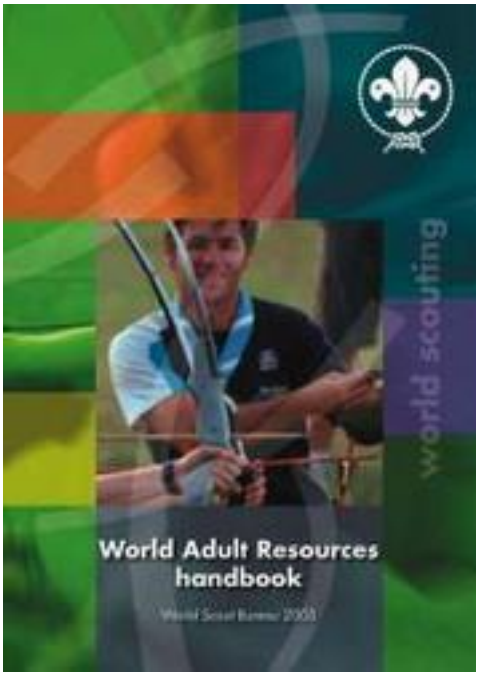
world scouting

World Adult Resources handbook

World Scout Bureau 2005

World Adult Resources Handbook

Author: Andres Morales
Saved From : www.scout.org



The World Adult Resources Handbook is to help National Scout Organizations design and operate a system for the management, training and development of adult leaders in all functions and at all levels of the Movement. It has been produced by the World Adult Resources Committee. The handbook includes the relevant sections from the earlier International Training Handbook, as well as more recent World Scout Bureau publications on "Adults in Scouting" and "Adult Resource Management". The 2005 edition replaces the 2002 edition. All chapters have been revised and a new section with training modules has been added.

World Scout Bureau 2005
The World Adult Resources Handbook is designed to help National Scout Organizations design and operate a system for the management, training and development of adult leaders in all functions and at all levels. It has been produced by the World Adult Resources Committee. The handbook includes the relevant sections from the earlier International Training Handbook, as well as more recent World Scout Bureau publications on "Adults in Scouting" and "Adult Resource Management". The 2005 edition replaces the 2002 edition. All chapters have been revised; a new section with training modules has been added.

This handbook is intended to be used directly by the people in an Association who have responsibility for the management of adult resources i.e. the members of the National Adult Resources Committee. It contains information on the World Adult Resources Policy, background information and the relationship between the policy and the previous training policies.

It also contains information on each of the stages of the â€˜Life Cycle of an Adult in the Movementâ€™ with thoughts and questions to be considered when these are implemented in an association. The final sections have some information on specific topics which may be useful to people who have responsibility for the management of adult resources or trainers. This section does not provide support on all the skills required for these functions.

This handbook is not intended to be used directly on training courses. All the items should be considered as reference material from which the members of the National Adult Resources Committee can develop their own material to suit their needs.

Each Section of the handbook is a complete entity and some of the information therefore may appear in more than one place. This is designed to give cohesion to each section and it avoids excessive cross-referencing.

100 Introduction, Contents and Historical Background
The 100 series provides a general introduction, a detailed list of the contents of each section, the historical background, information on the Mission Statement for Scouting and some thoughts on how this can be explained more fully to leaders. It also includes the conceptual framework for Adults in Scouting and the Management of Adult Resources, the policy on â€˜Equal Opportunitiesâ€™ and concludes with the Life Cycle of an Adult in the Movement which relates the framework to each individual
adult.

200 General Framework and Policies
The 200 series details each of the Conference resolutions on the World Adult Resources Policy, defines the scope of Adults in Scouting and relates it to the policy. It ends with a comparative study of the World Adult Resources Policy and the World Training Policy which was agreed in Helsinki in 1996, as well as reflecting on structural change at world level.

300 Adult Resources, Management and Structures
The 300 series sets out the remit for the Workstream on Volunteers in Scouting, the structures required at national, regional and world level to support the Policy and an overview of all the functions of adults in Scouting.

400 The Acquisition of Adult Resources
The 400 series introduces the first stage of the Adults in Scouting model. It looks at the assessment of needs, recruitment, mutual agreement and the appointment of adults in an association . A sample of the Job Description document is also included as a reference.

500 The Provision of Training and Support
The 500 series provides information on all that is required in providing appropriate and timely training and support to all adults in Scouting whatever their appointment or length of service. It includes, identifying the task and training needs, providing training and on-going support, approaching training systematically and it identifies number of ways that training can be provided. It includes information on modular training, competence-based approach, the qualification of adults, measuring the impact of training and support and evaluation model and process. It ends with information on the self-directed learning process.

600 Evaluation and Follow-up
The 600 series sets out the principles of assessment in business and voluntary organisations, identifies how this can apply to Scouting and provides a model which can be used to implement performance appraisal (PA) in an Association. Guildelines on how to conduct PA and how to overcome associated problems with PA interviews are also added. A brief description on the 360 degree PA system appears at the end of this section.

700 Working with Adults
The 700 series provides information which may be useful to adults in Scouting who are working with other adults. It looks at leadership skills, with practical examples applied to training, and several major leadership theories. It also contains information on how adults learn with emphasis on the experiential learning process, adult learning principles and theories. Exercises are also included to enhance understanding of adult learning. In addition, major motivation theories such as the job characteristics model, and the two-factor theories are briefly explained. Finally, the concept of team development and team effectiveness are included at the end to highlight the growing importance of working in teams.

800 Useful Techniques, Methods and Strategies
The 800 series provides information on a number of different techniques, methods and strategies which can be used when managing adult resources and in the training of adults. The topics include communication, training â€“ including objectives, evaluation, measuring the success of training, using tutors, and the use of personal projects in training. It also includes group work and and information on specific training methods e.g. lectures, talks and demonstrations, discussion methods and simulation exercises. Organisational and management topics like systems thinking, systems tool, learning organisation and dealing with resistance to change are also included. To complete this series, soft-skills related to topics like conflict management, counselling, coaching and emotional intelligence are fully described with particular emphasis on their application to Scouting.

900 Training Modules
The 900 series contains specific modules and the core topics on the following:
901: Training module for an Adults in Scouting Seminar/Workshop
902: Training module for Unit Leader Training at 'Initial', 'Basic' an 'Advanced' levels.
903: Training modules for training of trainers, 'Assistant Leader Trainer' and 'Leader Trainer' levels.

904: Training module on leaders of adults
Session guides on each topic are also included to assist trainers with their presentations.

1000 Glossary
The 1000 series includes a glossary of the terms used and in Scouting and in the wider world of management and training. The glossary is designed to facilitate communication between people involved in Scouting in the functions of management of human resources and training. It is not an attempt to standardise terminology.

100 INTRODUCTION, SUMMARY OF CONTENTS, HISTORICAL BACKGROUND

This handbook is intended to be used directly by the people in an Association who have responsibility for the management of adult resources i.e. the members of the National Adult Resources Committee.

It contains information on the policy, background information and the relationship between the policy and the previous training policies. It also contains information on each of the stages of the 'Life Cycle of an Adult in the Movement' with thoughts and questions to be considered when these are implemented in an association. The final sections have some information on specific topics which may be useful to people who have responsibility for the management of adult resources or trainers. This section does not provide support on all the skills required for these functions.

INTRODUCTION

This handbook is not intended to be used directly on training courses. All the items should be considered as reference material from which the members of the National Adult Resources Committee can develop their own material to suit their needs.

Each Section of the handbook is a complete entity and some of the information therefore may appear in more than one place. This is designed to give cohesion to each section and it avoids excessive cross-referencing.

Summary of Content

100 Introduction, Contents and Historical Background

The 100 series provides a general introduction, a detailed list of the contents of each section, the historical background, information on the Mission Statement for Scouting and some thoughts on how this can be explained more fully to leaders. It also includes the conceptual framework for *Adults in Scouting* and the *Management of Adult Resources*, the policy on 'Equal Opportunities' and concludes with the *Life Cycle of an Adult in the Movement* which relates the frameworks to each individual adult.

200 General Framework and Policies

The 200 series details each of the conference resolutions on the *World Adult Resources Policy*, defines the scope of *Adults in Scouting* and relates it to the policy. It ends with a comparative study of the *World Adult Resources Policy* and the World Training Policy which was agreed in Helsinki in 1969, as well as reflecting on structural change at world level with regard to the formation of Workstreams.

300 Adult Resources, Management and Structures

The 300 series sets out the remit for the *Workstream on Volunteers in Scouting*, the structures required at national, regional and world level to support the Policy and an overview of all the functions of adults in Scouting.

400 The Acquisition of Adult Resources

The 400 series introduces the first stage of the *Adults in Scouting Model*. It looks at the assessment of needs, recruitment, mutual agreement and the appointment of adults in an association . A sample of the Job description document is also included as a reference

500 The Provision of Training and Support

The 500 series provides information on all that is required in providing appropriate and timely training and support to all adults in Scouting whatever their appointment or length of service. It includes, identifying the task and training needs, providing training and on-going support, approaching training systematically and it identifies number of ways that training can be provided. It includes information on modular training, competence based approach, the qualification of adults, measuring the impact of training and support and evaluation model and process. It ends with information on the self-directed learning process.

600 Evaluation and Follow-up

The 600 series sets out the principles of assessment in business and voluntary organisations, sets out how this can apply to Scouting and provides a model which can be used to implement performance appraisal (PA) in an Association. Guildelines on how to conduct PA and how to overcome associated problems with PA interviews are also added. A brief description on the 360 degree PA system appears at the end of this section.

700 Working with Adults

The 700 series provides information which may be useful to adults in Scouting who are working with other adults. It looks at leadership skills, with practical examples applied to training, and several major leadership theories. It also contains information on how adults learn with emphasis on the experiential learning process, adult learning theories, principles and exercises are also included too enhance understanding of adult learning

In addition, major motivation theories such as the job characteristics model, and the two-factor theories are briefly explained. Finally, the concept of team development and team

effectiveness are included at the end to highlight the growing importance of working in teams.

800 Useful Techniques, Methods and Strategies

The 800 series provides information on a number of different techniques, methods and strategies which can be used when managing adult resources and in the training of adults. The topics include communication, training – including objectives, evaluation, measuring the success of training, using tutors, and the use of personal projects in training. It also includes group work and and information on specific training methods e.g. lectures, talks and demonstrations, discussion methods and simulation exercises.

Organisational and management topics like systems thinking, systems tool, learning organisation and dealing with resistance to change are also included. To complete this series, soft skills related to topics like conflict management, counselling, coaching and emotional intelligence are fully described with particular emphasis on their application to Scouting.

900 Training Modules

The 900 series contains specific modules and the core topics on the following:

901. Training module on AIS seminar/workshop

902 Training module on Unit leaders Training at initial, basic an advanced levels.

903 Traing module on training of trainers at CALT and CLT levels

904 Training module on leaders of adults

Session guides on each topic are also included to assist trainerswith their presentations.

1000 Glossary

The 1000 series includes a glossary of the terms used and in Scouting and in the wider world of management and training. The glossary is designed to facilitate communication between people involved in Scouting in the functions of management of human resources and training. It is not an attempt to standardise terminology.

102.TABLE OF CONTENTS

1. STRUCTURE

SECTION 100	INTRODUCTION, CONTENTS, HISTORICAL BACKGROUND
SECTION 200	GENERAL FRAMEWORK AND POLICY DOCUMENTS
SECTION 300	ADULT RESOURCES MANAGEMENT STRUCTURES, BODIES AND FUNCTIONS
SECTION 400	THE ACQUISITION OF ADULT RESOURCES
SECTION 500	THE PROVISION OF TRAINING AND SUPPORT
SECTION 600	EVALUATION AND FOLLOW-UP
SECTION 700	WORKING WITH ADULTS
SECTION 800	USEFUL TECHNIQUES, METHODS AND STRATEGIES
SECTION 900	TRAINING MODULES
SECTION 1000	GLOSSARY

2. TABLE OF CONTENTS

SECTION 100 INTRODUCTION, SUMMARY OF CONTENTS, HISTORICAL BACKGROUND

101 Introduction and Summary of Contents

102 Overview of structure and table of content

103 Historical background

104 The Mission statement

105 The role of adults in Scouting

106 The management of adult resources

107 The variety of functions

108 Equal opportunities

109 Life cycle of an adult in the Movement

SECTION 200 GENERAL FRAMEWORK AND POLICY DOCUMENTS

201 Conference resolutions on World Adult Resources (Paris-Bangkok)

202 Adults in Scouting

203 The general framework of World Adult Resources Policy (WARP)

204 The World Adult Resources Policy

205 A comparative study

SECTION 300 ADULT RESOURCES MANAGEMENT STRUCTURES, BODIES AND FUNCTIONS

301 The Workstream

302 Structures

303 Adult functions in Scouting

304 Relationship with Youth Programme

SECTION 400 THE ACQUISITION OF ADULT RESOURCES

401 Introduction

402 Assessment of needs

403 Recruitment

404 Mutual agreement

405 Appointment

SECTION 500 THE PROVISION OF TRAINING AND SUPPORT

501 Introduction

502 Introduction to the task

503 Identification of training needs

504 The provision of training

505 On-going support

506 Modular training

507 A systematic approach to training

508 Designing training schemes

509 A competence based approach to training

510 Recognition of qualification

511 Measuring the impact of training and support

512 Evaluation model

513 Evaluation process

514 Taxanomxy of educational objectives

515 Self-directed learning

SECTION 600 EVALUATION AND FOLLOW-UP

601 Introduction

602 Performance appraisal (PA): a variety of situations and principles

603 Carrying out PA

604 Introducing PA in an Association

605 A model for the implementation of PA
606 Guidelines and conducting effective PA
607 Problems and pitfalls in PA Process
608 Enhancing the developmental element of PA: The 360 degree PA System

SECTION 700 WORKING WITH ADULTS

701 Introduction

702 Leaders skills applied to training

703 Leadership Theories: Situational, transactional & transformational theories

704 Helping adults learn: Adult learning theories, principles, styles & the Experiential learning model

705 Motivating adults

706 Working with teams

SECTION 800 USEFUL TECHNIQUES, METHODS AND STRATEGIES

801 Checklist questionnaire to measure AID implementation

802 Interpersonal communications

803 Learning objectives

804 Group work

805 Group process

806 Tutors

807 Use of personal project

808 Lectures, talks and demonstration

809 Discussion methods

810 Simulation exercises

811 Computer-based learning

812 Action learning

813 Systems thinking and systems tools

814 Strategy for becoming a learning organisation
815 Emotional intelligence
816 Dealing with resistance to change
817 Conflict resolution skill
818 Empowerment skill
819 Coaching skill
820 Counselling skill
821 Public relations skill

SECTION 900 TRAINING MODULES

901 AIS seminar/workshop
902 Unit Leader training
903 Training of Trainers
904 Leaders of adults

SECTION 1000 GLOSSARY

1001

103. HISTORICAL BACKGROUND

The World Adult Resources Policy, for the management of adult resources throughout the Scout Movement, is by no means a breakaway from long established traditions and practices. It is the confirmation of previous policies.

Where do we come from?

Scouting started in 1907 and "Adult Leader Training" as it was later known is almost as old as the Movement itself. Although most of his time was used to spread his ideas and "support the natural growth of Scouting", BP, in the very early days, also attended to the training of Scoutmasters. He personally conducted two courses, in 1911 and 1912, which consisted of a series of talks during evening sessions. The main lines and characteristics of what was to become "Wood Badge Training" were established as early as 1913. Training was provided through the patrol system and a balanced mix of theory and practice. This however was not formalized into a training pattern. Only after the First World War, when Scouting resumed its incredible growth, did BP really address himself to the question of adding proper training to the benevolence and enthusiasm of leaders "to make quite certain that when I am gone, the future leaders of Scouting will really understand what it is all about and what my intentions have been".

To achieve this goal, a programme and a place were necessary. The place, Gilwell Park was found by BP in 1918. Thanks to the generosity of Mr de Bois Maclaren, it became the property of The Scout Association (UK) in 1919, to be developed into a camping ground for Scouts and a training centre for Scout leaders. The first training course started there on 8 September 1919 and was run along the basic lines laid down in 1913. *"Aids to Scoutmastership"* was also published the same year. All elements were there to make a complete pattern with a theoretical part to cover the fundamental principles, practice in a one week camp and an administrative part to be completed in the field. From the very beginning, through the place, the method and the quality and personality of those who conducted these courses - including BP himself - Scout leaders had a unique and direct exposure to the not so easily defined 'Scout spirit' from which they developed a sense of vision of the role of Scouting, their role in the Movement and a very high level of motivation. Cub Scout training started in 1922 along similar lines and Rover Scout training in 1927.

BP did not go much for certificates or diplomas and those who took training at Gilwell Park received 'the Wood Badge' on completion of their course. This consisted of two wooden beads.

The first Wood Badges were made from beads taken from a necklace that had belonged to a Zulu chief named Dinizulu, which B-P had found during his time in Zuzuland in 1888. On state occasions, Dinizulu would wear a necklace 12 feet long, containing, approximately 1,000 beads made from South African Acacia yellow wood. This wood has a soft central pith, which makes it easy for a rawhide lace to be threaded through from end to end and this is how the 1,000 beads were arranged. The beads themselves in size from tiny emblems to others 4 inches in

length. The necklace was considered sacred, being the badge conferred on royalty and outstanding warriors.

When B-P was looking for some token to award to people who went through the Gilwell training course he remembered the Dinizulu necklace and the leather thong given to him by an elderly African at Mafeking. He took two of the smaller beads, drilled them through the centre, threaded them onto the thong and called it the Wood Badge.

This tradition has been maintained throughout the years and in many associations, the Wood Badge is still awarded to Unit Leaders upon completion of their Advanced Training. All this, of course, refers primarily to the development of the Movement in the United Kingdom which - at this stage - can hardly be dissociated from the growth and development of Scouting worldwide. Immediately after the second *"International Conference"* (now World Conference) in Paris in 1922, a number of delegates crossed the Channel to attend a Scout Course. Gilwell Park had gained an international dimension which, with the agreement of member Associations, it would retain officially for almost fifty years.

During the following years, under the leadership of their *"Deputy Camp Chiefs"* (DCCs) - who were appointed by the Camp Chief at Gilwell Park - National Associations developed their own training, mainly on the Gilwell model. Indeed this has been a very important contribution to maintaining unity in the Scout Movement and The Scout Association, through Gilwell Park, has rendered invaluable services to World Scouting.

During the first twenty years, however, there was no scheme for training the Deputy Camp Chiefs, that is for training those who trained the Unit Leaders. Potential Deputy Camp Chiefs were simply asked to attend a second Wood Badge Course and so were Group Scout Leaders and Commissioners.

In 1947, an experimental course for Deputy Camp Chiefs of the United Kingdom was held at Gilwell Park. In the years which followed, other associations - notably Canada - held similar courses. But it was not until 1956 that the first official *"Training the Team Course"*, as it was then known, was held at Gilwell Park under the direction of the Camp Chief. This course was successful and in the following year, the 16th World Conference, held in Cambridge, looked forward *"to considerable development along these lines"*.

This development took place and the course, which subsequently became known as the *"International Training the Team Course"*, was held in many parts of the world - usually under the personal direction of the Camp Chief. But, with the passage of time and with the continual growth of the Movement throughout the world, the circumstances and the needs of Associations in the field of Unit Leader Training were constantly changing and becoming increasingly varied. The established

training pattern, which had so adequately satisfied the needs of most Associations for a long time, lacked the flexibility necessary to satisfy the widely diverging needs of the rapidly growing number of Associations.

In 1961, the World Training Committee was established as a sub-committee of the World Committee and recommendations were made for the appointment of National Training Commissioners. This was a first move towards the creation of a specific training infrastructure at world level. A few years later, the World Training Committee prepared a comprehensive report on the situation of Adult Leader Training and made suggestions for the introduction of a new policy which was accepted by the 22nd World Conference, in Helsinki in 1969.

The new policy reaffirmed the principle of the voluntary acceptance of a process of co-ordination of the methods of training of Unit Leaders and of those who, in their turn, train them. It was based on the dual principle of unity and flexibility and encouraged National Scout Organizations to develop training schemes to suit their own needs and build up their National Training Teams.

Regional Training Committees were gradually established in all Regions to support National Associations and assist them in the development of a training pattern and the training of trainers. This policy was further completed in 1977 when the 26th World Conference held in Montreal entrusted National Scout Organizations with the responsibility of training their own trainers. After an initial test period, the World Training Committee submitted a positive evaluation report to the World Conference in Dakar which reaffirmed the validity of the policy.

In the meantime, a new version of the *"International Training Handbook"* was published to assist National Training Commissioners in implementing the policy. The World Scout Bureau - at world and regional levels - provided direct assistance to Associations, to help them develop relevant training patterns, organize their own courses and increase the skills and ability of their trainers.

A document, "Adults in Scouting" was produced at the 32nd World Scout Conference in Paris. The document outlined the basic principles for managing adult resources, which covers, among other things, the training elements of managing adult development. Based on this principles, it became the *"World Adult Resources Policy" which was adopted at the* 33rd World Scout Conference, in Bangkok, 1993. Hence, Adult Leader Training has become an integral part in the management of adult resources.

This policy emphasises the need to address all aspects of the Management of Adult Resources (recruitment, support and training, follow-up) as an integrated whole and, at the individual level, introduces the concept of a *"life cycle of leaders in the Movement"* also to be approached as a whole.

In the area of support and training, *the policy* puts the emphasis on flexibility in training and easy access for all to training opportunities, as well as on the need to take into account the personal development of adult leaders, on equal footing with their functional training (training in the competencies required to fulfil an assigned task).

Under this new approach, the training and support functions of an Association and the role of those who provide support and training are not devalued. They have become a part of bigger whole and the actual range of competencies they cover has been extended considerably with the inclusion of all adult functions within the system and the extension into the personal development of adult leaders.

104. THE MISSION

For the first time, the World Scout Conference, meeting in Durban in July 1999, adopted a mission statement for Scouting. The adoption of the mission statement is the latest milestone in the work undertaken by the World Organization of the Scout Movement on the development of a Strategy for Scouting. The statement, which is based on WOSM's Constitution, is intended to reaffirm Scouting's role in today's world.

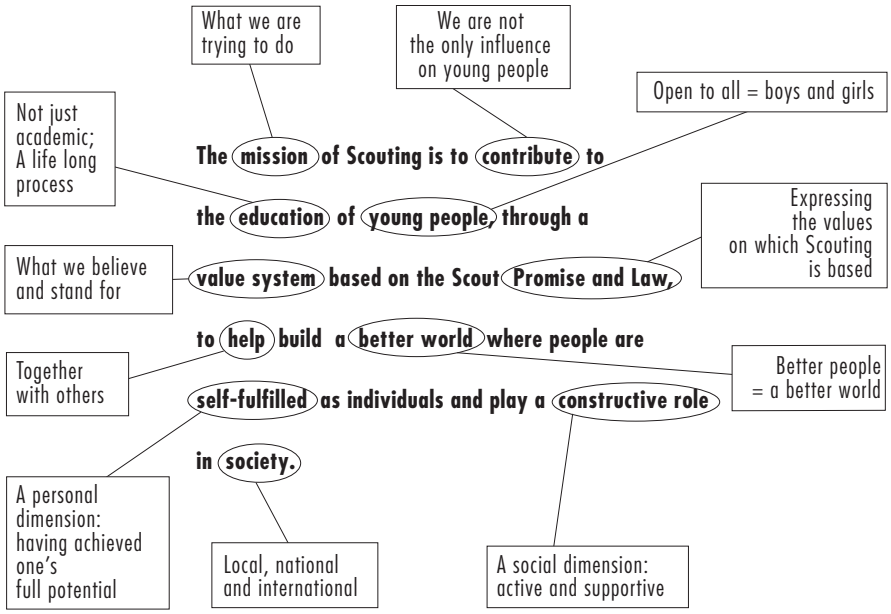
MISSION STATEMENT

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

This is achieved by

- involving them throughout their formative years in a non-formal educational process
- using a specific method that makes each individual the principal agent in his or her development as a self-reliant, supportive, responsible and committed person
- assisting them to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law.

The following text provides a short explanation of some of the key words used in the first paragraph of the mission statement. These explanations constitute the framework for Scouting's specific educational approach described in the three bullet points of the mission statement.



The mission of Scouting is…

Scouting's mission statement is based on the fundamentals of the Movement (definition, purpose, principles and method) described in the Constitution of WOSM. The mission, and in particular the conditions needed for its achievement, translates these timeless and abstract concepts in a pro-active way which enables the Movement to situate its particular role and function in today's world so as to better meet the needs and aspirations of young people. It should foster a sense of direction and commitment and fulfil a unifying, mobilising and motivational function.

to contribute to the education of young people…

Education is a life-long process which helps to unfold a person's potential throughout life. Scouting contributes to the education of young people through its structured and attractive youth programme. It uses the Scout Method, which makes each individual the principal agent in his or her own personal development. This form of non-formal education complements, but does not replicate or replace, the education provided through the school (formal education) and through family, friends and the media (informal education).

through a value system based on the Scout Promise and Law…

Scouting is based on a value system. This is expressed in the principles of the Movement, normally summarised in three categories: duty to God, duty to others and duty to self. For young people, Scouting's values are expressed in the Promise and Law, the cornerstone of the Scout Method: a voluntary personal commitment (the Scout Promise) to do one's best to adhere to an ethical code of behaviour (the Scout Law).

to help build a better world…

Scouting was born from the desire of its Founder, Lord Baden-Powell, to improve society, a goal he believed could only be achieved by improving the individuals in society. Indeed, he considered the "character of its citizens" as being a country's greatest strength. Scouting's purpose therefore – contributing to the development of young people – is set in this broader social context: helping to build a better world *through* the education of young people.

where people are self-fulfilled as individuals…

Baden-Powell would have described this as being "a happy, active and useful citizen – a person of character". What it really means is someone who is able to make his or her own decisions and manage his or her life; someone who actively cares about and for others; someone who is able to assume the consequences of his or her decisions, keep commitments and complete what he or she undertakes; someone who

seeks to live according to his or her values and supports causes and ideals which he or she finds important.

and play a constructive role in society…

Education includes the development of an awareness of and concern for others, the sense of belonging to a community and being part of its history and evolution. This implies learning to live with others as an active member of one's local, national and international communities. Scouting's broader social purpose is to help build a better world in which each individual has a contribution to make to the future development of society. Baden-Powell said, "Try and leave this world a little better than when you found it."

The following text illustrates the relationship between the elements that underlie the basic concept of the mission of Scouting.

Scouting helps build a better world

- by contributing to the education of young people.

It does so

- *by* offering them a value system based on the Scout Promise and Law, and

- *by* using a specific method that makes each individual the principal agent of his or her development,

thus developing self-fulfilled individuals who are willing and able to play a constructive role in society.

105. THE ROLE OF ADULTS IN 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. *Adults in Scouting* was developed to meet these needs.

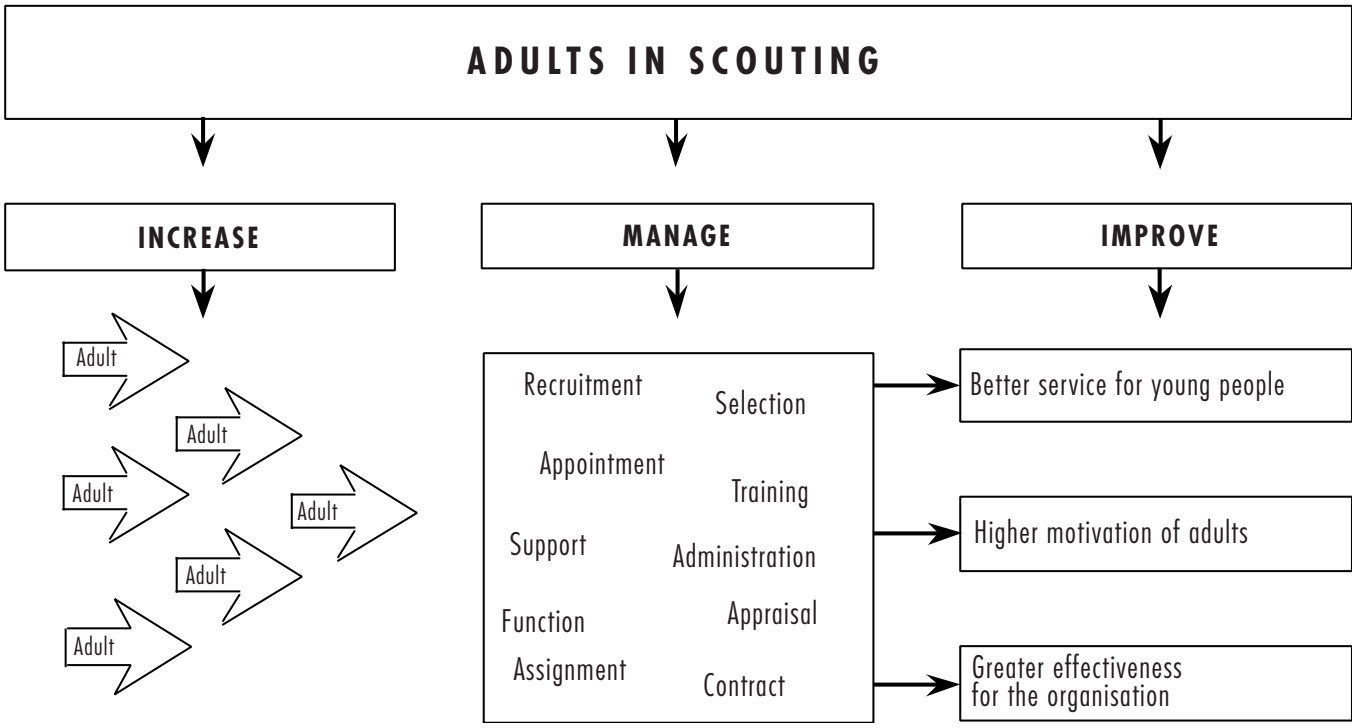


Figure 105.1: Adults in Scouting – A Strategic Approach

Adults in Scouting is therefore part of the overall strategy of the Scout Movement. It is a global approach to the question of adult leadership - which is not limited to training - which will be, together with other bodies, at all levels in the World Organization, fully supported by the World Adult Resources Committee/Workstream or equivalent grouping.

106. THE MANAGEMENT OF ADULT RESOURCES

Building on what exists in all Associations - a system of training unit leaders - *Adults in Scouting* expands into a global system of Adult Resource Management. 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, ends when he or she retires and includes 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 or mutual agreement 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.

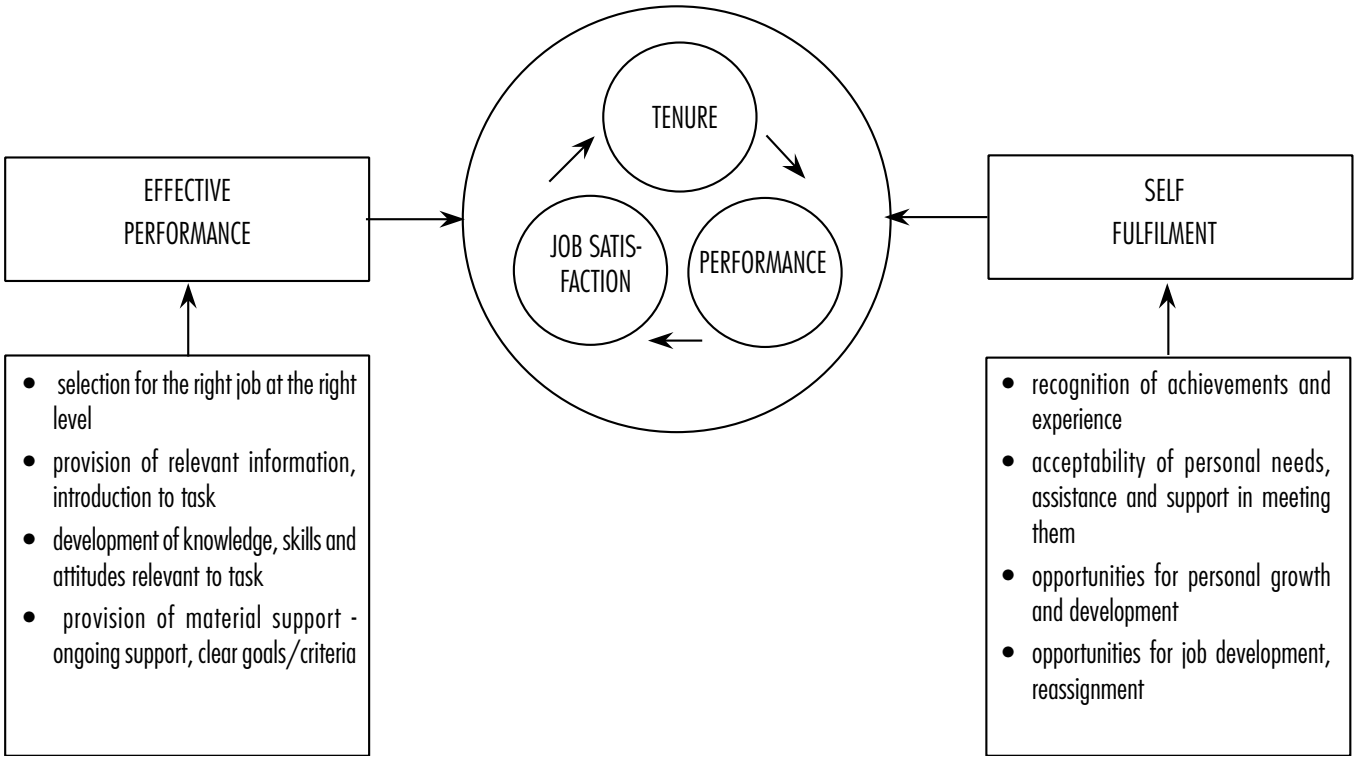


Figure 106.1: Human Resource Management

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 changes in roles and responsibilities, some people may feel threatened.

Adults in Scouting is not an extension of training 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.

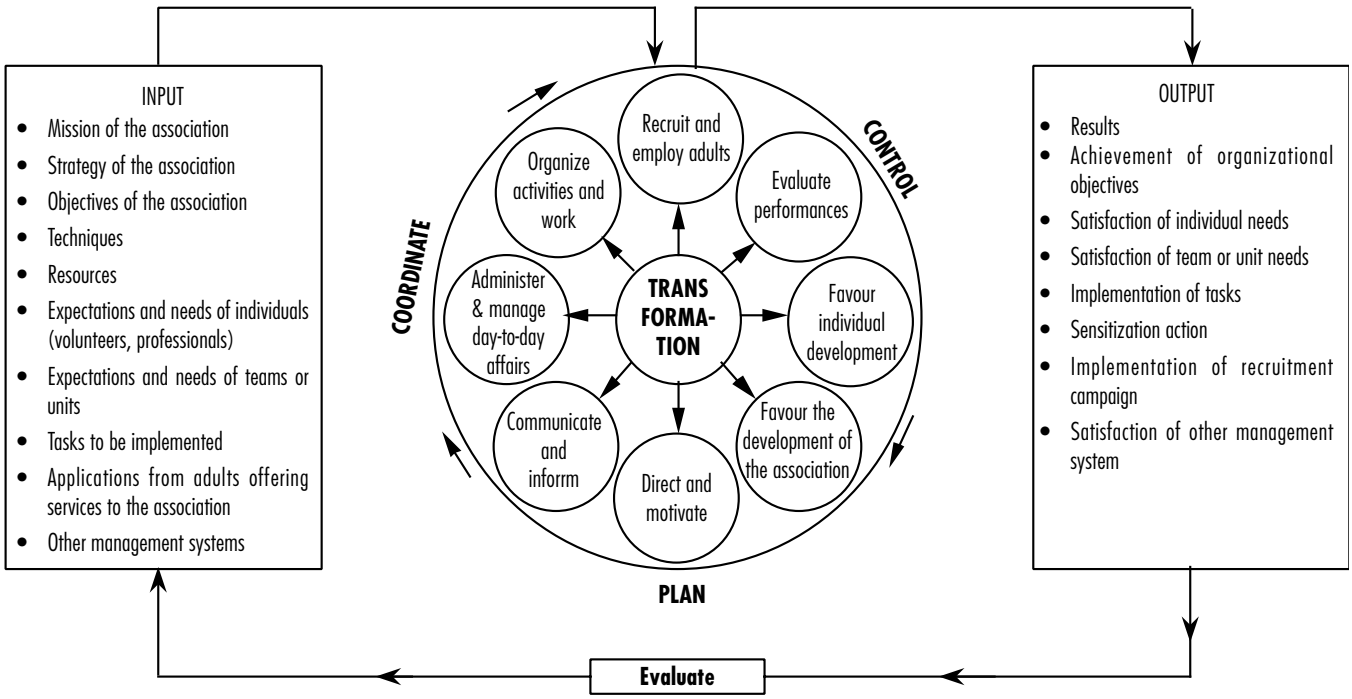


Figure 106.2: The Management of Adult Resources: A System

107. THE VARIETY OF FUNCTIONS

For a global youth membership of around 25 million, Scouting can count on the services of almost 3.4 million adults working in many different fields.

The majority of them run the day-to-day, week-to-week operation of a Scout 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,** co-ordinating 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 manage, co-ordinate 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.

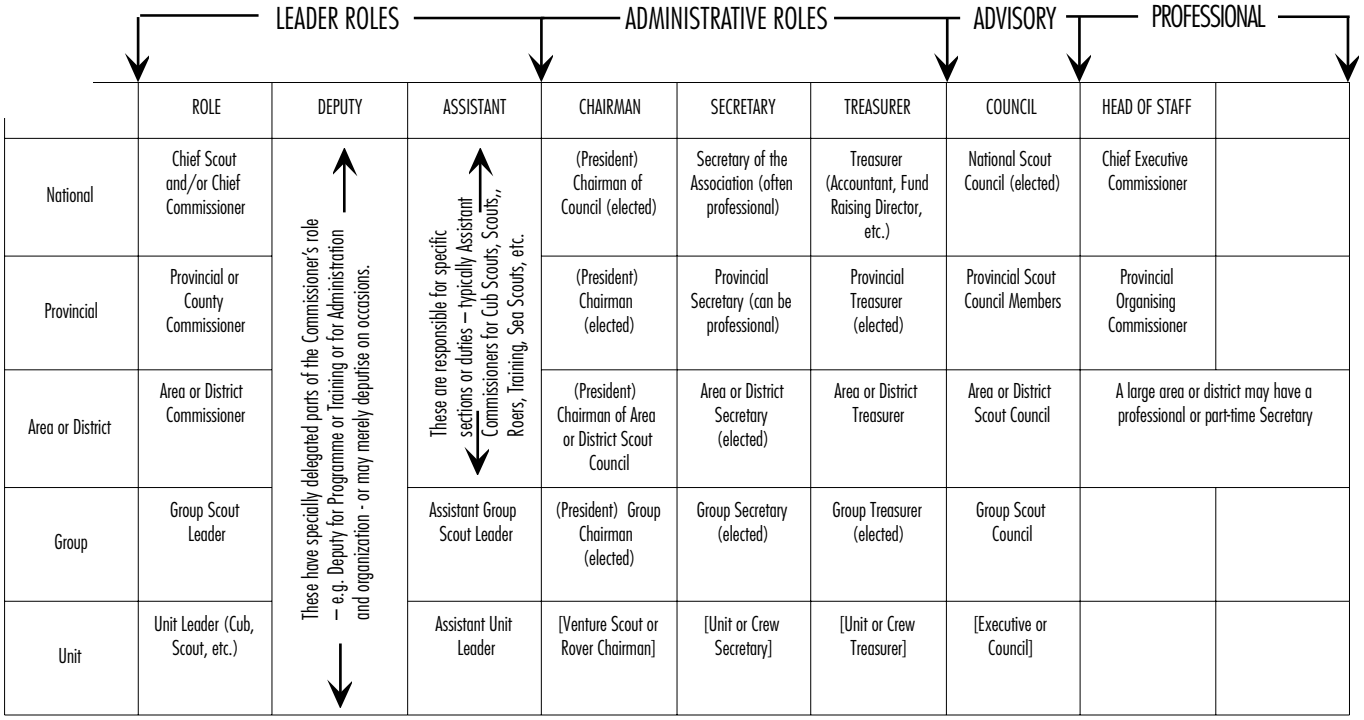


Figure 107.1: Adult Roles in Scouting

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 co-ordinated way, beyond the traditional boundaries and across the entire spectrum of functions or tasks.

108. EQUAL OPPORTUNITIES

108.1 BACKGROUND

Historically, when Scouting was created for boys in 1907, young people lived in a very different socio-cultural context from the one in which the majority of National Scout Organizations operate today.

It is now nearly a quarter of a century since the Constitution of the World Organization of the Scout Movement defined Scouting as *"... an educational movement for young people open to all without distinction..."* – in other words, a movement which addresses equally the educational needs of both genders, girls and boys, young women and young men.

Today, National Scout Organizations whose membership is open to both genders is the most common type. However, the fact that the Scout Movement is 'open' to both genders does not mean that Scouting's educational proposal will automatically address the educational needs of both. Nor does it imply that young people, or adults serving in the Movement, are automatically and spontaneously able to work together in a mixed gender environment in a spirit of equal opportunity and partnership. Considerable reflection, hard work and time are needed for this to happen.

Indeed, many requests have been made in recent years, including formal resolutions adopted at World Scout Conferences (see Resolution 5/96, Resolutions 6/93 and 8/93) highlighting the need for further work on gender-related issues in Scouting. Some requests relate to girls and boys, young women and young men in a youth programme context. Others refer to equal opportunity for both genders in the area of adult resources and the management of associations. Still others relate to greater representativity of women in decision-making bodies at local, national, regional and world levels, and so on.

Now, as we seek to clarify the mission of the Scout Movement in the context of today's society, it becomes evident that gender-related issues must also be treated as an integral part of this work.

It is with these elements in mind that the World Scout Committee decided that it was necessary to establish a clear policy covering all aspects of this issue. Thus, the *"Policy on Girls and Boys, Women and Men within the Scout Movement"* was developed for consideration by the World Scout Conference in Durban in July, 1999 and adoped at this Conference. This policy was prepared in full recognition of the wide variety of socio-cultural contexts in which associations operate as well as of the varying membership situations of associations. It does not affect the sovereignty of each National Scout Organization in deciding upon its membership.

This policy clearly examines - for the first time - the subject of girls and boys, women and men in the Scout Movement in all its aspects and clearly sets out the implications for National Scout Organizations in terms of Membership, Youth Programme, Adults in Scouting and

Management, as well as the implications for world and regional levels of the Movement.

The World Scout Committee and the World Scout Bureau are also conscious of the fact that much more work needs to be done in this area, including the production of practical tools that National Scout Associations can use.

In response to this need a research project is being undertaken involving the European and Eurasia Regions. This pilot study is on gender education a non-formal setting and for the details are available on the website <www.scout.org>

An outcome of the research will be to promote more specific information so that appropriate practical tools can be developed.

108.2 POLICY ON GIRLS AND BOYS, WOMEN AND MEN WITHIN THE SCOUT MOVEMENT

INTRODUCTION

As a Movement whose purpose is to contribute to the education of young people, Scouting originally and for the first decades of its history addressed only the needs of **"boys, adolescents and young men"** – the male population – in the countries in which it was established. From early days, females played a prominent role within the Movement as adult leaders for the younger age sections. Later, girls and young women started to be admitted as youth members.

As a result of that evolution, the Constitution of WOSM, in 1977, defined Scouting as a Movement for **"young people"** without any distinction of gender; since that date, Scouting has addressed itself equally to females and males, at all levels of the Movement.

Within the framework of its mission, and without prejudice to the sovereignty of each National Association in determining its membership policy, the Scout Movement declares its commitment:

- to the fulfilment of its educational purpose: to contribute to the education of young people, females and males, as equals and on the basis of the needs and aspirations of each individual;
- to the principles of equal opportunities and equal partnership between females and males, both within Scouting and in society as a whole;
- to reach, in societies where mixed gender relationships are the norm, a situation where gender equality is a reality in terms of youth programme, adult resources, management and all other aspects of the Movement at all its levels.

I. IMPLICATIONS FOR NATIONAL SCOUT ASSOCIATIONS...

A. In the Area of Membership

The fact that WOSM today addresses itself to both genders without distinction does not affect the principle that each National Scout Association takes its own decision on whether or not to admit girls. It does, however, require that National Scout Associations consider their educational provision carefully, taking into account the characteristics

of the society in which they operate and the changes taking place in that society which affect young people. Thus:

- In societies where mixed gender relationships (at school, in social and professional life) are, or are becoming, socially accepted and where, therefore, Scouting has a role to play in helping young people to prepare for active and constructive participation in a mixed social environment, the norm will be for National Scout Associations to address both genders through a co-educational approach.

- When a National Scout Association operates in a society where separate gender relationships are the norm and where co-education is therefore excluded, the association may continue to address the male gender only or may opt for providing Scouting to both genders in single-sex settings.

A National Association which opens its membership to both genders must address the educational needs of both equally; therefore the decision to admit one gender cannot be solely as a response to the educational needs of the other.

If a National Association admits both genders to any age section, then provision must continue to be made, in one form or another, for both genders in the subsequent age sections.

B. In the Area of Youth Programme

1. Most National Scout Associations are open to both boys and girls, young men and young women, operating together in mixed units in one or more age-ranges. However, addressing the Youth Programme to young people of both genders requires more than simply putting both together; it requires practising co-education. Co-education is not simply the state of having youth members, male and female, in a mixed setting, sharing the same activities. It implies a specific approach.

"Co-education can be defined as an approach in which the response to the educational needs of boys and girls, young men and young women, is conceived on the basis of a common educational proposal and a clearly defined set of objectives and method which aim at the development of both genders equally, bearing in mind the individuality of each person and her or his gender identity.

It involves a setting in which:

- *girls and boys, young women and young men, operate together, in a manner that offers equal opportunities to everyone in such things as participation in activities, sharing tasks and responsibilities, making decisions;*

- *they pursue a common framework of educational objectives at each person's own pace;*

- *the needs and interests of each gender are met;*

- *the individuality and gender identity of each person is respected;*

- *differences in the pace of development in the various dimensions of the human personality – physical, intellectual, emotional, social and spiritual – are recognised and accommodated.*

Co-education as defined above does not necessarily require that young people of both genders have to undertake every activity together; a co-educational approach may also incorporate separate gender activities".

A co-educational approach has major implications for all aspects of the Youth Programme of a National Scout Association.

According to the World Programme Policy, each National Scout Association is responsible for the development, delivery and implementation of a Youth Programme which enables Scouting's educational purpose to be fulfilled, taking into account the needs and aspirations of the young people to whom the programme is offered.

- Each of the steps in the process of programme development (educational proposal, personal development areas, final educational objectives, age sections and stages of development, section educational objectives, activities, application of the Scout Method, progressive scheme) must be developed consistently with the definition of co-education.

- Similarly, the content and presentation of publications and other materials produced to support the delivery of the Youth Programme, including the images and terminology used therein, are addressed to all youth members, male and female, and reflect the principles of equal opportunities and equal partnership. Likewise, all leader training and other support provided to the delivery of the Youth Programme must reflect these same principles.

- At unit level, the implementation of the Youth Programme – through the structure and functioning of the unit, peer and adult-youth relationships, conduct of activities and pursuit of educational objectives – must be carried out in a manner that is sufficiently flexible so as to stimulate the development of each youth member, male or female, and enable each one to feel that he or she is respected as an individual.

2. National Scout Associations which have opted to address boys and young men only, or both genders separately, must also ensure that the principles of equal opportunities and equal partnership between males and females are fully reflected in and promoted through their Youth Programme. This requirement must be kept in mind through all phases of the development, delivery and implementation of the Youth Programme.

C. In the Area of Adult Resources

The World Adult Resources Policy states among other things:

"In order to fulfil its mission, each National Scout Association should have the adult leadership it needs to develop and function effectively."

In an Association which is open to both girls and boys, the **"adult leadership needed to develop and function effectively"** requires:

- a distribution of roles and functions within all operational teams based on competencies, not gender, while continually striving to achieve and maintain a balance between male and female membership at all levels;
- the development of competencies (knowledge, skills and attitudes) required to deal with both genders;
- relationships among all team members based on an attitude of respect, acceptance of differences and acknowledgement of demonstrated competencies.

Wherever they may operate – with youth at unit level or with other adults – adults usually work in teams and it should not be expected that any individual will personally display all the qualities and competencies required. These, however, should be collectively available from the entire team in which members, either male or female, complement each other.

All provisions of the Adult Resources Policy apply to both genders at all steps of the process (i.e. selection and recruitment, the provision of training and support, follow-up and evaluation). They should therefore be clearly presented to all, males and females alike, and equal opportunities should be provided to all to help them understand and accept the provisions, adhere to the values which underlie them, and continually develop the competencies required. This applies as much to Associations open only to boys and young men as to Associations open to both genders.

D. In the Area of Management

In all National Scout Associations, whether open to both genders or boys and young men only, all adults must have access to all functions and selection must be made on the basis of the competencies required for the job and demonstrated by a potential candidate, not on gender.

This is only possible if the necessary conditions to enable adults of both genders to have access to all functions and participate effectively in any meeting or activity related to their function are provided.

In a National Scout Association which is open to both girls and boys:

- The structures of the Association, and the decision-making process at all levels and in all sectors, must reflect the fact that the

Association is open to both genders in a spirit of equal partnership and shared responsibility between men and women.

- Internal and external communication must reflect an image of an Association which is open to both genders in order to enable each member, whether young or adult, to identify with the Movement. This is only possible if the language, the images and the messages conveyed, both in educational and promotional materials, reflect a Movement which is open to both genders without distinction.

- The representative function, within the Movement and outside the Movement, both nationally and internationally, must reflect an image of an Association which is open to both genders.

- The marketing of the Association – which aims at providing the right service to the right people at the right place at the right time – should also be conceived as serving both genders and therefore take the needs of both into consideration in the definition, promotion and distribution of all products or services offered by the Association.

II. SPECIFIC RESPONSIBILITIES OF WORLD AND REGIONAL LEVELS OF WOSM...

- To provide support to National Scout Associations in the implementation of all aspects of this policy statement in order to assist them in ensuring that gender equality becomes a reality in terms of Membership, Youth Programme, Adult Resources, Management and all other aspects of the Movement.

- To encourage equitable representation of male and female WOSM members on the World Scout Committee, Regional Scout Committees, and sub-committees.

- To offer equal opportunities to men and women in the recruitment of personnel for the World Scout Bureau (headquarters and regional offices).

- To ensure that the fact that WOSM is open to both males and females is reflected in the way in which the Movement is presented (language, image, etc.) and in representation on external consultative bodies.

109. THE LIFE CYCLE OF AN ADULT IN THE MOVEMENT

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.

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.

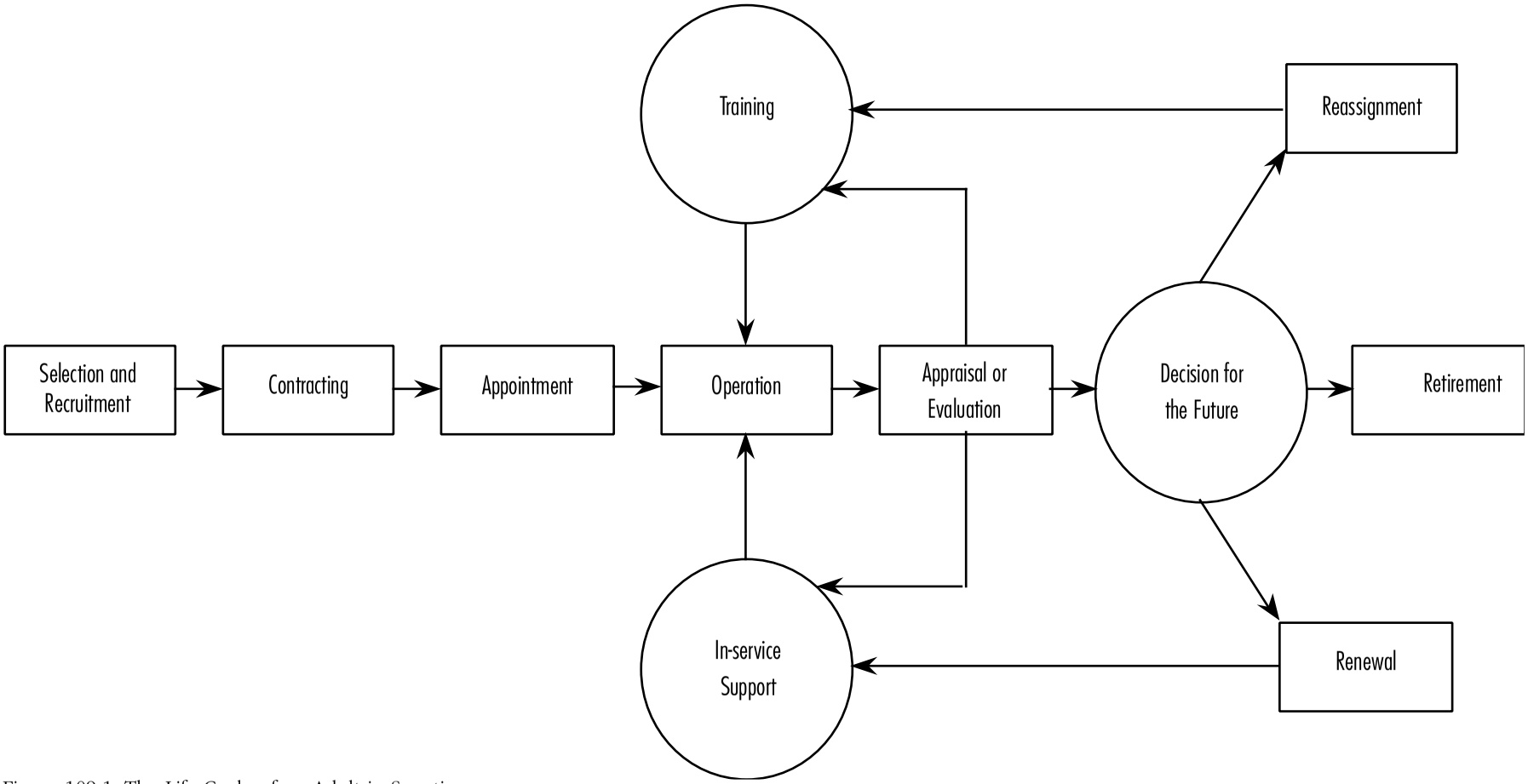


Figure 109.1: The Life Cycle of an Adult in Scouting

200. GENERAL FRAMEWORK AND POLICY DOCUMENTS

201. CONFERENCE RESOLUTIONS ON THE WORLD ADULT RESOURCES

5/90 Adults in Scouting

The Conference

- recognizing the need for an overall policy for adults supporting young people in the Scout Movement, and as an integral part of the Strategy for Scouting

- adopts the principles of *Adults in Scouting* stated in Conference Document No. 7 relating to the management of adult human resources

- requests National Scout Organizations to consider how the principles of *Adults in Scouting* could be reflected in policies and procedures at their own level

- invites the Regional Conferences to include the subject of *Adults in Scouting* on their agendas and to report regularly thereon to the World Committee

- requests the World Committee to take the necessary steps to enable the practical implementation of these principles at all levels and report back on progress at the next Conference

- invites National Scout Organizations to contribute to the task of the World Committee by volunteering to field-test specific elements of the principles of *Adults in Scouting.*

4/93 Adults in Scouting

The Conference

- having recognized the need for an overall policy for adults at all levels and in all functions in Scouting

- having adopted the principles of *"Adults in Scouting"* as applying to all adult resources in the Scout Movement

- welcomes the work done by the World Scout Committee on the development of a policy in implementation of Resolution 5/90

    - adopts the *World Adult Resources Policy* statement as representing WOSM's policy on the acquisition, training and personal development, and management of adult resources within the Scout Movement

- resolves that the policies and procedures on Adult Leader Training as established by previous resolutions are now modified by the adoption of the provisions of the *World Adult Resources Policy*

- requests the World Committee to take the necessary steps to ensure the full implementation of the provisions of the *World Adult Resources Policy*

- invites National Scout Organizations to implement the provisions of the *World Adult Resources Policy.*

202. ADULTS IN SCOUTING

202.1 INTRODUCTION

In the document *"Towards a Strategy for Scouting"* which was accepted by the 31st World Scout Conference in Melbourne, the World Committee indicated that:

- *"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."*

Following resolution 2/88 in which the 31st World Scout Conference *"... strongly recommends that the respective levels within the World Organization work along the directions indicated in the document to enable the Movement to continue to grow and provide better services for the benefit of young people"*, the World Training Committee has developed *Adults in Scouting.*

202.2 GENERAL DEFINITION AND SCOPE

Adults in Scouting aims at developing the ways and means by which the quality of leadership at all levels in the Scout Movement can be improved through the better management of all adult resources, resulting in the provision of better services to young people.

Adults in Scouting is the process of attracting and developing adults to provide competent leadership, professional and volunteer, for all positions, at all levels, in the Scout Movement. As a concept, it is more comprehensive than that of training. It includes a sequence of operations ranging from the recruitment to the retirement of adults. Training is seen as only one step in the process.

Adults in Scouting accomodates the needs of individual adults while achieving the Association's goals. It emphasises the provision of opportunities for personal growth and development as one of the rewards for contributing to the achievement of those goals.

Adults in Scouting, recognises adults for their demonstrated competence and performance, rather than for their attendance at training opportunities or for their position.

Above all, *Adults in Scouting* recognises that an individual is appointed *"to do"* a specific task for a specific time, rather than *"to be"* the holder

of a position. This approach changes the way in which he or she is regarded and - consequently *"managed"*.

Flexibility is an essential feature of *Adults in Scouting*. While the concept is constant, its process can and should be applied in such a way that:

- it is adjusted to different local conditions
- it is adjusted to the different needs and styles of individuals;
- the co-existence of simpler and more complex approaches is possible and acceptable;
- it is simple, understandable and non-bureaucratic;
- its application is constantly reviewed and continually improved;
- it uses a variety of methods, formal and informal;
- adult education opportunities within and outside Scouting are incorporated as a part of the process.

202.3 THE MANAGEMENT OF ADULT RESOURCES

All functions at all levels

Adults serve in a variety of positions, at different levels and fulfill a wide variety of functions requiring a large number of competencies. The effective management of adult resources calls for the integration of all adult related services and functions into a consistent whole. Leadership, support, administration, management and training should not be seen as separate but as complementary to one another, the various dimensions of the same reality, to be addressed as a whole.

In practice, this means that *Adults in Scouting* should cover all functions, at all levels and at all times during the entire period of service, from recruitment to retirement. This will provide greater effectiveness in the management and use of resources, avoid the duplication of services and offer more opportunities for a person to move from one function or position to another; meeting new challenges, learning new skills, sustaining interest and motivation and growing continuously through the experience.

Scouting needs to provide training and development opportunities so that competent persons can be recruited and then progressively take on new roles or increased responsibilities.

The ' life cycle' of adults in the Movement

Adults in Scouting recognises the concept of a 'life cycle' in every task or role in Scouting. It is an approach that gives careful consideration to all aspects of the management of adults and includes their recruitment, selection, contracting, training and personal support and their performance appraisal.

Each role is specific in its requirements, its targets and its time span and each period of service may be followed by reassignment to another role, a renewal in the same role for another period of time, or by retirement.

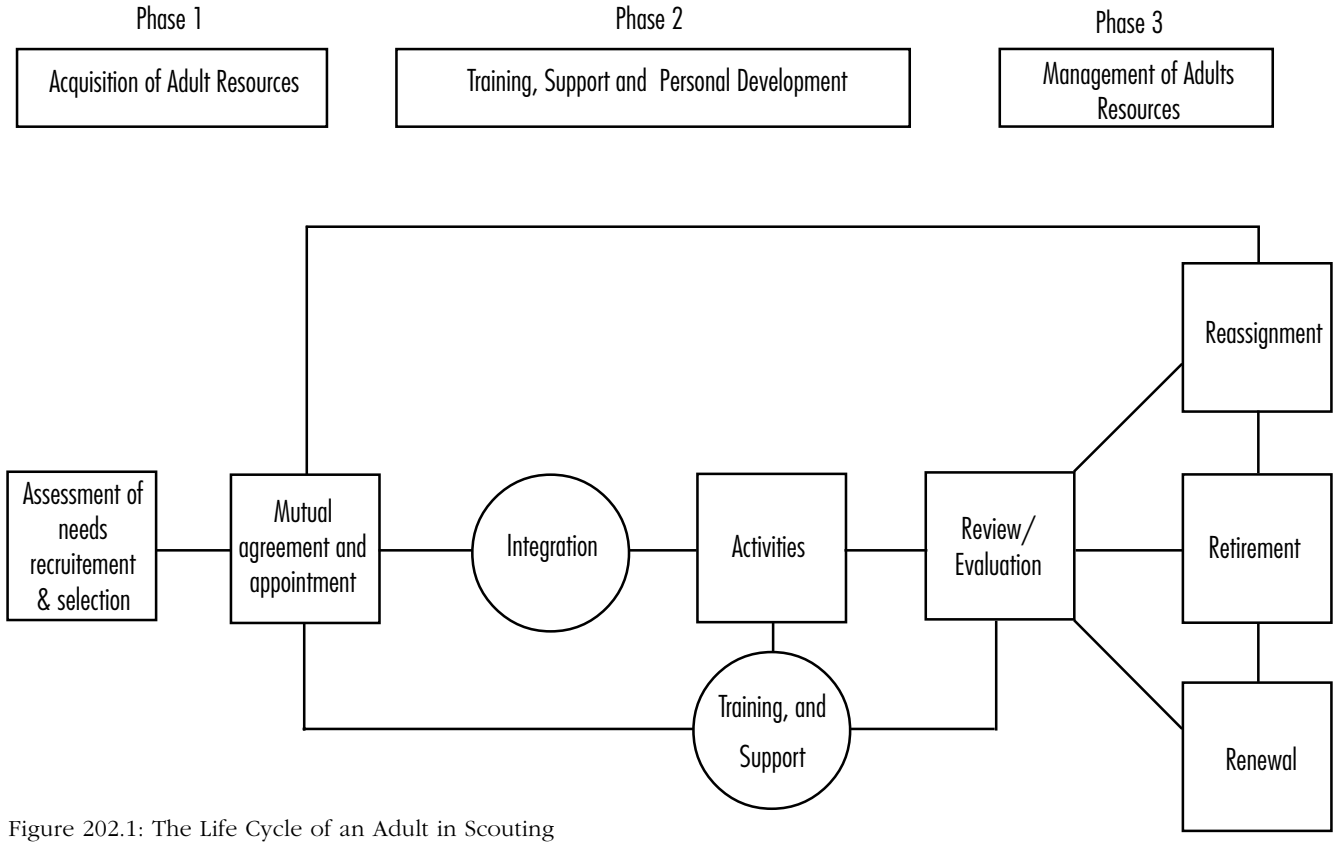


Figure 202.1: The Life Cycle of an Adult in Scouting

1. Recruitment and Selection

This includes:

- identifying the positions that are needed to achieve the organization's goals effectively and efficiently;
- identifying the knowledge, skill and attitude requirements of the positions (skills include interpersonal skills);
- identifying individuals either with the abilities, or with the potential to develop the abilities, required by these positions;
- selecting the most appropriate individual for each position;
- supporting these individuals during the recruitment period.

Mutual Agreement and appointement

This includes:

On the part of the organization, clarifying

- requirements of the position

- area of responsibility
- knowledge and skill requirements
- term of office
- costs (reimbursement)
- time commitment
- short and long terms objectives
- appraisal procedures
- available support

On the part of the individual, clarifying

- expectations
- training and support needs
- special requirements.

Even when a position is being filled, the emphasis needs to be put on the task, not on the position. Appointments should be made for a specified period of time.

Training and in-service support

Through the period of operation (term of office), training and in-service support provided should:

- be flexible and varied;
- be available when and where they are needed;
- cover a wide range of topics and learning;
- be adapted or tailored to the individuals needs;
- be provided through a variety of methods;
- be attained simply and quickly (standard qualifications can be acquired within 1/3 of the average duration of service).

Coaching and training are not required in those areas in which the individual is already capable.

Opportunities for individuals to develop in directions that they wish to, should be provided within the organization's resource limitations. (But the organisation must be honest in identifying those competencies for which it is unable to provide training, for which training should be sought outside.)

Review or Evaluation

On the basis of the objectives set for the task or function, an individual's performance needs to be assessed at regular intervals.

One of the outcomes of the approach will be to emphasise the importance of observation of a person's performance. Training, monitoring and advising will be required, as well as objective statements of performance targets.

As a result of this performance evaluation, decisions will be made on the subsequent steps and recognition will be given for the completed task and the individual's contribution.

Decisions for the future

When a task or term of office has been completed, various options exist as to what the person will do:

Renewal

The first option is to renew the contract and re-appoint an individual to the same position. This, however, should never be automatic but come as the result of a discussion leading to a mutual agreement that the person wishes to continue and the organization wants him/her to continue. New targets will be set for a new term of office together with on-going training objectives, to ensure progress and a better performance and to avoid the simple continuation of the same routine work.

Reassignment

As a second option, a person may move to another position, to take up another task. This should be seen as a move within a network not necessarily up a ladder or hierarchy.

In the discussion leading to this decision, the needs and expectations of both the individual and the organization will be clarified and a new agreement drawn up, including new training requirements to adjust to the new task.

Retirement

This is the third option. The initiative may come from the organization when it is felt that time has come for the person to retire or from the individual if he/she so desires.

In both cases, a decision has to be made very openly, to avoid any frustration in retirement and feelings of guilt or loss of self-esteem. Setting fixed terms of office can certainly help when such decisions have to be made.

Adults in Scouting emphasizes the importance of giving more attention to the development of adults in Scouting as individuals, not just as providers of a programme or resources and support for the programme or as trainers of other adults. This dimension will strengthen the motivation of adults who give their time to the Movement and also

their ability to support young people in their personal growth. It will also strengthen the image of the Movements' leadership and attract higher calibre adults into voluntary positions.

Scouting has traditionally given close attention to leader training but this training has only been seen as a period within the service span of a leader. Leader development takes a more holistic view by being specific from the beginning about the competencies required, helping the leader 'become' what potentially he or she can be and therefore able to meet Scouting's specific educational and organizational needs.

Adults in Scouting brings to the organization an intentional and specific emphasis on seeing adults develop for their own sake as well as for Scouting's sake. Just as there is an intentional approach to the development of children and adolescents, there will also be specific opportunities for the development of adults, based on the philosophy that organizational effectiveness requires the development of leaders both as persons and as agents of Scouting.

This does not mean that *Adults in Scouting* should be seen as the emergence of a movement for adults. There is no intention of altering the purpose of Scouting which is and should remain a Movement for the service and development of young people.

A stronger emphasis on the personal development of adults would be the appropriate answer to three major concerns:

- Adults who give their time and energy to Scouting feel that they should receive something in return for their commitment.
- The development of a person is an ongoing process. Adults who are seen by young people to apply this principle to themselves, as continually growing persons, will have much more credibility.
- The ability to support young people in solving their own problems, finding answers to their questions and concerns is much greater when the person who tries to provide this support is also seeking answers to personal questions and concerns. This opens minds and develops a much higher level of awareness of self and environment.

202.4 CONCLUSION

Adults in Scouting builds on what already exists: a well proven system of training. It expands the experience developed over many years into new areas, covering all functions and all stages in the lifespan of an adult in the Movement.

It introduces a comprehensive and systematic approach to the management of adult resources, for the benefit of young people. In various parts of the world, National Scout Organizations have started experimenting with these tools. At world level, since the concept was first discussed in 1988 by the World Training Committee, work has

been done to refine and develop a comprehensive approach to the management of adult resources and prepare appropriate tools. A resolution has now been accepted by the 32nd World Scout Conference which endorses *"Adults in Scouting"* as the official policy of WOSM with regard to the management of human resources, training and the personal development of adult leaders.

203. THE GENERAL FRAMEWORK OF THE WORLD ADULT RESOURCES POLICY

INTRODUCTION

Scouting is a Youth Movement with an educational purpose. The adults who join Scouting do so to provide young people with a favourable environment for their development, to guide them in their personal growth and to offer them the support they need. The task of these adults is to design and implement programmes adapted to the different age groups and to the specific conditions in which the young people live. It is also their responsibility to establish and operate an infrastructure, to provide the necessary logistical and administrative support, financial resources and leader training opportunities without which the Movement would be unable to fulfil its aim.

This requires the active involvement of a sufficient number of motivated and competent adults - men and women - who have to be recruited, trained for their task and supported in their personal development, and who can be entrusted with a series of different tasks for as long as they continue to serve young people in Scouting.

As with the World Programme Policy, which covers elements directly concerning young people, the aim of the *World Adult Resources Policy* is to contribute to the accomplishment of the mission of the Scout Movement. This is achevieved by enabling National Scout Associations to have permanently at their disposal the leadership resources they need to offer young people a quality programme adapted to their needs and genuinely useful for their development.

Conceived as a tool to strengthen unity in the movement, the policy is based on the principle of the voluntary adherence of WOSM Member Organizations, expressed through the adoption of resolutions by the World Conference, to a series of requirements common to all Associations but which, through their method of application, retain a flexibility without which they could not be adapted to meet the specific conditions of each National Scout Association.

204. THE WORLD ADULT RESOURCES POLICY

1. INTRODUCTION

Adults in Scouting provides the requirements and guidelines approved by the World Scout Conference for the acquisition, training and personal development, and management of the adult resources necessary for accomplishing the mission of the Movement.

These guidelines and requirements constitute the *World Adult Resources Policy* which sets out the respective responsibilities of National Scout Associations and the various regional and world bodies of WOSM.

2. ACQUISITION OF ADULT RESOURCES

In order to fulfil its mission, each National Scout Association should have the adult leadership it needs to develop and function effectively. To build these resources and maintain them at an optimum level in terms of quality and quantity, the Association must have a clear view of its needs and undertake deliberate recruitment activities.

Recognizing the mission of the Movement as dedicated to the development of young people, the adult leadership should include young adults in positions of responsibility.

2.1 Assessment of Needs

Each Association should establish its own complete list of functions to be filled. This list will then be compared to the actual leadership situation (vacancies, transfers, departures) and probable medium-term evolution (growth of the Association) to assess the short and medium term adult requirements.

2.2 Recruitment

National Associations are strongly encouraged to adopt a proactive attitude and undertake systematic adult recruitment. This recruitment will take place in accordance with specific functions, based on job descriptions that clearly define the tasks to be done.

2.3 Mutual Agreement

The *World Adult Resources Policy* establishes the principle of negotiation and conclusion of a clear agreement concerning the time limits and reciprocal obligations of the Association and the person concerned.

2.4 Appointment

Each National Association is entirely responsible for appointing and nominating its adult leaders to all positions in accordance with the following general principles:

- Only responsible officials within an Association are authorized to appoint an adult for any function within the Association;
- Every appointment is made on the basis of a reciprocal commitment between the Association and the person recruited;
- Every appointment is made for a specified duration;
- Any conditions for and restrictions on the renewal are stipulated.

3. TRAINING AND PERSONAL DEVELOPMENT

Each National Association is responsible for designing and operating a system for the training and development of adult leaders in all functions and at all levels.

This system:

- includes the integration of the new leader, basic training, further and on-going training and support for the entire duration of the term of office;
- includes not only the acquisition and development of the knowledge and skills necessary for accomplishing each function, but also the personal development of adult leaders;
- is flexible and allows for previous experience and skills to be taken into consideration;
- allows for the acquisition of additional skills and knowledge to facilitate the transfer from one function to another.

3.1 Integration of a new adult

The *World Adult Resources Policy* requires a systematic integration period, during which adults will understand the responsibilities of their function and the need for training in it. This implies that they are also trained in the techniques essential for its implementation.

3.2 Training

The purpose of the training offered to adults is to provide them with the means to make a significant contribution to the accomplishment of the mission of the Movement. It should be adapted to each function and to each individual on the basis of a detailed analysis of that individual's training needs and previous experience. It should be considered as a continuous process.

3.3 Training System

Each National Scout Association will develop a training system for all adult functions. This will include all the competencies required for these functions together with the personal development of these adults.

The system will be flexible and ensure easy access to training opportunities in terms of their frequency, proximity and conditions for registration. This may require the decentralization of training and will need the participation of many more people, including young adults, in sharing their competencies with others.

Those responsible for co-ordinating training at all levels in the Association will identify training teams, organize the provision of training, and develop and manage the training resources required.

At national level an individual or team will be appointed to co-ordinate the overall operation of the training system. At other levels individuals or teams will also be appointed.

In specialised areas, training may be provided through outside agencies with an accreditation from the National Scout Association.

3.4 Support

Each adult must receive direct support, technical, educational, material, moral or personal, whenever required.

3.5 Recognition of Qualifications

The recognition of the qualifications of an individual is exclusively the responsibility of the National Scout Association. Certificates of qualification for a job or function will be issued on the basis of demonstrated and currently used competence and have a set validity period with a date of expiry. This could also be recorded in a personal log-book.

Where Associations wish to use them, Wood Badge insignia will be issued for the same duration as the certificate of qualification.

Certificates may be renewed on the basis of demonstrated and updated competence and for the same limited period of time.

Certificates of attendance on courses or other training activities may be issued or attendance may be recorded in a log-book.

4. THE MANAGEMENT OF ADULT RESOURCES

In order to permit mobility of people across functions, the *World Adult Resources Policy* advocates the establishment of networks designed to augment and, if appropriate, replace the hierarchical and linear systems which operate in most Associations.

4.1 Task appraisal

Task appraisal is a regular element in the management of the Association's activities. It provides an opportunity to assess the extent to which objectives are being met and whether adjustments are required.

4.2 Reappointment appraisal

Reappointment appraisal is a regular element in an adult's life cycle. This is achievement-based and looks towards the future to find an option which best corresponds with the wishes and interests of the adult leader and the Association as a whole. It results in a choice between three options: **renewal** of the mutual agreement, **reassignment** to another task for a new term of office, or **retirement** of the leader concerned.

5. STRUCTURES

At all levels of the World Organization of the Scout Movement - national, regional and world - the management of adult resources requires the establishment of specific structures covering three dimensions -

acquisition of resources, training and personal development and management - allowing a global and co-ordinated approach.

In accordance with the mission of the Movement, it is important that these structures should include young adults.

It is up to each National Scout Association to define the most appropriate structure for adult resources management, taking into account its particular situation, needs and available resources. This structure should co-ordinate the acquisition, training, personal development and management of adult resources and report to the Association's overall management. It should have a formal link to those responsible for the development and delivery of Youth Programme.

This could be achieved through the creation of a National Adult Resources Committee reporting to the National Executive Committee, or its equivalent.

The National Adult Resources Committee should also be linked to a network covering the whole of the Association's territory and composed of those involved in the adult resources management process. Those co-ordinating training activities should belong to the network, together with those having recruitment and resource management functions.

5.2 Regional Level

It is up to each Region of WOSM to define the most appropriate structure, taking into account its situation, resources and needs.

However, the *World Adult Resources Policy* recommends the establishment of a network as the basic element of the Regional structure. In order to ensure that this network is stimulated, questioned and informed, a number of solutions could be envisaged:

a) A Regional Adult Resources Network Co-ordinator is appointed by the Regional Scout Committee,

b) A Regional Adult Resources Committee is established along the same lines as the national committees,

c) The Regional Conference entrusts the World Scout Bureau's Regional Office with the co-ordination of the task.

5.3 World Level

As in the past the World Adult Resources Committee can be formed as a sub-committee of the World Committee as and when the need arises.

It used to be composed of a chairman, four members at large, members co-opted for specific tasks and three ex-officio members (chairman of the Educational Methods Group, chairman of the World Programme Committee, Secretary General of WOSM), whose main task is to propose guidelines on all matters related to adults resources.

With the adoption of the Strategy for Scouting at the World Conference, in Greece, 2002, all matters pertaining to adult resources came under the strategy priority on "Volunteers in Scouting" . In place of the World Adult Resources Committee, a Workstream comprising members of the World Scout Committee and Regional Chairmen, has been formed to oversee developments relating to Volunteers in Scouting. Guidelines and issues on adult resources will now be under the purview of the Workstream on Volunteers in Scouting. It can also set up Task forces to address specific issues as and when the need arises.

6 .CONCLUSION

Amongst other things the Workstream will be responsible for reviewing the WARP from time to time and make recommendations for any changes at the World Scout Conference.

205. A COMPARATIVE STUDY

FOREWORD

Following the adoption of the World Adult Resources Policy by the 33rd World Scout Conference in Bangkok the policies and procedures on Adult Leader Training have been modified. This paper has been prepared to help Associations understand fully the changes that have taken place and to see where the training elements, which have now become part of a broader whole, fit in the new policy.

