

# INFORMATION EXCHANGE

Presented by the Adult Resources Service  
World Scout Bureau  
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## MAKING A NATIONAL ADULT RESOURCES POLICY

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At the European forum in Malta, a number of leaders spent time working on the task of defining the steps to making a policy. The following is a brief insight into our work and current thinking in relation to making a policy.

Our research proved that very little information or documentation is available on the subject of making a policy. This document is an overview of what was covered during the workshop and the results of our work.

It is of course only the start of our work and a small team will continue the work early in the New Year. Anyone who has any useful ideas or suggestions is welcome to provide input through the World Adult Resources Committee. The results of this work will be made available to associations via the web site.

### Our Work

We considered the meaning of the word "Policy" and found the following definition in a dictionary:

A plan or course of action, as a government or business, intended to influence and determine decisions, actions and other matters.

To us in Scouting this could mean, a policy should:

- be consistent with our world policies
- have specific goals and be in line with the strategy of the association,
- be clearly communicated with all concerned so, as people understand what and why they have to abide with the policy.

A policy should "add value" to Scouting.

### Things to consider when making a policy

There are many things to consider when making a policy - some are outlined below:

- Why
- Whom
- How
- Specific goals
- Target audience
- Implementation method
- In line with World policy
- Leaders

- Training
- Quality & Quantity
- Parents/Guardians
- Support
- Purpose / objectives
- Financial
- Evaluation
- Educate youth
- Material resources
- Fun
- Promise and Law
- Resources
- Communication methods
- Personal growth of adult
- Public image
- Timing
- Management tasks.

At whatever level a policy is to be written in an association, the "management team" needs to consider a number of matters.

### In writing a policy

- To involve the "entire" association in order to get inputs, make sure it is relevant to the association and obtain acceptance and approval
- To involve experts and obtain inputs from society, WOSM and similar associations.

### In implementing the policy

- Communicating the policy clearly
- Training in its implementation and execution
- System for ongoing review and monitoring
- Methods for making improvements if/when needed
- Integration into current actions and material
- Identify indicators to review success of the policy

### Structure of making a policy - step by step

- Identifying problem - policy could be a solution (helping by review of a previous work)
- Start-up and Information
- Clarification: what policy is about
- Why do we need to establish one?
- Review the state of association and surrounding social environment
- Assure commitment in the association to show the benefits of policy and its implementing (in concrete goals)
- Make some kind of pre document with primary topics, aims and goals
- Decision about making policy and which period it operates

- Definition of framework for working group
- Mission: the group is responsible for the process of writing policy (All association-levels potentially represented)
- Objectives - Authorities - Composition and duration

On the basis of this framework, prepare a job description and profile of the characters you need. In accordance with that, recruit a working group.

Appointment of the working group is based on conditions and from "definition of framework for the working group".

### Persons in the group

- Representatives from Training, Adult Resources Committee and Programme Committee and other expert(s) from association
- Review with the Executive body and obtain approval
- Working group starts to work
- Spread general information to association to get feedback from all levels and areas. It should be continually updated informing while the project is in the process of forming:
  - Leaders' magazine
  - Web sites (e-mail)
  - Workshops
  - Members of decisive body
  - To "Opinion makers" (people in important positions in the association)
- Working group prepares the first draft:
  - Framework of analysis
  - Analysis of current situation
  - Questionnaires
  - Analysis of existing data
  - Evaluations of previous experience and action taken
  - Analysis of external trends
- Interpretation of information gathered
- Decide the general objectives
- First review of the draft by National Board
- Correction of the first draft:
  - Correction of objectives
  - More detailed plan
- Possibility to make a pilot project
- Second review of the draft within different levels of the association

(continue overleaf)

- Correction of the second draft
- Acceptance and approval of the policy including review and implementation scheme by the decision-making-body
- Review of the policy should be agreed
- Implementation within the association
- Appointment of responsible team.

<p><b>Summary</b>                  Mission                  Objectives                  Authorities                  Composition and duration                  Launching of the Policy                  Communication / training system                  Review of the policy - ongoing process</p>
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In order to develop a successful National Adult Resources Policy an Association requires planning to influence its future by deciding what it wants to achieve, how and when it is going to do it.

Planning is *comprehensive*. It is not a privilege of top management or the limited initiative of a planning committee.

Planning is *integrated*. It is not the combination of proposals from sections or groups.

Planning is *flexible*. It can be adapted to meet changing needs.

Planning is *dynamic*. A plan is not a static document, it gives a direction and guidelines on how to use manpower and resources to achieve specific goals and objectives.

Each Association must have a National Adult Resources Policy in line with resolution 4/93 of the 33rd World Scout Conference.

This policy will provide the requirements and guidelines for the acquisition, training and personal development and management of the Adult Resources necessary for accomplishing the Mission of Scouting. Each National Scout Organisation has responsibilities to reflect the World Adult Resources Policy in their National Adult Resources Policy.

