure that each of these three areas is explored with care.
- b. The selection criteria for the particular job being considered should be carefully set down in writing, well in advance of the interview. The Personnel Committee should not be constrained by the job description, and the actual selection criteria might include some or all of the following matters, or other considerations not listed:-
 - (1) Qualifications and training.

- (2) Knowledge of Scouting.
 - (3) Youth leadership experience.
 - (4) Previous scouting experience.
 - (5) Personal abilities (what can the candidate offer?).
 - (6) Motivation (why does the candidate want to become a youth leader?).
- c. In preparing selection criteria, be realistic. Simply put, we help no one when we set standards, which are too high, or too low. There is always a natural tendency to want to set high standards and to aim to ensure that every Leader is a “super-leader”. Few can realistically meet such high aspirations. Unfortunately, however, there is sometimes another tendency, to believe that it is better to put anybody into a Scouting job than to see it empty or to see a training section remain without leaders or understaffed.
- d. For a range of reasons some candidates will be unsuitable to do the job for which they have applied. Personnel Committees need to be sensitive to this reality and to ensure that the selection criteria provide them with an objective basis on which to make a decision.
- e. Having identified the selection criteria to be applied to a job, Personnel Committees should carefully distinguish between the *essential criteria* and the *desirable* (or ideal if we could get it!) *criteria*. The essential criteria are those, which a candidate must meet or be unacceptable (in the job applied for). Setting and applying these essential criteria honestly and carefully will make a major contribution to the selection of Leaders.
- f. When interviewing, you will be seeking evidence of competency in each of the *essential* (and also *desirable*) *criteria*. If an unsuitable appointment is made, training will not compensate for key deficiencies, and the youth members will miss out.
- g. Personnel Committees should be aware also, of the anti-discrimination laws in the state or territory.

Links with Adult Training and Development Programs

- a. Personnel Committees should be aware that for each Job/Function description in Scouting, the required competencies are described in the relevant Adult Training programs. These competencies provide useful information in preparing selection criteria for particular roles.
- b. The defined competencies are offered to all Leaders through the Association’s Training and Development programs. However, new Leaders who already possess one or more of the required competencies will be able to receive credit for these under the process of Recognition of Prior Learning (RPL).
- c. A recruited adult, who brings to the Association a range of existing competencies relevant to their role, will be at least part way to meeting the selection criteria. He/she needs to be able to demonstrate the competencies in a Scouting context.

SECTION 18 – THE SELECTION INTERVIEW

The Importance of Interviewing

- a. Much of the work of the Personnel Committee will necessarily involve the interviewing both of prospective new adults, and adults who have been involved in Scouting for varying periods of time and a corresponding amount of experience.
- b. Many professionals in the relationships field agree that interviewing is an inefficient process and frequently leads to the wrong outcomes. It is relatively easy for those who are interviewing to be “conned” by someone who has the gift of smooth presentation, attractive appearance and engaging personality.
- c. However, these professionals are equally agreed that interviews are often unavoidable. They are relatively cheap to conduct, they are easily accessible to interviewers and interviewees, and they take a minimum of time. By contrast some of the more sophisticated selection tools are expensive and inaccessible and in practice don’t necessarily guarantee a better result.
- d. With all their shortcomings, interviews remain the most widely used selection process throughout the business world and we often rely on them in Scouting.
- e. The challenge, therefore, is for us to make sure that the interviews, which are conducted, are as good as we can make them, and give us the correct outcome as often as possible. This means that all of us

involved in using interviews within the Scouting framework must develop our competence at using this difficult and challenging tool.

Successful Interviewing

a. Interviews are most likely to produce successful - "the right" - outcomes when interviewers ensure careful preparation and a systematic approach. Because most of the interviews which the Personnel Committee will conduct (but not all) are concerned with the selection of new Leaders and the assignment, reassignment or perhaps retirement of existing Leaders, it is possible to set down several simple guidelines or checklists, which will help this process.

b. The overall process of selection, assignment, etc., can be summarized in the following process:-

- (1) Establish selection criteria.
- (2) Obtain referee reports.
- (3) Conduct interview.
- (4) Make overall assessment.
- (5) Make your recommendations.

c. Each of these points is dealt with under the next sub-sections.