On each page, the central part is a quotation from the *World Adult Resources Policy* with the corresponding sections of the former *"World Training Policy"* on the left and comments on the changes, differences etc. on the right. Wherever a section had no equivalent before, this has been indicated in the left-hand side column.

See section 200 of the International Training Handbook for a fully detailed version of the previous policy and the relevant Conference resolutions which are now superseded by Resolution 4/93 adopted in Bangkok.(see Section 201 WARH).

WORLD TRAINING POLICY	WORLD ADULT RESOURCES POLICY (BANGKOK 1993)	COMMENTS
The World Training Policy has been laid down by the World Conference in a series of resolutions that Member Associations have an obligation to follow and implement. It covers everything related to the scope of Adult Leader Training, its aims, objectives and methods as well as the **specific responsibility of National Associations and of the various bodies of the World Organization, in the preparation and implementation of training activities.**	**1. INTRODUCTION** *"Adults in Scouting"* provides the requirements and guidelines approved by the **World Scout Conference** for the acquisition, training and personal development, and management of the adult resources necessary for accomplishing the mission of the Movement.	*Expanded to cover all aspects of the management of adult resources - from recruitment to retirement and including training. Adopted by World Scout Conference, covers all aspects of adult resources management, including training.*
It also covers recognition of the training provided and nominations of leaders and trainers at all levels.	These guidelines and requirements constitute the ***"World Adult Resources Policy"*** **which sets out the respective responsibilities of National Scout Associations and the various regional and world bodies of WOSM**.	*Specifies respective responsibilities.*

The basic principle of this policy is the voluntary acceptance by individual associations of a process of co-ordination of the methods of training of leaders and of those who in turn train them. It provides for unity - the primary function of the World Organization of the Scout Movement is to maintain unity of purpose and methods in Scouting - and for flexibility, to accommodate the variety of situations in which the Scout programme is offered to young people.	Not mentioned	*The voluntary acceptance of common rules (laid down by the World Scout Conference) is part of the basic requirements for WOSM membership. It is part of the Constitution and does not need to be repeated here.*
Not part of 'Training Policy'.	**2. ACQUISITION OF ADULT RESOURCES** In order to fulfil its mission, each National Scout Association should have the adult leadership it needs to develop and function effectively. To build these resources and maintain them at an optimum level in terms of quality and quantity, the association must have a clear view of its needs and undertake deliberate recruitment activities.	*Provides for "Adult Resources Management" to ensure the availability of adequate adult resources at all times and at all levels of an Association. Emphasises the need for* ***planned management.***
	Recognizing the mission of the Movement as dedicated to the development of young people, the adult leadership should include young adults in positions of responsibility.	*All positions must be accessible to* ***young adults.***
Not part of 'Training Policy'.	**2.1 Assessment of needs** Each association should establish its own complete list of functions to be filled. This list will then be compared to the actual leadership situation (vacancies, transfers, departures) and probable medium-term evolution (growth of the association) to assess the short and medium term adult requirements.	

Not part of 'Training Policy'.

2.2 Recruitement

National Associations are strongly encouraged to adopt a proactive attitude and undertake systematic adult recruitment. This recruitment will take place in accordance with specific functions, based on job descriptions that clearly define the tasks to be done.

*Emphasises the need to actively **recruit** adults on the basis of clearly identified functions and specific job descriptions.*

*Recruitment is for **tasks** not for **positions**.*

Not part of 'Training Policy'.

2.3 Mutual Agreement

The *World Adult Resources Policy* establishes the principle of negotiation and conclusion of a clear agreement concerning the time limits and reciprocal obligations of the Association and the person concerned.

*Both the association **and** adult leaders have rights and obligations, needs and expectations. Those must be clarified and accepted by both parties.*

Each association is responsible for appointing its own Assistant Leader Trainers and Leader Trainers (subject to satisfying qualifications for appointment).

2.4 Appointment

Each National Association is entirely responsible for appointing and nominating its adult leaders to all positions in accordance with the following general principles:

The responsibility for appointing adult leader is explicitly extended to all functions.

• Only responsible officials within an association are authorized to appoint an adult for any function within the association.

Appointments made by a person or authority outside the National Association are explicitly excluded.

• Every appointment is made on the basis of a reciprocal commitment between the association and the person recruited.

Mutual agreement is emphasized.

• Every appointment is made for a specified duration

Introduction of term of office.

• Any conditions for and restrictions on the renewal of a given function should be stipulated.

Unit Leader Training

Each association is entirely responsible for the training of its own Unit Leaders and is free to determine the number, scope and contents of courses, subject to their conforming to the aims of Unit Leader Training approved by the 22nd World Conference. However, Regional Training Committees have a role to play in this field in providing assistance to associations when requested or when the Regional Training Committee considers such assistance would be appropriate.

Training of Leaders of Adults

Each association is responsible for the training of their own Leaders of Adults (Group Scout Leaders, Commissioners, Administrators, etc.). Each association is free to develop suitable training patterns including both formal and informal training opportunities and material to support them.

Training of Trainers

Each association is responsible for providing Courses for Assistant Leader Trainers and Courses for Leader Trainers. Each association is free to develop the detailed contents of these courses, subject to their conforming to the framework outlined by the World Training Committee

3. TRAINING AND PERSONAL DEVELOPMENT

Each National Association is responsible for designing and operating a system for the training and development of adult leaders in all functions and at all levels.

The provision of training is extended to all functions. Each association is free to determine the form, scope etc. of the training they provide.

Each association is free to determine the form, scope etc. of the training they provide.

This system:

• includes the integration of the new leader, basic training, further and on-going training and support for the entire duration of the term of office,

• includes not only the acquisition and development of the knowledge and skills necessary for accomplishing each function, but also the personal development of adult leaders,

Personal development of adult leaders is explicitly included as part of the training to be provided. Emphasis is put on the flexibility of the system used to provide training.

• is flexible and allows for previous experience and skills to be taken into consideration,

• allows for the acquisition of additional skills and knowledge to facilitate the transfer from one function to another.

3.1 Integration of a new adult

The *World Adult Resources Policy* requires a systematic integration period, during which adults will understand the responsibilities of their function and the need for training in it. This implies that they are also trained in the techniques essential for its implementation.

Training Seminars

Regional Training Committees are responsible for the provision of Training Seminars at regional or sub-regional levels. These seminars should aim at maintaining unity of the Scout Movement and maintaining in the associations within a Region a continuous sharing of experiences, interchange of ideas and improvement of training techniques.

3.2 Training

The purpose of the training offered to adults is to provide them with the means to make a significant contribution to the accomplishment of the mission of the Movement. It should be adapted to each function and to each individual on the basis of a detailed analysis of that individual's training needs and previous experience. It should be considered as a continuous process.

Unit Leader Training

Scouts Associations are entirely responsible for the training of their own Unit Leaders and free to determine the number, scope and content of the courses to suit their own requirements. The course structure and contents however will be designed to develop in the Unit Leader:

- an understanding of the background, principles, structure and spirit of Scouting,

- an understanding of the needs of young people within the specific environment in which the leader and youth will be working,

- an ability to use the methods and skills of Scouting to meet the needs of young people,

- the personal leadership skills to work positively and constructively with young people and other adults,

3.3 Training System

Each National Scout Association will develop a training system for all adult functions. This will include all the competencies required for these functions together with the personal development of these adults.

Balance between functional training and personal development.

The system will be flexible and ensure easy access to training opportunities in terms of their frequency, proximity and conditions for registration. This may require the decentralization of training and will need the participation of many more people, including young adults, in sharing their competencies with others.

Flexible system to accommodate all functions and facilitate transfers from one function to another (refresher training).

• the personal management skills to plan for, implement, administer and evaluate a programme which will contribute to the personal growth of young people.

Decentralization of training.

These objectives will be achieved by the use of appropriate training methods, and particularly through personal involvement, and by a continuous and progressive process. The number of courses required and their contents will be determined by each association according to its particular needs.

Those responsible for co-ordinating training at all levels in the Association will identify training teams, organise the provision of training, and develop and manage the training resources required.

*Broad participation of adults in the **provision** of training. Need for 'training skills' development.*

At national level an individual or team will be appointed to co-ordinate the overall operation of the training system. At other levels individuals or teams will also be appointed.

Need for co-ordination, identification of training teams.

In specialised areas, training may be provided through outside agencies with an accreditation from the National Scout Association.

Use of outside resources.

Training of Leaders of Adults

Group Scout Leaders, Commissioners, Administrators, etc. are Leaders of Adults. Their functions are diverse but they have one thing in common: they support the Unit Leaders who provide Scouting for the young people.

In the last few years, increasing emphasis has been placed on them, on the support they give to Unit Leaders and on the specific training they require in order to perform their functions adequately.

No specified roles of LTs and ALTs.

Until the 1960's the Leaders of Adults were encouraged to undergo the same training as Unit Leaders - if they had not already taken such training as Unit Leaders.

Today, it is realized that the Leaders of Adults undertake functions which are substantially different from those undertaken by Unit Leaders. So, their training needs are different and, therefore, the training they receive should be different.

Training of Trainers

There are two levels of appointments of trainers, on the basis of progression from one level to the other as experience and additional ability are acquired. These appointments are known as Leader Trainers and Assistant Leader Trainers and there is no distinction between individual sections.

No specified roles of LTs and ALTs.

Not covered.

3.4 Support

Each adult must receive direct support, technical, educational, material, moral or personal, whenever required.

Qualification is based on steps to be fulfilled (courses to be attended) and a period of practice.

Recognition of qualification is indefinite.

3.5 Recognition of Qualifications

The recognition of the qualifications of an individual is exclusively the responsibility of the National Scout Association. Certificates of qualification for a job or function will be issued on the basis of demonstrated and currently used competence and have a set validity period with a date of expiry. This could also be recorded in a personal log-book.

Qualification is based on **demonstrated** *and* **currently used** *competence. Term of office.*

The woodbadge insignia which are used as recognition of successful completion of the Unit Leader training scheme prescribed by the individual Association, also constitute a sign of unity.

Where Associations wish to use them, woodbadge insignia will be issued for the same duration as the certificate of qualification.

Use of beads is optional.

It is also recommended that the appointment of Assistant Leader Trainers and Leader Trainers continue to be recognised by the existing three bead and four bead necklaces and that Associations, if they so desire, also recognise the appointment by the provision of suitable certificates.

The World Training Committee has authorized the Training Service of the World Bureau to produce suitable certificates, for the identification of the above courses and seminars and the completion of such courses and seminars by participants, to conform to the procedures set out above and to

Certificates may be renewed on the basis of demonstrated and updated competence and for the same limited period of time.

Associations will design their recognition material. Examples may be provided by WSB.

The World Training Committee has authorized the Training Service of the World Bureau to produce suitable certificates for the appointment of trainers to conform to the procedures set out above and to be available on request to National Associations.

Certificates of attendance on courses or other training activities may be issued or attendance may be recorded in a log-book.

Not covered.

4. THE MANAGEMENT OF ADULT RESOURCES

Emphasis on networking rather than hierarchical systems, to provide more flexibility, more opportunities to participate at all levels.

In order to permit mobility of people across functions, the *World Adult Resources Policy* advocates the establishment of networks designed to augment and, if appropriate, replace the hierarchical and linear systems which operate in most Associations.

Not covered.

4.1 Task appraisal

Task appraisal is a regular element in the management of the association's activities. It provides an opportunity to assess the extent to which objectives are being met and whether adjustments are required.

Not covered.

4.2 Reappointment appraisal

Need for additional training in interviewing skills. Need to develop more co-operative attitudes amongst leaders and commissioners.

Reappointment appraisal is a regular element in an adult's life cycle. This is achievement-based and looks towards the future to find an option which best corresponds with the wishes and interests of the adult leader and the Association as a whole. It results in a choice between three options: **renewal** of the mutual agreement, **reassignment** to another task for a new term of office, or **retirement** of the leader concerned.

Limited to "Adult Leader Training"

5. STRUCTURES

Need to create new structures at all levels.

At all levels of the World Organization of the Scout Movement - national, regional and world - the management of adult resources requires the establishment of specific structures covering three dimensions - acquisition of resources, training and personal development, and management - allowing a global and co-ordinated approach.

In accordance with the mission of the Movement, it is important that these structures should include young adults.

The National Training Commissioner

Each National Association should have a National Training Commissioner (or an equivalent title).

5.1 National Level

Creation of National Adult Resources Committee.

It is up to each National Scout Association to define the most appropriate structure for adult resources management, taking into account its particular situation, needs and available resources. This structure should co-ordinate the acquisition, training, personal development and management of adult resources and report to the Association's overall management. It should have a formal link to those responsible for the development and delivery of Youth Programme

Establishment of a network of adults involved in all aspects of adult resources management (including training).

This could be achieved through the creation of a National Adult Resources Committee reporting to the National Executive Committee, or its equivalent.

Co-ordination of training activities (possibly NTC).

The National Adult Resources Committee should also be linked to a network covering the whole of the Association's territory and composed of those involved in the adult resources management process. Those co-ordinating training activities should belong to the network, together with those having recruitment and resource management functions.

5.2 Regional Level

Regional Training Committees should provide assistance to Associations when requested or when the Regional Training Committees consider such assistance would be appropriate.

Need to review the position of Regional Training Committees and select one of the three options a), b) or c) - see page 18.

It is up to each Region of WOSM to define the most appropriate structure, taking into account its situation, resources and needs.

However, the *World Adult Resources Policy* recommends the establishment of a network as the basic element of the Regional structure.

Establishment of a Regional AIS network.

Associations which do not have a National Training Commissioner (or an equivalent position) are invited to obtain the agreement of the Regional Training Committee to the appointment of Leader Trainers, until such time as a National Training Commissioner is appointed.

In order to ensure that this network is stimulated, questioned and informed, a number of solutions could be envisaged:

a) a Regional Adult Resources Network Co-ordinator is appointed by the Regional Scout Committee,

b) a Regional Adult Resources Committee is established along the same lines as the national committees,

c) the Regional Conference entrusts the World Scout Bureau's Regional Office with the co-ordination of the task.

5.3. World Level

A workstream on Volunteers in Scouting is formed.

World Training Committee have ceased to exist.

It is composed of members of the World Scout Committee and Regional Chairmen, one of them serving as the sponsor of the Workstream supported by the World Scout Bureau Executive.

It can set up task forces to address specific issues as and when the need arises.

Workstream or Volunteer in Scouting is established.

The workstream or volunteer proposes guidelines on all matters related to adult resources. It is linked to a World Adult Resources Network.

Establishment of World Network is maintained.

The network is a structure for the exchange and circulation of information, mutual assistance on adult resource management, the experimentation of ideas and new initiatives, and the expression of cultural and regional sensitivities.

Establishment of World Network is maintained.

6. CONCLUSION

In order to remain faithful to the principles on which it is based, this policy will be reviewed regularly and, if need be, modified. The World Scout Conference will be kept informed of progress in the implementation of the policy.

Revision through World Scout Conferences.

300. ADULT RESOURCES MANAGEMENT STRUCTURES, BODIES & FUNCTIONS

The Workstream comprises members of the World Scout Committee and Regional Chairmen supported by World Scout Bureau executives

The Workstream, proposes guidelines on all matters related to adult resources. It is linked to a World Adult Resources Network. This network is a structure for the exchange and circulation of information, mutual assistance on adult resource management, the experimentation of ideas and new initiatives, and the expression of cultural and regional sensitivities.

The Sponsor of the Workstream on Volunteer's in Scouting shall be appointed by the World Committee for a period of three years and the appointment may be extended for one additional three year period.

301. WORKSTREAM

301.1 Members and Resource Person

The Sponsor in consultation with the staff resource person(s) assigned by the World Scout Bureau should identify and recruit resource persons as required, within the principles of the World Adult Resources Policy. The appointment of members to the Workstream shall be made by the World Scout Committee . Terms of appointment will be for three years or the interval between world conferences, whichever is longer. The appointment may be renewed once, subject to review. Except where an individual is appointed as Sponsor of the Workstream, membership shall not exceed six years.

301.2 QUALIFICATION FOR MEMBERSHIP

Consistent with World Adult Resources Policy the qualifications for membership on the Workstream and affiliation with the Workstream, as resource persons shall be based on the skill and knowledge requirements of the Workstream.

While the work of the Workstream will require a sensitivity to different geographical, cultural, communication and organizational variations within World Scouting, it is not a requirement that the selection of resource persons be representational.

The collective skills and knowledge of the Workstream or/and Task force should include all aspects of the World Adult Resources Policy.

301.3 REPORTING RELATIONSHIP

The Workstream reports to the World Scout Committee.

301.4 FUNCTION

Its function is to advise and support the World Scout Committee on all matters pertaining to the effective management of *Volunteers in Scouting.*

301.5 RESPONSIBILITIES

These include:

- forming Task forces to address specific issues.
- developing and recommending policy related to Adults in Scouting and the development of the managerial capabilities of National Associations.
- monitoring and reporting on the implementation of the *World Adult Resources Policy,*
- ensuring the development and use of resources, mechanisms and materials to support the policy,
- recommending and monitoring the development and deployment of World Bureau resources in support of the policy,
- supporting the implementation of WOSM's strategic priority on Volunteers in Scouting with emphasis on the adaptation of the management systems and tools to the variety of cultural environments and individual needs within Scouting, and
- reviewing and reporting on the effectiveness of the Workstream and any supporting structures that it employs (in relation to the policy).

301.6 MODE OF OPERATION

The Workstream's specific mode of operation is not defined in order to allow a maximum degree of flexibility in response to changing needs.

This would allow the Workstream to respond to differing needs for support in different ways according to the developmental and organizational stage of Individual Associations or groupings of Associations. For example, some associations may require substantial directive support while others may require little. The Workstream could facilitate the exchange of information and assistance among Associations through a network of resource persons, task forces, etc. rather than or in addition to being a source of such support.

The Workstream will need to balance its attention to strategic and operational issues. On the one hand, it will need to consider those changes in the management and organization of *Volunteers in Scouting* which will support current and emerging programme policy, and contribute to the unity of the Movement. On the other hand, it will need to consider how it can best support Individual Associations attempting to implement and sustain good practices according to current policies.

The Workstream should establish a three-year plan to be reviewed and extended annually. Ideally, the plan will indicate its objectives, resource requirements, work schedule and accomplishment indicators.

The Workstream's objectives, achievements and recommendations shall be reported to the World Scout Committee, at least, annually.

The issues related to the management of adult resources in Scouting are diverse and from time to time will require communications with varying positions in Associations, e.g. the International Commissioner, the National Commissioner, the National Training Commissioner, the National Adult Resources Commissioner, if one exists.

302. STRUCTURES

At all levels of the World Organization of the Scout Movement - national, regional and world - the management of adult resources requires the establishment of specific structures covering three dimensions - acquisition of resources, training and personal development and management - allowing a global and co-ordinated approach.

In accordance with the Mission of the Movement, it is important that these structures should include young adults.

302.1 NATIONAL LEVEL

It is up to each National Scout Association to define the most appropriate structure for adult resources management, taking into account its particular situation, needs and available resources. This structure should co-ordinate the acquisition, training, personal development and management of adult resources and report to the Association's overall management. It should have a formal link to those responsible for the development and delivery of Youth Programme.

This could be achieved through the creation of a National Adult Resources Committee reporting to the National Executive Committee, or its equivalent.

The National Adult Resources Committee should also be linked to a network covering the whole of the Association's territory and composed of those involved in the adult resources management process. Those co-ordinating training activities should belong to the network, together with those having recruitment and resource management functions.

302.2 REGIONAL LEVEL

It is up to each Region of WOSM to define the most appropriate structure, taking into account its situation, resources and needs.

However, the *World Adult Resources Policy* recommends the establishment of a network as the basic element of the Regional structure. In order to ensure that this network is stimulated, questioned and informed, a number of solutions could be envisaged:

a) A Regional Adult Resources Network Co-ordinator is appointed by the Regional Scout Committee,

b) A Regional Adult Resources Committee or Workstream is established along the same lines as the national committees,

c) The Regional Conference entrusts the World Scout Bureau's Regional Office with the co-ordination of the task.

302.3 WORLD LEVEL

The Workstream on Volunteeers in Scoutng oversees all aspects of adult resources.

It is composed of members of the World Scout Committee and Regional Chairmen, supported by World Scout Bureau Executives. It can set up Task forces to address specific issues as and when the need arises.

The Workstream on Volunteers in Scouting proposes guidelines on all matters related to adult resources. It is linked to a World Adult Resources Network.

The network is a structure for the exchange and circulation of information, mutual assistance on adult resource management, the experimentation of ideas and new initiatives, and the expression of cultural and regional sensitivities.

302.4 CONCLUSION

In order to remain faithful to the principles on which it is based, this policy will be reviewed regularly and, if need be, modified. The World Scout Conference will be kept informed of progress in the implementation of the policy.

303. ADULT FUNCTIONS IN SCOUTING

Scouting is a Movement for young people in which adults provide guidance and support to the young members. Adults fill a variety of functions, most of them as volunteers. These fall into three broad categories:

a) those who operate directly with young people or their leaders in a leadership and training function (they are called **Unit Leaders**),

b) those who operate directly with adults in a management, leadership and support function. (they are called **commissioners**)

c) those who fill administrative and support functions and have little direct contact with young people or their leaders (they are called **administrators**).

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.

Unit Leaders:

- provide role models, inspiration and encouragement;
- support, counsel and advise young people as they develop;
- train and instruct young people in technical and social skills;
- give guidance on questions of belief, values and principles;
- facilitate the execution of the programme, as determined by the young people themselves, i.e. they enable ideas to be translated into reality;
- provide opportunities for self-discovery so that growth may occur;
- help young people become responsible, self-governing and self-determining, by providing them with opportunities to plan and lead;
- help young people to be responsive to their environment and to others, so that they may take a constructive place in society.

Commissioners:

The functions of those **"leaders of adults"** are similar to those of the leaders themselves. They:

- provide role models, inspiration and encouragement to leaders«
- Fulfill the management functions – recruitement, training and support revaluation

- support, counsel and advise in relationships both with young people and between leaders;
- train leaders in technical, relationship or leadership skills;
- guide leaders in questions of belief, values or principles
- facilitate the provision of programmes and activities for young people by providing funding, facilities or administrative support on a wider basis than the Troop or Group;
- encourage leaders to be more enterprising, adventurous or innovative in the provision of programmes for young people;
- provide opportunities for self-awareness and self-confidence training for their adult leaders, that they, in their turn, may have more confidence in young people.

Because face-to-face support of people is both time consuming and emotionally exhausting, albeit also stimulating, those in leader roles can be relieved of much of their routine paper-work by administrators, who are concerned mainly with the management of systems, organisations, finances or properties rather than of people.

Administrators play a vital role because they relieve the Unit Leaders' and commissioners' administrative work load, enabling them to spend more of their time and effort in the support and training of members or other leaders. Administrators are adults who, whilst they support the aims of the Movement, may not have the time, skill or inclination to work directly with young people or other adults. They are frequently people with professional expertise in finance, management or office skills who are willing to put those skills at the disposal of leaders whom they recognise to be 'doing a good job'.

There are a variety of administrative functions:

- Committee Chairman and members
- Treasurers, Secretaries, Auditors, Registrars, Record keepers
- Quartermasters
- Campsite administrators or wardens
- Advisers on finance, investments, legal matters, insurance, religion, buildings or public relations
- Editors, writers, typists.

These jobs need not be done by leaders themselves. There are many ex-Scouts, retired leaders, parents or well-wishers who are happy to help in these functions in order to maintain contact with the Movement or support its work.

304. RELATIONSHIP WITH THE YOUTH PROGRAMME

The 32nd World Scout Conference adopted the principle of a *World Programme Policy,* based on the idea that the Youth Programme is not something to be defined once and for all, but that it should be adapted to the needs and aspirations of the young people of each generation and in each country.

304.1 THE DEFINITION OF 'YOUTH PROGRAMME'

This policy applies a broad definition of the concept of Youth Programme, covering the totality of the experience proposed to young people:

What – what the young person does in the Movement, i.e. the ACTIVITIES.

How – the way in which it is done – i.e. the METHOD.

Why – the educational objectives, in accordance with the fundamental principles of the Movement i.e. the PURPOSE.

This definition has the advantage of emphasising that everything that young people do in the Movement has to be oriented towards the purpose and principles of Scouting and implemented by using the Scout Method.

The second key element in the policy defined by the World Scout Conference is that it refers to a programme *"by"* young people, as opposed to a programme *"for"* young people. This means that it is a programme developed from the aspirations of young people, and with their participation, since they are the main agents of their own development and happiness.

This does not however, imply the rejection of a stimulating and educational adult presence. Adults naturally have their place in programme development and implementation in terms of suggesting possibilities, offering alternatives, motivating and helping young people to use all their potential.

Yet none of this can be done without taking the aspirations of the young people into account and without their active participation in the programme development and implementation process.

Scouting strives to make young people responsible for their own development. It tries to encourage them to learn for themselves instead of passively receiving standardised instruction. It is, therefore, essential to help them appropriate educational objectives which are relevant to their own development.

A youth programme is basically a programme based on a set of objectives which are suitable for each age range. These objectives should become increasingly personal with age. Young people join the Movement not only to take part in interesting activities, but also to find answers to their needs and aspirations. If an Association is no longer able to attract adolescents and limits its recruitment to those under the age of

14, it is a sign that its programme has been designed by adults alone, without discussing it with young people and without taking their aspirations into account.

It is vital therefore that the implementation of *World Adult Resources Policy* in an Association takes as its starting point the current situation and the development needs of the Youth Programme in an association.

304.2 THE WORLD ADULT RESOURCES POLICY

The World Scout Conference in Paris (1990) and Bangkok (1993) adopted and endorsed the *World Adult Resources Policy,* under the name *Adults in Scouting* – for details of the policy see Section 204.

Adults in Scouting is a systematic approach to the management of adult resources, which is designed to strengthen the efficiency, commitment and motivation of adult leaders in such a way as to produce better youth programmes, while at the same time improving the management of adult resources in an Associations - in respect of the recruitment, training, ongoing support and management of adults in Scouting.

Adults in Scouting therefore supports the implementation of the Youth Programme by

Selection and Recruitment:

- Identifying the needs of the association in relationship to the Youth Programme.
- Clearly setting out the tasks required and producing clear job descriptions for leaders working with young people.
- Establishing person specifications for the different roles that are required; recognising that leaders working with the different age-groups require different profiles.
- Actively recruiting adults to fill the roles, looking as widely as possible.

Training and Support:

- From the job description, identifying the competencies that are required to undertake the task in relation to the Youth Programme, assessing the current competencies of the leader and then providing appropriate training to help the leader to become competent and meet their need for personal development.
- To provide the leader with appropriate and timely support.

Management:

- To undertake regular appraisals with the leader to identify potential blocks and ways to overcome them.

- To work with the leader to make appropriate decisions for the future.

304.3 THE RELATIONSHIP BETWEEN 'YOUTH PROGRAMME' AND 'ADULTS RESOURCES'

It is important therefore that the adults involved in developing and disseminating the Youth Programme work in close co-operation with the adults involved in managing adult resources. If the Youth Programme is developed in isolation, it cannot be adequately supported.

Likewise, the adults involved in managing adult resources must work in close co-operation with the Youth Programme to ensure that the focus of Scouting remains as an educational movement for young people. The management of the Association, the management of adult resources and the structures must all be focussed on this key element of the Movement – supporting the leaders who work directly with young people.

400. THE ACQUISITION OF ADULTRESOURCES

401. INTRODUCTION

National Scout Associations depend on adult leadership to deliver their youth programme to young people. If that programme is to be effective it is clear that the adults in charge of its delivery must be carefully selected, assigned to roles that 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.

Based on this, the system should also be flexible enough to allow each individual, at the conclusion of a term of office to move across the board, not just 'upwards'. Such reassignments to a new job will constitute a new challenge and therefore contribute to sustaining an adult's commitment to the Movement.

Adults in Scouting have the right to expect that their National Scout Association will value the contribution that they are making to young people and to the organisation, and provide them with all of the training, support and resources that will be necessary if they are to meet the association's expectations.

The key areas in the acquisition of adult resources will be introduced one by one and each of them will be explained in detail. It is important that they are adapted to suit local situations.

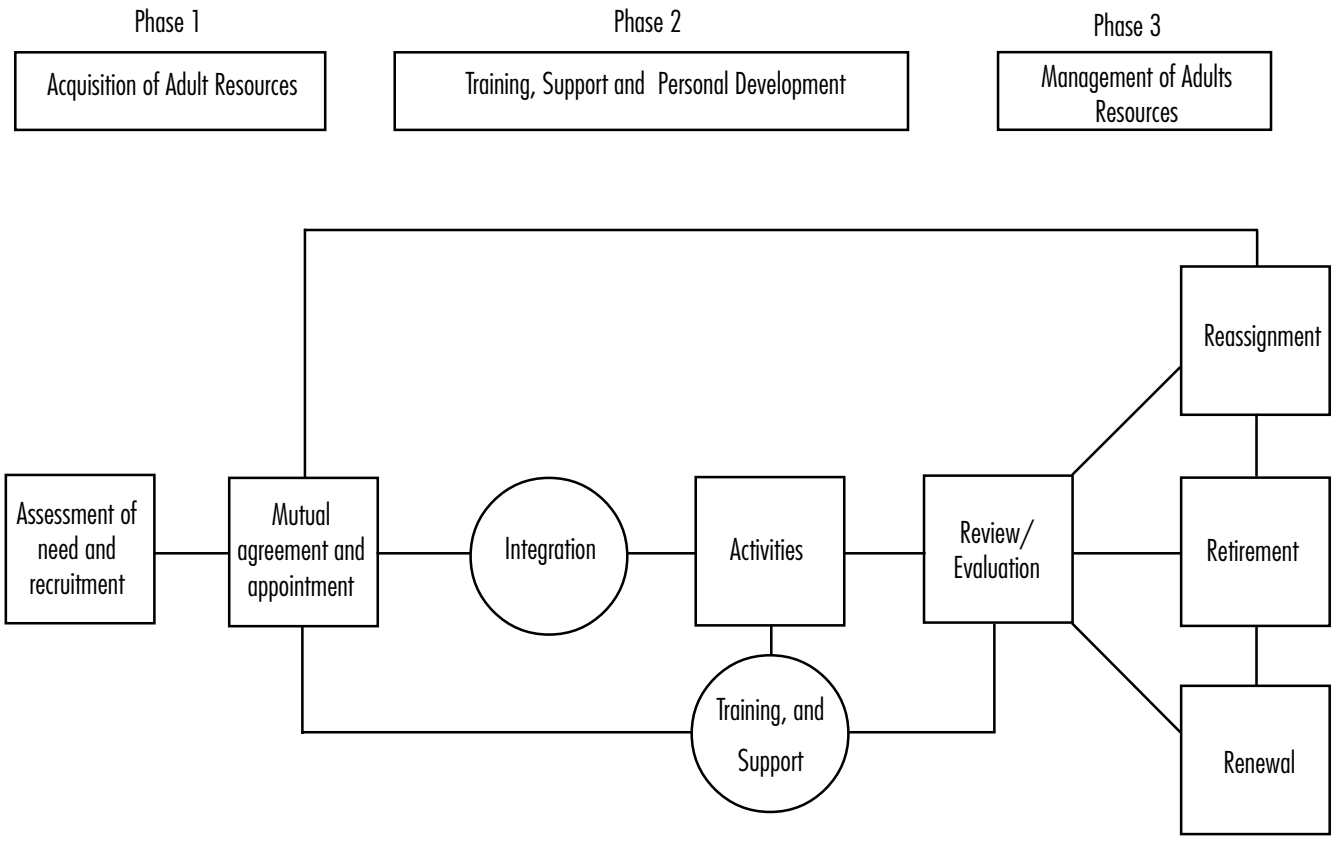


Figure 401.1: The Life Cycle of an Adult in Scouting

402. ASSESSMENT OF NEEDS

402.1 JOB DESCRIPTION

Introduction

In a voluntary organisation there is a danger that their responsibilities will not be clear to them. This may happen due to a casual approach to recruitment or due to reluctance by the organisation to impose formal obligations on volunteers. Ultimately this is likely to lead to confusion and/or to people trying to perform jobs from which they are not suited. It is imperative therefore, for the organisation to list down all the tasks to be performed to achieve the stated goals and objectives. In other words, the Job descritpion is based on the needs of the organisation and it serves as the first part in the process. What then is a Job description?

What

"Job description (JD) is a written statement of what the person actually does, how he or she does it and under what conditions the job is performed (Dessler", 1991). This information is in turn used to write a job profile or specification, which lists the knowledge, abilities and skills needed to perform the job satisfactory

Where

Where do we start? JD commences at phase I of the World Adult Resources Policy, well before the process of appointing and contracting leaders. We need to be clear, in our minds, as to what the job/task entails in term of its nature, responsibility and the expected levels of performance. Having done that, the next step involves listing down the requirements for the job. That is what kind of knowledge, skills, abilities and qualifictions does a person needs to have to do the job well. Bear in mind that certain jobs require statutory professional certification.

Who

Who writes the JD? Indeed there is no hard and fast rule. Generally, however, the person accountable for the job assumes responsibility for writing the JD. For examle, the State/Area Commissioner will write the JD for his/her District Commissioners (DC) since he/she knows best what job he/she wants the DC to perform.

How does a JD format look like? While there is no standard format, most descriptions contain the following.

Job Title: _____ State/Area:_____

District: _____

_____

Work performed: (Numbered list of specific duties and responsibilities)

_____

Organisational Relationships: (Short Statement about chain of command)

_____

Working conditions/physical environment: (List any special working conditions involved on the job)

_____

Qualifications: (Educational requirements, certification or licensing standards, experiences and basic knowledge requirements).

_____

Written by:_____ Date:_____

Approved by: _____ Date:_____

Ambiguous	Behavioral
To run unit meetings	To run 3 unit meetings in a month
To raise funds regularly for the Association	To raise $20,000 for the Association over a period of 8 months

GUIDELINES

Be clear

JD should list the work to be carried out clearly. This will avoid misinterpretation of expectations and will help the person to stay focussed on his/her duties.

Be specific

State the job objectives in precise, behavioral and where appropriate, quantifiable terms. This will help the person to understand exactly what constitutes a satisfactory performance and can therefore judge how well he or she is performing. Here are two examples, illustrating the differences between an ambiguous and a behavioral job objective:

402.2 SELECTION CRITERIA

Re-check

Finally re-check whether the JD fulfils the basic requirements. Ask yourself: Will the new person understand it if he/she reads the JD?

Conclusion

On a final note, it is particularly important to periodically review the JD perhaps on a yearly basis, so that the content remains valid and reflects the current situation or anticipated future. Only then will the JD be a useful document for aiding people to do their best and not merely something that is nice to have, but of no significant value.

Three key questions need to be asked:

- Can this person do the job?
- Will this person do the job?
- Will this person fit in with the team?

The selection criteria for a particular job should be carefully set down in writing, well in advance of the interview. The local committee should not be constrained by the job description, and the actual selection criteria might include some or all of the following matters:

- Previous qualifications and training
- Understanding Scouting
- Youth Leadership experience
- Previous Scouting experience
- Personal abilities
- Motivation

In preparing the selection criteria, be realistic – it is not helpful when the standards set are too high or too low. There is 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 there is sometimes another tendency, to believe that it is better to put anybody into a job than see it empty and see a Unit remain without leaders.

402.3 APPOINTING AND RETIRING

It has been said that the most important decisions any manager ever makes are who to appoint and who 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, should also be central concerns in Scouting. The responsibility for hiring and firing will usually be shared between adult leaders at various levels.

402.4 SELECTION INTERVIEWS

Recruitment is often best carried out by a 'committee', not an individual and, as mentioned earlier, it is based on the needs of the Association. First, an 'appointment committee' cannot be suspected of favoritism or nepotism as the case may arise. Second, it may be in a better position, since it comprises several people, to consider more than one angle and third a committee of several may be in a better position to keep an appointment than an individual person will usually be.

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. The association carries a major obligation to ensure that a very stringent selection criteria is satisfied before new applicants are given access to leadership positions in Scouting, and then to provide excellent training and support to enable them to fulfil their potential in the delivery of high quality Scouting.

For these reason, the processes applie to selection, as well as the training and other support extended to a new leader need to be clear and strenuous. Conducting an interview is important, both to make sure that as much practical information as possible is obtained, and to ensure that the seriousness and significance of the process are demonstrated symbolically.

It is worth considering what needs to happen before, during, and after the interview and the following suggestions are intended to assist those in charge of doing the best and most professional job of which they are capable.

402.5 BEFORE THE INTERVIEW

The choice of location and surroundings, the manner in which the appointment is made and the time available are all-important signals to the interviewee.

- Arrange the appointment at a time that suits both the interviewer and the interviewee and ensure that enough time is available.

- Choose a location that is confortable, neither too hot nor too cold. The room should have adequate light and ventilation and should enable the interview to proceed without distraction or interruption.

- Decide whether the interview will be a 'chat circle' affair or an 'across the table' event. The choice of format is important and each carries its own message. There is a place for both types of physical set up. In deciding which one is right for your next interview, you need to consider the purpose, likely duration, experience of feed back from any earlier interviews with this person and any other factors which might be relevant.

Before the interview the committee must prepare itself by:

- Contacting referees;
- Ensuring each committee member re-reads the job description;
- Reviewing/Defining the selection criteria to be applied;
- Ensuring every member has reviewed any material provided by or about the person to be interviewed;
- Making notes on matters that need to be clarified;
- Deciding on the areas to be covered by each interviewing member (Interviewers).

402.6 DURING THE INTERVIEW

Make the applicant feel at ease, introduce the members of the recruitment committee, offer refreshment if appropriate, engage in light conversation to help the interviewee to feel at ease.

Outline what the purpose of the interview is and how it will proceed. Then the interview should proceed using suitable questioning techniques and offering clear information as appropriate, supplemented by written material where possible. Every member of the recruitment committee should ensure that he or she makes suitable notes as the interview proceeds to prepare the discussion that will take place later.

402.7 AFTER THE INTERVIEW

There is always a temptation to avoid the work associated with concluding an interview process. Delays are unfair to the individuals concerned, and to the Units that are depending on the process. Therefore move quickly but thoughtfully to complete the process.

A recruited adult, who brings to the association a range of competencies relevant to his/her role, will be at least part way to meeting the selection criteria. He or she needs to be able to demonstrate the competencies in a Scouting context.

403. RECRUITMENT

As mentioned earlier, adult leadership determines to a very large extent the success or failure of the Movement. In order to obtain the adult resources it requires, an Association can choose one of several strategies.

- Wait for individuals to come forward of their own free will to offer their services.
- Convey information, in the hope that once better informed, some people will come and join the Association.
- Actively recruit the most suitable individuals for specific positions. They may be active members of the Association, former members, supporters, parents, young people or people who have nothing to do with the Movement whatsoever.

Many Associations adopt the first strategy, because they believe that a voluntary organisation should not recruit people but should only use people when they decide to come, of their own free will.

The second option is just a variant of the first and only the third actually constitutes a recruitment effort and reflects the will to procure the resources that the Association needs, having first established an inventory.

Research also indicates that in many societies today people will not "volunteer" without being directly asked. Therefore, if we are serious about increasing the adults involved in Scouting, we need a srategy which uses this method. The approach suggested below can be used to recruit Leaders and Commissioners to Scouting but can also be used to recruit to "support" roles such as chairmen, treasurers, fundraisers and administrators.

403.1 SEEKING LEADERS

This is not a one-person job; it should always be the responsibility of a small team that we could call the 'recruitment committee', its task will be to:

Define responsibility

People should be recruited in answer to a clearly identified need and for specific tasks. It is therefore necessary to start by establishing a job description. This description should clearly define the nature of the job, the tasks to be accomplished, the scope of responsibility, and the working method. It enables the most suitable person for the job to be identified and the objectives to be achieved within a specific time frame. It will give the candidate clear indications that will enable him/her to commit him/herself voluntarily and consciously, as well as clear guidelines concerning the expected results. Responsibilities of the Association in supporting the new member should also be clealy outlined. It is important that all people interacting with the recruitment are aware of their responsibilities and have the capacity to provide support.

Establish the ideal profile

Having drawn up a job description that provides details of the mission, responsibilities, tasks, time to be devoted etc., the recruitment committee can establish the ideal profile of the person they are seeking.

This requires determining the essential and desirable qualities, skills and abilities of a person who will do the job/task effective effective. There is no guarantee, however, that the perfect candidate can be found. This approach allows us to:

- Compare candidates;
- Measure the discrepancies between the ideal profile and the actual profile;
- Decide on the best candidate available.

Establish a list of people to contact

It is essential that only suitable adult applicants are appointed in the Movement. Recruitment committees can be appointed to consider all adult applicants wishing to take an appointment in Scouting. This committee would support the local Commissioner who has responsibility for Scouting in that area. The committee would plan an important role to ensure adults wishing to join the Movement uphold the fundamentals of Scouting and are suitable role models.

A documented recruitment processs must be in place that should be followed by the Recruitment Committee. This should include:

• Personal disclosure of any criminal convictions. There is specific legislation in some areas that mandate this.

• Referee checks from people/organisition who can provide information on the suitability for the job.

Sources for potential leaders could incude: parents, older youth members, school teachers, members of police force, bank officers, members of army, navy, air force, tradepeople, and former Scouts in the local area.

Make contact

Having drawn up a job description and ideal profile, the committee will need to meet each of them individually. This is best done by making an appointment to meet the person on his/her home ground. Don't forget that you are in fact the applicant, since you are seeking to obtain support. During this meeting, it is important to show:

- How and why you have chosen that person.
- How and why you believe that he/she is the best choice for the job.

- How the post you are proposing can meet his/her needs and desires (belonging to a group, being involved in the community, feeling useful, creating new social links, making the most of one's abilities, training, playing a recognised role etc.).

It is important to present the position in the most attractive way possible and to avoid frightening the candidate by using jargon, making exaggerated demands or suggesting anything that could give the candidate the impression that being involved in the Movement will be a burden and a source of bother.

It is a important that the candidate wants to join the Movement and to voluntarily become involved with you in an educational activity.

If the candidate agrees, welcome him/her and outline the support that will be provided. Ensure this support is then available. An important aspect is the opportunity to interact in a number of different areas before formally applying for a specific leadership role to ensure the leader is suited to that area.

If the candidate declines to accept the invitatin to join, then revisit the short list and approach the next individual, following the same procedure.

In short, for a voluntary movement, recruitment means persuading men and women to join voluntarily, of their own free will.

404. MUTUAL AGREEMENT

A 'mutual agreement' needs to be established between the Association and a new leader at the time of entry. The mutual agreement defines the relationship between the parties and recognises that both parties are accepting certain responsibilities. The mutual agreement consists of a completed application for appointment, and a signed document setting out the rights and responsibilities of both parties. After the completion of suitability checks conducted according to local rules and regulations, the mutual agreement leads to appointment and membership of a National Scout Association.

404.1 AREAS COVERED IN THE MUTUAL AGREEMENT

The mutual agreement will cover all-important matters that relate to the applicant's acceptance as an adult in Scouting. It consists of a completed application for appointment and details of the Association's commitment to provide for example:

- A defined organisational framework in which to operate;
- Consideration of individual needs in appointment;
- A variety of leadership roles in a team environment;
- A personal development process that recognises existing skills and leads to enchanced personal and functional competencies;
- The opportunity to contribute to the personal development of young people;
- Appreciation and recognition of individual contribution;
- Advice and access to training activity and materials to carry out the task;
- Insurance for actions consistent with the policies of the Association;
- Opportunities for friendship and fellowship;
- Opportunities to participate in a wide range of activities.

The Adult on his/her side will agree:

- To adhere to the Policies and Rules of the Association;
- To live by the Scout Promise and Law and work to achieve the Aim, Principle and Method of Scouting;
- To accept the responsibility of working with young people;
- To actively participate in the training and personal development process provided by the association;
- To represent and promote the Scout Movement in the community.

- To acknowledge that teamwork is essential to Scouting and requires active co-operation with others and respect for their views and values.

The mutual agreement should be discussed between the adult and the Association Leader at the time of interview. The person in charge and the applicant will then sign the document and after completion of suitability checks, the mutual agreement will lead to appointment and membership of the Association.

405 APPOINTMENT

Having found a candidate who accepts its proposal, the recruitment committee has completed its task. Other people, according to the Association's rules and regulations, will now finalise the appointment.

Indeed, in most cases, those who recruit are not those who appoint. The internal rules and regulations of a majority of associations establish precisely who is responsible for appointing a candidate for a specific position at local, regional or national level, the registration process for an appointment and, if applicable, the form to fill in. An appointment is a commitment for a specific length of time (maybe three years) for a specific task; it is a mutual agreement between two parties, namely the Association and the member.

By means of the mutual agreement, the candidate will confirm his/her personal decision to carry out an educational responsibility within the Scout Association.

(Details on the 'mutual agreement', what it should contain and the process of concluding it are developed in section 404. Please refer to this section.)

REFERENCE

Dessler, G. (1991) **Personnel/Human Resource Management (**5 ed.) Englewood CliffNJ: Practice.Hall.District:

500. THE PROVISION OF TRAINING AND SUPPORT

501. INTRODUCTION

Every job requires a number of specific knowledge, skills and attitudes. Training is therefore necessary, to enable each member to develop those successfully and carry out his/her activities as a leader. It is essential that training should correspond to the needs of a member and take into account his/her previous experience. The individual assessment of such needs will lead to the definition of an individual training programme. In this way, the newcomer will feel recognised and feel that their contribution is valued This will encourage his/her dynamism and motivation while avoiding needless repetition.

Adults involved in the Movement are expected to feel comfortable with their task, to be efficient and to implement successfully the activities for which they are responsible. This means that they need to be listened to, encouraged, guided and supported. In all teams, the members meet frequently to report or prepare an activity. However, people also need to be recognised by other leaders than their boss or their direct colleagues, and they often suffer from only meeting them for special events or when a problem arises.

Through regular meetings, adult team members will strengthen their motivation, improve their behaviour, alter their approach to problems, and overcome their difficulties, by identifying available training. They should be responsive to their progress which will help them to recognise their success. This is positive stimulation.

Most people will also need operational support. In other words, those in a different position, with relevant competencies and knowledge may be resource people capable of orientating and guiding others.

We will introduce the key areas one by one so that you can understand each of them in detail, which will then make it possible for you to adapt them to your own local situation.

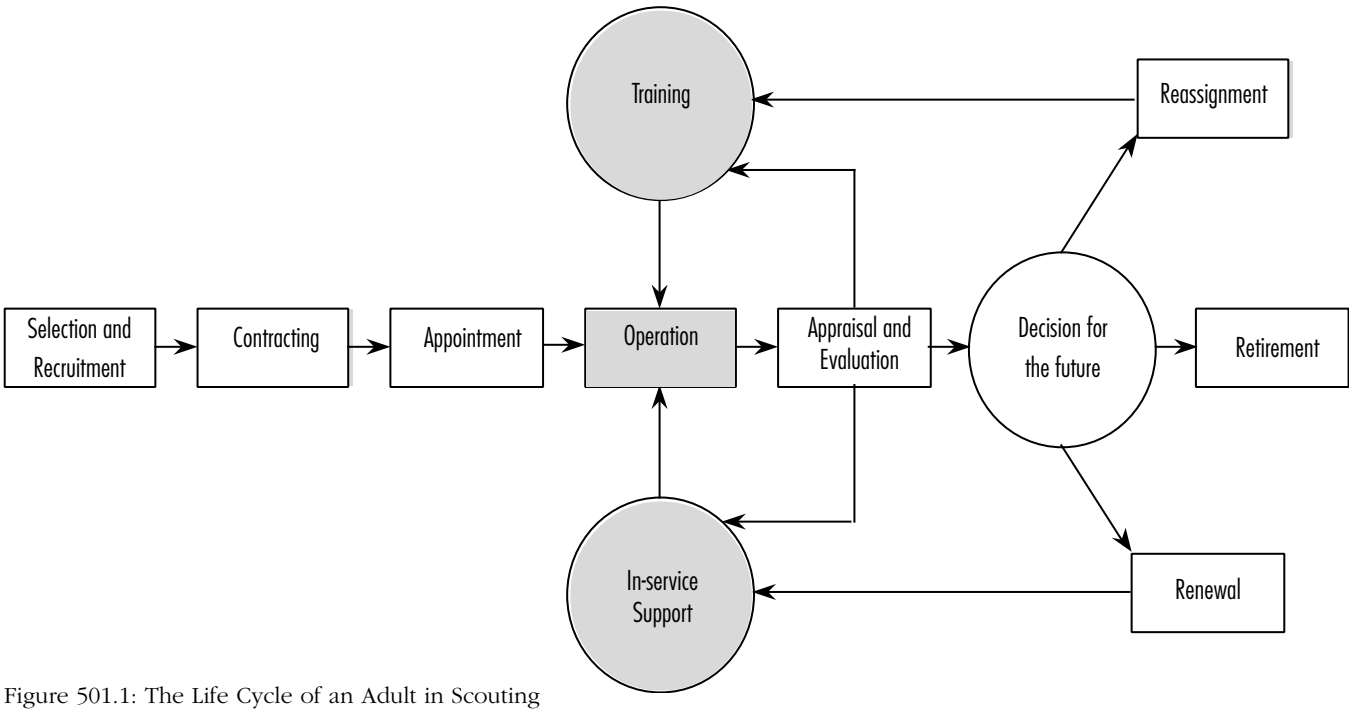


Figure 501.1: The Life Cycle of an Adult in Scouting

502. INTRODUCTION TO THE TASK

During the introduction to the task, the newcomer to a position generally within a team, can familiarise him/herself with his/her task and get to know other members of the team; in other words, take his/her place in the system.

It is best if this integration process is carried out according to a procedure established in advance and not left to chance. Indeed, it is essential that the newcomer rapidly feels at ease, understands the structures and the working methods and procedures, knows where he/she fits in and if need be, where to find additional information.

As part of the process, an Initial Competency Check for each new potential appointment is made with and by the Personal leader Adviser or Tutor, who signs that the required Training Plan has been agreed.

For example your association may develop an Initial Competency Check for a leader working with youth members.

The checklist may include the following:

- demonstrate basic organisational skills;
- show commitment to the Mission and Principles of Scouting;
- discuss and identify youth issues (relevant to the age range);
- demonstrate empathy for and communicate with young people;
- show self confidence and maturity;
- Providing counselling to young people;
- manage youth behaviour in the particular age range;
- demonstrate competence in running activities and Section Meetings;

At this stage the new leader should be given the Job Description and the Personal leader Adviser/Tutor needs to explain the broad objectives of the position, the tasks, and the necessary requirements of the role.

503. IDENTIFICATION OF TRAINING NEEDS

503.1 INTRODUCTION

Training should be based on both individual and organizational needs. It should contain all competencies that are required to enable an adult to fulfil his/her role. Sometimes the requirements, as defined by the Association, do not always coincide with the requirements as perceived by the adults themselves. Therefore, to increase motivation, adults have an important job to play in determining the content of their training and trainers must balance the organizations' needs with the adults' perceived needs.

How and when does the trainer identify these needs to make the best use of the limited time and resources available? Who else has the responsibility to identify training needs and ensure that they are communicated to those providing training or participating in it?

The responsibility rests on three groups of people: the trainers (who provide the training experience), the adults (who participate in that training) and the adults' supervisor. The role of each in identifying the training needs will vary with the stage of the training. As training progresses, participants will take increasing responsibility for this, whilst for practical reasons, the role of the trainer will decrease (at least as far as that group of participants is concerned).

It would be wrong to think that training needs can only be assessed before or at the start of training. Training widens horizons and produces new perceptions both of the adult's role and of him or herself. The adult is therefore constantly identifying new learning needs and seeking new opportunities to meet them. Experience and deepened insights permit adults to participate in training that previously they may not have perceived as relevant, but which they now see as vital to the improvement of their performance.

Training needs may be identified:

a) Before Training

- by discussion of the adult's future role with the appointing commissioner;
- by assessing the adult in his or her Unit situation, e.g. by projects and activities;
- by regular visits to the adult's Unit;
- by consulting any training curriculum developed by the association, and the youth programme that the adult will have to operate;
- by questionnaires to potential participants.

b) During Training

- by clarifying the adult's role, e.g. in tutor group discussions;

- by defining the technical skills and leadership competencies required to perform a role;
- by assessing participants through simulation games, problem solving exercises, practical projects, etc, all of which require him/her to demonstrate knowledge or skill;
- by using on-course evaluation sessions to test whether objectives have been met.

c) After Training

- by post-course evaluation of objectives;
- by monitoring participants' performance on returning to the Unit;
- by identifying what still needs to be done that could not have been done in a course context;
- by continuing discussion between the participant, the commissioner, and fellow adults.

503.2 IDENTIFYING TRAINING NEEDS BEFORE A COURSE

a) Use of Questionnaires

Questionnaires may be structured, asking for very specific feedback, or open-ended. In an open-ended questionnaire participants are given the opportunity to list any skill or information that they would like to have included in the course. This helps the course director to plan the training content and programme to meet the needs of participants.

A better method is to provide a structured checklist for participants, with some of the skills or information offered in the course. The participant is then asked to tick whether these are relevant to his or her job, whether he/she already possess the skill or knowledge, or whether he/she wishes to obtain it. A space can be provided at the bottom of the list so that they can list additional training needs. The completed questionnaires are then returned to the course director for his/her follow-up action.

Structured questionnaires have the following advantages:

- They allow the course director to plan a programme that will meet the identified needs of the participants.
- They give the course director an estimated level of the knowledge and experience of participants. This assists the director to plan the 'level' of the input.
- They allow the participants to determine part of the content of the training and thereby increase his or her ownership.

Questionnaires also have disadvantages, as follows:

- They are 'cold' and impersonal and some of the terminology may need to be explained to new adults.

- The answers given are limited by the participant's perception of his/her role. This perception may be narrow unless he or she has discussed the role with someone knowledgeable.

- A printed checklist makes the assumption that a trainer knows in advance what the participants' major needs are going to be. This may not be true.

b) Pre-Course Discussion with the Adult's commissioner

Assessing training needs may also be done through a discussion with an experienced commissioner or trainer who knows the potential participant and the situation in which he/she works.

Such a discussion will consider the role that the adult has to perform; the knowledge and skills he/she needs for that role and whether or not he/she possesses or requires them.

The person (commissioner or advisor) conducting the discussion must be familiar with what an adult can gain from a course or other training experience and which of his/her identified needs can be met by formal training. To be of assistance he/she should also be able to suggest where and how additional help or resources can be obtained.

The commissioner will then inform the course director of the participant's requirements so that, together with other participants' lists, the programme may be better designed to meet the needs.

Such a pre-course training interview has several advantages:

- Participants are able to discuss and clarify their role and responsibilities, as well as expectations at the earliest stage, rather than discover them as the course proceeds.

- The interview relates to the job to be done and the available training opportunities. This gives the participants greater motivation to undertake training to develop the required competencies.

- Participants will know what can be achieved through in house formal training and what can be sought elsewhere. This allows participants to arrive on a course with a realistic goal.

- Participants can develop a healthy working relationship with the commissioner early in the process of establishing a support mechanism.

c) Pre-Course Monitoring of Potential Participants

This is a less formal method of establishing an adult's needs. It requires regular visits by the commissioner to the adult whilst running his/her Unit. Through observation and discussion, the commissioner will be able to identify the person's strengths and weaknesses and gives appropriate advice for personal growth and development.

Again, for this approach to be effective, the commissioner must communicate with the course director before the course, identifying those areas in which that particular person needs help.

503.3 IDENTIFICATION OF TRAINING NEEDS ON A COURSE

Three methods of identifiying training needs on a course are described below:

a) Role Definition

Participants and trainers can start with a session to identify the adult's role and the skills required to perform it. This is best done in tutor groups or as a plenary discussion for, in this way, participants have the advantage of a wider range of views as to their role and skill requirements. Such a wider view allows new needs to be identified.

Any analysis of an adult's role should also take into account:

- the characteristics and needs of the young person he/she is leading;
- the Aim and Method of Scouting;
- the needs and pressures of the society in which the association operates.

This analysis will produce a list of training needs, the knowledge, skills and attitudes required to enable the adult to do his job. As with the pre-course questionnaire, individuals can check those skills that they already possess and those, which they need to further acquire or develop. On the basis of this feedback the rest of the course content and methodology can be revised and modified.

On-course role definition has advantages:

- participants are helped by the tutor group to see their job in a wider context, and thereby identify personal training needs that they may not have realised before;
- participants may reassess the order of priority of their perceived needs as a result of defining their own role more clearly;

- participants play an active and positive role in defining the content of the course and this will increase their motivation and involvement;

- the systematic thinking involved in building up a job description and analysing the needs resulting from it is a valuable learning experience that can be translated into the adult's own planning to meet the needs of his/her Unit members.

If on-course role definition is used, it should be remembered that:

- it can be time-consuming (although it is a valuable means of group integration);

- it may seem relatively 'theoretical' to some participants, particularly if their perceived needs are mainly technical.

Once participants have identified their needs, the trainers must try to meet them. This may be difficult on a continuous course where staff have already been invited and may not possess all the skills required. With courses held over a period of time, it is easier to assemble specialist staff and equipment when a need is identified on the first weekend. The course director should anticipate some of the most likely needs to plan the programme, at least for the early part of the course.

b) Use of Projects and Simulation Games

These are opportunities to see skills and behaviour in practice, in which participants, as individuals or in tutor groups undertake projects or take part in simulation games that require them to demonstrate a variety of technical, practical, planning or personal skills. These are an excellent means of integrating participants early in a course, as well as meeting their expectation for training to be active, relevant and practical.

The most important part of the exercise is, however, the analysis after the activity, in which participants identify how well, or badly, they have performed, and what skills they need to acquire to perform more effectively. As a result of this evaluation, additional needs can be identified.

If this method of assessing needs is used, it is essential that periods are made available in the timetable in which such needs can be met, and that the staff members have a wide expertise and are flexible enough to structure sessions at short notice.

c) On-Course Evaluation

This has been implied above but there is also a wider application. At regular periods during a course, participants and staff, as individuals, tutor groups or the staff group should have the opportunity to evaluate what has been learned, whether objectives have been met or whether objectives need to be altered. Such regular evaluations may modify or

create new needs, some of which could be met within the remaining period of the course.

At the end of the course, there should be both group and individual evaluations from which a further list of needs may be identified that can only be met in the participant's home situation, after the course.

This could include:

- information to be obtained and sources from which to obtain it;
- people to be contacted for information or support and their location;
- skills to be acquired outside the association.

These identified needs could be included in the report sent by the course director to the participant's commissioner, for follow-up action.

503.4 IDENTIFICATION OF FURTHER TRAINING NEEDS AFTER A COURSE

When the course is over and the participants have returned to the practical realities of their job, they should try to apply the knowledge and skills acquired or developed. The commissioner can evaluate the learning that has been achieved and the adult's ability to apply it successfully.

It is essential during the immediate post-course period that participants have the continued support of commissioners and others to help them:

- relate theory to practice;
- apply new skills;
- adapt what they have learned to their own context;
- identify further training needs.

It may also be useful for the commissioner to do another evaluation, some time after the course, to support the adult especially where performance is unsatisfactory. This may suggest further training, or training of a different type which can take a variety of forms listed below:

- personal study;
- informal discussion groups;
- one to one counseling;
- on the job training;
- further formal training;
- participation in training offered by other agencies.

It is important to be aware that training is an on-going process and that new training needs are being identified all the time. As an adult becomes more experienced, a better perception of the context in which he or she works reveals new training needs.

IDENTIFYING TRAINING NEEDS			
	BEFORE THE COURSE	DURING THE COURSE	AFTER THE COURSE
TRAINER'S ROLE	- Study Scouting's Needs, Aim and Method. - Set pre-course projects. - Send questionnaires. - Analyse returns. - Receive report from local Commissioners.	- Define adult role and Movement's requirements. - Set projects, assessment. - Organise simulations. - Tutor monitoring. - Evaluate of learning. - Assist adult in systematic thinking.	- Evaluate participants. - Report to home Commissioner. - Adapt future courses.
LOCAL COMMISSIONER'S ROLE	- Observe adult. - Discuss role with adult. - Analyse needs. - Make report to course Director. - Prepare adult for course. - Create rrealistic expectations.	- Observe and monitor in-course practical projects in home situation. - Support.	- Observe adult at work in Unit/Group etc. - React to course director's report and suggestions. - Identify new needs.
ADULT'S ROLE	- Identify needs to develop knowledge, skills and attitudes to perform better. - Identify specific needs from the questionnaire, or from pre-course reading or projects. - Discuss these needs with his/her local Commissioner	- Analyse and clarify his/her role. - Define training needs to perform that role. - Assess his/her performance on projects, simulations, in groups and on practical activities. - Reassess needs and priorities. - Define personal objectives.	- Evaluate course and his/her personal performance. - Apply his/her learning with Unit/Group etc. - Adapt his/her practice accordingly. - Undertake practical projects. - Self-evaluation. - Identify new needs. - Identify information, practical or personal resources to meet new needs. - Investigate further training opportunities.

Figure 503.1: Identifying Training Needs

503.5 TRANING NEEDS ANALYSIS (TNA) AID

The table below can be used to identify the types of skills and knowledge required in performing certain identified tasks:

TASK	REQUIRED		BY WHEN	HOW TO ACHIEVE	RESOURCES & SUPPORT REQUIRED
	Skill	Knowledge			

Steps:

1. List down the specific task to be performed. For example, to conduct a training session on learning theories, to write minutes of meeting, to deal with parent, to organise a hike, etc.
2. Determine the skills and knowledge required to perform the task, reasonably well.
3. Set a target date for acquiring the skill and knowledge.
4. Work out a plan on how to achieve the skill and knowledge (see section 515 on learning commitment plan, to help translating the plan into action.)
5. Finally, identify the resources and support needed to achieve the plan.

503.6 TRAINING NEEDS ANALYSIS FLOW CHART

Refer to the flow chart provided below. It involves several steps as on how to conduct TNA from an organisational perspective. The steps are as follows:

- TNA starts with what the NSO wants to achieve in terms of its mission, goals and objectives.
- Identify the jobs or tasks, which need to be performed to meet organisational goals and objectives?
- Determine the skills and knowledge required to perform the task, reasonbly well.
- Assess the essential skills, knowledge and the desired behaviour required for the person doing the job or task? Ask what does he or she need to have versus what he or she already knows?
- Based on the needs assessment and the desired behaviour and standard, develop a training plan (see section 503.7) for the person who is going to do the task or job. In the training plan, identify the training or courses he or she needs to attend. It could be on the job or off the job training.

- Monitor how the person is doing the job. Obtain feedback on learning (see section 503.4 on identification of training needs after the course).
- Review the training plan, based on the feedback and observations.

FLOW CHART OF INTEGRATION, TRAINING AND SUPPORT

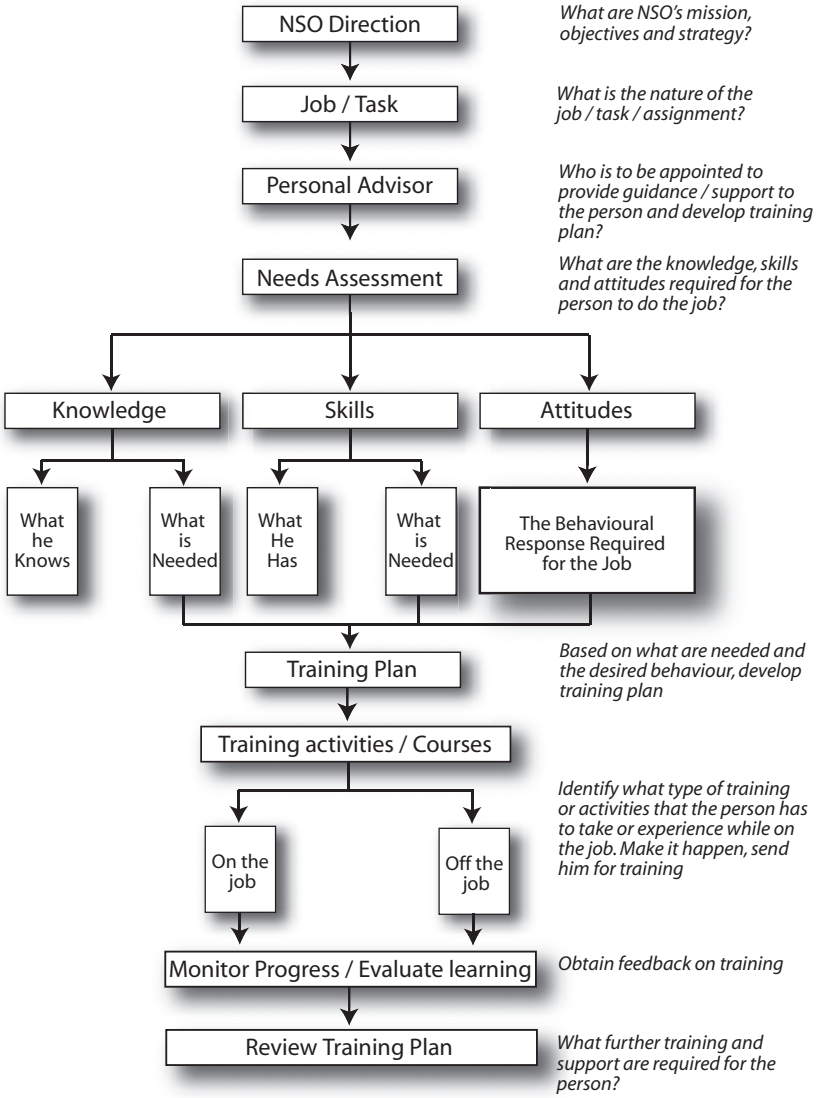


Figure 503.2: Flow Chart of Integration, Training and support

503.7 TRAINING PLAN AND THE 'BDA' PROCESS)

One of the main purposes of training is to equip individuals with the relevant knowledge and skills so that they can perform their jobs effectively. The type of training recommended is based on the individual training needs analysis (see preceding segments 503.5 & 503.6).

A plan is then developed to schedule the dates and period when and where they should attend and complete the training. A sample of the individual training plan is presented below:

Individual Training Plan

NAME			APPOINTMENT	
STATE/DISTRICT				
SN	TRAINING NEED	TRAINING PROGRAMME COURSE	TRAINING SCHEDULE	TRAINING COST
			TOTAL COST	
SIGNATURE OF LEADER			DATE	
SIGNATURE OF SUPERVISOR			DATE	

Once the training needs have been identified, determine the training courses the individual has to complete and when the expected training is scheduled to be held. For budget purpose, calculate and reflect the cost of training.

To acknowledge the training required, the individual and his supervisor would endorse the plan. A copy of the plan is kept by the individual and with a copy placed in his personal file for monitoring and record purpose.

However to secure commitment on the part of the individual and the supervisor, it is necessary to prepare both of them on what to expect and how to get agreement before and after completion of the training.

Known as the 'BDA process', the table below provides guidelines on how to prepare them before, during and after the training event.

The BDA Process

	SUPERVISOR	INDIVIDUAL
BEFORE	• Familiarise yourself with the course content by reading the course objectives.	• Fmiliarise yourself with the course content by reading the course objectives.
	• Explain to the individual why he was selected to attend the course .	• Clear your calendar of all activities during training.
	• Discuss with the individual the expected outcomes and targets or assignments for mutual agreement.	• Discuss the pre-course requirements with your supervisor. Clarify on what is expected from the course for mutual benefits and agreement.
DURING	• Develop opportunities for the individual to use the newly acquired skills on the job.	• Determine how to apply the new skills and learning from the course back in the work environment.
	• Plan ways to reinforce the use of the new skills learnt by the individual.	• Practice the skills for effective use in the work environment.
	• Arrange for the individual to share the learning with others in the workplace when he returns	• Get feedback from other participants in the course on how to further enhance the learning and application
AFTER	• Discuss with the individual on the learning and how he can apply it.	• Discuss with your supervisor on what you have learned and how you want to apply those that can be applied immediately.
	• Communicate your role in helping the transfer of learning. Arrange for sharing session with others in the team.	• Take necessary action to apply learning and share it with others in the team.
	• Set up a follow-up date to review the progress and identify further developmental needs.	• Reflect on the learning and evaluate, progress, improvements and changes.

Review the individual training plan based on the feedback received after the training and the follow-up discussion. Make necessary modification, where necessary. For example, a new need may have been identified and therefore make changes to the training plan, accordingly.

504. THE PROVISION OF TRAINING

504.1 INTRODUCTION

Traditionally, training courses have been the most important feature of training for the Unit Leader and Leader of Adults. Formal training of this type remains an important element in any training system, but it must be recognised that training courses, however successful cannot satisfy all the training needs of a Unit Leader or a Leader of Adults. The leader would still, on returning from the training course, need help in adapting and applying what he/she has learned to his/her situation.

Learning through training courses must be complemented by personal support and by informal training, and in the final outcome by self training. Training projects/assignments are also an important method to consider.

There are at least five means by which training can be provided:

- Self training
- Personal support
- Informal training
- Training courses
- Training projects/assignments

The opportunities for training vary from one association to another, and even within each association, depending on the circumstances in which leaders operate and on the human and material resources available. Above all the training must be flexible enough, to ensure successful adaptation to particular situations.

504.2 SELF TRAINING

Self training is an essential learning experience. To some extent, it will happen automatically, but this cannot be left to chance. Training courses should be planned to include elements which ensure the participant continues to train him/herself afterwards. He/she must be made aware of his/her further training needs; he/she must learn how to satisfy them, and he/she must have the desire to do so. (see also section 515 on self-directed learning)

If care is taken to prepare the participant, self training can also take place before a course. Support material can be distributed and studied before the course. Such material should be kept short and simple if it is to be useful. One possibility, which encourages pre-course study is to distribute a questionnaire to be answered beforehand.

During a training course, further reading can be recommended. Indeed, some of the support material issued during the course can be designed for study after the course, rather than during it. Every opportunity should be taken to show how the learning that takes place during the course can be continued and developed afterwards. Apart from reading and studying, individuals can also be encouraged to:

- practice skills learned on training courses and elsewhere;
- develop skills outside Scouting (e.g. at work, hobbies);
- evaluate his/her own performance;
- observe the work of other people in or outside Scouting.

Every individual needs someone to talk to about his/her job, someone with whom he/she can exchange ideas and experiences e.g. a Tutor or Personal leader Adviser. The most successful individual will still need the encouragement and support of a more experienced person. This person, usually his/her Group Leader or a commissioner, will be a person who has created the right relationships with the individual concerned.

504.3 PERSONAL SUPPORT

Regular contact between the two people will reinforce what has been learnt on training courses and will help the individual to clarify and to apply what he/she has already learnt. Training modules and practical assignments are a basis for developing personal support of this sort. If they complement the training courses, as they should, they can become an important link between formal and informal training.

Personal support can play an important part in strengthening this link. It can also play an important part in encouraging self training. This means that the person giving the support should not only be aware of his/her role in all respects, but he/she should also be aware of the pattern of Adult Training. Only then, can he/she give maximum help to the leader. This aspect of a Group Leader's or Commissioner's work should, therefore be emphasised in his/her own training so that he/she can perform his/her role as personal training adviser or mentor more effectively.

504.4 INFORMAL TRAINING

During Training Courses, participants will undoubtedly exchange ideas and experiences with one another. This will happen in informal sessions (rather than formal sessions) or during informal discussions, over meals or during periods set aside for relaxation. This type of learning experience, whether deliberately planned as group work or not, is important and should be further encouraged when the participant returns from a training course.

While this kind of training can happen naturally, almost anywhere, whenever two or more leaders come together, Group Leader and Commissioners should promote those activities which provide opportunities for informal training. Suitable opportunities include:

- Group, District and Area meetings of all sorts
- Camp, reunions and other activities in which leader take part

- Special meetings to deal with specific matters.

Whatever type of informal training is used, Group Leader and commissioners should be aware of their responsibility to encourage it and where necessary, to make it available.

This is another aspect of a Group leader's or commissioner's work that should, therefore be emphasised in his/her own training. This means that he/she should receive training in group-dynamic and should also be familiar with the pattern of Unit Leader Training. Only then, can he/she give maximum help to the leader.

504.5 TRAINING COURSES

Training courses provide the best opportunities for training and learning. The success of a training course depends on the care with which those concerned:

- consider the training needs of the participants;
- establish the aim and objective of the course;
- determine the training content of the course;
- prepare the training curriculum in terms of a series of training modules/sessions;
- identify the objectives for each session;
- choose the appropriate training method and training aids for each session.

These are all matters which should be considered carefully by trainers concerned in running training courses.

Firstly, what can be achieved will depend on the trainers':

- understanding their role;
- expertise in terms of knowledge and skills;
- previous experience of planning, organising, leading, facilitating and managing training courses and sessions;
- and on the number of trainers available for the course.

Secondly, what can be achieved will depend on the participants':

- Knowledge, competencies, skills and attitude;
- previous experience, both inside and outside Scouting;
- specific training needs and their expectations of training;

- opportunities for self training, personal support and informal training, before and particularly after the course;
- motivation for development and learning;
- and on the number of participants attending the course.

Thirdly, what can be achieved will also depend on the available resources, in particular the:

- time available;
- training aids including written material, audio aids, visual aids and audio-visual aids;
- facilities of the training centre or other venue;
- and the budget available:

504.6 TRAINING METHODS USED ON TRAINING COURSES

Choosing the appropriate training methods for each session is important. There are two main types of training sessions - the formal session and the informal session.

Formal Session

The formal session is a training session where the delivery structure is pre-determined in advance.The main emphasis is on the trainers managing and delivering the content of the training session.

Examples of formal sessions include:

- Base
- Demonstration
- Lecture and talk
- Programmed learning
- Plenary

Such sessions can be used to give information on matters of which the participant has little or no previous knowledge or to stimulate thought on matters that can be developed later by group work. Training aids can play an important part in formal sessions.

Informal Session

The informal session is a training session where the structure tends to be flexible. The training method usually involves group work and the success of the learning experience depends more, on the contributions made by the participants as well as the trainers.

Examples of informal sessions include:

- Brain storming
- Buzz groups
- Case study
- Group work
- Games
- In tray-exercises

The success of such sessions depends on the participants having sufficient knowledge or experience of a subject to share so that all benefit from them. With inexperienced participants, formal sessions should be arranged before informal sessions, so that the participants are sufficiently knowledgeable to benefit from the group work involved.

It is also important to bear in mind that informal sessions require trainers who are capable and experienced in group work. This particularly applies to tutors who may be required to work with small groups of participants.

In short, informal sessions can be useful, but their success depends on the contributions made by the participants and on the experience of the trainers.

Other training methods that do not fall entirely into one or other of the two categories and are worth noting:

- Discovery learning
- Project
- Spare time activities
- Training studies

Training studies as such, are rarely used on training courses and are usually regarded as being complementary to them. Many methods overlap. Combinations of two or more training methods are possible and in one training session several different methods may be used depending on the objectives of the session.

However, when choosing training methods, one further factor should be taken into account. This factor concerns variety. During a training course, a variety of training methods should be used to break the monotony and maintain the interest of the participants.

504.7 TRAINING COURSES AS PART OF THE TRAINING PATTERN

The traditional training system for Unit Leader and Leader of Adults includes a series of training courses complemented by the other four main means of training i.e. self training, personal support etc. In order to be as successful as possible, training courses should be arranged in a logical sequence so that the competencies of the leader can be developed progressively.

The traditional training pattern may include several stages or phases as follows:

- Introduction Course, often common to all appointments
- Basic Level Course
- Advanced Level Course
- Specialist Skills e.g. canoeing, orienteering, etc.

An Introduction stage is usually short. It may normally last for three hours or several evenings. These participants will normally be the newly appointed leaders. This course focuses on WHAT Scouting is! The aim is to provide information and to develop understanding. Formal sessions will tend to predominate, although some informal sessions could be introduced for variety.

After a period of time, during which the new leader will commence working in the new position, he/she should attend the Basic Training course. This course is longer and may last for two weekends or a number of evenings or days. The Basic Course focuses on HOW Scouting works in the leader's own situation. Both formal and informal sessions are used.

After a further period of time during which the leader will continue to operate he/she will attend an Advanced Course (usually around 5 to 6 days or equivalent time). An Advanced Course also focusses on HOW Scouting works but more with WHY Scouting works and how to improve its effectiveness. Informal sessions should be used more than on the earlier courses since by now the Leader has considerable experience and competence from which he/she can draw. Through group work, he/she should be able to learn a great deal by exchanging ideas and information with other participants.

