ADULTS IN SCOUTING

World Organization
of the Scout Movement
Organisation Mondiale
du Mouvement Scout

S

STRATEGY

THIS DOCUMENT IS A
PART OF THE IMPLEMEN-
TATION OF THE STRATEGY

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FOREWORD

This document presents the principles on which the World Adult Resources Policy is based. It was prepared by the World Training Committee for the 33rd World Scout Conference in Paris (1990).

Since then, the Policy was adopted (Bangkok 1993) and the World Adult Resources Commitee replaced the World Training Committee.

With a few minor editorial changes, this document is identical to the 1990 original and remains entirely valid.

1. INTRODUCTION

The purpose of this booklet is to explain the general orientations of the work undertaken by the World Training Committee and provide the information that is necessary for associations to develop their own strategies for *Adults in Scouting*.

Adults in Scouting is a systematic programme of adult resources management. It is designed to improve the effectiveness, commitment and motivation of the leadership in order to produce a better youth programme for young people and a more efficiently managed organization.

Adults in Scouting covers the entire process of attracting, supporting and developing adult members of the Scout Movement to provide competent leadership for the benefit of young people.

Adults in Scouting includes the selection, recruitment, contracting, training, performance appraisal, recognition, promotion, reassignment and retirement of adult members.

Adults in Scouting supports the acquisition, use and future development of the knowledge, skills and attitudes required to achieve the goal of the organization, i.e to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.

Adults in Scouting also provides for the personal growth and development of adults in all positions in the Scout Movement.

ADULTS IN SCOUTING

INCREASE

MANAGE

IMPROVE

Adult
Adult
Adult
Adult
Adult
Adult
Adult
Adult
Adult
Adult

Recruitment **Selection**

Appointment

Support

Training

Administration

Function

Appraisal

Assignment

Contract

Better service to young people

Higher motivation of adults

Greater effectiveness for the organization

2. A PRIORITY IN THE STRATEGY FOR SCOUTING

Scouting exists for the benefit of young people. It is a youth movement in which adults provide guidance and support to the youth members. The development and delivery of the youth programme require the active involvement of many competent adults who need to be recruited, equipped with the competencies required to fulfil their tasks, continuously supported and assigned to new tasks whenever appropriate, until their retirement.

In terms of the recruitment of adult leaders, Scouting depends essentially on volunteers. People who have grown through the Movement as members in the various sections or people who feel attracted by Scouting come forward and volunteer their time and energy. Only in a few cases will an association actually go to a specific person and recruit him or her for a specific task.

Over the years, Scouting has developed an effective and well proven system of adult leader training which, undoubtedly, is one of its strengths as an educational Movement. This system has been and continues to be innovative in the field of adult education. Progressive decentralization has made it possible for adult leader training to adjust to local conditions following the rapid growth and development of the Movement in entirely new environments, particularly in the Third World.

The system, however, was originally designed to provide training to unit leaders in the operation of the youth programme, often by simulating the roles of youth members. With very few exceptions, there has been no integrated system of approaching adult leadership as a whole. Furthermore, the training activities offered generally carry a strong functional emphasis and do not have enough to offer for the personal development of the individuals concerned.

In most cases, appointments are made on the basis of previous experience and training. Often, the latter merely required attendance at courses rather than a standard of achievement. Appointments frequently have no fixed terms and the incumbent may stay on indefinitely, until he or she decides to retire.

When a person is reassigned, this is usually to a "higher" position and is seen as a promotion in a hierarchy rather than a simple move to a new job, i.e. a new task to be completed within a given period of time.