Selection Criteria

a. Ensure that clearly defined Selection Criteria are first prepared, as outlined in a previous Section of this handbook.

b. The Personnel Committee should use these criteria as the objective basis on which it will base its work. Copies should be provided as a matter of course to all potential adult recruits, preferably well in advance of the Selection Interview. Proper preparation is not only essential for the Personnel Committee, but also is important also for the candidate, who must be satisfied and confident that the process is open, fair and objective.

Referees' Reports

a. Referees' reports are key aspects of the new leader selection process. Most psychologists, and others concerned with regular staff selection, accept that the best indicator of what someone is going to do, or how someone will behave in the future, is what they have done or how they have behaved in the past. This is usually expressed as, *Past Behaviour Indicates Future Behaviour*.

b. This is why Referees' Reports become so important when we are involved in selecting people who will assume positions of trust within the world's largest youth organization. No matter how good we get at interviewing, the interview gives us input only from the person whose selection or assignment we are concerned with.

c. Of course it is true that few people will knowingly nominate as referee someone who will report in negative terms about them. However, with careful preparation and thoughtful questions, it is usually possible to get a useful perspective about the candidate, which is impossible without using referees.

d. Referees should ideally be spoken to by the whole committee (using a loud-speaking telephone), although this will not always be possible and sometimes the Chairman, or another delegated member of the Committee, will make the contact and report subsequently to the Personnel Committee. Certainly the contact with the referees should be personal, rather than by letter. It is rare for written referee reports to provide more than bland assurances.

e. In ensuring the best possible use of the referees, the following checkpoints are useful:-

- (1) Predetermine information to be collected. This would be based on the agreed selection criteria, but may originate from comments made or concerns identified in the course of the actual interview.
- (2) Structure reports. Make sure that everything you need is identified and is able to be collected in a logical, efficient and sensitive manner.
- (3) Check that referees are available and able to comment at a mutually convenient time. You will get little practical assistance from a referee if you are trying to get a detailed report from him as he is in the middle of dinner, or on his way out to the movies!
- (4) Keep questions specific. Ensure you get the information you want, rather than the information the referee is trying to give you.
- (5) Check basis of opinions. We are all prone to generalizations, and often draw wide-sweeping conclusions from one or two examples, which may or may not be valid. You need to understand the evidence on which the opinions are based.
- (6) Document comments clearly. Memory is notoriously unreliable, and clearly difficult to use at a later time. This is particularly true if you are contacting the referee on behalf of the full Personnel

Committee and will need to report the comments later. You need to have access to a clear and detailed record of the referee's comments to assist you in subsequently making your report and developing your recommendations.

Conduct the Interview

- a. The interview itself has great significance. First it is the key mechanism by which the Personnel Committee will collect information, and then make its assessment about a candidate or current Leader. Second, it is an important symbol, a signal to everyone that the Scout Association takes the business of recruiting and employing Leaders as a serious and important matter.
- b. The following paragraphs provide a guide to the way in which an interview should be conducted, and offers some practical hints on how to make the most of the occasion.

Make the Overall Assessment

- a. Once the Personnel Committee has systematically conducted its interview, spoken with nominated referees, and made any other inquiries, which seem appropriate to the situation, it is able to consider its assessment.
- b. While the Personnel Committee is dealing with people, and speedy action is desirable, nevertheless it is most important that the right decision is taken. Members should therefore ensure that every issue before the Personnel Committee is considered in a relaxed and thoughtful manner. It is much better to defer a final decision to the next meeting, than to force a hasty decision in the closing minutes of a long meeting.
- c. In considering its assessment, the Personnel Committee should also be concerned with the "big picture". From the simple point of reference of the health of Scouting and the quality of the Scout program, how does this candidate relate? Is he or she unsuited for the particular appointment but, perhaps, suggest herself as ideal for another, different job? Will this candidate have obvious personality difficulties in fitting in with the tradition and culture of the applicant Group? If so, can he or she be better used in a different Group?

Make your Recommendations

- a. The Personnel Committee has a job, which is among the most important in the Scout Association. On its decisions relating to the selection and assignment of new and experienced leaders, rests the future of Scouting.
- b. The recommendations, which the Personnel Committee makes, therefore, must be based on the very best judgement, which it can exercise, and they must be made "without fear or favour". Approval of a candidate as a new Leader, when the evidence points clearly to existing or potential problems, helps nobody at all, least of all the youth members who will enjoy (or suffer?) the consequences of your decisions. *If someone is unsuitable, for any reason at all, to become a Leader in the Scout Association, then the Personnel Committee owes it to the Association, and to that individual, to say so.* Similarly, rejection of a candidate for reasons, which cannot be clearly and objectively demonstrated, is unfair and unwarranted.
- c. Simply put, the Personnel Committee is obliged to make its recommendations in good faith and on the basis of the objective evidence, which it has acquired. It must stand ready to defend that decision thoughtfully and consistently, if called upon to do so.