The Specialist Skills e.g. canoeing, orienteering, etc. are usually offered at this time to complement the training. It is sometimes integrated into the traditional system. The traditional system of training courses described above is just an example and each NSO should develop the training pattern or scheme that best serves their needs and the needs of their leaders (see section 902, 903 and 904 on various training schemes/patterns of Unit Leaders, Trainers and Leaders of Adults.

504.8 TRAINING STUDIES

Traditionally, training studies are written questions concerning the job of a Unit Leader or a Leader of Adults that are answered in writing by individual leaders. As such they can reinforce learning on training courses by encouraging the leader to consider what he/she has learned in relation to his/her own situation and then to apply it.

If well designed, they can form a useful link between training courses and the other three means of training, e.g. personal support, informal training and self training.

One way in which this can be done is by arranging for the written answers to be completed before the training course, or between training courses. They can then be discussed during the training course with a more experienced leader, tutor or a trainer.

Alternatively, leaders are encouraged to discuss questions or topics with a Personal Adviser or mentor, possibly under the leadership of an experienced trainer, where they can get feedback and guidance. This is a more informal method and has proved less academic and less like a written test to be passed or failed.

504.9 TRAINING ASSIGNMENTS

These are essentially practical projects that have precisely defined objectives and which may be done as an alternative to training studies. The leader carries out these projects with his/her Unit, Group, District either between the weekends of an extended training course or at the end of a course.

This practical alternative to written studies can reinforce the learning from a training course by ensuring that leaders put into practice the skills and knowledge learned. Lists of suitable assignments may be devloped by the course director and given to participants at the conclusion of Basic or Advanced Level Training. The leader is encouraged to choose from assignments that will challenge him/her rather than ones in which he/she already has experienced.

Because the assignments are written as objectives, evaluation is easy for the participant, the supervisor and the trainer. The assignments will usually be assessed by a competent trainer or commissioner.

The use of training assignments has several advantages:

- Unlike written studies, they are practical and are seen by participants to be more relevant to their role as a leader.
- Being practical, participants can evaluate what really happened, rather than suggest what should happen, as is the case with a written answer.

- The leader's Unit, Group, District etc benefits directly from the leader's practical assignment during its execution in the unit or district.

- Because local commissioners are involved in supervising and evaluating a leader's performance on the practical assignments, they are able to see the important role they played in suppporting the Leader

For the more experienced leaders there is a possible alternative, by which they design their own practical assignments, assisted by their course tutor and in consultation with the course director. They identify a particular need, establish the aims and write precise objectives. They decide on the method of execution and, after performing the task(s), can evaluate their success in conjunction with their tutor or supervisor.

Wherever possible, it is desirable that the pattern of leader Training incorporates the five means by which training can be provided.

Finally, the importance of the Group Leader and the Commissioner in encouraging learning should be stressed. Their role in the personal support and in the informal training of leaders has already been mentioned. They can do much to promote training in general by encouraging leaders to continuously learn and indeed, by their own example in taking training themselves.

505 ON-GOING SUPPORT

505.1 INTRODUCTION

When new adults in Scouting are recruited they are normally assigned a mentor, personal training adviser (PTA) or personal leader adviser (PLA). The person provides support, assisting in the induction process, ensuring that the new adult applies for and completes training programmes and giving friendship and encouragement as and when required.

Experience has shown that in many associations the support stops after the adult is appointed and trained. Associations must endeavour to have this support as an on-going process throughout the whole life cycle of the adult in Scouting.

It is widely recognised that a great deal of personal support is needed for the new adults. Therefore, when appointed as a *mentor or adviser* your role is as an *adviser* - one who indicates direction and assists others to consider options. It is important that you do not act as a trainer (one who trains) or as a superior (one who gives directives).

The mentor, personal leader adviser (PLA) or personal training adviser (PTA) should be appointed for a maximum of three years but may be re-appointed for further periods, if the need arises.

All adults in Scouting need to be encouraged, listened to, guided and supported. This support normally happens within the teams in which they work. However, it is also important for support to be provided from leaders in a management or supervisory capacity. These leaders of adults should find time to meet and encourage their leaders to see them whenever they need support or help.

505.2 PRINCIPLES

The job of the mentor/PLA/PTA is to enable adults in Scouting to:

- meet other adults in Scouting and feel part of a team;
- obtain necessary resource material and training information;
- guide leaders through the Basic and Advanced Training;
- continue learning based on needs and expectations;
- encourage people to share their collective experience, to be aware of the needs and capabilities of others, to learn from others and to think and act for themselves.

Therefore, the mentor/PLA/PTA providing the on-going support should as far as possible:

- be an experienced and respected personnel;
- hold a Wood Badge qualification or equivalent qualification and have demonstrated the necessary skills prior to appointment;

- have completed a Training or Trainers programme before being appointed to the role;
- have the relevant expertise;
- have the time and willingness to undertake the responsibilty.

505.3 DESIRABLE REQUIREMENTS

These mentors, PLA/PTA need to:

- have a positive attitude;
- be aware of their own limitations and how it affects others;
- be flexible;
- be willing to share expertise;
- be patient and understanding when a leader stumbles over some difficulty or returns to a situation already dealt with;
- have the ability to manage emotions and disagreements;
- be committed to the development of adults in Scoutings through formal and informal training.

Mentors, PLA, PTA's must be ready, from time to time to accept attitudes of aggression or hostility. This may happen for example, when a project appears to be going badly or leaders are demotivated or lose interest. Honesty, self-awareness and sensitivity are also needed when managing in such difficult circumstances.

505.4 RESPONSIBILITIES AND DUTIES

- To promote leadership and motivation.
- To promote loyalty to the Movement.
- To maintain liaison with leaders attending formal training courses and to support continuity.
- To assist individuals to assess their learning.
- To support them throughout the whole process, morally and emotionally.

506. MODULAR TRAINING

506.1 Introduction

Adults in Scouting introduces the idea that 'training' should be provided on an on-going basis, *"flexible, varied and available when and where needed"*. This section on 'Modular training' introduces an approach to the provision of training through which these requirements may be met.

Some training schemes are linear: after listing all the competencies that are necessary to fulfil a given function, a specific route is set from one step to the next. This route has to be completed to qualify for the function. For example, a training scheme for Unit Leaders comprising an Introductory Course, a Basic Course and an Advanced Course follows that model. The whole scheme runs over a period of time with each stage following the previous one.

Modular training does not follow that model. Obviously it starts with the same list but once the competencies have been defined, they may be acquired in any sequence. For each competency there will be a training module which, on completion, will give a 'credit'. A fixed number of credits will be required to qualify for a given function.

The linear model is common and it has a number of advantages:

- it is simpler and easier to manage;
- it allows for standard procedures;
- one knows exactly the nature and sequence of the training provided;
- all adults go through the same cycle thus help ensure certain degree of standard and uniformity.

However the model also has a number of disadvantages.

- it is rigid and that makes it difficult to meet specific needs;
- it puts everybody into the same process; irrespective of his/her learning needs or expertise.
- the skills that a person already has cannot be taken into account;
- when a person takes a new function he/she has to take the entire cycle to qualify for the new function;
- it does not allow the use of training opportunities outside the Movement;
- it reinforces qualification by attendance at courses rather than by performance.

In comparison, the modular system allows for:

- setting an individual training route for each adult;

- taking previous experiences and already acquired skills into account;
- greater interaction between functions and sections;
- qualifying for new functions by acquiring a limited number of new credits;
- validating competencies acquired outside Scouting.

It does however also have a number of disadvantages. It requires:

- the development of a system by which the training needs of each adult can be identified;
- efficient administrative system to check, track, monitor and validate the competencies acquired;
- a clear definition of training objectives which will make possible the validation of training experiences;
- the development of a performance appraisal system;
- tutoring at all stages along the training route.

These difficulties can be managed if we are prepared to make changes.

506.2 WHAT ARE THE BASIC PRINCIPLES OF MODULAR TRAINING?

I. For every function, a number of competencies are required.

II. For each competence there will be a training module and a credit.

III. The qualification for a given function is based on the acquisition of a set number of credits.

IV. Elements that are specific to Scouting should be developed through Scout training and these should be distinguished from more general competencies that may be developed outside.

V. There is no restriction to taking training opportunities outside the Movement. A number of institutions or specialised organisations are more competent and better equipped to provide training in certain areas.

VI. Some credits will be acquired through training within the Association whereas others can be validated.

VII. Previous experience or training should be validated on the basis of demonstrated performance.

VIII. There are several possible routes to the level of qualification required for a given function.

IX. Individualised management of training requires good co-ordination and communication.

Now, let's look at each of the principle in some details:

I. For every function, a number of competencies are required

This is not specific to modular training. For example the identification of all the schemes necessary for each function falls under points 1 (Role) and 2 (Needs) of the Systematic Approach to Training.

II. For each competence there will be a training module

This is where the definition of specific training objectives takes a particular importance for three reasons:

a) Each training module is an autonomous entity that complements other modules. A clear definition of specific objectives will ensure that each module does cover the totality of a given area of competency while avoiding overlapping or repetitions from one module to the next.

b) It is by comparing the learning objectives set for a given training module with those of previous training experiences or training provided outside the Movement that an equivalence can be granted and validated. The validation of previous experience will be the demonstrated performance in a real or simulated situation.

c) It is also on the basis of the objective set for a training module that one will look, if necessary, for outside organisations that would be best suited to providing training.

III. Elements that are specific to the module need to be identified

This obviously applies in the first place to such elements as: 'Introduction to Scouting', the 'Role and Functions of Adults in Scouting', the 'Scout Method' and its adaptation to specific age groups, the 'Fundamental Principles' and all the Scouting techniques which the implementation of the Scouting programme requires.

This can be illustrated as follows.:

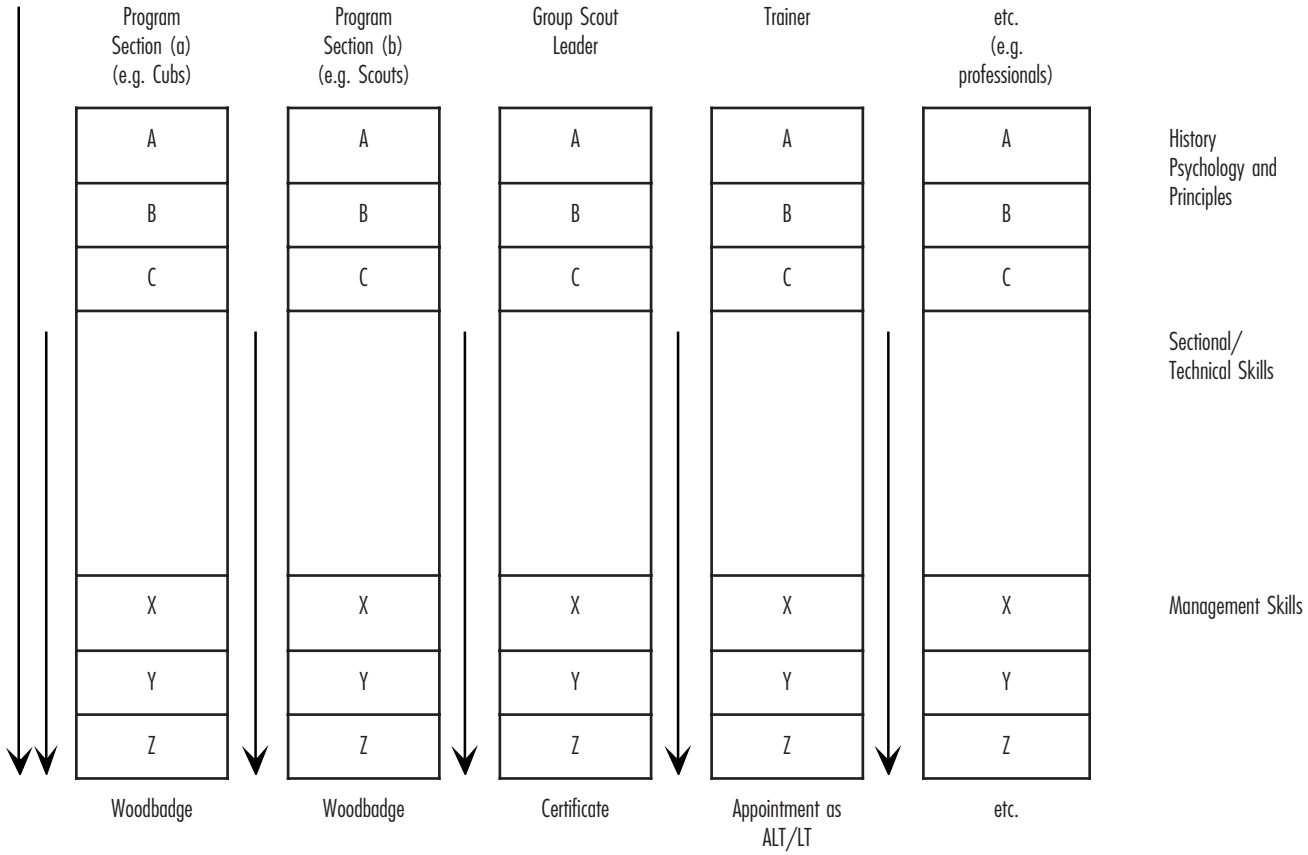


Figure 506.1: Traditional Adult Training Patterns

In the above illustration there are several similarities in the training for adults in each Section or function, e.g. Fundamental Principles, Relationships, Working with the Youth Service, Managing a Section, History of the Movement are common to all.

In a modular system, all these topics can be delivered in a common session/programme, thus enabling all to be trained together. Only topics or skills which are specific for the section need to be done separately. Some of the specific skills can be acquired from outside agencies or be taken at different places.

The format of the modular system is illustrated below:

Such functionally mixed participation enables ideas and attitudes to be shared and participants see their Section or function within the context of the Movement as a whole. It also allows adults to 'qualify' for a part of their training that they will not have to repeat if they subsequently change roles.

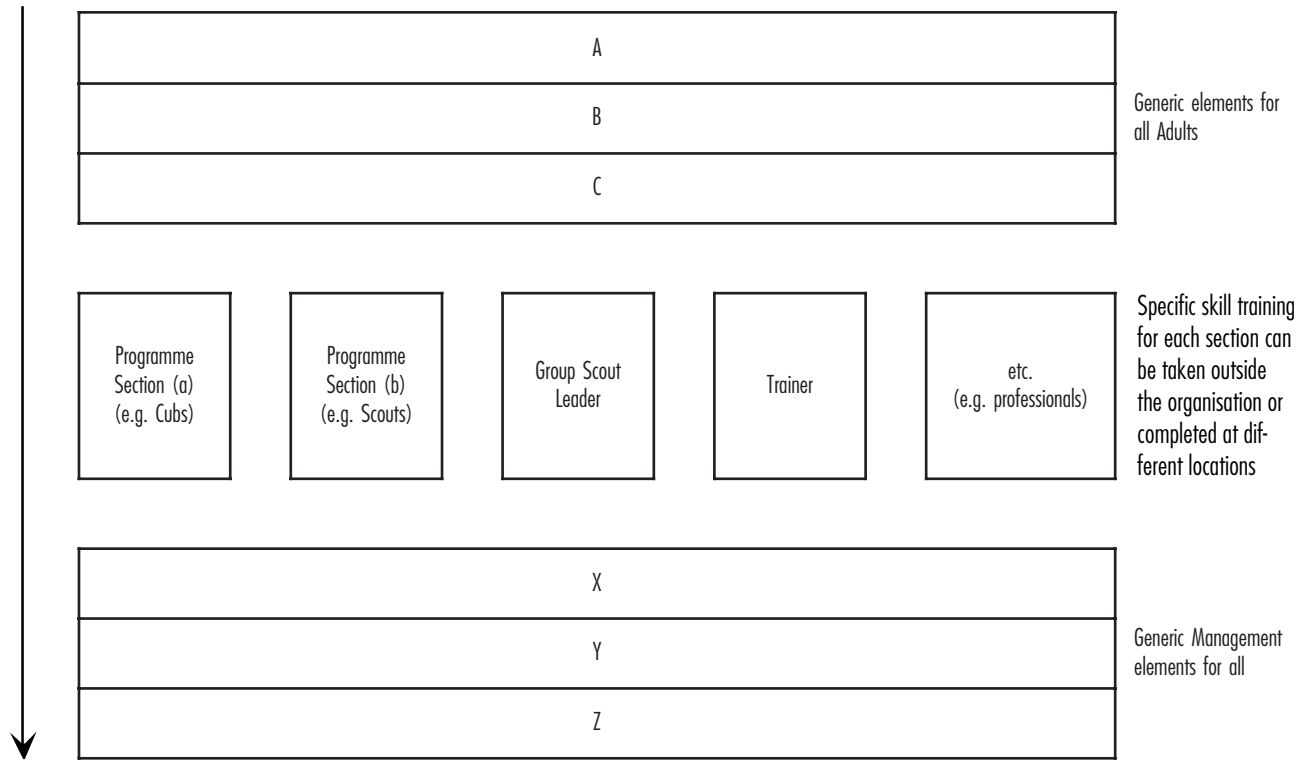


Figure 506.2: Possible Generic Organisation of Training Units

As mentionned earlier there are also other specialist agencies, often with greater expertise in certain areas, and we can learn much from them. While many aspects of our training pattern are exclusive to Scouting, e.g. Fundamental Principles and the Patrol System, much of what we do is now also done by other agencies and indeed, sometimes to a higher level of proficiency. Some examples of this are expedition training, first aid, canoeing, rock climbing, and the psychology and development of young people.

We therefore need to think more widely, obtain our training experiences more widely and recognise qualifications acquired elsewhere than in the Movement. It is the task of those responsible for providing training to explore the provisions of other similar organisations (Red Cross, Girl Guides, Boys' Brigade, the Youth Service, Education) and look at their training objectives to ascertain whether it would be possible for us to 'qualify' for part of his/her Scout training by participation in their training courses (and vice versa, to offer our training opportunities to adults in other Movements). We need to be more flexible in our training provision and have greater confidence in the training provided by others.

IV. Some credits will be acquired through training in the Association, others will be acquired outside and validated by the Association.

Following the basic principles according to which every function requires a given number of competencies and every competency corresponds to a training experience and the credit which may be acquired outside the Associtition, a number of questions arise.

a) On what basis will the selection be made of elements that must be provided within the organisation? As we have just seen, the general tendency is to cover directly the largest possible number of areas (and preferably all areas). The first rule, therefore, should be to look for those elements that are really specific and of major importance for the Association to retain its identity. All other elements can be delegated.

b) To whom can training be delegated? To organisations with similar ideals or specialised institutions, after having compared their training objectives with those set by the Association.

V. Previous acquisitions of an individual must be taken into account

Those who already have a skill do not need to repeat the training for it. If the training syllabus is arranged in 'units' of related training sessions with carefully defined objectives, rather than being spread out through the length of a 'course', it is easier to allow a participant who has already qualified for a 'unit' to be credited with it and exempted from attendance.

On appointment, each adult undergoes some form of detailed interview to ascertain what skills and knowledge he/she already possesses and how they compare with the training objectives for each unit. This makes it possible to ascertain where he/she is already 'qualified' and whether further training is needed.

VI. There is more than one route to qualify for a given function

There will not be one but several routes. These will vary with individuals, locations and available resources inside and outside the Association. The level of training of an individual will not be appraised according to the route he/she has followed (which is often the case) but on the basis of the objectives achieved and demonstrated performance.

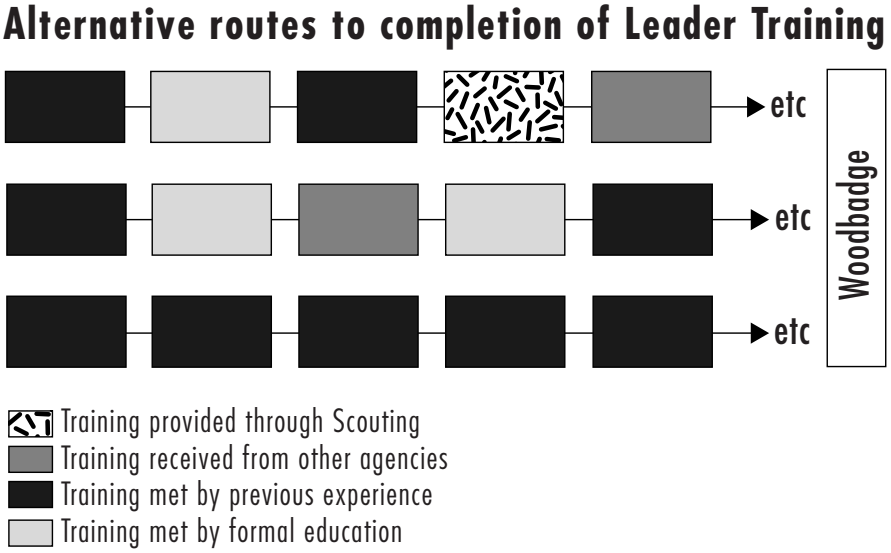


Figure 506.3: Alternative routes to completion of Training

If we accept the principles of external accreditation, flexibility of provision and the validity of past experiences, the notion of a complete linear 'training course' as the only route to an adult training qualification can be reviewed and modified. Naturally some linear 'courses' may still be needed, particularly for those who are new to the Movement or to youth leadership as a whole.

However, there may be other adults for whom continuous training with the logical sequence provided by a 'course' is still the most convenient method of completing the requirements. For some adults, however, a flexible series of 'units', with some acquired outside the organisation, may provide a greater motivation to complete training. This implies that training should be available by means other than courses, however short or modular they may be. If participants are dispersed over a wide area, it is costly in both time and money to bring them together.

We need to think of alternative ways in which they can complete each training unit such as using the followiing means:

a) *Use of audio or video tapes.* These are effective in communicating information and attitudes and may also be useful in illustrating activities, but being a passive method of learning they cannot measure a participant's understanding and ability to apply the material. Interactive videos that require a correct response before a participant proceeds to the next item are better but more expensive to provide. With the video, participants could be supplied with projects to apply, exercises to attempt on discussion topics, the results of which could be returned to the tutor either in written form or on video cassette.

b) Projects with carefully defined outcomes could be devised for participants to undertake, preferably so that they are self-monitoring. If the participant completes the project strictly according to the objectives, he/she will have demonstrated his/her learning, understanding and ability to apply. For example: *"The participant will train and lead a Troop of Scouts to build a three-strand bridge over a river at least 20 metres wide, using a footrope and two hand rails secured to transoms at each end. The bridge is to demonstrate the use of pickets as anchors and will use a block and tackle to tension the footrope."*

   For a project such as this, a diagram, pamphlet, or photograph could be provided to illustrate the construction, knots and lashings. A local commissioner could monitor the project or a report, video cassette, or photo sequence could be sent back to the course tutor to confirm the project's completion.

c) A supervised activity with the adult's Troop could be a method of undertaking on-the-job training. Here again the project is carefully defined by those responsible for the training and the aim is to provide a training exercise for the adults as well as an enjoyable training experience for the youth members. A local commissioner can be appointed to monitor the activity and, after it has been completed, he/she will gauge the reactions of the youth members and discuss the outcome with the adult.

d) *An in-tray exercise* may be a useful way of providing an adult with training at home, particularly in administrative skills. The adult would be sent the contents of a typical 'in-tray' - a series of letters or phone calls, forms, queries, or tasks to have to be done. The adult would have access to all his/her resources, e.g. rulebooks and manuals, and his/her task is to deal with the items as he/she would in reality. Replies could be sent to the course tutor for comment or the course tutor or local commissioner could visit and discuss the replies that have been given.

e) *An information pack* could be sent to the trainee, with accompanying questions that cannot be answered without reading the pack and understanding its contents. This allows an adult to acquire information quickly, yet at his/her own pace.

f) *A video 'case study'* could be sent to the trainee. Here a situation is acted out and the trainee would be required to suggest, either in writing or in discussion, possible outcomes or alternative strategies for dealing with the situation depicted.

g) *One-to-one instruction or discussion* in the adult's home is a very effective method of training when adults live in remote places, although this is expensive in time and human resources unless a local trainer is available.

h) *'Shadowing' another adult on the job* is a very good way of training, particularly if this is the job that the trainee will later undertake. He/she works alongside another adult throughout the period, watching what he/she does, studying the work to be done and way the adult does it. Gradually some tasks and decisions can be delegated to the trainee.

i) *Attending training organised by another agency* may be a way of obtaining the necessary skills or knowledge at a time or place that is more convenient to the participant. This Agency could be the Red Cross, a University Extra-Mural Department, Local Education Authority, Counseling Service or Management College.

j) *Visits of Observation to another Unit in a Section* where the adult under training would be provided with a series of key points to observe and key questions to ask. The meeting would be followed by discussion to establish aims, member reactions and the success in achieving objectives.

k) *Visits to a Headquarters Department* may be particularly useful for someone taking up a new appointment, particularly a commissioner. To spend a day seeing how the office works, meeting the people who provide professional support, discussing his/her problems and studying the services and facilities available to him/her, will be a more valuable training experience than listening to others describe this support on courses.

l) *The Use of the 'Work Book'* may be appropriate in some areas - particularly remote ones. Here the adult trainee is given a manual with a series of practical tasks to do, together with advice as to their completion. He/she works systematically through these. He/she may have a 'tutor link' by e-mails, telephone, etc. so that he/she can discuss problems or clarify details.

m) *The 'Skills Market',* where adults gather together to acquire new skills and share their own expertise with others, may be another form of training particularly for practical skills.

n) *The Mini-Jamboree* is an opportunity for adults to take their Troops to camp and improve their skills by observing others, exchanging ideas, competing with each other to raise standards and discussing problems and techniques with experienced adults and trainers.

This provides a training exercise for adults at the same time as providing a valuable active learning experience for the members.

VII. Individualised management of training requires good co-ordination and effective communication

If the total training is to be broken down into modules or units, it is important that there is an efficient administrative system to support it. Putting training into such units implies that it is extended over a longer period than that of the conventional course. This longer time scale may reduce the motivation to complete training. Participants need therefore to feel that they are making progress and that each step is recognised in some way. They also need to feel that they have someone supporting them to whom they can turn when in difficulty - particularly as they may not have the support of the consistent group of other participants that is common on a continuous course.

Each participant beginning his/her training needs to have some documentation. Ideally this is in a booklet form and lists all the stages and objectives of the training syllabus, with spaces that can be filled in as each section is completed. In addition, some form of achievement certificate can be given as each major stage is reached.

There will need to be a central co-ordinator at District or Provincial level to record what each adult has completed. This co-ordinator can also act as a source of information, advertising the training opportunities that are available. There should also be a simple system to inform the co-ordinator when each part of an adult's training is completed. The adult can hold his/her own record of modules completed in a booklet format individually verified by the various course leaders. A structure of local tutors or commissioners needs to be set up to support the adults in the field. Each should understand the objectives of training and also be trained to the required standard themselves.

Such a modular scheme of training is complicated to administer and, it should not be undertaken lightly and not unless there is strong administrative back-up with good communication systems in place.

507.1 SYSTEMATIC TRAINING

When entering a new job or responsibility, people usually have already acquired a certain amount of knowledge, skills and attitudes. These are a result of previous education, of the influence of their social and cultural background and of their personal experience in life.

The training they will take to improve performance in their job or responsibility will constitute a learning experience - or a series of learning experiences - which should introduce a positive and - hopefully - durable change in their knowledge, in their skills and in their attitudes.

This is difficult and will only be achieved if the learning experience has been carefully designed to meet the needs of each individual. A step by step process can be used in designing any training event and this is what we call *"a systematic approach to training"*.

The diagram below will give a general idea of this systemic process and each step is describe accordingly.

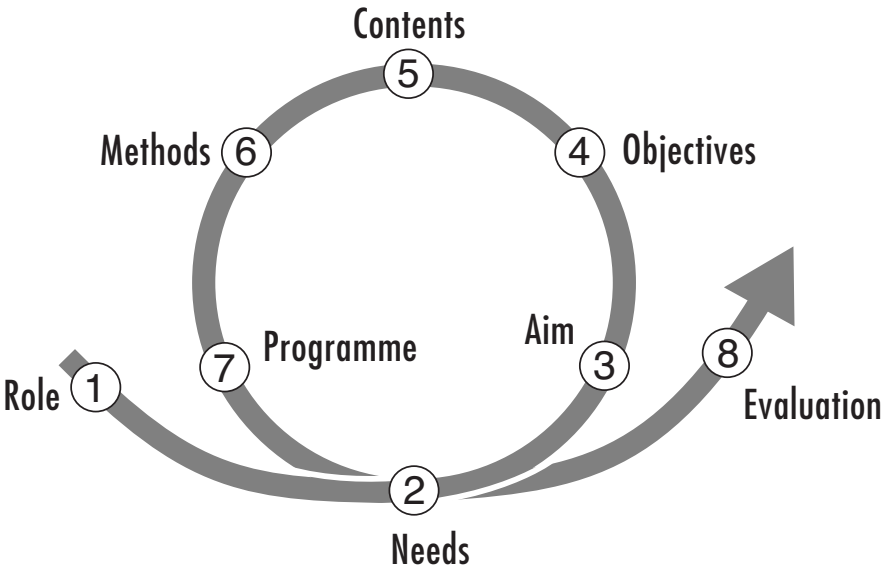


Figure 507.1: A Systematic Approach to Training

1. ROLE ANALYSIS

The close relationship between the learning experience and the actual role of the participant is one of the keys to success in the training of adults.

The first step in our approach to training is to analyse the role to be performed. That is: *"What are these people to be trained for?"*

The exact role of the person can be reflected in the job description document, if one is available, otherwise, such information can be obtained from the people, through a questionnaire or an interview at the beginning of the course, on the exact nature of the role performed and the tasks undertaken.

2. IDENTIFICATION OF NEEDS

From the role analysis, the skills and knowledge required can be identified. For examples he/she needs

- to know: (knowledge)
  - the principles of leadership
  - the fundamental principles of Scouting
  - the policies of his/her association
- to be able: (skills)
  - to lead a team
  - to conduct meetings
  - to keep records, etc.
- to be: (attitudes)
  - open to others
  - amiable
  - able to relate to other adults, etc.

3. DEFINITION OF AIMS

An aim is a general statement of intent that the training hopes to achieve. For example:

- to provide an opportunity for the participants to get a clearer idea of their roles and responsibilities;
- to meet the most urgent training needs of the participants;
- to help the participants plan for future training.

4. OBJECTIVES

An objective is a precise statement, expressed in terms of what a person is expected to be able to do by the end of the training activity.

In other words, it is a precise definition of the expected change to be introduced in person's knowledge, skills, or attitudes, as a result of the learning experience.

E.g. as a result of the session on the Method of Scouting, the participants will be able to:

- explain the essential elements of the Scout Method;
- recognise the circumstances in which this Method will have to be adapted to the different age ranges;

- provide the conditions in which this Method can be applied;
- apply this Method, adapting it to local conditions, whilst respecting the fundamental priniples of Scouting.

In the above example, we can identify three different types of objectives that correspond to the three areas of learning: **knowledge, skills, attitudes:**

- 'explain the essential elements of the Scout Method and recognise the circumstance in which this Method will have to be adapted to the different age ranges' – are related to **knowledge** (they are **cognitive** objectives).
- 'provide the conditions' – is related to the ability to implement or implementing **skills** (it is a **psycho-motor** objective).
- 'respect the fundamental principles' – is related to **attitudes** (it is an **affective** objective).

This will consist in writing a list of all topics/subject matters to be included in the course syllabus or in the training programme in order to achieve the stated aims.

5. DEFINITION OF CONTENTS

In a flexible approach, part of this should be an open ended list, to be used as a guide by the participants when identifying their own training needs, e.g.:

- Practical experience of group work
- The aims, principles and methods of Scouting
- Personal role analysis
- Relationship with others
- Group dynamics
- Management techniques
- Planning
- Etc.

Considering each topic and the objectives stated for each of them, it is possible now to select the most appropriate method for each of them. The diagram shown below gives an idea of the relationship between objectives and a limited number of methods.

Relationship between Objectives and a limited number of Methods

	KNOWLEDGE	SKILLS	ATTITUDES
LECTURE	X		
TALK	X		
DEMONSTRATION		X	
DISCUSSION	X		X
ROUND TABLE	X		X
BRAIN STORMING	X		
BUZZ GROUPS	X		
CASE STUDY	X	X	X
SAND TRAY		X	
IN TRAY	X	X	X
ROLE PLAY	X		X
BUSINESS GAME	X	X	X
BASE		X	
EXERCISE	X	X	
PROJECT	X	X	
WORKSHOP		X	

Figure 507.2: The Relationship Between Objectives and Methods

6. SELECTION OF METHODS

The appropriate method selected should also be sensitive to the culture of the organization and country. For example, in some cultures it is not possible to have both male and female participants seating next to each other.

7. PROGRAMME

Once we have a clear idea of what we wish to achieve and what methods to use, we have to develop the entire course programme/ curicculum and identify the resources required in terms of manpower, equipment, logistics, budget, etc.

8. EVALUATION

The programme will then have to be delivered, or the activity carried out, and at the end of the programme/activity, an evaluation will be made to determine the extent to which the objectives have been achieved and therefore the extent to which the needs have been satisfied.

As a result of this evaluation, new needs will appear, modifications will have to be introduced in the training programme, and the spiral will go for another round. Thus, the systematic approach to training is a continuous process.

507.2 CRITICAL EVENTS MODEL (CEM)

Another systematic approach to training is the critical events model developed by Nadler & Nadler (1994). The model has an open system dimension as it contains a series of interrelated parts, which can be influenced by both the internal and external factors of the organisations.

The model as shown below identifies the critical events, which must take place in developing a training programme.

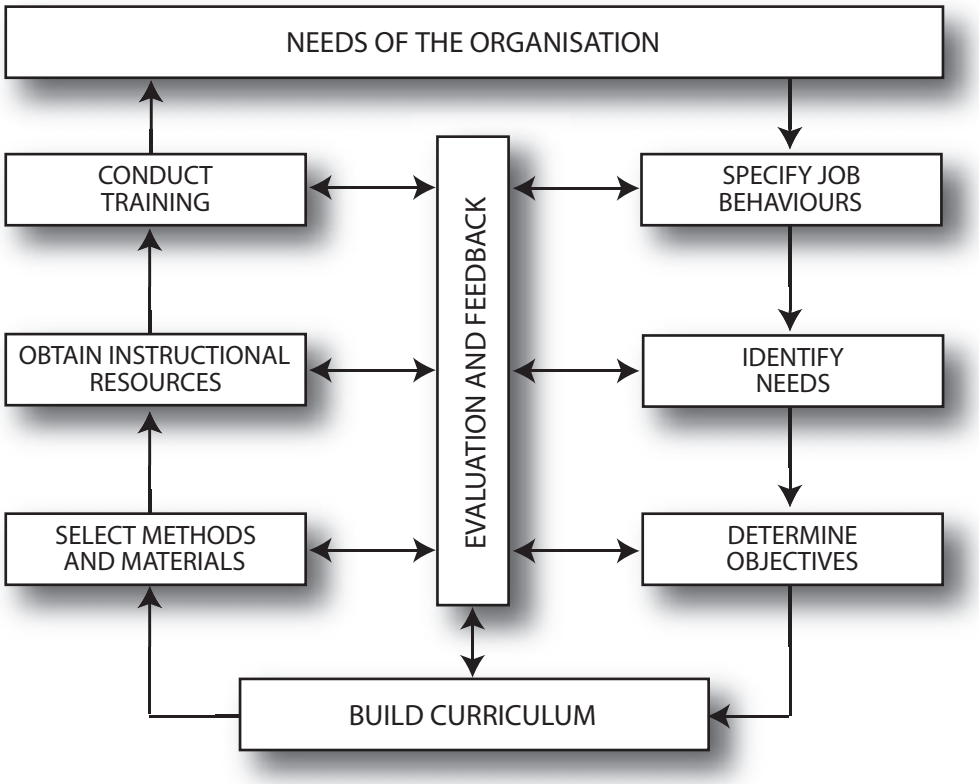


Figure 507.3: Critical Event model

NEEDS OF THE ORGANISATION

The model starts with the needs of the organisation in terms of the human resources it requires to develop effectively in order to achieve the organisational objectives and goals. Some of the questions raised are:

- Does the organisation have competent people to manage its operations effectively?
- What are the competencies required of the people in the organisation?
- What kind of competencies does the organisation need in the future?

EVALUATION AND FEEDBACK

The evaluation and feedback process are usually thought of as being carried out during the last stages of a learning experience. However, in the CEM, evaluation and feedback take place at every stage of a critical event.

Provision of this is made from the very start so that views and suggestions can be sought before proceeding to the next critical event or stage.

SPECIFY JOB BEHAVIOURS

As this model is concerned with the development of training programme, the focus is on the job to be done. Therefore, the first critical event is to specify the job behaviours. What are the tasks, which the individual has to do? Check with the job description document, if there is one available. Bear in mind that the job description may not truly reflect the current tasks, as it may not have been updated.

In specifying the job behaviour, it is necessary to examine the working environment, that is the people with whom the individual needs to interact and work with, the equipment handled and the expected performance or output.

To determine the accuracy of the job behaviours and minimise wrong perception of what the job entails, feedback is obtained from the individual and his supervisor on the exact nature of the job together with the expected work performance and standard.

IDENTIFY TRAINING NEEDS

Given the job that the individual has to do, the next step is to determine the skills and knowledge required on the job. Establish whether the individual has those competencies and which competencies need to be acquired or further developed.

The individual himself may complete an exercise to evaluate his current competencies and ascertain whether he needs further training for improvements. Likewise, the individual's supervisor may provide feedback on the type of skills and knowledge essential to the job for the purpose of validation.

Additional competencies can also be identified for future responsibility or task to be undertaken. For example, what are the competencies required of a District Commissioner. Obtain feedback from the individual who is going to be appointed and others to see whether the person has the required competencies.

Finally, determine what is lacking. Establish which needs should be met first. The person responsible for training in the organisation will have to consult others to ensure that the needs of the individual are in alignment with the needs of the organisation. Evaluate the needs, which are critical to both the individuals and organisation.

DETERMINE OBJECTIVES

Having identify the training needs of the individual, determine the broad objectives to be achieved from the training. For example, as in the above case, if effective communication skill has been identified as one of the training needs of a District Commissioner, the next step is to develop specific objectives on the aspects of communication skills, which should be achieved as result of the training. The objective can be as follows: " to develop skill in active listening" or " to manage interpersonal conflict effectively. Once again, evaluate the objectives and get feedback to ensure that the objectives adequately reflect the

identified needs. If the objectives are met, will they contribute to effective job performance as well as meeting the needs of the organisation?

BUILDING CURRICULUM

Next, develop the training curriculum by incorporating the subject matter to be included in the training. In other words, come out with the content of the training programme.

List down subjects, which the individual ' must know', without which the job could not be performed well. These subjects must be included in training as they are directly related to the objective. For example, subject matters on 'non-verbal communication' (body language) and 'how to listen and give feedback' must be adequately covered, if one needs to communicate effectively.

Next, list down the 'should know ' subjects. These subjects are important but not necessarily essential. For example, consider including subject such as on the 'cultural dimension of communication', since the objective of the training needs can be better accomplished with this additional knowledge.

Finally, if time permits, consider the 'nice to know' subjects such as the various types of communication channel. This will enrich the learning and facilitate better understanding of ways of developing effective communication skill.

Another aspect at this point is to determine the sequence of the subject matters in the training programme. Identify in what sequence the subjects should be done so as to facilitate and maximise the learning.

Where necessary, seek advice from subject matter experts to help develop the training programme.

As part of the evaluation and feedback process, ensure that the content and the sequence match with the objectives and the needs of the organisation. Get feedback, review and modify the content, if necessary. This step is crucial during the development of the curriculum so that the objectives are met. It will also provide information on the methodology and the resources required.

SELECT METHODS AND MATERIALS

Generally, learning is enhanced by the use of appropriate methods and materials. The appropriateness of the methods and materials are normally influenced by the 3 factors as follows:

a) Participants

– What the participants want to learn?

– What do we want the participants to learn?

– What are the skills, knowledge and experience of the participants?

– What is the total number of participants?

– How well do the participants know each other?

b) Trainer

– What are the subjects to be covered?

– What is the skill level of the trainer?

– What is the preferred teaching style of the trainer?

c) Organisation

– What is the budget for training?

– How much time is available or allocated for training?

– What logistical resources and facilities are available?

– What is the preferred training method?

OBTAIN INSTRUCTIONAL RESOURCES

The next step is concentrated on obtaining physical resources to manage the training programme. A good starting point is to consider whether the training programme is to be run in-house with internal trainers or to engage an external consultant to run the programme. There is also a need to decide on the venue, acquire training aids, etc, before finalising the programme.

Evaluate the cost effectiveness of using the various resources with the budget available and get feedback from the people involved, participants and trainers on their availability to attend and support the programme.

Based on the evaluation and feedback, it may be necessary to review the objectives, the content of the training programme and the methodology or even to change the venue.

CONDUCT TRAINING

This critical event is the most visible in the entire process of developing a training programme. Make it happen, conduct the training as scheduled.

Evaluate learning during the training from the participants' perspective to ensure that the intended learning objectives at each session are achieved. This can be done by asking participants to give feedback verbally or in writing on what they had learnt or done through group discussions.

Trainers can also get immediate feedback from the participants on their performance so that they can adjust their teaching styles or training methods to better serve the needs of participants.

Evaluation does not stop here. There is a necessity to conduct evaluation on the effectiveness of the training at some later stage to see whether the overall objective identified earlier in the model has been achieved. For example, is the individual better able to communicate effectively with his members? Is the individual able to apply what he had learned, in the workplace, thus resulting in a positive change in behaviour. This can be done by observing him while at work and by getting feedback from him and the people with whom, he interacts.

CONCLUSION

The main difference between CEM with other models is the emphasis on getting feedback and making evaluation at every critical event. The process of evaluation and feedback is central to the model and is not left until the end of the process or conducted as a last activity.

The CEM prompts us to take action and make the necessary changes early in the design stage before moving into the next stage and finalising the entire training programme. Much emphasis is given to ensuring that the needs of the individuals and the organisation are adequately met.

508. DESIGNING TRAINING SCHEMES

Upon joining the Movement, a new adult in Scouting will not necessarily have all the competencies and attitudes required to perform adequately in his/her new position. These can only be provided over a period of time, through a number of learning experiences and a series of steps. The nature and scope of each learning experience, the level, duration and location of each step, the amount of time required to go through all steps will be shown in the Training Scheme. This will provide new adults in Scouting with all information on the successive steps of training necessary to qualify as an officially recognised leader and, simply, on how to acquire the necessary skills.

508.1 IDENTIFICATION OF FUNCTIONS

There is more than one function in an association and therefore, more than one scheme will be necessary. The majority of our leaders are directly in contact with young people, ***(leader of Youth)*** running a Cub Pack or Scout Troop, counselling a Venture Scout Unit or Rover Crew. This job requires a number of competencies and attitudes in the field of relationships with young people and their families, planning, programming and implementing youth activities.

Others are not directly in charge of young people. They relate to the adults in the association. These are ***Leader of Adults*** (Group leader, commissioners and Administrators). The set of competencies they require is more in the field of working with adults, planning and managing Scout operations in a given area and providing material and moral support to Unit Leaders.

Trainers are yet another group. They have to develop the necessary competencies to become managers and facilitators of learning and the appropriate attitude to motivate other adults to learn. They have to develop their ability to identify other people's training needs, design suitable learning experiences to meet those needs and develop the necessary tools to support and enrich these learning experiences.

One may also identify another group for which a specific training pattern should be developed. Professionals must be trained and although many of their training needs may be met through the training scheme set for ***Leader of Adults***, a number of specific aspects of their job and the particular conditions of their activities cannot be covered through this scheme.

A specific scheme therefore, will have to be developed for each specific group. Each function will require different training following a specific scheme, with both formal and informal learning experiences.

The first step in designing a training scheme will therefore be to list the various functions in the association for which specific schemes will be required. This fundamental aspect in the role and training needs of a leader is of prime importance. The desire to serve individuals and the community effectively through offering a programme that is relevant to the needs and aspirations of young people and in accordance with

the Principles and Method of Scouting, must be an essential motivation for all leaders.

The training scheme therefore must provide them with a series of learning experiences to develop the necessary competencies and attitudes required to perform adequately in their functions. However, the personal growth of the leader should not be forgotten and activities to stimulate and support it should also be part of the training scheme. Personal development is a basic need for any individual as well as one of the conditions of job satisfaction leading to performance that meets expectations.

508.2 DEFINITION OF STEPS

A step in a training scheme will be the combination of several learning experiences, formal and informal, and should not be reduced to - or confused with - a training course. The initial step in the training of Unit Leader, for example, may include an appointment interview, a period of field experience in the Unit - to be concluded by an evaluation session - the participation in a Basic Information Course, one or more personal assignments in relation with some field experience, visits to other units, and the personal study of relevant reference material etc.

The successive steps will be arranged in a logical sequence so that, having been through the complete scheme, a leader will know exactly what his/her job is, how to do it, and the reasons for doing the job in this particular way. In other words, answers should have been provided to the questions: what?, how? and why? He/she should have developed his/her knowledge about Scouting and his/her own position and role in the movement, his/her ability to use the Scout Method and run activities required by his/her job and developed his/her own leadership ability. He/she should also have a better understanding not only of the fundamental and ideal of Scouting but also of the educational basis of the Scout Method and how it relates to the needs and aspirations of young people in each particular age group.

A clear understanding of Scouting and of a Scout leader's job is important at a very early stage in the training process. Many of our leaders have been in the movement as Scouts or Rovers. As a result of this, they will have a number of skills to help them in their new position but they may not have the clear and correct understanding of this position. This topic is normally covered during the first step in the training scheme.

In the following step in basic training, the training may include how to run a Scout Troop, how to plan programme activities, how to implement them, how to relate to other people etc. Finally, at the advanced stage of training there will be an opportunity for an in depth study and understanding of the educational system of Scouting and the rationale behind it.

This approach will also avoid repetitions and overlappings in the study of the various subjects in the training syllabus. The Scout Method for

instance may be on the syllabus of the General Introduction Course, a Basic Course and an Advanced Course. Within an adequate training scheme where the right emphasis is put at each step, a participant on an advanced course will not hear the same presentation or go through the same group discussion as were proposed on the basic and preliminary courses. Moving the emphasis from one area to the next as the scheme develops, will ensure appropriate continuity in the training process with each step following another step and building on previously acquired competencies or attitude.

Although most of the examples above refer to Unit Leaders situations, the same principle applies to other functions. The ***Leader of Adults*** should receive precise and complete information on his/her job, move to developing the necessary competencies and deepen his/her understanding of the various implications of this position. Likewise, a Course for Leader Trainers will not be the repetition of the Course for Assistant Leader Trainers or training for equivalent roles in associations. The emphasis should be put correctly and the same subject considered in different ways on the first and second steps of training of trainers.

(see Sections 902, 903 and 904 on the training modules and core topics at each step of a training scheme)

The following diagram illustrates this concept of successive steps and difference in emphasis on *what, how and why?* For each step.

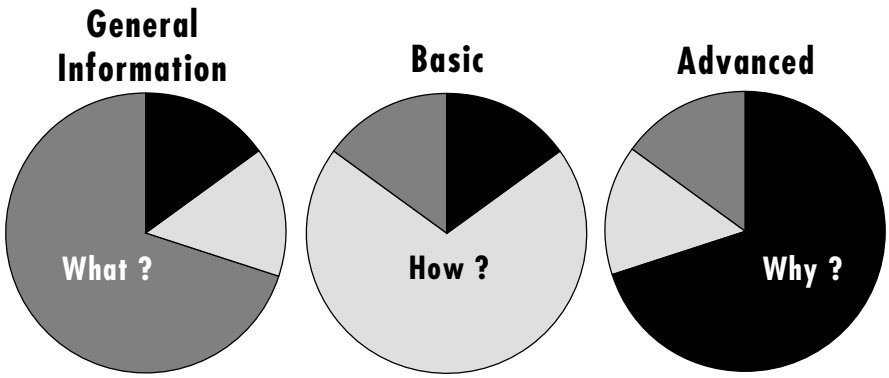


Figure 508.1: Stages of Training and the Emphasis on What, How and Why

508.3 SELECTION OF LEARNING EXPERIENCE

Each step in the training scheme may involve a variety of learning experiences, which can be acquired outside training courses.

Some of the needs will be best met outside a formal course situation. For example, the basic explanation of what Scouting is and what the structure of an Association looks like may be better achieved in a face to face situation between a new leader and his/her Group Scout leader.

Similarly, a welcoming evening organised by senior leaders for a group of recently appointed leaders may have a stronger motivational drive than a classroom session on the need to attend training activities.

An in-depth view of the various problems arising in the day to day operation of a Scout Troop may be better achieved through the analysis that a leader will make of his/her field experience when working on a project of his/her own to be presented to a group of other leaders or to a training counselor.

508.4 LEVELS OF IMPLEMENTATION

The training scheme should also indicate the various levels where learning experiences will be made available. Part of the necessary training can be provided at grass-root level in the very group where the leader is working. Other experiences will be provided in the district or area, that is for participants from several groups in the same geographical area. Finally, other experiences will be provided directly at national level and run centrally by the National Training Team. Again the training scheme should identify the level where a given step in a training process will be best achieved.

508.5 TIME AND DURATION

Time is another important factor in the design of suitable training schemes. There is no hard and fast rules for deciding when training should start, but there is a logic in selecting the right timing. A person learns more effectively when a clear need has been felt to acquire new competencies or attitudes to solve a problem in the day to day situation

or to improve the job performance. As a consequence of this, training should start only when some field experience has made the leader aware of the kind of problems that he/she will face and led him/her to identify questions that he/she wants an answer to. In other words, a short period of field experience will create or strengthen a real motivation to learn. In this case, the new leader should be invited to attend the General Information Course only after having spent a few weeks in his/her Unit.

This preliminary experience, however, should not be long enough to deteriorate into a routine. We cannot face a problem indefinitely, without developing our own solutions to it. When we have a strong need for a solution; we look around for one and develop our own if nothing else is readily available at the right moment. Our individual solution may be right and this we can check when we go on a training experience. It may also be wrong but we shall never know if we take no reference outside our self.

At Basic level some associations give credit to participants for Recognition of Prior learning (RPL) or Recognition of Current Competency (RCC). The credit may be given to competencies earned externally but only after they have been applied in a Scouting context.

Another question is that of the total duration of the training scheme. Again there is no fixed rule but there is a logic. The average amount of time necessary to cover all the subjects included in a Unit Leader training scheme should be around one and a half to two and a half years. If the period is too short, this will result in a succession of courses with very short periods of field work to apply what was learnt on the course and identify needs to be met on the following course. Too much time will result in demotivating leaders who will develop the frustrating feeling of their inability to complete a scheme that has been designed only for an elite group, from which they are excluded.

508.6 TRAINING SCHEME AND THE NOMINATION OF LEADERS

Finally, there is an obvious link between the various steps in any given training scheme, and the nomination of leaders to one position or another in the association. Conditions for obtaining a Wood Badge, being appointed a commissioner or a trainer, should be related to this scheme and clearly spelt out for everybody in the association to know.

In an environment where perpetual change is the only permanent reality, ongoing training is a necessity and should be made a rule for all adults in Scouting to follow. Whatever position they may hold, a regular check on current realities and identifiable trends and the continuous updating of their competencies and attitudes will be required.

As a guide, the appointment of leaders should be made subject to him/her having successfully completed a specific training scheme, relevant to his/her function. In line with the World Adult Resources Policy, the appointment is for a limited period with the possibility of renewal,

depending on the needs of the organisation and the willingness of the leaders to do the job and develop himself/herself further to enhance or acquire new competencies.

508.7 TRAINING MODULE AND CORE TOPIC

The recommended modules and their associated core topics of the Unit leader, Trainers and Leaders of Adult Training Schemes are in Section 902,903 and 904 of this book.

509. A COMPETENCE BASED APPROACH IN TRAINING

509.1 INTRODUCTION

This section suggests how competencies can be used to assist National Scout Associations identify the knowledge, skills, and attitudes required to perform specific roles required by adults in Scouting. It then may be possible to relate these activities undertaken by volunteers to specific standards in a work situation. Each National Scout Association must have a clear view of its needs and the needs of its adults to fulfil its mission. It must offer to all adults in Scouting, a system for their training and continued development for all functions and at all levels of the association.

In the last two decades, there has been a move toward the development of a competence based approach to training which focuses on the performance of an individual rather than on the learning processes used to achieve this. For Scouting, this means the leader must be able to show that he/she can run an effective programme rather than focussing on the fact he/she has completed the required training.

This section briefly discusses the competence based approach and how it can be used by a National Scout Association to design and develop a system to recognize competence in adults. It considers assessment and how principles of recognition of prior learning (RPL) and recognition of current competencies (RCC) can be utilised effectively within Scouting. It concludes by outlining a model of personal competency and showing how this can assist adults in Scouting to monitor their personal development.

509.2 COMPETENCE BASED TRAINING

In simple terms, a competence is the ability to display the knowledge, skills and attitudes required to perform a given task. Using a competence based approach, the duties of an adult leader can be identified and separated for each specific role performed in Scouting.

Essential characteristics of a competence based approach include the following:

- the competencies required are identified and stated in behavioural terms;
- the competencies are shared in advance with trainees;
- the criteria for measuring competencies, the conditions for assessment and the expected levels of mastery are clearly stated;
- the training programmes focus on the development and evaluation of stated competencies required by leaders;
- the assessment of a competence is based on the evidence of performance of specific Scouting tasks; and
- progress is based on the successful demonstration of competencies that are completed in specified time frame.

509.3 TYPES OF COMPETENCIES

There are four major types of competencies that can be considered for Scouting purposes - personal, key, industry and Scouting (enterprise) competencies.

Personal Competencies are the skills a person can perform. Performing such skills requires having knowledge and understanding of what is required to be done.

Put simply, when you have learnt to sail a boat you have developed skills and you are competent at sailing. You can move the tiller, ropes and sails, as well as knowing and understanding how each of these responds to the wind and currents. These are useful in considering an adult's personal development.

Key Competencies are identified as general skills that are needed by most people in order to participate effectively in all aspects of life, whether this is Scouting, work, education and social aspects. In Australia, based on work done by the Mayer Committee (1992), eight Key Competencies were identified which are needed for work and life.

The real test to see if these are 'key', is for you to consider if you have used these to perform your role at work and in Scouting.

THE EIGHT KEY COMPETENCIES NEEDED FOR LIFE AND WORK

Mayer's Eight Key Competencies:

1. Collecting, analysing and organizing information.

2. Communication ideas and information.

3. Planning and organizing activities.

4. Working with others and in teams

5. Using mathematical ideas and techniques.

6. Solving problems.

7. Using Technology

8. Demonstrating cultural awarness.

Industry Competencies are skills needed to meet particular workplace requirements in a specific industry area e.g. a photographer would require to know how to take a photograph and develop film. These may be legislated by government.

Scouting Competencies are those knowledge and skills which are specifically required for adults in Scouting. For example, the skills required in pioneering, camping, etc. which are unique to Scouting.

Within Scouting a person is said to have a particular competence when he/she is able to demonstrate the application of a particular set of knowledge, skills and attitudes to achieve a particular goal or task.

For example, competencies for an adult involved in leading youth programmes could include:

1. Apply and implement the Fundamentals of Scouting in the training of youth;
2. Manage personal work priorities and further development;
3. Establish and maintain effective relationships;
4. Participate with, lead and develop youth.
5. Display a commitment to using the Scout Method in all aspects of thedelivering the youth programme.

While competency 1 is specific to Scouting, competencies 2 and 3 could relate to anyone working in a management area and competency 4 relating to anyone working with youth.

An examination of general management competency packages could identify existing packages that could be modified and used to assist with the development of leadership and management skills for adults in Scouting. The following extract is taken from *"Frontline Management Development Kit"* (developed in Australia) and expands the second competency identified above and illustrates how Scouting can use existing training packages. This is depicted in Figure 509.1

DIPLOMA/CERTIFICATE V	CERTIFICATE IV	CERTIFICATE III	BSB FLM 501A
BSB FLM 501A Manage personal work priorities & professional 1. Establish personal work goals 2. Set and meet own work priorities 3. Develop & maintain professional competence Unit SA 5.1 Version E	BSA FLM 401A Develop work priorities 1. Establish personal work goals 2. Set and meet own work priorities 3. Develop & maintain professional competence UNIT SA 5.1 Version E	BSB FLM 301A 1. Establish personal work goals 2. Set and meet own work priorities 3. Develop & maintain professional competence nit SA 5.1 Version E	

Figure 509.1: Frontline Management Competencies and the Application to Adults in Scouting

The above table illustrates the competencies identified in the Frontline Management Package. Certificate 3 can be applied at the Basic training level and Certificate 4 at the advanced level. They are progressive, commencing with establishing the work goals and priorities which would be expected of a new leader e.g. arranging their timetable, identifying what constitutes basic programe planning for their section; to developing each of these elements at the advanced level e.g through long and short term programme planning; to finally managing and developing these areas, which would be expected of an experienced leader.

Competency for adults in Scouting focuses on the level of performance expected by a leader rather than focussing on the learning processes undertaken or time required to achieve the knowledge, skills and attitudes. It includes the ability of the person to transfer this information and apply skills and knowledge to new situations. For example it is expected that a leader who is a competent First Aider at work would also be competent at home and in Scouting. It is of no great concern as to how the leader received his/her qualifications but because he/she has these qualifications he/she can be a 'First Aider' anywhere.

509.4 WORKING WITH COMPETENCES

It is the responsibility of each National Scout Association to develop a training system to meet all adult needs. This could be done by identifying all the competencies required by adults to perform their roles. There should also be some further personal development for adults.

Many different competencies will be required for adults to perform their specific roles within Scouting. It does not matter how the adult has obtained these competencies but that he/she can perform these at the level required.

There are a number of ways of identifying the competencies required by adults to perform their specific role in Scouting. One technique - the DACUM (Developing a Curriculum) process (Adams, 1975) has been used effectively by Scouts Australia since 1992. This involves forming a group of experienced adults to identify, through a simple but very structured process, the skills and knowledge required to perform a specific role in Scouting. The identified competencies are then validated by different groups in other geographical areas.

Once validated, these competencies can be arranged into units. Units consist of individual components of work i.e. one aspect of what an adult is expected to do in his/her role in Scouting. Sometimes units can be transferred across different roles in Scouting. For example all adults in Scouting will require a similar knowledge and application of the Scout Promise and Law. While Scout Leaders, on the other hand, will require detailed knowledge in programming for 12-15 year olds, and a leader in abseiling will require detailed knowledge and application of belaying and prussicking.

Some units such as 'Scouting Knowledge' and 'Fundamentals' will be Core Units and essential to all leaders. Some would be special units, for example, working with 12-15 years to plan a programme, or abseiling. Optional units could include camp cooking and pioneering and these would be highly desirable for all adults to complete at some stage. Units involving training techniques and leaders as trainers and assessors could be based on the relevant standard.

509.5 ASSESSMENT

In a competence based system, assessment is based on whether the competency has been demonstrated or achieved by the adult. Assessments are made as to whether the performance of the trainee meets the criteria specified within a designated time frame. This criterion should always be linked to the competency.

Recognition of Prior Learning (RPL) or Recognition of Current Competencies (RCC) are forms of assessment used to determine whether an adult has achieved, through informal or formal learning and experience, the required competencies for that training programme. A range of evidence could be used to support such claims, including samples of previous work, documenting evidence of previous achievements, references from persons familiar with the adult's achievements and if necessary demonstration of performance through practical assessments.

509.6 FUNCTIONAL AND PERSONAL COMPETENCIES

In order to enable people to perform the wide range of duties, it is necessary to provide opportunities to enable them to experience and develop specific competencies. It is now widely accepted that for adults to perform at their best levels, they should be provided with opportunities for a whole range of competencies to be developed. These should not be limited to the knowledge, skills and attitudes solely related to their role, but also expand into personal development areas.

This is based on *'Adults in Scouting'* principles (1990), where it is stated that adults in Scouting have their own expectations which need to be acknowledged and met. Adults therefore need to receive:

- satisfaction from doing a job well;
- Satisfaction from believing 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.

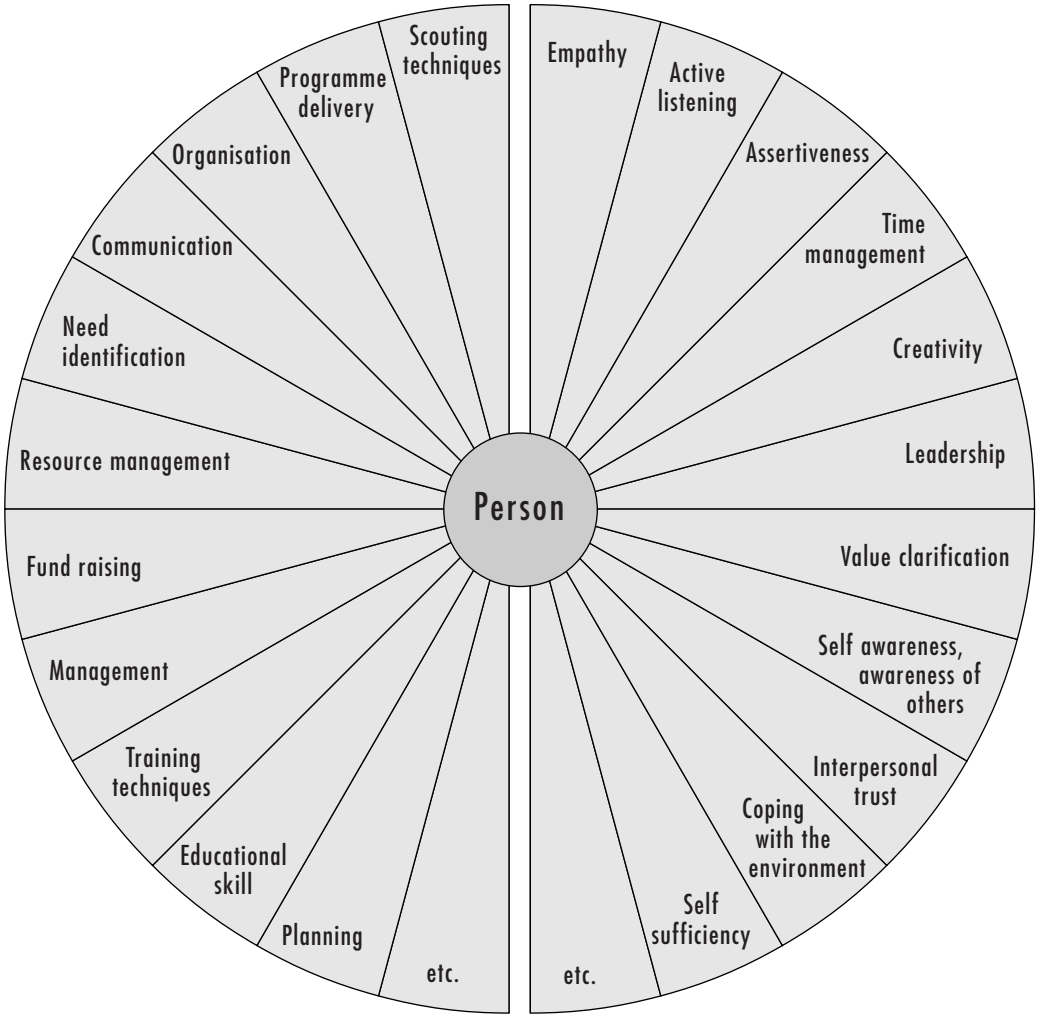


Figure 509.2: Functions and personal competencies in Scouting

Personal Competency is where adults can demonstrate their capacity to perform; i.e. that they have the knowledge, skills, and attitudes needed to satisfy the special demands or requirements of their role. Developing personal competencies assists in improving one's skills, behaviours and personal growth.

It is essential that all adults in Scouting should be given every opportunities for personal growth and development. In 1990, the World Organisation of the Scout Movement recognised this and identified the Functional and Personal Competencies needed for the various roles. These personal and functional competencies are presented in Figure 509.2. The minimum level of competencies in each area would vary from one role to another but can be continually developed according to each persons needs and capabilities. This can assist in supporting leaders and adults in their personal performance.

509.7 COMPETENCIES AND THE CONTINUOUS PROCESS

Based n the World Adult Resources Policy, the entire life cycle of any adult in Scouting from recruitment to retirement must be managed in a systematic and comprehensive way. One effective way of doing this is to use a Personal Competence Model. This can assist in providing a framework of how leaders manage and identify those aspects of behaviour necessary to perform their role effectively.

A Personal Competence Model can be used by National Scout Associations at those important times of:

- *Recruitment* - using the indicators in the Personal Competence Model to identify specifications for specific roles.
- *Review* - leaders can identify aspects of their role in which they seek to develop
- *Reassignment* - enables reflection on the impact the role, performance and skills necessary to enhance other roles.
- *Retirement* - assist in identifying area of ineffectiveness.

Such a model can provide a framework on how a leader operates and outlines the effective skills for leaders to demonstrate when operating effectively. This approach reinforces the high importance Scouting places on life long learning and development.

The personal competencies can be further structured into a model based around three clusters. These are:

- goals and achieving outcomes
- developing oneself
- helping others.

In each of these clusters, the specific personal competencies can be identified and developed. These can then be broken further into elements which could be linked to the specific role and duties required of each adult in Scouting. These should be done jointly with the adults and their adviser/mentor for personal growth and development. This then form the basis of that person's Personal Development Plan.

509.8 WAYS OF IDENTIFYING COMPETENCE

Within three months of completing Basic Unit Training:

- One or more visits by the trainers or other experienced leaders should be arranged to observe the performance of the participant in the proper running of meetings and activities or in completion of assignments. It is intended that these advisers coach leaders in areas requiring improvement.
- An interview should be arranged with the trainers or other experienced leaders to assess the achievements of the participants.

- With their own unit, the participant should have planned, implemented and evaluated at least six complete programs on different themes, to the satisfaction of the trainers or other experienced leaders.

Within six months of completing Advanced Training:

- One or more visits by the trainers or other experienced leaders should be arranged to observe the performance of the participant in the successful management of the unit and the running of the program.

- A project should be completed to demonstrate the adult leader's competence concerning the program and activities of the section.

- The participant should have planned, implemented and evaluated practical projects, to the satisfaction of the trainers or other experienced leaders.

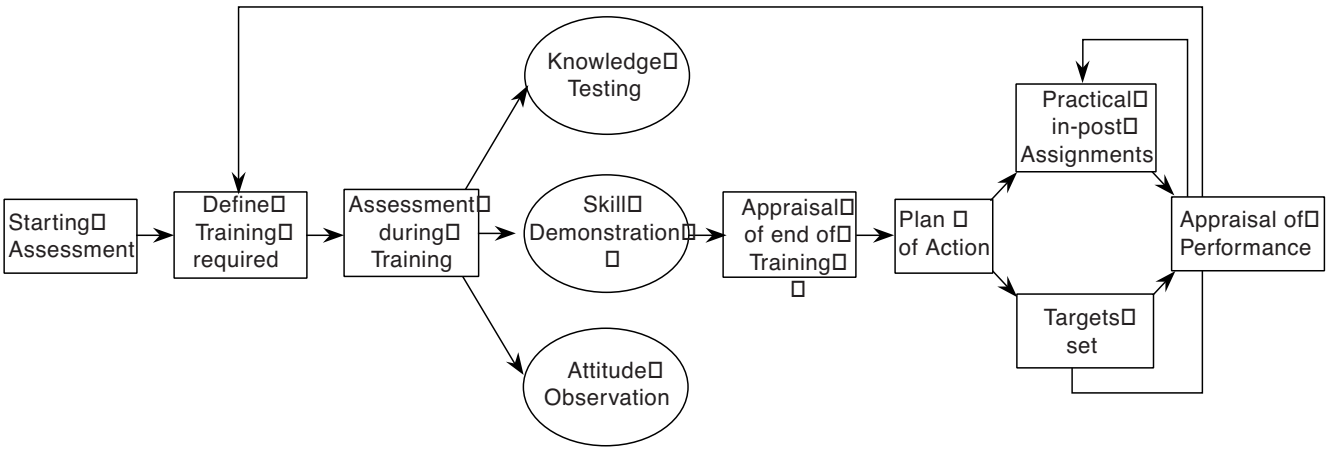


Figure 509.3: The relationship between training and assessment in the appraisal of performance

The main purpose of the assessment is to ensure that the leader is able to apply what he /she has learned and is able to demonstrate those required competencies in terms of the knowledge and skills to an acceptable level. See the above diagram.

The recognition of the qualification of an individual is exclusively the responsibility of the National Scout Association. Certificates of qualification for a job or function will be issued on the basis of demonstrated and currently used competence and have a set validity period with a date of expiry. This could also be recorded in a pesonal log-book

509.9 CONCLUSION

It is widely recognised that in order to fulfill specific functions within Scouting, people need to have specific competencies.

This includes the need to: -

- perform specific tasks (task skills);
- manage a number of different tasks (task management skills);
- respond to irregularities of routine (contingency management skills);
- Deal with responsibilities and expectations of the environment including working with others (job/role skills).

A competence based approach allows us to clearly identify the skills, knowledge, and attitudes required for each role in Scouting. This serves as a starting point for the provision of initial training and ongoing development, for adults in Scouting to perform to the best of their ability and to achieve the highest level of satisfaction in the role they play in this great game of Scouting.

510 PROVISION OF TRAINING FOR TRAINERS

Traditionally training courses have been the most important feature in training of trainers. However, courses are unlikely to satisfy all training needs of participants, and some training must be provided by other means- both before and after any course element.

Practical experience and education theory both supports this view. Furthermore, a study of the possible content of training will show that it is virtually impossible to include all that might be thought desirable in a training course of limited duration. Courses, therefore, should be only one of several types of training opportunity provided for trainers.

Whilst this is desirable in theory and feasible in many Associations, it is recognised that in others training courses will continue to be the main feature of the training of trainers for some time to come. This being so, it must be borne in mind that, in order to benefit fully from a course, participants should be provided with:

- Opportunities to prepare for the course beforehand e.g. by self-training or self-assessment exercises.

- Encouragement to consolidate their learning experience after the course e.g. informal training.

The Training of Trainers is the responsibility of the Association concerned. In practice, this means that it is the responsibility of the National Training Commissioner.

In providing training, the National Training Commissioner must first consider how many Leader Trainers and Assistant Leader Trainers he/she needs to implement the pattern of Unit Leader Training within his/her Association. This needs to take into account anticipated expansion or retirements of existing trainers (as in the Life Cycle of Adults in Scouting).

The frequency of the provision of training opportunities will depend on the number of these potential participants. Experience suggests those courses with fewer than 12 or with more than 40 participants are unlikely to be successful and that an optimum number is between 20-30. The size of the course has a major effect on the methods that can be used and the effectiveness of the learning that is achieved.

It may be possible for two or more Associations or one or more countries to cooperate to provide training for trainers, particularly if they have small numbers or little experience. In some countries it is also possible to use industry-based courses applying a Scouting context component. Although there are advantages in such arrangements e.g. sharing experience, better use of resources etc it must be borne in mind that such co-operation will not be successful unless:

- The policies of the Association concerned, particularly in regard to adult training are similar,

- The pattern of Unit Leader Training of the Associations concerned are similar,
- There is a common language understood by all the participants,
- Trainers of the Associations involved are included in the staff and associated in the preparation of the course.

The length of the training experience will be determined by many factors (e.g. availability of staff, participants, resources, venue etc). Experience would suggest that, even in the most favourable circumstances, an equivalent training time of less than five days is unlikely to satisfy either the outcomes of the training or the needs of the participants. The time that people are able to work together has a great effect on the amount and quality of their learning. On the other hand, it is wrong to assume that the longer the training, the better the training.

Something between five and seven days for any course seems to be most effective, but the final choice depends very much on the structure of the whole training and on what proportion of the total is made up of a course and whether other forms of training opportunity are provided.

Training need not be continuous, and could extend over a series of weekend or evening at varying intervals.

The Staff

Staffing will depend on the structure of the training opportunities provided, the number of participants and the Course Director, who is normally the National Training Commissioner.

It is expected that he/she will already have attended training for Leader Trainers and that he/she will be able to include on his/her staff several Leader Trainers who have also attended such training.

It is recommended that the course use Tutor Groups. The Course Director will need one tutor per group, who should be experienced Leader Trainers depending on the stage of training being undertaken. Each tutor will be responsible for a group of between 6 and 8 participants.

We can also invite someone who is not a member of the Movement to join the staff, because they have specialised expertise or can contribute an objective viewpoint from their experience e.g. in management, leadership, etc.

Above all, the Course Director should recruit staff that is not only experienced and qualified, but who can work together, as a team.

(see section 903 on the aim, objectives and content of training for trainers)

511. MEASURING THE IMPACT OF TRAINING AND SUPPORT

511.1 INTRODUCTION

The second phase of the *Life Cycle of an Adult in Scouting* refers to Integration, Training and Support to ensure successful action. In this section we look at how we can measure Training and Support.

The term *training success* has several meanings. First it could mean the evaluation of a training course by an assessment of the participants on a course - or before and after the course. Second, it could mean an assessment of the success of the Unit Leader when working with his/her Unit, when he/she is implementing the programme or the success of a District Commissioner managing a large district and implementing an active district programme.

For the purpose of this section, the second meaning has been adopted. That is, training success is measured by asking *How well does the leader do his/her job with the young people in his/her Unit?* When measuring training success, we should measure the leader's performance before and after training. Training that produces little or no change in performance is unsuccessful. So we must ask: *"Has the training improved his/her performance?"*

To the purist, this is a question of evaluation. If training is properly designed, evaluation is seen as the last step in the training cycle. The trainer will first assess the training needs of the leader; then he/she will set learning outcomes, next he/she will select the training content and methods, finally evaluating the training against the set outcomes. Success in this sense, is measured against the outcomes - to what extent have they been achieved?

At the main part of the 'On-Going Support' is the appointment of mentor, personal training adviser (PTA) or personal leader adviser (PLA) to support the adult in Scouting throughout their whole life in Scouting.

511.2 FACTORS WHICH INFLUENCE SUCCESS

Two factors will influence training success:

Selection of Leaders

The selection of leader plays an important part, because if the leader selected is unsuitable, training will never make him/her very successful. Furthermore, however suitable, the leader must have the time, and resources to do the job; and the support of others.

Support

All adults, especially the new ones need to be supported by a mentor, PLA, PTA for their whole Scouting experience. This means they need to be encouraged, listened to, guided and supported at all times.

For example, in relation to the Unit Leader, two important factors which will determine the success of training are the Youth Programme and the Scout Method.

Programme

The programme must be designed to meet the needs and aspirations of the young people concerned; it must be sufficiently flexible to meet the needs of young people in different situations (e.g. rural and urban etc) and it must have the support of parents and of the community in general.

Method

We refer to the Scout Method as the method used by adults in Scouting to implement the programme which will vary according to the circumstances and the culture of the people (Refer to WOSM document on the "Essential Characteristics of Scouting") Unless the method is appropriate to the community and society in general, it will not be very successful.

511.3 METHODS OF MEASURING

Having analysed the role of the leader, it should be possible to list the knowledge, skills and attitudes they need to be successful. From there it is possible to analyse their training needs - and, from that point, to design the appropriate training.

We can then evaluate their subsequent performance on the job. For example, their relationship skills with young people and with other adults are best evaluated in Unit meetings and on Unit activities; where it is easier to observe their perfomance and how they are able to apply what they have learnt.

We must also differentiate between the short term and the long term. It is desirable to measure the leader's effectiveness, and thus the success of training, over both the short and the long-term period. For example, a leader's ability to plan weekly and monthly programmes can be measured in the short term by asking him/her to produce written programmes. In the long term the effectiveness of that planning will be measured by other indicators such as the level of satisfaction, degree commitment and achievements of the young people themselves.

511.4 SHORT TERM MEASUREMENT

Two easy methods of short-term measurement are available to the trainer via:

- **Revision on courses.**

  In a progressive training pattern (with introductory, basic and advanced levels), it is possible to check on the training received at a previous level. This can be done by checking if the participants achieved the learning outcomes of the previous course. For example, on an Advanced Course, an assessment can be made of the Basic Course by means of an exercise, questionnaire, and discussions with his/her tutor etc. This is particularly appropriate for Scouting skills and knowledge.

- **In Service Training**

  In many training patterns, there is a period set aside after the Advanced Course when the leader is assessed *on the job* by his/her commissioner or someone appointed by him/her.

It is important to note any areas requiring improvement so as to identify training needs and follow-up of action.

511.5 LONG-TERM MEASUREMENT

Many indicators can be developed in measuring the long-term success of training.