All this, to a large extent, explains the observations made by the World Committee and the problems described in the first section of the document "Towards a Strategy for Scouting" which was presented to the 31st World Scout Conference.
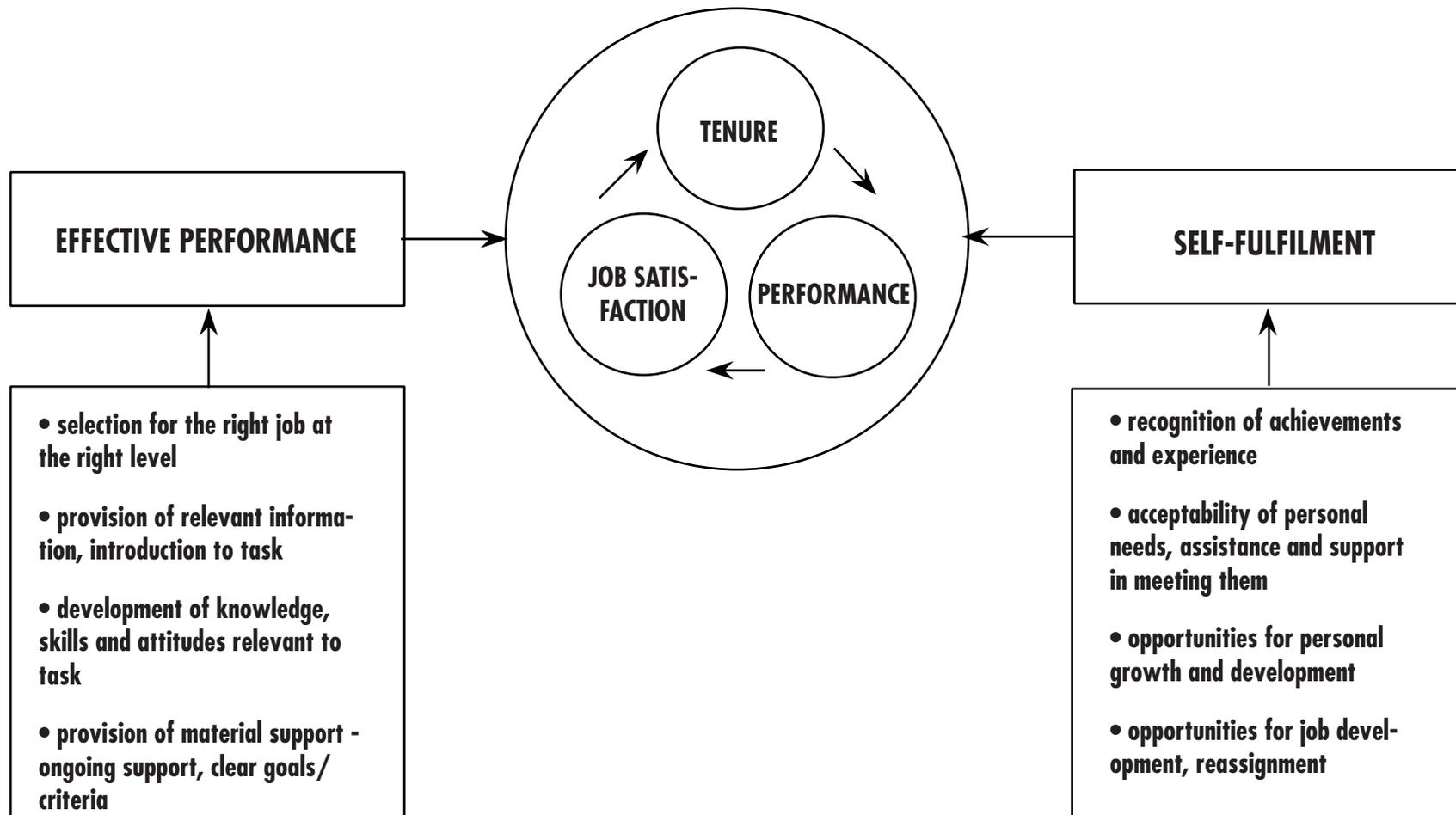
In that document, the World Committee pointed out that "There is a lack of effective leadership in many associations. This applies to both volunteer and professional leaders across the whole range of responsibilities from unit to national levels. It is generally caused by one - or a combination - of the following factors:

• Many associations have difficulty recruiting leaders, commissioners and administrators of the right calibre, with the appropriate background, a strong commitment to the task and the will to develop the skills and attitudes that their functions require.

• Many associations have difficulty providing appropriate training for their leaders. This affects the availability of training for the various levels of responsibility as well as the quality and relevance of the training opportunities offered.

• Many associations have difficulties with the tenure of their leadership. In many cases the turn-over of leaders is too fast while in other cases the tenure of some leaders in key positions is too long."

In view of these remarks and at the request of the World Committee, the World Training Committee has started acting upon Resolution 2/88 of the 31st World Scout Conference which "... recommends that the respective levels within the World Organization work along the directions indicated in the document..."

Adults in Scouting is therefore part of the overall strategy of the Scout Movement for the 1990s. It is a global approach to the question of adult leadership - which is not limited to training - in which the World Training Committee will play its part, together with other bodies, at all levels in the World Organization.