Factors, Which Lead to Poor Interview Decisions

- a. It is a fact of life that some Personnel Committee decisions will be bad decisions. Nobody wants this to be the case, but it is inevitable. Most of the poor decisions will be the direct result of one or more of:-
 - (1) Poor initial preparation.
 - (2) Failure to collect enough, or the appropriate, information.
 - (3) Inability, unwillingness, or failure to consider and apply the information gathered.

b. Perhaps nothing is more important than ensuring that the initial preparation is adequate. Some time and effort spent at the beginning of the process will pay dividends at the end. Specifically, it is crucial that proper attention be given to:-

(1) A failure to define selection criteria (a concern to move the process along as quickly as possible, workload excessive, etc.).

(2) Poor selection criteria (using an out-of-date job description, failure to obtain specific information from Group about meeting night; size of Group; accessibility etc.).

(3) Lack of system and structure in the process (need to develop a checklist to ensure all things are covered).

c. Collection of information is critical because it is this information, which will enable the Personnel Committee to make its recommendations. Typically individuals involved in selection processes find that their information collection is hampered by:

(1) Lack of interview skills, confidence or experience. Interviewing is not always an easy task and not everyone finds that the skills come naturally. If you have never been involved in selection interviews, take some time to read this book carefully or, better still, try to attend a course in interviewing skills. Inevitably, however, the only way to build experience and confidence is to use the skills. Often, role-plays and practice interviews can be very like the real thing and can help you develop your abilities and gain confidence. Talk to your local District Leader (Adult Training) about the possibility of running a suitable program for members of the Personnel Committee.

(2) Lack of skill, confidence or experience in discussions with referees. Again, this is something which will grow with practice, but which can be developed with some special training effort. Try to make the effort!

(3) Failure to collect enough referee reports. There is always a risk that, having interviewed a candidate, interviewers will come to their own conclusion and feel that the time and effort involved in speaking to referees is superfluous. Don't allow yourself to step into this trap. The importance of referees in the process has been discussed earlier and should not be omitted.

d. Having gathered all the information you need in a systematic and thorough way, there remains the risk that the information may not be used or interpreted in a way, which is thorough and consistent. Interviewers often fall into the trap of allowing one particular impression or idea to form the whole basis of their assessment. Having made their minds up, they then proceed to place great emphasis on pieces of evidence, which tend to support their view, and ignore, play down or deliberately misinterpret pieces of evidence, which contradict them. Having spent a great deal of time and effort in clearly setting out selection criteria and collecting a full range of objective information through interviews and referee reports, make sure you don't throw it away on some superficial image which hit you along the way!

SECTION 19 – GRIEVANCE AND DISCIPLINARY INTERVIEWS

Purpose

a. To enable the individual to air his/her grievance.

b. To discover and remove the cause of dissatisfaction and establish the background to the grievance.

Preparation

a. Endeavour to establish circumstances causing dissatisfaction (particularly attitudes, feelings).

b. Consult with the people concerned, check for any previous history.

c. Be aware of Scouting policy which may affect action(s) that may be taken (if in doubt -- check with District Commissioner).

d. Ensure privacy, and no interruptions.

e. Allow adequate time.

f Preference should be given to holding the interview in a "neutral" place.

Interview

a. Put the leader at ease -- establish rapport.

- b. State the purpose of the interview.
- c. Allow the leader to state the grievance/problem.
- d. Get feelings as well as facts -- feelings frequently are paramount, facts minimal.
- e. Listen attentively.
- f. Do not evade the issue or belittle it.
- g. Probe in depth to ensure all relevant details are known.
- h. Investigate the facts.
- i. Do not commit yourself, or District, too quickly.
- j. If possible, get leader to suggest solutions.
- k. State proposed course of action - if known at this stage. If no decision has been reached then state the nature of future action.

Follow-up

- a. Investigate the facts/information if necessary.
- b. Decide on course of action as result of investigation then report/make recommendations to the District Commissioner.