- **Length of service**

  Usually, if a leader is successful, he/she will get job satisfaction and notwithstanding other influences, will tend to stay longer in his/her appointment.

- **Youth Membership**

  If the leader is not successful in implementing the programme (or lacks the right competencies or attitudes), there will be a great wastage and fall-off in members. Recruitment and, more important, retention rate can be used as an indicator of success (or failure).

- **Spirit**

  Equally important, but more difficult to measure, is the spirit, the atmosphere, to be found in the Unit. For example, a high attendance rate in activities can serve as a good indicator that the members are happy with the programme and are motivated to attend and participate.

512 EVALUATION MODEL

512.1 THE FOUR LEVEL APPROACH

(Kirkpatric's Model)

Although it has been around for nearly 20 years, the Kirkpatrick Model (1979) is still the model most widely used to determine and plan different levels of evaluation.

It comprises four levels to aid us in evaluating the achievement of the stated goals and objectives of the learning event.

Level 1 (Reactions) is concerned with the measurement of people's immediate attitudes to the training provided:

- Was it useful and relevant?
- Did they feel comfortable with it?
- Did it cover what was planned?

'Happy sheets', feedback during the training and assessments by the trainer of the materials used are most commonly used at this level.

Level 2 (Learning) is concerned with measuring the learning achieved as a result of the training or the planned change.

- What can participants do that they could not do previously?
- What do participants know that they did not know previously?
- What perception or understanding have participants gained that they did not have previously?

Questionnaires, quizzes and practical tests to check for any change in knowledge, skill or attitude are useful at this level.

Level 3 (Behaviour) is concerned with measuring how the actual workplace performance has changed as a result of the training or planned change.

- To what extent has learning been transferred to the workplace?
- To what extent has the workplace performance improved as a result of learning/training received.

Evaluation at this level usually requires the involvement of the immediate supervisor to observe and assess whether there is a positive change in behaviour that leads to improved performance.

Level 4 (Results) is longer in perspective. It is concerned with measuring the extent to which the planned change has contributed to the overall organisational performance. For example, if our main purpose is to enhance the image of Scouting, we can make an analysis of one performance/outcome. For instant, membership growth might be considered a consequence of enhanced image so we might try to ascertain to what extent the positive growth is due to the improved image.

In other words:

- Are we getting the desired result?
- Have we achieved the outcome we want, based on the strategic plan ?
- Have we realised our vision?

Measurement at this level requires us to review the strategic goals of the organisation. If, for example, one of the reasons or objectives for the strategic plan is to reduce operational costs, then the measurement would need to include before and after data on the operational costs so that comparison can be made to ascertain whether the operational costs have indeed been reduced.

512.2 RETURN ON INVESTMENT

This is also important since it provides a financial value to the organisation after implementing the planned change. We look at the cost benefit ratio, which is calculated as follows:

Return on investment (ROI) = financial value of change or effect achieved (benefits) over the cost of achieving it x 100 %. Hence, the higher the ROI, the better it is for the organisation, since it is getting more benefits out of the same amount spent.

Rationalising evaluation: Point to note

It is important not to get 'carried away' with an evaluation effort that is disproportionately greater than the investment made or the benefit likely to be achieved. In this respect, the scope of an evaluation strategy should be carefully weighed against the following considerations:

- The resources required in terms of money, staffing, equipment and facilities
- The likelihood that the training or event will be repeated
- The criticality of the training or event to the business
- The methods used.

512.3 IMPACT AND BENEFITS OF EVALUATION AT EACH LEVEL

Some of the identifiable impact and benefits at each level are tabulated below for easy reference.

LEVELS	IMPACT	MEASUREMENT TOOLS	BENEFITS/OUTCOMES
Level 1: Reaction	Immediate	• Feedback or evaluation sheet given at the beginning or end of the training events	• Increased awareness • Interaction with others • IValued the event • Skills improvement
Level 2: Learning	Short-Term	• Questions and answers • Personal or group reflection • Test or assignment	• Increased confidence • Increased knowledge • Increased competencies • Stronger relationships
Level 3: Behaviour	Medium-Term	• On the job training/application • Project work • Performance appraisal • Field observation • Interview • Survey	• Improved individual performance • Increased learning • Higher morale I• ncreaed job ssatisfaction • Positive change in behaviour • Lower accident rate
Level 4: Result	Long-Term	• Cost benefit analysis • Return on ivestment • Interview • Survvey	• Lower turnover • Increased productivity • Enhanced customer satisfaction and image • Increased profitability • Lower or zero accident rate • Behavioural change

To start with, trainers should begin with the desired results in mind and then determine what behaviour is required to accomplish them. Next, they should ascertain the knowledge, skills and perhaps the attitudes that are necessary to bring about the desired behaviour.

The final challenge is to design the training programme in a way that enables the participants not only to learn what they need to know but also to react favourably to the programme.

Each of the four levels is important and trainers should not bypass the first two in order to get to levels three and four (Kirkpatrick, 1996).

512.4 EXAMPLE OF EVALUATION SHEET TO MEASURE LEVEL 1 IS SHOWN HERE

FEEDBACK FORM

AIS SEMINAR/WORKSHOP HELD IN ———————————————

From_____

To:_____

Name:_____(Optional)

Country/district: _____

Please circle the appropriate response to the following questions:

1) The subject matters covered in this event are relevant to my needs and interests.

To very large extent To a large extent To some extent Very little

2) This event brings about greater awareness of AIS policy and the World Strategy.

To very large extent To a large extent To some extent Very little

3) This event strengthens the working relationships and co-operation among the participants.

To very large extent To a large extent To some extent Very little

4) This event serves as an effective information-sharing platform.

To very large extent To a large extent To some extent Very little

5) The prior documents sent earlier were useful in preparing for the event (if applicable)

To very large extent To a large extent To some extent Very little

6) The time allocated for the plenary sessions were sufficient for effective comprehension and sharing.

To very large extent To a large extent To some extent Very little

7) There was healthy exchange of views and ideas during the group discussions(if applicable)

To very large extent To a large extent To some extent Very little

8) This event offers a great learning opportunity for organisational and personal development

To a very large extent To a large extent To some extent Very little

9) I am able to apply the acquired knowledge, skill and learning at my volunteering work environment

To a very large extent To a large extent To some extent Very little

10) The general facilities (instructional aids; rooms etc) were adequate.

To a very large extent To a large extent To some extent Very little

11) On the whole, the entire organisation of this event was reasonably good.

To a very large extent To a large extent To some extent Very little

Other comments if any.

513. EVALUATION PROCESS

The process can be applied to a person or a group, to a method of working, a training activity or a plan. It can be a spot evaluation, if it is applied at a given moment; or it can be a continuous evaluation, if it is applied at each stage of a process; or it can be a final evaluation, if it is applied at the end of a process or after the conclusion of a course.

It can be handled by a single person or by a whole group. Trainers, for example, should be able, both individually and as a team, to make an evaluation of a course.

The process can be summarised by three key questions:

- What do we want to evaluate?
- When are we going to evaluate?
- How do we evaluate?

The quality of a training activity and the success or failure of an activity are dependent on many factors, each of which have to be considered in some details. They are as follows:

513.1 WHAT TO EVALUATE?

The choice of objectives

- Did they correspond to the needs expressed by the participants?
- Would they, if successfully met, help participants to carry out their jobs better?

The participants

- Were they actually destined to carry out the jobs for which the training had been designed?
- Did they have the prior experience and the knowledge required to benefit fully from the training?

The preparatory work

- Had the training activity been suitably and sufficiently well prepared by the organisers?

The content of the training

- Was this sequencing of the topic/subjects covered appropriate?
- Were the topics/subjects covered in the training appropriate?
- Was the emphasis correctly placed?

The training methods used

- Were the priorities correct?
- Were the choosen methods the most appropriate for the objectives set?
- Were the chosen methods used to maximum effect?
- Were the practical conditions well adjusted to the objectives, to the methods and to the programme as a whole?

The material conditions

- Were all the necessary resources available?
- Were the administration and secretarial services satisfactory?
- Were the accommodation, food and recreational facilities suitable?

The evolution of the group

- Was the group size too large or too small - helped or hindered by the training process?
- Was conflict/tension/disagreements amongst group members managed well?

513.2 WHEN TO EVALUATE?

At the end of each 'phase'

Time should be found at the end of every 'phase' to evaluate that 'phase'- whether it be the end of a session, of a course, or of a series of activities that form a whole of some sort. In the majority of cases, all those who have taken part in the training activity, participants and trainers alike, should be involved in the evaluation. Regular evaluation periods at the end of every session on a course, for example, should be avoided if their frequency is likely to disrupt learning. In view of this, trainers should be content with evaluating only those sessions, which have posed particular problems in the past or those of which they have little experience or where critical feedback is required before progressing to the next session.

At the end of each day (in case of a course)

This evaluation is more concerned with the evolution of the group - or groups - the general progress of the training process, and the structure of the course. It is normally facilitated by the tutor with his/her group at the end of each day .

Three type of questions are asked:

– What went well?

– What went wrong?

– What improvement is required?

The main aim of this type of evaluation is to take stock of the day activities and take appropriate action to remedy shortcomings based on the feedback given.

At the end of a training activity

Before the conclusion, but after the last session, there should be time to evaluate the entire training activity, as much for content as for the way it was carried out, and also to evaluate the evolution of the group or groups. This period should involve all those who have taken part in the activity. The preparation for this session may be carried out through group work, or by a questionnaire; but it should always be concluded by a plenary session, where the participants and the trainers come together to review the feedback given and also allows both parties to clarify doubt and reinforce learning.

After a short breathing space, those in charge of a training activity should make the evaluation. It is important to know what was satisfactory, what was unsatisfactory and the changes required to achieve better results.

During an evaluation period, the trainer hopes to bring an objective judgement on the activity involved, a judgement related to a set standard. The learning objectives constitute this set standard.

513.3 HOW TO EVALUATE?

The rigour of the method of evaluation will enhance its objectivity.

This can be achieved, methodically, through a series of steps. There are four steps as follows:

1) establish the facts;

2) understand their significance;

3) compare them with the objectives (that is evaluation as properly defined);

4) propose necessary changes.

1. Establish the facts

All those who take part in the evaluation should describe anything that they have noticed during the activity. These facts should be noted on a blackboard or flip chart so that everyone can see them. If it is possible to classify them, it is useful to put the facts under headings as they are noted.

Here is an example of a possible classification:

- Material Conditions
- Approach

- Method
- Content
- Participants
- Facilities
- Trainers/Facilitators
- Organisation or administrative support, etc.

At this stage, questions can be asked for clarification of the facts and verification of the information or data presented.

2. Understand their significance

When everyone has been given opportunity to speak, the second stage begins. We now look for the significance of the facts, which have been noted. This is the time for discussion on the why things happened. The aim is to explore the circumstances causing the happening and provides explanation for it.

3. Compare with the objectives

Next, we look at the objectives set for the activity to compare the known facts and deductions with those objectives. How closely are they linked? To what extent have the objectives been achieved? This is the time for further discussion on why they have been met or why not.The main aim is to analyse the reasons so that necessary action can be taken for improvement in the future.

4. Propose necessary changes

If it is agreed that the objectives have not been achieved, or have only been partly achieved, modifications should be introduced. The objectives can be modified if it is shown that they are unrealistic, badly defined or badly adapted. The training process can also be rectified and the training content expanded with additional topic or reduced by removing inappropriate topics or replaced with new ones.

513.4 Challenges to be overcome

To conclude, it is advisable to point to three major challenges with evaluation sessions:

- *"The exchange is limited to impressions and feelings"* - it is necessary to go beyond the emotional aspects of a situation in order to study the real causes.
- *"The negative criticism that is made"* - to be concerned only with the bad aspects prevents one from seeing the positive aspects of a situation and the improvements which might be introduced.
- *"The transfer of responsibility"* - it is necessary to stop people from becoming involved in the explanations of those implicated; everyone should accept his/her responsibilities.

Remember that while every attempt should be made to be as objective as possible, we cannot totally eliminate the subjective element of any evaluation practice. The challenge is how to be aware of them so that the element of subjectivity can be minimised.

What motivates a person to learn further is the opportunity to evaluate to what extent he or she has indeed learned in terms of knowledge, skills and attitudes and to apply the new learning.

514. TAXONOMY OF EDUCATIONAL OBJECTIVES

Human capabilities are often divided into three domains: cognitive, psychomotor and affective (Seels and Glasgow, 1990). The main focus in most learning situations is the cognitive domain (Wiersma and Jurs, 1990), which deals with mental tasks such as remembering facts and the intellectual skills involved in thinking. The educational taxonomy of educational objectives developed by Bloom et al. (1956) is extensively used for this purpose to measure cognitive learning.

Bloom's taxonomy contains six major categories in the cognitive domain and are hierarchical with respect to the level of understanding required to attain the objective. The lowest category is called knowledge and the highest, evaluation. To learn better and systematically, the lower skills must be learned before one can acquire the higher level skills (Seels and Glasgow, 1990).

The descriptions of each category, beginning with the lowest are as follows:

1. Knowledge

The ability to recall, to recognise, to identify a wide range of previously learned concepts, contents, processes, procedures and the like. Learning is measured by how much information is remembered.

2. Comprehension

The literal understanding of the message in the communication. Some regard it as the lowest level of understanding where the learner knows what is being communicated and can explain the concept of whatever is being communicated. For example the ability to paraphrase, to interpret, to infer, to conclude, etc.

3. Application

Basically, the ability to apply the theories, concepts, learning, etc, in particular and specific situations.

4. Analysis

The ability to breakdown materials, concepts or ideas into their constituent parts and to detect the relationship of the parts so as to understand the way they are arranged.

5. Synthesis

The ability to construct parts or elements together to form a whole. It is about being able to see the bigger picture and view things from a holistic perspective. For example the ability to design, to produce, to combine, etc, and seeing or developing a new pattern or structure.

6. Evaluation

The highest level, which measures the ability to judge the value of ideas, concepts. It is about the ability to develop new meaning and value systems. Such judgements or views may be quantitative or qualitative.

Some writers in the field of adult learning regard categories one to three as the lower level of learning and four to six as the higher level. The aim in any educational system is to develop the higher level learning.

Measuring learning in the six category levels

Knowledge, understanding and appreciation as objectives are difficult to describe because they are not specific and measurable. The best way to communicate objectives like these is to describe the desired behaviour of the learner in the words that are specific enough to preclude individual interpretations and these words are called "action words" (Gilley & Eggland,1989).

The examples below can be used to write general as well as specific learning objectives. They described exactly what the learner has to do at each level.

KNOWLEDGE LEVEL	COMPREHENSION LEVEL	APPLICATION LEVEL	ANALYSIS LEVEL	SYNTHESIS LEVEL	EVALUATION LEVEL
COUNT	ASSOCIATE	APPLY	ANALYSE	ARRANGE	APPRAISE
DEFINE	COMPARE	CALCULATE	CONSTRUCT	CREATE	ASSESS
DRAW	CONTRAST	COMPLETE	DIVIDE	COMBINE	CRITIQUE
IDENTIFY	COMPUTE	DEMONSTRATE	DETECT	CONSTRUCT	DETERMINE
INDICATE	CLASSIFY	EXAMINE	EXPLAIN	DEVELOP	EVALUATE
LIST	DIFFERENTIATE	EMPLOY	GROUP	DESIGN	ESTIMATE
NAME	DISTINGUISH	ILLUSTRATE	INFER	FORMULATE	GRADE
POINT	DESCRIBE	ORDER	INVESTIGATE	GENERALISE	JUDGE
QUOTE	ESTIMATE	PRACTICE	RELATE	INTEGRATE	MEASURE
READ	EXTRAPOLATE	SOLVE	SEPARATE	ORGANISE	RANK
RECALL	INTERPRET	USE	SUMMARISE	PLAN	RECOMMEND
RECOGNISE		UTILISE	TRANSFORM	PREPARE	RATE
RECORD				PRESCRIBE	SPEPCIFY
REPEAT				PRODUCE	SELECT
STATE				PROPOSE	TEST
TABULATE					
TRACE					
WRITE					

Whether you engaged in a formal or informal learning through self-directed learning, these six categories provide some form of acceptable criteria by which learning can be measured. It is a means of knowing where you are, that is at what level, in the attainment and process of learning.

515 SEL-DIRECTED LEARNING (SDL)

As we move into the 21st century, the only thing that will sustain our development is change and learning. Arie de Geus, the former CEO of the Royal Dutch Shell, once said, that the only way to remain competitive is to learn faster than your competitors. Learning has since become the most important competence for the 21st century. Everyone in the organisation must therefore make learning one of his or her top priorities in order not to be become obsolete in the ever-changing world of the new millennium.

One of the ways an individual can achieve this is to embrace the concept of life long learning through a process known as "self-directed learning"

What is Self-directed Learning (SDL)?

For some, SDL is a solitary activity carried out in the library or at least in the privacy of one's own home or office. For others, it is learning done in isolation, perhaps living in a lonely and remote location and learning from radio, television or materials received through correspondence (Candy, 1991).

However, a well-known common definition of SDL (Forster, 1972) is that it is a process:

1. In which the person acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation.

2. In which there is a freedom of choice in determining what and how to learn within the limits of a given project or programme with or without the aid of an adviser or expert.

3. Where the educational responsibility for the learning lies entirely on the person.

Hence, because of these observations, SDL is a learning activity that takes place outside the formal institutional setting.

There is a reciprocal relationship between SDL and life long learning (Candy, 1991). Adults pursue SDL throughout their life span as a way to supplement and at times substitute learning received in formal settings. On the other hand, in lifelong learning, adults acquire skills

The Concept of SDL and Scouting

and competencies required for their own "self education" beyond the end of formal schooling.

There is also a close relationship between SDL and Scouting. In SDL, people engage in the learning process of their own accord to supplement the formal education they received during their formative age, that is, when they were young. Scouting has a complementary role in the holistic personal development of young people in that the Scout Method, the instrument Scouting uses to achieve its specific approach to the

education of young people, is applied in a non-formal educational setting. Scouting is non-formal in the sense that it is organised and structured with a specific educational proposal to develop the individuals to be autonomous, responsible and committed towards making a better world.

The youth programme is a good example of SDL. Young people as well as adults are encouraged to experiment and learn new skills through the various progressive badge schemes. It is aimed at helping young people and adults develop their inner desire and motivation to be consciously and actively involved in their personal development. It provides many opportunities for the individual to progress in their own way at their own pace towards the educational objectives of the age section, to gain confidence and be recognised for their efforts and accomplishments.

How to commit to SDL?

There are **seven steps** to follow towards making a commitment to SDL

1. Recognise the need for learning

   This is the beginning of any learning. We need to be aware of our shortcomings and recognise the need to do something about them to change for the better, otherwise, it is a lost cause, if we failed to recognise it.

2. The desire and will to learn

   Once you have recognised the need to learn, ascertain why it is important to learn. Make sure that the will to learn is sufficiently high, otherwise find the motivation. Ask yourself, "What will be the consequences of doing nothing?" This will help you discover the motivation for learning.

3. What to learn?

   There are so many things that you can do to learn. Be specific on what skills and or knowledge you want to acquire as a result of the learning. Focus on the "must have" first than the "nice to have" aspect of the skills or subjects you want to learn. Make sure the things that you must or want to learn are of high value. If you are not sure or confused, get advice. Talk to people for their views or get information from social or educational institutions.

4. How to learn?

   Now that you have decided on what exactly to learn, choose a practical strategy that works best for you with the given availability of resources. For example, if you have decided to further your education by getting a university degree, explore the various

possible ways of getting one. You may want to do your degree through distance learning or take a part time course or if time permits, do it full time. While exploring the options, do not lose sight of your main purpose or objective for the learning.

5. Make it happen!

   Consider this question:

   Four frogs are sitting on a log. All decide to jump. How many are left on the log?

   The answer is four because deciding and taking action are two different things. You may have decided to learn by taking up a degree course, but it will not happen until you take action to enrol yourself in the university, otherwise it just becomes wishful thinking.

6. Celebrate success

   Once you achieved what you set out to achieve, celebrate your success. Give yourself a pat on your back. Share the joy of achievement and happiness with your family, colleagues or friends.

7. Apply the learning

   Confucius once said, "When you hear, You forget,

   When you see, you remember,

   When you do, you understand"

   For learning to be internalised, you should use it in your daily life, otherwise you may soon lose what you had learned or acquired.

515.1 The learning commitment plan (Based on Malcom Knowles' model)

The table below can be used to help you commit to the learning process:

What to learn (objectives) (WHAT)	How to learn it (HOW)	Target date for completion (WHEN)	How do you know you have learned (EVIDENCE)	How to verify the learning (VERIFICATION)

- The first column is where you list, in order of priority, what you want to learn. Priority should be based on what you must learn now to be effective and efficient in your work or life. Avoid having too many objectives. A few good but meaningful ones are far better than having a long list of things you want to achieve. Be realistic and stay focused on what you set out to achieve.
- In the second column, determine the methodology and resources required for the learning.
- In the third column, set a realistic time frame for the acquisition of the learning.
- The fourth column is the evidence of learning. For example, obtaining a degree or passing a test.
- The last column is where you verify that you have been able to use or apply what you have learned. For example, your friends, boss, peers or experts can confirm that you are now more effective or they have seen a positive outcome or change in your behaviour.

REFERENCES

Bloom, B, et al. (1956). **Taxanomy of Educational Objectives: Handbook I, Cognitive Domain.** New York: McKay.

Candy, P. C.(1991). **Self-Direction for Life-long Learning.** San Francisco: Jossey-Bass.

Forster, J. C. (1972). Independent Study: A Philosohpical and Historical Analysis with Implications for the Technological Society. **Dissertation Abstracts International**. Catholic Universi ty America.

Gilley, J.W. Eggland, S.A. (1989). **Principles of Human Resources Development.** New York: Addision-Wesley Publishing company.

Kirkpatrick, D. L. (1959). Techniques for Evaluating Training Programme. **Training & Development,** Nov,59-Feb 60. ASTD.

Kirkpatrick, D. L. (1996). **Evaluating Training Programmes: The Four Levels**. San Francisco: Berrett- Koehler Publishers.

Knowles, M.(1990). **The Adult Learner: A Neglected Species**. Houston: Gulf Publishing Company.

Nadler, L. & Nadler, Z. (1994). **Designing Training Programme: Critical Events Model**. (2nd

Seels, B., & Glasgow, Z.(1990). **Exercises in Instructional Design.** London: Merrill Publishing Company.

Wiersma, W. & Jurs, S. G. (1990). **Educational Measurement and Testing.** Toronto: Allyn and Bacon.

600. EVALUATION AND FOLLOW-UP

601. INTRODUCTION

Evaluation is described as the comparison of the results at the conclusion of an activity - or of a significant section of the activity - with the objectives set at the beginning. Any difference between the objectives set and the results obtained is measured, the reasons for any difference are identified, and the changes necessary to obtain better results at the conclusion of the next phase or activity are defined.

Evaluation therefore covers all the elements which contributed to the implementation, including the performance of the individuals involved.

Appraising the performance of an individual or team involves measuring to what extent the individual or team has achieved their objectives, over a set period of time. Taking into account the conditions of implementation, the purpose is to agree on the steps to be taken to ensure the success of the activity and the continued development of the individual or team. In this respect, performance appraisal is primarily meant to provide continuous support.

It is a somewhat delicate task, due to the fact that it deals with people rather than things, with the purpose of evaluating the results of their action and their contribution to the accomplishment of an objective - or of a series of objectives - in order to then identify any possible shortfalls and to decide how to overcome them.

Unfortunately, such evaluation very often becomes a judgement on the person, not on the performance, which gives it a totally different nature. In the process, it loses its effectiveness as a way of facilitating personal and group progress, which should be its purpose wherever it is applied.

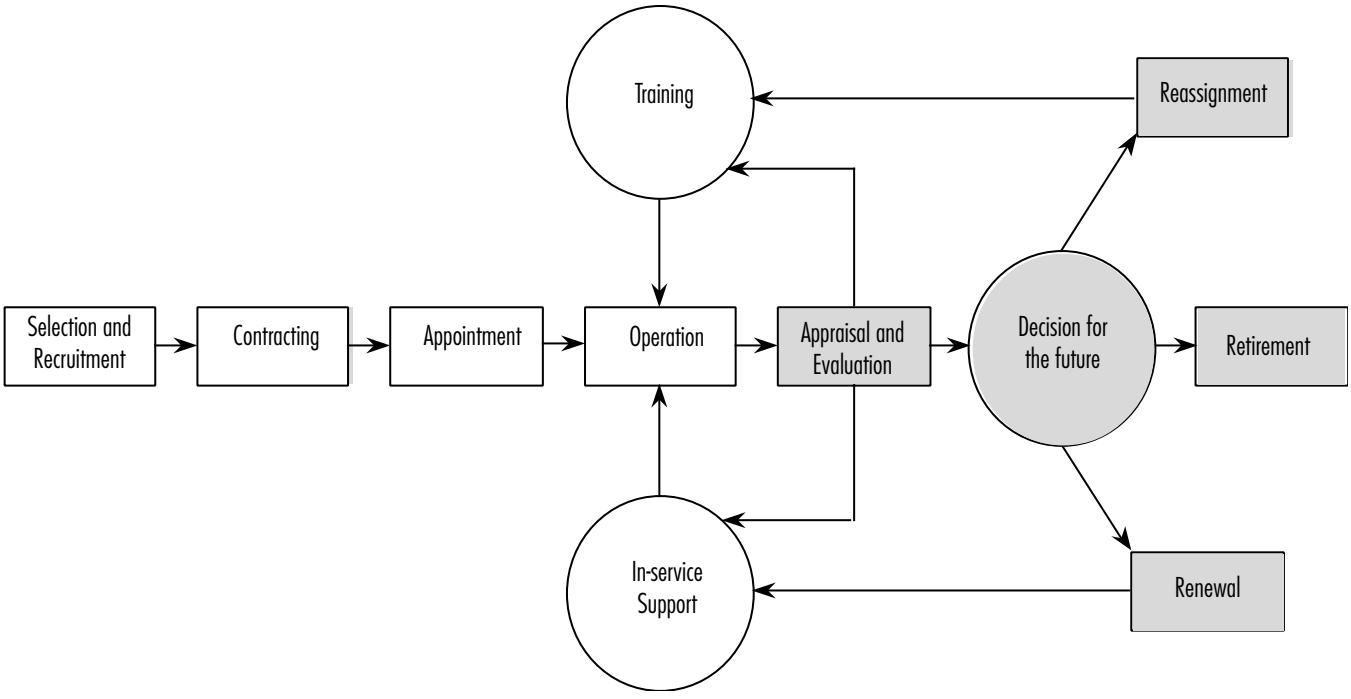


Figure 601.1: The life cycle of an adult in Scouting

602. PERFORMANCE APPRAISAL : A VARIETY OF SITUATIONS AND PRINCIPLES

602.1 IN BUSINESS

In the business world - industry, trade or services - where it was first introduced, performance appraisal is one element of *"management by objectives"*. Originally, of course, the emphasis was on productivity in respect of the accomplishment of an objective, measured in terms of profit. Since a company is not a philanthropic body, it is only natural that growth and increased profit should be its primary concern. This is the purpose of a company and the way through which it will obtain the resources to pay its employees and fulfil its broader social role within a community. Within a company, an increase in production and achievements is a major objective, and the fulfilment of this objective brings personal rewards: congratulations, bonuses, pay rises, a share of the profits. On the contrary, if this objective is not fulfilled, certain inconveniences will result, including sanctions and possibly the termination of employment. A spirit of competition is also present, through the promotion of the 'winner' image, at individual level, or of 'excellence' at a collective level.

Of course, such a limited approach to performance appraisal has become obsolete and belongs to the past. It has now been discovered that an individual's motivation does not increase only with material advantages (better pay) or the domination of others (higher status, more power). Individuals are also concerned with their own development and growth.

Furthermore, we now know that personal progress also benefits the company as a whole too, providing increasingly motivated and more competent workers. Personal progress therefore needs to be assisted, supported and encouraged. In the light of these discoveries, performance appraisal acquired a new dimension. It was no longer a question of measuring the achievement of objectives, with the ensuing positive or negative sanctions.

In practice, performance appraisal in business usually takes place as an interview between an individual and his or her adviser. The interview will include a review of the objectives set and the measurement of their degree of achievement, to reach a decision for the future (new objectives, additional training, new orientation, new job, etc.). This type of appraisal has its risks; it may become a judgmental evaluation, assessing the person rather than his or her performance, or it may become a make – believe appraisal, with no real desire or opportunities for change. However, in general, companies have developed suitable tools to avoid such risks: on the one hand, by providing better training in human relations, by creating objective tools such as grids, indicators and interview guides; and on the other hand, by introducing less hierarchical systems allowing more flexibility and better opportunities for changing roles and functions. Mobility is undoubtedly an essential component since, in a hierarchy, it is only possible to move in one direction, from the bottom upwards, and only when a position becomes vacant. In such a situation, patience and endurance are essential, and performance appraisal serves no purpose at all.

The concept of performance appraisal is thus now accepted in the business world - if not always put into practice - although the reality may not always truly reflect the aims expressed! However, transferring this concept, in this form, to a volunteer organization is a step that many people are apprehensive about taking, but the guidelines below give advice on this part of the Life Cycle of *Adults in Scouting*.

602.2 THE PARTICULAR CASE OF A VOLUNTEER ORGANIZATION

In principle, volunteer participation in the activities of an association is the result of a free and unselfish choice. Nothing and nobody forces anyone to join. Volunteers may leave at any time and do not expect any personal gains from their involvement.

A closer look at the question of motivation would certainly reveal that the choice is not as free and unselfish as one would think but, at this stage, this is not very important.

By voluntarily participating in the activities of an association, adult members volunteer their time, skills and competencies. Within a volunteer framework, each individual contributes to the best of their ability and each contribution should be appreciated as a free gift. Some give less, others give more, all according to their capacities, and no outside criteria can be applied to evaluate each individual contribution. No one has the right to question these contributions. Furthermore, the time devoted to a volunteer organization is taken from an individual's leisure time, from his/her time for relaxation; he/she therefore does not expect to be faced with an environment, methods and constraints similar to those encountered in his/her job. In many cases, it is even possible that its contrast to the work place and the possibility to take on a different role are exactly what people are seeking. It is therefore not surprising that the introduction of business management practices into the world of volunteers may often be perceived as an aggression and strongly rejected.

Should it be concluded therefore that anything related to organization and planning, evaluation, and the optimal use of resources, has no place in the world of volunteers? This would actually be jumping to the wrong conclusion and throwing the baby away with the bath water. Useful tools should not be automatically rejected, but they need to be very carefully adapted to the particular situation of volunteers and volunteer organizations.

602.3 IN SCOUTING

As an educational movement, Scouting is concerned at all times with the development of its members. For young people, this is reflected in the Youth Programme which is made available to them. For adults, this concern is incorporated into the structures and leadership styles and approaches.

Performance appraisal as a concept, and the methods of implementing it, are not new, and it may just be a question of going back to someone's original idea, attitude, or approach towards their own growth as an individual in the best interest of the Movement as a whole.

In Scouting, the principle of 'learning by doing' - which also supposes the evaluation of what has been done as a necessary condition for the full integration of what has been learned - is a basic element of the Scout Method, and the patrol system allows for the support of younger members by their elders.

The role of an adult leader is more to support and guide rather than to direct and give orders. It also involves explaining, to help others to understand what they are doing, to help them to develop greater autonomy and to become responsible for themselves.

Adults, just like young people, live and work in teams, and the life of a team is based on sharing, paying attention to others, exchanging ideas and mutual support.

All these elements are examples of instances and places where a certain form of *"performance appraisal"* already exists. This section proposes conducting this evaluation in a more systematic and more conscious way. In fact it may be an effective way of restoring the fundamental elements of the Scout Method with a content which is more faithful to the original idea, or of enriching them to make them more effective tools for the personal and collective development of all members and, in particular, to give full meaning to the commitment of adults.

We can only adapt what we know and we should therefore remind ourselves of the basic principles of performance appraisal. When adapting performance appraisal to the specific conditions of a voluntary organization, these principles must be maintained. They should not be altered or left out if performance appraisal is to be implemented.

602.4 A FEW PRINCIPLES

1. Performance appraisal can only be carried out if specific objectives have been agreed upon at the outset.

2. Performance appraisal concerns results and achievements, an assessment of difficulties of implementation of the task or meeting the objectives set.

3. Performance appraisal is the meeting point of the interest of an individual and the interest of the association.

4. The main purpose of performance appraisal is to achieve individual and collective progress, through developing further skills, that is developmental oriented and not judgemental oriented.

5. Performance appraisal results in a decision for the future and, through dialogue, the definition of appropriate action to ensure the necessary improvements and the progress of the individual concerned.

6. Performance appraisal is useful only when the system allows for the mobility of individuals from one function to another.

603. CARRYING OUT PERFORMANCE APPRAISAL

Performance appraisal will usually take the form of a discussion between an individual and his/her supervisor; at least this is how it is done in the business world.

The principle is simple and straightforward: two persons sit down and consider together what has been done by one of them to achieve set objectives. They list what went well and what did not go so well, and decide together what action needs to be taken.

However, there are many obstacles along the way and, in practice, performance appraisal may turn out to be a much more complex matter than one would have thought. In addition, within the context of a volunteer organization, a number of elements are of particular importance.

It is the performance which is under review, not the person, but this is only possible when a clear agreement has been concluded at the outset: *"We both have a shared responsibility over every action taken to achieve the objectives that we agreed upon. Together we have to review what happened, to understand why things happened the way they did (and check that we share this understanding) and to make decisions concerning the next steps."*

Thus it is not a question of one person evaluating another or even another's performance. There are two partners, together seeking a common stand. This does not imply that they are in full agreement right from the beginning, and each of them may start with different views, but it is essential that the discussion should remain constructive, not negative, open and geared towards finding a mutual agreement. This cannot happen when the person being assessed feels judged - even in an implicit way – or accused of not having done what he should have done and therefore forced to justify himself. It is also impossible when one of the two people involved in the appraisal has a feeling of superiority, a feeling of holding power that must be shown and justified by pointing out the other's shortcomings and indicating (for the other's own good...) how they can be overcome. This is a dynamic of power, not one of support.

Performance appraisal leads to greater empowerment. It increases an individuals' responsibility by providing him/her with the power over his/her own decisions and actions, and the appropriate means to establish and follow his/her own path, as part of a common project in which he/she has voluntarily accepted to participate, sharing a sense of ownership of the project with everyone else involved in its implementation.

603.1 THE TEAM AS A SAFE PLACE FOR EVALUATION

Because it works in teams at all levels, Scouting has another specific tool which it can use in carrying out performance appraisal. In addition to the evaluation conducted between two partners, it can also use the team as a safe place for evaluation. In fact, objectives are often set by

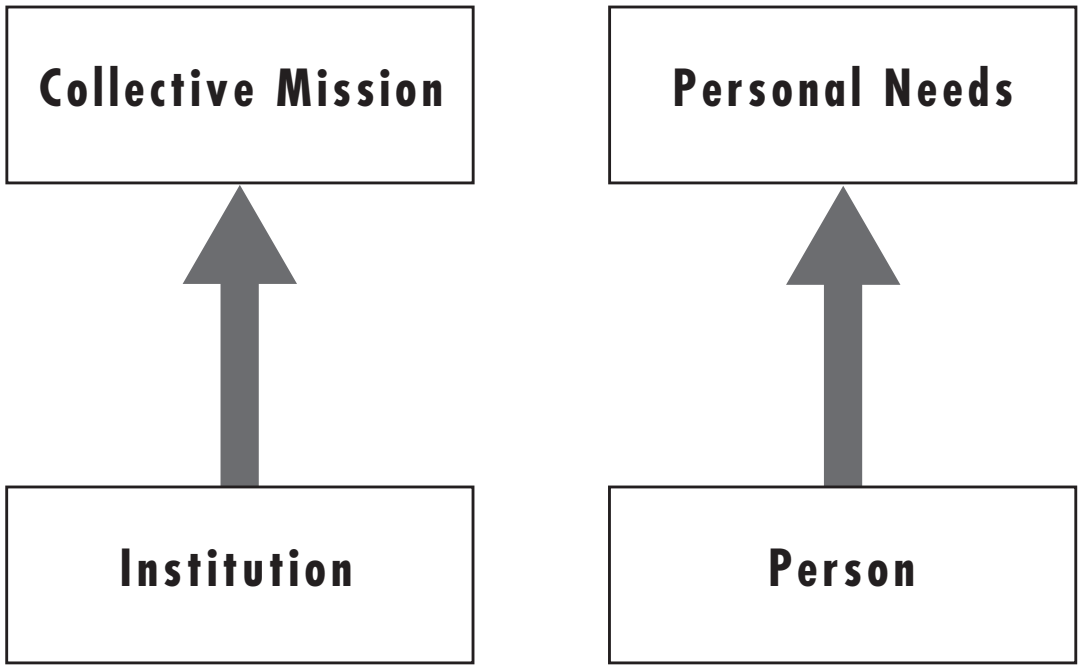
teams and projects conducted by them. This does not mean that there is no individual action or responsibility, nor that the individual is lost in the team. However, there is a level where projects and objectives are shared, where people work together and where it is probably easier to realize what has happened for each member - who will provide feedback to every other member - and to make decisions as to what action needs to be taken.

603.2 THE DYNAMICS OF PERFORMANCE APPRAISAL

Whether it is implemented by means of a person to person discussion or as a team, performance appraisal is the meeting point of two sets of 'demands': the demands of the 'institution' (association), which are geared towards the fulfilment of its mission, and those of the individual adult, committed to the association but geared towards the satisfaction of his/her personal needs, from which his/her motivation to contribute to the association is derived. The first group of demands is collective, while the second is individual. The dynamics of performance appraisal lie where these two dimensions meet, and for this to happen, a dialogue must exist in which both dimensions – collective and individual – are taken into account by both parties (individual appraisal) or all members of the team (team appraisal) involved in the process.

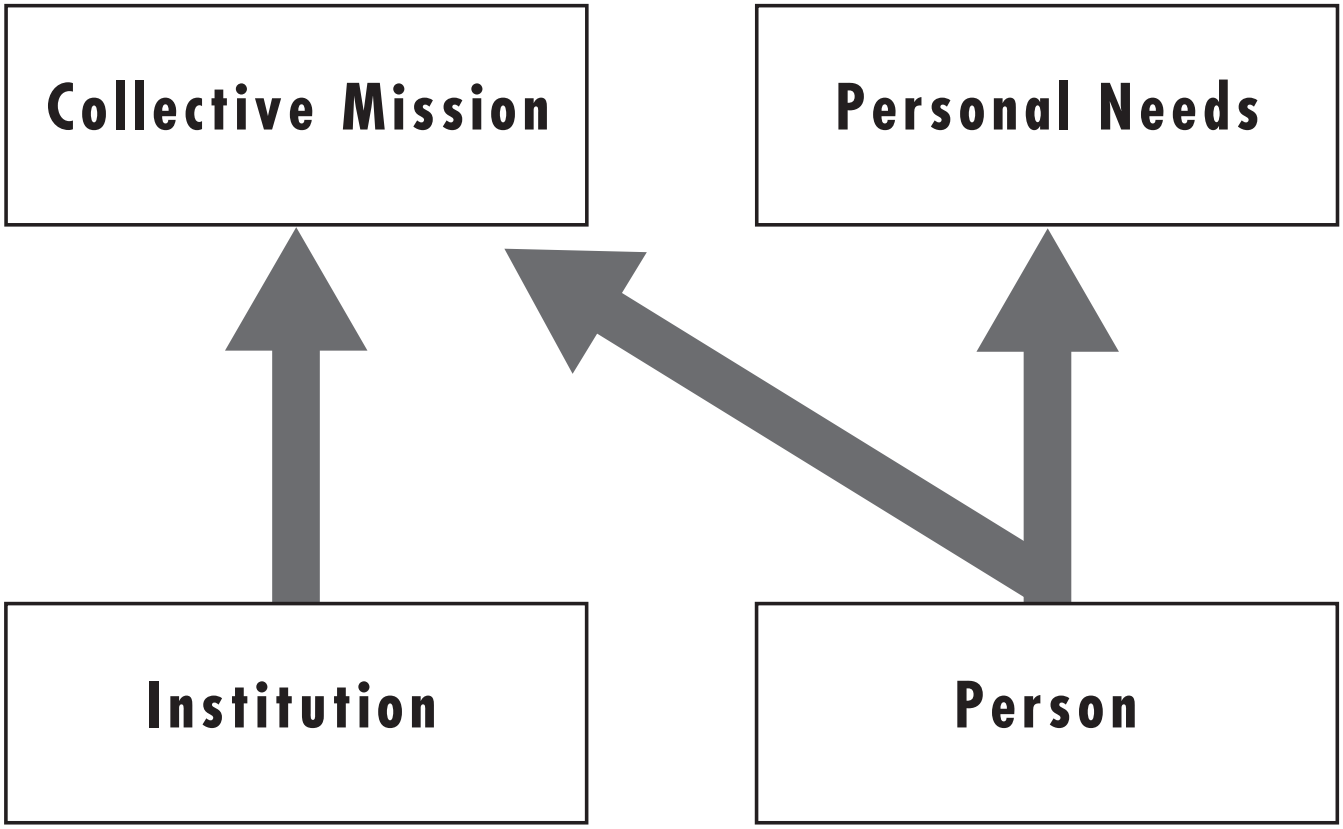
A CLOSER LOOK AT A VARIETY OF POSSIBLE OPTIONS

A. The institution exclusively takes into account the fulfilment of its mission. The person considers exclusively their personal needs



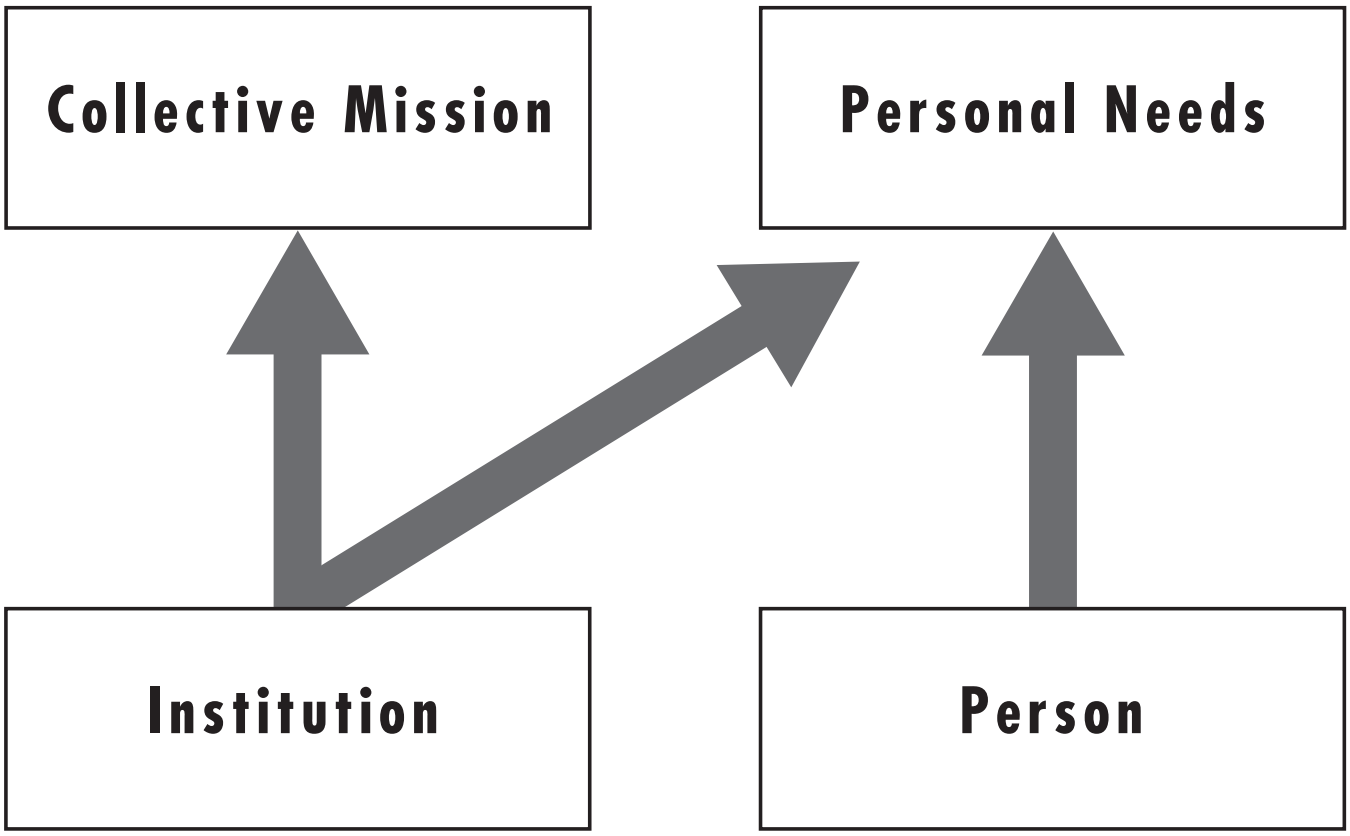
- The two dimensions never cross.
- Performance appraisal does not take place

B. The institution exclusively takes into account the fulfilment of its mission. The individual considers the implementation of the mission and his/her personal needs



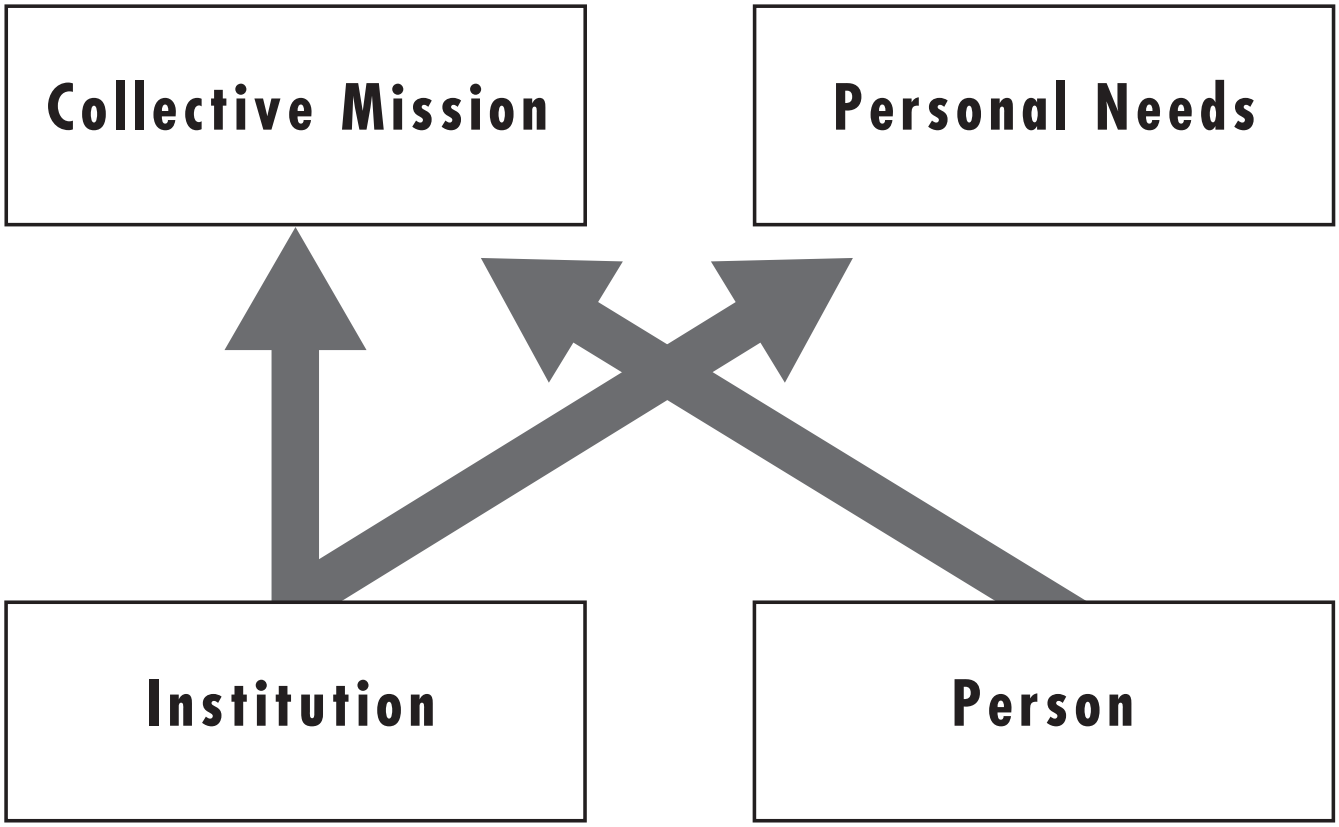
- The common area is restricted to the mission.
- Personal needs are not taken into account by the institution.
- Dialogue is not complete and the evaluation only relates to the mission.
- The individual is frustrated for what concerns his/her personal needs or will try hard to ignore these needs.

C. The institution considers the implementation of the mission and takes into account the needs of the individual. The individual considers exclusively his/her personal needs



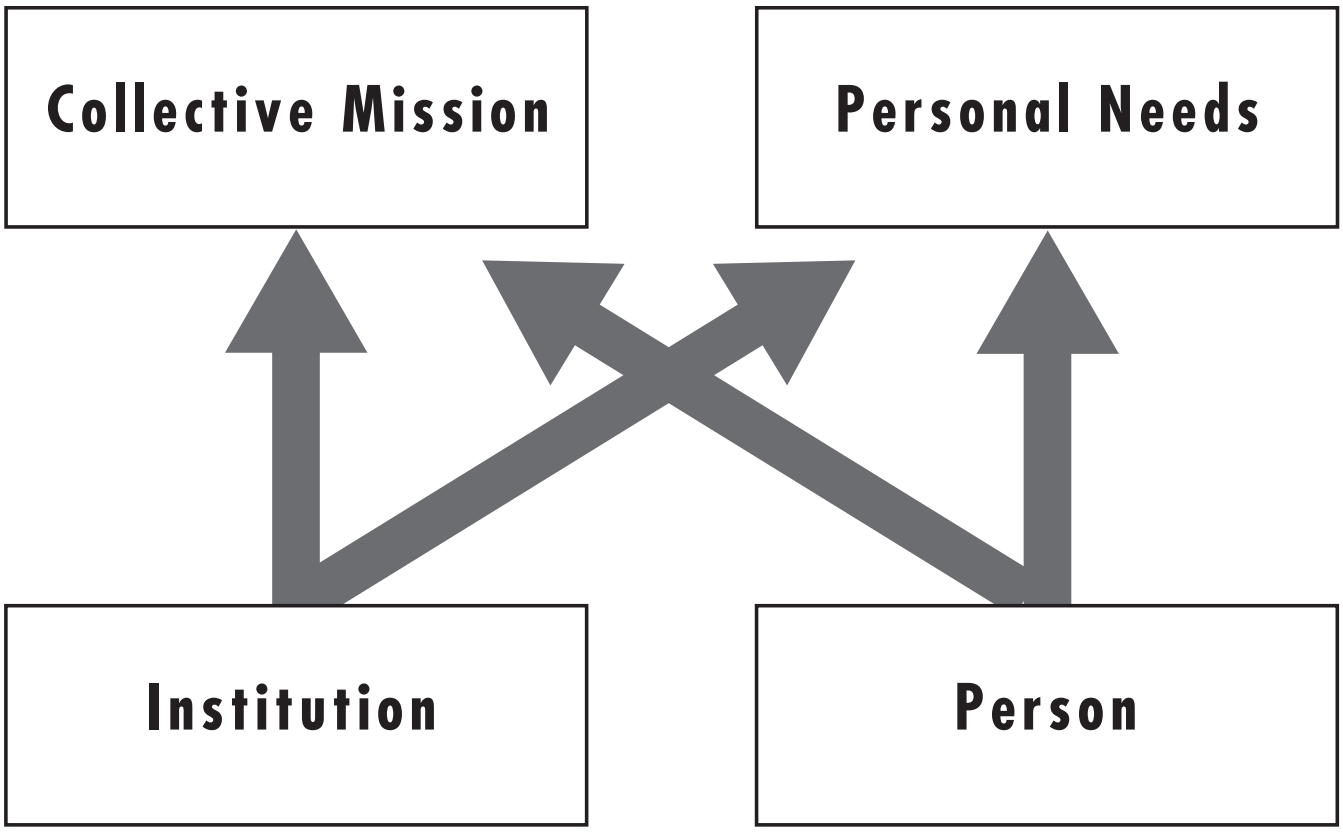
- The common area is restricted to personal needs.
- There is no dialogue on the fulfilment of the mission.
- The institution is frustrated in respect of its mission or loses its identity.

D. The institution is concerned with both the personal and mission areas. The individual is exclusively geared towards achieving the mission, ignoring or negating personal needs



- The mission is the only common area.
- Any concern by the institution about individual needs will be perceived as intrusive if the person is negating his/her needs, or supportive if the person is not aware of his/her needs.

E. The institution and the individual take both dimensions into consideration



- The entire area is covered and considered.
- Dialogue is complete.
- Evaluation is complete.

Obviously, the last option offers the most possibilities and is more likely to ensure, in the best possible way, the success of the association in accomplishing its mission and the satisfaction and development of its members, in particular of those adults who volunteer their time and energy. In practice, this can only be achieved where the performance appraisal system follows the principles established earlier in this section.

604. INTRODUCING PERFORMANCE APPRAISAL IN AN ASSOCIATION

The decision to introduce performance appraisal for adult leaders in an association is primarily a policy choice to be placed in the broader perspective of the life cycle of *Adults in Scouting* and is generally considered to be one of the most difficult to introduce. It would be very difficult for such a decision to be made in isolation rather than as one element of the management of adult resources. Performance appraisal depends on the definition of objectives and the conclusion of a mutual agreement, which are earlier steps in the life cycle of an adult in the association. If no objective has been set, and if no mutual agreement has been reached between the adult leader and the association, there is no basis on which to appraise performance. Furthermore, the evaluation will lose its prospective dimension if the structure of the association and its usual mode of operation do not allow for the mobility of adult leaders from one function to another without great difficulty. When reduced to an analysis of the past or to an on-the-spot diagnosis, with no real decision being made for the future, performance appraisal loses its specificity.

The decision to introduce performance appraisal also represents a major policy change which can only be made when all the facts have been considered, and with no improvisation, particularly in view of the potential resistance from certain adult leaders. Indeed, the practice will represent a considerable change in the way in which most adult leaders operate. They will be required to develop new skills and different attitudes. When introducing such changes to the association's mode of operation, those who make the change will gain credibility if they start by applying the practice to themselves! In this way, performance appraisal will first be introduced at national level, among national teams and committees. As a result, those who need to convince others that the proposed change makes sense and who are responsible for training others in the implementation of performance appraisal will know what they are talking about and make use of their personal experience. Furthermore, this approach will demonstrate that performance appraisal is not a way of exercising hierarchical control of 'superior' over 'subordinater'.

The first element - overcoming possible resistance - is only a question of 'managing change'. Change needs to be introduced in a non-threatening way, without hiding potential risks and difficulties, but showing what practical measures have been taken as a protection against those risks and to optimize the challenges.

In this particular case, it is important to insist on the advantages for each adult member (motivation, success, on-going support, training opportunities) and for the association as a whole (better adaptation of adult resources to the needs of the association, increased effectiveness in the implementation of its mission, etc.). It will also be necessary to emphasize the non-judgmental nature of the appraisal and of interviews, based on shared responsibility, partnership and together seeking a direction for the future.

The second element will be the creation of a system to ensure the successful introduction and effective implementation of performance appraisal. In this respect, the competence of those required to conduct appraisal interviews is of paramount importance. At all levels of the association, many people will need to be trained for this new task and to develop, amongst other things, their skills in active listening, empathy, recapitulation and providing feedback. These skills obviously have a technical dimension but they also depend largely on willingness and attitude. (See Active Listening Skill in Section 802.5 and Feedback Skill in Section 802.6)

The willingness is to place the individual at the centre of their preoccupation, to avoid making a judgement, whatever they may have achieved, and to seek with the individual the best possible solutions for themselves and for the association.

The attitude is one of active listening, sensitivity to the whole message, not only to its factual component but also to its emotional dimension. It does not mean approval and does not prevent discussion, but it excludes the possibility of making and imposing a unilateral decision.

605. A MODEL FOR THE IMPLEMENTATION OF PERFORMANCE APPRAISAL

This section has been adapted from *"Performance Management Programme Summary'*, a document of the Organizational and Personal Development section of the Queensland Electricity Commission (Australia) by special permission.

The purpose of performance appraisal is to give adults in Scouting greater job satisfaction by providing an opportunity:

- to receive constructive feedback;
- to identify factors which may be restricting performance;
- to identify, plan for and develop skills which will lead to improved performance;
- to have an individual's contribution formally recognized.

All this together will enhance individual performance and improve the association's achievements.

This can only be done by negotiating a mutual agreement between the individual adult and the Scout Association which would include:

- setting challenging but realistic goals which align to the goals of Scouting;
- clarifying expected achievements in order to provide direction to the efforts of the individual;
- ensuring continual skill development to meet the needs of the association and facilitate the mobility of adults throughout their life cycle in the Movement;
- encouraging regular open and constructive feedback to adults in Scouting;
- enhancing motivation through the provision of personal development opportunities and the recognition of individual achievement.

Performance appraisal is driven by the terms of the mutual agreement, concluded before appointment between the association and an individual leader on the basis of the job description or the task to be performed..

The agreement specifies the mutual expectations of the association and the individual concerned as well as the objectives set for the job over a period of time, and the training and support required by the individual.

Performance appraisal cannot occur therefore until such an agreement has been negotiated, including objectives and performance standards.

Performance can be affected by personal and association factors.

Personal factors might include:

- understanding of the job and specific assignment of responsibility;
- competence;
- commitment;
- personal issues (e.g. family or financial worries).

Association factors might include:

- quality of the programme and programme materials;
- cooperation with other sections, levels in the organization;
- faults or failures in the delivery system of programme materials, training and support opportunities, etc.

Performance appraisal has four components as follows:

- *personal review*
- *development review*
- *evaluation of achievements*
- *performance problems management.*

Performance appraisal should only be implemented by people who have received adequate training in its application.

The objectives of such training should be:

a) to explain the objectives and principles of performance appraisal and how the four components integrate together;

b) to analyse the purpose of job analysis, job description and mutual agreement as essential elements which support performance appraisal;

c) to provide the necessary skills to carry out each of the four components of performance appraisal.

605.1 PERSONAL REVIEW

The aim of *"Personal Review"* is to give individuals a chance to evaluate their own performance. It also provides them with an opportunity for review and constructive feedback with their adviser.

The evaluation may focus on:

a) Work performance

b) Results obtained

c) Achievements.

This not only encourages communication between adult members and their advisers, but may lead to changes being made to the mutual agreement, job description, training plan or the development plan, in an attempt to further increase the adult member's performance or job satisfaction. Additionally it provides an opportunity to discuss any problems which may have been detracting from performance. The ultimate goal is to help people achieve their full potential and therefore obtain greater satisfaction from their jobs.

Objectives

OBJECTIVES OF THE PERSONAL REVIEW

1. To encourage constructive feedback from advisers in response to adult members' self evaluation of their work performance, achievements and needs.

2. To identify and find means to overcome factors which detract from adult members achieving their potential and therefore provide them with greater job and career satisfaction.

3. To promote a sense of commitment and personal responsibility for work performance and the management of a life cycle in the Movement.

Process

1. The adult member initiates a review with the adviser.

2. The adult member conducts self evaluation against agreed standards, considering performance results, achievement and potential.

3. Discussion with adviser.

4. Agreed Action Plan.

The Personal Review is voluntary and can occur at any time a member wishes. Regular reviews provide most benefit.

The first step is for adult members to review their performance, results and achievements, and identify factors which may be contributing to, or detracting from, their ability to achieve their full work potential.

The second step is to review and discuss that evaluation with an adviser to provide and receive constructive feedback.

The discussion should identify any changes that may be of advantage to the individual concerned and the organization. Areas of disagreement about performance should be addressed constructively.

Any issues related to development needs and training should be noted and referred to the relevant review process for action.

The third step may be to develop agreed action plans to help individuals achieve their potential and increase job satisfaction while benefiting the organization.

A number of prompt questions are set out on the following pages to help the adults evaluate their performance and development needs.

ADULT MEMBER:	**ADVISER:**	**DATE:**
"PERFORMANCE"	NOTES	
What have I done that has clearly contributed to the required results?		
What have I done that has not contributed, or may have detracted from the required results?		
To what degree have my knowledge, skills and personal competencies contributed to the required results?		
How have these competencies, or the lack of them, detracted from the required results?		
"RESULTS"	NOTES	
How would I rate the results of my work in terms of: • Quality • Quantity • Timeliness		
"ACHIEVEMENT"	NOTES	
How would I rate my contribution to team?		
To what degree do I feel I have contributed to the team achieving (or not achieving) its objectives?		

ADULT MEMBER:	**ADVISER:**	**DATE:**
"POTENTIAL"	NOTES	
Am I curently working to my full potential or could I do better?		
What are the things I can change about myself to better achieve my potential?		
Are there compentencies I need to acquire in order to perform better and/or gain greater work satisfaction? Consider: • Knowledge • Skills • Attitudes		
What are the things that need to change around me (people, environment or systems) so that I can better achieve my potential? Consider: • Work oganization • Provisions/availability of resources or materials, work environment and facilities • Relationships with other individuals and groups (interfaces) • Systems of work or methods of doing things – procedures		

ADULT MEMBER:	ADVISER:	DATE:
"SATISFACTION"	NOTES	
How satisfied do I feel about my job and my involvement in Scouting?		
How do I see my future prospects?		
If there is room for improvement: • What can I do to improve my satisfaction and future prospects? • What do I expect from others and the association in this regard.		

605.2 DEVELOPMENT REVIEW

The *"Development Review"* is for all adult members. The main aim of the review is to ensure that all adult members have the opportunity to review the development of their life cycle in Scouting.

The conclusion of a mutual agreement when the first appointment is made provides the first opportunity for such a review to be carried out jointly by adult members and those who appoint them.

The Development Review gives adult members the opportunity to discuss their plans for the future with their adviser and identify the skills, knowledge and abilities needed to fulfil these plans. The review should attempt to match the individual's personal development needs and future plans against the organization's need to maintain the availability of the required skills and achieve its longer term objectives.

The review may result in the development, review or endorsement of an approved development plan and/or approved training plan.

Objectives

OBJECTIVES OF THE DEVELOPEMENT REVIEW

1. To ensure the continued development of all adult members to their full potential and optimize their opportunities to develop challenging future plans.
2. To maintain the skills required to achieve an association's mission and strategic plan in a structured way.

Process

1. Establish the competencies required from job description.
2. Identify the competencies required which relate to the adult member's longer term development and future plans.
3. Identify the current competencies of the adult member and compare against the required competencies to establish the development and training needs.
4. Prioritize the development and training needs, giving consideration to immediate performance requirements over longer term aspirations.
5. Develop, review or endorse development and training plans as appropriate.
6. Review the adult member's development and training on a regular basis.

The Review

Once a person has been appointed and carries out a task or function, review can occur at any time as determined by the needs of that person or the demands of the association. The development review should take place at least annually. Review cycles can begin at any time which is convenient to the adult member and the adviser, such as the beginning of the year, or to tie in with studies and so on.

The review should establish the adult member's current competencies, compare them to those required to do the job and identify any gaps or training needs. This should be achieved in conjunction with any previously developed plan. These training needs should be prioritized in terms of what is most important and what is available. An approved training plan can thus be developed. Full use should be made of training and development expertise both withi the organisation and external to it.

This is also an opportunity for adult members to consider their aspirations for the future, to discuss these with their adviser and identify development required in order to achieve any reasonable future plans. Required competencies identified which do not relate to the adult member's present job may be included as part of an approved development plan. The development of competencies which are relevant to the adult member's present job normally have priority over those which relate to any longer term plans.

605.3 ACHIEVEMENT EVALUATION

The main issue of the *"Achievement Evaluation"* component is to ensure reasonable performance standards are maintained, through feedback regarding performance against agreed upon standards.

Achievement Evaluation can be carried out for individuals or groups.

Its use should be agreed between adult members and their adviser prior to its introduction.

Objectives

OBJECTIVES OF ACHIEVEMENT EVALUATION

1. To ensure reasonable work performance standards are maintained, in order to facilitate the achievement of the mission, strategic plan etc. of the association.
2. To encourage commitment through the recognition of individual or group contribution to the association's achievement.
3. To promote heightened performance through establishing realistic and challenging goals and ensure effective communication about individual or group performance against these goals.

Process

1. The first step is to ensure that a mutual agreement has been developed for the work group, with outputs, objectives and strategies, along with performance indicators, measures and standards being agreed upon between the adult member or work group and the adviser.

2. Where the achievement evaluation is to be applied to an individual, a performance plan which is derived from the mutual agreement and job description should be agreed between adult members and their advisers.

3. Step three is a progress review which occurs within the first six months of the evaluation period. It reviews the appropriateness and the relevance of the performance, monitors progress towards achieving the plan and addresses any matters which may either facilitate or inhibit the achievement of the standards or targets.

4. The achievement evaluation compares the results of the adult member or Work group's performance against the agreed performance standards at the conclusion of the life-cycle.

The Evaluation

The adult member or work group and their adviser should discuss their evaluations and identify not only whether the standard has been achieved but the factors that have contributed to the achievement or failure to achieve.

Once achievements have been assessed, an overall achievement summary may be given which should take into account:

1. the achievements obtained;

2. the standards which were set;

3. the circumstances and environment that existed during the progress phase.

Descriptions can be used from those set out in the table below. The adviser should select the most appropriate description based on the overall performance of the individual or group.

PERFORMANCE DESCRIPTIONS
Performance far exceeds the standard expected of a fully effective individual or work group at this level. Achieved well above the standard set for each objectives.
Performance exceeds the standard expected of a fully effective individual or work group at this level. Achieved above the standard set for each objectives.
Performance fully meets the standard expected of a fully effective individual or work group at this level. Achieved the standard set for each objectives.
Performance just fails to meet the standard expected of a fully effective individual or work group at this level. Improvement required to meet the standard set for some objectives.
Performance does not meet the standard expected of fully effective individual or work group at this level. Significant improvement required to meet the standard for a range of objectives.

605.4 PERFORMANCE PROBLEM MANAGEMENT

The aim of the *"Performance Problem Management"* component is to encourage early identification of and intervention with problems to ensure that work performance is maintained at or above the minimum required standard.

Objectives

OBJECTIVES OF THE PERFORMANCE PROBLEM MANAGEMENT COMPONENT

1. To ensure that work performance is maintained at or above the minimum required standard and that all adult members have reasonable opportunity and resources to maintain at least that minimum standard of performance.

2. To provide a constructive early intervention and diagnostic process to managing diminished work performance.

Process

1. Establish clear standards and indicators from the job description.
2. Document actual performance in all areas of the job suspected of being below the minimum standard required.
3. Assess the existence of a performance gap.
4. Where a performance gap exists, initiate a work performance interview process.
5. Develop action plans to establish satisfactory performance.
6. Utilize appropriate resources including training and support as required.
7. Where satisfactory performance cannot be achieved, consider what action should be taken.

If the adult member's performance falls below the standards agreed upon for the position, the adviser should identity the reasons for that performance being below the standard, and develop a plan to establish/re-establish performance at the standard expected.

The process relies on the existence of a current job description which defines the duties and standards expected. The adviser is required to assess whether there is a gap between actual performance and the minimum acceptable standard.

If a performance gap does exist, the adviser should initiate the work performance interview process.

Normally adult members and their adviser will work together to develop an action plan which will help to establish/re-establish satisfactory performance.

606 GUIDELINES ON CONDUCTING EFFECTIVE PERFORMANCE APPRAISAL (PA)

Research has shown that performance appraisal (PA), when carried out properly can serve as a good tool for motivating people as it allows both the individuals and the supervisors to acknowledge and reward good performance besides identifying the strength and the developmental needs of individuals (Grote, 2002, Stone, 1991, Cascio, 1998). PA also provides a platform to discuss problems and challenges. It offers the opportunity to set future action for mutual benefits. Hence, to be effective, PA in the form of continuous feedback and coaching should be carried out regularly, on a half-yearly basis so as to give timely and prompt feedback on job performance (Grote, 2002, Sherman, Bohlander, Chruden, 1988, Meyer, Kay and French, 1965). It should not be a 'one off process', done as part of the requirements or something to 'get over with' on an annual basis for the sole purpose of making judgement. If that is the case, then the primary purpose of PA system, that is to develop the person, will be lost.

Several HR practitioners and theorists have widely argued that when PA is poorly conducted, it can destroy relationships. The weakness of many PA systems is that supervisors are not adequately trained for the task as appraisers and provide little meaningful feedback for their appraisal to their people (Stone, 1991, Sherman, Bohlander, Chruden, 1988). PA requires a multitude of skills such as behaviour observation, goal setting, developing people, problem solving, cultural diversity, etc., (Grote, 2002).

See guidelines below on how to conduct effective performance appraisal

1. BEFORE THE PA DISCUSSION/ REVIEW

- Communicate frequently with the person about the job performance. Give feedback to the person about his/her performance as and when necessary so that he knows whether he /she is doing a good job or needs help for improvements. There should be no surprises.
- Decide on a good time for the discussion to take place. A good time is when both parties can spend time together without interruption.
- Decide on a good place, this may be a neutral room or office. It should be a place where the discussion could be held without interruptions
- Inform the person at least 3 to 4 days in advance before conducting the PA review to prepare the person, psychologically.
- Prepare the facilities. Placing a desk or table between the supervisor and the person puts the later at an immediate disadvantage. Instead, try placing the chairs side by side. Provide refreshments, if available.
- Get training in PA. Make sure that you receive adequate training on how to conduct PA. The art of conducting effective PA is a skill that can be learned.
- Be familiar with and use the problem solving approach rather than the "tell and sell".
- Remember that the PA is the supervisor's opinion based on relevant, accurate and sufficient information.
- Prepare for the PA. Have the prepared objective appraisal forms ready, along with any other backup information that may be needed.
- Make the written appraisals available to the person.

2. DURING THE PA DISCUSSION/ REVIEW

- Create a supportive climate for the discussion. Establish and maintain rapport. Avoid using positional authority.
- Explain clearly the purpose of the discussion.
- Pay close attention to body language. Body language has a profound influence on the communication process. Our body posture and gestures together with our facial expressions and eye contact to a large extent impact our ability to communicate successfully.
- Likewise, the tone, manner and pitch of the speech provide us with important information to help make sense of the spoken words.
- Therefore, it is important to be aware of our body language and our vocal cues and present ourselves in a manner that is conducive to the occasion. For example, maintaining eye contact and displaying positive body posture, like leaning slightly forward, signal to the person that we are interested and actively involved in the discussion.
- Encourage the person to participate in the discussion. Ask the person for views, ideas and solutions. The PA review is not effective if the supervisor talks more than the person most of the time. The main aim of the review is to allow opportunity for the person to share his/her achievements, express frustrations, problems, etc., so that we can better understand the situation from the person's perspective and help him/her perform the job better.

Some of the questions, which can be used to facilitate the discussion are:

- What can I do to help you do your job better?
- What training and development do you feel you need?
- How can I give you better feedback on your performance?
- What kind of work would you like to do if given a choice?

- Focus on behaviour and the agreed task but not on attitudes. For example, avoid passing negative remarks such as "you fail to meet the targets because you are lazy and always come late to work". The word 'lazy' has a negative connotation as it deflates the person's ego. It puts the person on the defensive side and once that happens, he will not be listening to what you are saying but will find ways of defending himself. This breaks down the communication. Instead, give examples on instances where you find his/her work behaviour has contributed to his/her poor performance. A better way of saying is " you have been late to work for an hour for 7 days in a month and this has affected your ability to complete your work in time and meet the set targets. In this example, you are focusing on the observable specific behaviour.
- Be specific and clear about the issues being discussed. Remember to focus on the task and not the person. Compare the actual results to the mutually agreed objectives and standards.
- Give feedback about the performance and developmental needs. Emphasise on the strengths.
- Identify areas for personal development and growth and get agreement for remedial actions.
- Set mutually agreeable goals for improvements, once the person clearly understands the nature of the problems and how he can remedy the situation.

- Get his/her commitment and express confidence that he/she is capable of making the required changes and that he/she has control over them. Your role as an appraiser is to help him/her make the required changes by providing moral support and the relevant resources, where applicable. Do not lose sight of the main purpose of the PA review that is, to develop the person to perform better.
- Schedule a follow up date to review the outcome of what was agreed for improvements. The fixed date for follow up should not be too far away as it will lose its impact and significance. A probable date could be in a month or at the latest by the next quarter.
- Have the person acknowledge the appraisal. He may not agree with it, but he should understand it and what it was based on.
- Always maintain the person's self esteem throughout the discussion.
- Conclude the discussion on a positive note.

3. AFTER THE PA DISCUSSION/REVIEW

- Keep a record of the PA discussion for follow-up action.
- Continue to communicate frequently on the performance and inform promptly of any issues of mutual interest to both parties. Keep the communication channel open and be available for the person to come to you for help. Communication is an on going process and it should not be confined to the PA review period.
- Support the person's effort to improve.
- Acknowledge improvement immediately, once you see it happens. This kind of positive reinforcement has the effect of desirable behaviour being repeated again.
- Where appropriate, give reward and/or recognition based on achievements made and on the improved performance.
- Continue to review performance at regular intervalsl. PA review is not a one off process, driven by the calendar.

607 PROBLEMS AND PITFALLS IN THE PERFORMANCE APPRAISAL PROCESS

However, to carry out PA effectively, one also needs to be aware of the possible problems and pitfalls associated during the discussion and take appropriate measures to eliminate or at least minimise them.

Brief descriptions of the related problems are presented, next. Every performance appraisal process suffers from some kind of problems and pitfalls. Some of which include the following:

Management Attitude

Where organisation is committed to the performance appraisal, it is likely to work. However, if supervisors see performance appraisal as something imposed on them by the personnel department, lacking the genuine support of senior management, it simply becomes a cosmetic process to be treated with indifference. All members of the management team need to understand the purpose of performance appraisal and should agree that it is an important activity that is critical for effective functioning of the organisation and for developing human resources (Regal & Hollman, 1987).

The 'HALO' Effect

This is the tendency of the supervisor to overrate a favorite person or to give a person same rating on all factors. Research shows that people with good attendance records are viewed as intelligent and responsible (Stone, 1991). Similarly, people with poor attendance records are considered poor performers, even though the person who comes in late may produce work of far greater quantity and quality than those who are always on time (Schermerhorn, Hunt & Osborn (1982).

Other reasons identified by ASTD (1990) are as follows:

- Effect of past record: Good work in a previous rating period tends to carry over to the current period.
- Compatibility factors: People who please or those who share common interest are sometimes rated more highly than they deserve.
- Recency Effect: Tendency for people to remember recent good work. A person who does outstanding work immediately prior to the appraisal may be given a good rating, thus offsetting an entire year of poor performance.
- The 'one-asset' person: A person with certain characteristics, a glib talker, an advanced degree or an impressive appearance may be rated higher than a good worker without these attributes.
- Bind spot: Tendency to turn blind or ignore certain shortcomings because the supervisor also possesses them.
- The 'no complaints' bias: Tendency to give higher ratings to those who make little or no complaint.

The 'HORN' Effect

This is the tendency to rate a person lower than circumstances warrant (ASTD, 1990). Some of the causes are:

- Unrealistic standard: The supervisor is a perfectionist in relation to the person and sets unrealistic standards.
- The 'oddball' effect: The 'oddball' or a non-conformist may get lower ratings just because he/she is different.
- The dramatic effect: This is the opposite of the recency effect where one bad result offsets an entire year of good work.
- Guilt by association: A person who is associated with a troublemaker or a undesirable character may also be perceived as one and therefore discriminated against.

Stereotypes

This pitfall involves basing appraisal on certain preconceived ideas such as ethnicity, religion, age etc., rather than on actual performance. For example, one study found rather-bias against employees above sixty years on their ability to do a good job (Rosen & Jerdee, 1976). Requiring supervisor to apply objective criteria to performance will discourage stereotyping.

Central Tendency

The tendency to ignore individual performance differences and rates all people the same. A study by Pearce & Porter (1987) found that a performance rating of satisfactory is actually perceived as negative, and significantly reduces the employee's commitment.

Leniency Bias

The tendency to give a person the benefit of the doubt, exaggerating positive factors over negative issues. Sometime the supervisor does this to be the good person and to inflate his/her popularity. Using objective criteria for performance measurement will help minimise this form of bias.