The policy needs to include:

- *Acquisition of Adult Resources:*
  - Assessment of Needs
  - Recruitment
  - Mutual Agreement
  - Appointment
- *Training, Support and Personal Development:*
  - Integration of a new adult
  - Training
  - Training System
  - Support
  - Recognition of qualification
- *The management of Adult Resources:*
  - Task Appraisal
  - Reappointment Appraisal.

The following resources which have already been published by the Adult Resources Service at the World Scout Bureau may be useful to develop a National Adult Resources Policy. They are available in the World Scout Web site: <http://www.scout.org> or may be ordered in printed form from the World Scout Bureau, P.O. Box 241, 1211 Geneva 4, Switzerland

**1. Adults in Scouting (1990)**

The conceptual framework of Adults in Scouting, as introduced and accepted at the 32nd World Scout Conference in Paris (1990).

**2. The World Adult Resources Policy (1993)**

The official text of WOSM's Policy on the Management of Adult Resources, as adopted by the 33rd World Scout Conference in Bangkok, July 1993.

**3. Introduction to Adults in Scouting (1991)**

A practical tool for the introduction of the concepts of Adults in Scouting in an association. The booklet presents a series of session plans, each of them on a specific element of Adults in Scouting.

**4. Managing Adult Resources (1993)**

- The text of the presentations made in Bangkok to introduce the Policy.
- Conference resolution 4/93 on the Management of Adult Resources.
- The World Adult Resources Policy.

**5. Adult Resources and Training (1994)**

A comparative study of Policy Documents, Helsinki 1969 and Bangkok 1993.

**6. Recruiting Adults (1990)**

A comprehensive package describing in detail the successive steps of the recruitment process and how to plan a recruitment campaign.

**7. Information Exchange (1992-1993)**

A series of bulletins (n°1 to 8) presenting ideas and examples of implementation of elements of Adults in Scouting in National Scout Organizations.

**8. Information Exchange (second series) (1997-2000)**

A series of bulletins (n°1 to 31) covering the following subjects:

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|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. The World Adult Resources Committee                                                          | 17. Personal planning and goal setting                                                           |
| 2. World Adult Resources Committee sets objectives for its term of office (1997-1999)           | 18. The role of adults and the team approach                                                     |
| 3. Adults in Scouting: each association at its own pace / The Asia-Pacific Region               | 19. What is Scouting's approach to education? / Adult support                                    |
| 4. Adults in Scouting in the Asia-Pacific Region (continued) / Views on steps in the life cycle | 20. Essential educational elements and functions in Scouting                                     |
| 5. Adults in Scouting in the European Region                                                    | 21. Job description                                                                              |
| 6. Understanding the spirit, Mastering the necessary techniques                                 | 22. World Scout Committee reports to World Conference                                            |
| 7. Adults in Scouting in the Arab Region                                                        | 23. Adults in Scouting - A survey at the 35th World Scout Conference, Durban                     |
| 8. The various adult functions                                                                  | 24. The essential characteristics of Scouting / What is education / Scouting's specific approach |
| 9. Adult serving young people / Recruiting adults                                               | 25. The European Forum on Youth Programme and Adult Resources, Malta, May 1999                   |
| 10. Review Workshop                                                                             | 26. Learning by experience                                                                       |
| 11. "Adults in Scouting" and the personal development of leaders                                | 27. Girls and boys, women and men in Scouting - the Scout Association, United Kingdom            |
| 12. Introductory Leader Interview                                                               | 28. Conducting interviews / Interviewing techniques                                              |
| 13. Successful interviewing                                                                     | 29. Recruitment of new leaders                                                                   |
| 14. Succession planning / Personnel Committee                                                   | 30. Considerations for assessing competence                                                      |
| 15. Mutual Agreement                                                                            | 31. Involvement of young members in decision making                                              |
| 16. Male and female members in the Scout Movement                                               |                                                                                                  |

**9. "Scouting in Practice - Ideas for Scout Leaders" (1996, revised 1997)**

For all Scout leaders worldwide. Its purpose is to recall the basics of Scouting to all those who take inspiration from the Scout Method for contributing to the development of children and adolescents.

**10. Scouting, an educational system (1998)**

To help everyone interested in gaining a greater understanding of how Scouting works as an educational system. It is intended for use by those responsible for ensuring that the Scouting offered to young people is the rich and multi-faceted learning experience that it is meant to be. It has been written as a tool for the Youth Programme and Adult Resources teams at national level, but it is hoped that it can be of use for all those at other levels who do their best to provide support to Scout leaders.

Chapters: Introduction. What is Scouting? What Does Scouting Seek to Achieve? What is Scouting's Approach to Education? What is the Scout Method? The Scout Law and Promise. Learning by Doing. The Team System (or Patrol System). A Symbolic Framework. Nature. Personal Progression. Adult Support. Conclusion.