DISCIPLINARY INTERVIEWS – GUIDELINES FOR DISTRICT PERSONNEL COMMITTEES

Purpose of Disciplinary Interview

- a. To inform, and correct, mistakes or mal-adjective behaviour, and prevent re-occurrence.
- b. To establish understanding of the standard(s) required and bring the person back to this standard(s).

Preparation

- a. Gather the facts (consult with others, records, rules, procedures etc.).
- b. Do not prejudge issues -- guard against bias.
- c. Plan the approach according to the individual concerned.
- d. Ensure privacy and no interruptions.
- e. Allow adequate time.
- f. Establish the *alleged* offence.
- g. Clarify the sanctions available and the authority possessed (The DC will be required to provide you with "Terms of Reference").
- h. Notify the time, place, and reason for the interview.

Interview

- a. Put the individual at ease.
- b. Establish and advise of offence, be specific.
- c. Allow the individual to state their case (listen). This may involve asking open-ended questions (What, when, where, how and who).
- d. Keep calm (do not raise your voice or argue).
- e. Establish the cause of the problem.
- f. Be constructive in showing how improvements can take place.
- g. If possible get interviewee to suggest how improvements can be made.
- h. Ensure understanding of the standard(s) required.
- i. State action to be taken by both parties.

Follow-up

- a. Record the interview, all members of Personnel Committee present to sign.
- b. Forward report and recommendations to District Commissioner.

SECTION 20 – SCOUTING IN THE COMMUNITY

Service to the Community is a tradition in Scouting and makes up part of the program for each Section. Members are progressively trained to be responsible and active members of their local, national and international communities. Apart from its obvious value to the community, the attitude of Scouting Service can also be of tremendous personal value to the individual. In our rapidly changing world, a young person can easily fail to develop, or lose, confidence and self-esteem. Service to others provides a focus for an individual, which builds up both self-esteem and confidence.

138. Scouting has three major ways in which members can develop a Service attitude:- The Good Turn, Community Service and Development Scouting.

The Good Turn

In the early days the Good Turn was part of the everyday life of a Scout. Baden-Powell said that a good turn need only be a very small one, putting a coin in the poor box, helping an old lady across the street, making room on a seat for someone, giving water to a thirsty horse, or removing a banana skin from off the pavement where it was likely to cause an accident

A good turn had to be done every day - and if it was missed then two were done the following day.

(One will read that one form of reminder was to tie a knot in one's handkerchief at the start of the day and untie it when the deed had been done.) No reward was ever accepted and the deed was done cheerfully and quietly. The good turn was one of the rules of Scouting. The daily good turn is no longer a rule. Helping other people is written into our Promise but it is not spelt out as a daily good turn. It is for Leaders to encourage young people to see the individual and constant need for this caring action, which will strengthen character and therefore, improve self-image.

Community Service

Community service takes a slightly different path to the good turn. Scouting offers young people the opportunity to take part in challenging and adventurous outdoor activities, to acquire a sense of responsibility, to prepare for leadership, to develop skills, and to give unselfish service.

In community service activities Scouts usually work in groups (larger or small) and more openly take part in local community life. These activities, often carried out in uniform, are part of personal development training but also contribute a lot to the public image of Scouting. Scouts working hard but enjoying themselves are a good advertisement for the Movement. It follows therefore, that it is very important that any commitment taken is carried out in a responsible way.

Here are some examples of community service activities carried out by different sections of the Movement: -

Helping to set up and/or clean up for fetes, gala days, parades, etc.

Running Christmas parties for disadvantaged children.

Assisting helping organizations like Red Cross, Salvation Army, Children's Toy Fund,

Disaster relief.

Entertaining the sick and elderly in homes and hospitals.

Magazine and book deliveries to the housebound where no visiting library facilities are available.

Running/helping on camps for the disabled and the disadvantaged.

Rubbish removal/gardening for the elderly.

Beach/park clean-ups.

Manning stalls at charity or local functions.

Making-up and/or distributing Christmas food packages.

Clearing of noxious weeds.

Tree planting.

Search and Rescue teams.

Before offering to carry out a particular service, consider all aspects before commencing and ensure the Service comes to a satisfactory conclusion. It is better not to commence that leave a task half done.

The whole Group. Joey Scouts and Cub Scouts can handle some activities better than others can and the same applies to the Scouts, Venturer Scouts and Rovers. Again, no reward or payment is accepted.