Opportunity bias

This exists when the supervisor rates the person higher or lower than what is justifiable or warranted because of external influences or circumstances.

Objective Standards

Standards have different meanings for different individuals, thus reducing the validity of ratings given on the appraisal. To minimise this, standards used for measurements should be clearly defined, well communicated and agreed upon in advance by both parties.

608 ENHANCING THE DEVELOPMENTAL ELEMENT OF PA: THE '360-DEGREE PA SYSTEM

The main purpose of any PA system is for personal development. Feedback on performance is given during the PA discussion and developmental needs identified. However, most PA systems make appraisal from a single source that is from the supervisor. As mentioned, above there is no foolproof method that can ensure the reliability and validity of the appraisals simply because we are all humans with our own personal biases based on our beliefs and value systems. Hence, to say that we can totally eliminate prejudices and biases is far from the reality.

However, we can increase the reliability and validity of the appraisals by getting feedback from multiple sources. Known as the 360-degree feedback evaluation system, it is aimed at getting information about the performance of the person not only from the person's supervisor, but also from all others who have worked or have working relationships with him. In the business world, these people include the superiors, peers, internal and external customers as well as from direct reports.

In Scouting, the people with whom our leaders interact could be the young people themselves, his/her peers, parents, sponsoring authorities, commissioners and committee members. The people who should provide evaluation feedback, as a matter of principle, should be those who are in the best position to observe certain aspects of his/her behaviour (Waldman, Atwater & Antonioni, 1998).

The 360-degree feedback evaluation system normally starts with a questionnaire that asks people how well the person performs certain aspect of duties or tasks. The aim is to get a balanced feedback from various sources to validate the observations and views made by the supervisor. It also helps to provide information, which the supervisor would otherwise not be able to get on his/her own. The person will also benefit as he now receives feedback from multiple sources and therefore may increase the likelihood of acceptance or agreement as opposed to only receiving from one source.

One point to note is that the 360 degree feedback evaluation system should only be used for developmental purpose and not for making judgment because using it for judgmental purpose may result in mistrust, questions about fairness of the system (see problems associated with PA) and increased anxiety over the appraisal (DeNisi & Kluger, 2000). If however, it is to be used for decision-making, inform the person at the earliest possible time so that he would not feel betrayed by the management. The critical factor is to maintain the person's trust in the system.

Another consideration to be mindful of is the culture factor. 360-degrees evaluation will be more successful in an open, participatory culture accustomed to continuous improvement and change and hierarchical organisations characterised by internal competition and inflexibility will be less likely to stick with such an evaluation method (ASTD, 2000).

REFERENCES

ASTD (1990) Info-Line: " How to conduct a performance appraisal" **American Society for Training and Development,** May.

Cascio, W. F. (1998). **Applied Psychology in Human Resource Management.** (5th Ed.) London: Prentice-Hall.

DeNisi A. S., & Kluger, A. N. (2000). Feedback Effectiveness: Can 360-degree Appraisals be Improved? T**he Academy of Management Executive,** 14: 129-139.

Grote, D. (2002) **Performance Appraisal: Question and Answer Book.** Brussels: American Management Association.

Meyer, H. H, Kay, E. & French, J.R.P. (1965). **Split Roles in Performance Appraisal. HBR,** Jan-Feb.

Pearce, J. & Porter, J. (1987). **On Personnel.** Boardroom Reports, vol. 16, No. 7, Apr. pp 15.

Regal, R. W. & Hollman, R. W. (1987). Gauging Performance Objectively. **Personnel Administrator,** Vol. 32, No. 6., June. pp 78.

Rosen, B. & Jerdee, T. H. (1976). The Nature of Job Related Age Stereotypes. **Journal of Applied Psychology.** Feb, pp 180-183

Schermerhorn, J. R., Hunt, J.G. & Osborn, R. N. (1982). **Managing Organisational Behaviour.** NY: John & Wiley

Sherman, A. W., Bohlander, G. W. & Chruden, H. J. (1988). **Managing Human Resources.** (8thed.) Cincinnati: South-Western Publishing Co.

Stone, R. J. (1991). **Human Resource Management.** Melbourne: Australia.

Waldman, D. A., Atwater, L.E. & Antonioni, D. (1998). Has 360 degree Feedback gone Amok? **The Academy of Management Executive,** 12: 86-94.

700. WORKING WITH ADULTS

701. INTRODUCTION

When working with adults, it is important to appreciate that adults have the ability to decide what, and how much, they want to learn or be assisted and resent being treated like young students. If that impression is given then it is not unusual for adults to react unfavourably.

Top leaders never give the impression that adults are to do what they, the leader, personally wants or expects; nor do they tell adults they are working with how they will feel about an activity, a meeting etc. Experienced adults always make the statements from the point of view of the organisation or a particular learning strategy.

Competent people do not stay in incompetent surroundings. Competent people are attracted to, or stay in, a role because they see reward, value, stimulation and challenge ahead. All too often good people are lost because they do not like what they see happening around them - the way things are handled (or not handled).

Interpersonal relationships are what life is all about. Few people work or live in a vacuum. Relating with and working with adults means that irritations and misunderstandings happen frequently. These only denote trouble and a lack of success when they are allowed to get out of control.

In this section we will introduce the key areas of leadership, adult learning theory, motivating adults and working with teams.

702. LEADERSHIP SKILLS APPLIED TO TRAINING

This section sets out the competencies of leadership. These competencies are relevant for leadership in any role and in Scouting can be equally applied to working with young people or adults. The example provided relates to training adults. The concept of situational leadership and transformational leadership theory are also explained.

702.1 DEFINING LEADERSHIP

A simple and broad definition of Leadership is perhaps: *"The process by which a person influences the activities of an individual or a group in efforts towards the achievement of a goal or a shared purpose"*. (Robbin, 1998, Sergiovani, 1989, Rost, 1993). It is a relationship between the person and his/her followers that causes them to achieve things.

702.2 FUNCTIONS FOR THE LEADER

In essence, leadership requires that the conflicting demands of the 'Task', the 'Group' and the 'Individual' are managed to achieve the desired result by doing the right thing and doing it well. This is referred to as the "Action oriented leadership model"

Doing the right thing means being effective while getting things done reflects efficiency. Efficiency is associated getting things done through others by the traditional activities of planning, organising, monitoring and controlling. Effectiveness, on the other hand, isaffecte by what people are thinking and feeling and how they are linked to the environment, to the entity and the job. (Boehnke, et al. 2002)

The **Task** is the objective of the exercise, which can be practical and involve technical skills, but need not necessarily be so.

The **Group** comprises the people who are performing the task, the individuals who need to work together, to develop a spirit of unity and purpose andto support each other.

The **Individual** within the group has his/her own personal motivation and needs to be treated in a particular way to perform at maximum efficiency.

These elements frequently conflict with each other; if too much attention is paid to meeting the needs of one person, the needs of another may not be met. The leader must assess the relative priority in any given situation. For example, paying too much attention to the problems of one of the group members may cause the task not to get completed, this may damage the cohesion and morale of the group. On the other hand, if the needs of individual are temporarily subordinated to the achievement of the task, this could, if successful, raise the morale of the group and give the individual a feeling of achievement as well.

In balancing and determining the priorities between the three conflicting needs, a leader may adopt the following strategy:

1. Evaluate the task and communicate its requirements to the group;

2. Ascertain and use the resources of the group to meet those requirements, consulting them and delegating responsibility where possible;

3. Maintain the cohesion of the group by evaluating individual and group progress, rewarding and encouraging individuals; and

4. At the same time, communicate feedback on task performance as well as counselling and supporting individuals as required.

The emphasis put on each activity will depend upon the stage of the task, the experience and maturity of the individuals and their familiarity with each other.

702.3 THE QUALITIES OF THE LEADER

Whereas it is possible to investigate the 'functions of leadership', it may be less productive to define what a leader must *"be"*: i.e. the qualities that he/she must have. It can be useful early in a leadership course for the participants to list those qualities that they admire and would expect to find in leaders that they would follow. Such a list would merely demonstrate that there would be little agreement between individuals (personal motivations are different) and that many of the 'qualities' are inherent rather than capable of being acquired by training.

702. 4 THE SKILLS OF THE LEADER

The skills that a leader must demonstrate to be effective have been variously defined and can be summarised into several areas of competence as follows::

An effective leader should:

1. Set an example (Role-model)

2. Understand the needs and characteristics of his/her group (manage diversity)

3. Know and use the resources of the group (be able to obtain skills or information)

4. Communicate effectively (receive and give information)

5. Represent the group

6. Plan

7. Control and co-ordinate the group

8. Delegate and empower (share leadership)

9. Monitor and evaluate performance/outcomes

10. Help others to learn (manage learning)

11. Counsel and coach his/her group members.

Here is a brief explanation and a suggestion of ways that the acquisition of leadership skills can be built into training for leaders.

Setting an Example

This appears simple, but it implies that trainers insist on high standards for their training, not only in what they require from participants, but also what they require from each other. This applies both to technical standards of performance and presentation and also to dress, speech, language, attitudes and the manner in which they treat participants. Within a course, such matters can be discussed in tutor group sessions on values and standards.

Understanding the Needs and Characteristics of the Group

This implies that the leader should be a good listener and observer; that he/she should seek opinions and advice from the group and look for opportunities where members can participate according to their ability. The leader needs to recognise that each member of the group has his/her own strength and weakness and that it is important for the leader to value differences so as to gain more perspectives. This skill is practised during training by the use of the small group or tutor group, where participants can get to know each other well and share knowledge and expertise.

Know and Use the Resources of the Group

This implies that a leader has done his/her research on the group, and is prepared to listen to their ideas. On a training course, this is done by sharing the details on the application forms with the group tutors, and by giving participants opportunities to do things as small groups so that they can demonstrate their expertise or identify their lack of it. It also implies that a leader must have faith in the members of his/her group and provide direction only in those areas where they lack competence.

Effective Communication

In training, the trainers themselves should be the model of logical sequencing, clarity of exposition, simplicity of instruction and perceptiveness of evaluation. There are many ways in which the getting and giving of information can be put into practice on courses e.g. by referring participants to written resource material, or asking them to seek information from 'experts'; choosing representatives from the tutor group as delegates to a 'management group' formed from the course as a whole (as a Patrol Leader would speak for his/her patrol in the Patrol Leaders Council); Groups may be given the opportunity to design a project that is then presented to the course as a whole, together with explanation, questions and answers. There can be formal training sessions on instruction methods, preparing speeches and yarns, with an opportunity to present them. Presentation to the group rather than the whole course is less threatening to start with.

Representing the Group

This is naturally related to communication, but is a difficult skill because leaders will often represent what they think important rather than the general consensus from the group. On courses there should be opportunities for a spokesman from each group to report to a plenary session, after which each group can discuss whether they felt that their views had been adequately represented. Similarly group members could be asked to take minutes and have them agreed by the group afterwards. Different members will emphasise or leave out items according to their subjective judgement – until this is pointed out to them.

Planning

This crucial skill is an integral part of most training courses and requires leaders to be trained in the systematic approach to problem solving: identifying the needs of the situation; setting clear long and short-term objectives for performance; assessing priorities and logical sequence in which to tackle them; selecting appropriate methods by which the objectives could be achieved, and establishing the points in the sequence when evaluations should be made of progress, or of the validity of the original objectives.

There are many ways in which this can be done on courses, but the problem-solving project is the easiest. The group then needs to establish what needs to be done, how, by whom, and in what sequence.

Trainers should also share with participants the way in which they planned the programme for the training: how they identified the needs and how they set out to try to meet them. If this is done half way through a course, the participants can then evaluate to what extent they think the objectives have been met by the methods used and whether new objectives should be set for the remainder of the course.

Controlling and Co-ordinating the Group

This is closely related to the recognition of the three functional areas of a leader's responsibility: the Task, the Group, and the Individual, and exercises can be given to groups in which they analyse the leadership of the group in terms of the degree to which the needs in these three areas are met.

Leaders need to understand the role of encouragement and praise in the exercising of 'control', and the importance of clear briefing, sharing of objectives and listening, in the co-ordination of a group. It is important to realise that control may not always be democratic: the leader may have to make decisions for the group in the interests of safety or efficiency.

Delegation and Empowerment

The nature of the leadership functions are such that they do not always rest in one person and can be shared amongst the group members. Some people are more task orientated; some more person orientated, and each will exercise greater or lesser leadership depending on the nature of the task to be performed. Hence it is important that the

leader knows the characteristics and skills of his/her group and that he/she uses them to full effect. To use the skills of another i.e. to delegate, increases their own motivation as well as enhancing the leader's position in the group. A good leader will seek advice from the group where appropriate and empower he group by giving it a certain level of autonomy over decision-making. However, it is important to recognise what parts of a leader's function can be delegated and what cannot, and the circumstances under which delegation should or should not take place. Because the leader has the ultimate responsibility, the ultimate decision is theirs, although all good leaders would like, if possible, to develop in their group the feeling of *"we did it"*.

Monitor and Evaluation

All leaders should be capable of setting clear and realistic objectives in both the short and the long term. These can be practised on courses both in participant's individual projects and in their personal plans of action after the course has finished. Only by writing clear objectives can effective monitoring and evaluation be achieved.

There remains the question of when to evaluate, and this can be illustrated on courses by a variety of techniques, from the post-session evaluations, through the end-of-day evaluations on the development of the group, to the end-of-course evaluations of the whole training experience. It is important that trainers share their own objectives with participants so that sessions and the course can be seen and evaluated objectively.

If a leader can evaluate group and individual progress in knowledge, skills and attitudes, and is prepared to share that evaluation with his/her group, he/she is strengthening his/her leadership position by helping to meet the needs of the Task, the Group and the Individual.

Helping others to learn

The leader's first realisation must be that learning is something that the learner does, not something that the trainer or instructor does for him/her. Hence the learner has to be put into a situation in which he/she can learn by doing, or by practising a technique. There are some well established stages:

- State what is to be learned and why
- Establish what the learner already knows (Learners' experience), sharing those experiences and knowledge.
- Demonstrate, with an explanation
- Reinforce the explanation with aural, visual or practical support
- Allow the learner to evaluate his/her progress, by test, exercise or through critical reflection.

This sequence should not only be used in training, but each stage should be emphasised to participants.

Counselling and Coaching

It is important to emphasise that counselling is essentially the skill of listening sympathetically so that the person with the problem sorts it out for him or herself. The skill is to reflect, not to judge; to provide information but never to give advice. It is important that the leader differentiates between those occasions when he/she needs to direct or instruct, in order to ensure the completion of the task, and those when he/she can be of more help to the individual by allowing them to solve the problem for themselves.

702.5 LEADERSHIP CHECK LIST

As a ready guide for a leader to establish whether he/she has been using the leadership skill competencies, the following questions could be asked of any activity in which he/she has participated:

In achieving the **Task**

- Did I plan it carefully with the group?
- Did I continuously evaluate how it was going, and, at the end, did I take appropriate action?

In integrating and motivating the **group**

- Did I share the leadership with them? (i.e. were they fully involved in taking decisions?)
- Did I discover and use fully the resources of the Group?
- Did I co-ordinate them so that they worked effectively as a team?
- Did I ensure that the Group's interests were properly represented when discussing the task with others outside the Group?

In encouraging and supporting each **individual**

- Did I communicate effectively with each, the facts, techniques and values?
- Was I fully sensitive to each member as a person, his/her characteristics and needs?
- Did I help each one to learn any skill or knowledge required, and in a way in which he/she would willingly accept and assimilate?
- Did I empower individuals to take decisions, and overcome personal difficulties?
- Did I set the right example for others to follow?

703. LEADERSHIP THEORIES

703.1 SITUATIONAL LEADERSHIP THEORY

Situational Leadership may be defined simply as the mode of operation used by a leader to motivate and coordinate a group, so that a task may be completed effectively by using the appropriate or desirable leadership style – hence the style used by effective leaders will vary according to the demands of each unique situation.*

In the Action Centred Leadership model (see Item 702), the leader tries to balance the demands of the Task, the Group and the Individual, knowing that the dominance of any one of these factors will affect the ability to satisfy the needs of the others. The leader must balance his/her task behaviour (i.e. that directed to achieving the objective) with the amount of relationship behaviour that he/she uses (i.e. that directed to supporting the individual or welding the group together)

This model is essentially functional and concentrates on what a leader should 'do', rather than the 'style' in which he/she operates. The style must take into account the maturity of the group being led and of the individuals within it. Maturity in this context meant here implies not only differences in age and general experience, but also differences in their specific experience of the task and of working together as a group. The leader's style must therefore be flexible enough to take account of an ever changing situation.

THE TASK-RELATIONSHIP CONTINUUM

Traditional models have shown a continuum of situational leadership styles, which have been variously labelled:

The danger of regarding style as a continuum is that it suggests that a leader operates predominantly in one position on the spectrum, using a 'preferred style' according to an individual personality, background or training.

AUTOCRATIC	DEMOCRATIC	ABDICRATIC (Laissez faire)
Task oriented	Group oriented	Person oriented behaviour
Leader centred leadership	Groupd Centred	Member Centred

*SITUATIONAL LEADERSHIP was developed by Dr. Paul Hersey at the Center for Leadership Studies in Escondido, California, USA. Additional background information on the theory and application of SITUATIONAL LEADERSHIP can be obtained from the Center for Leadership Studies,

It can similarly be argued that a particular style is more suited to the achievement of some types of objectives than others, e.g. where precise and disciplined action is required, a more directive style will have more chance of success than democracy.

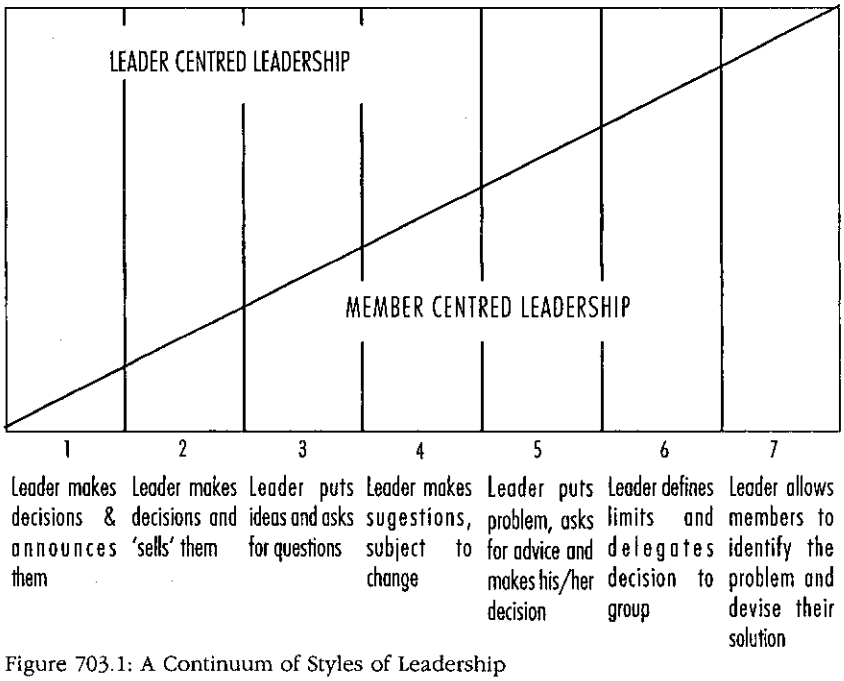


Figure 703.1: A Continuum of Styles of Leadership

It will be readily seen that these style categories can be related to different types of objective:

Possible Objective	**Possible effective style**
1) Rules and safety procedures for outdoor activities	1) Autocratic (1 above)
2) Team or inter-patrol games or activities	2) Manipulative (2 above)
3) Scouting techniques with a recommended method	3) Paternalistic (3 above)
4) Planning Toop programme	4) Participative (4 above)
5) Selection of location for annual camp	5) Democratic (Advisory)
6) Selection of patrol sites within general camp location	6) Democratic (unfettered)
7) Free choice patrol activity.	7) Democratic (unfettered)

It could be argued that there is yet another style available to the leader, that of abdicating responsibility under certain circumstances. This would rarely be within Scouting, although there occasions on which the personal learning achieved by the members is more effective if they are *"left to get on with it, and make their own mistakes"*.

The objectives suggested above are all related to activity, but they could equally be objectives in the field of learning, feeling and believing rather than doing. Because these are more person centred objectives, they need non-directive styles for them to be achieved effectively e.g. if a leader wishes to help his/her more mature members understand and apply the principles embodied in the Promise and Law, he/she will be more effective using a relaxed participative discussion than by *"telling"* the group what to believe.

A major challenge in Scouting is that many of our activities have multiple objectives. Most activities are, by themselves, merely the method by which a series of 'higher' objectives are achieved. The leader is therefore required to use a variety of styles, often in quick succession e.g. a canoeing expedition requires not only the directive leadership that ensures safety and the acquisition of skills, but also the person-centred styles that encourage the individual, allow the activity and reactions to be analysed and the personal lessons learned.

In practice, leaders move about the leadership spectrum, depending on the situation, and participate in both task and relationship behaviour simultaneously, altering the balance with the nature of the task, the stage of the process and the 'maturity' of the group.

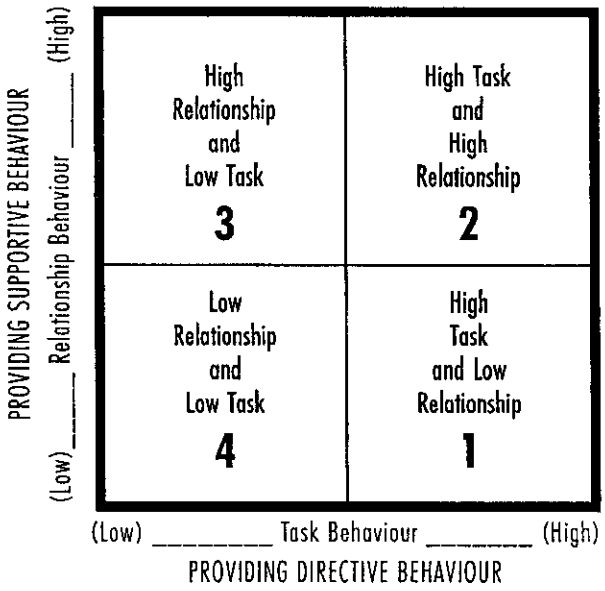


Figure 703.2: Leadership Styles

Likewise, in a group these leadership functions may be shared, with some members being more task-orientated, whilst others demonstrate more relationship behaviour.

Leader's demonstrating high amounts of task behaviour provide direction and communicate 'one way' instruction to the group in what, where and how the task is to be done.

Leader's demonstrating high amounts of relationship behaviour allow 'two way' communication; they listen, accept and encourage, facilitating the task by providing information and support when needed.

Hersey and Blanchard (1976) relate Task and Relationship behaviour to produce four major situations: **'Telling'**, **'Selling'**, **'Participating'** and **'Delegating'**.

1. TELLING

   (High Task/Low Relationship behaviour) is more suitable for activities requiring defined standards of performance, precision or timing.

2. SELLING

   (High Task/High Relationship Behaviour) is suited to physical activities with a danger element, requiring obedience but also encouragement.

3. PARTICIPATING

   (High Relationship/Low Task behaviour) is suited to social activity, e.g. where group integration is a major objective.

4. DELEGATING

   (Low Relationship/Low Task behaviour) is suited to objectives where self-knowledge, discovery or self-determination are major objectives.

The leader not only balances the task and relationship behaviour according to the objective to be achieved, but he/she must also take into account the 'maturity' of the group or individuals with which he/she is working. This concept needs further explanation.

THE CONCEPT OF 'MATURITY'

In this context, 'maturity' must be regarded as a 'task specific' or 'situation - specific' attribute, rather than being mature in any global sense. A 'mature group' is one that can be defined as having:

- the ability to set high and attainable goals i.e. it has the motivation to achieve;
- the willingness and ability to take responsibility for its action;

- the necessary education or training and/or the experience of the task to be done or the group to be worked with.

A person is not in this sense mature merely by virtue of age or experience of the world. A commissioner may be very experienced in technical Scouting skills and in handling young people, yet he may be *"immature"* in the sense that he has little experience of administration and managing adults, which form his/her main task as a commissioner. Likewise young Scouts might be very *"mature"* in specific technical skills, more so than their new Leader, despite the latter's maturity in other areas. Maturity is therefore specific to the situation or task to be performed.

To determine the appropriate type of leadership to be used one must first establish the maturity level of the followers for the sepcific task. There is a direct correlation between the level of group or individual maturity and the four styles of Telling, Selling, Participating and Delegating:

1. TELLING

   In the beginning, both the group and individuals need orientating, clear direction and a clear statement of objectives. Communication is one way and the leader defines what has to be done, by whom and how. The leader's style is directed to the task and there is little relationship behaviour at this stage.

2. SELLING

   In the early stages the group and individuals will need great encouragement to face the learning or new experience necessary to make progress on the task. So the leader, whilst still giving direction and making decisions, is also trying to *"sell"* the decision, which he/she wants the group to *"buy"*. Therefore both the task and the relationship behaviour must be kept at high levels.

3. PARTICIPATING

   As the level of maturity of the group or individuals increases (i.e. they become more familiar with the task and with working together), the leader begins to reduce his/her task behaviour and increase his relationship behaviour. He/she no longer needs to direct so frequently, but boosts the groups confidence by praise. The members of the group are *"participating"*; there is two-way communication with much facilitating behaviour from the leader, since the group have both the knowledge and ability to do the task.

4. DELEGATING

   Later it will become more appropriate for the leader to decrease both the task and the relationship behaviour, because the group becomes not only mature in the performance of the task, but

also psychologically mature in the sense that they can provide their own encouragement and motivation. They are both willing and able to take responsibility for directing their own behaviour, and social and emotional support from the leader is no longer necessary. In fact, the group sees a reduction of close supervision and increasing delegation of authority as a positive indication of the leader's confidence in them.

The relevance of this model to the Scout Movement is readily seen because it can be applied at a variety of levels and scales: The stages through which a leader develops the Patrol System in his/her Troop; the way in which a National Training Commissioner develops his/her Training Team; the way in which a new leader or commissioner is helped into his/her role. These styles could, in a general way, refer to the way in which the major Sections of the Movement are led. They could equally apply to the progress of any activity or instruction within a single Section.

HELPING OTHERS TO ACCEPT RESPONSIBILITY

One of the major aims of the Scout Movement is to help young people towards maturity, help them to accept increasing responsibility for determining their own actions, that they may take a constructive place in their society. A gradual change in the leader's operating style will assist this development. Change should take place in planned stages, and gradually, as changes in the group or individual response will also be gradual.

If the leader wishes to improve the ability of the group to accept responsibility he/she must reduce his/her task behaviour a little i.e. give less direction and allow the group an opportunity to assume increased responsibility. If this responsibility is well handled, the leader should reinforce this behaviour until the group (or individual) is assuming significant responsibility and 'direction' is becoming internally imposed, rather than externally from the leader. Gradually followers are able to provide their own direction, and also their own 'psychological strokes'. At this stage the acceptance of responsibility is positively reinforced by the Leader NOT looking over their shoulder, and leaving them more to make their own decisions.

Care must be taken not to increase the relationship behaviour too soon. If close direction is abandoned suddenly for relationship behaviour, it is difficult to establish standards of performance and the group will behave irresponsibly i.e. they will have too much freedom without knowing what to do with it.

REGRESSIVE BEHAVIOUR

All groups, particularly young people, but also quite mature adults have occasions when they behave more or less maturely, for a variety of reasons. The most common 'triggers' are:

- stress
- release of stress

- a new leader or new setting creating insecurity
- a new member of the group
- being treated in a style that does not accord with the perception of what is deserved.

All these influences can affect the response either up or down the scale of maturity. e.g. an otherwise irresponsible Scout may behave with great maturity in a crisis or if he/she is suddenly given real responsibility. On the other hand a group of responsible and experienced trainers may react obtusely if their newly appointed National Training Commissioner is too directive i.e. his/her perception is at the *"telling"* stage whilst theirs is for *"delegating"*, or at least *"participation"*.

In such circumstances, the leader may have to adjust his/her behaviour to meet the present maturity level of the group. If an otherwise responsible person is behaving badly because of a crisis, the leader may have to increase the direction and support that is given. Once the person regains his/her composure, the leader can revert to a more appropriate *"participating"* style.

The same principle applies to a person in a new job. A Scout leader who has been appointed a commissioner will not have the same *"maturity"* with respect to his/her new job. He/she is now less secure managing adults than when organising activities for young people. He/she cannot therefore be 'left alone' to the same extent and senior commissioners will have to increase their support and direction in the early stages. This high relationship, high task style continues until the new job has been grasped. Likewise the new commissioner will have to modify his/her own style from one that was appropriate for leading young people, to one that is more appropriate for adults.

THE CONCEPT OF THE 'POWER BASE'

(This section on POWER was developed by Dr. Paul Hersey and Dr. Walt Natemeyer at the Center for Leadership Studies.)

People perception of the nature of the authority of the leader (Their power base) will markedly affect the extent to which he/she is effective. A leader may draw his/her authority from a number of different *"sources of power"*. These are:

1. EXPERT POWER

   Possession of expertise, skill or knowledge assists the work of the group, and for this reason they comply.

2. INFORMATION POWER

   Possession of, or access to, information assists the group or allows them to be *"in the know"*. Hence they comply.

3. REFERENT POWER

This power is based on the leader's personality and possession of admired traits. Willing followers identify with the leader's views and attitudes.

4. LEGITIMATE POWER

Such a leader induces compliance by virtue of his/her position in the organisation – the higher his/her position, the higher his/her power tends to be. Followers believe that this position gives the leader the right to be obeyed.

5. REWARD POWER

This is based on the leader's ability to provide rewards, honorific or material, and followers believe that their compliance will lead to their gaining such rewards.

6. CONNECTION POWER

Here the leader gains followers because he/she is seen to be connected to an influential or important person inside or outside the group. He/She is felt to be able to influence others, favourably or otherwise, on their behalf.

7. COERCIVE POWER

This is based on fear, and failure to obey the leader results in reprimand, punishment or demotion.

All leaders may operate from several of these power bases – all can be recognised within Scouting – but the effective leader is wise to vary the power he/she uses, depending on both the situation in which he/she finds himself and the maturity level of his/her followers.

Maturity level	**Effective Power Base**
High Maturity	Expert Power
	Information Power
	Referent Power
	Legitimate Power
	Reward Power
	Connection Power
Low Maturity	Coercive Power

There is a direct correlation between the level of maturity of individuals and groups, and the kind of power bases that have a high probability of gaining their acceptance.

A person with high task-specific maturity, e.g. an experienced and expert trainer, is most likely to accept leadership only from one who has either greater expertise or is high in admired 'referent' power. If the new leader is not sensitive to this, any attempt by him to bribe ('reward'), coerce, or 'pull rank', will be unlikely to gain compliance, and may indeed have a destructive effect on the relationship. It is therefore the task specific maturity of the individual or group that determines the power stance that a leader should use if he/she hopes to be effective in influencing their behaviour or gaining acceptance from them.

With people of high task-specific maturity, the need for socio-emotional support from their 'leader' is less important than the need for a degree of autonomy. Where the group is less mature, a leader may have to use encouragement, reward or even coercion to ensure that the individual or group behaves productively.

Whilst potentially all these power bases are available to a leader, there may be variations in the power he/she actually possesses, by virtue of his/her position in the hierarchy, or of his/her actual personality. Obviously the higher he/she is placed in the hierarchy, the greater will be his/her ability to reward, coerce, encourage, possess connection power and have access to information. A Scout leader will not have the variety of power bases available to a commissioner.

We must note however that the power bases that are most relevant at below average levels of maturity are those that the position or organisation can bestow upon a leader. On the other hand, the power bases that influence people who are above average in maturity, must in the main be earned from the people that the leader is trying to influence. In otherwords, Scout leaders are more likely to be impressed by Chief Commissioners, than are other comissioners, who are impreseed by power bases other than rank.

Finally, we must remember that it is not always the reality, but the perception of reality that produces behaviour. It is the perception that others hold of a leader's power – and his/her willingness to exercise it – that gives the leader the ability to get compliance and influence their behaviour. Hence, to be effective a leader needs to know the sources of power that he/she is perceived as having by other people.

We can attempt to summarise the relationship between maturity, power bases, and appropriate leadership in tabular form:

MATURITY OF GROUP OR INDIVIDUAL	LOW MATURITY Unable and unwilling to take responsibility	MODERATE Unable but willing to take responsibility	MATURITY Able but lacking in confidence	HIGH MATURITY Able and willing to accept responsibiltiy
GROUP OR INDIVIDUAL NEEDS	Group needs clear and specific direction and supervision	Direction is needed for lack of ability – and support to give confidence	"Active listening" required to encourage use of ability and share in decision making	"Psychologically mature and able". Does not need high amount of support or direction
LEADERSHIP STYLE CHARACTERISTICS To give a productive group	"TELLING" One-way Communication High Task Behaviour Low Relationship Behaviour	"SELLING" Two-way Communication High Task Behaviour High Relationship Behaviour	"PARTICIPATING" Two-way Communication Low Task Behaviour High Relationship Behaviour	"DELEGATING" Two-way Communication Low Task Behaviour Low Relationship Behaviour
APPROPRIATE AND ACCEPTABLE POWER BASES	COERCIVE	REWARD	REFERENT	EXPERT
	CONNECTION	LEGITIMATE		INFORMATION
CHARACTERISTICS OF POWER BASE	Based on fear of sanction	Based on leader ability to provide rewards	Based on leader personality or admired traits	Based on leader possession of skill or knowledge
	Based upon leaders perceived influence or connection to significant others	Based on position held in organisation	Based on leader possession of, or access to, valued information	
GAINING COMPLIANCE			INFLUENCING BEHAVIOUR	/IOUR

703.2 TRANSACTIONAL AND TRANSFORMATIONAL THEORIES

Introduction

Past concepts of leadership studies since the 50s to80s examine what the leader do to satisfy the current needs of their followers. As a result, terms like "task-oriented leader" and "people oriented leader" have been used to describe leadership style. Evidence suggests that, both these styles are essential for leadership effectiveness. To be both influential and persuasive, leaders have to show concern for both the needs of the people as well as ensuring that the task is not being grossly overlooked at the expense of maintaining relationships.

Findings of leadership studies in the 60s assert that an effective leader behave appropriately depending on the situation. This gives rise to the new leadership approach and the phrase, "situational contingency leadership theory" was often used, as a result (Gibson and Marcoulides, 1995). The concepts are explained under 702.6.

The general leadership findings of the 50s to the 70s are that leadership is often described as a transactional relationship involving a series of exchanges and bargains between leaders and followers (Avolio and Bass, 1988, Bass, 1985,Yukl, 1994). Hence, referring to the bulk of leadership models and theories as the "transactional leadership theory" since this focuses primarily on the exchanges that take place between the leaders and their followers.

What is Transactional Leadership?

Transactional leadership theory focuses on the leader whose main purpose is to meet the current needs of his or her followers by :

- Ensuring they clearly understand the goal.
- Ensuring that the path to goal attainment is also clearly understood, that they know how to achieve it.
- Removing potential barriers within the system
- Motivating them to achieve the predetermined goals (House, 1971) and
- Rewarding them for achieving the goals.

Simply put, transactional leaders pay close attention on the business of getting things done. According to Bass, 1985, transactional leadership is postulated to result in followers achieving an agreed level of performance, an exchange of rewards for compliance. Viewed from this point, both the transactional leader and the follower agree on what the follower will receive upon accomplishing the mutually agreed, predetermined goals.

What is Transformational Leadership?

On the contrary, transformational leadership refers to the process whereby individuals engage with each other's and create a connection that raises the level of motivation and morality in both the leaders and the followers (Northouse, 1997). Burns, 1978, was the first scholar to

distinguish between transactional and transformational leader. According to Burns, transformational leaders pay close attention to the needs and motives of their followers and attempt to help them reach their fullest potential.

An oftenly cited classic example of transformational leadership is Mahatma Ghandi who raised the hopes, aspirations and needs of millions of his people where the followers put the wider interests of the country over personal interests. In essence, the Transformational leaders are effective in transforming the beliefs and value systems of the followers and organisations for mutual benefit.

Such leaders transform and motivate followers by:

- Increasint the awareness of the important outcomes of a given task.

- Inducing them to transcend thei own self interest for the sake of the organisation of team, and

- Activating their higher order needs.

Hence, transformational leaders not only lead their followers but also empower and enable them to become leaders through the development of a relationship of mutual trust and stimulation. A lot of research indicate that transformational leadershp will often result in followers performing beyond expectations due mainly to the influence of the leader. By focusing on the emotions of the followers' coupled with reinforcing the shared values and objectives, transformational leaders can help their followers collectively go the "extra miles".

Effective Transformational Leadership Behaviour

Transformational leaders engage in specific behaviour. Following is a brief explanation of the Bass's model of tranformational leadership theory.

- Visioning

  The leader clearly communicates a vision of the future, broadly shared by the members of the organisation. This vision describes the ultimate outcomes with which people need to achieve, and the leader expresses optimism about the future with strong expressions of personal confidence and enthusiasm, Tranformational leaders lead by example, serve as role models and behave in ways consisted with their vision.

- Inspiring

  The leader generates excitement at work and heightens expectations of others through symbols and images. In communicating about the vision, they express their dreams in highly motivational languages. They give pep talks with high

energy, optimism and passion, building confidence in their vision and self-confidence in their followers.

- Stimulating

  The lead arouses interest in new ideas and approaches and enables employees to think about problems in new ways. They encourage challenging the status-quo and questioning the assumptions and old ways of doing things. Creativity is fostered divergent thinking, encouraged.

- Coaching

  The leader coaches, advises and provides "hands-on" help for others to improve their performance. They listen attentively and express encouragement, support and confidence in others' abilities to achieve the high expectations inherent in the vision. They give positive feedback for strong performance and effort. They provide many opportunity for personal development by giving challenging tasks (as distinct from keeping all these kinds of jobs for themselves).

- Team Building

  The leader builds effective teams by selecting members with complementary skills. They build trust and self-confidence by sharing information,, giving prompt feedback, utilising individual skills of members and removing obstacles to team performance.

In Scouting, which leadership type is appropriate: transactional or transformational?

Past studies reconfirm effective leadership, requires both types. (Kotter, 1988, Kouzes and Posner, 1987, Nadler and Tusman, 1989)

However, since Scouting is a voluntary organisation, it is worth noting that volunteers are inspired and motivated through intrinsic rewards more thant extrinsi rewards. There are some leadership studies in non-profit organisations, which reaffirm the value and importance of engaging in transfomational leadership behaviours (as described, above) in securing the commitment of volunteers.

Furthermore, behavioural research findings suggest that people are generally more satisfied with a leader who is friendly, helpful, respectful and shows concern for the needs and feelings (Bryman, 1992, Yukl, 1994. These behaviours are consistent with the transfomational leadership model.

703.3 BRIEF OVERVIEW OF TRENDS IN LEADERSHIP THEORY AND RESEARCH

The table below summarises the main findings and themes of past leadership studies:

PERIOD	THEORIES / APPROACHES	THEORIST / RESEARCHERS	KEY FINDINGS / THEME
Up to late 1940s	Traits theory	Ralf Stodgill	Traits approach focuses on "what leaders are". The approach looks at the personality and unique characteristics of successful leaders. Leaders, who are taller, smarter, more aggressive, more creative are deemed effective. Assumes that personal characteristics determine effective leaders, therefore, leaders are born. Main criticism of the traits leadership is that it fails to take the situation into account. People who possess certain traits that make them leaders in one situation may not be leaders in another situation and therefore it difficult to identify a universal set of leadership traits in isolation from the context that the leadership occurs (Northouse, 1997).
Late 1940s to late 1960s	Behaviour or style theory	Ohio State University; University of Michigan	Since the traits theory no longer provides answers to effective leadership requirements, subsequent studies of leadership look at the behaviour of successful leaders to determine what they do which make them highly effective. The style theory focuses on "what leaders do." It implies that Leaders who show concern for both the task and the people are deemed more effective than others who only concentrate on one of these aspects. The main criticism of the style approach is that it has failed to find a universal style of leadership that could be effective in almost every situation. Even leaders with high-high style (that is high task and high relationship) are only effective in certain situations (Blake and McCanse, 1991; Misumi, 1985).
Late 1960s to early 1980s	Contingency leadership theory	Fred Fiedler, Blanchard & Hersey Blake & Mouton	The main finding of this approach is that leaders adapt their leadership style to the development level of their subordinates. For example, leaders will use the delegating style to subordinates who are willing and have high competency level for a given task. In other words, effective leaders do the right things at the right time in the right place. The premise of this approach is that leaders demonstrate a strong degree of flexibility. The main criticism, however, concerns the ambiguous conceptualisation of what constitute the maturity and competency levels of the subordinates. Furthermore the authors of this theory do not provide an explanation for how competence and commitment are weighted across different development levels (Northouse, 1997).

PERIOD	THEORIES / APPROACHES	THEORIST / RESEARCHERS	KEY FINDINGS / THEME
Early 1980s	Transformational Leadership Theory, Charismatic Leadership Theory, Visionary Leadership Theory	House (1977) Burns (1978) Schein (1985) Bass (1985 Kouzes & Posner (1987) Sashkin (1986)	The sample population of past research since 1940 to1970s are generally managers and middle ranking leaders (Sashkin, 1990). It was only in the late 70s that leadership research focuses on leaders of countries and large corporations. What makes them different from other in time of crisis or during adversity? The general findings indicate that effective leaders are able to transform their people and even the society for the better. They do this by developing a vision that brings about a new culture. They do the right things as opposed to doing things right.(see earlier explanation on transformational leadership) One of the main criticisms of this theory is that, since transformational leaders often play a direct role in creating changes, establishing a vision, etc, it gives the impression that the leaders are imposing their values and belief systems independently by putting their interests above their followers' needs. This criticism of elitism has been refuted by Bass and Avolio (1992) who contend that transformational leaders can be directive and participative as well as democratic and authoritative (Northouse, 1997).

703.4 EXERCISE WITH LEADERSHIP

(Adapted from the Multifactor Leadership Questionnaire developed by B.M. Bass and B.J Avolio (1992).

This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients or group members.

KEY: **1** = once in a while; **2** = sometimes, **3** = fairly often; **4** = frequently, if not always.

	MULTIFACTOR LEADERSHIP QUESTIONNAIRE	1	2	3	4
1	I make others feel good to be around me.	1	2	3	4
2	I express with a few simple words what we could and should do.	1	2	3	4
3	I enable others to think about old problems in new ways.	1	2	3	4
4	I help others develop themselves.	1	2	3	4
5	I tell others what to do if they want to be rewarded for their work.	1	2	3	4
6	I am satisfied when others meet the agreed upon standards.	1	2	3	4
7	I am content to let others continue working in the same ways, always.	1	2	3	4
8	Others have complete faith in me.	1	2	3	4
9	I provide appealing images about what we can do.	1	2	3	4
10	I provide others with a new ways of looking at puzzling things.	1	2	3	4
11	I let others know how I think they are doing.	1	2	3	4
12	I provide recognition/rewards when others reach their goals.	1	2	3	4
13	As long as things are working, I do not try to change anything.	1	2	3	4
14	Whatever others want to do it's okay with me	1	2	3	4
15	Others are proud to be associated with me.	1	2	3	4
16	I help others find meaning in their work.	1	2	3	4
17	I get others to rethink ideas that they had never questioned before.	1	2	3	4
18	I give personal attention to others who seem rejected.	1	2	3	4
19	I call attention to what others can get for what they accomplish.	1	2	3	4
20	I tell others the standards they have to know to carry out their work.	1	2	3	4
21	I ask no more of others than what is absolutely essential.	1	2	3	4

Score Interpretation

The MLQ measures your leadership on seven factors related to transformational leadership.

Factor 1 : *Idealised influence* indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams and act as their role model.

Factor 2 : *Inspirational motivation* measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work and try to make others feel their work is significant.

Factor 3 : *Intellectual stimulation* shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions and nurture people to question their own values and beliefs and those of the organisation.

Factor 4 : *Individualised consideration* indicates the degree to which you show interest in others' well-being, assign project individually and pay attention to those who seem less involved in the group.

Factor 5 : *Contingent reward* shows the degree to which you tell others what to do to be rewarded, emphasise what you expect of them and recognise their accomplishments.

Factor 6 : *Management-by-exception* assesses whether you tell others the job requirements, are content with the standard performance and are a believer in "if it ain't broken, don't fix it."

Factor 7 : *Laissez-faire* measures whether you require little of others, are content to let things ride and let others do their own thing.

Scoring

Your score for each factor is determine by summing three specified items on the questionnaire. For example, to determine your score for factor 1, *Idealised Influence*, sum your responses for questions 1, 8, and 15. Complete this procedure for all seven factors.

	NAMES OF FACTORS	QUESTIONS	TOTAL
FACTOR 1	Idealised Influence	1,8 and 15	
FACTOR 2	Inspirational Motivation	2,9 and 16	
FACTOR 3	Intellectual Stimulation	3,10 and 17	
FACTOR 4	Individualised Consideration	4,11 and 18	
FACTOR 5	Contingent Reward	5,12 and 19	
FACTOR 6	Management-by-Exception	6,13 and 20	
FACTOR 7	Laissez-Faire	7,14 and 21	

Score Range: High = 9 to 12, Moderate = 5 to 8, Low = 0 to 4

704 HELPING ADULTS TO LEARN

704.1 INTRODUCTION

The training and development a person goes through to achieve whatever knowledge is required to undertake a role or complete a task is significant and at times quite demanding. A lot of time and effort is spent in classroom and lecture situations participating in learning sessions with other adults. In addition to this, much time is spent reading books and papers.

This effort is important and is as it provides us with the underlying theory which is necessary if we are to acquire knowledge, improve ourselves for the future and develop ourselves for different jobs and roles.

It allows us to contribute to our knowledge, by understanding how other people may have done things in the past and learning from their models and theories. However, theory without practical experience, adds no real value to the learning strategy. Without experience we are unable to place ourselves in given situations and imagine how we may do a certain task.

It is important that adults are helped to take these theories and apply them to real situations, thereby gaining real learning by using the theories in real situations.

704.2 SO WHERE DOES THE REAL LEARNING TAKE PLACE?

Real learning happens when we are call on to put theory into practice. Learning occurs because we are able to apply new practices, models and theories that were covered in the classroom in real situations and so put the theory to use.

Another thing happens here too. We may have been given with ideas and theory in the classroom which suggest that we act a certain way. Experience however allows us to evaluate these ideas, theories and to adapt our learning response to cope with given situations. This allows us to learn as we go, using life's experience to develop our learning.

Experience may be gained several ways. A good teacher will allow people to contribute their experiences as part of the learning event. This adds positive value to the session and allows for experiential learning in a classroom.

704.3 EXPERIENTIAL LEARNING IN THE CLASSROOM

Some methods which can be used to encourage participants to use their real life experiences in the learning process are Role-Plays, Games, Interactive Computers (Computer Based Training), Simulations and Brainstorming sessions.

- Role-Plays

Role-Plays allow the learner to put themselves into a situation to further investigate how they may act or react. An example of this may be to role play a meeting, where participants are given a certain role to play and the Chair is required to meet a certain objective or outcome. This would allow all participants to see how people react under certain conditions or atmosphere.

Role-play helps participants to develop the ability to project themselves into the minds and feelings of others, and thus increase understanding of human behaviour and skill in working with people.

There is a danger of the participants being embarrassed or becoming too emotionally involved in the activity. When members of a group know one another well and feel 'secure' in each others' company, these risks are minimised.

Obviously, such a method should only be used by a skilled trainer working with a group, the members of which are familiar and 'secure' in one another' company.

- Games

Games have players who work to a clearly defined set of rules. They can be competitive or co-operative and usually involve some form of physical activity. They are often used as icebreakers, energisers, or to release tension.

Watching how people work and react in competitive climates is an interesting way to learn. Games allow all participants to have input and have an influence on the output. The games could vary from competitive board games, that allow players to vie for points to win the game, to a computer game that will allow a single player to contribute to their own success or demise. This sort of activity will allow people to make decisions that will affect the outcome; this will allow learners to experience making the right and wrong choices.

The outcomes should always be positive for all. This of course does not mean that all players must win, but rather that all players' gain value from the experience.

- Interactive Computers

Participating in an interactive computer programme will allow the learner to place themselves in situations which may be new to them. Interactive computers normally allow the learner to answer a series of questions or complete exercises that contribute to completing a programme.

This type of learning lends itself to being self-managed and would normally be completed by a single learner.

- Simulations

In a simulation the participants take on roles which represent the real world, or as near the real world as it is possible to obtain in a training situation. The participants are asked to respond to the information that is given to them as they would in real life. The simulation courses participants to experience the consequences of decisions they make and their general performance as a group.

A simulation too needs have a realistic background scenario against which participants can make valid decisions and plans. This information can be provided in written form, by a role play or by using video or audio tapes.

Producing a realistic situation which really meets the needs of the participants and achieves the learning objectives set by the presenter takes a considerable amount of time and work. This must be allowed for when planning a course programme.

- Brainstorming

This activity allows all learners to generate ideas and in a second phase the ideas and solutions are examined and assessed without fear of providing a wrong answer. Brainstorming can be used to facilitate input from all participants in a group. A question or subject will be introduce and all people will contribute their ideas and thoughts without fear of wrong answers. This sort of activity will allow all people to hear many different ideas, thereby opening up different ideas to many people.

You may be able to recognise other ways for you to include your experiences in a learning environment. It is important as a learner or teacher, that experiences are recognised and acknowledged and by doing this it will allow all participants to interact on all levels.

Brainstorming must always have a debrief to discuss what will work and ideas that are new or invigorating. A facilitator must be experienced in this type of exercise to ensure that it works well.

704.4 ACKNOWLEDGING THE EXPERIENCE OF LEARNERS

Facilitators/educators recognise the experiences that are brought to a learning environment and with this recognition, educators are able to acknowledge the experience and use it as part of the learning experience. There are different ways experience can be acknowledged, these are:

- Trainers may be able to link explanations and illustrations to the prior experiences of the learner. This will allow for rapport to be built between learner and trainer, as well as ensuing that learning

is relevant. Rapport builds trust and makes the experience far more enjoyable for all.

- Trainers may be able to link the learner's experiences to the current learning activities. Adapting material to the immediate problems and concerns of the learners, again ensures that learning is relevant.

- The design of learning experience will allow the learning to flow. Designing the learning activity to include some of those things mentioned earlier i.e. role-plays, exercises and simulations allow all learners to experience a common experiential learning base. This allows the whole group to learn from the experiences of others in the group.

- Finally, a trainer may be able to place experiences and learning under critical scrutiny. This will allow the learner to question beliefs and ideals and allow the learner to challenge and reassess their view of practices that were previously taken for granted, based on their own experiences.

704.5 SO WHAT IS EXPERIENTIAL LEARNING?

We may now be able to define experiential learning as *"gaining knowledge or greater wisdom by taking part in various exercises and discussing topics with people to experience different ideals and attitudes."*

Within a Scouting context we usually call this `learning by doing´ you will recognise this as part of the Scout Method. In fact we should apply the Scout Method to adult learning, so we usually use small groups during training events and we incorporate out of door activities where possible.

Experiential Learning Model

The main premise of this model is that all learning is experiential. This means a person learn by experiencing the issue or the subject by relating to it, and by actively interacting with it. It is a learning that is achieved through real-life experience and reflection. Scouting, a form of non-formal education fully embraces the concept of learning through experience using the Scout Method.

Each one of us has an experience that is fundamentally unique. Experience enriches our understanding of the world we live in. Who we are is the function of the sum total of our real life experiences.

So important is this concept that John Dewey, the father of modern education in the U.S.A., claimed that " All genuine education comes about through experience" and in the words of Peter Jarvis (1992), an educationist, "Life is about experience, whenever there is life, there is potential for learning"

There are several models of experiential learning. One of the frequently cited models is the one developed by Kolb and Fry (1975), shown in the diagram below.

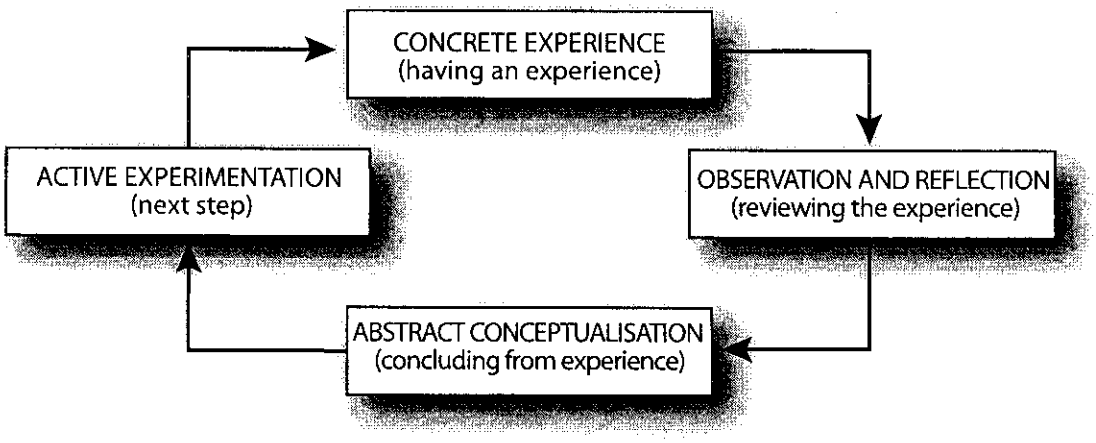


Figure 704.1: The Experential Learning Model

The model comprises four elements.:

Concrete Experimentation (Having an experience "What")

The first element is about having an experience. What really happened? It might be based on a specific incident or merely on a selected passage of time.

Observation and Reflection (Reviewing the experience " So what")

The next element, observation and reflection involve reviewing the experience. This is the most important part of the learning process. This is the part when we try to make sense of the learning by asking simple questions like:

"What did you learn?"

"How are you going to do it differently or better as a result of the experience?"

"As a consequence of an experience, what are the things that you know that you did not know before?"

"Did you discover new things that you had taken for granted or rediscovered something that you had forgotten?"

"Or perhaps do something that you could not or would not do before?"

Abstract Conceptualisation (Concluding from the experience "Now what")

The third element, the abstract conceptualisation, is the part where you draw conclusions from the experience after going through the process of critically reflecting on the learning that comes with the experience.

Active Experimentation (Next step "What's next")

The last element of the model, the active experimentation, is the part where you make things happen. A plan of action is developed specifying what you are going to do in the light of the conclusion.

The model is in itself a learning cycle. It can begin at any one of the four elements and it should be approached as a continuous spiral. The learning process commences with the person carrying out a specific action and then experiencing the effect of the action.

Applying the experiential learning model to Scouting

We apply this model to various scouting activities like First Aid, hiking, pioneering, team building etc. by following the guide below.

1. Conduct a debriefing session immediately after the completion of the activity when the issues happening are still fresh in the mind.

2. Ask participants to share their experiences, feelings and thoughts during the activity, openly. Do not evaluate experiences. Each individual experience is unique to that person. For example, you may ask the participants to express how they felt about the experience.

3. Encourage participants to recall what went well and what went wrong and why. For example, are we applying the Scout Method effectively in achieving our objectives? If yes, which part of the method and if not, why not?

4. Reflect on the learning as to how you have developed new insights or perspectives and how it has or has not changed your value and belief systems.

5. Discuss how things would be done differently, in the future. That is if you are to conduct the activity again what improvements or changes would you like to make to enhance the learning.

6. Develop a plan of action as a result of the learning. What is your next immediate step you are going to take following the activity? For example, you may want to enrol in a course to learn additional skills or change your behaviour to suit the changing circumstances.

7. As you embark on your planned action, you will have a new experience and the experiential learning cycle commences once again. Upon reflection, new meanings will be developed. Old assumptions may be revalidated or new ones formed from your conclusions from the experience. Finally, the next course of action will be planned and activated at the appropriate time.

Making it happen

Always make a conscious effort to place learning as a mandatory activity rather than a discretionary one. To achieve this, here are four steps to follow:

- Create a learning diary or a logbook to record learning.
- Take a 10 to 15 minutes time to review and reflect on a daily basis what went well and what went wrong in the day. What is the most important accomplishment of the day and the lesson learnt? Record it in the logbook.
- Schedule a monthly meeting among the team members (Unit leaders). Each member would be required to prepare for the meeting by identifying and describing an experience, sharing it with others on what was learned and the action arising.
- Record and disseminate the learning with other leaders so that they too can benefit and similar mistakes can be avoided.

704.6 ROUNDING OFF THE EXPERIENCE IN SCOUTING

Adults in Scouting acknowledges the values and experiences that all people bring to this great game of Scouting. The Adults in Scouting Principles state that we will review our roles on a three-year cycle, this review will have three possible outcomes -

- Reassignment to a new role in Scouting
- Renewal of your existing role; and
- Retirement from Scouting

These outcomes are reliant on the experiences and knowledge that we acquire with our time in and out of Scouting.

We said earlier that theory without the backing of experience has minimal value for the learner. Lifelong learning relies on acknowledging the value that experience adds to the learning.

It is therefore important that adults are helped to learn from their experiences, both in formal and informal settings.

704.7 ADULT LEARNING THEORIES

What does learning mean to you?

The word LEARNING encompasses so many meanings. Consider for a moment how we learn individually. That is, how do you personally learn something, or know that you have learned something? What difference does your perception or understanding of learning make to how you learn? And, What do these differences mean for you as an individual learner and for the people you train or work with?

If you think about it, your answers could have been like these:

- No desire to learn because no learning takes place. Therefore a willingness to learn can make a difference.
- How a supportive learning environment makes learning meaningful.
- How reflecting on experiences and direct involvement increase learning.
- How can learning benefit me to become more effective

Hence, dealing with adults, it is good to know how helping them to learn differs from teaching children. Teaching children is sometimes called "pedagogy", which is primarily focused on instruction than on learning (Rothwell and Sredl, 1992). The concept associated with adult learning often known as "andragogy", is defined as the art and science of helping adults learn (Knowles, 1990). The main assumption of andragogy is that adults are self-directing and use their experience as the key source for learning. The concept of experiential learning as been covered under 704.5.

Learning theories help us understand how people learn. They assist us to predict and explain behaviours, effects or events. Four major theories are presented as follows:

Pedagogy

This theory assumes that learning occurs by exposing people to the subject. The purpose of learning is to absorb information. This approach is common in schools and even in higher institutions of learning, such as universities where sequences of subjects within a discipline are taught through which learners must progress to graduate. Pedagogical learning consists of mastering increasingly sophisticated knowledge (Rothwell and Sredl, 1992).

Behaviourism

Behaviourism, a term coined in 1913 by John B. Watson has made a lasting impact on the learning environment. The primary assumption of the theory is that the learning environment can be controlled. It is like using the "carrot and stick" approach to learning. Learners are rewarded, for example, with good grades, given attractive prizes, etc. when the desired level of learning is demonstrated and attained. For failing to achieve the required standard, the opposite is true.

The behaviourist learning theory focuses on the current behaviour and not on the past determinants of it. To the behaviourist, thinking and feeling have relatively little to do with learning, since it cannot be observed and measured. One of the main methods used is the positive reinforcement technique, since learning occurs through the reinforcement of the desired responses. The objective is to shape behaviour through reinforcement and get the learner to internalise with the reinforcement so that the new desirable behaviour is rewarding in itself (Kramlinger and Huberty, 1990). Behavioural scientist, B.F. Skinner use reinforcement to successfully teach pigeons to bowl where if the pigeon moved the ball towards the pins, it got a piece of grain, otherwise, not.

The main criticism of this theory is that it is too mechanistic it fosters a manipulative view of learning. Some have conceded that a change in behaviour can also happen from forces within the learners as well as from external environments and forces.

Cognitivism

Unlike behaviourism, cognitive learning theory is concerned with insights and understanding. It is an academic approach based on the principle that learning takes place when the learners are exposed to logically presented information. The understanding of relationships, which exist between the disparate parts of a complex problem produces insight that results in learning. The focus is on seeing the big picture, seeing the pattern rather than the parts. Indeed, the whole (the pattern) is greater than the sum of its part. Some academics regard this theory as the "Gestalt theory", which emphasises the process of discovering relationships and perception as fundamental to learning (Rothwell and Sredl, 1992).

The predominant learning instruction techniques used are lectures, case studies, diagrams, reading and debates. The cognitive learning theorists see learners as having the ability to adapt to the environment and capable of changing it.

Humanism or Developmentalism

The humanistic or the developmental learning theory is founded on the premise that learning occurs primarily through reflection on personal experience (see the experiential leaning model described in 704.5). The purpose of the theory is to encourage learners to develop their full unique potential because it assumes people are unique and that they have the natural capacity for learning (Rogers, 1983). The job of the trainers is to facilitate the learning process by creating supportive learning environments and instead of the "tell" approach, "ask" learners to reflect and make connection to their past experiences.

As opposed to the behaviourist theory, which tends to be trainer-focused, the humanistic theory emphasises on the learner-centred approach to learning. That is, instead of designing learning event from the trainer's perspective (what trainers think learners should know), the learning

objectives, methodologies, programmes, processes, etc., are based on what learners want to know and learn. The focus is on the learners and not the trainers.

The andragogy concepts described earlier and the adult learning principles, which will be mentioned later, are well-grounded on the humanistic learning theory. In the andragogy theory of learning (Knowles, 1990), learning is a result of self-direction because as people grow older they need greater autonomy and most of their learning is intimately influenced by personal experiences. Basically, adults learn solely to satisfy needs. Hence, the humanistic theory explains why it is fundamentally important to understand what adult learners need and then attempt to meet those needs, where appropriate.

Summary of the learning theories is tabulated below for easy reference

	PEDAGOGY	BEHAVIORAL	COGNITIVE	HUMANISTIC
Theorist	None in particular	John B. Watson Ivan Pavlov Edward Thorndike B.F.Skinner	Wolfgang Kohler Edward Tolman Kurt Lewin Jerome Bruner	Jean Piaget Abraham Maslow Carl Roger Malcom Knowles
Basic Assumptions	People know little or nothing, therefore have to be told	Environment can be controlled to influenced learning	Learning occurs when presented with logical argument and information	People are unique and have the natural capacity for learning
Purpose of Learning	To teach and force learning	To change or reinforce desired behaviour	To see the big picture and internal mental processing	To reflect on personal experience, to be autonomous
Trainer's Role	Assumes subject matter experts, crucial	Become a role model and create the environment to elicit desired response	Facilitates the thinking process to see the connections	Facilitates the development of the whole person
Learner's Role	Passive, unimportant	Shaped by environment	Active participation	Active participation and involvement
Learning techniques	Lectures Demonstration Practices Test	Positive reinforcement Role play Behavioural modelling simulations	Case studies Debates Panel discussion Diagram and charts Readings lectures	Guided reflection Debriefing session Action learning Project Self assessment visualisation

704.8 ADULT LEARNING PRINCIPLES

The following principles are common in the literature:

- Adults learn throughout their lifetime;
- Adults learn best when they have the opportunity to test new information or ideas in practice;
- Adults enter learning with immediate needs which are problem, task or current life focused;
- Adults apply meanings, values and strategies to interpret and reflect on new experiences;
- Adults do not learn productively under severe time constraint - like to set their own pace;

- Adults express a need to learn quickly and return to responsibilities:
- Adults have individualistic learning styles and differing cognitive and developmental stages;
- Adults learners and facilitators modify each other's behaviours;
- Adults need balance between individual and group learning activities;
- Adults learn best when they have the opportunity to evaluate the effects of their actions;
- Adults learn best when they have the opportunity to plan and control their learning in a non-threatening environment;
- The opportunity to discuss new information and ideas with peers and trainers enhances the learning of adults;
- Adults learning can be enhanced when new information can be linked with present knowledge;
- Adults learning is enhanced if there is opportunity for demonstration, observation and questioning;

704.9 ADULT LEARNING STYLES

Each of us is unique. From the humanistic perspective, the needs and aspiration of individuals as well as their experiences are unique to themselves. Each one of us, develops ways of thinking, perceiving, behaving and doing, based on his or her values, education, family, friends, etc. Over time, this will influence the way we learn. Research has shown that we learn best in the style that suits our value and belief systems.

Honey and Mumford,(1982) identified 4 types of learning styles as follows:

GENERAL DESCRIPTIONS

(Adapted from Honey and Mumford, 1982)

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down, they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people, constantly involving themselves with other but in doing so, they seek to centre all activities around themselves.

Reflectors like to stand back to ponder experiences and observe them from different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act, it is part of a wider picture which includes the past as well as the present and others' observations as well as their own.

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step, logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who will not rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models, and systems thinking. Their philosophy prizes rationality and logic. "If it's logical it's good.." Questions they frequently ask are "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that does not fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is "There is always a better way' and "If it works, it's good."

WHEN WILL YOU LEARN BEST/LEAST

(Adapted from Honey and Mumford, 1982)

If you prefer the **Activist** style you will learn best from activities where:

(a) There are new experiences, problems, etc., from which to learn.

(b) You can engross yourself in short 'here and now' activities such as business, games, competitive teamwork tasks, or role-playing exercises.

(c) There is excitement, drama, crisis and change with a range of diverse activities to tackle.

(d) You have a lot of the limelight, high visibility, example, chairing meetings, leading discussions, giving presentations.

(e) You are allowed to generate ideas without constraints of policy or structure or feasibility.

(f) You are thrown in at the deep end with a task you think is difficult, and a challenge with inadequate resources and adverse conditions.

(g) You are involved with other people, example, bouncing ideas off them, solving problems as part of a team.

(h) It is appropriate to 'have a go'.

As an **Activist** you will learn least from and may react against activities where:

(a) Learning involves a passive role, example, listening and lectures, monologues, explanations, statements of how things should be done, reading, watching.

(b) You are asked to stand back and not be involved.

(c) You are required to engage in solitary work, example, reading, writing, thinking on your own

(d) You are asked to assess beforehand what you will learn and to appraise afterwards what you have learned.

(e) You are offered statements you see as 'theoretical', example, explanation of cause or background.

(f) You are asked to repeat essentially the same activity over and over again, example, when practising.

(g) You have precise instructions to follow with little room to move

(h) You are asked to do a thorough job and attend to detail, tie up loose ends, dot 'i's and cross 't's.

Key Questions for an **Activist**

(a) Will I learn something new that I didn't know, couldn't do before?

(b) Will there be a wide variety of different activities? (I don't want to sit and listen for more than an hour at a stretch!)

(c) Will it be OK to have a go, let my hair down, make mistakes, have fun?

(d) Will I encounter some tough problems and challenges?

(e) Will there be other like-minded people to mix with?

If you prefer the **Reflector** style you will learn best from activities where:

(a) You are allowed or encouraged to watch, think, or 'chew over' activities.

(b) You are able to stand back from events and listen or observe, example, observing a group at work, taking a back seat in a meeting, watching a film or TV.

(c) You are allowed to think before acting, to assimilate before commenting, time to prepare, and a chance to read in advance, a brief giving background data.

(d) You can carry out some painstaking research, example, investigate, assemble information, probe to resolve things.

(e) You have the opportunity to review what has happened and what you have learned.

(f) You are asked to produce carefully considered analyses and reports.

(g) You are helped to exchange views with other people without danger.

(h) You can reach a decision in your own time without pressure and tight deadlines.

As a **Reflector** you will learn least from and may react against activities where:

(a) You are 'forced' into the limelight, like to act as leader, chairman, to role-play in front of onlookers.

(b) You are involved in situations, which require action without planning.

(c) You are pitched into doing something without warning, like to produce an instant reaction, to produce an idea 'off the top of your head.'

(d) You are given insufficient data on which to base a conclusion.

(e) You are given cut and dried instructions of how things should be done.

(f) You are worried by time pressure or rushed from one activity to another.

(g) In the interests of expediency, you have to make short cuts or do a superficial job.

Key Questions for **Reflectors**

(a) Will I be given adequate time to consider, assimilate and prepare?

(b) Will there be opportunities to listen to other people's points of view - preferably a wide cross-section of people with a variety of views?

(c) Will I be under pressure to perform something immediately without adequate preparation.

If you prefer the **Pragmatist** style you will learn best from activities where:

(a) There is an obvious link between the subject matter and a problem or opportunity on the job.

(b) You are shown techniques for doing things with obvious practical advantages, example, how to save time, how to make a good first impression, how to deal with awkward people.

(c) You have the chance to try out and practise techniques with coaching and feedback from a credible expert.

(d) You are exposed to a model you can emulate.

(e) You are given techniques currently applicable to your own jobs.

(f) You are given immediate opportunities to implement what you have learned.

(g) There is high face validity in the learning activity, like simulation.

(h) You can concentrate on practical issues, like drawing up action plans with an obvious end product, suggesting short cuts, giving tips.

As a **Pragmatist** you will learn least from and may react against situations where:

(a) The learning is not related to an immediate need you recognise and you cannot see an immediate relevance or practical benefit.

(b) The organisers of the learning, or the event itself, seem distant from reality, all theory and general principles, 'pure chalk and talk'.

(c) There is no practice or clear guidelines on how to do it.

(d) You feel that people are going round in circles and not getting anywhere fast enough.

(e) There are political, managerial or personal obstacles to implementation.

(f) You cannot see immediate outcome from the learning activity.

Key Questions for **Pragmatists**

(a) Will there be many opportunities to practise and experiment?

(b) Will there be lots of practical tips and techniques?

(c) Will I be addressing real problems and will it result in action plans to tackle some of the current problems?

(d) Will I be exposed to experts who know how to do it?

If you prefer the **Theorist** style you will learn best from activities where:

(a) What is being offered is part of a system, model, concept, or theory.

(b) You have time to methodically explore the associations and interrelationships between ideas, events and situations.

(c) You have the chance to question and probe the basic methodology, assumptions or logic behind something, like taking part in question and answer sessions, checking a paper for inconsistencies.

(d) You are intellectually stretched, like when analysing a complex situation, being tested in a tutorial session, teaching high calibre people who ask searching questions

(c) You are in structured situations with a clear purpose.

(f) You can analyse, then generalise the reasons for success or failure.

(g) You are offered interesting ideas and concepts although they are not immediately relevant.

(h) You are required to understand and participate in complex situations.

As a **Theorist** you will learn least from, and may react against activities where:

(a) You are involved in doing something without a context or apparent purpose.

(b) You have to participate in situations emphasising emotions and feelings.

(c) You are involved in unstructured activities where ambiguity and uncertainty are high.

(d) You are asked to act or decide without a basis in policy, principle or concept.

(e) You are faced with a series of alternative, contradictory techniques or methods without exploring any in depth.

(f) You doubt that the subject matter is methodically sound, where questionnaires have not been validated and where there are little or no statistical evidence to support an argument.

(g) You find the subject matter boring, shallow or meaningless.

(h) You feel yourself out of place with other participants. For example when with a lot of Activists or people of lower intellectual calibre.

Key Questions for **Theorists**

(a) Will there be many opportunities to question?

(b) Do the objectives and program of events indicate a clear structure and purpose?

(c) Will I encounter complex ideas and concepts that are likely to stretch me?

(d) Are the approaches to be used and concepts to be explored 'respectable', example sound and valid?

(e) Will I be with people of similar calibre?

704.10 EXERCISE ON ADULT LEARNING

The questionnaire is designed to explore the principles used by adults for learning.

A) Adult Learning Principles

Twenty-five statements are listed. Firstly, complete the exercise individually to identify which of the following statements are essential (**E**), desirable (**D**), or not applicable/not important (**N**) by ticking against each statement in the appropriate column. Next, discuss in groups, your views and list down for sharing and follow-up discussion at a plenary session, the group's list for comparison.

	ADULTS LEARN BEST WHEN	INDIVIDUAL			GROUP		
		E	D	N	E	D	N
1	Given autonomy to make changes as and when the needs arise, rather than strictly meeting standard and objectives set by others.						
2	Given opportunities to reflect on learning.						
3	Given ample time for learning and can set their own pace.						
4	Given non threatening, positive feedback which make them feel good and motivated to learn.						
5	Given activities, which allow them to apply the learning.						
6	Given opportunities to share knowledge, skills and learning with others.						
7	Given opportunities to participate in planning and evaluation of learning.						
8	Their personal needs are identified and attended to.						
9	Their learning needs and goals are clarified.						
10	Their past experiences are recognised and taken into consideration when designing training events.						
11	Learning is relevant and can be immediately applied.						
12	Learning environment is supportive and non-threatening without fear of being openly criticised.						
13	Learning is focussed on problem solving						
14	Trainers are flexible and open to alternative and divergent views.						
15	Trainers facilitate the learning process rather than telling them most of the time						
16	Trainers develop a trusting relationships between themselves and the learners, with mutual respect for one another.						
17	Trainers recognise that there are a range of learning styles with which adults learn.						

	ADULT LEARN BEST WHEN (cont'd)	INDIVIDUAL			GROUP		
		E	D	N	E	D	N
18	Trainers adopt a learning style that is appropriate for learners and learning.						
19	Trainers use analogies and give relevant examples to explain complex issues and make connections to real life situations.						
20	Trainers present new information in logical sequence starting from the 'known' to the 'unknown', and continuously reinforce and summarise the main points.						
21	Trainers acknowledge and respect cultural and personal differences.						
22	Trainers reward the learners for having learnt.						
23	Physical setting and environment are conducive for seeing, hearing and interaction.						
24	Conditions for seeing and hearing are good.						
25	In good health, well rested and not under stress or anxiety.						

B) Adult Learning Activities

Having completed the exercise on adult learning principles, discuss ways of how learning activities can respond to some of the characteristics of adults identified by Larry N. Davies, in the table below.

CHARACTERISTICS OF ADULTS	HOW LEARNING CAN ACTIVITIES RESPOND?
Adults are people with lots of real life experiences.	
Adults are people who respond to reinforcement.	
Adult are people who can change and who have ideas to contribute.	
Adults are people who have decisions to make and problems to solve.	
Adults are people who want greater autonomy on what and how to learn.	
Adults are people who want respect and trust.	
Adults are people who have some amount of pride.	
Adults are people who want immediate application of learning.	
Adult are people who have long range goals.	
Adult are people who have their own values and belief systems.	

C) Learning Styles Questionnaire

Developed by Honey and Numford, 1986)

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, the questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10 to 15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick (√) by it. If you disagree more than you agree, put a cross (X) by it. Be sure to mark each item.