EFFECTIVE PERFORMANCE

TENURE

JOB SATIS-FACTION

PERFORMANCE

SELF-FULFILMENT

• selection for the right job at the right level

• provision of relevant informa-tion, introduction to task

• development of knowledge, skills and attitudes relevant to task

• provision of material support - ongoing support, clear goals/ criteria

• recognition of achievements and experience

• acceptability of personal needs, assistance and support in meeting them

• opportunities for personal growth and development

• opportunities for job devel-opment, reassignment

3. AN EXPANSION OF WHAT ALREADY EXISTS

Building on what exists in all associations - a system of training unit leaders - *Adults in Scouting* expands into a global system of adult leadership development. It includes all the functions held by adults in an association, and all the areas of competency necessary to fulfil these functions. It is a continuous process that starts when an adult is recruited into the Movement and ends when he or she retires, including all the intermediate steps.

Adults in Scouting is a strategic approach which ensures better use of all human and material resources and offers greater challenges to all those involved.

Adults in Scouting provides for the establishment of a contract at the time of recruitment or reassignment. The establishment of this contract includes:
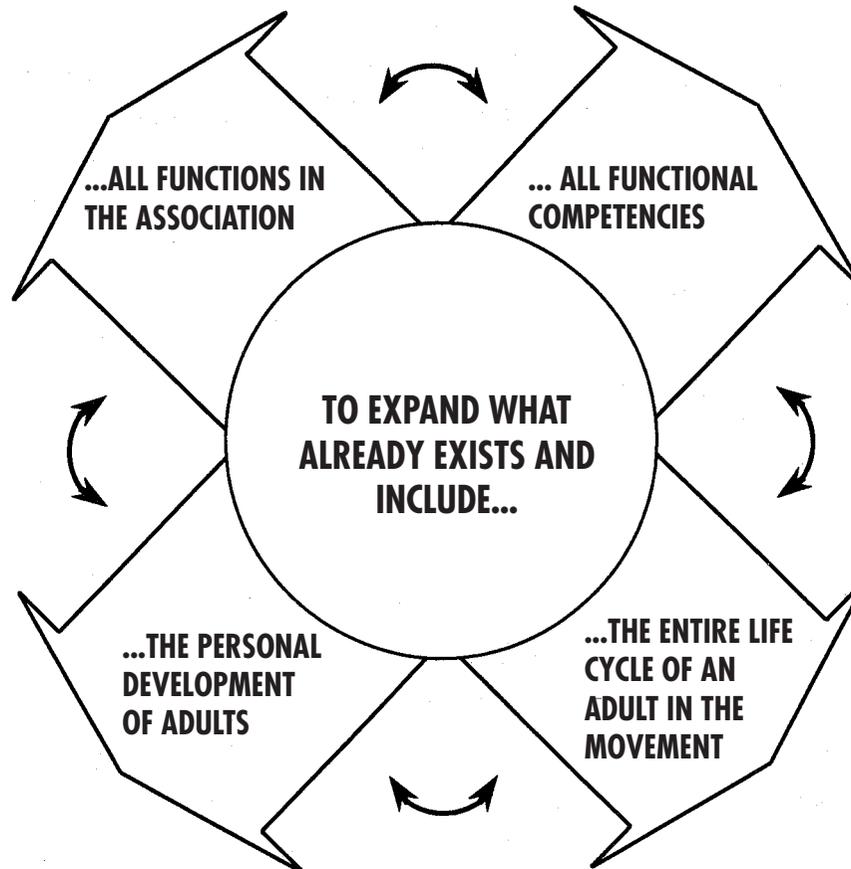
- the formulation of mutually agreed objectives;

- the clarification of expectations both on the part of the individual leader and of the association;

- the need for and provision of training;

- the conditions and timing of performance appraisal; and

- a specified term of office.

Adults in Scouting takes into account the variety of situations amongst associations. Some associations are at a very basic stage with systems that only provide basic Scouting skills to their leaders. Other associations are at much more advanced stages with systems that cater for a variety of functions and a large spectrum of competencies.

Whatever the situation of an association, *Adults in Scouting* provides both an opportunity and an orientation to review the way in which their adult resources are managed and to continue to develop from there.

Adults in Scouting clearly reaches far beyond the traditional boundaries of Adult Leader Training and therefore calls for close cooperation and shared responsibility between all those - trainers and others - concerned by the effective management of adult resources in order to serve young people better.

A NEED: A CORPORATE RESPONSIBILITY

...ALL FUNCTIONS IN THE ASSOCIATION

... ALL FUNCTIONAL COMPETENCIES

TO EXPAND WHAT ALREADY EXISTS AND INCLUDE...

...THE PERSONAL DEVELOPMENT OF ADULTS

...THE ENTIRE LIFE CYCLE OF AN ADULT IN THE MOVEMENT

THE SOLUTION: "ADULTS IN SCOUTING"

4. A VARIETY OF FUNCTIONS

For a global youth membership of around 16 million, Scouting can count on the services of almost 1.5 million adults working in many different fields.