Community service activities should not be confused with work-for-money activities often carried out to raise money for Jamborees/camp fees, etc.

It is wise to make sure that the members of your Group (whether as a whole, a section or part thereof,) are realistic in what they agree to do in the way of community service. It can be easy to say, "Yes, we will do it", and then find that the general members are not so keen or are already committed.

Youth members are an important part of the decision making process when considering activities like community service. They must be consulted and their opinions taken into account. After all, they will be doing a lot of the work.

It is vital to successful Scouting that the members of your Group tackle whatever task they take on with a responsible attitude and a cheerful manner. Leaders and Youth Members both must demonstrate their pride in their Movement and themselves.

Development Education

Development education is yet another path.

It involves issues, which affect our young people and are relevant to local, state, national and global society.

It is an educational change, based on collective action, taking place within a community and leading to a better quality of life.

It seeks to develop an ability to adapt and to give training in international peace and human understanding.

Scouting through its Community Development programs, is making a great contribution not only within Australia but also around the world. An important factor in this type of project is that it is of benefit to both parties.

World Scouting Challenge:

The World Scout Organization (also known as World Organization of the Scout Movement – WOSM), along with the World Association of Girl Guides and Girl Scouts and UNICEF is undertaking a child health program called *Help Children Grow*. The program is well under way in over twenty countries and involves one hundred and twenty five million Scouts and Guides.

Four aspects of the program relate particularly to the needs in developing countries - immunization, oral dehydration therapy, growth monitoring and breast-feeding. Four other aspects more directly concern the industrialized countries -- alcohol abuse, smoking, exercise and diet. The World Organization of the Scout Movement therefore provides a number of community development services, some of which are:-

Literacy. Water. Supply and sanitation. Vocational training.

Food production. Renewable energies. Human settlements.

These projects may seem illogical and far removed from Victorian Scouting but the fact is that much has been done, is being done and will be done by Leaders and Youth Members from Victoria and other Australian States. Rovers and Rangers of Victoria have had considerable involvement with these projects and they should be encouraged.

Our Challenge

The youth of poor Australian communities have the right to expect the help of the youth from our richer communities. Likewise the youth of poor countries have the right to expect the help of the youth from richer countries.

Youth Members will miss the opportunity to meet one of the greatest challenges of our time if they are not aware of the hopes, poverty and problems of other young people, both within Australia and in developing countries.

This awareness is not easily gained. It needs facts, figures, information; belief to take action to ease the situation needs (courage, compassion, determination); and faith.

Australian Action

Australian Scouting is endeavouring to identify community development activities, which are relevant to the needs and aspirations of young Australians. The Scout Program is flexible to adapt to the needs of youth and the society in which they live. Young people in Australia are aware of many of the problems our world faces. They expect Scouting's Leaders to address the issues and not live in a simplistic past. They willingly and actively participate in relevant programs that they perceive to be pertinent to today's' ideals.

Some issues are: -

Fairness in dealing with others, regardless of ethnic origins, religious backgrounds, disabilities, sex or age.

Environment, pollution, conservation.

Communal responsibility and devolution of decision making to local levels.

Public display of ideals.

Scouts, individually and collectively, are already involved in a variety of fields, for example:

Nationally:-

Conservation Development education Alcohol abuse

Drug abuse Youth health issues Blood donation

Disaster relief Literacy coaching Homeless Youth

Protective Behaviours The Problem of unemployment among young people.

Internationally:

a. This is an area where Australia can be more active and make a significant contribution in our neighbouring Asian and African countries.

b. In Githunguri, Nairobi, a volunteer team of leaders built a mortar-mesh building which was used as a market during the day and for Scouting in the evenings. Their skills were passed on to the people of the village.

c. Volunteer Leaders have instructed in bee keeping, vegetable growing and tree planting.

d. Venturer Scouts have assisted in a water reticulation project in Indonesia.

A Final Word

164. Community Development work contributes to the improvement of Scouting's credibility as a relevant, needs-oriented program. It also adds another dimension to the program, offering activities, which are stimulating, challenging, and satisfying, but also enjoyable.

165. Successful Scouting teaches how to help others, it teaches interdependence and, most of all, it teaches the young that they have the skills and abilities that can be put to the benefit of mankind. They should be aware as to when and where their Group can be of service. Help them to be *Scouts in the Community*.