1.	I have strong beliefs about what is right and wrong, good and bad	❑
2.	I often act without considering the possible consequences	❑
3.	I tend to solve problems using a step-by-step approach	❑
4.	I believe that formal procedures and policies restrict people	❑
5.	I have a reputation for saying what I think simply and directly	❑
6.	I often find that actions based on feelings are as sound as those based on careful thought and analysis	❑
7.	I like the sort of work where I have time for thorough preparation and implementation	❑
8.	I regularly question people about their basic assumptions	❑
9.	What matters most is whether something works in practice	❑
10.	I actively seek out new experiences	❑
11.	When I hear about a new idea or approach I immediately start working out how to apply it in practice	❑
12.	I am keen on self discipline such as watching my diet, taking regular exercise sticking to a fixed routine, etc.	❑
13.	I take pride in doing a thorough job	❑
14.	I get on best with logical, analytical people and less well with spontaneous, 'irrational' people	❑
15.	I take care over the interpretation of data available to me and avoid jumping to conclusions	❑
16.	I like to reach a decision carefully after weighing up many alternatives	❑
17.	I'm attracted more to novel, unusual ideas than to practical ones	❑
18.	I don't like disorganised things and prefer to fit things into a coherent pattern	❑

19.	I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done	❑
20.	I like to relate my actions to a general principle	❑
21.	In discussions I like to get straight to the point	❑
22.	I tend to have distant, rather formal relationships with people at work	❑
23.	I thrive on the challenge of tackling something new and different	❑
24.	I enjoy fun-loving, spontaneous people	❑
25.	I pay meticulous attention to detail before coming to a conclusion	❑
26.	I find it difficult to produce ideas on impulse	❑
27.	I believe in coming to the point immediately	❑
28.	I am careful not to jump to conclusions too quickly	❑
29.	I prefer to have as many sources of information as possible - the more data to think over the better	❑
30.	Flippant people who don't take things seriously enough usually irritate me	❑
31.	I listen to other people's point of view before putting my own forward	❑
32.	I tend to be open about how I'm feeling	❑
33.	In discussions I enjoy watching the manoeuvring of the other participants	❑
34.	I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance	❑
35.	I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc.	❑
36.	It worries me if I have to rush out a piece of work to meet a tight deadline	❑
37.	I tend to judge people's ideas on their practical merits	❑
38.	Quiet, thoughtful people tend to make me feel uneasy	❑
39.	I often get irritated by people who want to rush things	❑
40.	It is more important to enjoy the present moment than to think about the past or future	❑
41.	I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition	❑
42.	I tend to be a perfectionist	❑
43.	In discussions I usually produce lots of spontaneous ideas	❑

44.	In meetings I put forward practical, realistic ideas	❑
45.	More often than not, rules are there to be broken	❑
46.	I prefer to stand back from a situation and consider all the perspectives	❑
47.	I can often see inconsistencies and weaknesses in other people's arguments	❑
48.	On balance I talk more than I listen	❑
49.	I can often see better, more practical ways to get things done	❑
50.	I think written reports should be short and to the point	❑
51.	I believe that rational, logical thinking should win the day	❑
52.	I tend to discuss specific things with people rather than engaging in social discussion	❑
53.	I like people who approach things realistically rather than theoretically	❑
54.	In discussions I get impatient with irrelevancies and digressions	❑
55.	If I have a report to write I tend to produce lots of drafts before settling on the final version	❑
56.	I am keen to try things out to see if they work in practice	❑
57.	I am keen to reach answers via a logical approach	❑
58.	I enjoy being the one that talks a lot	❑
59.	In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations	❑
60.	I like to ponder many alternatives before making up my mind	❑
61.	In discussions with people I often find I am the most dispassionate and objective	❑
62.	In discussions I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking	❑
63.	I like to be able to relate current actions to a longer term bigger picture	❑
64.	When things go wrong I am happy to shrug it off and 'put it down to experience'	❑
65.	I tend to reject wild, spontaneous ideas as being impractical	❑
66.	It's best to think carefully before taking action	❑
67.	On balance I do the listening rather than the talking	❑
68.	I tend to be tough on people who find it difficult to adopt a logical approach	❑
69.	Most times I believe the end justifies the means	❑

70.	I don't mind hurting people's feelings so long as the job gets done	❑
71.	I find the formality of having specific objectives and plans stifling	❑
72.	I'm usually one of the people who puts life into a party	❑
73.	I do whatever is expedient to get the job done	❑
74.	I quickly get bored with methodical, detailed work	❑
75.	I am keen on exploring the basic assumptions, principles and theories underpinning things and events	❑
76.	I'm always interested to find out what people think	❑
77.	I like meetings to be run on methodical lines, sticking to a laid down agenda, etc.	❑
78.	I steer clear of subjective or ambiguous topics	❑
79.	I enjoy the drama and excitement of a crisis situation	❑
80.	People often find me insensitive to their feelings	❑

LEARNING STYLES QUESTIONNAIRE - SCORING

You score one point for each item you ticked (√). There are no points for items you crossed (X). Indicate on the lists below which items were ticked.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
Totals			
Activist	Reflector	Theorist	Pragmatist

Plot your scores on the arms of the cross.

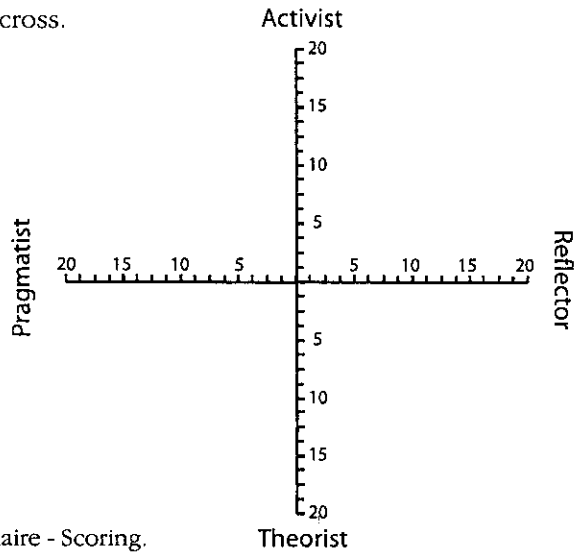


Figure 704.2: Learning Styles Questionnaire - Scoring.

D. Exercise with Learning Style

Select one style you would like to improve or develop further:_____

Refer to notes on Learning Style. After completing the exercise, write the areas you most want to develop in the space below:

_____

_____F

You have now set your objectives. The next step is to commit yourself to some actions that will give you practice in developing your selected style.

Before planning these actions, take account of the obstacles that are currently inhibiting you. List at least three blockages:

_____

_____

_____

_____

The actions you plan to improve your selected style must be feasible and realistic within the available resources.

List a few ideas for strengthening your selected style:

_____

_____

_____

_____

In your Groups, discuss your objectives and ideas. Return to Plenary Group for sharing and discussion.

705. MOTIVATING ADULTS

The *Adults in Scouting model*, which includes the concept of *"the life cycle of the adult in Scouting"*, aims at developing the qualities of adult leadership throughout the Scout Movement to deliver higher quality programmes to the youth membership. The model recognises that the right adult leaders must be recruited, their individual needs must be accommodated and their performance recognised. It is important that, if Scouting is to attract and retain effective leaders, they most remain motivated and positive about their role.

Each leader however is a unique individual with different intellectual and physical abilities. They will have different experience, education, attitudes, needs, aptitude, capacities, intelligence and personal goals. The issue of individual needs is particularly important for if these cannot be met the individual will not achieve satisfaction. This will directly affect their motivation and subsequently their effective performance.

705.1 MASLOW'S HIERARCHY OF NEEDS MODEL

Abraham Maslow's *"hierarchy of needs"* provides a basis on which to understand and meet the individual needs of adults in Scouting. Maslow described people as a *"wanting animal"* who rarely reach a state of complete satisfaction. Maslow contended that as one personal need is satisfied, another comes along to take its place. This order, or hierarchy, starts from lower level needs and works through to higher order needs. Maslow saw these needs in the following order of importance:

1. Physiological needs
2. Safety needs
3. Social needs
4. Self-esteem needs
5. Self-actualisation needs

Maslow believed that the lower order needs must be met before progression to the higher order needs can occur.(Figure 705.1 illustrates this model)

MEETING THE NEEDS OF ADULTS

Physiological Needs

Put simply these include the basic needs of life such as food, water, oxygen, activity and periods of rest or sleep. These are sometimes called the survival needs. In the Scouting environment there are other basic needs which can be identified. A leader needs to be comfortable in situations in which they are placed. This can include the physical environment, for example if a leader is trying to train or supervise other adults but they are placed in a cold, wet or uncomfortable situation they will be less motivated to perform at an optimum level. Another factor may be the type of activity designated to the leader. If a leader is not confident in speaking to large groups or producing written material they should not be given this type of activity to undertake.

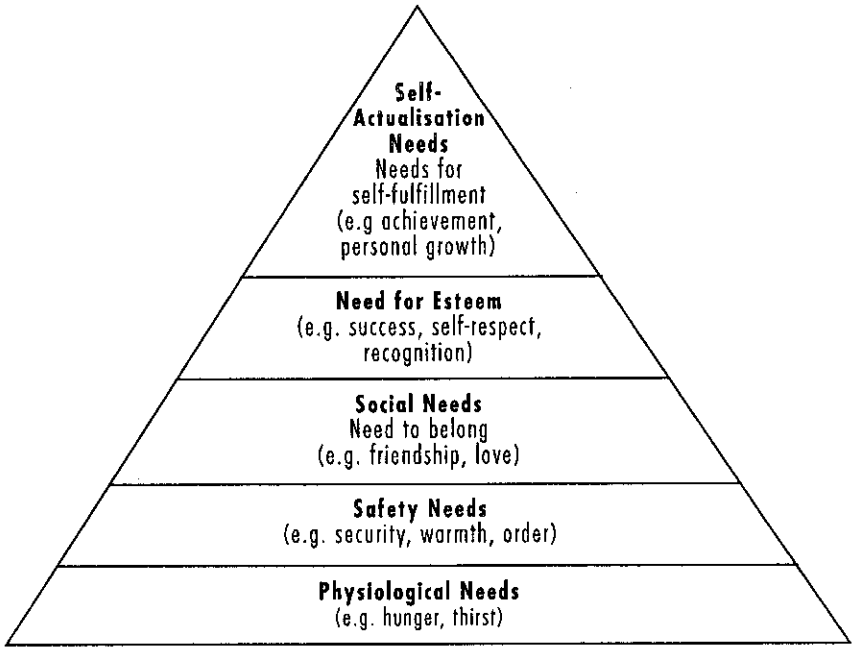


Figure 705.1: Maslow's Hierarchy of Needs

It is particularly critical that a new leader is provided with the necessary skills and knowledge to survive in the Scouting environment. Initial training and development must cover the basic things that a leader must know, including the expectations of Scouting on them. If these basic needs are not met the leader will not progress to the higher level needs.

Safety Needs

Once physiological needs are reasonably fulfilled the next level - safety needs - is activated. In Scouting, safety needs can be categorised as the need for a relatively predictable and orderly environment free from threats to the individual. A leader could feel threatened if their Scouting workload becomes too demanding, putting pressure on their family relationships or their work performance. Communication is important at this time, with the leader needing to be kept informed of changes or other matters particularly if they may have a direct effect on the leader.

When there is a combination of unrealistic workloads and poor communication the leader will feel threatened. This will result in a drop in motivation to perform.

Social Needs

Once physiological and safety needs are primarily satisfied, social needs become an important factor in maintaining motivation. Generally speaking all people need to have a feeling of belonging, to associate with others and to gain acceptance. New adults to Scouting should be welcomed and efforts made to ensure they are included in activities.

Whilst there will be a need for adults to work with individuals and groups associated with their role, the natural grouping of individuals should be accepted as part of the normal socialisation process. It is sometimes felt that informal groups are a threat to the organisation and attempts may be made to discourage this type of grouping. However this can be counter productive and lead to antagonism, resistance and lack of general co-operation. If individuals are encouraged to maintain informal groupings, whilst still fulfilling the requirements of their role, their motivation will be enhanced.

Self-Esteem Needs

Self-esteem needs reflect the desire for recognition and acceptance. Attention from others, the development of a good reputation and the gaining of status are major factors corresponding to this need. Positive reinforcement plays an important part in maintaining self-esteem. When it is necessary to provide negative feedback this should be done in a way that allows the leader to learn from the experience and feedback should include encouragement and offers of support.

Adults should be recognised privately and publicly for their efforts and achievements. Public recognition is recognised as a positive motivator as the individual will often receive positive feedback from acquaintances, work colleagues and others who would have otherwise been unaware of their achievement. If a leader is confident that they are performing well, through receiving feedback and recognition, their level of self-esteem will be high, resulting in a corresponding high level of motivation.

Self-Actualisation Needs

Once all of the other needs have been met the highest level of needs, self-actualisation, comes into play. When all the previously mentioned needs have been met, a leader will be satisfied and strive for higher levels of performance and to fully explore their capabilities. At this time the leader will be confident enough to accept new challenges. Support must still be maintained at this time as the new challenges may result in a drop in performance or possibly failure and the leader may slip back in the hierarchy of needs.

The hierarchy of needs model outlined can be used as a tool throughout the life cycle of an adult in Scouting. Scouting places a high level of demand on adults in terms of time, commitment and responsibility. The responsibility for the physical and moral safety of youth members whilst they are in the care of Scouting is paramount and will only be maintained if Scouting has the right adults in the right place at the right time.

705.2 JOB CHARACTERISTICS MODEL

Job design can affect the outcomes that the individual values. Our volunteers, having worked in various organisations inevitably discover through their experience in different jobs what kinds of outcomes to expect. Changes in the work environments do and can affect the perception of what is available, thus shaping the outcomes valued. By and large, the motivation of individuals can be strengthened if the job or the task assigned is designed to meet the higher order needs of individuals, such as the need for recognition, for esteem and for self-actualisation.

One of the models on job design is that developed by Hackman and Oldham (1980). The model identifies five core dimensions in which the jobs can be analysed. These are as follows:

Task variety is the extent to which a job contains a number of other tasks, which allow the person to make use of different skills and abilities. For example, the job of a security guard can be enlarged to include other meaningful tasks like fire prevention. This could reduce the monotony inherent in the job.

Task identity is the extent to which the job is meaningful where the outcome can be identified with the person doing the job. For example, a surgeon takes full ownership of the success or failure of the outcome of the surgery he or she performs.

Task significance is the extent to which a job affects the work or lives of others in the organisation or people in general. A good example is that of an air traffic controller who cannot afford to make any such mistake as any such mistake would affect the lives of people on the plane.

Autonomy is the extent to which a job gives the person the freedom, independence and discretion to carry out their job. For example, if a person is given decision making power, he or she will feel good about the job as it boost their esteem and ego.

Feedback is the extent where the person doing the job receives timely information about the job performance.

Autonomy and feedback are considered, according to the theory, as more important in their motivating influence than the other three core job dimensions (Buchanan and Huczynski, 1997). The five core dimensions stimulate the three psychological states critical to work motivation, job satisfaction and performance. These states are defined as follows:

Experienced meaningfulness is the extent to which the person considers the work meaningful, valuable and worthwhile.

Experienced responsibility is the extent to which the person feels accountable for the result and work output.

Knowledge of result is the extent to which the person knows and understands how well he or she is performing.

APPLYING THE JOB CHARACTERISTICS MODEL TO WORK SITUATION

Five strategies can be considered as follows:

1. Combining tasks (Job enlargement)

   Give the person more than one part of the work to do. This increases the variety of the job and increases the contribution the person can make to the organisation.

2. Forming natural work units

   Give the person a meaningful sequence of work to perform rather than a fragmented part of what is required so that he or she can make the connection and see the larger picture. This increases the contribution that the person makes to the work as well as enhances the significance of the job.

3. Establishing client relationships

   Allow the person to make personal contact with others within and outside the organisation for whom and with whom he or she works. This increases job variety, gives the person freedom in performing the work and also increases the opportunities for receiving feedback

4. Job enrichment

   Give the person the responsibilities normally entrusted with the supervisor, for example, to schedule the work, to decide on priorities, to solve problems, to decide on the methodology, etc. This increases the autonomy in the person work. This is also known as "empowerment" (refer to section 818 for a detailed explanation on the concept of empowerment).

5. Feedback channel

   Give the person doing the work timely regular feedback on his or her work performance as it is critical to the learning process. (See section 802.6 on how to give feedback effectively)

In general, the job should be adequately designed so that it is not only challenging, but also enriching. Mutual goals / objectives should be clearly established to facilitate tracking, monitoring, feedback and evaluation. The job scope should allow the flexibility for job enlargement to include a variety of tasks that are of significant value (Hackman and Oldham, 1980). In short, the job content must be meaningful and purposeful, offering the a sense of fulfilment as well as the opportunity for personal growth and development. Research has shown that the job content can have a strong effect and influence on the motivational

level of employees, much higher than the tangible rewards such as monetary reward and status (Herzberg, F., 1966).

In Scouting, retaining and motivating volunteers, is primarily achieved through such intangible rewards, since the very core of volunteering implies giving up one's time and talent to do work which is 'unpaid'. It is therefore imperative to recognise the importance of the five core dimensions of a job.

THE JOB CHARACTERISTICS AND THE CONCEPT OF AIS

The AIS approach is a systematic programme for managing, improving the effectiveness, commitment and motivation of volunteer leaders (World Scout Organisation, 1990). Phase I of AIS, recruiting leaders, reminds us that we need to have clarity of purposes. For example, the use of job descriptions as a tool allows us to determine the nature of the job or task and the kind of person required, in terms of experience, expertise and qualifications, to do the job well. This will help us find a 'personality job fit' for each volunteeer. In addition, the volunteer is given the opportunity to set goals / objectives together with the person he is responsible to and determine the time-frame and the criteria used for the performance appraisal / review. This engagement process as some call it, (whether in writing or not, depending on the culture of the country) helps to clear ambiguities and minimises role conflicts. The mutual agreement of goals / objectives acts as a form of motivation, something to look forward to that can be used for evaluation and appraisal. At the end of the agreed term, volunteers can feel a sense of fulfilment at having achieved the desired result, accomplishing the goals mutually drawn up earlier.

Phase II of AIS emphasises the need for continuous training and support as well as learning. Volunteers are given opportunities for learning; to identify the resources required and examine ways of acquiring them. The job can be designed in such a way that encourages volunteers to generate new ideas creatively, by giving them the discretion to doing things differently.

The final phase, decision for the future, specifically transfers the process of decision making to the volunteers. They decide their future course of action through the process of reassignment, renewal or retirement. The good part is that, volunteers, in joint consultation with their advisors / mentors are given the leeway to determine their future relationships with the organisations.

As a consequences, it now become possible for volunteers to render their services with a clearer purpose and take responsibility for their own learning and continuous development.

705.3 HERZBERG'S TWO FACTORS THEORY

The theory essentially comprises two elements as follows:

Hygiene or maintenance factor (the 'Dissatisfiers')-Job Context

This factor comprises elements of the job context such as salary, working conditions, policies, co-workers, superiors, etc. According to Herzberg (1966), the job context factors will not motivate a person to perform beyond expectations. These aspects of a job must be satisfactorily fulfilled first before any persons can be motivated to do more. He terms it as "hygiene" factor simply because adequate hygiene is essential to prevent diseases. However, having adequate hygiene does not necessarily guarantee that you will not be infected, although it is a prerequisite. The job context is the extrinsic factors of motivation which is driven externally.

The Job Content factor (the 'Satisfiers')

To motivate a person, the job itself must be meaningful to the person doing the job where there is a sense of achievement upon completing the task as well as offering many opportunities for personal growth and advancement. The job content serves as intrinsic factors of motivation, which is internally driven.

In Scouting, the nature of the job and its content is of primary importance in motivating volunteers especially so when they are "not paid" to do the job or task. Abundant research has shown that people are willing to volunteer their time and expertise to a given cause because the job or the task allows them to make a meaningful and significant contributions to society.

The strategies described earlier under the job characteristics model provide good guidelines on how to enrich and enlarge the job.

In summary, the theory states that while dissatisfaction is caused by the context or hygiene factors, satisfaction is improved when the contents of the job are made more meaningful for the person doing the job. These could be achieved by satisfying the higher order needs of the person for self-esteem and self-actualisation.

705.4 MCCLELLAND'S NEED ACHIEVEMENT THEORY

David C. McClelland (1953) has contributed to the understanding of motivation by identifying three types of basic motivating needs. He classified them as follows:

Need for Achievement

People with a high need for achievement have an intense desire for success and equally intense fear of failure. They like challenging work and usually set moderately difficult goals for themselves. They assume personal responsibility for getting the job done, preferring to analyse and assess the risk involved. They appreciate specific and prompt feedback on their performance. They tend to be restless and enjoy working long hours (Putti, Koontz and Weihrich, 1998).

Need for Affiliation

People with a high need for affiliation tend to get pleasure from being in the company of people who love them, but fear being rejected, socially. They are more of an extrovert who enjoys meeting people, maintaining pleasant social relationships and friendly interaction with others.

Need for Power

People with a high need for power find it satisfying when they can exercise influence and control over others. They generally seek leadership positions and are at times forceful and outspoken. (Putti, Koontz and Weihrich, 1998).

Therefore, by allocating job or assignment that "fits" with the need and personality of the person, we can motivate the person to higher level of performance. For example, we can give a very challenging task to a person who has a relatively higher need for achievement. Likewise, task that requires large social interactions can be assigned to a person with a relatively higher need for affiliation.

705.5 VROOM'S EXPECTANCY THEORY

Vroom's theory (1967) is based on the premise that a person assigns value to the outcomes of each possible alternative course of action. The assignment of values reflects the person's expectations and his or her preference among the alternative courses of action and their outcomes.

The degree of motivation is dependent on the attractiveness of the reward in terms of its value to the person, the effort required for the desired outcome and the probability of achieving the outcome. Simply put, a person may not be motivated to run the marathon if the effort required for preparation, both mentally and physically are so demanding and the probability of succeeding is low, although the tangible reward can be extremely attractive.

Hence, the theory suggests that people will be motivated to reach a goal if they think that the value of the reward, intrinsically and extrinsically is indeed worthwhile and that their efforts will help them achieve the goal. Essentially, performance is a function of the perception of the task required and the effort involved.

705.6 RELATIONSHIP OF MAJOR MOTIVATIONAL THEORIES

Three major theories explained earlier are shown in the table below in relation to the higher and lower level needs.

	MASLOW NEED HIERARCHY THEORY	HERZBERG'S TWO FACTORS THEORY	McLELLANIPS NEED ACHIEVEMENT THEORY
HIGHER ORDER NEEDS	Self-Actualisation	Job Content (Satisfier)	Achievement
			Affiliation
	Esteem		Power
LOWER ORDER NEEDS	Social	Job Context (dissatisfiers)	
	Safety / Security		
	Physiological		

705.2 Relationhips of Major Motivational Theories

705.7 APPLICATION OF MOTIVATIONAL THEORIES

Maslow's theory shows that there are different types of needs through which a person progresses. A need once fulfilled, is no longer a motivation. There are also variations among people in terms of their needs. Efforts should be undertaken to satisfy not only the monetary or the hygiene factors, but also the social, esteem and actualisation needs. It is essential to create an environment that allows people to develop their potential to the maximum.

Likewise, for some people the need for achievement far outweighs the need for power and affiliation. We have to recognise that no two persons needs are alike and should not assume that what motivates us will also motivate others. Management by objectives is one way of implementing McClelland's theory by building the achievement factors and standards into the performance appraisal system.

Herzberg's two-factor theory brings about the need to remove or minimise the dissatisfaction and increase the satisfaction. We can do this by the following:

TO REMOVE DISSATISFACTION	TO PROVIDE SATISFACTION
• Review policies and procedures to make them relevant to current needs • Review the compensation plan to align it with the market forces and performance • Improve the working conditions • Improved the fringe benefits and incentives	• Assign challenging and meaningful work • Give recognition • Provide opportunity for personal growth and learning • Provide autonomy

705.8 CONCLUSION

In broader terms, having motivated adults will produce three-folded results as follows:

- Adults will be fulfilled and confident and will contribute to the maximum of their ability resulting in the provision of high quality youth programmes and support to other adults.
- Youth members, apart from benefiting from the provision of high quality programme, will have positive, socially responsible, community oriented adult to use as role models.
- The community will witness the activities and desirable attitudes of adults and youth members and this will result in enhanced community support for Scouting.

705.9 MOTIVATION EXERCISE

The exercise below allows people to reflect on what factors really motivate them at work. Following this, a plenary session could then be held to share views, using the various motivational theories explained in the segment as the basis for discussion.

What Motivates you at Work

Many factors can influence our level of motivation to perform well at work. How would you rank the following: (1 = low to 12 = high

FACTOR DESCRIPTION	RANKING
RECOGNITION - Receiving recognition from peers, supervisor, subordinates for good work performance.	
SENSE OF ACHIEVEMENT- The feelings associated with successful completion of a job, finding solutions to different problems, or seeing the result of your work.	
ADVANCEMENT - The opportunity for advancement or promotion based on your ability.	
STATUS - Earning position-based "perks" such as a convenient parking space, office with windows, etc.	
PAY - Receiving a wage that not only covers normal living expenses but also provides additional funds for luxury items.	
SUPERVISION - Working for a supervisor or Boss who is competent in doing his or her job and who looks out for the welfare of subordinates.	
JOB ITSELF - Having a job that is interesting, challenging and provides for the substantial variety and autonomy.	
JOB SECURITY - Feeling good about your security within the company.	
COWORKERS - Having friendly and helpful coworkers.	
PERSONAL DEVELOPMENT - Having the opportunity in your job to develop and refine new skills and abilities.	
FRINGE BENEFITS - Having a substantial fringe benefits package.	
WORKING CONDITIONS - Working in a safe and attractive environment.	

706 WORKING WITH TEAMS

In all economic systems, people must produce the goods and services that are essential to life. How well and how much they produce depends on their knowledge, skill, creativity, commitment, attitude, the technology employed, and finally the quality of those who manage them.

Typically people work in small groups that have common or related functions. Each person in such a group has an individual aspiration, level of skill and attitude towards the task. Since people think, feel and respond according to their individuality, they sometimes do not consider the benefits of supporting and co-operating with others to achieve a common goal. This can be seen at the first practice of a school sports team. Some players have considerable talent, others are less skilled. Ultimately the group will not have much success until its members are motivated to work toward a common goal. A skilled coach will be able to pool their talent and train them to play together, compensating for individual strengths and weaknesses.

In Scouting, the results achieved are seldom the outcome of one individual's talent. Each person is influenced by the attitude and action of others. If the influence is positive, a leader will tend to be productive and this is also true when several people are together in a group or unit. When the influence is negative, both individuals and groups tend to be less productive.

This section is devoted to the concepts that make work positive and productive, and it identifies the differences between groups and teams.

From the beginning of time people have formed groups. Groups provide the basis for family living, protection, government, recreation and work. Group behaviour has ranged from total chaos to dramatic success, but it is increasingly evident that groups enjoy their greatest success when they become more productive units called 'teams'.

Managers in many organisations seem content with group performance. This is often because they have not thought beyond what is being accomplished to what might be achieved under slightly different circumstances. Other leaders, using the same number of people, doing similar tasks, somehow manage to improve performance dramatically by establishing a climate where people are willing to give their best and work together in teams.

Team leaders exhibit different styles than those who are content managing a group. Individual state is determined by personal life experience and the values people have adopted. Given today's rapid rate of organisational change, and the changing needs of people, it is important for those in charge to re-evaluate and modify their styles on a regular basis.

GROUPS VERSUS TEAMS	
GROUPS	**TEAMS**
Members think they are grouped together for administrative purposes only. Individuals work independently; sometimes at cross purposes with others.	Members recognise their interdependence and understand both personal and team goals are best accomplished with mutual support.
Members tend to focus on themselves because they are not sufficiently involved in planning the group's objectives.	Members feel a sense of ownership for their roles and their team because they are committed to goals they have contributed to establish.
Members may receive good training but are limited in applying by the Leader or other group members.	Members are encouraged to develop skills and apply what they learn on the job. They receive the support of the team.
Members find themselves in conflict situations that they do not know how to resolve. The Leader may put off intervention until serious damage is done.	Members may or may not participate in decisions affecting the team. Conformity often appears more important than positive results.
Members recognise that conflict is a normal aspect of human interaction and they view such situations as an opportunity for new ideas and creativity.	Members participate in decisions affecting the team but understand that the leader must make a final ruling whenever the team cannot decide, or when there is an emergency.

Figure 706.1 Working with Teams

It requires effort to establish and maintain Teamwork

If a leader does not place a high value on teamwork this will not occur. Teamwork takes conscious effort to develop and continuous effort to maintain, but the rewards can be great. Leaders sometimes assign a low priority to team building because they have not considered the advantages from a well executed team effort.

Listed below are some results of team performance; think about those you would like to achieve.

- Realistic, achievable goals are established and realised for the team and individual members.
- All adults in Scouting are committed to support each other to make the team successful.
- Team members understand one another's priorities and they help or support one another when difficulties arise.
- Communication is open. The expression of new ideas, improved work methods, articulation of problems and concerns is encouraged.
- Performance feedback is more meaningful.
- Conflict is understood as normal and viewed as an opportunity to solve problems.

- The team is recognised for outstanding results, as are individuals for their personal contributions.
- Team members recognise the importance of disciplined work habits and confirm their behaviour to meet team standards.
- Learning to work effectively as a team in one unit, is good preparation for working as a team with other units.

Attitudes When the concept of team building is understood and applied at all levels in Scouting, it becomes much easier to transform groups into teams throughout the association. It is to any leader's advantage however, to develop a team whether others are doing so or not. A positive attitude toward team building is essential.

The following attitudes support team building. The scale will help you to determine your strengths, and identify areas where improvement would be beneficial. On the chart below circle the number that best reflects where you fall on the scale. The higher the number, the more the characteristic describes you. When you have finished total the numbers circled.

TEAM BUILDING CHARACTERISTICS	SCALE
1. When I select new leaders I choose those who can meet the job requirements and work well with others.	7 6 5 4 3 2 1
2. I give leaders a sense of ownership by involving them in goal setting, problem solving and developmental activities.	7 6 5 4 3 2 1
3. I try to provide team spirit by encouraging people to work together and to support one another on activities that are related.	7 6 5 4 3 2 1
4. I talk with people openly and honestly and encourage the same kind of communication in return.	7 6 5 4 3 2 1
5. I keep agreements with my people because their trust is essential to my leadership.	7 6 5 4 3 2 1
6. I help team members get to know each other so they can learn to trust, respect and apprevciate individual talent and ability.	7 6 5 4 3 2 1
7. I ensure all adults in Scouting have the required training to do their job and know how it is to be applied.	7 6 5 4 3 2 1
8. I understand that conflict within groups is nomal, but work to resolve it quicly and fairly before it can become destructive.	7 6 5 4 3 2 1
9. I believe people will performs as a team when they know what is expected and what benefits will accrue.	7 6 5 4 3 2 1
10. I am willing to replace members who cannot or will not meet reasonable standards after appropriate coaching.	7 6 5 4 3 2 1

Figure706.2: Working with Teams

A score between 60 and 70 indicates a positive attitude toward people and the type of attitude needed to build and maintain a strong team. A score between 40 and 59 is acceptable and with reasonable effort, team building should be possible for you. If you scored below 40, you need to carefully examine your attitude.

Become... A self starter...

If you are waiting for someone from a higher level to tell you to build a team you may be limiting the success of your unit and yourself. A pro-active leader will not wait for a directive from someone else. Instead he/she will begin immediately to make a concerted effort to develop solid management and team-building skills.

An effective planner...

Teams need to know why they exist, what they are supposed to accomplish and who else is involved. If these areas are unclear, frustration is the result. Team members expect their leader to know the direction they are to take, and how they are to co-ordinate with other groups and individuals to reach their goals. To accomplish this, effective planning is required. Planning is the thinking that precedes the work and if it is not done, time and effort are usually wasted. Adults in Scouting can make important contributions to planning once they become committed in the process. If you co-ordinate planning well, your team leadership will be more effective.

Good at using your organising skills...

Leaders must be well organised and capable of helping the team organise itself to accomplish established goals. One of the strengths of a good leader is the ability to see a future for the organisation that is better than the one that currently exists. This view must then be communicated in such a way that adults in Scouting can organise their resources to achieve the desired results. Once planning is underway, organisation becomes important. Resources – people, finance, material support and technology – must be co-ordinated effectively to achieve team goals. Team members look to the leader for direction and the allocation of resources. If organisation is poor, the group will become confused, discouraged, argumentative, uncooperative and defensive. Teamwork then is impossible.

Motivation Establishing yourself as a strong leader requires an understanding of people and what motivates them. Motivation is personal and it is essential to get to know individual leaders in order to learn what motivates them. What is important for one person may have little significance to another. People are involved in Scouting for many different reasons and they have very different needs. A team leader must be sensitive to recognise these needs, and design ways to meet

them while achieving the goals of the association. Good human resources, a most critical part of the success in a organization and developing competent, committed and motivated individuals, insure growth and long term survival.

Make training useful

Well-trained adults in Scouting have confidence in their ability to contribute to the team effort. They understand why it is important to help support other members. Any leader interested in improving team performance will ensure that appropriate training and support is provided for each team member. Your own attitude and approach will influence what is learned and how well it is applied. Commitment to a team cannot be forced, it usually develops through a feeling of involvement.

People increase their commitment to a team when they are allowed to contribute to its success. When a person is actively involved in goal setting and problem solving, a sense of ownership develops. Team goals can be effectively pursued, much like an entrepreneur. Adults in Scouting feel more important and needed when they feel that they have responsibility for results. Members contribute their best to problem solving because they have a personal stake in doing so.

Finally

As people work through the team building process, they get to know one another. They learn to respect individual differences; to appreciate team contributions and enjoy the satisfaction teamwork provides when both personal and organisational goals are achieved. Trust is an essential part of this experience. It is important because of the powerful effect it has on every aspect of team performance.

706.1 GROUP AND TEAM DEVELOPMENT

A common myth among adults in Scouting is that to form a team, you bring together a number of people (preferably compatible with one another), let them work and meet together, and behold – you have a team. Actually a team passes through five clearly defined stages of development, over a period of time. (Tuckman and Jensen (1977)
(See section 805.3 on group process for supplementary information)

The Stages in Building a Team

Stage 1 Searching (Forming)

The initial phase in the formation of a new group (forming) is often characterised by confusion over the roles that each person will play, the task to be performed, the type of leadership and where the leadership will come from. There may be a formally constituted leader, but most members are aware that others in the group will play leadership roles as well. People have been assigned to the group but they see themselves primarily as individuals. The group is still a gathering of persons.

Stage 1 is a searching time What are we here for? What part shall I play? What am I supposed to do? With the confusion you can also expect to find anxiety, even anger and almost certainly dependence on a leader. When roles and tasks are unclear, people experience anxiety. They may be angry because they have been thrust into an unfamiliar setting without clear directions on how to deal with it. The interactions between people at this stage reflect relationships, biases, perceptions, and antagonisms brought in from outside the group. The roles that people initially experiment within the new group situation usually resemble those they have performed outside the group. They are just on the threshold of searching for a new identity: their group role. In short it's a period of uncertainty and ambiguity

Stage 2 – Defining (Storming)

The second stage, sometimes refers to as the storming stage, involves a definition of the task to be performed, or the objective to be reached, by the group. Members begin to explore and test the water to see what kinds of roles they want to play in reaching the objective. They tend to see themselves as individuals working with other individuals to perform a task. They are not yet a true group, but rather a collection of persons brought together for a common purpose and because of the possible strong diversity of values, clique may develop within a group as members examine their roles to ascertain their place and position in the team.

Certain predictable interactions emerge. Interpersonal conflicts may occur between those who want to get the job done and those who are concerned with the process. Clashes may also arise between those who have already decided on how the job should get done and those who need more time to evaluate alternatives. There will be others then who wish to experiment and try things out first before jumping to conclusions. Infighting among members may occur in an attempt to

champion their personal agendas. Some members want to gain influence in the group, either because they see themselves as natural leaders – as experts in the subject matters to be discussed or because they are overly concerned with getting over with the given task.

Stage 3 – Identifying (Norming)

At this stage, the team will have developed and established some commonly agreed rules and procedures on how to operate as an effective team. This is known as the team norm (norming), which is used to guide interaction and behaviours.

Members begin to develop a sense of belonging and start to create a team identity. They see themselves as a collection of individuals, working together towards a common goal. Where they previously saw themselves in roles that were self-serving, they now define their roles as serving the group. They are now dedicated to helping the group achieves its objectives.

Those who have been task oriented now understand that it is necessary to pay attention to the group process, that is issues pertaining to relationships and ensuring their interactions have maximum efficiency and effectiveness. The fragmentation fades as members begin to identify with the team, thus reinforcing further, the team norms.

Stage 4 – Processing (Performing)

The team is now in high gear, performing to achieving the set assignments or tasks often beyond the desired standards. They strive to regularly evaluate their performance. They are motivated to experiment with new ideas, collectively take risks and perform new roles that will help the team be successful and cohesive. Formal leadership may become less pronounced as members feel comfortable to share the leadership around. The team members look at how they operate in hope of developing even more effective ways to reach the goals.

Stage 5 – Assimilating (Adjourning)

Teams formed to do a task or project usually and when the work has been completed. There will probably be a period of grief when members mourn the passing of what was a significant, gratifying involvement. Some people may leave, and others may join.

This fifth stage is more accurately described as assimilating/reforming or adjourning. The team absorbs the new members and closes ranks when others leave. New dynamics emerge. From time to time, the group changes its characteristics as its membership and its tasks change.

Team Effectiveness

A team can have everything going for it, the brightest and most qualified members, access to resources and a clear mission but it may still fails if it lacks what is termed as the *group emotional intelligence.* It is the ability of the team to be aware of emotions and the willingness to create norms that regulate emotions. For example, an effective team develops built- in mechanisms that allow emotions such as disagreement and unhappiness to be freely expressed diplomatically. There is respect for individuality and differences as well as acceptance of members' emotions. Feelings, doubts and ambiguity are continuously validated. Team members are valued for their openness to criticism and their willingness to share and discuss emotions. In other words, the team norms which were established, based on members belief and value systems, are subjected to frequent scrutiny and evaluation. Basic assumptions are not taken for granted rather the status quo is often challenged with the unifying purpose of making things work better and more productively and effectively.

Characteristics of an Effective Team

In his classic book *The Human Side of Enterprise,* Douglas McGregor, a professor of management at the Massachusetts Institute of Technology (MIT), listed eleven features which distinguished an effective task group from an ineffective one. These were:

1. An informal, relaxed atmosphere in the group which shows that members are involved and interested.
2. Full participation by all members in the discussion which remains focused upon the task.
3. Acceptance by all of the group objective.
4. Members listen to each other and are not afraid to make creative suggestions.
5. Disagreements are not swept under the carpet but fully discussed and either resolved or lived with.
6. Most decisions are reached by consensus.
7. Criticism is frank and frequent without degenerating into personal attacks.
8. People are free to express their feelings about both the task and the group's mode of operation in achieving that task.
9. Actions are clearly assigned to group members and are carried out by them.
10. Leadership within the group shifts from time to time and tends to be based on expert knowledge rather than on formal status or position.
11. The group is self-conscious about its own operation and regularly reviews the way it goes about its business.

It is unlikely that any one group would ever possess all of these characteristics.

Most commonly, McGregor's list is used as either an audit of current group performance, or to set team-building objectives when newly-formed groups are being developed.

(Adapted from Douglas McGregor, 1960, *The Human Side of Enterprise,* McGraw-Hill, New York, pp. 232-5)

706.2 SELF MANAGED TEAMS (SMT)

What is a self managed team?

A self-managed team (SMT) is a group that operates with varying degrees of autonomy and without a visible leader. It contracts to assume management responsibility in addition to performing its specific jobs. These responsibilities may include planning, organising, directing and monitoring both their jobs and the administrative functions that support them. The team learns and shares jobs usually performed by the leader. In a fully functioning SMT, control comes from within the team, rather from outside it.

SMTs have many process requirements and so considerable time may be required to show results. Management must understand the process without necessarily expecting immediate results, Every SMT must go through a learning curve. Some groups will have longer learning curves than others.

To ensure success, management must support the team through its infancy and refrain from interfering until it is healthy enough to survive on its own.

You can maximise the probability of success in establishing your SMT by selecting leading candidates. Leading candidates possess the following characteristics:

- They already work well together
- They have positive, forward looking attitudes
- They have shown an interest in SMTs
- They are willing to trial an SMT project

A written agreement should set forth your expectations. What are your reasons for forming a SMT? What procedures will you use? What are the ground rules etc.? A written agreement should clarify expectations between management and the SMT.

BUILD IN SHORT AND LONG TERM GOALS

SMTs may show the dramatic performance in the short term but this may suffer without long-term goals including the possibility for personal growth.

Assuring your success

The secret of success lies in planning. Take the time necessary to plan the following four "key areas":

1. The internal management and coordination of your team.
2. Boundary management – how you interact with the rest of the organisation
3. How you will access information
4. What support systems You will require

Each key area deserves special consideration to meet the needs of the indivuals.

Internal management and coordination

In addition to your technical jobs, your team will perform many management functions and you will control the way they are accomplished. You will have more or less freedom, depending on your readiness and your agreements with those above you.

Your team may define specific roles to manage the day-to-day affairs of the group.

Boundary management

As part of Boundary management you will also need to take into account the political realities of your organisation. Which relationships will you nourish and how will you go about it? Which relationships will nourish you?

Boundary management will need to be negotiated in two areas in which you will be dependent on others outside your SMT: the technical and political spheres. You will need technical assistance on task related issues which affect other SMT's groups, districts or individuals. You may find a dependencies chart useful to depict all your interactions where boundary management is an issue.

How you will access information

Feedback and evaluation are crucial for self-management. Your SMT needs to consider how it will gain access to needed information. Identify what information you will need, when you will need it, where to find it, and how to obtain it.

What support system will you require?

Support system issues are not directly task issues, but they are ultimately important to the SMT. Support system issues include:

- **Advancement** -- How will individuals learn the various skills required by the team?
- **Training and Development** – How will team members be trained? Who will receive training? What kind of training should be offered? What training should be mandatory? What training should be optional?
- **Rewards?** – What kind of rewards is available? Should they be based on individual performance or team performance?

REFERENCES

Avolio, B. J., & Bass, B.(1988). Transformational Leadership, Charisma and Beyond. In J. Hunt; B. Baliga; H. Dachlor & C. Schriesheim. **Emerging Leadership Vistas**, MA: Lexington Books.

Bass, B. (1985). **Leadership and Performance Beyond Expectations.** New York: The Free Press.

Bass, B. & Avolio, B. J. (1992). **Multifactor Leadership Questionnaire: Short form 6S.** Binghampton, NY: Centre for Leadership Studies.

Blake, R.R, & McCanse, A., A. (1991). **Leadership Dilemmas: Grid Solution.** Houston, TX: Gulf Publishing.

Boehnke, K., Bontis, N., DiStefano, J.,J. & DiStefano, A.,C. (2002). Transformational Leadership: An examination of cross-national differences and similarities. **Leadership & Organisation Development Journal,** 24.1, pp 5-15.

Bryman, A. (1992). **Charisma and Leadership in Organisation.** Newsbury Park: Sage.

Buchanan, D. & Huczynski (1997). **Organisational Behaviour: An Introductory text.** (3rd Eds). UK: Prentice-Hall.

Burns, J. M. (1978). **Leadership.** New York: Harper & Row.

Gibson, C.B. & Marcoulides, G. A. (1995). The Invariance of Leadership Styles Across Four Countries. **Journal of Managerial Issues,** Vol. 7.2. pp 176-192.

Hackman, J.R. & Oldham, G.R., (1980). **Work Redesign.** Addison-Wesley.

Herzberg, F., (1966). **Work and the Nature of man.** New York: Staples Press.

Honey, P. & Mumford, A. (1982). **The Manual of Learning Styles.** Peter Honey.

House, R. (1971). A Path-Goal Theory of Leadership Effectiveness. **Administrative Sciences, Quarterly,** vol. 78.6.

Jarvis, P. (1992). **Paradoxes of learning: On becoming an individual in society**. New York: Jossey-Bass.

Knowles, M. (1990). **The Adult Leaner :A Neglected Species.** (4th Ed.) Houston, Texas: Gulf Publishing.

Kolb, D.A. and Fry, R. (1975). Towards an applied theory of experiential learning. In C. Cooper (ed) **Theories of Group Process**, London: John Wiley.

Kotter, J.P. (1988). **The Leadership Factor.** New York : Free Press.

Kouzes, J.M. & Posner, B.Z. (1987). **The Leadership Challenge: How to get Extraordinary things done in organisations.** San Francisco: Jossey-Bass.

Kramlinger & Huberty (1990). Behaviourism Versus Humanism. **Training and Development.** ASTD, December.

McClelland, D.C. (1953). **The Achievement Motive.** New York: Appleton Century Crofts, Inc.

Misumi, J. (1985). **The Behavioural Science of Leadership: An Interdisciplinary Japanese Research programme.** Ann Arbor: University of Michigan Press.

Nadler, D.A. & Tushman, M. L. (1989). What makes for Magic Leadership? In W.E. Rosenbach & R.A. Taylor. (eds) **Contemporary issues in leadership.** Boulder: Westview.

Putti, J. M.; Koontz, H. & Weihrich, H. (1998). **Essential of Management: An Asian Perspective.** Singapore: McGraw-Hill.

Roger, C. R. (1983). **Freedom to Learn for the 80's.** Columbus: Merrill.

Rothwell, W.J. & Sredl, H. J. (1992). **The ASTD Reference Guide to Professional Human Resource Development Roles and Competencies.** (vol 1). Amherst, MA: HRD Press.

Tuckman, B. & Jensen, N (1977). Stages of Small Group Development revisited. **Group and Organisational Studies.** Vol.2 pp 419-27.

Vroom, V.H.(1967). **Work and Motivation.** New York: John Wiley and Sons.

Yukl, G. (1994). **Leadership in Organisations.** Englewood Cliffs, NJ: Prentice-Hall.

800. USEFUL TECHNIQUES, METHODS AND STRATEGIES

This section contains information on specific techniques, methods and strategies which can be used when managing human resources and training adults. The section should therefore be viewed as a series of useful fact sheets or handouts on separate topics.

The topics cover:

801 Checklist Questionnaire to Measure AIS Implementation

802 Interpersonal Communication

803 Learning Objectives

804 Group Work

805 The Group Process

806 Tutors

807 Use of Personal Projects

808 Lectures, Talks and Demonstrations

809 Discussion Methods

810 Simulation Exercises

811 Computer Based Learning

812 Action Learning

813 System Thinkings and Tools

814 Strategies for becoming a Learning Organisation

815 Emotional Intelligence

816 Dealing with Resistance to Change

817 Conflict Resolution Skills

818 Empowerment Skills

819 Coaching Skills

820 Counselling Skills

821 Public Relations

801. CHECKLIST QUESTIONNAIRE ON ADULTS IN SCOUTING

The purpose of this questionnaire is to evaluate the implementation status of the World Adult Resources Policy (WARP) in your NSO.

Essential Resources and Expertise

a) Does your association have the following documents/liter the WOSM web site: www.scout.org

Adults in Scouting Booklet	❑ Yes	❑ No
World Adult Resources Handbook	❑ Yes	❑ No

b) Does your association have job descriptions? (Tick appropriately)

❑ For all positions	❑ Yes	❑ No
❑ For some positions	❑ Yes	❑ No
❑ Not at all	❑ Yes	❑ No
❑ Others_____		

c) If so, how often is the job description reviewed and updated to accurately reflect the nature of the appointment/job?

❑ Annually	❑ Yes	❑ No
❑ Bi-Annually	❑ Yes	❑ No
❑ Tri-Annually	❑ Yes	❑ No
❑ Not at all	❑ Yes	❑ No
❑ Others_____		

d) Does your association have the following ❑ Yes ❑ No

❑ Person responsible for Adult Resources at national level	❑ Yes	❑ No
❑ Adult Resources Committee at national level	❑ Yes	❑ No
❑ Adult Resources Committees at local levels	❑ Yes	❑ No

e) How often does the Adult Resources Committee meet at national level? (Tick appropriate box)

❑ Monthly
❑ Quarterly
❑ Half yearly
❑ Annually
❑ Rarely meets
❑ Not at all (only applicable if all answers to (d) are 'No')
Others_____

f) Has your association conducted Adults In Scouting (AIS) seminars, workshops, or included AIS topics in adult training courses, management courses, etc. over the last 2 years at national level? ❑ Yes ❑ No

If answer to the above is no, please tick the reason/s below:

❑ Lack of expertise
❑ Lack of time
❑ Lack of relevant materials
❑ Lack of financial support
❑ Lack of participants' response
Others:_____

The scale below is used to accurately describe the degree of implementation of the WARP.						
1 not at all	2 to a small extent	3 to a moderate extent	4 to a large extent	5 to a very large extent	6 don't know	7 not applicable
Circle the appropriate response for each of the following statements indicated below using the above response scale.						

1. ACQUISITION OF MANPOWER (ADULT RESOURCES)							
1.1 Recruitment							
1.1.1 Appointments/Job Positions are created based on needs							
At national level	1	2	3	4	5	6	7
At local levels	1	2	3	4	5	6	7
1.1.2 Appointment/job positions are advertised	1	2	3	4	5	6	7
At national level	1	2	3	4	5	6	7
At local levels	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
1. 2 Selection							
1.2.1 Interview is conducted prior to the appointment	1	2	3	4	5	6	7
1.2.2 Selection of the individual is based on:	1	2	3	4	5	6	7
Relevant experiences	1	2	3	4	5	6	7
Relevant competencies	1	2	3	4	5	6	7

High profile of the individual (person with connection)	1	2	3	4	5	6	7
Keen interest of the individual to do the task	1	2	3	4	5	6	7
Individual's potential							
Others_____	1	2	3	4	5	6	7
1.3 Mutual Agreement							
1.3.1 Prior to the appointment, there is discussion on:	1	2	3	4	5	6	7
Job description or the task to be performed	1	2	3	4	5	6	7
Mutual agreement on the goals and expectations	1	2	3	4	5	6	7
Training and support required and provided	1	2	3	4	5	6	7
Time frame of appointment	1	2	3	4	5	6	7
Issuance of appointment letter	1	2	3	4	5	6	7
Others_____	1	2	3	4	5	6	7
TRAINING AND SUPPORT							
2.1 Training needs analysis is conducted for all individuals	1	2	3	4	5	6	7
2.2 Training system is co-ordinated at all levels	1	2	3	4	5	6	7
2.3. Initial training or orientation is provided	1	2	3	4	5	6	7
2.4 Personal training adviser (or equivalent) is assigned to coach and mentor all individuals who are new to the job	1	2	3	4	5	6	7
2.5 Relevant training literature, manuals, etc. are easily accessible	1	2	3	4	5	6	7
2.6 Essential new information is promptly disseminated/shared	1	2	3	4	5	6	7

2.7 Follow up/on-going training is provided for all individuals	1	2	3	4	5	6	7
2.8 Certificate of attendance/achievement is issued	1	2	3	4	5	6	7
2.9 Individual training record is maintained for all (personal log book)	1	2	3	4	5	6	7
2.10 Others _____	1	2	3	4	5	6	7
MANAGEMENT OF ADULT RESOURCES (REVIEW AND DECISION FOR THE FUTURE)							
3.1 Review							
3.1.1 Performance review is conducted at all levels:							
– Rarely ❑ – Monthly ❑ – Quarterly ❑ – Half Yearly ❑ – Annually ❑ – Others_____							
3.1.2 Review is primarily based on the mutually agreed goals and with the aim of developing the individual	1	2	3	4	5	6	7
3.1.3 The individual's strengths and developmental needs are identified and discussed	1	2	3	4	5	6	7
3.1.4 Others _____	1	2	3	4	5	6	7
3.2 Decision for the future (renewal, reassignment, retirement)							
3.2.1 The individual has a say in his/her future responsibilities	1	2	3	4	5	6	7
3.2.2 Decision to renew, reassign, or retire the appointment is based on mutual agreement between the individual and the organisational needs	1	2	3	4	5	6	7
3.2.3 Agreed decision and follow-up actions are documented and kept in the individual's file	1	2	3	4	5	6	7
3.2.4 Others	1	2	3	4	5	6	7

802. PRINCIPLES OF INTERPERSONAL COMMUNICATION

802.1 INTRODUCTION

'Communication is the transference and understanding of meaning" (Robbins, 1989). It is often assumed that communication between people is relatively easy. In fact, this is not true. Interpersonal communication is a complicated process, which can lead to misunderstanding and confusion. We often blame the other person when we have difficulty communicating. However, we must assume the responsibility if we are unable to convey our meaning properly.

As senders of information, we have little or no control over what happens to our message once it is sent. It is our responsibility to make every effort to ensure the person or people receiving the message have the correct understanding. Otherwise, our communications may be ineffective.This will affect our ability to establish good interpersonal relationships. Interpersonal rapport can influence our training efforts as poor communication can hinder learning. Individuals will probably experience more difficulty in understanding the content, require more learning time, and remember less.

802.2 THE BASIC COMMUNICATION MODEL

When we communicate, there is a sender and a receiver. In essence, as the sender, you have a message that you want to communicate to another person(s) who is the receiver. An example message might be "service to the community" which is important for the image of Scouting. That message is then sent through a medium or channel, which can be verbal or non-verbal. The receiver then gives you verbal or non-verbal feedback about your message. Of course, as that feedback takes place, the receiver becomes a sender and you become the receiver.

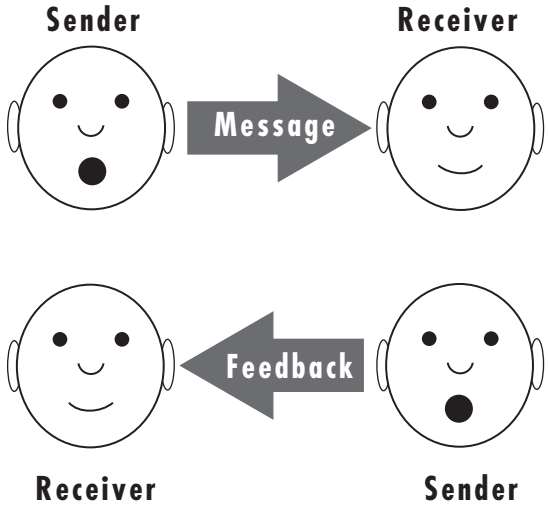


Figure 802.1: Basic Communication Model

Non-verbal communication can be expressed in two ways. First, through body language such as facial expressions, eye contact, and the way we use our hands and our body. Second, through the use of the immediate environment. A good example of this is in the way we use space to convey a message - how close or how far away you sit from the other person, whether a desk or table is between, and what type of location is used (how formal or informal do you want the training to be.)

The sender's goal is to transmit an idea so that the receiver understands what the sender intended. The receiver, on the other hand, is concerned with making sense of the sender's idea. This is especially important if the receiver is asked to complete a task. Both goals are similar. The message, therefore, needs to mean the same thing to both people.

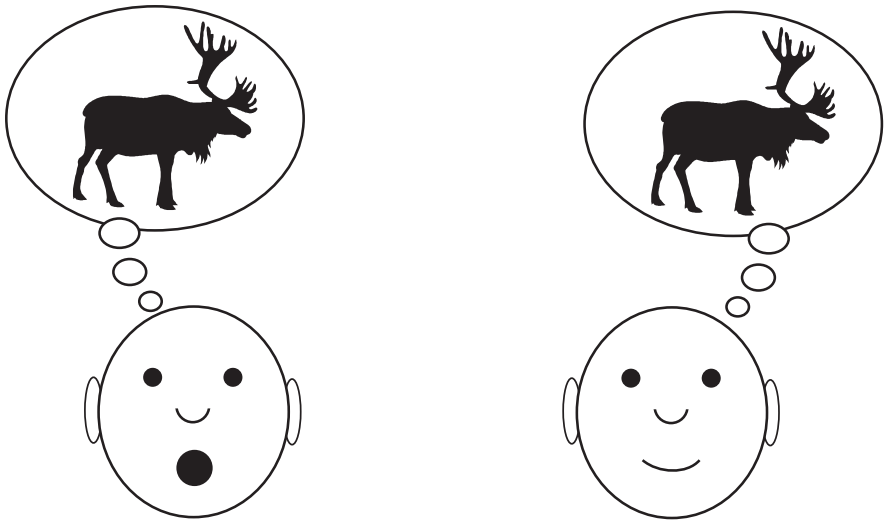


Figure 802.2: Effective Communication

Part of the reason that misunderstandings occur is because messages are influenced by each person's *"frame of reference"*. Our own frame of reference consists of all those things that make each of us unique as individuals. Such factors as age, occupation, experience, beliefs, values, education, attitudes and gender can act as a filter through which all messages are received. Our frame of reference helps us translate the message so that it makes sense to us.

When communicating with others, it is important to understand how differences in cultural and national identity differences can influence an individual's frame of reference. It is also essential to use the right tone and the appropriate level of formality for communication to be effective. In training and in establishing good interpersonal relationships, trainers cannot permit potential barriers to exist.

It is easier to communicate when there is a common or shared frame of reference between people. The larger the common frame of reference, the less chance of a communication barrier being established. Therefore, establish good rapport at the outset of a training session and be aware of the participants' frame of reference to improve the effectiveness of the communication.

802.3 RECEIVING INFORMATION

Most of us focus our attention on preparing and delivering our message - the sender part of the communication process. What we tend to forget is the importance of properly receiving information. We typically

think we are much better at sending messages because talking is associated with mastery and power.

Alternatively, listening is assumed to come naturally to us. We assume we don't need to spend time on improving our listening skills because hearing is instinctive. The reality is very different. Listening is a critical interpersonal skill. The role of the listener is not only to hear what is being said, but to understand it in such a way that proper action can be taken. The receiver needs to listen actively in order to determine the purpose of an interaction.

The original sender of the message needs feedback from the receiver (listener) to be sure the message is received and understood the way the sender intended. Therefore, eye contact by the sender is critical; otherwise, he/she might assume the communication took place when it did not.

There are some communication techniques you can use during an exchange to help you improve your skills as an active listener to the receiver of your message to ensure it was effectively communicated. The techniques include the use of open-ended questions, acceptance cues, restatement and silence. (See 802.5 for more information on Active Listening Skills)

Open-ended questions do not have yes or no answers. This type of questioning encourages individuals to explain and describe their responses.

Acceptance cues are both verbal acknowledgements such as *"yes"* or *"I agree"* and non-verbal acknowledgements like nodding and smiling. These cues tell the trainers or the participant that the other person is listening and paying attention. They also help the speaker to feel that what he/she is saying is important.

Restatement is basically rephrasing or stating back to the sender what you have heard. Restatement serves two purposes. It allows the listener to check the accuracy of understanding and provides an opportunity for the sender to clarify, correct, or perhaps fill in information that was omitted. It is a form of feedback to the sender.

There are two ways of using restatement in training. The first is parroting or echoing. The trainer confirms that he/she understands the participant's own words by stating back using a question, statement or example. The second way is paraphrasing. This is a summarization of the information that has just been heard. It also permits the trainer to acknowledge the participants' emotional state. It is important for individuals to discuss how they feel about messages they have received. Discomfort for example, may signify confusion and thus act as a barrier to effective communication.

Simple language enhances understanding of meanings. Where applicable, simple, clear language should be used to express views.

Avoid jargon, unless the term is explained to eliminate and minimise misinterpretation.

Silence provides valuable thinking time for both the trainer and the participant. It also allows both persons time to mentally summarize, assess information and check accuracy.

802.4 EIGHT ATTRIBUTIONS OF SUPPORTIVE COMMUNICATION

(Whetten and Cameron, 1991)

Examples on how questions should be phrased and asked to support communication are provided in the table below:

Problem-oriented, not person-oriented **How can we solve this problem?**	**NOT**	**Because of you, there is a problem.**
Congruent, not incongruent **Your behaviour really upset me.**	**NOT**	**Do I seem upset. No, everything is fine.**
Descriptive, not evaluative **Here is what happen; here is my reaction; here is what I suggest that would be more acceptable to me.**	**NOT**	**You are wrong for doing what you did.**
Validating, not invalidating **I need some ideas, do you have any suggestions?**	**NOT**	**You will not understand; we do it my way.**
Specific, not global **You interrupted me three times during the meeting**	**NOT**	**You are always trying to get attention.**
Conjunctive, not disjunctive **Relating to what you just said, I would like to discuss this.**	**NOT**	**I want to discuss this(regardless of what you want to discuss).**
Owned, not disowned **I have decided to turn your request because…**	**NOT**	**You have a pretty good idea, but they just would not approve it.**
Supportive listening, not on way listening **What do you think are the obstacles standing in the way of improvement?**	**NOT**	**As I said before, you made too many mistakes. You are jut not doing the job.**

802.5 ACTIVE LISTENING SKILL

One of the main failures in communication is our inability to listen attentively and actively to what others are saying. Active listeners listen with their ears, eyes and mind (Robbins, 1989). They listen for feelings and emotions as well as for literal word so that the total meaning behind the speaker's message can be grasped.

14 techniques (Robbins, 1989) used by active listeners are listed as follows:

1. **Be motivated:** Active listener exerts the effort to hear and understand. They are willing to make the effort to listen, although it is hard work.

2. **Make eye contact:** Making eye contact with the speaker focuses our attention, reduces the likelihood of becoming distracted and encourages the speaker. Research indicates that people judge whether we are listening by looking at our eyes (Hunsaker and Alessandra, 1980).

3. **Show interest:** Through the non-verbal (body language) like affirmatively nodding our heads and appropriate facial expression, like a smile, together with the eye contact, convey to the speaker that we are indeed listening.

4. **Avoiding distracting actions:** When listening , avoid looking at yoour watch, play with your pencil, etc., as they make the speaker feel that we are bored or not interested. They indicate that we are not attentive to the message that the speaker wants to convey.

5. **Empathy:** Active listener tries to understand what the speaker sees and feels by putting himself/herself in the speaker's shoes. Do not project our own needs and intentions onto the speaker because we are likely to hear what we want to hear. Ask ourselves- who is this speaker and where is he/she coming from? What are his/her interests, attitudes, experiences, needs and expectations?

6. **See the whole picture:** Interpret feelings, emotions, non-verbal signals and factual contents to understand the subtle message and get a much richer meaning of what was said.

7. **Ask question:** Analyse what is heard and seen and ask questions to further understand, clarify and verify issues raised. It also assures the speaker that we are listening.

8. **Paraphrase:** Restate what the speaker has said in our own words. Use phrases like "What I hear you saying is…" or "Do you mean…?." Rephrasing what was said allows us to check whether we understand what we are listening to and to verify the accuracy of the message.

9. **Do not interrupt:** Let the speaker complete his or her sentences or thoughts before responding.

10. **Do not overtalk:** There is always a tendency for us to speak our ideas than to listen to what someone else says. If we are talking more than the speaker is, chances are that we are not listening enough. We cannot talk and listen at the same time.

11. **Don't pre-judge or draw premature conclusion:** Be aware of our biases and avoid stereotyping the speaker based on his or her gender, education, ethnic group, status, etc. Use the information about the speaker to improve our understanding of what was said and do not let our biases distort the message.

12. **Integrate what is being said:** Make connections between each new piece of information to form a comprehensive message. Ask questions that will help fill in the blanks.

13. **Make a smooth transitions between speaker and listener:** From a listening perspective, this means concentrating on what a speaker has to say and practising not thinking about what we are going to say as soon as we get the chance.

14. **Be natural: Do Not try to become a compulsive good listener:** If we exaggerate or over do eye contact, facial expressions and the like, we will lose credibility. Be natural, authentic and develop listening techniques that are effective and fit well with our interpersonal style.

802.6 EFFECTIVE FEEDBACK SKILL

What do we mean by feedback? It is any communication to a person that gives him or her information about some aspect of his or her behaviour (Mill, 1976). It is not only limited to the work place or to job activities. For example, when you tell someone sitting opposite the table that his/her smoking is bothering you, you are providing that person with feedback.

Interpersonal conflict arises when we do not know how to provide feedback in a more constructive or positive way. There is a substantial body of research showing that feedback leads to increase morale and performance, if done correctly.

The following is a brief guide on how to provide feedback effectively:

1. **Focus on specific behaviours:** Focus on the behaviour and not on the person. Avoid statements like "You have a bad attitude" or "You are lazy" or "you are always late for work" or "I am really impressed with your good work." They are vague and while they provide information, they do not tell the receiver enough to correct the bad attitude or on what basis those statements were made.

   It is better to be specific by giving the specific examples of critical or complimentary behaviour. For example, "Over the last two weeks, you had been two hours late for work on five occasions? What seems to be the problem?" and this can be followed by "And could I be of any help?" In this manner, you prevent people from being defensive and allow them to focus on the observable

issues. Likewise, when giving complimentary feedback you can say " I am pleased with your output because you managed to complete it well within the deadline."

Such statements tell the receiver why you are being critical or complimentary. They enhance understanding.

2. **Keep it impersonal:** No matter how upset you are, stay focussed and keep the feedback issue-related by being descriptive rather than judgmental or evaluative. Never criticise someone personally by telling them that they are "stupid", "incompetent," or the like as this is often counterproductive. It provokes an emotional response and reaction by putting the person in a defensive mode. You may be tempted to tell someone that she or he is "insensitive and rude" (which may well be true), however that is hardly impersonal. It may be better to say something like " You interrupted me three times, with questions, which were not urgent, when you knew I was on overseas call with a customer."

3. **Ensure understanding:** Every successful communication requires both transference and understanding of meaning (Robbins, 1989). So, make sure that the person clearly and fully understands it. Consistent with the listening technique, described earlier, get the person to rephrase the main message and content of the feedback to see whether it fully captures the intended meaning.

4. **Make it well-timed:** Provide feedback promptly to correct a deficiency in behaviour or to acknowledge and reinforce the desired behaviour. People remember their behaviour and suggestions for improvement right after the observed situation rather than months later. Providing prompt feedback also creates greater impact. A point to remember is that making feedback promptly merely for promptness sake will backfire if you have insufficient information. In such instances, "Well-timed" may mean "Somewhat delayed."

5. **Where to give feedback:** Everyone treasures his or her ego. As far as practical and possible, give complimentary feedback in public. Negative or unpleasant feedback to correct a person shortcoming should be done in private to avoid unnecessary embarrassment and deflating the person's self esteem. In collective cultures (see below for explanation), there is a tendency to look at negative feedback as a personal attack, especially if the feedback is delivered by someone's outside of one's work group (Shepard, 2001, Singh, 2001 , Van Tuan and Napier, 2000b). Therefore, it is important to establish a personal relationship and trust before providing any negative feedback.

802.7 ISSUES WITH CULTURAL DIVERSITY

Be aware of cultural sensitivity and differences. What works in one culture may not work in another. Two types of culture are discussed as follows:

High context, collective culture

In a high context, collective culture, especially in the East, people usually attach a great deal of meaning to the stimuli surrounding the communication event (Hofstede, 1980, Trompenaars, 1993). This means people will take into account the surrounding context (e.g. facial expression, tone of the voice, dress, eye contact, physical location) before effectively understanding the message (Talylor, and Czaplewski, 2002). Generally, people in Eastern culture are uncomfortable with direct and explicit feedback or criticism especially when communicating with elders or senior staff for fear of "losing face" (Van Tuan and Napier, 2000b). They place a strong emphasis on creating harmony and loyalty among people. Respect for authority and seniority is highly valued.

To communicate effectively as such, you have to show respect in both written and oral communication. Respect can be shown by a marked emphasis on politeness and decorum. For example, using the phrases "please consider to do…" or "would you please…" rather than saying "you must do…" or "you are required to do…" which are considered impolite. In addition, it is important to address elders and seniors with proper respect and titles (Abdullah, et al., 2001).

Hence, be indirect in conveying feedback ("read between the lines") and avoid loud non-verbal gestures, since it is often considered socially unacceptable (Taylor and Czaplewski, 2002). A low, pleasant, and friendly tone of voice is frequently effective in making requests. Instead of being demanding, it is often useful to ask, "may I ask you a question " or "may I make a suggestion". Above all, pay close attention to body language, as it is more restrained than is typical in the West in order to demonstrate one's humility and respect for the other person (Abdullah,et al, 1995).

Low context, individualistic culture

Conversely, in a low context individualistic culture, normally prevalent in the western culture, people pay less attention to the many external stimuli mentioned above. The emphasis is on communicating as accurately and explicitly as possible. Therefore, when a conflict occurs, individualistic societies believe that conflict management and resolution strategies should be used to surface and discuss issues, even if it mean open disagreement or confrontation. The main reason for this approach is to resolve the issue for the sake of improving performance. Of course, this value contrasts sharply with those of high context, collective societies in which group and strong relationships among group members are seen as the key to higher performance.

Therefore in this type of low context western culture, communication should be direct and explicit and verbal feedback should be followed upwith written summary of evaluation. People generally welcome the open and the frank direct feedback as long as you remain objective to the issue being communicated.

802.8 CHANNEL OF COMMUNICATION

The most common verbal form of communication today is the e-mail. It facilitates communication across borders, relatively quickly and cheaply, though it can be frustrating if the addressee does not respond promptly.

The table below summarises some of the main advantages and disadvantages of the various types of communication.

Communication channel	*Examples and/or characteristics*	*Advantages*	*Disadvantages*
MAIL	Letters, memos, reports, e-mail, etc.	Permanent record. Consistent message to all receivers. Can be read and responded to when convenient.	Storage Required. Lack of personal involvement. Can be time consuming to produce and read.
MEETINGS	Gathering of two or more people, which can be formal or informal, planned or unplanned.	Effective mechanism for pooling efforts to share information, solve problems, inform decision, etc.	Time consuming. Not all discussion is equally important to all participants.
		Can ensure group is committed to agreed action.	If unstructured, can slow the decision making process.
TELEPHONE CALLS	Sharp, immediate way of getting direct transmission of information.	Can get immediate response. Can provide a degree of personal contact, which would otherwise be unavailable.	Can be time consuming, especially when contact is unavailable. No written records.
FACE-TO-FACE	The most direct and commonly used channel of communication.	Personal involvement. Opportunity to check understanding and response. Visual feedback.	Can be time consuming. Can be diverted if not focussed enough.

Depending on the situation, the best method is the face to face communication as it allows both parties to confirm understanding of the issues or problems through both verbal and non-verbal means (body languages)

802.9 TRAINER'S ROLE

Trainers may be both senders and receivers. In turn, they can greatly influence the way instruction is communicated and processed. The communication model and the use of active listening skills can encourage openness and clarity between people. Ease in expressing oneself is essential for information to be properly exchanged. Likewise, awareness of the cultural differences will greatly enhance the understanding of meanings attached to the communication.

803. LEARNING OBJECTIVES

803.1 INTRODUCTION

Some trainers, both inside and outside Scouting, may not be familiar with the idea of *"learning objectives"*.

In preparing a training activity, the trainer is sometimes content with a general statement of intent e.g. to improve the quality of Scouting, or to help leaders to become more skilled.

Then, the trainer goes on to decide the content and the method of the training activity, without considering the level at which the subject will be dealt nor the point to which the content will be taken. The trainer does not define in a precise and clear manner what knowledge, what skills and what attitudes he/she hopes to develop, nor to what point he/she hopes to develop them.

Nevertheless, if we want the participants to gain the best possible benefit from the training, the only criterion for the quality of the training in hand, is to know whether the learning, which has been envisaged, has actually taken place. Or, if one prefers it, the criterion is to know whether the training has brought about a measurable change in the behaviour of those involved. The more clearly one defines the nature and the limits of the change being sought, the better the chances of achieving it.

803.2 AIMS AND OBJECTIVES

The first step is to distinguish between aims and objectives. An aim is a general statement of intent, expressed from the point of view of the organisation or trainer; e.g. to help leaders to understand the educational aspects of Scouting.

An objective is a more precise statement expressed in terms of what a participant is expected to be able to do by the end of the training activity or learning experience e.g. by the end of the session, the participants will be able to:

- state the essential elements of the Scout Method;
- explain the circumstances in which the method will have to be adapted to different age ranges;
- provide the conditions in which the method can be applied;
- apply the method, adapting it to local conditions, whilst respecting the fundamentals of Scouting.

As can be seen in the above example, an aim is usually expressed in a single phrase, whereas an objective is usually expressed in a series of phrases, defining each particular point separately.

803.3 DIFFERENT TYPES OF OBJECTIVES

When precise objectives describe the changes being sought in the behaviour of people, the changes will be of different types, according to the areas of learning involved.

Thus, with a single topic, e.g. the Patrol system, we can recognise three different types of objective:

- to explain the principles of the Patrol system; this is an objective concerned with information or knowledge;
- to apply the Patrol system within the day-to-day life of the Troop; this is an objective concerned with skills;
- to interpret the Patrol system as a means of developing responsibility and better relationships; this is an objective concerned with values or **attitudes**.

As can be seen in the above example, a clearly defined objective indicates the area of learning involved in the training activity. Within each area of learning **(i.e. knowledge, skills, attitudes)**, we can distinguish degrees and we can indicate the level of learning being sought for. For example, to state, to explain, to apply, to analyse, to deduce, to evaluate, are different levels, in ascending order: but they are all from within the same area of learning. i.e. information and knowledge. (See Section 514 on Taxonomy of Educational Objectives) for a clearer understanding on the type of objectives.

803.4 ADVANTAGES OF OBJECTIVES

In conclusion and to summarise the above, we can list the advantages of setting objectives:

- they define in a clear and precise manner exactly what it is hoped to achieve; from behavioural and cognitive perspectives.
- they describe the areas of learning involved and the progressive stages of the training activity;
- they allow us to establish an order of priority and to adapt a training activity to particular circumstances;
- they help us choose the most appropriate training method or methods;
- they allow us to make an objective evaluation of the learning from both the trainer's and learner's point of view.

HOW TO WRITE OBJECTIVES

Objectives should always be written in short, precise phrases, each of which should describe a single capability or skill. If a training activity covers many aspects of a problem and a range of capabilities, which is generally the case, the trainer should write a series of short, precise phrases each of which defines a single aspect of the problem.

Moreover, he/she should always use concrete terms and active verbs, avoiding those which are open to many interpretations, e.g. to know,

to understand, to appreciate, to be acquainted with, to be aware of, to enjoy, to believe.

A good objective has the following description ("SMART"):

- **Specific** – It clearly describes what exactly to achieve. For example, "To increase membership of the Scout Section".

- **Measurable** – It describes what to achieve in quantifiable terms. For example, "To increase membership of the Scout Section by 10%".

- **Attainable** – It is possible to accomplish reasonably.

- **Realistic** – It makes sense given the available resources and circumstances.

- **Time frame** – It spells out by when the objective will be achieved. Therefore an example of a good objective may look like this: "To increase the membership of the Scout Section by 10% by the end of 2006".

On the other hand, verbs which are open to few interpretations would include to write, to state, to identify, to construct, to demonstrate, to select, to define (See Section 514).

CHOICE OF TRAINING METHODS TO MEET OBJECTIVES

Having decided on the precise objectives, it is possible to choose between the different training methods which are available. The table below, which is not exhaustive, gives an idea of the relationship between training methods and learning objectives.

Relationship between Objectives and a limited number of Methods

	KNOWLEDGE	SKILLS	ATTITUDES
LECTURE	X		
TALK	X		
DEMONSTRATION		X	
DISCUSSION	X		X
ROUND TABLE	X		X
BRAIN STORMING	X		
BUZZ GROUPS	X		
CASE STUDY	X	X	X
SAND TRAY		X	
IN TRAY	X	X	X
ROLE PLAY	X		X
BUSINESS GAME	X	X	X
BASE		X	
EXERCISE	X	X	
PROJECT	X	X	
WORKSHOP		X	
COMPUTER BASED	X	X	
SIMULATION	X	X	
ACTION LEARNING	X	X	X

Figure 803.1: The Relationship Between Objectives and Methods

804. GROUP WORK

804.1 INTRODUCTION

Small groups are used on training courses because people learn better in small groups than in larger gatherings or audiences.

For many years, the traditional method of training people has been by means of lecture or demonstration.

Indeed, in many universities, colleges and schools, these methods are still used. And they are still widely used on training courses in the Scout Movement.

The lecture or talk is a training method in which one person conveys information to other people by speaking to them. The demonstration is a method in which one person shows other people how they should carry out a task, which usually involves skills.

In some cases, information is efficiently conveyed to those who listen, and the people who watch will be able later to carry out the same task properly.

However, experience has shown that most people do not learn much or very quickly from these methods - even when they are supplemented by suitable training aids.

If they are used, they must be supplemented by other training methods.

Lecture, talk and demonstration are less effective because they are inflexible. They do not allow people other than the trainer to participate: the speaker or demonstrator is active; the spectators are passive. Unless a person actively participates, he/she is unlikely to learn. He/she must be personally involved.

One way to enhance learning is working in small groups where each person can participate and can be personally involved in the work of a small group - he/she can learn better through interaction and sharing of experiences.

For examples:

- People will understand the fundamental principles of Scouting if they can discuss them freely in a small group - possibly after a short talk by a trainer.
- People will become more skilled at pioneering if they can practice the skills in a small group e.g. by building a tower - possibly after a short demonstration by a trainer.
- People will appreciate better the importance of working cohesively as a team towards a common goal.
- People will improve their social/relationship skills when they do things together and learn to value differences.

These skills cannot be learnt by lectures, by talks or by demonstrations. They can only be learnt by discussion, by simulation - or by other training methods involving small groups.

804.2 WHAT IS A SMALL GROUP?

A small group may be any size, but in practice the best size is between five and eight.

Members of a group should, by definition, be working together for a common purpose. They should have an aim; they should be able to determine how it will be achieved, deciding on their own actions, and which should result in their successfully achieving the purpose by means decided amongst themselves.

This may seem a rather abstract definition of a group. It is probably easier to visualise five or six people carrying out a project e.g. a group of Scout leaders on a course building a raft. They are working together to build a raft that will carry two of them down a river. The rest of the definition follows logically.

To be successful the members of the group must first be able to agree on what they want to do together.

Next, they must realise that nothing will happen unless they do something about it themselves. Also, they must have, or be able to get, the resources, information and skill required to complete the task.

Finally, there must be sufficient incentive or motivation to keep them together whilst they carry it out.

Although it may not be so obvious, the same process takes place when a group of Scout leaders on a course discusses the fundamental principles of Scouting or a relationships problem between a Scout leader and parents.

804.3 WHY DO PEOPLE LEARN BETTER IN SMALL GROUPS?

People learn better in small groups for several reasons. It has already been said that people learn better because they can participate. It is this personal involvement that is so important – individual learning.

Equally important is the fact that members of a group can learn from one another – peer learning.

Each participant is an individual. he/she already knows and understands many things; he/she already has some skills. There are other things he/she does not yet know or understand; and there are some things he/she cannot yet do. Therefore, he/she has certain training needs.