The majority of them run the day-to-day, week-to-week operation of a Cub pack or Scout troop, or advise and support a Venture Scout unit. These men and women are **unit leaders** and advisers. They are the ones through whom Scouting reaches young people. To a very large extent, the quality of the programme offered to young people depends on them.

Others are **in charge of a local group,** coordinating the activities of the various units within the group and providing support to their leaders. They are not in direct contact with the youth members, or only on special occasions. They are mainly in contact with adults. Although carried out on a smaller scale, their role does not differ much from that of a **Commissioner** who will have to administer, coordinate and lead other adults over a geographical area or within a given section.

There are also a number of adults in **administrative and managerial** positions. These people are members of groups and committees or councils, or they may work at headquarters and provide support to the organization at various levels, area or state, regional or national. They may be volunteers or professionals.

Within all these groups, there will be some who also act as **trainers**. They provide both formal and informal training opportunities to help other adults develop the knowledge, skills and attitudes required to carry out their function to the best of their ability and at an optimal level of performance.

Such a list only gives a very broad idea of the variety of roles and functions involved. Reality is always more complex - and certainly different from one association to the next, from one part of the world to another. Nonetheless, the conditions for success are not subject to very wide variations, at least if we focus on general common needs.

Adults in Scouting embraces all these functions. It is not limited to unit leaders and to those who, in turn, train them. Commissioners, administrators, all adults - whatever their tasks, functions and levels of operation may be - are part of it. Adult resources need to be managed as a whole in a consistent and coordinated way, beyond the traditional boundaries and across the entire spectrum of functions or tasks.

	LEADER ROLES			ADMINISTRATIVE ROLES			ADVISORY	PROFESSIONAL	
	ROLE	DEPUTY	ASSISTANT	CHAIRMAN	SECRETARY	TREASURER	COUNCIL	HEAD OF STAFF	
National	Chief Scout and/or Chief Commissioner	These have specially delegated parts of the Commissioner's role - e.g. Deputy for Programme or Training, or for Administration and Organisation - or may merely deputise on occasions.	These are responsible for specific sections or duties - typically Assistant Commissioners for Cub Scouts, Scouts, Rovers, Sea Scouts, etc.	(President) Chairman of Council (elected)	Secretary of the Association (often professional)	Treasurer (Accountant, Fund Raising Director, etc.)	National Scout Council (elected)	Chief Executive Commissioner	Assistant Executive Commissioners + staff
Provincial	Provincial or County Commissioner			(President) Chairman (elected)	Provincial Secretary (can be professional)	Provincial Treasurer (elected)	Provincial Scout Council Members	Provincial Organising Commissioner	Office staff
Area or District	Area or District Commissioner			(President) Chairman of Area or District Scout Council	Area or District Secretary (elected)	Area or District Treasurer	Area or District Scout Council	A large area or district may have a professional or part-time Secretary	
Group	Group Scout Leader		Assistant Group Scout Leader	(President) Group Chairman (elected)	Group Secretary (elected)	Group Treasurer (elected)	Group Scout Council		
Unit	Unit Leader (Cub, Scout, etc.)		Assistant Unit Leader	[Venture Scout or Rover Chairman]	[Unit or Crew Secretary]	[Unit or Crew Treasurer]	[Executive or Council]		

[   ]
These roles are fulfilled by youth members

5. A VARIETY OF COMPETENCIES

In order to fulfil specific functions adequately, people need to have and develop specific competencies. The variety of functions within *Adults in Scouting* requires providing training opportunities in a variety of fields. The level to which the necessary competencies need to be developed will depend on the specific skills required to fulfil any given function as well as on the previous experience and training of the individuals concerned.

To accommodate such a variety - different competencies at different levels - the existing system of training needs to be reviewed, expanded and made highly flexible. A structured system of formal training experiences, i.e. courses and seminars, will not meet the needs.

In addition, the range of competencies required cuts across the range of functions. In other words, different functions at different levels may require the same competencies while other competencies may be specific to one function or level only.

Furthermore, the whole range of competencies to be developed is not limited to those areas of knowledge, skills and attitudes related to the functional aspects of a job. It should also expand into the personal development of the individual concerned.

Adults have needs as human beings that are quite separate from the needs that are related to their function. They need:

- satisfaction from doing a job well;

- satisfaction from believing that what they are doing is worthwhile;

- satisfaction in relationships;

- satisfaction from feeling that the job they do in Scouting also contributes to their personal growth.