SECTION 21 – COMMUNITY AND SCOUTING

Serving the community is a tradition in Scouting. This service is often expressed as doing good turns, and goes well beyond the stereotype of "helping old ladies to cross the street". Community involvement strengthens the Scout Association's Program, attracts and retains members, and improves Scouting's image

In most countries, Scout Association members provide many kinds of services for their community. Indeed, the contribution of Scouting in some communities has been so considerable that the Movement has become recognized as a major force in improving the quality of life.

Scouting everywhere aims to provide an education for young people. This education has long-term benefits for the community as young people grow up to take their places in society. But there can also be immediate benefits to the community resulting from the activities themselves.

Over the past few years the activities in a number of countries have shown -

a. There is an increased interest among young people to help solve problems that affect, or will affect their lives. Many Scout Associations are trying to find ways to respond to this interest.

b. In developing countries, where Scouting's growth has been the greatest, members of the Association are increasingly involved in community development projects. This has led to an interest by Scout Associations to undertake more of these activities, and to make them an integral part of their regular Scout program.

c. There is an increased interest by Scouting members in many industrialized countries to help those in developing countries. There have been many successful programs, which have provided financial and human resources to improve the quality of life in some communities.

d. From the experiences of helping people in other countries, some members are learning that there are benefits, which go beyond simple charity. They have learned more about themselves, and the needs in

their own community. This awareness has led to action which brings improvements to the community, strengthens the Scout Program, and attracts and retains members in the organization.

Why Scouting should be involved in the Community?

Community work provides the ideal setting in which the Scout method can be applied in a real life environment. This leads to benefits for Scouts, for their community, and for the Scout Association.

Benefits for Scouts.

- a. Scouts can learn more skills, which equip them to be better citizens.
- b. They will acquire a vision, which goes beyond their immediate environment. They will be able to understand more about other people, whether they are in their own community, or other communities anywhere in the world.
- c. They will be more able to understand and overcome bias and prejudice; they will be more able to get along with others, whatever is the colour, sex, or cultural background.
- d. They will be able to consider themselves from a different perspective. Their own problems become smaller, and the goals they set for themselves can be higher.
- e. With a more "global" vision, they will have a better appreciation of their own circumstances; the need for education, the preparation for a job, and the avoidance of temptations such as drugs.
- f. They will feel that they are involved in constructive activities, which help improve their lives and the lives of others in their families and communities. They will feel a sense of belonging, and sense of usefulness.

Benefits for the Community.

- a. The community benefits directly from the projects undertaken by Scouting members. Needs are met and the quality of life is improved.
- b. There are long-term benefits as the young grow up to be better citizens who are perhaps more likely to contribute to the improvement of their community.
- c. The community will have a greater understanding of young people and the potential role in improving the quality of life.
- d. There will be a greater awareness that members of community can work together to solve their own problems.

Benefits for the Scout Association

- a. The involvement of Scouts in addressing the needs of the community is a key part of the program, which meets the needs, and interests of the people, particularly adolescents.
- b. The opportunity to be involved with real community issues helps to attract new members, from all sectors of society, and to retain existing members because they have a personal satisfaction of knowing that they are making a worthwhile contribution.
- c. Scouting becomes more visible in the community, and is seen to be doing useful things.
- d. More visibility and an improved image contribute to attracting qualified Leaders, and obtaining financial support.
- e. Co-operation with other organizations increases the resources available to support Scouting.

Community Development

Developing countries in particular, use Scouting for Community Development and the challenge to our Australian society is to establish an effective Community Role for the Movement. In recent years, the Victorian Branch has conducted a statewide Good Turn when ambulances have been donated to the Victorian Ambulance Service. Financial assistance has been given to the Salvation Army to help homeless Youth, and Kids with Cancer, to name but a few.

The Scout Association of Australia (Victorian Branch) has the following policy on Community Development:

- a. That personnel, working in independent community activities, be encouraged to acknowledge their Scouting involvement.
- b. That the Branch considers a major community project every two years. e.g.. Mica Ambulance.
- c. That Region personnel educate and encourage their Districts and Groups to be aware of suitable projects.
- d. That a Branch Commissioner be responsible for collecting brief reports (direct from responsible formations) on Community Scouting Projects. This information to be requested at regular intervals

through Region Bulletins, the Chief Commissioner's Newsletter and *Australian Scout* magazine. The information will be used:-

- (1) In various literature,
- (2) To compile a resource list, and
- (3) For public acknowledgement.