These training needs are probably different from those of others in the group, because they already know and understand different things, and because they already have different skills or behave differently.

He/she will also have different training needs from the others in the group, because he/she is probably working in different circumstances - in a rural area, or with disabled children, or with no help. Indeed, the circumstances of everyone in the group are likely to be different.

The participants can possibly satisfy some - or even all - of their individual training needs within the group. Other people can possibly help them from their own experience. In their turn, they can possibly help others from their experience. In this way, there will be learning from within the resources of the group itself.

When there is a feeling of trust and of helpfulness within the group, participants will be able to also raise other issues that worry them. These may be problems concerning their work e.g. loss of older members, lack of finance etc. These issues can be better addressed effectively within the 'safety' of the group, rather than in a larger group e.g. during the question period, in plenary, after a lecture.

Once again, someone from the group may be able to help with a specific problem.

So, again the small group - even from within its own resources - can help people to learn some of the things they need to learn.

However, resources within the group are unlikely to be totally sufficient and members will also want information or skills from outside the group. These they can get from a trainer or from their tutor.

The role of a tutor which is described elsewhere (Section 806) should be studied alongside this item.

804.4 ROLE OF THE TRAINER

If a trainer is to make the best use of small groups, he/she must understand the different training methods involving such groups.

There is a temptation to assume that, after a short talk on a topic, discussion within small groups will satisfactorily achieve the objectives of any session.

This is a fallacy.

First, the trainer must be familiar with the learning objectives of the session concerned. Then, he/she should carefully and deliberately choose a method, or several methods, most likely to achieve those objectives - within the time available and with the resources at his/her disposal.

If small group work is to be involved, the trainer must be clear in their own mind as to the purpose of the method to be adopted - and what steps should be taken to ensure its success. The trainer can serve as a facilitator to manage the learning process.

As a facilitator, a trainer should:

- check that the physical arrangements are satisfactory (e.g. seating, lighting, ventilation, etc.);
- ensure that everyone understands the aim of the discussion, the time at their disposal, and the procedure to be adopted;
- encourage everyone to join in the discussion and so participate in some way;
- keep the discussion relevant and ensure that it covers the topic adequately;
- make a final summary with help from other members.

See Section 805.6 on managing group process during discussion.

The trainer must ensure that the discussion is aimed at achieving one or more of the learning objectives. He/she must ensure that the discussion is also learning experience as well for members of the group.

Trainesr will be much more successful if they have some understanding of how people influence one another in a group. This influence, which is sometimes called 'interaction', is important. The interaction of people, as members of a group, is usually called the *"group process"*. This is discribed in the next chapter.

805. THE GROUP PROCESS

805.1 INTRODUCTION

Group work is important in adult training and working in groups is essential as it helps to develop the skills required in their normal Scouting jobs. Groups provide direct experience and an opportunity to learn with and from peers. Group learning as a technique is appropriate to any subject matter for which discussion and group problem-solving or action will assist the learning.

To make the best possible use of group work in a learning situation, the leader should be aware of the various factors that influence the life, evolution and activity of a group and adjust his/her interventions accordingly. Groups progress through a life cycle and this section is intended to provide some insight into how groups change and develop during adult training activities.

Firstly it is useful to distinguish between groups which come together for a relatively short period of a few hours and those that meet and work over a prolonged period of several days. During shorter sessions, it is appropriate for the leader to provide the group with a considerable amount of guidance in what the groups will do and how they will do it.

For longer training sessions, it is important that the leader involves the individuals in the group in deciding what is to be done and how to work together. This is partly because, during longer training sessions, individuals have an opportunity to determine more accurately their individual learning needs. The leader who does not involve such learners in decision-making runs the risk of missing the opportunity to meet individual learning needs.

For a group to be effective and efficient, a number of functions must be performed. Each of these functions is performed slightly differently and with different levels of emphasis in different cultures, but for good group work, all must be performed by someone in the group. They are:

- Giving and soliciting information, suggestions and clarification of the task;
- Testing for decisions by expressing and soliciting statements of approval and disapproval;
- Expressing concern for others' feelings as appropriate;
- Giving and soliciting ideas about how best to work together;
- Encouraging each individual to participate as he/she can and wants to;
- Keeping the discussion on track; and
- Evaluating the groups' progress and output.

Although some individuals might say that some of the above functions are mainly the responsibility of the leader, it is proposed in this section that the role of the leader is to encourage every member of the group to perform all the above functions. This means that the leader may sometimes perform the functions to model how they are done, while at other times he/she will not perform a needed function, preferring to stay out of the way so that a group member may perform it. This does not mean that the leader would withhold important information from the group. It simply means that the leader will encourage the group members to develop their own ability to work together effectively.

It is useful to distinguish between the way in which an individual progresses through successive steps as he/she joins and works in a group and how a group also develops through successive steps.

The first aspect – *individual progress* – is adequately described by the 'Time Structuring' model suggested in Transactional Analysis whereas the five phases of the Tuckman model are a useful tool to look at the second aspect – *group development*.

805.2 TIME STRUCTURING

This model suggests that each of us as an individual progresses through successive steps as we join in and work in a group. While initially we may experience a state of WITHDRAWAL when first confronted with a group of strangers - a reluctance to get involved - this usually is overcome as we perform GREETING RITUALS with others.

These RITUALS vary from culture to culture: for some it is a handshake and a discussion of the weather, for others it is an embrace and a discussion of the relatives we know. There are many other forms of ritual.

Having performed ritual greetings, we tend to progress into PASTIMING in which we discuss events that we may share in common - a sporting event, a Scouting activity, a visit to a restaurant etc. At this point we are looking for people with similar interests, individuals who will support us in the group. At this point we begin to get ready to work together.

In the ACTIVITY step, the group works together to accomplish a common goal. In adult training, this is learning about something. Provided that we do a job that we are happy about, we tend to begin to feel good about the people with whom we have been working. This signals the final step of INTIMACY, simply feeling good about one another.

Knowing that individual in groups will progress through these steps, the leader can ensure that he/she provides adequate time at the beginning of the session for people to begin to get to know one another. Spotting someone who is still in the WITHDRAWAL step and introducing them (RITUAL) to one or more members is an important way to ensure that all members come together as a group. In addition, whilst it may

not appear to be productive initially, allowing the group some opportunities to PASTIME will in the long run increase peoples' individual working comfort in the group. In some cases, ice-breaker exercises are used to give individuals a common experience about which to pastime.

The skilled leader will look for the moment to begin to move the group from PASTIMING into ACTIVITY. At this stage, the leader should ensure that the group knows what it has to do and how it might do it. Once the learning activity has been completed, the leader can precipitate the final stage by asking individuals how they felt about the task and how they felt about working with one another.

If the leader has structured the learning activity so that the needs of the learners have been met, good feeling will be assured. The leader will have helped learners to move into, and out of, each step.

805.3 GROUP PROGRESS – THE TUCKMAN MODEL

While individuals in a group also will progress through the five stages of time structuring as a group each time it meets and completes a significant task together, it will undergo a longer cycle of phases. There have been several models devised to describe these phases. What is described below is an adaptation of the five phase Tuckman model. In this model, a group goes through five phases of development: 'forming', 'storming', 'norming', 'performing' and 'adjourning'. (See Section 706.1 on group and team development)

In the initial FORMING stage, individuals are concerned with finding out what the task and purpose of the group is and how they as individuals can contribute to and profit from belonging to the group. During this phase, discussion tends to be polite, impersonal and guarded, as individuals are watchful of others and dependent of the leader for direction. While it is necessary for the leader to provide direction to the group during this initial stage, it is also important to encourage each member's participation in discussion and in decision making. Unless the leader encourages shared decision-making and the involvement of all, the group will tend to remain permanently dependent on the leader.

As some members take on more work and to show less dependent on the leader, two kinds of reaction will probably begin to occur. The leader and some of the members may see those who are becoming responsible and performing all the member functions as too aggressive. Some members may complain, saying that the leader should be allowed to lead, and the leader may be tempted to squash such disagreements and any attempts by individuals to share the leadership. This is the STORMING stage. Some individuals may opt out of the discussion while others may feel that group progress is stuck.

Others will appeal to the leader to mediate between individuals and subgroups with differences. It is not unusual for the group to become

dissatisfied with the leader or the task or the groups' performance - or all three. In this phase, it is important for the leader to encourage the group to work together and to persuade the group to keep on trying. It is inappropriate for the leader to provide too much direction at this point - encouragement and persuasion are needed as the group attempts to sort out its differences in individual values, understanding and interests.

During the STORMING stage, individuals become less guarded and more direct in expressing their ideas and opinions. This candor and appreciation of the now revealed needs of others sets the stage for the next phase.

In the NORMING phase, the group begins to pull together, to establish a sense of cohesion. To some extent, the group has identified some of the strengths and weaknesses of individuals in getting the task done and supporting one another. When individuals are helpful, they are noticed and encouraged by others. When individuals are not being helpful, the group encourages more helpful responses from the individual.

Responsibility for progress is shared and members begin to concentrate on how to work more effeciently and more effectively together. During this phase, the group may request very little help from the leader. The appropriate response is to let the group proceed while making occasional suggestions to keep them on track.

The group now progresses into a highly productive PERFORMING phase. The group has become an effective tightly knit group that solicits help from the leader when it needs it. However, it tends to solve its own internal working problems. All members feel appropriately involved. Work patterns become fairly flexible according to need. At times the group may decide to subdivide in order to complete certain sub-tasks and then to come back together to consolidate them. Now the leader can become very active as a co-learner with the group.

As the group's work comes to an end, it enters its final phase ADJOURNMENT. During this final phase, individuals begin to focus on leaving the group, and going home. At or before the time the group enters this phase, it is appropriate for the leader to focus the group on examining how and what it has learned that might be applicable back home. Individuals can be asked to indicate what they will now do differently when they go back home. The group can focus on evaluating the course, making suggestions for improvement and change. Finally, individuals can be encouraged to express how they feel about working together as a group – what went well and what went wrong!

The five phases are show on the diagram below.

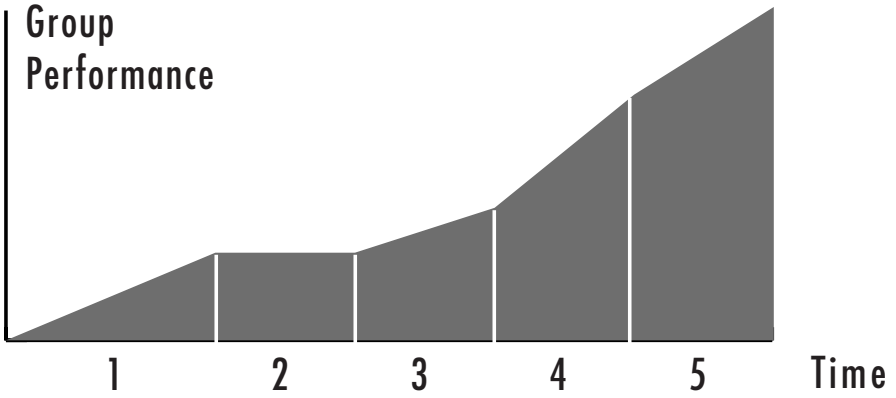


Figure 807.1: The Tuckman Model

While groups who are together for several days tend to go through the above five phases, it may be difficult at times to discern which phase an individual group is in. Some groups may get stuck or delayed in one of the phases. Other groups will trip lightly through them all without profoundly experiencing any phase. It ought not to be the leader's task to ensure that all groups experience all phases equally. The leader's responsibility is to encourage the members to perform the necessary functions in the group so that the group can have a productive learning environment. By recognizing the group current phase at any point in time, the leader can facilitate the group to move to the perfoming phase so that they are more productive in the given time.

As a conclusion, in order to facilitate the group process and cause the group to work more effectively, the leader will attend to each individual group member and the group as a whole. He/she will support the individual and help him/her through the time structuring steps. He/she will support the group and help it with the performance of group regulation functions and its progress through the successive phases of its life cycle.

805.4 APPLICATIONS

An understanding of the Group process is particularly important for trainers using the small group in their training courses or seminars. Without a realisation that these are predictable and necessary stages in the development of a group, we may be disconcerted and try to prolong or prevent a particular stage. In the early stages the group's dependence on the leader for guidance can seem flattering and because at this point he/she really feels as if he/she is being able to help them, he/she may be tempted to prolong the dependence.

A leader may become worried during the storming stage when he/she seems to be losing control of the group. An inexperienced leader may try to reassert control by using directive methods - thereby inhibiting the group's development.

Equally, a leader may be worried during the norming stage, for here the group is becoming independent of him/her and is using its own resources to solve the problem. In an attempt to regain status or authority, a poor leader may try to impose his/her own ideas or take too large a part in the performance of the group's task.

If the trainer understands the stages of a group's development, he/she can help the group to recognise the stages through which they are passing, so that they may work more effectively and reach the performing stage more quickly.

805.5 CHARACTERISTICS OF EFFECTIVE GROUPS

In his classic book *The Human Side of Enterprise,* Douglas McGregor, a professor of management at the Massachusetts Institute of Technology (MIT), listed eleven features which distinguished an effective task group from an ineffective one. These were:

1. An informal, relaxed atmosphere in the group which shows that members are involved and interested.
2. Full participation by all members in the discussion which remains focused upon the task.
3. Acceptance by all of the group objective.
4. Members listen to each other and are not afraid to make creative suggestions.
5. Disagreements are not swept under the carpet but fully discussed and either resolved or lived with.
6. Most decisions are reached by consensus.
7. Criticism is frank and frequent without degenerating into personal attacks.
8. People are free to express their feelings about both the task and the group's mode of operation in achieving that task.
9. Actions are clearly assigned to group members and are carried out by them.
10. Leadership within the group shifts from time to time and tends to be based on expert knowledge rather than on formal status or position.
11. The group is self-conscious about its own operation and regularly reviews the way it goes about its business.

It is unlikely that any one group would ever possess all of these characteristics.

Most commonly, this list is used as either an audit of current group performance, or to set team-building objectives when newly-formed groups are being developed.

(Adapted from Douglas McGregor, 1960, *The Human Side of Enterprise,* McGraw-Hill, New York, pp. 232-5)

805.6 MANAGING GROUP PROCESS DURING DISCUSSIONS

a) The following is a guideline on how to manage the discussion effectively:

- Present the purpose of the discussion and highlight the specific tasks.
- Establish process ground rules, such as how decisions will be made.
- Allow members to become acquainted with each other and the topic under discussion.
- Create a supportive climate emphasising constructive feedback as opposed to criticism and person attack.
- Focussed on the task and not the person.
- Allow the opportunity for every one to air his or her views, freely. Encourage participation by all members. One way is ask everyone for his or her input.
- Respect each view and opinion. Remember there is no good or bad view.... it is just different perspective of individuals. Disagreement should be based on facts or commonly held values. In some cases, agree to disagree.
- Discourage premature evaluation of ideas.
- Encourage people to share their experiences relevant to the topics of discussion. Use examples for clearer illustrations.
- Ask open-ended questions rather than questions which can be simply answered with a yes or no.
- Ask for clarification on points, which are ambiguous or unclear.
- Listen and make eye contact with those who are talking and summarise their points when they finish.
- Be aware of cultural issues, for some members may be reluctant to express views contrary to the prevailing sentiment of the group especially in the presence of high status members or formal leaders who may be dominating the discussion.
- Be aware of the body language.
- Summarise all the points or issues raised and the decisions taken before closing the discussion.
- Above all, effective leaders facilitate rather than dominate the group discussion process.

b) Suggestions for dealing with disruptive and difficult behaviour *(Source: Adapted from People, 1988, p.147-155)*

TYPE	BEHAVIOUR	SUGGESTED RESPONSE
Hostile	"It'll never work" "That's a typical finance viewpoint".	How do others here feel about this?" "You may be right, but let's view the facts and evidence". "It seems we have a different perspective on the details, but we can agree on the principles".
Know-it All	"I have worked on this project more than anyone else in this room..." "I have a Ph.D in...and..."	"Let's review the facts"(Avoid theory or speculation). "Another noted authority on this subject has said...".
Loudmouth	Constantly blurts out ideas or questions. Tries to dominate the discussion.	Interrupt: "Can you summarise your main point/question for us". "I appreciate your comments, but we also need to hear from others". "Interesting point. Help us understand how it relates to our subject".
Interrupter	Starts talking before others are finished.	"wait a minute, Tom, let him finish what he is saying".
Interpreter	"What Tom is trying to say is..." "Tom would respond to that question by saying..."	"Tom, how would you respond?" "Let Tom speak for himself, go ahead, finish with what you were saying". "Tom, do you think he correctly understood what you said".
Gossiper	"Isn't there a regulation that you can't..." "I thought I heard the Chief say..."	Can anyone verify this?" (Assuming no response) "Let's not take the time of the group until we can verify the accuracy of this information".
Whisperer	Irritating side conversation going on between people.	Hints: * Walk up close to the guilty parties and make eye contact. * Stop talking and establish dead silence. * Politely ask the whisperer to wait until the discussion is over to finish their conversation.
Silent Distractor	Read newspaper, rolls their eyes, shake their heads, fidgets.	Ask them to determine their level of interest, support and expertise. Try to build an alliance by drawing them into the discussion. If that doesn't work, discuss your concerns with them during a break.
Busy-busy	Ducks in and out of the meeting repeatedly, taking messages, dealing with crises.	Preventive measures include: Scheduling the meeting away from the office, checking with the common offenders before the meeting to ask if the planned time is OK for minimum interruptions.
Latecomer	Comes late and interrupts the discussion.	Hints: Announce an odd time (8:46) for the discussion to emphasise the necessity for promptness. Make it inconvenient for latecomers to find a seat, stop talking until they do. Establish a "latecomers' kitty" for refreshments. Ask them to commit.
Early Leaver	Announces, with regrets, that they must leave for another important activity.	Before starting, announce the ending time and ask if anyone has a schedule conflict.

806 TUTORS

806.1 INTRODUCTION

The concept of tutoring and the use of tutor groups has become firmly established in training. The benefits are as follows:

- Small groups of about six participants enable group members to learn at their own pace and at their own level.
- Small groups enable the individuals to achieve specified learning objectives.
- Adults learn better in the comparative security of a small group.
- There is greater opportunity for the development of interpersonal relationships.
- Small groups help participants help each other.
- Small groups facilitate the sharing of knowledge, experience and skills between trainees.
- Attitude changes are effected most easily in the context of a small group.
- Small groups provide opportunities to relate learning to each individual's back home situation.
- Small groups allow interpretation of information provided in plenary sessions, and the chance to give it meaning to individuals.
- Small groups enable personal needs to be assessed.

(See Section 804.3 on "Why people learn better in small groups", for additional info)

806.2 THE TUTOR'S JOB

An effective tutor has to attempt to balance three areas of need:

- Meeting the needs of each individual in the group.
- Meeting the needs of the tutor group as a whole.
- Completing the tasks.

If the tutor concentrates on one at the expense of the others, some areas will suffer. For example, if he/she becomes over-concerned about getting through the task, particular individuals in the tutor group may become discontented.

The Need of Each Individual

Helping individuals learn is a key responsibility of tutors. People will usually have a variety of issues they wish to clarify, such as difficulties they may face in applying some of the theories learned to the back home situation, relationship problems, decisions of many kinds. They may turn to their tutor for help. The role of the tutor in this situation is that of a counsellor i.e. helping people to help themselves. (See Section 820 on Counselling skill).

Each individual learn at a different pace from everyone else in the group. A tutor must therefore help individuals learn at the pace appropriate to him/her. This may mean that not everyone acquires the same amount of knowledge or expertise. Not only do people learn at different rates; but they also start from different points, given their values, work and educational background.

The Need of the Group

The group is a number of people working together. The natural size of which appears to be about six to eight people.

When people are together in a group they influence each other. This interaction is know as the Group Process (refer Section 805). Although a group may appear to be static and without tension, it is unlikely to remain so for long. Successful groups are dynamic (that is constantly changing) but they also have cohesiveness. This will occur under conditions of (amongst other things) frequent interaction, homogeneity of attitudes, interests and backgrounds, and rewarding experiences in the group.

A group may pass through a number of phases in its interaction with the tutor:

Phase 1: Total dependence on the tutor.

Phase 2: The development of hostility towards the tutor who attempts to help trainees learn for themselves.

Phase 3: The struggle for leadership and increased hostility towards the tutor. (This is a helpful stage in the development of the group, provided the tutor allows the group their freedom during this period).

Phase 4: Independence (as a group), pleasure and a feeling of it's good to belong. There is also a recognition that learning is taking place and that the tutor, knows his/her job.

Phase 5: Moving quickly to constructive and creative work and more sharing of learning with the tutor.

One of the most difficult tasks is to stay in the tutor role. We cannot become the leader of the group and must balance between involvement and detachment.

The group process is a complex one. It may be sufficient now to say that tutors should be aware of some of the forces at work in groups, such as the drive to complete tasks which can cause friction and conflict, the need to satisfy personal needs, both physical and emotional, the pressures of hidden agendas, the struggle for leadership, and the establishment and maintenance of group standards, including unwritten rules.

The Need to complete tasks?

Far too often the desire to complete tasks over-rides all other considerations. The reasons for this are easily identified:

- The pressure to achieve specific learning objectives.
- The satisfaction of completing a specific undertaking, such as a project.
- Tutors wish to feel they have done a good job.

Why do we use tutors?

The aim in using tutors on courses is to:

- Get to know the participants as individuals and learn about them and their situation.
- Assess the needs of participants and support them in their work.
- Help participants to learn and apply their learning to the *back home* situation.

What do tutors need to do?

A tutor should be able to:

- Find out from participants about themselves and their work.
- Assess the needs of participants.
- Convey acceptance and support the participants as they are.
- Encouraged participants to learn continuously as self-directed learners (See Section 515 on self-directed learning).

How can tutors do this?

The methods that can be used include:

- Finding out from participants about themselves and their work by:
  - Observing, listening, questioning and remembering their findings for future reference.
- Assessing the needs of participants by:
  - Analysing facts already obtained from application forms, observation, discussion;
  - Drawing conclusions from these findings;
  - Deciding how and when to use the knowledge acquired.
- Showing acceptance of participants as they are by:
  - Listening carefully, being courteous, using words that recognise the feelings and problems expressed;

  - Helping participants to think about themselves and their situation at the point from which they wish to start.

- Helping participants learn and become capable of continuing their learning by:

  - Questioning. exploring statements, reflecting, discussing situations, suggesting choices, drawing out more information, more facts, crystalling, summarising, relating, challenging assumptions, etc.

  - Helping participants acquire resources for learning..

Tutors therefore have a most challenging task. They should:

- be flexible;
- Listen and show sincere concern;
- Address individual needs;
- Manage emotions;
- Develop competenciess in:

  - Distinguishing between fact and fiction;
  - Acquiring relevant information and resources.;
  - Reflecting on experiences;
  - Facilitating the learning process;
  - Applying concepts, model and theories.
  - Developing insights into behaviour and use them and act upon them;
  - Analysing a situation to say what was done and felt, keeping doing and feeling separate;
  - Staying on a topic and working through it;

Checklist The following points can be reflected upon to ascertain the extent with which we are effective as a Tutor:

- Is there evidence that individuals understand and use the new learning?
- Is there evidence that individuals are developing new meaning or understanding as a result of the learning?

- Is there evidence of joint or cooperative learning?
- Is there evidence of joint success and mutual support?
- Am I using helpful methods?
- Am I sensitive to everyone's needs?
- Am I creating the right atmosphere?
- Am I using all of the potential resources of the group?
- Do I allow individuals to share and reflect on their experiences and learning?
- Do I create a non-threatening environment to promote learning?

806.3 THE TUTOR STYLE

Obviously, the style tutors adopt is of considerable importance. There are three basic possibilities:

Directive

In adopting this style, tutors take on a role in which they think, decide, plan, organise and provide for their groups and members. Tutors decide the aim of their group, determine how it will be achieved and direct the members of the group in their actions, achieving the aim by means decided entirely by the tutor.

This style is effective for reaching short-term goals and in emergencies. (For example, when life is in danger, this may be the only style applicable). It is certainly an effective method of getting things done. However, it is not at all useful in helping groups and group members to make decisions for themselves.

Non-Directive

In this approach, the tutor encourages group members to decide for themselves what to do and how to do it. Members decide the aim of the group, determine how it will be achieved and finally decide their actions. In this approach, tutors operate by listening carefully and asking questions, rather than by making statements.

This is slower and much harder work than being directive, but it is more effective in achieving long-term goals and helping people make decisions and implement them for themselves. It helps create a *"we did it ourselves"* feeling. In working with groups of adults or of young people the non-directive approach is greatly preferable because of the long-term benefits it brings.

Laissez-faire

Inexperienced tutors often confuse this style with the non-directive approach. It is essentially non-intervention and should seldom find a place in the tutor's repertoire. Use of this style requires very great skill

indeed, because if it is misused, it may result in confusion or in the group becoming sidetracked on trivial or irrelevant issues.

BASIC RULES FOR A NON-DIRECTIVE APPROACH

Generally, tutors should adopt the non-directive approach, and it may be helpful to summarise some of the basic rules to ensure its successful use:

- The group must first agree on what it wants to do, e.g. which project the members want to undertake.
- Next, group members must realise that nothing will happen unless they do something about it for themselves.
- They must be able to obtain whatever they need in the way of information, equipment and skill to carry out the task.
- Group members need a sufficiently strong incentive to motivate them while they are carrying out their task.

To ensure success, tutors must create favourable conditions without interfering with the independence of groups by making decisions for them or doing things they could do or learn to do for themselves. Tutors start by stimulating members to discuss their needs and how they can meet them. A tutor will provide information, having first determined that such information does not already exist somewhere in the group. A very high proportion of the necessary information, skill and experience will be present in the group, particularly with groups of adults. The tutor must draw this out, then help members think through and analyse any problems they may meet.

In practice, this is done by asking questions rather than by stating personal opinions. Ask questions to bring any hidden disagreements into the open, to ensure group members are basing their thinking on facts rather than assumptions, and to draw attention to relevant facts they may have overlooked.

Tutors are not impartial chairpersons. They do not exercise authority over groups or make decisions for group members. Tutors play a neutral role and avoid putting over their views. If asked for an opinion, restate the problem by restating the arguments for and against each of the options, adding any further points that the group might have already considered. Much will depend on framing questions acceptably and on sensitivity to the feelings, attitudes and relationships of individual members.

Sometimes groups will arrive at decisions the tutor disagrees with. This is a recognised hazard of the method. The more skilled the tutor, the less risk there is of this happening. The tutor should explain any disagreement or concern he/she has at the same time accepting the right of the members to make decisions for themselves. Tutors do not enrirely disassociate themselves from the group. They should stand by

and help where they can if things go wrong. If members make a bad decision, the tutor shoul provide an opportunity to review the situation and help members learn from their experience.

807. USE OF PERSONAL PROJECTS IN TRAINING COURSES

807.1 INTRODUCTION

People learn better when they can see a clear relationship between the learning experience and the job they have to perform and are being trained for. They also learn better when they are associated closely with the learning outcomes and also, when they can keep their own rhythm.

One of the ways to help people apply their learning is to assign them personal projects. This method is very succesful when:

- Skilled trainers and tutors are available to advise, guide and support participants throughout the project.
- Appropriate and sufficient resources are available in which people can find material to help them with their projects.

807.2 STEPS IN PERSONAL PROJECTS

The first step is to undertake a careful and detailed analysis of the job participants have to do in their home situation. Each participant will then select a project related to their role which will extend beyond their normal confort zone. He/she will then develop the project, drawing as much as he/she can from all resources available on the course or seminar: trainers, group work, documentation, workshops etc. A tutor or mentor can be assigned to each individual to provide continuous support and guidance throughout the process. (See also Section 503.7 on the training plan and the 'BDA' process)

The successive steps are detailed as:

To analyse personal role

Ideally, this process should start before the course or seminar by inviting each future participant to have an interview with the person whom he/she reports to and members of the team he/she works with. These interviews should aim at giving him/her a clear and precise view of the exact role he/she will be asked to fulfil when he/she comes back, after the course or seminar.

It is essential that this should be very specific and spell out specific outcomes to be met within a given period of time, as well as the criteria used to evaluate a performance on the job.

Notes should be kept of these interviews, so that the person can bring detailed information to the course or seminar, as a reference.

To assess the present level of performance and identify training needs

(See Section 503.5 on a format for undertaking training needs analysis)

With the information provided, participants can write a detailed and complete description of their role. They will then produce a list of tasks/competencies required to perform this role in terms of knowledge and understanding, practical and technical skills, as well as attitudes required.

With guidance and support from their tutors, participants will identify the gap between the desired level of performance required for each task/competence and their present level of performance. Examples of competencies may include preparing a session plan, chairing a meeting, making a presentation or a demonstration, preparing training aids, conducting a counselling session etc.

Through this exercise, participants will identify their personal training needs, i.e. what is needed to close the gap between their present level of performance and an ideal level of performance.

To select a project and set personal course outcomes

Having identified their training needs, as they come out of a careful study of their role and of the skills it requires, the participants will then look at the resources that the course can offer to bridge the gap. These may include: trainers and tutors, equipment, publications, group discussions as well as expertise and experience of other participants.

They will then select a personal project, related to their role but extending beyond what is normally done, and to their training needs for which adequate support is available on the course or seminar. Considering their training needs, their project theme and resources, they will set their own personal objectives, that is what they want to achieve from the course or seminar. They will also define the level of performance or standard.

The *desired* level of performance will be situated somewhere between the *present* and *ideal* levels of performance. However, the exact location still depends upon each individual, the conditions under which the course is run and the availability of resources. Obviously, it should not be too close to the *present* level of performance, as this would indicate very low expectations. On the other hand, it would be unrealistic to confound it with the ideal level of performance, as this would mean that ideal conditions are being provided and leave no room for further improvement and, therefore, no motivation for further training.

To make a personal work plan

Plan the use of time during the course to ensure that the objectives set are met and a valuable learning is experienced. This can be achieved through personal reflection, personal work, research, reading, experimentation, sharing experiences, dicussion in group and plenary sessions offered on the course. Preparations for the presentation of the project should also be included in this plan. Seek the guidance and advice of the tutor, where necessary.

To work on a personal project

This is the essential part during which personal projects are developed and the necessary skills learned to ensure successful completion that will lead to a better performance. At least 2 hours a day (if the project

is to be completed on the course or at least 15 hours if it is to be completed after the course), will be devoted to personal work. This can be done on a group site, where other members can be contacted and where the tutor can easily be available for consultation and guidance.

Provide the needed resources for the project. This may include reference materials, computer with online connection, working area, audio-visual, etc.

To present and evaluate

Towards the end of the course or seminar, each participant will make a presentation of his/her project to other members of the group. Enough time should be kept to allow for a 15 to 20 minute presentation with another 15 to 20 minutes for comments and discussion. This will provide for an evaluation of the project from the point of view of its technical and educational quality, with contributions from the tutor and other group members.

In addition a thorough evaluation of the individual learning experience should also be made. Each participant will have to turn back to the needs which were identified at an earlier stage, consider the objectives which were set, the desired level of performance he/she had felt should be reached through implementing the personal project. With the help of the tutor they should explore how far the needs have been met and the objectives achieved: what has been learned? What can be done better? etc.

In doing this, participants will also identify the needs that have not been met and objectives that have not been reached. They will make plans on how to continue acquiring the learning. Finally, an action plan is also drawn up on how to apply the learning back home.

807.3 REQUIREMENTS

A number of conditions have to be fulfilled, to ensure satisfactory execution. They are:

- The personal project must come as an integral part of the course or seminar programme, not as an addition to it.
- Participants should be given the autonomy and flexibility to set their learning objectvives and how to achieve them.
- The tutor must have good communication and facilitating (tutoring skill).
- The course should operate in tutor groups. Each group should have no more than 8 participants.

- Adequate arrangements should be made to facilitate group and individual work. Each group should have one site for itself, with suitable equipment and space.
- Relevant resources should be made available
- Trainers and tutors should be flexible and creative in their approach, to answer requests made by participants, without losing sight of the overall course objectives and standards.

808. LECTURES, TALKS AND DEMONSTRATIONS

808.1 LECTURES

A lecture is when one person conveys information to other people by talking to them, possibly by using training aids, particularly visual aids. There is however little or no participation by those listening and watching and consequently there is little feedback.

The lecture is however, little or probably best used to convey information. It is unlikely to be very successful in teaching skills or in changing attitudes. However, it must be admitted that, in favourable circumstances, a lecture can inspire or motivate people. Since the lecturer can prepare himself or herself thoroughly – as he/she is in full control of the situation.

The lecturer can prepare the material, making a careful selection of the most useful and relevant information. The presentation can be rehearsed and timed precisely. A lecture may last up to 45 minutes; but anything longer than 30 minutes is usually counter-productive due to the decreasing span of attention.

Visual aids can be planned and prepared in advance e.g. flip charts, transparencies on an overhead projector, powerpoint presentations and slides. By careful choice and use of such aids, the efficiency of the lecture technique can be greatly improved.

Handouts can also be given to supplement the lectures. These may be distributed before or during the lecture or , can be distributed afterwards to promote questions and discussion. The audience should be encouraged to listen attentively and take notes as they require. Presentation handouts can be distributed early on to help the audience. follow the lecture.

The lecture is a reasonably efficient and quick technique of conveying information, particularly to a large number of people. But on its own it is not entirely effective. Research shows that, immediately after a lecture, people can remember less than 50% of what they heard. A week later, they can remember less than 20%. It is clear, therefore, that the lecture has limited use – and should be used with discretion.

Learning, however, is greatly improved if the lecture is followed by some activity (e.g. discussion) which reviews and uses the presented information or followed by a question and answer session.

The lack of feedback is a serious weakness of the lecture. If the lecturer misjudges his audience – and speaks too fast or uses jargons, the main message or content may be lost. Or, if he/she misunderstands their needs and provides information which they already know, or do not need to know, the impact will also be similar.

One way is to have several question and answer periods, during the lecture, for feedback. The lecturer can then modify his/her approach accordingly.

Finally,the physical arrangements for a lecture are also important. The lecturer should stand and speak in a place where all can see and hear him or her. Visual aids should be projected without physical obstruction. Seating arrangement and ventilation should also be checked to ensure a reasonable degree of comfort.

808.2 TALKS

A talk is similar to a lecture, except that through questions and answers and through discussion, more participation and feedback from the audience are made possible.

The major difference between a talk and a lecture is one of scale.

First, we have in mind something shorter, anything from 5 to 20 minutes. It has been said that people cannot concentrate for more than four or five minutes at one time. And experiments have shown that most talks become ineffective after fifteen minutes.

This is one reason why the talk should be broken by questions and answers, and possibly followed by brief discussion.

Second, there is relativelly less people as this allows the speaker to make personal contact with the listeners, thus making participation and feedback easier and more manageable.

The use of questions during a talk is an aspect worthy of further study. In preparing a talk, the speaker should consider carefully the type and purpose of the questions that might be asked. The aim should be to encourage participation and to increase the understanding of the listeners. The speaker can start first with a closed-ended question to test the level of the 'known' and later follow with some open-ended questions to stimulate thinking and clarification.

Like the lecture, the talk is best used to convey specific information – although it is, as we have seen, considerably more flexible than a lecture. It can be used:

- to stimulate interest, or to promote discussion;
- to provoke controversy;
- at the beginning of a session, to introduce a new topic;
- to explain the technique – or techniques – to be used during the session;
- during the session, to link two topics or two parts of the session, or;
- at the end of a session, to summarise the findings of the groups, or to emphasise important points.

By and large, the talk is one of the means by which the trainer leads or facilitates a session i.e. as a 'facilitator of learning'.

Like a lecture, careful planning is required. A common fault is to try to communicate too much, too quickly.

As for speed, an expert has written *"If a thing is worth saying, it is worth saying slowly... slowly enough to be heard is good; to be so easily heard that you may be understood is better; to be so easily understood that you may be remembered is best of all".*

808.3 DEMONSTRATION

A demonstration is described as one person, or a number of people, showing other people how they should carry out a task – or tasks. The tasks usually concern technical Scouting skills like pioneering, nevertheless, this training technique can be used for other skills – relationship skills, planning skills, implementing skills.

Despite the practical nature of Scouting and the extensive use of demonstrations on training courses, they are, often, not done very well.

The main faults are:

- the assumption that, if someone can do something, he/she can also teach others how to do it (i.e. the assumption that an expert is the best teacher);
- lack of preparation on the part of the demonstrator;
  - inadequate or faulty equipment,
  - incomplete or incorrect demonstration of the skills involved,
  - inadequate or inaudible explanation,
- lack of suitable equipment or opportunity for the participants to practise during or after the demonstration.

An example will illustrate these points.

An expert canoeist may not be the best person to demonstrate *"how to get into and out of a two–man canoe and what to do in the case of a capsize".*

In such a case, the steps (e.g. in capsize drill) have to be broken down and explained. Unless the canoeist can do this, he/she will not be able to teach other people something which may seem to be second nature. He/she will need to rehearse the demonstration carefully to ensure that the steps are simple, clear and logical.

When the demonstration is rehearsed, he/she will discover whether sufficient equipment is available. He/she should ask someone to watch and to listen to the rehearsal in order to see that it is complete, correct, adequate and audible.

It goes without saying that the person demonstrating a skill must be seen and be heard, and what he/she is doing must be seen in detail.

If there are too many people, the demonstration should be divided into groups – and be repeated for each group or alternatively more demonstrators should be conducted.

Finally, there is little point in demonstrating *"how to get into and out of a two–man canoe"*, if there are insufficient canoes – or insufficient time – people to practise what they have seen and heard.

Some examples of a demonstration are:

- a group of participants, who learn how to pitch a tent, may demonstrate it to others;
- a participant, who is skilled in a handicraft, may demonstrate it to others;
- two trainers may demonstrate how to counsel;
- a trainer (or a tutor) may demonstrate to other trainers how to teach adults;
- an qualified first aid may demonstrate how to instruct others how to treat fractures.
- a Troop or Pack may demonstrate games.

The objectives of each of these demonstrations are different and this will determine how it is carried out.

Nevertheless, in every case, the pattern will usually be:

- Short Talk on the what and why;
- Demonstration on the how to do;
- Practise the skill;
- Review the learning.

In some cases, the practice should be real (e.g. tent pitching): in other cases, the practice may involve role play (e.g. counselling); in a few cases, the practice may have to be deferred until the particpant returns to his own Pack or Troop (e.g. games).

Finally, training aids should be used if helpful. and handouts given as reference documents.

809. DISCUSSION METHODS

A discussion is a training technique in which a group examines or explores a topic by means of an exchange of views. It can take many forms and be promoted in several ways.

809.1 DISCUSSION

The following points may be helpful:

1. Any useful discussion needs 'input' of some sort. It must have a starting point with some initial material on the topic concerned. This 'input' could be provided by a lecture or a talk or it may be provided from within the group (e.g. by brainstorming) or from outside the group (e.g. by a case study).

2. The trainer responsible for the session should brief the discussion leader carefully – particularly in regard to the aim of the discussion.

3. Anyone may act as a discussion leader – a trainer, a tutor of the group – or even a member of the group. But whoever acts as discussion leader should be fully briefed.

4. The groups may:
   - all discuss the same topic;
   - all discuss different topics;
   - all discuss different aspects of the same topic.

5. There are many ways in which groups may report their findings; they may:
   - meet together afterwards to hear one another's findings;
   - write their findings on a chart to be displayed or on paper to be circulated for others to read;
   - produce no formal findings, but produce questions to present to the other participants, or to an 'expert', or to a panel of 'experts'.

There seems to be a psychological need for groups to make reports of some sort. And yet, a report of any sort can only be justified, in training terms at least, if it is a further learning experience (e.g. reinforces the learning which took place during the discussion).

Finally, two aspects which regularly cause confusion and frustration:

- disagreement on the aim of the discussion – or the real nature of the topic being discussed;
- looking for 'solutions' (e.g. to a problem) without first examining or exploring the facts, or without separating causes from effects.

In this connection, discussion leaders might find the following sequence helpful.

- Define the topic:
  - what is it?
  - do we all have the same understanding of it?
  - do we agree on our aim as a group?
- Analyse the topic:
  - what facts do we have?
  - what do the facts tell us?
- Develop some tentative solutions or ideas:
  - in what ways can we deal with this topic?
  - on what other experiences can we draw?
- Test solutions or ideas for agreement by the group:
  - what would be the possible outcome of the proposed solutions or ideas?
  - who should apply the solutions or act on the ideas, and how should it be done?
- Select the best solution or idea, and summarize the findings:
  - Develop recommendations
  - what principles or guidelines can we develop from our findings?
- Plan a report on the findings, if such a report appears appropriate (or is called for).

Above all, the role of the discussion leader is to stimulate and to encourage learning. If learning does not take place, or the learning opportunities are not exploited, the potential benefits of the discussion technique will not be fully realised.

809.2 BRAINSTORMING

Brainstorming' is when a small group, with or without conscious knowledge of a topic, meets and submits any solution or idea that occurs to them, no matter how strange or impossible it may sound. Later, all the solutions or ideas are examined and assessed. The aim is to stimulate interest and discussion quickly, from within the resources of the group.

Technique

The group is seated, possibly round a table, where each can see the other. The discussion leader explains the topic, for example:

"How can we develop in young people an interest and an involvement in Scouting internationally?"

The leader gives members of the group three to five minutes to think about the topic – and to make notes if they wish.

Then the leader calls for ideas. Each person, in turn, gives one idea at a time and the idea is written by the leader, or a member of the group, on a blackboard or flip chart visible to all.

One person's idea might provoke several ideas in another person's mind, but the participants must give their ideas one at a time.

They are not limited to any number of ideas within the allocated time.

For those who have no more ideas to contribute may say 'pass' when it comes to their turn.

No one may criticise or deride an idea – either in words or by gesture. All ideas are recorded – at this stage, the group is interested in the quantity (not the quality) of ideas.

Ten to fifteen minutes should be sufficient for this stage. In that time, thirty to fifty ideas would probably have been produced.

If there is no further idea forthcoming after the allocated time, the leader should stop – and go on the next stage.

The group should classify the ideas, putting them under suitable headings, for example:

- Projects concerning programme activities:
  - Camping abroad;
  - Scout songs from abroad (from records or tape);
  - Scout games from abroad (Maori stick dance...) and so on.

- Projects concerning the involvement of young people:
  - A link with a Scout Troop abroad (with tapes, photographs, log books...).
  - Visit a Scout centre abroad (to camp ... and so on.

At this stage, some ideas may be eliminated because they are unrealistic. This should only be done after a thorough discussion and with the consent of the group. With the ideas classified, the group may now proceed to discuss how the ideas may be implemented.

Note: This technique is a good means of producing many ideas from a simple question. The question should not be too difficult nor too complicated.

The first stage is concerned with *"what"*, not *"how"*. It is the second stage which is concerned with *"how"*.

809.3 ROUND TABLE

A 'round table' consists of a small group, usually with members who have some previous or good knowledge of an issue, and each person in turn, submits his/her views to the others. Later, these views are discussed. The aim is to initiate a balanced discussion, from amongst the resources available.

Technique

The group is seated, possibly around a table, where each can see the other. The discussion leader explains the issues, for example:

"What are the major problems facing Scout Leaders in applying the Scout Method?"

The leader gives the members of the group five or ten minutes to think about the topic.

The leader then calls on each person, in turn, to give his views. At this point, there is no discussion, although a person may be interrupted in order to clarify a point:

- I do not understand...
- What do you mean by ...? Please explain

The main points made by each member may be recorded on a blackboard or flipchart for future reference, e.g.:

- conflict between school work and Scout activities;
- lack of variety and excitement in Troop meetings, and so on.

Each person should be allowed to speak for two or three minutes. After each person has spoken, the discussion starts.

The main points made by the speakers will then act as an informal agenda for the discussion. This ensures that the topic is fully discussed and that everyone is able to take part because he/she has influenced the agenda.

Note: This technique is, in some ways, like brainstorming except it deals with more difficult and complicated issues.

It allows everyone to explain themselves. It gives timid people time to reflect, and puts all the participants on the same level at the beginning of the discussion.

809.4 BUZZ GROUP

A 'Buzz Group' is a small group consisting of, usually twos or threes. These small groups meet for a short period to consider a simple question or problem. The ideas are then presented in plenary to promote further discussion. The aim is to consult all the members of a group, or to settle a conflict within a group, or to produce fresh ideas on a topic or a problem.

Technique

The discussion leader poses a simple question or problem. This is discussed by the small groups for a limited period (up to three minutes).

"What support should be provided to new leaders on the first few weeks?"

A representative of each small group then reports briefly to the others in plenary.

Note: This technique has many uses. It can be used to consult all the members of a group on a precise question:

"What is the role of the Patrol Leaders Council?"

Or it can be used to settle a conflict between members of a group by reflecting more accurately the feelings of all concerned:

"Should there be a maximum age for Scout leaders?"

Or it can be used to produce fresh ideas on a topic or a problem:

"How can we involve young people in Scouting abroad?"

In all these cases, it can be used within a group which is already discussing a topic – or is about to discuss a topic.

On the other hand, it can be used with a much larger group at the beginning or during a talk.

In such a case, the participants simply turn to face one another, making small groups of two or three people, without too much disturbance, or re–arrangement of the chairs. After the discussion, they turn to face the speaker and report their views.

It is worth noting that a similar technique (know in French as "Six Six") involves larger groups – of up to six people – discussing a topic for up to six minutes (hence the title). This can be used at the beginning of or during a talk.

809.5 CASE STUDY

A 'Case Study' is when a real situation or a series of actual events is presented to the participants for their analysis and for them to consider possible solutions to the problems they identify. The aim is to provide an opportunity for a thorough analysis of the cause and effect relationships of a complex issue and then to suggest recommendations on the action to take.

Technique

The situation or the series of events may be presented to the participants in several ways:

- written – handout, flipchart, transparency on an overhead projector,
- recorded – on tape, on film, on a film loop, on a film strip,
- spoken – described by a trainer, 'acted' by trainers.

Two examples of a case study are described below:

Scenario 1

During the Troop Camp, you find a number of items under a groundsheet. They have been stolen from a local shop, mainly by the members of one Patrol. The Patrol Leader of that Patrol says that he knows nothing about it...

Or it may describe a series of events:

Scenario 2

A Troop was meeting in a village hall, which had recently been redecorated. Eighteen Scouts were present. During the meeting, the three Patrol Leaders, the Assistant Scout Leader and the Scout Leader went into a small room at the end of a passage to discuss a weekend camp which was to be held shortly. They left the rest of the Scouts to practise skills for camp, which included working with plaster of Paris.

Thirty minutes later, when the Scout Leader returned, he found that the camp practice has been abandoned. The younger Scouts were running about the hall, making a noise, while some of the older ones were sitting in groups chatting. As the Scout Leader entered, there was a sudden silence. It was clear that a large tin of liquid plaster has been painted over the floor and wall, and two chairs. Despite an attempt to clear it up, the stains were likely to be permanent.

The Scout Leader asked who had spilled the plaster. Nobody spoke. He/She asked again, but there was silence. He/She then said that this was not the way for Scouts to behave and if nobody owned up by the end of the meeting, the weekend camp would be cancelled.

Five minutes before the end of the meeting, a boy of thirteen, a keen Scout, came and owned up. The Scout Leader thanked him and said the camp would not be cancelled. The boy, however, left the Troop and never returned...

After the participants have studied the scenario, they analyse what is the problem, what is the solution?

A possible sequence for the analysis of the second example might be as follows:

- Test the case for acceptability:
  - are we clear about the sequence of events?
  - is the outcome satisfactory – or might there have been a different outcome, e.g. if the leader had acted differently?
  - is the case worth discussing; is this the kind of problem we have met – or might meet?
  - do we think the case is relevant if not, is the case best abandoned and a new one studied. (for this reason, the trainer should, if possible, prepare several cases for each session).
- Diagnose what went wrong:
  - did the leader make any mistakes?
  - did he/she have the wrong attitude?
  - did he/she lack skills (e.g. relationship skills)?
- Consider the implications for the leader:
  - what should he/she have done?
  - how should he/she have done it?
  - With Whom? When? Where?
- Make conclusions:
  - If the situation still calls for action, what should the leader do next?
  - with Whom? When? Where?

– can we draw any general conclusions about the situations or events of this kind?

Allow sufficient time (30 to 60 minutes) for the discussion.

In using a case study, the discussion leader should be clear as to the learning objectives. He/she may have to direct the attention of members of the group to those aspects which are important in achieving those learning objectives.

Note: This technique helps people to approach problems in an objective and systematic way. It improves understanding and relationship skills. It gives people practice in putting themselves into a situation, appreciating how those who are involved feel, and how they might behave as a result of actions taken by others.

In this respect, it is similar to role play.

Finally, the case chosen should be relevant and realistic and observe the following guidelines.

- The case should describe about the situations or the series of events fully. It must indicate who is handling the problem and, usually, focuses on that person's actions throughout.

- The situation or series of events should be familiar to the participants i.e. similar to one in which they have been involved or can imagine themselves being involved.

- The presentation should be clear, and convey the main issue and the atmosphere surrounding the situation or events.

- The description should explain clearly what the person did and with what outcome; but this should not imply criticism of the person or their actions – as this discourages the participants from identifying with the person concerned.

A participant on a course may sometimes describe a situation or a series of events which involves himself/herself – and which he/she is prepared to discuss with his/her tutor group. Such a "case" can be better than one produced by a trainer.

If such a case is used, the discussion leader must ensure that the members of the group (including the participant who produced the case) can discuss it objectively and without emotional involvement. If they cannot do so, it is better to choose a case produced by the trainer.

As can be seen, cases are generally chosen which draw attention to the attitude or the skills of a leader (or trainer in a training situation), but they can be chosen to draw attention to other factors e.g. weaknesses in the Scouting programme or structures, etc.

810. SIMULATION EXERCISES

810.1 INTRODUCTION

Simulation involves using any training technique which attempts to re–create the environment in which the participant would normally carry out the job for which he/she is being trained and the situations which might arise whilst carrying out that job.

In a sense, simulation is half way between discussion and demonstration.

During a discussion, the participants talk about something. After a demonstration, the participants do something – usually they practise a skill in a real situation.

In simulation, the participants do more than talk about something. They practise skills of different sorts – but in a make–believe situation.

Children often learn through make–believe, and it might be thought that adults would find learning by such techniques somewhat childish – and, therefore, unhelpful. But this is not so. As long as the purpose is clearly understood – and every effort is made to make it as realistic as possible – most adults enjoy simulation and co–operate fully.

Most simulation techniques require a great deal of preparation on the part of the trainer, who should test the material he/she has prepared before using it on a course.

Four specific examples are set out below.

810.2 SAND TRAY

Description

With the help of a suitable visual aid, the participant plans a layout of some sort. Afterwards, the layout is discussed with other participants who have done the same. The aim is to give participants opportunities to practise planning and implementing skills.

Technique

This is a simple form of simulation which can be used to introduce a topic e.g. Patrol camping, development of a training centre.

A specially prepared chart (or felt board or magnetic board), with movable pieces of card to represent different items, is used to plan the layout. In some cases, a sand tray and models might be used.

The first stage should take no longer than fifteen minutes and it should be followed by a discussion of the principles involved:

- Layout of a Troop camp, based on Patrol camping
  - tentage,
  - fires and stoves,
  - cooking and 'kitchens',
  - sanitation, …and so on.

Note – A small group of participants may undertake the planning together, using the same materials.

810.3 IN TRAY EXERCISE

Description

The participant is given a number of letters, messages, circulars and so on, which represent the contents of an in-tray or in basket. These are carefully designed so as to present the participant with a series of tasks associated with his role (e.g. as a Scout leader). The participant then analyses the tasks, making decisions as to how they should be carried out. Afterwards, these decisions are analysed and evaluated. The aim is to give participants the opportunity to solve work related problems.

Technique

This is a simple form of simulation, but it requires careful preparation.

The participant is given the contents of an imaginary in-tray i.e. all the written items (e.g. letters, messages, etc.) received by a leader or trainer during a day – or preferably over a period of a week or even a month.

One imaginary situation, found useful, is to say that the items have accumulated over a period of three weeks:

- The Scout leader of the local Troop left the District a month ago and you have agreed to act as Scout leader, until a replacement can be found...

The contents should be made to look as authentic as possible and might include:

- letters
- telephone messages
- circulars and magazines
- e-mails
- Troop and Patrol records, newspaper articles
- notes of a meeting
- notes taken during a conversation, and so on.

The trainer should design these items to satisfy the objectives of the session.

For example, if the objectives are concerned with the administration of a Unit, the contents will concentrate on administrative aspects:

- insurance
- property and equipment
- finance, and so on.

Or, if the objectives are concerned with relationships, the contents – could include:

- An angry note from the father of a Scout.
- A difficult request from the local headmaster.
- A telephone message from a Scout saying he is bored and leaving the Troop, and so on.

Similarly, the in-tray may deal with planning or implementing skills.

The participant should study the contents and decide what action he would take and then, as far as possible, he/she should take that action:

- Draft letters.
- Plan visits.
- Plan conversations, and so on.

He/she should also consider the possible reactions to these proposed actions.

Afterwards, these decisions should be analysed and evaluated – possibly by a group of participants who have dealt with similar items.

The first stage, when the participant is working on his own, can take 30 to 45 minutes, according to the number of items in the in-tray. The second stage, when the participants discuss their decisions, could take another 15 to 30 minutes.

Note – The trainer should be selective concerning the contents of the in-tray, limiting it to items which help satisfy the objectives of the session. He/she must also be realistic. In 45 minutes, a participant will not be able to deal with more than four or five items.

On the other hand, if the trainer wishes to force the participant to decide on priorities, he/she may include more items than can be dealt with in the time available. But this must be a deliberate decision on the part of the trainer.

The trainer should also be aware of three further possibilities.

First, items may be selected to help a participant with a problem with which he/she needs help – but which he/she is possibly unwilling to discuss directly with the trainer.

Second, the in-tray exercise may be used, in a sense, to 'test' the ability of a participant – or to evaluate how much he/she has learned (during a previous session e.g. on unit administration).

Third, it may be arranged for participants to deal with the contents of an in-tray in a small group – although each member of the group would still have copies of each of the items. This changes the nature of the technique but, in some circumstances, it may be more useful than participants working individually.

It is worth noting that the in-tray exercise has been found particularly useful in the training of the leaders of adults – who usually deal with 'paper' problems more frequently than Unit Leaders.

810.4 IN ROLE PLAY

Description

Two or more members of a group are presented with a situation which they are required to resolve by acting the roles of those represented in the situation. The way in which the situation is resolved is then analysed and evaluated, usually by the members of the group themselves. The aim is to explore how people might behave in a given situation by acting out that behaviour in practice.

Technique

This is a simple form of simulation, easily arranged – but from which the participants may learn a great deal particularly in the area of relationship skills.

Role play may be introduced in several different ways and it deals with problems, usually involving people.

Consider, for example, the scenario described under the case study segment: A group is discussing whether the leader should visit the home of the thirteen year old boy to persuade him to re–join the Troop. Some members of the group think that this would be successful and that the boy would re–join the Troop. Others disagree.

Two members of the group can decide to play the roles of the leader and of the boy. After 'thinking themselves' into their assumed roles, they act out the visit. The rest of the group watch, and then altogether they discuss the interview again – and assess its chances of success.

Or consider another example, the 'angry note from the father of a Scout' mentioned earlier in the in-tray exercise. Suppose it was suggested to visit the angry father. Two members of the group then assume the roles of the father and the leader. They act out the visit and then the group discusses the interview...

It is important to note that, in both cases:

- role play is used to explore possible solutions to a problem;
- role play is used to explore how people might behave in a given situation;
- the two people volunteer to play the roles;
- they 'think themselves' into assumed roles (in one case that of a boy);
- the role play is not likely to last more than ten minutes, after the role play, the whole group discusses what has taken place:
  - why did the leader say that?
  - why did the boy react as he did?
  - why was the father angry?
  - why did the leader react as he did?

and so on.

It can be seen, from these two examples, that role play is a useful technique for improving relationship skills. It helps people to be more aware of the reasons behind people's behaviour – and of the possible effect of their behaviour on others.

In such cases, the role of the trainer is to help the participants to reflect their own behaviour and that of others. Unless he/she does this, much of the value of role play may be lost.

At the other extreme, the trainer may arrange role play for a specific purpose and plan it carefully to satisfy specific learning objectives. Nevertheless, the principles established above would still apply.

In such a case, the trainer should :

- outline the situation to all the members of the group, describe the characters involved, ask for volunteers to play the roles;
- allow them to act out the situation, making up their lines as they go along.

At the end of the scene, all the members of the group should discuss what had taken place, the motivation of the people concerned and why the scene developed as it did.

As in case study, the situation should be realistic and relevant; and deliberately chosen to satisfy the objectives of the session. The trainer may go so far as to write out the situation or prepare a tape (as in case study), and script may be prepared for each of the characters involved.

With inexperienced participants, role play should be restricted to involve two or three characters and let it run for no more than ten or twelve minutes. Later, when participants become skilled at role play, and can learn more from it, without feeling embarrassed or becoming emotionally involved, it is possible to create more involved situations with more characters:

- When introducing trainers to the 'group process', the members of a tutor group may be given roles to play. The discussion should analyse the action – and pin–point key features of the feelings of the players, as well as analysing important pieces of dialogue.
- Did any player change his behaviour?
- Why did it happen?
- As time went on, did the players seem to understand each other better – or not so well?
- Why?

and so on.

It is important to seize on such emotive insights as soon as possible – and the learning experience can be reinforced.

Note – Role play helps participants develop the ability to project themselves into the minds and feelings of others, and thus increases their understanding of human behaviour and their skill in working with people.

Critics rightly point out the dangers of people feeling embarrassed or becoming too emotionally involved. When the members of a group know one another well, and feel 'secure' in one another's company, these risks are minimised.

Nevertheless, the trainer must be aware of such dangers and use role play only when he/she feels confident that it will succeed in satisfying the learning objectives of the training session in question.

Obviously, such a technique should only be used by a skilled trainer working with a group when members know one another well and feel secure in one another's company.

810.5 BUSINESS OR MANAGEMENT GAMES

Description

This is a development of in-tray exercise and role play, in which the participants undertake various roles in an imaginary situation which has been created, in some detail, by those controlling the game. The participants, after considering the situation, make decisions which are then implemented.

The decisions made by the participants, either individually or collectively, create a new situation, which then becomes the basis for further decisions – and so on.

The decisions made by the participants may be analysed and evaluated as the game proceeds or after the game is over. A game may last for a limited period or may be extended over several days.

The technique is frequently used in the training of those involved in business or in management and so they are sometimes called business or management games.

The aim is to re–create, as realistically as possible, real life situations so that the participants may learn more about their role and how to carry out the tasks involved.

Technique

This is an advanced form of simulation, which requires careful preparation.

Consider the following examples:

1. On a course for Group Leaders and Commissioners, they were asked to plan the establishment of new Scout Groups in a new town.

   Working in small groups they were provided with all the necessary informations , such as:

   - map of the region, showing new town in detail,
   - population statistics, projected into the future,
   - details of Scouting in the surrounding area, and so on.

   Group then studied, all the available material, made plans and decisions. From time to time, the trainer introduced new elements (e.g. a decision by the local authority to make land available in the new town for Scout use) which obliged the groups to study the situation again, to modify their plans and their decisions, if necessary.

   Finally, each group present its 'plan' in plenary.

   The final result is not so important but what is important is to ensure that every opportunity is taken to reinforce the learning experienced by the participants during the process of playing the games.

2. On another course, the members of each group were allocated roles to be found in a Scout District – District Commissioner, District Secretary, District Treasurer, Group Leaders, and so on.

   They were given material, similar to that in an in-tray exercise. The District had problems – loss of leaders, shortage of money, etc. They were asked to analyse the problems and to make decisions – as in an in-tray exercise. They acted upon their decisions (writing letters, holding meetings, making telephone calls, etc.) and the trainer reacted accordingly – so producing a fresh situation, for further analysis, and so on.

3. On a National Trainers' Course, the participants were divided into groups. Each group represented a team of trainers planning a Basic Course. With given information, they had to plan a course to be held six months later.

   They started at 9 am, which represented January; they had to finish by 12 noon, which represented June, the month in which the course was to be held. Thus, they had to make their plans, and take action, on a time scale where every thirty minutes of real time represented one month.

   Their decisions were acted upon (as in an in-tray exercise) and the trainer reacted accordingly, introducing new problems, such as would be met in the real situation for e.g. the failure of participants to apply on time, lack of suitable equipment, etc.

   In such games, the trainer is sometimes called the umpire – or even the 'brain'.

Note – Such techniques require much preparation and the material should be 'tested' by a small experimental group, before being used on a course.

Many training aids (e.g. charts, transparencies on an overhead projector, slides) may be used to present initial material for such games. At the same time, if the participants are asked to report the outcome they may use visual aids of their own for clearer illustration.

Finally, management game is an advanced training technique which requires skilled trainers and experienced participants and it offers several challenges as follows:

- sometimes the participants, working as a group, try to outwit the umpire;

- the imaginary time scale must be such that the necessary decisions can be taken and carried out properly. In other words it must be realistic;

- The need to balance the amount and timing of information to be given, such that the participants should not receive too much detailed information at the outset and that further information should only be given at a reasonable pace.

811. COMPUTER-BASED LEARNING

811.1 WHAT IS COMPUTER BASED LEARNING?

Computer based learning is the use of electronic technologies to deliver information and facilitate the acquisition of skill and knowledge. It includes both presentation (how information is presented to the learners) and distribution (how information is delivered to learners) in a computer-based environment in which learning is supported, made possible or encouraged. It is basically the application of technology as an aid to learning.

811.2 TYPE OF TECHNOLOGY

Listed below are some of the commonly used technologies for presentation and distribution briefly summarised from a book "Technology-Based learning" authored by Marquardt & Kearsly (1999).

PRESENTATION

CBT – learning that uses computer to deliver training

Multimedia – computer application that uses text, audio, animation and/or video.

Electronic text or publishing – the dissemination of text via electronic means.

Teleconferencing – the instantaneous exchange of audio, video, or text between two or more individuals or groups at two or more locations.

Virtual reality – a computer application that provides an interactive, immersive, and three-dimensional learning experience through fully functional, realistic models.

Electronic performance support system (EPSS) – an integrated computer application using expert systems, hyper text, embedded animation, and/or hyper media to help and guide users to perform tasks.

DISTRIBUTION

Cable TV - the transmission of television signals via cable technology

CD-ROM – a format and system for recording, storing and retrieving electronic information on a compact disk that is readable via an optical drive.

Electronic mail – the exchange of messages through computers

Internet – a loose confederation of computer networks around the world that is connected through several primary networks.

Intranet – internet within an organisation

Extranet – a collaborative network that uses internet technology to link organisations with their suppliers, customers or other organisations that share common goals or information.

Local area network (LAN) – a network of computers sharing the resources of a single processor or server within a relatively small geographic area.

World Wide Web (WWW) – all the resources and users on the internet using hypertext Transport Protocol (http)

Simulator – a device or system that replicates or imitates a real device or system

Satellite TV – transmission of TV signals via satellites.

811.3 BENEFITS OF COMPUTER-BASED LEARNING

One of the main benefits is that it facilitates rapid transformation from training to learning as you learn something that you need to increase your performance at work and personal growth. It fundamentally shifted the responsibility for learning from the trainer to the learner.

Briefly, other benefits are as follows:

LEARNER-CONTROLLED

The learning is under the control of the individuals. They learn at their own pace and time either at their work place or in the comfort of their home. They decide whatis relevant to them and when to use the learning in the future. They can log on and off as often as they wish.

JUST IN TIME

Unlike traditional classroom training, Computer based learning enables the individuals to find and use the information they need when they need it, available just in time. People do not have to wait for a class to be scheduled.

COST-EFFECTIVE

More learners can be reached with fewer instructors. This reduces travel expenses and time away from the offices.

ACCESSIBILITY OVER WIDER GEOGRAPHICAL AREA

The use of technology allows the accessibility of training to a dispersed work force at the same time (synchronous) or different time (asynchronous) to any number of geographical areas.

UNIFORMITY OF CONTENT AND DELIVERY

Consistency and standard can be maintained since the same person or system is offered the same progamme to the organisation.

INTERACTIVENESS

Technology such as touch pads, internet and intranet allows for direct and immediate interaction with fellow instructors and learners. For example, a reference to discussion groups where reports of the discussions can be located on the WOSM site. The WOSM web page also contains large amount of Scouting material that can be easily downloaded.

MOTIVATION FOR LEARNING

It increases the motivation for learning because of the self-paced approach, as many programmes are now easy to access and simple to manipulate. The information in the web can be easily and promptly updated so that learners can be kept abreast of latest developments on relevant topics of interests. Hence, they will be motivated to use the technology to enhance their learning.

811.4 HOW TO STIMULATE COMPUTER-BASED LEARNING?

- **Simple** - It should be simple to navigate the programme by allowing the learner to concentrate on learning the material and not on how to use the interface
- **Flexible** - The material should be fully searchable. The learner should have control of the subject matter and in what order to a point where it allows sections to be skipped or repeated as required.
- **Supportive** - Help tools are available quickly and easily.
- **Interactive** -The learner should actively participate in the learning process.
- **Feedback** - Mechanism is provided for the learner to monitor their progress.
- **Stimulating** - Full use is made of the technology's potential to stimulate learning.
- **Collaborative** - The learner is actively encouraged to communicate and collaborate with fellow learners and trainers.

811.5 POINTS TO NOTE

Computer-based learning cannot replace the practical hands on training necessary in fields such as pioneering, orienteering and camping, although it can help by providing intructions and stimulations.

.There is a risk that learners may experience feelings of isolation and/ or become demotivated without the support and energy of othes workig with them. Hence the support and communication facilities included in the learning package are vital in ensuring the learner has a way to connect with the learning experience and of feeling involved.

Unlike the traditional classroom setting, the trainer may not be able to directly measure the learners' responsiveness to the material being presented so it is important to enable feedback and to posively welcome it from the learning population.

812 ACTION LEARNING

812.1 WHAT IS ACTION

Action learning involves learning about learning and then using this to learn using groups or teams to solve real problems facing the organisations. It is a very powerful problem-solving and team building tool. With correct application, the learning process is accelerated, enabling people to effectively respond to change as they apply new knowledge and skills in their daily work, and as the solution is applied to other related functions or processes.

Action learning is the brainchild of Reg. Revans, President of the International Management Centre in the United Kingdom, who introduced the concept and programme more than 50 years ago.

In brief, action learning is learning from concrete experience and critically reflecting on that experience through group discussion, trial and error, discovery and learning from and with each other.

812.2 WHEN TO USE ACTION LEARNING?

Action learning can be used to great advantage in a situation when no one knows the solution to a shared problem, or no one knows the way forward in a complex situation.

It is inappropriate for bounded problems that is when the problem is simple with straightforward answers or solutions that can be found easily, cheaply and quickly.

812.3 BENEFITS OF ACTION LEARNING

- There is ownership of the problems and actions to be taken since group members are part of the problem solving and decision making body.
- It helps to generate ideas and solutions to complex issues as problems are viewed in innovative and systematic ways.
- It fosters individual and team development. Individuals learn how to be effective members of the group or team by being supportive as well as challenging. They become aware of themselves from the feedback of others in the groups or teams and they develop effective communication skills, including giving and receiving feedback.
- It increases commitment to learning through reflection on the experience. Learning is enhanced, the status-quo is questioned and assumptions validated.
- It increases commitment to action because it requires action to be taken and not merely, the presentation of recommendations. Members of the group are normally involved in the implementation of the actions or changes.

812.4 QUESTIONING AND REFLECTIVE PROCESS

By focusing on the right questions rather than the right answers, action-learning aims on what one does not know and what one does know. It deals with problems through a process of first asking questions to clarify the exact nature of the problem, reflecting and identifying possible solutions, and only then taking action.

Action learning employs the formula, Learning = **P**rogrammed instruction (i.e. knowledge in current use, in books, in one's mind, in organisation's memory, etc.) + **Q**uestioning (fresh insights into what is not yet known) + **R**eflection (recalling, thinking about, making sense, etc.).

The '**P**' knowledge is traditionally used in most problem-solving activities. It is based on past knowledge and programmed decisions to solve problem, but rarely result in quantum improvements. It is the '**Q**' and '**R**', which makes the real difference in the quality of problem solving as well as providing opportunities for individual, team and organisational learning and growth.

The main difference between asking questions in action learning and asking in most other settings is that, in action learning, questions are asked not only for seeking answer, but to seek deeper, to understand, and to respond to what is being asked. Its aims are not a quest for solution but an opportunity for exploration.

At the heart of action learning is the process of reflection, that is thinking about and making sense of what is being asked and said to develop insight and perspectives.

Asking questions rather than immediately giving answers unfreezes the group and minimises defensiveness. The ability to ask the 'right' and challenging questions cause people to think deeply, challenge their assumptions and explore why things happen the way they happen.

This questioning-reflection process also encourages the viewing of each other as learning partners and resources.

812.5 WHAT EXACTLY ARE THE 'RIGHT' QUESTIONS

The right questions are simply those which, when asked at the right time, give us the needed desired information. Six essential questions are often asked.

The first three questions can assists to examine and identify underlying values and assumptions:

- What is the organisation (are we, are you) seeking to do or accomplish?
- What is preventing the organisation (us, you) from achieving it?
- What can the organisation (we, you) do about it?

The next three questions focus on the realities of the situation:

- Who knows exactly what we are trying to do (i.e. who has the real facts and can put things into a proper perspective)
- Who cares about getting it done or implemented (who has the vested interest in getting the issue solved)
- Who can get it implemented (i.e. who has the real power and control the resources to make changes)

Reflecting critically into these six questions leads to further exploration into taken for granted issues/questions. As we start to examine the realities and respond to questions, inconsistencies may become apparent leading to the development of insight, explanations and finally taking actions.

812.6 GETTING STARTED WITH

Basically, there are two types of action learning programme: single project programme and multiple-task, open-set programme.

Single-Project Programme

A group or a team is formed to solve specific problems or resolve particular challenges facing the organisation (in Action learning, the group is often called, the 'Action learning set'). Exactly who will be in the learning set depends on the tasks or goals.

A single project generally goes through the following phases:

- **Introductory period** during which the action learning set explores the question "what are we trying to do, what is preventing us, and how can we overcome those obstacles?"
- **Diagnostic period** where the issues of "who knows", "who cares," and "who can" are examined.
- **Consultation period** is where outside resources are interviewed or observed.
- **Implementation period** during which action plans are developed and implementated.
- **Review period** is where the learning is shared systematically at all levels of the organisation.

Multi-task, Open Set Programme

An open set is one in which each individual member (usually from different units of the same organisation) brings his or her own project, task or problem to the discussion. The set members support and assist each other for an agreed period of time.

The process in an open set works as follows:

Step 1 – Four to eight people meet periodically to work and learn together. They support and challenge each other as they deal with their allocated issue and focus on the learning.

Step 2 – The time is divided among the set members for each to present his or her problem to the rest of the group, explain what work has been done since the last meeting, the obstacle encountered, the achievement attained and what follow-up action he or she intends to take. The rest of the group serve as questioners, consultants and advisors.

Step 3 – At the end of the discussion, the presenter commits what he or she is going to achieve by the next meeting.

Step 4 – Members may rotate to facilitate the discussion or alternatively, an outside advisor or facilitator may be sought.

812.7 POTENTIAL PITFALLS AND HOW TO AVOID THEM

- **All action and no learning**

  – Ensure that the emphasis is on learning and not just action.

- **Inappropriate choice of project**

  – The project should neither be so large as to burden the group, nor too small to make it insignificant and within the scope and responsibility of the members It should be a problem and not a puzzle.

- **Lack of top management support**

  – Support from the top is crucial to ensure that action is implemented. It is demoralising for a group to work very long and hard at solving a problem only to have their ideas rejected by an unsympathetic, uncaring, inflexible leadership.

- **Lack of time**

  – Ensure sufficient time for reflection and learning during the discussions. There need to be sufficient time for the project to go from incubation to implementation.

- **Poor mix of members**

  – Ensure that there are members who are familiar with the issue, but also include people who can bring in fresh perspectives to the discussion.

813 WHAT IS SYSTEMS THINKING AND SYSTEM TOOLS?

813.1 WHAT IS A SYSTEM

According to Senge (1990), systems thinking is a framework for seeing the interrelationships rather than individual things or linear cause-effect change. This involves the refocusing of the mind from seeing the parts to seeing the whole. It encourages us to view things from a big picture's perspective, that is, to think holistically about the whole scenario that may be affected by our actions. This is often described as systemic thinking.

Take for example, the process of driving a car. If we are experienced drivers, we don't normally think about changing gear whilst driving. We respond systematically and unconsciously, as the outcomes are rather predictable. However if we are suddenly confronted with a significant change in the environment, such as a steep descent down a winding slope, then we have to think about the other factors coming into play such as the brakes and the horn and responding to unforeseen circumstances. This is a systemic approach as we are considering the effects of our actions on all parts of the system for driving the car safely, of which we are a part. In short, it is a form of critical thinking with the following benefits:

- Allows a clearer way to see, understand and assess what is happening in the organisation or in any system where the interrelationships among the parts can be analysed to determine the multiple causes and effects.
- Provides the framework to think critically.
- Makes complex problems easier to understand.

Systems thinking and system tools are aids which help us describe and analyse problems and issues from a systemic perspective. By highlighting the various components of the issues and parts, we can see the bigger picture, holistically. First, let us look at what is a system?

A system is an assembly of parts linked together in some pattern or organised form, such that the behaviour of the system is changed or affected if any of them leave it. This form of organised assembly of components does something of particular interest. (Open University, 1994). It is therefore a set of elements or parts that relate to one another in an organised way for purpose of the achieving something.

Take for example the "computer system":

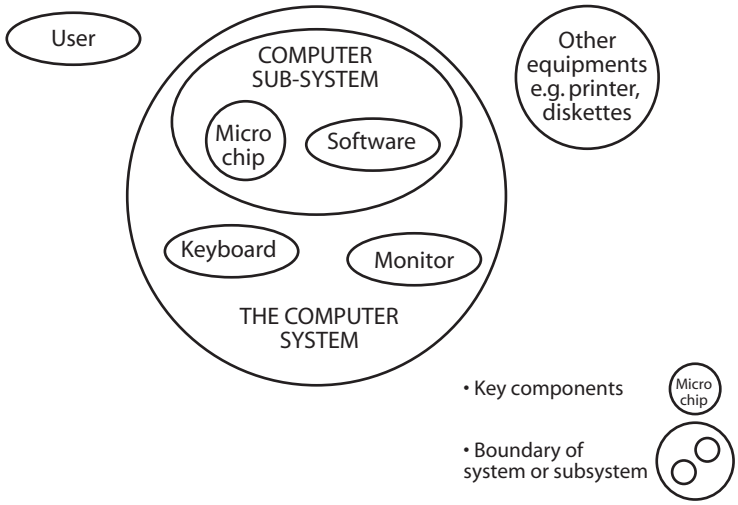


Figure 813.1: Systems map of the computer system

If one part of the computer is removed e.g., the monitor, the user will not be able to use the computer.

Outside the computer system are other systems, which support and enhance the capability of the entire system as a whole. If the user is not sufficiently trained, he or she will not be able to optimise the full potential of the computer system.

813.2 SYSTEMS TOOLS (SOURCE *(Open University, 1994)*

In this segment, six systems tools in the form of diagrams are introduced:

a) Systems Map

A Systems Map is essentially a "snapshot". It describes the internal components of the organisation and the players in the environment.

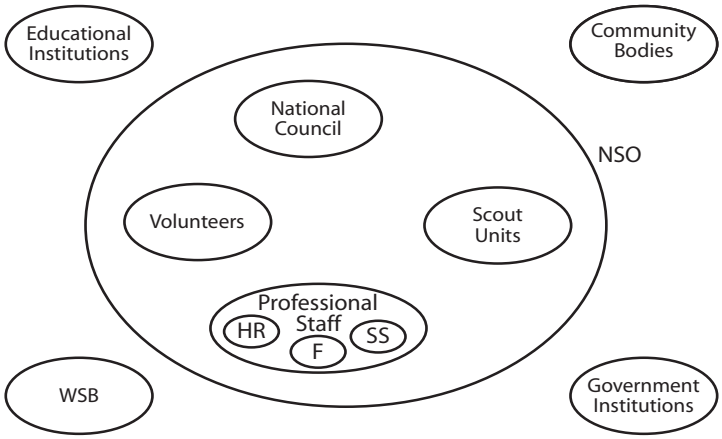


Figure 813.2. A system map of an NSO

Purpose

In the above diagram, the internal components or systems of the NSO comprise National Council (NC), Volunteers and Professional staff. It has its own functional departments like HR, Finance (F), Scout Shop (SS), etc., and the Scout Units.