Concerning this last point, the role of adults in the Movement is to support the development of young people - directly or indirectly. *Adults in Scouting* does not imply that the Movement is for adults and therefore has to provide a programme for them. However, those who volunteer their time to the Movement - and very often much more than their time - also have their own expectations which need to be acknowledged and met. This calls for the further expansion of new areas of knowledge, skills and attitudes and the provision of opportunities for training activities that will enhance the personal development of adults.

In the world today, the idea that individuals contribute to the achievement of a mission with what they are, not just with what they know or with the skills they have, has become more important than ever before. Scouting will attract
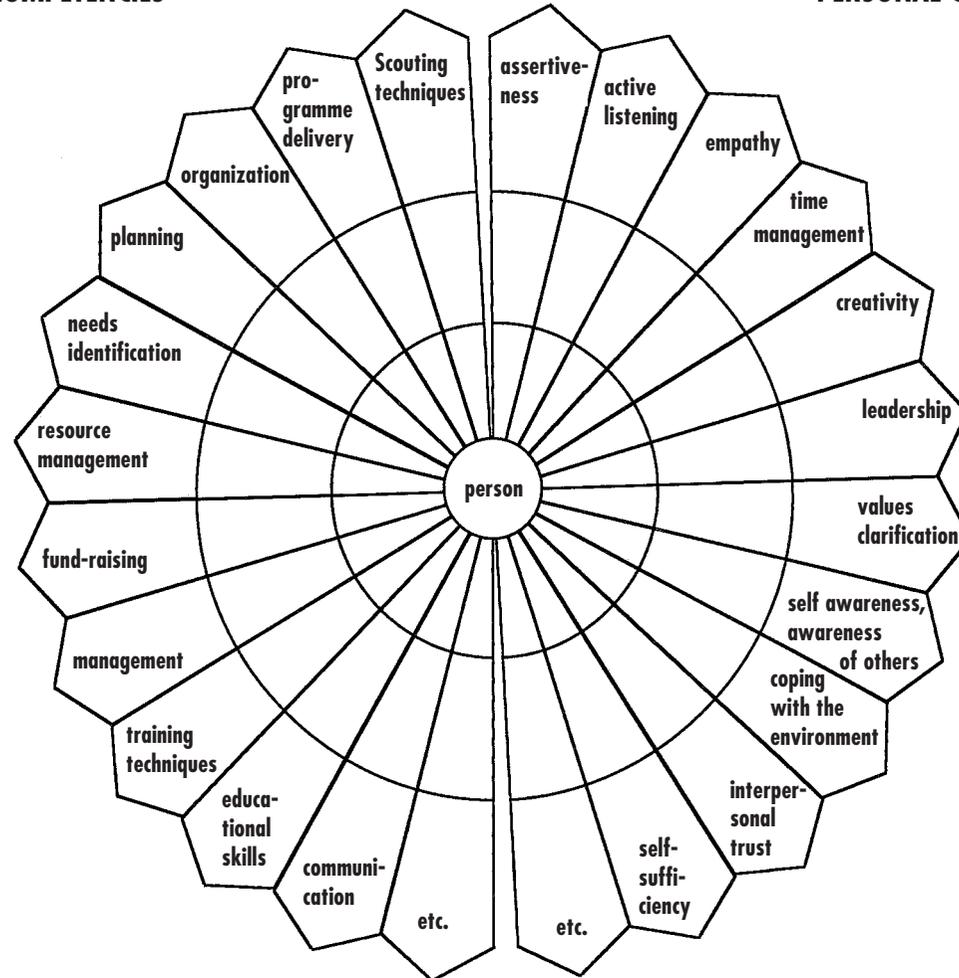
adults who can relate to young people, and provide young people with the kind of support they need, only if the adults feel that they themselves are accepted as persons and supported in their own development. All adults in Scouting should be given opportunities for continuous development. This, too, calls for great flexibility in the provision of training, perhaps in the form of a credit-based system.

The Movement has considerable experience in providing Scouting skills training, leadership training, and training of trainers. However, its experience and expertise in providing training in administration or human relations is much more limited.

Some associations do not hesitate to invite outside trainers to introduce new sessions in Scout courses on subjects that they themselves cannot provide from internal resources. One could also think of having adult leaders from the Scout Movement use training opportunities provided outside of Scouting and have their training accredited by the association.

FUNCTIONAL COMPETENCIES

PERSONAL COMPETENCIES

Scouting techniques

pro-gramme delivery

organization

planning

needs identification

resource management

fund-raising

management

training techniques

educa-tional skills

communi-cation

etc.

person

assertive-ness

active listening

empathy

time management

creativity

leadership

values clarification

self awareness, awareness of others

coping with the environment

interper-sonal trust

self-suffi-ciency

etc.