SECTION 22 – PEACE AND UNDERSTANDING

Scouting has played a role in the promotion of peace and human understanding ever since its origin at the beginning of the century. Jamborees and Moots, link-ups and other forms of international co-operation with the Movement, have created personal relationships across national and cultural borders. Education for peace and human understanding has been an integral part of the Scout program, together with aspects of Scouting such as Scouting with the handicapped and Scouting's involvement in the community.

However, in many societies, the terms "peace education" or "actions for peace" have a strong party-political flavour, giving rise to much confusion and discussion on whether or not Scouting should be involved in "peace education".

The concept of peace and human understanding is clearly expressed in the Constitution of the World Organization of the Scout Movement.

Duty to Others

"Loyalty to one's country in harmony with the promotion of local, national and international peace, understanding and co-operation."

This text puts education for peace and human understanding in the right perspective, as an integral part of what Scouts do and have done for years, and not as a new direction of Scouting towards a party-political group.

Scouting's involvement in education for peace and human understanding basically serves:-

- a. To help maintain peace in the world,
- b. To build up an intercultural understanding among young people both within each society, and
- c. Between societies.

Scouting can help maintain peace first of all, through educating young people to take an active part in the building of their society and to co-operate practically in this process with other people. If a young person experiences in Scouting that problems are best solved in co-operation with other people, this will be their approach also in a wider context.

Practical co-operation is often made difficult by cultural differences. Scouting can help young people to understand and to overcome these difficulties, which occur not only across borders but also within societies.

It should be emphasized that working with peace and human understanding is not easy. The same activity, if carried out in one way may stimulate human understanding, while if carried out in another manner may have the opposite effect. Then there is a need for careful planning and discussion amongst Leaders on the subject.

There are four main aspects in education for peace and human understanding:-

- a. To learn to understand the culture of one's own society, its origin and its values.
- b. To learn to understand other cultures, their origin and their values and to appreciate how and why they are different from one's own culture.
- c. To clarify one's personal values and to appreciate the fact that war is never an acceptable solution to conflicts.
- d. To practice intercultural communication to help overcome barriers to co-operation.

Scouting has a role to play within all four aspects.

Many groups and organizations throughout the world are engaged in education for peace and human understanding. Due to its specific character and tradition, the Scout Movement has a unique contribution to make to this important task.

- a. Scouting has many years of experience and tradition in bringing young people together from different societies to Jamborees, Moots, etc. with the aim of promoting international understanding and friendship.
- b. The Scout Movement represents a balance between worldwide unity and diversity. It serves a common purpose, it applies a common concept of Scout Law and Promise, it adheres to a common set of principles and it uses the Scout sign and World Badge throughout the world. But at the same time it allows for differences in religion, politics, culture, economic status, language, etc. Creating human understanding is greatly facilitated when you have a starting point, something in common.
- c. Scouting aims at the development of all aspects of the human being, spiritual, social, intellectual and physical. Human understanding is not only associated with one or two of these aspects.
- d. Scouting's out-of-door life emphasis and its focus on protection of nature makes it natural to think of the globe as one system, one unit, irrespective of national or cultural borders.
- e. Scouting's approach should be built on the Scout Method.
- f. Education for peace and human understanding should be based on the "learning by doing" concept. The Scout should experience what different cultures are like, should meet people from other cultures, should find out what his/her personal values are, and what the culture of his/her society is like.
- g. Scouting's approach to education for peace and human understanding should be progressive. The Cub Scout should learn about relationships with other people in the local community, while the Venturer Scout should learn about people in other parts of the world and North/South relationships. Subjects and approach should always be adapted to the age and level of the Scout Section involved.
- h. Scouting's approach to peace education should reflect all four main areas of personal development with which Scouting deals:- spiritual, social, intellectual and physical. The Scout should get to know about other religions and different ways of co-operation, and should understand not only how but also why things are different in different societies.
- i. Peace and human understanding begins with a wider horizon than one's own community or society. Scouting should use its ecological and nature-oriented approach as the starting point for the creation of wider horizons.
Education for peace and human understanding must never be a topic that is only discussed. It should be practiced in the daily life of the Mob, the Pack, the Troop, the Unit, the Crew, the Group, the District or the Association. If one section of the Scout Movement does not understand the other, how can we preach the necessity for peace and human understanding in the world?