Specific functional and personal competencies need to be developed for each function. The minimum level of competence in each area varies from one function to the next and can be continuously developed according to each individual's capacities.

6. TO ACCOMMODATE EMERGING NEEDS

For a young person, growing up means making choices and decisions, developing the ability to cope, finding a meaning to life, getting prepared to face challenges and accept change. This has always been true, but doing so has become more difficult as young people endure greater pressure at an earlier age and receive less support from traditional social structures.

Indeed, situations vary from one part of the world to another but a trend exists that affects all young people, wherever they may live. In the industrialised world, the pressure may be at school level, e.g. through having to make early decisions concerning future career options. It may come from peers on questions such as health or drugs. It may be in the family through broken marriages or the fact that most women are working away from home. In developing countries, pressure may come from the struggle to survive, getting an education and a job, conflict between the tradition of the elders and attraction to other models.

In one form or another, pressure is everywhere. It triggers fear and, as a result, destructive behavioural models. At the same time, structures provided from outside are less effective - and less accepted. A possible answer may lie in strengthening each person's inner self so that he or she can be more assertive, make decisions and accept the consequences, and be active in developing adequate responses to existential challenges.

Scouting can (and should) help its young members to achieve this. It is, after all, nothing but the full implementation of B-P's principle of "education from within".

All this requires adults who can provide the right kind of support and really trust that the "5% good can grow and develop".

At the same time, adults themselves have very similar difficulties to overcome and challenges to meet. The vast majority of adults have not been prepared to cope with the pace of change. They may, in many cases, feel just as insecure as young people do, which makes it very difficult - sometimes impossible - for them to be of help to young people. They will either hide their doubts and feelings of insecurity behind a façade of principles or appear weak and inconsistent. In either case, most young people will soon find out and realize that no real support can be forthcoming from them.

This means, therefore, that adults too need to build their strengths and resources, and their ability to adapt. Adults also need to strengthen their inner selves, accept their limitations and those of other people. They, too, need to develop a sense of empathy and an ability to listen actively. They, too, need to build on their strengths and to help other people build on their own strengths, to see and accept others as capable and equal.

All this corresponds to a long series of needs which may not have been perceived before. They cannot be met through the usual, traditional and limited pattern of adult leader training. On the one hand, meeting these needs calls for the introduction or development of new training experiences in the fields of personal development, human relations and lifeskills (also for adults). On the other hand, it also means establishing a supporting environment for adults in the Movement.

This does not imply the development of a specific Scouting programme for adults but the clear acknowledgement that adults have needs - beyond and outside of their leadership role - and that Scouting can and does accommodate those needs.

I can't cope by myself
- I depend on my parents
  - for food
  - for clothing
  - for shelter
  - to nurse me

I can't decide by myself
- I am too small
- I don't have any money
- I don't have the right

I don't dare to assert myself
- Others are better than I am
- They know better than I do
- They won't love me any more
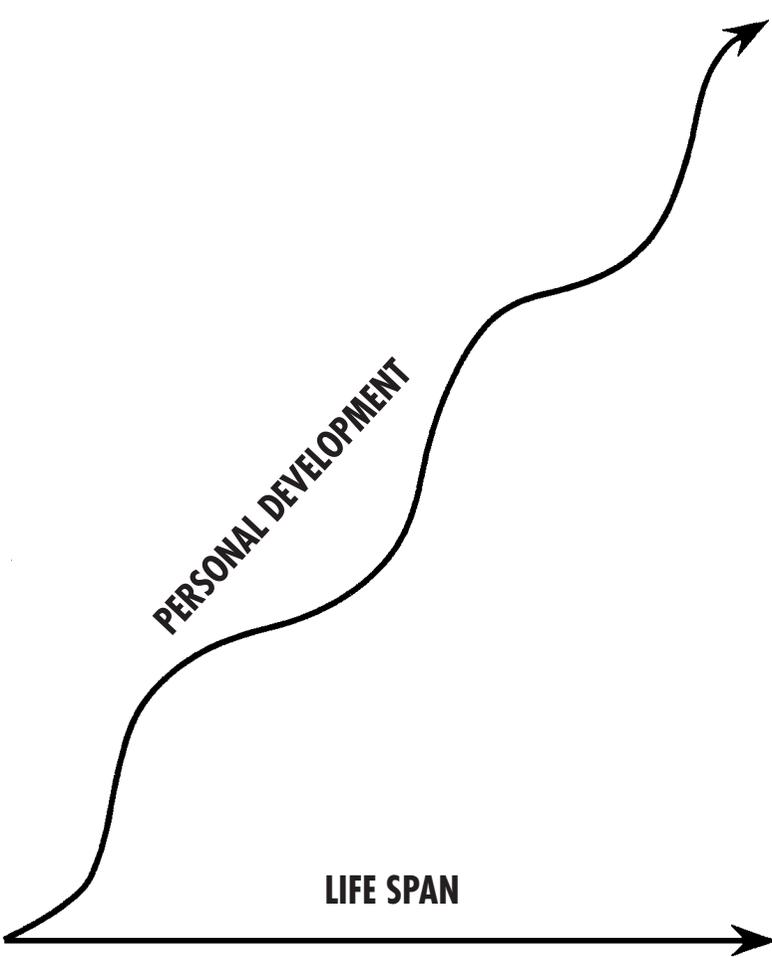- I will upset them

I don't understand the meaning of life or the world
I am told
  - what I must think
  - what is good
  - what is wrong, permitted, forbidden
  - what is right

DEPENDENCE

PERSONAL DEVELOPMENT

LIFE SPAN

AUTONOMY

I stand on my own two feet
- I earn my own living
- I have an occupation
- I am responsible
- I have a home
- I belong to a community
- I am involved in my community

I decide what is good for me
- I make up my own mind
- I accept the risks involved
- I am prepared
- I take up challenges
- I accept change
- I accept the consequences

I can be assertive
- I can give, receive, ask, refuse
- I accept my own and others' limitations
- I accept other people the way they are and ask them to accept me the way I am
- I have my own space

I develop and clarify my own values
- I take into account the possible consequences
- I live in accordance with my values
- I assert my values

- Personal development is a continuous process throughout life
- In this respect, there is no difference between young people and adults - as both are in the process of developing.
- To be able to guide and support someone, I must accept that I, too, am still developing as a person.

7. THROUGH A CONTINUOUS PROCESS

The goal of making the best possible adult resources available to the Movement and keeping these resources effective and actively involved for an optimal period of time can only be achieved through a continuous process.

Thus, the entire life cycle of an adult in the Movement, from recruitment to retirement, needs to be managed in a systematic and comprehensive way.

This life cycle includes a number of steps, such as:

- recruitment, on the basis of the needs of the association and the aspirations of those who are prepared to give their time;

- contracting, on the basis of a clarification of mutual expectations;

- the setting of clear objectives and time limits;

- training to acquire or develop the necessary competencies;

- performance appraisal, on the basis of pre-set objectives;

- renewal in the job; assignment to a new job; or

- retirement, at the end of a term of office.

Managing the life cycle requires a consistent approach to each individual step as part of the continuous process.

Consequently, the need for coordination between all those involved at the different steps becomes greater. Those providing training will need to work closely with those who recruit, support, appraise, reassign. Together, commissioners and trainers will need to be "managers of human resources", and look beyond the boundaries of their traditional areas of responsibilities. There will need to be a "team approach" to the management of human resources, and no individual or group will be able to work in isolation, within their own "domain".

At the same time, the fact of using a team approach will strengthen the necessary functional link that exists (or should exist) between training and youth programme. This is because youth programme commissioners will become naturally involved in the continuous process of managing adult resources in support of the provision of the youth programme.
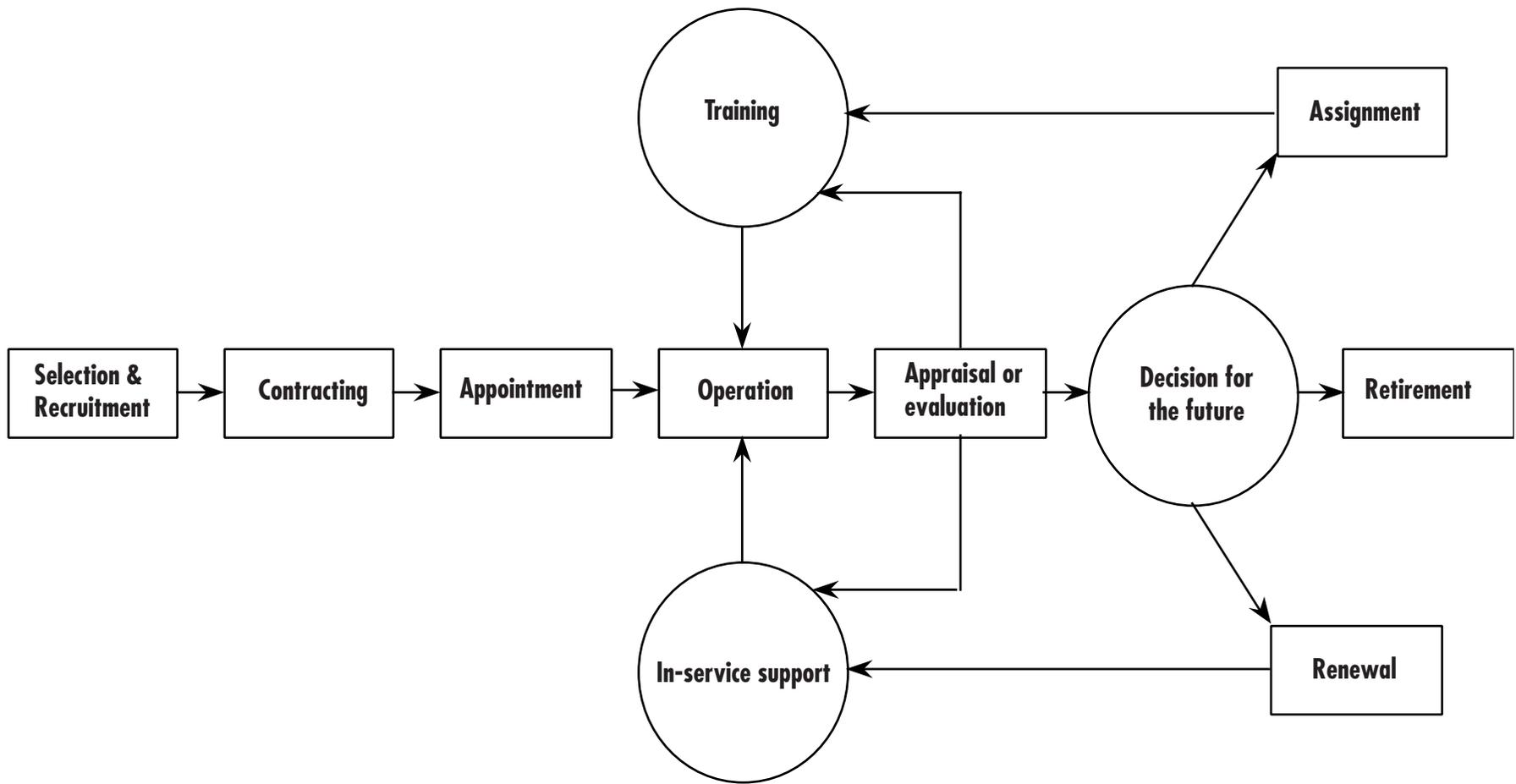
8. CONCLUSIONS AND PERSPECTIVES

Adults in Scouting is a general orientation for the management of adult resources. It is based on several ideas:

- Adult resources need to be managed;

- Managing adult resources is a corporate responsibility;

- Training is only one element in the process;

- Training should be on-going;

- Principles of management by objectives also apply to human resources:
  - people are recruited for a task
  - appraised on their performance
  - assigned to a new task

As the management of adult resources in many associations has been confined to the provision of training and has been perceived as a training responsibility, applying *Adults in Scouting* requires a review of national training policies and practices. As it implies role changes and responsibility shifts, some people may feel threatened.

Adults in Scouting is not an extension (or invasion) of training (and trainers) into other areas of responsibility. Nor is it the dilution of training, as a function and status, into other areas of responsibility.

It should be seen and implemented as a dynamic move towards better quality Scouting for young people and a greater likelihood for adults to gain job satisfaction and personal growth through serving the Movement.

The principles are few and simple. Implementing them is more complex and, again, will require great flexibility in time and structures. As the Movement embarks in this direction, associations should also feel that they can move at their own pace and that they will be supported on the always enthusiastic but somewhat threatening path of change - change for the better.

THE MANAGEMENT OF ADULT RESOURCES: A SYSTEM

INPUT
- **Mission of the association**
- **Strategy of the association**
- **Objectives of the association**
- **Techniques**
- **Resources**
- **Expectations and needs of individuals (volunteers, professionals)**
- **Expectations and needs of teams or units**
- **Tasks to be implemented**
- **Applications from adults offering their services to the association**
- **Other management systems**

COORDINATE

CHECK

PLAN

Recruit & employ adults

Organize activities & work

Evaluate performance

Administer & manage day-to-day affairs

Transfor- mation

Stimulate individual development

Communicate & inform

Stimulate the development of the association

Manage & motivate

OUTPUT
- **Results**
- **Achievement of organizational objectives**
- **Satisfaction of individual needs**
- **Satisfaction of team or unit needs**
- **Implementation of tasks**
- **Sensitization action**
- **Implementation of recruitment campaign**
- **Satisfaction of other management systems**

Evaluate