Outside the NSO are the World Scout Bureau (WSB), Government Institutions, Educational Institutions, Community, etc. Thus, the systems map provides us, at a glance a quick picture of the NSO and the environment it is operating in.

b) Influence Map

The influence map helps us to analyse the impact of the influences on the various components or sub-systems of an organisation and so identify the most important relationships.

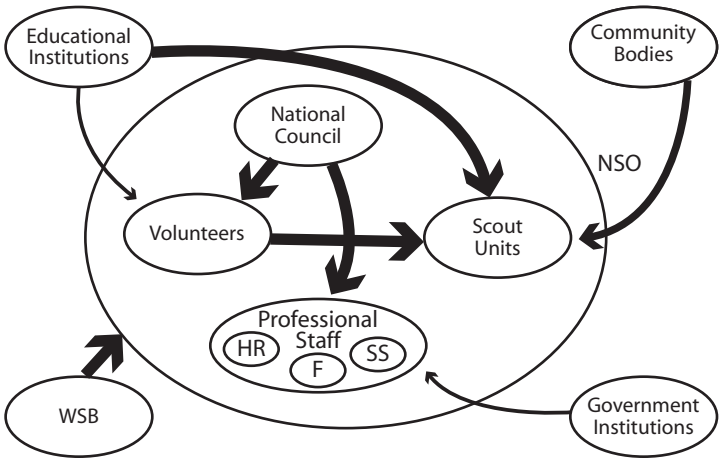


Figure 813.3: Influence map of an NSOe

Purpose

By putting arrows on the systems map drawn earlier we have an "influence map". It shows the degree of influence one has over one or several sub-systems. For example, in the above diagram, the National Council has a strong influence over the volunteers and the professional staff of the NSO since they are the policy makers of the organisation. This is shown by the thickness of the arrow. The educational institutions e.g. schools, have a direct influence on the affairs of the scout units particularly if the scout units are school-based. Likewise, the community also exert influence on the activities of the scout units. The volunteers can also have a strong influence over the management of the Scout Units. WSB, has a significant influence on the management of theNSO, as a whole.

c) Spray Diagram

A spray diagram provides a quick overview of the situation. In the example below, we can easily see the causes of the resistance to change at a glance. Thus, it helps us to pin point the root causes of the problem quickly.

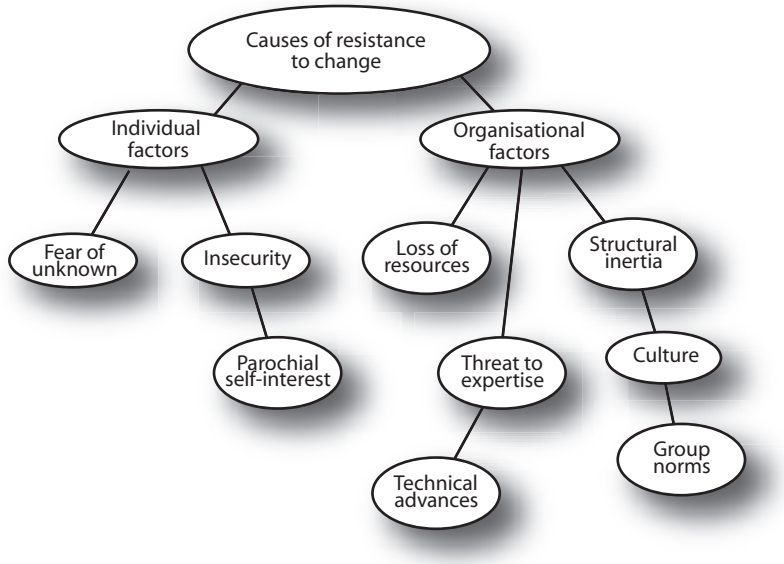


Figure 813.: Spray Diagram

Purposes

- To describe and explain the components of a system as a sub-system.
- To show an overview of the various parts of a system and their interconnections.

For example, the individual factors of resistance to change comprise fear of the unknown, and insecurity which is caused by parochial self-interest. This format of presentation allows us to get a clearer understanding of the causes at a glance. It resembles the fishbone diagram which is commonly used in quality control circles to identify main issues and problems. It can also be used to provide a quick overview of the various parts of a system and their components.

d) Force Field Diagram

"Force field" analysis, originally described by Kurt Lewin (Lewin,1951), is based on the premise that situations at any given point of time, are not static but are dynamically moving towards an equilibrium as a result of two sets of interacting and opposing factors acting on the situation which may be external or internal.

Those factors referred to as the "driving forces" are acting to move the situation away from the current state, while the "restraining or opposite forces" are factors acting to maintain the status quo.

If the two forces are apparently equal in strength, the present situation is not likely to change. Change will only take place if the driving force is strengthened or the restraining force is reduced. A more effective way to make changes is to reduce the restraining forces.

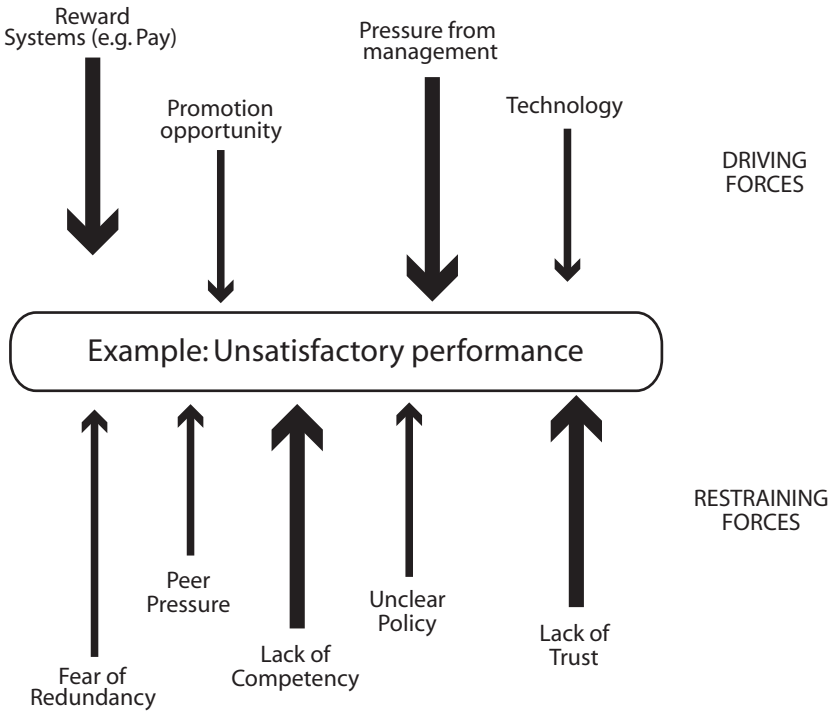


Figure 813.5: Force Fields Diagram

Note:

Size and length of arrows should denote the magnitude of forces. Some forces may act in both directions, e.g. political pressures which can change rapidly.

Purpose

- To identify the forces driving and restraining change in a given situation.
- To allow the magnitude of these forces to be represented.

e) Input-Output Diagram

This diagram is usually used to describe and analyse development and change situations. The inputs required for a given process to achieve the desired outputs are identified. Hence, if we can clearly express what we want our system to do and produce, we can identify the required inputs to make things happen. The

transformation process box reflects the system that is used for a given process, for example capital equipment such as machines and computers.

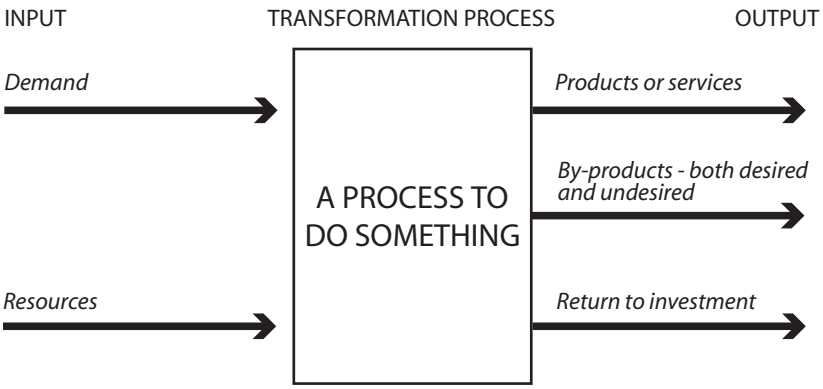


Figure 813.6: Input- Output Diagram

Purposes

- To define the outputs or outcomes required from a given process.
- To determine the process required to produce these outputs.
- To determine the necessary inputs to allow the process to transform them into the required outputs.

f) Bar Charts

A Bar chart is primarily used as a monitoring tool to track the progress of the project or activity based on the planned schedules. The chart provides a good overview of when the series of activities will take place together with their commencement and completion date.

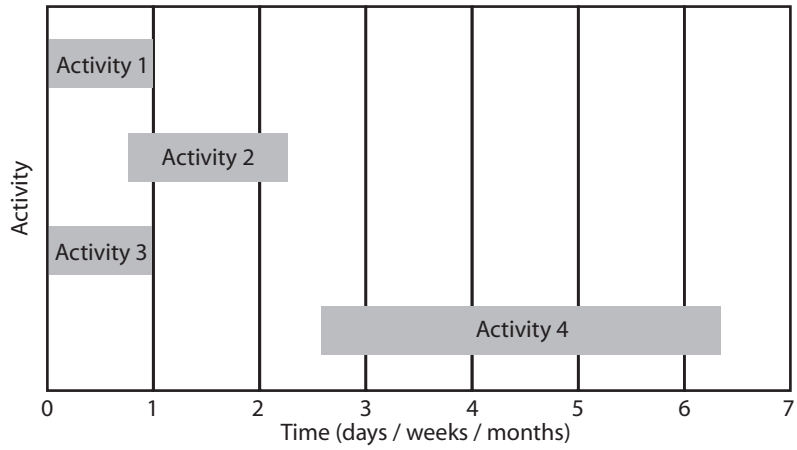


Figure 813.7: Bar Charts

Purposes

- To depict the sequence of activities in a process.
- To show the start time, duration and finish time on a scale.
- To indicate areas of overlapping and dependent activities in a process.

The table below summarises the main uses of the systems tools.

Application	Diagram Type
Diagnosing and describing	Systems Maps
	Input - Output diagram
Analysing situations	Influence Map
	Spray diagram
	Force field diagram
	Input - Output Diagram
Planning and Monitoring Situations	Bar Chart

Figure 813.8: Main uses of the systems tools

814. STRATEGIES FOR BECOMING A LEARNING ORGANISATION

814.1 WHAT IS A LEARNING ORGANISATION (LO)

(Peter Senge (1990) popularised the term in his best-seller book " the Fifth Discipline" He defines it as "an organisation where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together".

Now the term is widely used in management and training development circles. Other definitions of Learning Organisation include the following:

"A learning organisation is an organisation skilled at creating, acquiring and transferring knowledge and at modifying its behaviour to reflect new knowledge and insights". Garvin (1993).

"A Learning organisation that learns powerfully and collectively and is continually transforming itself to better collect, manage and use knowledge for corporate success" (Marquardt,1996).

"An organisation (learning company)" that facilitates the learning of all its members and continually transforms itself" (Pedler, Burgoyne & Boydell, 1998)

Hence, based on the above definitions, LO are:

1. Adaptive to their external environment.
2. Continually enhancing their capability to change and adapt.
3. Encouraging both collective and individual learning.
4. Sharing and using the learning to do better.

814.2 WHY IS IT CRITICAL TO BE A LO?

There has been emphasis on learning and innovation to survive in the 21st Century. Arie de Gues of the Royal Dutch Shell once said that the only way to remain competitive is to learn faster than your competitors. They must learn faster and adapt to the rapid change in the environment or they simply will not survive.

Current demands on organisations require learning to be delivered faster, cheaper, and more effectively to a fluid work place and mobile work force, which are affected by daily changes in the marketplace more dramatically than ever before (Marquardt, 1999).

Rapid advancement in ICT has helped to promote the swift transfer of knowledge. Organisations have to invent new products and ways just to stay ahead, otherwise they soon become obsolete. Knowledge has doubled every two to three years and comptetition has increased as a result of globalisation. Today, the most sought-after talent is the ability to originate. Many of the world's leading companies now regards innovation as a form of risk taking and learning from failure.

The current emerging theme is to make a new mistake and learn from it but don't make the same one again.

814.3 CHARACTERISTICS OF A LO

- Uses information technology to inform and empower its work force.
- Shares and disseminates information in ways that prompt action.
- Fosters a learning climate by challenging status-quo and basic assumptions, encouraging questioning, feedback, diversity and a passion for continuous improvement.
- Encourages risk taking and experimentation but avoids jeopardising the basics security of the organisation.
- Considers strategic planning and policy making as a learning process and management decisions as experiments.
- Provides ample self-development resources and facilities to all members, encouraging them to take responsibility for their own personal growth and learning.
- Encourages all members of the organisation- employees, customers, suppliers, and stakeholders to participate in major decision-making.
- Learns collaboratively and openly across borders.
- Readily learns from success and failures of other organisations through joint events, research, etc.
- Rewards and values learning at all levels.

814.4 PETER SENGE'S FIVE DISCIPLINES OF LO

(Adapted from Training & Development Journal, October, 1991)

Systems Thinking

Systems thinking is a discipline for seeing things holistically. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static "snapshots." It is a set of general principles, distilled over the course of the 21st century, spanning fields as diverse as the physical and social sciences, engineering and management.

"It is also a set of specific tools and techniques, originating in two threads: in 'feedback' concepts of cybernetics and in ' servo-mechanism' engineering theory dating back to the 19th century. During the last 30 years, these tools have been applied to understand a wide range of corporate, urban, regional, economic, political, ecological and even physiological systems. And systems thinking is a sensibility, for the subtle interconnectedness that gives living systems their unique character."

Systems thinking teaches how to see things as wholes. Systems language is a way of expressing ideas that subtly retrains the subconscious to

structure data in circles rather than straight lines. Systems thinking is more than a problem-solving methodology. It does away with boundaries that we invent and then find ourselves trapped inside of.

Why apply systems thinking to organisations? Because it can keep them from being overwhelmed by complexity, the kind of that causes people to say, "There is nothing I can do. It's the system"

PERSONAL MASTERY

Mastery refers to a special level of proficiency. " Personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience and of seeing reality objectively." Its roots lie in eastern and western spiritual traditions and in secular traditions. Personal mastery is the discipline that connects personal learning and organisational learning.

MENTAL MODEL

"Mental models are deeply ingrained assumptions, generalisations or even pictures or images that influence how we understand the world and how we take action." The culture of the organisation is often a reflection the beliefs and value systems of the founder, which represents his or her mental model.

In organisations, such mental models control what people perceive can or cannot be done. Real change rarely takes place until management teams change their shared mental models.

SHARED VISION

In an organisation, a shared vision binds people together around a common identity and a sense of destiny. A genuine vision causes people to do things because they want to and not because they have to.

The discipline of building a shared vision is something like creating a sculpture from a block of stone. The vision builder uncover" pictures of the future" that are common to all organisational players and inspire commitment.

TEAM LEARNING

Team learning is a tool for raising the collective IQ of a group above that of anyone in it. Through team learning, the whole becomes smarter than the parts. The disciplines of team learning include dialogue, a form of talking and thinking together. One aspect of this discipline is to recognise and overcome patterns of defensiveness that undermine group learning.

It is important because the teams and not the individuals are the fundamental learning unit in a modern organisation; unless the team can learn, the organisation cannot learn.

NEW ROLE FOR LEADERS IN A LO

According to Senge, (1990) leaders in a LO play three new roles as a 'designer', 'teacher' and as a 'steward'

As a **designer**, the leader is responsible for creating a shared vision of the future based on current reality, for advocating desirable core values, for conceiving policies, structures and developing learning process that converts these ideals into action and continuous improvement.

As a **teacher**, the leader is committed to helping organisational members validate their mental model and encouraging them to look at things from a big picture, systems perspective. He is also a champion for learning at all levels in the organisation.

As a **steward**, the leader set the direction, operating from a sense of responsibility to align members and the mission of the organisation for mutual benefits.

814.5 CHECKLIST OF POSSIBLE STRATEGIES FOR BUILDING A LO

(Adapted from ASTD Journal on Learning Organisations: Trainer's Role, 1999)

Learning Capacity of the Organisation

- Develop action learning program.
- Train people how to learn.
- Build team learning skills.
- Encourage systems thinking.
- Make continuous learning plan an important part of everyone's job.

Learning Culture of the Organisation

- Create a vision as a learning organisation.
- Incorporate learning into all operations and programmes.
- Build a climate that encourages risks.
- Develop reward and measurement systems for learning and knowledge sharing.
- Establish centres of excellence.

Learning People in the Organisation

- Encourage leaders, supervisors, etc. to take the role of a coach and mentor.
- Empower and enable members to learn.
- Encourage customer and supplier participation in the learning process.

- Participate in joint learning events with the community, professional associations and academic institutions.
- Balance learning and performance needs.

Learning Content (Knowledge Management) in the Organisation.

- Monitor and scan for best practices inside and outside the organisation.
- Foster creativity to encourage knowledge innovation.
- Create expectation that everyone is responsible for collecting and transferring knowledge.
- Develop learning-based storage and retrieval systems.
- Implement technology that optimises the collection, storage, retrieval, transfer and application of knowledge.

815 EMOTIONAL INTELLIGENCE (EI)

The term emotional intelligence (EI) was coined by two American university professors, John Mayer and Peter Salovey (1990) who published articles in academic journals. They were trying to develop a scientific way of measuring how people manage their emotions. They found that some were better than others at things like identifying their own feelings, feeling of others and dealing with emotional related issues. They described EI as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action".

However, it is Goleman (1995) who popularises the term EI, and he defines it simply as "a different way of being smart". Other definitions include the following:

815.1 DEFINITION

"...the ability to perceive emotions, to access and understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth" p.5 (Salovey & Sluyter, 1997).

"Knowing how to separate healthy and unhealthy feelings and how to turn negative feelings into positive ones". (Steve Hein, 2001).

815.2 WHY EI IS IMPORTANT?

Let's examine why EI is important in life. Several studies conducted in the past confirm that EI is a prerequisite for managing people effectively and for becoming successful in life.

Good predictors of Job Performance

Research indicates that IQ alone is not a very good predictor of job performance. In one study, Hunter & Hunter, (1984) estimated that at best, IQ accounts for about 25% of variance in performance while other studies point out that 10% may be a more realistic estimate (Sternberg, 1996).

Improve cognitive function

Another research carried out in Stanford University known as the "marshmallow studies" suggests that the emotional and social skills actually help to improve cognitive functioning. In that study, four-years old children were asked to stay in a room alone with marshmallows and wait for the researcher to return. They were told that if they could wait until the researcher came back before eating the marshmallow, they could have two. Ten years later, the researchers tracked down the children who participated in the study. They found that the children who were able to resist the temptation had a total SAT score that was 210 points higher than those children who were unable to wait (Chemiss, 2000).

Predict success in life

A longitudinal study of eighty doctoral students in 1950s in Berkeley found that social and emotional abilities were four times more important than IQ in determining success and prestige. The students who participated in that study were tracked down some 40 years later and their successes in life were evaluated by experts in their own field. It turned out that those who were successful had high social skills with strong abilities to manage emotions. Likewise, studies by Rosenthal (1977) at Harvard found that people who were best at identifying others' emotion (empathy) were more successful in their work and social lives.

Make effective leaders

Early studies of effective leadership in 1940s, the " Ohio State Leadership Studies", found that leaders who were able to establish mutual trust, respect, and a certain warmth and rapport with members of their group were more effective (Hemphill,1959).

815.3 HOW TO DEVELOP EI?

According to Mayer, Salovey & Cobb (2000), EI is made up of four branches of mental ability and our understanding of how these four branches work, will help us better in developing EI.

The four branches are described below:

1. Emotional identification, perception and expression.

   It is the ability to perceive and identify emotions in faces, tone of voice and body language. It includes the ability to label specific feelings in oneself and others as well as being able to discuss emotions and communicate it clearly and directly.

2. Emotional facilitation of thought.

   This is the ability to incorporate feelings into analysis, reasoning, problem solving and decision-making and using emotions to influence the above.

3. Emotional understanding.

   The ability to solve emotional problems such as to see the interrelationships between emotions, thoughts and behaviour and how it affects our thinking process and action. Basically, it is about understanding the value of emotions.

4. Emotional management.

   The ability to take responsibility for one's own emotions and happiness, to turn negative emotions into positive learning and opportunities. It also involves the ability to identify and help others with their emotions and how they can use them for positive outcomes.

815.4 EI AND TEAM EFFECTIVENESS

Many studies have shown that teams are more creative and productive when they can achieve higher levels of participation, co-operation and collaboration among members. But according to Druskat & Wolff (2001), three basic conditions must be present before such behaviour can occur.

To have (1) an effective, creative and productive team, there must be (2) co-operation and members must be allowed to participate in decision-making and collaborate towards achieving common objectives.

However, this less likely to occur unless there is (3) a sense of identity, trust and a feeling of efficacy among the members that is, the belief that they can do it as a team.

At the heart of these three conditions are emotions. Trust, a sense of identity and feelings of efficacy only arise when emotions are well managed. In managing emotions, we look at three levels of emotional interaction.

815.5 THREE LEVELS OF EMOTIONAL INTERACTION

First is working with **individuals' emotions** by being aware of one's emotions or feelings and being able to regulate them positively. The ability to be aware of and regulate one's own emotions is what Goleman (1995) called 'personal competence' and 'social competence' as the awareness and regulation of others' emotions.

Second is working with **team's emotions,** that is, the ability of the team to discuss openly any sensitive issues facing members, confrontation, disruptive behaviour as well as strength and weaknesses of each member in the team. Many teams suffer because they are not aware of emotions at group level.

Finally, the third level is working with **emotions outside the team.** This relates to cross-boundary relationships. How to work effectively with others in the organisation? A cross-boundary perspective is important in situations where a team's work is having a significant impact on others in the organisation.

815.6 NORMS THAT CREATE AWARENESS OF EMOTIONS

The table below provides guidelines (developed by Druskat & Wolff, 2001) on how to build norms that create awareness and norms that help regulate emotions at those three levels.

NORMS THAT CREATE AWARENESS OF EMOTIONS		
INDIVIDUAL	GROUP	CROSS-BOUNDARY
Interpersonal understanding	*Team self-evaluation*	*Organisational Understanding*
– Take time away from group tasks to get to know one another. – Have a 'check in' at the beginning of the meeting, that is ask how everyone is doing. – Assume that any undesirable behaviour takes place for a reason. Find out what the reason is. Ask questions and listen. Avoid negative attributions.	– Schedule time to examine the team's effectiveness. – Create measurable task and process objectives and then measure them. – Acknowledge and discuss group moods. – Communicate your sense of what is transpiring in the team. – Allow members to call a 'process-check' for example, ask: Is this the best way of doing it right now?	– Find out the needs and concerns of others in the organisation. – Consider who can influence the ability of the team to accomplish its goals. – Discuss the culture and politics in the organisation. – Ask whether the proposed team actions or suggestions are congruent with the organisation's culture and politics.
Perspective Taking	*Seeking Feedback*	
– Ask whether everyone agrees with a decision. – Ask quiet members what they think. – Question decisions, which come too quickly – Appoint a devil's advocate.	– Ask your 'customers' for feedback on team performance. – Post your work and invite comments. – Benchmark your processes.	
NORMS THAT HELP REGULATE EMOTIONS		
Confronting	*Creating Resources for working with Emotions*	*Building External Relationships*
– Set ground rules and use them to point out errant behaviour. – Call members on errant behaviour. – Create playful device or humour for pointing out such behaviour. These often emerge from the group spontaneously, and reinforce them.	– Find time to discuss difficult issues and address the emotions surrounding them. – Find creative fun ways to acknowledge and express the emotions in the group as well as relieving stress and tension. – Express acceptance of members' emotions.	– Create opportunity for networking and interaction. – Ask about the needs of other. Provide support for others. – Invite others to team meetings if they might have a stake in what the team is doing.

NORMS THAT REGULATE EMOTIONS (cont'd)		
Caring	*Creating an Affirmative Environment*	
– Support members, volunteer to help them if needed,, be flexible and provide emotional – support. – Validate members' contributions. Let them know that they are valued. – Protect members from attack. – Respect individuality and differences in views and listen attentively. – Never be derogatory or demeaning.	– Reinforce that the team can meet the challenge. Be optimistic. – Focus on what you can control. – Remind members of the group's importance and goals. – Remind the group how it solved similar problem before. – Focus on problem solving, not blaming.	
	Solving Problems Proactively	
	– Anticipate problems and address them before they happen. – Take the initiative to understand and get what you need to be effective. – Do it yourself if others are not responding, rely on yourself and not others	

816 DEALING WITH RESISTANCE TO CHANGE

It is highly probable that any changes will affect the status quo of the organisation in one way or another. New systems may be developed and / or the organisation restructured to support the plan. This may require changes to the culture of the organisation, which may affect both the volunteers and the professionals.

Why do people resist change in the first place? Kotter and Schlesinger (1979) identified four main reasons as follows:

816.1 RESISTANCE TO CHANGE

1. Parochial self-interest

The desire not to lose something of value, this may be in the form of status, power, material benefits, comfort, familiar routines, political advantage and informal networks.

2. Misunderstanding and lack of trust

This is usually due to insufficient time and effort put in to build the relationships and /or the proposed changes have not been adequately explained and justified.

3. Low tolerance for change

Different people have different levels of tolerance to change. To some, change disrupts their frame of reference, and however minor it is, can be viewed as a crisis, while others may spend an inordinate amount of energy to control and adapt to the new environments and others may automatically resist anything they see as requiring conformity to someone's rules or expectations.

4. Different assessments of the need for the change

Possibly less emotional than the other reasons, resistance arises here because people genuinely fail to see the benefits, or see more costs, not only to them, but also for the organisation as a whole.

Next, we examine the strategies, which can be used to minimise or overcome resistance to change.

816.2 STRATEGIES FOR DEALING WITH RESISTANCE TO CHANGE

(Kotter and Schlesinger, 1979)

APPROACHES	WHEN TO USE	ADVANTAGES	DISADVANTAGES
Education and Communication	When there is a lack of information or inaccurate information and analysis.	Once persuaded, people will often help implement the change.	Can be time-consuming if many people are involved.
Participation and Involvement	When the initiators do not have all the information they need to design the change, and others have considerable power to resist.	People who participate will be committed to implementing the change and any relevant information they have will be integrated into the plan.	Can be time consuming if participators design an inappropriate change.
Facilitation and Support	When people are resisting because of adjustment problems.	No other approach works as well with adjustment problems.	Can be time consuming.
Negotiation and Agreement	When some people or group have considerable power to resist the change.	Sometime it is a relatively easy way to avoid major resistance.	Can be too expensive if it alerts others to negotiate for compliance.
Manipulation and Co-option	When other tactics will not work or are too expensive.	Can be a relatively quick and inexpensive solution to resist problems.	Can lead to future problems if people feel manipulated.
Explicit and Implicit coercion	When speed is essential and the change initiators possess considerable power.	It is fast and can overcome any kind of resistance.	Can be risky if it leaves people angry with the initiators and the change.

Usually these techniques can be used in combination. The choice in the given situation is dependent on the likely reaction of those involved and on the long-term implications of implementing the plan or solving the immediate problems.

The best way to overcome or minimise the resistance is through education and communication (Kotter and Schlesinger, 1979). People by nature are rational. If policies are clearly explained, they will accept the need for change when the benefits that come with the change are communicated. Likewise, through participation and involvement, people will take ownership of the plan and make it happen, for they are part of the process.

Once people understand the rationale behind the plan, they will be more receptive to the changes required and this will help to eliminate or minimise both the explicit and implicit resistance.

817 CONFLICT RESOLUTION

Conflict exists whenever incompatible activities occur" (Deutsch 1969)

817.1 THE NATURE OF CONFLICT

Conflict amongst group members is inevitable. This will occur no matter what group members do. The issue is not whether conflict can be prevented, but rather how conflict can be managed. Conflict is not a contest. Winning and losing are goals for games, not for conflict. What follows are some strategies, insights and processes for the successful resolving of conflict situations.

817.2 CONSTRUCTIVE OUTCOMES OF CONFLICT

Conflict, when skilfully managed, can be of great value to a group. Here are some of the potentially constructive outcomes of conflict.

1. Conflict makes us more aware of problems in our relationships that need to be solved. Conflict increases our awareness of what the problems are, who is involved and how they can be solved.

2. Conflict encourages change. There are times when things need to change, when new skills need to be learned, when old habits need to be modified.

3. Conflict energises and increases one's motivation to deal with problems. Awareness of conflict can trigger a great deal of physical energy and an intensity of psychological focus, which in turn result in a strong motivation to resolve the conflict and put one's plans into action.

4. Conflict makes life more interesting. Being in a conflict often sparks curiosity and stimulates interest. Arguments about politics, sports, work and societal problems make interpersonal interaction more intriguing and less boring. The disagreement of others with your ideas may inspire you to find out more about the issue.

5. Better decisions are generally made when there is disagreement about what the decision should be among the persons responsible for making it. Disagreement often causes the decision to be thought through more carefully.

6. Conflict reduces the day-to-day irritations of relating to someone. A good argument may do a lot to resolve the small tensions of interacting with others.

7. Conflict helps us understand what you are like as a person. What makes us angry, what frightens us, what is important to us, and how we tend to manage conflict is all highlighted when you are in conflict with someone. Being aware of what you are willing to argue about and how you act in conflict can help you learn a great deal about yourself.

8. Conflict can be fun when they are not taken too seriously. Many persons seek out conflict through such activities as competitive

sports and games, movies, plays, books, and teasing. They do so because they enjoy being involved in such conflict situations.

9. Conflict can deepen and enrich a relationship, strengthening each person's conviction that the relationship can hold up under stress, communicating the commitments and values of each person that the other must take into account, and generally keeping the relationship clear of irritations and resentments so that positive feelings can be experienced fully.

10. Conflict can stimulate creativity by promoting an awareness of different ways of viewing problems and situations. The reorientations gained from viewing a problem from several different perspectives generate insights into the problem and foster the formation of creative solutions.

11. When a group enters into conflict with another group its cohesiveness increases and its sense of identity becomes clearer.

12. Conflict promotes the social development of group, members by reducing their cognitive egocentrism and promoting higher levels of cognition and moral reasoning.

817.3 CONFLICT RESOLUTION PROCESS

Define the Conflict

(a) Separate a value from a concrete issue.

(b) Respect the other person's values. Remember everyone is entitled his/her own views.

(c) If you can, operationalise their values (i.e. make them concrete)

Interact and appreciate (value the other person)

(a) Acknowledge that interdependence is needed for successful conflict resolution.

(b) Communicate openly, honestly and frankly..

(c) Actively listen to both facts and feelings.

(d) Communicate in a manner that builds credibility, rapport and trust.

Understand the nature of conflict

(a) Create a climate where differences can surface.

(b) Delay initial negative judgement about ideas, beliefs, feelings, attitudes, behaviour or concerns.

(c) Empathise and value the other person's perspective on the issue/ problem as legitimate for him/her/them.

(d) Value diversity and identify the positive characteristics about the other party's viewpoint.

(e) Seek to determine the dimensions of the conflict.

(f) Ascertain whether the essence of the conflict is one of values or of issues. Look for consequences and appropriateness.

Select the appropriate confrontation level

(a) Focus on the specific behaviour of the other party.

(b) Identify the tangible consequences of their behaviour.

(c) Make the consequences sufficiently compelling to motivate a change in the behaviour.

(d) Invite (rather than demand) behaviour change.

(e) Model the behaviour you desire in others.

Encourage problem solving

(a) Ask "what can *we* do about the situation?"

(b) Listen to the other party's suggested alternatives.

(c) Strive toward mutually satisfying solutions (win-win outcomes).

(d) Follow the problem-solving mode.

(e) Ensure commitment to change.

(f) Monitor and modify the follow-up plans as appropriate.

817.4 SUCCESS IN CONFLICT MANAGEMENT

Step 1 – Strengthen your self-awareness and self-control

In a conflict situation, the only variable you can control absolutely is yourself. Skill in conflict management therefore is based, first and foremost, on realistic self-study. In strengthening your self-control, you can think about and practice the following:

(a) Desensitise yourself to impending conflict by behavioural rehearsal (by going through it mentally or role-playing with close associates).

(b) "Psych down" through relaxation techniques or strenuous exercise.

(c) Get a clear sense of your own boundaries and limitations.

(d) Put the conflict in perspective: How important is it? What is the worst thing that could happen? What is the best thing that could happen?

Step 2 – Learn to handle your own anger

(a) Understand how it develops: "What is behind your anger? Fear? Disappointment? Confusion? Frustration?

(b) Learn to deal with your anger by owning and admitting it.

(c) Calibrate your response.

(d) Diagnose the threat. Uncertainty is often the real enemy.

(e) Talk with friends and associates.

Step 3 – Learn to confront anger in others

Most people see, hear and do what they want to see, hear and do. In a conflict situation, these positions/perceptions simply become more rigid and fixed. So:

(a) Abandon the need to be logical.

(b) State how you feel.

(c) Listen (it takes both time and effort).

(d) Be persistently reasonable.

(e) Ignore abuse.

(f) Avoid escalation.

817.5 VALUING YOURSELF

In the conflict management process, valuing is "an essential social cement." It draws people together and encourages co-operation. But remember this simple but true adage: "if you don't value yourself, you can't value others". Here are some basic rules for valuing yourself.

Don't demand perfection from yourself. Set realistic goals that you can and want to achieve.

You have the right to decide who, how, and what you want to be without making excuses, justifying, or saying "I'm sorry." You are responsible for everything you do unless you are physically overpowered. It is your life and what happens in it is up to you.

Refuse to be manipulated by other people's greed, helplessness, or anger. Set limits. Say "no" when you mean "no". Confront those who try to manipulate you with "you should".

Recognize feelings of inadequacy and guilt for what they are – legacies from your parents and other adults. You can decide not to feel that way.

Be constructively selfish. In the long run, doing what is best for you is usually best for everyone concerned. Remember that no matter what you do, someone is not going to like it – so you have to risk being disliked, or even ending relationships, if you are going to function in your own best interests.

Recognize that there are limits to your power. You really control no more that 50% of a relationship (your half). Remember, you have the right to say "I don't understand" and even "I don't care."

Don't answer questions you don't want to answer. Questions are often threatening, demanding, manipulative – especially the WHY or WHY NOT questions.

Stay in the "here-and-now" and cope with reality. If you blame others or the world for your problems, or if your behaviour is aimed at making you feel better instead of solving your problems you are defending instead of coping. Every healthy person has problems but you do have the ability to cope with them.

817.6 VALUING OTHERS

Here are some simple rules for valuing others and, in the process, establishing a Win-Win relationships:

Listen empathetically to others. Stop yourself from working on counter-arguments while another person is speaking. Take the risk of being persuaded. Try the other person's reasoning for size.

Don't make assumptions about how others think or feel or how they react. You can't get inside anyone's head but your own.

Confront unrealistic or manipulative behaviour but don't attack others. Sarcasm and kidding are dirty fighting.

Don't label others as dumb, lazy, or childish and don't make sweeping judgments about feelings, especially about whether the feelings are real or important or "morally" right or wrong.

Don't play manipulative games. Be honest, direct, open and specific. Don't correct others' statements about how they feel. Don't tell them how they should feel.

Be tentative. Don't state your opinions as facts, avoid preaching words, don't exaggerate or bulldoze others. Avoid absolute statements that leave no room for modification. "I think this is the way…" is better than "This is the only way…" Give people room to move.

If your decisions will affect others, provide some means for their involvement. The "doers" need to feel that they have influence on the decisions that affect them. More than ever before, people want a stake in the decision-making process (especially one that may affect their lives).

Have clear goals understood and agreed upon. Use the goals, not personal values or preferences, to test whether issues are relevant or not.

817.7 CONFLICT STRATEGIES

What are you like?

Different people use different strategies for managing conflict. These strategies are learned, usually in childhood, and they seem to function automatically. Usually we are not aware of how we act in conflict situations. We just do whatever seems to come naturally. But we do have a personal strategy; and because it is learned, we can always change it by learning new and more effective ways of managing conflict.

When you become engaged in a conflict, there are two major concerns you have to take into account:

1. Achieving your personal goals – you are in conflict because you have a goal that is in conflict with another person's goal. Your goal may be highly important to you, or it may be of little importance.

2. Keeping good relationships with the other person – you may need to be able to interact effectively with the other person in the future. The relationship may be very important to you, or it may be of little importance.

How important your personal goals are to you and how important the relationships are; affect how you will act in a conflict. Given these two concerns, it is possible to identify five styles of managing conflict:

- **Avoiding (The turtle)**. Turtles withdraw into their shells to avoid conflict. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the persons they are in conflict with. Turtles believe it is hopeless to resolve conflict. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

- **Competing (The Shark)**. Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them, and relationships are of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of others. They do not care if others like or accept them. Sharks assume that conflict are settled by one person winning and one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming, and intimidating others.

- **Accommodating (The Teddy Bear)**. To teddy bears, relationships are of great importance while their own goals are of little importance. Teddy bears want to be accepted and liked by others. They think that conflict should be avoided in favour of harmony and that people cannot discuss conflict without damaging relationships. They are afraid that if the conflict continues, someone will get hurt, and that would ruin the relationships. They give up their goals to preserve the

relationships. Teddy bears say, "I'll give up my goals and let you have what you want, in order for you to like me." Teddy bears try to smooth over the conflict out of fear of harming the relationships.

Compromising (The Fox). Foxes are moderately concerned with their own goals and their relationships with others. Foxes seek a compromise; they give up part of their goals and persuade the other person in a conflict to give up part of his goals. They seek a conflict solution in which both sides gain something – the middle ground between two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.

Collaborating (The Owls). Owls highly value their own goals and relationships. They view conflict as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person. Owls see conflict as a means of improving relationships by reducing tension between two persons. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationships. Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals. And they are not satisfied until the tensions and negative feelings have been fully resolved.

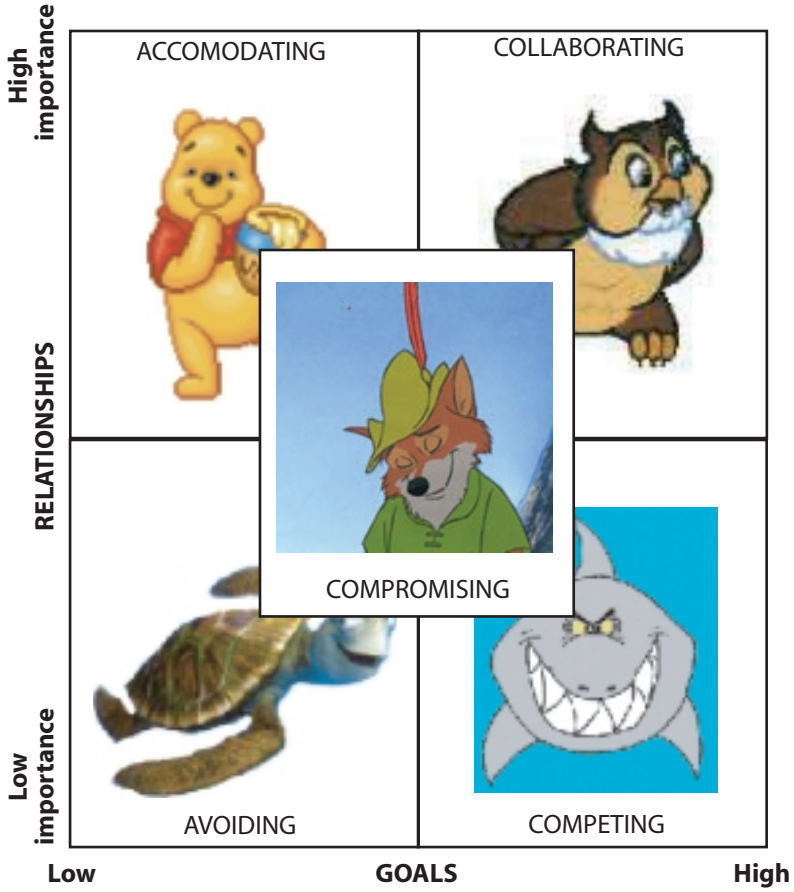


Figure 817.1: Five styles of managing conflict

817.8 WORKSHEET ON HOW TO ACT IN CONFLICTS

Below is a questionaire to help you identify your conflict style.

Using the following scale, indicate how you would reach to each statement below.

Scale: 5 – Very typical of the way I act in a conflict

4 – Frequently typical of the way I act in a conflict

3 – Sometimes typical of the way I act in a conflict

2 – Seldom the way I act in a conflict

1 – Never the way I act in a conflict

1	It is easier to refrain than to retreat from a quarrel.	
2	If you cannot make a person think as you do, then make him or her do as you think.	
3	Soft words win hard hearts.	
4	You scratch my back, and I will scratch yours too.	
5	Come now and let us reason things together.	
6	When two people quarrel, the person who keeps silent first is the most praiseworthy.	
7	Might overcomes right.	
8	Smooth words make smooth ways.	
9	Better half a loaf of bread than no bread at all.	
10	Truth lies in knowledge, not in majority opinion.	
11	He who fights and runs away lives to fight another day.	
12	He hath conquered well that hath made his enemies flee.	
13	Kill your enemies with kindness.	
14	A fair exchange brings no quarrel.	
15	No person has the final answer but every person has a piece to contribute.	
16	Stay away from people who disagree with you.	
17	Fields are won by people who believe in winning.	
18	Kind words are worth much more and cost little.	
19	Tit for tat is a fair play.	
20	Only the person who is willing to give up his or her monopoly on the truth can ever profit from the truths that others hold.	
21	Avoid quarrelsome people as they will only make your life miserable.	
22	A person who will not flee will make others flee.	
23	Soft words ensure harmony.	
24	One gift for another make good friends.	
25	Bring your conflicts into the open and face them directly, only then will the best solution be discovered.	
26	The best way of handling conflicts is to avoid them.	
27	Put your foot down where you mean to stand.	
28	Gentleness will triumph over anger.	
29	Getting part of what you want is better than not getting anything at all.	
30	Frankness, honestly, and trust will move mountains.	
31	There is nothing so important that you have to fight for it.	
32	There are two kinds of people I the world, the winners and the losers.	
33	When one hits you with a stone, hit him or her with a piece of cotton.	
34	When both gives in halfway, a fair settlement is achieved.	
35	By digging and digging, the truth is discovered.	

SCORE SHEET

1.	2.	3.	4.	5.
6.	7.	8.	9	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27	28.	29.	30.
31.	32.	33.	34.	35.
Total:				
TURTLE **Avoiding**	**SHARK** **Competing**	**TEDDY BEAR** **Acommodating**	**FOX** **Compromising**	**OWL** **collaborating**

817.9 STEPS IN NEGOTIATING RESOLUTION OF CONFLICT

Step 1 – Confronting the opposition

Do not "hit and run", confront only when there is time to jointly define the conflict and schedule a negotiating session.

Openly communicate your feelings about and perceptions of the issues involved in the conflict, and try to do so in minimally threatening ways.

Accurately and fully comprehend opponent's views of and feelings about the conflict.

Step 2 – Jointly defining the conflict

Do not label, accuse, or insult an opponent – describe the opponent's actions.

Define the conflict as a mutual problem to be solved, not as a win-lose struggle.

Define the conflict in concise and specific terms.

Step 3 – Communicating positions and feelings

Conflict cannot be resolved if negotiators do not understand what they are disagreeing about.

The general rule for negotiating conflicts of interest is to differentiate, then try to integrate your position and your opponent's.

Understand how your opponent's position, feelings, perspective, and needs differ from yours.

Step 4 – Communicating cooperative intentions

The unambiguous expression of cooperative intentions in negotiations and conflicts of interest results in agreements being reached in shorter periods of time.

Opponents' defensiveness and egocentrism is reduced. This leads to increased attitude change; reduction of the felt importance of having the "right" ideas about the issues being negotiated; greater comprehension and retention by an opponent of one's position and arguments.

It is a good idea, therefore, to communicate clearly one's motivations and intentions to cooperate.

Step 5 – Taking the opponent's perspective

In order to understand an opponent's actions and position, you will have to see the conflict from his/her perspective.

Negotiation requires a realistic assessment of common and opposed interests. It requires the sacrifice of some of the opposed interests so that the parties can build on common benefits, concerns, advantages, and needs.

Step 6 – Coordinating motivation to negotiate in good faith

In order for a conflict of interest to be negotiated constructively, all parties need to be motivated to resolve it.

The *costs* of continuing a conflict may be the loss of a friendship, less enjoyment from group membership, constant disruption in the group, lower productiveness by group members, and harassment.

The *gains* for continuing a conflict may be the satisfaction of protecting the status quo or frustrating persons you dislike.

To increase the motivation of a fellow group member to negotiate, you need to increase his costs of continuing the conflict and reduce the gains.

To decrease the motivation of another person to negotiate, decrease his costs and increase the gains for continuing the conflict.

Step 7 – Reaching an agreement

The conflict of interest is resolved when the participants reach an agreement.

All participants need to be satisfied with the agreement and committed to abiding by it.

The agreement should specify the joint position on the issues being adopted, the ways in which each participant will act differently in the future, and the ways cooperation will be restored if one of the participants slips and acts inappropriately.

It should also include some provision for future meetings at which the participants can check how well the agreement is working and how cooperation can be improved.

818 CONCEPT OF EMPOWERMENT TO THE CIRCLE

818.1 THE PYRAMID TO THE CIRCLE

Since the early 1970's organisations all over the world have begun to replace the traditional highly controlled, vertical structure with a new organisational environment characterised by high commitment, high involvement and self-management.

The traditional organisation is often representred as the pyramid, while the new, empowered organisation can be thought of as looking more like a circle.

The Pyramid

The pyramidal organisations are characterized by a highly specialised function, clear boundaries and tight control by supervisors to make sure work gets done consistently and quickly.

Characteristics of the Pyramid

- Decisions are made at the top
- Each person is clearly responsible for their job.
- Change is slow and implemented from the top down.
- Feedback and communication is from the top down
- Vertical structure with many management levels.

The Circle

The new organisation form can best be described as a circule because it can be thought of as a series of coordinating groups or teams, linked by a centre rather than an apex.

Characteristics of the Circle

- The customer is at the centre.
- People work cooperatively together to do what is needed.
- Responsibility, skills, authority and control are shared.
- Managers are the energizers, the connectors and the empowerer of their teams.
- There are relatively few levels of management

818.2 QUALITY OF AN EMPOWERED ORGANISATION

The following are some of the qualities:

- Clear purpose
- High Morale
- Fairness is emphasised
- Recognition of good performance
- Use of team work

- Participation in decision making
- Open communication
- Healthy working environment

818.3 ASSESSING EMPOWERMENT

Complete the survey yourself, and then have your team members fill it out.

Answer each question. Consider to what degree the statement is true by using the scale below:

1. very true
2. somewhat true
3. somewhat untrue
4. very untrue

1. Clear purpose

• People know where they stand	1	2	3	4
• I know what is expected of me	1	2	3	4
• Tasks and responsibilities are clearly organised	1	2	3	4
• Systems and procedures are adequate1	1	2	3	4
• I know what the Association stands for	1	2	3	4

2. Morale

• People are trusted	1	2	3	4
• Policies are flexible enough to consider personal needs	1	2	3	4
• I feel respected as a person	1	2	3	4
• Individual differences in lifestyle and values are respected	1	2	3	4
• There is a positive spirit	1	2	3	4

3. Fairness

• I approve of the things that go on in this Unit	1	2	3	4
• People are treated fairly	1	2	3	4
• I trust what the Association says	1	2	3	4

4. Recognition

• Individual effort is rewarded appropriately	1	2	3	4
• If people do something well, it is noticed	1	2	3	4
• The Association looks at what you can do, not who you know	1	2	3	4
• The Association expects the best from people	1	2	3	4

5. Teamwork

• People help each other out	1	2	3	4
• People work together to solve difficult problems	1	2	3	4
• People care for each other	1	2	3	4
• People here are out for the Association, not themselves	1	2	3	4

6. Participation

• People have a voice in decisions	1	2	3	4
• Problems are shared	1	2	3	4

•	People get the resources they need to do their jobs	1	2	3	4
7.	**Communication**				
•	I am kept informed of what's going on in the Association	1	2	3	4
•	Communication is clear and timely between groups	1	2	3	4
•	I understand why things are asked of me	1	2	3	4
8.	**Healthy Environment**				
•	People are able to manage the pressure of their role	1	2	3	4
•	I am not expected to do too many things	1	2	3	4
•	Change is managed well	1	2	3	4
•	I am able to grow and learn	1	2	3	4
•	There are opportunities for development	1	2	3	4

Interpret the scores

For each of the eight areas, average the scores by dividing your total of all the numbers circled by the number of questions in that section. If several people in a unit take this assessment, you can average all their responses together for a group score.

Write your average scores here for each section:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Mark your two highest scores with an asterisk (*). Circle your two lowest scores.

Generally, the section in which the average is above 2.0, is a cause for concern.

What can you do to make changes that will lead to a more empowered work place?

818.4 PATHS TO EMPOWERMENT

Empowerment is more than a state of mind, a set of team behaviours, or organisational policies. It cannot exist unless individual attitudes and mindsets, team behaviours, and organisational values all support it. Many attempts to create organisational empowerment fail because they only create change at one of these levels.

For example, an organisation tries to create empowerment by running all of its people through a series of off site seminars. The experience is powerful, and the participants see all sorts of exciting possibilities. When they return to their teams, full of energy, they feel they hit a wall. Things don't change.

Empowerment involves major shifts in mindset for everyone in an organisation.

In an empowered group, everyone has the responsibility that was traditionally given the leader. If anyone sees a problem or has an idea, they are responsible for bringing it to the group. The idea must be respected, and everyone should be engaged in looking for ways to grow and develop, It's not enough for just the leadership to do this.

In addition to reaching its goal, an empowered group looks at how it gets there. It must be able to reach the goal again and to do things better next time. It must develop self-awareness of how it does things, and these understandings must be shared.

Likewise, in an empowered organisation, people are willing to take action, to seek out and solve problems, to take risks, to speak out, and to work together. They don't wait to be told, and they aren't paralysed by fear or caution.

People in an empowered organisation are not afraid to make mistakes and learn from them. They are continually learning to do things better.

Building Empowered teams

The team is where empowerment grows. The most important ingredient of empowerment is the direct relationship between you and the people you work with. People tend to change in relationship, not from information. So the focus on empowerment is the relationship you build.

An empowered team uses all the talent of the players to create an even better result.

For this to happen, the following need to be shared:

- Ownership
- Responsibility and accountability
- Resources
- Goals/Objectives
- Rewards/Recognition
- Leadership.

Think of the following questions as you attempt to empower your team:

Respect – What are some ways you can create mutual respect with your team?

Information – What are some of the ways you can inform your team more fully?

Control and Decision Making – What are some of the ways you can share power with your team?

Responsibility – What are some of the ways you can share responsibility with your team?

Development – What are some of the ways you can facilitate your team's learning?

819 COACHING

DEFINITION

Coaching: A directive process by a manager to train and orient an employee to the realities of the workplace and to help the employee perform better by removing barriers to optimum work performance.

This definition can be directly related to Adults in Scouting.

Now think back to a person or persons who had taught, guided, and challenged you. If they meet the accepted definition of a coach, do they also encourage, support and sometimes offer corrective solutions to problems you encounter?

With the image of that person in your mind, it will be easier to list important personal and professional characteristics. Effective coaches communicate well and they listen even better. They never hesitate to provide remedial instruction when they see insufficiency. They are often our most enthusiastic cheerleaders.

Reflect on the following questions on the person who had helped you in performing better:

1. Who provided an *"aha"* experience that allowed you to see meaning in an event or experience or potential within yourself?

   .....
   .....

2. Who provided you with a quote that has had great meaning for you? Perhaps you have repeated it or it has influenced your thinking or actions.

   .....
   .....

3. Who helped you uncover, develop or use a talent, ability or interest that had laid dormant?

.....

.....

The Coaching Model

Some typical problems that may require intervention are when a person's performance begins to slip; a person is having trouble meeting commitments; a person obviously needs help in resolving a problem; or a person comes to you and asking for assistance.

Whenever you need to address any of these or similar situations, the following coaching model can be used:

- Get agreement that a problem exists
- Decide on a solution
- Follow up

- Give recognition when the problem is solved

Getting agreement that a problem exists can often be the most time consuming and most difficult step in the process. However, without the person's admission that a problem exists, the other steps are not likely to result in any long-term performance improvement.

Deciding on a solution also requires the person's buy-in. In fact, the best results are normally obtained when the person is the one who comes up with the solution. It's always easier for a person to make his/her solution a reality than to do something suggested by someone else.

Following up is the responsibility of the team leader and requires a commitment to checking back to see whether or not the person implements the solution in a timely manner.

Giving recognition when the problem is solved lets the person know that you noticed and appreciated their efforts to improve the situation. Failure to provide recognition can result in the person reverting back to the original problem.

Each step of the process is important and must be followed if the intervention is to be successful. The coaching model requires the use of two-way communication. The person should be doing most of the talking and the coach most of the listening.

The model is also most effective when the manager has the ability to use numerous other coaching skills such as goal setting, observing and measuring performance, building trust and giving feedback.

The Four Step process of the coaching model

Get agreement that a problem exists

- Ask questions to see if the person is aware of the problem
- Ensure that the person understands the consequences of the problem
- Get agreement from the person that a problem exists.

Decide on a solutions

- Ask questions to involve the person with the problem
- Generate as many alternatives to the problem as possible
- Help the person think through the problem
- Let the person think through the problem
- Agree on the solution(s) that will be implemented

- Agree on a timetable for implementing the solution(s)

Follow-up

- Check to see whether the solution is implemented
- Determine whether the solution is implemented on schedule
- Determine whether the solution is working

Give recognition when the problem is solved

- Give specific feedback
- Be sincere when you give feedback
- Remember that recognition strengthens performance.

SETTING GOALS

Most experts agree on the importance of setting goals. Goals provide a sense of direction and purpose They reveal true priorities. Through them, necessary resources are identified.

The most effective goals are specific and measurable. They should clearly state what the expected outcome is, as well as when it is to be achieved. Short-term goals are then turned into real accomplishments by daily/weekly, supporting activities. This is why so many management and personal development experts stress the importance of a daily or weekly *to do list.*Regular work is what makes *goals* become *reality.*

The role of a coach plays in helping the person establish directions and set goals cannot be underestimated. Indeed, it could easily become the single most important contribution we make to someone's professional life. At the same time, we should take care to guide the person so that their goals are realistic. In this respect we should:

- Help ensure that long-range goals are balanced with short-range goals, and difficult goals are broken into smaller, manageable pieces.
- Remind them that goals are for them, not others. They should choose goals that are important to them or are meaningful.
- Help them find value in their effort even when they fall short of their goal.
- Remind them that their goals should build on talents and skills they already have.

OBSERVING AND MEASURING PERFOMANCE

Successful athletic coaches watch films to observe and measure the performance of their players, The knowledge the coach gains watching films is then used during the next practice session to help the players improve their performance. Coaches in Scouting do not have the luxury of watching films of other adults at work.

Effective coaches in Scouting use systems to observe and measure the adult's performance. These coaches then use that performance information to provide feedback to the adults in scouting.

Successful coaches take time to observe other adults performance. When observing performance, we look at both the end results and the process. It's difficult to know how well your people are doing without observing their work. If you don't know how well your people are doing, it's hard to fulfill one of your primary roles as a coach – helping other adults improve their performance.

Observing performance needs to be done on a *regular, recurring* basis. Learning how to observe without making people feel threatened or intimidated is a necessary coaching skill that can be learnt.

FEEDBACK

Effective coaches provide regular feedback to their people about their performance.

Most people want and need feedback about their job performance. It has been estimated that 80% of the performance problems that occur could be solved with better use of feedback.

Feedback can be either positive or corrective, depending on the situation. Positive feedback is an effective management tool. Research has shown that *recognition strengthens performance* - when you tell someone they do a good job, they are more likely to do a good job again in the future.

Corrective feedback is used to help a person improve their performance. Brining performance problems to the attention of a person is part of the job of a coach or team leader. (See section 802.6 on developing effective feedback skill.)

BUILDING TRUST

Trust is probably the most fragile commodity coaches have, Trust, like respect, is earned over time, but lost in a moment. Without it, we cannot be effective coaches.

How much we are trusted is usually a reflection of how much we trust others. Douglas Mc Gregor's Theory X and Theory Y model is just as relevant today as it was in the early 1960's

According to Mc Gregor, leaders hold assumptions about people that tend to be either trusting or not trusting. Theory X leaders assume people would rather not work, and therefore must be controlled,

punished and supervised closely. Theory Y leaders believe people want to do a good job, seek responsibility and can be relied on.

Theory X leaders, who don't trust others, will generally behave in ways that discourage others from trusting them in turn. Theory Y leaders, on the other hand, model the kind of trusting behaviours that make up the most productive coaching and mentoring relationships.

POSITIONING

Being in the right place at the right time is a lucky accident for some people and a carefully planned event for others. For a coach, putting the person in the right place at the right time means finding a task that both meets a development need and provides an opportunity for others to see the person in an appropriate setting.

Two sets of questions need to be answered – what experience would build the person's skill or expertise without high risk of failure, and who is the person ready to be exposed to?

Does the person need to acquire:

- Professional skills? (such as making presentations, facilitating meetings or interviewing others?)
- Leadership skills? (such as managing a project or setting strategic goals)
- Management skills? (such as preparing a budget, developing a schedule or reviewing performance?)
- Inter-personal skills? (such as meeting others, carry on non-technical conversations, or social etiquette)
- Technical skills? (such as preparing a financial statement?)

Then, does the person need to work with:

- Others in your Unit, Region etc?
- Top-level leaders (such as Commissioners)?
- Selected adults in scouting?
- The community? (such as education or civic leaders?)

Putting a person in the right place at the right time should not be an accident. It should be the result of careful analysis and planning.

ENABLING ADULTS TO SUCCEED

Coaches wear many hats. They counsel, help set direction and give feedback. They create tasks that develop skills. They help to make success possible, They do this by anticipating problems and obstacles the person will face and by providing the resources the person needs. On one hand, they help the person avoids failure; on the other hand they help the person achieves success. By removing obstacles and providing resources, good coaches are **enablers** for their people.

COACHING BENEFITS RATING FORM

Use this form to assess your current situation. Are the benefits of effective coaching obvious? To what degree? A great deal? Little or no evidence? Add any benefits that are apparent in your Unit/Region but are not lised here.

Benefit		**Little or No**			⟷			**A Great Deal**
1.	Higher competency levels	1	2	3	4	5	6	7
2.	Increased team attitude	1	2	3	4	5	6	7
3.	Completion of quality programs	1	2	3	4	5	6	7
4.	Greater levels of creativity	1	2	3	4	5	6	7
5.	Personal accountability for role	1	2	3	4	5	6	7
6.	Acceptance of new challenges	1	2	3	4	5	6	7
7.	Co-operation, collaboration	1	2	3	4	5	6	7
8.	Better listening	1	2	3	4	5	6	7
9.	More people development	1	2	3	4	5	6	7
10.	Willingness to delegate	1	2	3	4	5	6	7
11.	Greater empowerment	1	2	3	4	5	6	7

Scoring consistently in the 5-7 range indicates an effective coaching environment. Scoring more often in 1-3-range signals a need for more practiced coaching skills.

820 COUNSELLING SKILL

820.1 AN INTODUCTION TO COUNSELLING

(Adapted from The Scout Association, 1999, UK)

It may have been that evening when John called round to talk about something quite different... or the time when Alan was being given a lift home after the Group meeting... or when Pat dropped behind on the hike to chat.

'I don't seem able to persuade the Executive to get started on organising next years expedition...'

'I have had another row at home. I think it's about time I moved out...'

'My husband says I'll have to give up Cubs...'

Many Leaders will readily identify situations like these in which similar statements or questions have been put. Sometimes they will have been made directly, perhaps introduced by a phrase such as 'By the way... or 'Can I have a word about...' At other times the issues will have been raised indirectly or obliquely - indeed, the first question asked may not have been the real issue at all. It may have come informally from an individual, face to face or in a group.

Such impromptu moments are a real opportunity for the Leaders. How they react, what they say, and their attitude determine whether or not they will be of real help to John, Alan, or Pat.

WHO WILL HELP?

We all need help, young and old, men and women, wealthy and poor - help to build relationships, to explore and understand issues, to make choices, to decide on action and to live with the consequences.

Children are given a circle of people who can help... parents, relatives, teachers. Adults choose a circle of close friends and use it except when they need specialist help, perhaps from a doctor or lawyer. The person chosen to help will usually be someone who has been found to be genuinely interested in them as people, friendly and easily available, a careful listener and someone believed to be actually helpful in practice.

HELP - THROUGH ADVICE?

Some people consider that they have a responsibility to be direct and give advice -'What you ought to do is...' They believe that from their experience of life or their ability to see issues clearly they are in a good position to make judgements and pass them on -'if I were you, I would...'

There may be situations when there is little alternative to this approach (for example, in a crisis or emergency or when the other person is so obviously incapable of thinking things through because he or she is so upset).

However, situations like this are rare. In general, the adopting of a position which says or implies 'if I were in your shoes, I would...' has many difficulties. We are not in their shoes, there may be hidden personal factors which they have not revealed. We cannot be sure of

all the feelings and issues involved. Advice is always second-hand and as a result may be unsatisfactory or indeed wrong. Even if it is sound, the other person will not feel so motivated to act upon it because they have not worked it out for themselves.

Advice and opinion from several sources (colleagues, friends, employers) may lead to comparing the value of different opinions of people rather than considering the advantages of different courses of action.

When receiving advice individuals are being stopped from solving the problem for themselves and indeed encouraged to develop a dependent attitude, and perhaps even come to rely on the adviser. In short, advice-giving will not help people become mature and responsible, capable of working out realistic decisions for themselves.

ANOTHER WAY - THROUGH COUNSELLING?

An alternative way is to avoid imposing solutions or giving ready-made answers, but instead to help the other person to look at the situation from every point of view, to understand their own feelings, to weigh up alternatives, and to make their own judgement about the action to be taken. This helping of a person to look at situations fully and honestly, to think them through and to make their own decisions is known as 'counselling".

The word 'counselling' is used in a variety of senses, but the principles involved are generally the same. The ideas which follow are an introduction to the topic and an outline of some of these principles.

We are not thinking here of helping people who may have severe problems or personality disorders and thus need specialist help, but rather as a kind of 'personal first-aid'. People sometimes need the comfort of a good listener and a chance to sort out their ideas in the presence of an emotionally uninvolved adult. We can perhaps be that adult.

WHEN TO COUNSEL?

There may be two main types of situation:

The other person Is confused... John does not know what to do, he is worried, undecided. He does not have the facts or he cannot interpret the facts he has. He is uncertain about the different things he might do.

Jenny has made a snap decision... about an issue. When she is worried, angry or confused she is likely to make a hasty decision. She does not consider alternative things she might do. She fails to consider the consequences of her plan or actions and she jumps to conclusions.

You may be asked directly for help or you yourself may feel that it is necessary. Create the climate for this to happen by being available,

approachable and observing clues, such as sudden changes in a person's attitudes. moods or behaviour.

WHERE TO COUNSEL?

The kind of 'first-aid' counselling being described here does not involve discreetly lit rooms with couches and a psychological approach! It is just as likely to occur on a hike or in a corner of your headquarters; nor do people always make an appointment for a session! Equally, many Leaders respond intuitively and counsel successfully without fully appreciating that they are doing so.

If it is an individual matter, get the person aside to a place where your conversation will not be overheard or interrupted. Try to make them feel at ease and relaxed.

Obviously each person is different; some people will be quick to talk about their problems, some will be strong in their statements; some will be straightforward and come to the point at once; others may wander around the issue. Each problem and each Leader will be different also. This makes counselling hard to do, something which cannot be done 'by numbers'. The principles which follow are general guidelines but they must be adapted to the person, the situation and yourself.

SOME PRINCIPLES OF COUNSELLING

Listen

It sounds easy but it is often hard for most of us to put into practice.

Think of your own experience - you have probably talked to someone and had the feeling that they listened to you and understood what you were trying to say. On the other hand, you have probably talked to someone who gave you the feeling that they did not really hear what you were talking about or didn't understand you. You probably left feeling rather resentful.

What are the things a person does which makes it hard to talk? Perhaps they were busy or not interested, and let you know by shuffling their papers or talking to somebody else at the same time. Perhaps they told you how to run your life or made sarcastic comments about what you said or told you your problems were not very important and that all you ought to do was 'grow-up' They interrupted all the time to give advice or cross-examine you or perhaps the meaning of what you were trying to say was twisted. It was clear that they just did not understand.

So, to avoid this, listen. Give an individual your undivided attention when they come to talk to you. Let them know you are willing to take the time to hear them out.

Keep asking yourself -'Do I understand what they are trying to say? You will often discover that you do not understand completely, or will not be sure. In this case, you should make it possible for them to continue to talk and for you to listen. (See section 802.5 on active listening skill)

Avoid giving advice

They will probably ask for advice and you might be tempted to supply it. The only thing is, the advice you give is quite likely to be wrong or unsatisfactory for them, no matter how good it sounds to you. In the long term people will be helped best by being encouraged to think things through rather than having answers pushed at them.

Summarise the problem

You may want to do this several times while talking. You will be most effective if you summarise in your own words to make sure you understand. This also helps them to check on what they are telling you.

Give any necessary Information

Sometimes a decision cannot be reached because the person concerned does not have all the facts - for example, the resources that are available such as other Leaders, or agencies. Find out if information is needed and give it if you can. Make sure that it is balanced and accurate and that it is information and not advice.

Encourage him/her to think of different approaches

Ask if there are other solutions. Most of us when we are faced with some kind of issue that is important to us have trouble in thinking. We become confused. We settle on one approach and cannot come up with any others. Encourage the person to think; you may be able to suggest some other approaches, bearing in mind it is not your decision on which to use. By looking at several different ways of solving the problem they may not feel so trapped.

SOME POSSIBLE RESPONSES IN COUNSELLING

Using these principles as a base line, let us now consider the kind of responses and reactions which can be made and to put them into practice. The suggestions given below are only guidelines, and you will have to use them in your own way. You cannot memorise any words to say which will fit into every situation, and you cannot be given words which will fit your way of talking and doing things. Nor is there a magic sequence or phrases guaranteed to produce success. Counselling is a relationship, not a formula.

Restate

Restate briefly the person's words in your own way. 'If I understand you correctly you propose doing this activity but the rest of the group do not agree'.

Mention and accept feelings

When someone comes with a problem or complaint they are likely to have some strong feelings about the matter. It does not do any good to tell them they should not feel a certain way. They do, and you cannot do away with feelings by pretending that they are not there.

Nor can you order them out of existence. Being able to express one's feelings is of itself a great help, even if a solution to the problem is not found. Accept the person's feelings. You can often help greatly if you let them know that you understand why they feel the way they do. You can show acceptance of the person without agreeing with or condoning actions. You may say -'I suppose you must be pretty annoyed' or 'I guess you were rather upset about that'.

Show you are listening

We are trying to listen with understanding. Nobody likes to talk to a blank wall; we all need to know that the other person is paying attention to us. For that reason you should indicate every so often that you are listening and that you understand. How you do this is up to you and you should do whatever comes naturally to you. It might be a simple phrase like 'I understand' or a word like 'Yes'. A nod of the head or a hand gesture might do just as well. Silence can also be very effective; sometimes just sitting and waiting while the person thinks can be the best thing to do.

Encourage to talk on

What you say depends on you, the other person and the situation, but it might include phrases like 'Tell me about it' or 'Go ahead' or even 'Uh huh'.

Ask questions which are open-ended

Counselling is not interrogation, so avoid too many questions, but you might want to ask what they did or how they felt; perhaps 'And then what happened?' or 'How did you feel about that?' or 'What was the difficulty tonight?' Questions of this kind help the individual to talk without giving the idea that you are cross-examining.

SOME IMPORTANT NOTES OF CAUTION

Of course, there will be times when in spite of your discussion the person will still be discouraged. The confused person will still be confused; the hasty person will still be hasty. Not all problems are capable of solution. No matter how skilled you are, you won't be able to help solve all the issues that are brought to you.

Do not try to overreach yourself

When you find yourself at a loss, see that the person gets other help. Admit when you are out of your depth, and ask whether they would like you to try to find someone else who may be able to help. Scouting and the wider community has a lot of resources, at the same time you must respect any confidence.

Counselling carries responsibilities

Try to understand your own feelings about situations. These might include, sometimes, the pain of knowing and not being able to tell, or the frustration of believing that, in spite of all your endeavours, someone is embarking upon a course of action without realising its full implications.

Counselling Involves commitment to people

Counselling can be difficult even if rewarding. Control your own emotional involvement. Be cautious of the 'glamour' which may appear to surround 'one-to-one' situations. If we worked more effectively with small groups of members some individual crises might be avoided.

Preparing to counsel

The primary tasks of the counsellor are to:

- provide immediate personal support
- help the individual to clarify the issues
- make way for further help if necessary.

Each of these tasks can be helped by previous thought so that when you find yourself unexpectedly 'counselling on your feet' you are prepared.

Think through your own views and feelings on different topics which may be of concern to others. Try to list some specific issues which may be raised, and the kind of questions which Leaders might ask. How would you respond, what further information might you need, and where might you find it locally?

Counselling by itself is not all of leadership - but it is one of the most useful of the repertoire of skills which Leaders could have. There is no substitute for a warm hearted, genuine desire to help, but the skill to

be really helpful in practice can be developed in training and from learning by experience.

Some ideas and principles can be learned from books and courses, but the art of counselling is only acquired from practice. Opportunities cannot be manufactured to order, but when they occur they require self-discipline, patience and a concern to apply the principles and to evaluate consequences.

These introductory ideas on 'first aid' counselling can be used in the impromptu situation thrown up continuously in the life of any group. A Leader who accepts and likes others and is sensitive to them as individuals, can improve the skill of working in this non-directive way.

820.2 COUNSELLING ROLE OF TUTORS & TRAINERS

(Adapted from: The Scout Association, 2000, UK)

The role of the trainer is normally seen as being that of providing the right conditions and environment whereby Leaders may gain knowledge, skills and values by undertaking practical exercises and working in small groups.

Section Leader Training also acknowledges that participants themselves have a valuable contribution to make to each other's learning, by discussion, sharing ideas and experiences, and understanding what is happening within a group situation. The tutor or facilitator is responsible for ensuring that this process happens at the same time as achieving the task.

The small group method, however, is not always the most secure only for more 'personal' matters and often trainers, tutors or facilitators are called upon for 'one-to-ones' or a counselling role which the participant may find more appropriate.

Counselling, for these purposes, should be defined as 'listening with understanding so that problems may be clarified and alternative solutions explored' and as a result, many 'listener/client' relationships may occur in a training situation.

Being a counsellor or listener in a training situation is something which anyone may be called upon to perform. The participant or 'client' will chose someone who they feel is most likely to listen sympathetically and be able to help. By the nature of their experience and knowledge, both tutors and trainers will be approached, but a person with a problem might share it with another participant - in the same way that a trainer might share their worries with a tutor or the course director.

RECOGNISING THE PERSON NEEDING HELP

In some cases the person with the problem may make a direct approach, asking apparently innocently: 'Are you free for a moment?' However, it is rare that anyone will start the discussion with the real problem facing them. often they will pose a minor problem, a 'presentation case', to test the reaction and the response.

The trainer must remain relaxed and receptive and help the participant to express themselves, e.g. 'Is there anything else that is worrying you, or that could be done for you?' They should try and ensure that the minor problem is not instantly 'solved' and the conversation brought to a close.

TYPES OF PROBLEM

There are many reasons why participants may seek personal help in a course situation.

They may need reassurance or feed-back on their performance. Are they doing enough? Are they doing it correctly? Are they doing what is expected of them? How are they doing compared with others?

They may need more information, or the repetition of information, or demonstration of a technique that they did not understand when it was first shown. They may be embarrassed to ask for this in front of the group or the course.

They may have personal problems: problems in the Scout Group or District, or within the family, which they would like to share with a sympathetic, but objective outsider.

They may wish to use someone whom they see as an ",expert" to test out the validity and acceptability of a new idea or theory.

They may wish to use a member of the staff, who they see are representing the Scouting establishment, to vent their frustrations about the Movement, its policies, the District, County, etc.

They may have 'personal problems' about the course: e.g. staff members, other participants, the programme, which they find difficult to discuss within the group.

The listener must accept all these 'problems' in a nonjudgmental way and recognise that they have a responsibility to help where they can, and refer the participants to a more expert or appropriate person where they can not.

CREATING THE ATMOSPHERE

As with all counselling or listening situations, we must aim within training to create the atmosphere in which participants feel comfortable and free to share their problems if they wish to, at the same time as being aware of those conditions which discourage communication taking place.

There should be informal opportunities for course staff to be available such as meal times, coffee and tea breaks and other 'social' times and that they are seen as friendly, available, approachable, attentive and not a "separate I class of person"

Time should be built into the programme for this to happen; a course that is too full with formal sessions creates problems and allows no time to resolve them. The physical setting or environment of a course may help or hinder a participant sharing their problems with others; physical warmth, comfortable seating and the opportunity for a discussion of a more confidential nature will all help by creating a sense of security.

SOME HINTS ON TECHNIQUE

As with any counselling or listening role, the trainer or listener does not set out to solve someone else's problem for them. Their role is to listen, to understand the real meaning of the message (rather than the words), to help with clarifying issues and to encourage the person with the problems to think clearly and objectively, in order to identify possible solutions.

OTHER FACTORS TO BE CONSIDERED

Look for the non-verbal signs: emotion, feeling uncomfortable, or hesitancy.

Listen for verbal signs: voice tone, stress or speed.

Listen, and be seen to be listening: give your whole attention by looking at the speaker and avoiding distractions. This shows you are interested and that you care, which in turn builds confidence.

Don't be afraid of silences: being constantly interrupted whether in thought or conversation can destroy confidence.

Use open-ended questions and be careful not to probe into areas that the client is not yet ready to discuss. This may result in them feeling threatened and they may become silent.

Avoid giving advice: the aim is for the person with the problem to suggest alternatives to themselves.

The listener should give or correct inaccurate or mistaken facts. Be careful to distinguish between fact and opinion and avoid giving the latter.

The listener must remain objective and not get involved in the problem or identify themselves with the problem being explored.

Source: www.scoutbase.org.uk

821 PUBLIC RELATIONS

WHAT IS PUBLIC RELATIONS?

The formal practice of what today is called public relations is less than 100 years old. Yet, during its relatively brief history, public relations have been defined in many widely differing ways.

Not unsurprisingly, the earliest definitions emphasised the roles of press agentry and publicity since these were major elements from which modern public relations grew.

Later as public relations was recognised and employed by more organisations, definitions began to include:

- the need for research prior to initiating actions, careful planning and thorough evaluation or measurement of results.
- a continuing, systematic process instead of a one-time or single activity.
- multiple audiences or publics.
- its role as an essential function of management.
- public participation, mediation, conciliation, arbitration and accommodation as important tools.
- the need, in most instances, for long-term commitment.

Many of these definitions were quite lengthy; so much so that they tended more to describe what public relations does than what it is. In 1988, in an attempt to solve this dilemma the governing body of the Public Relations Society of America formally adopted a definition of public relations that is

Public relations helps an organisation and its publics adapt mutually to each other.

In this definition, the essential functions of research, planning, communication dialogue and evaluation are implied. Key words are "organisation" rather than the limiting implication of "company" or "business"; and "publics" which recognises that all organisations have multiple publics from which they must earn consent and support.

ELEMENTS OF PUBLIC RELATIONS

Counselling – Providing advice to the management of an organisation concerning policies, relationships and communications; in effect, "what to do."

Research – Determining attitudes and behaviors of publics and their causes in order to plan, implement and measure activities to influence or change the attitudes and behavior.

Media Relations – Relating with communications media in seeking publicity or responding to their interest in an organisation.

Publicity – Disseminating planned messages through selected media without payment to further an organisation's interest.

Employee/Member Relations – Responding to concerns and informing and motivating an organisation's employees or members, its retirees and their families.

Community Relations – Continuing, planned and active participation with and within a community to maintain and enhance its environment to the benefit of both an organisation and the community.

Public Affairs – Developing effective involvement in public policy, and helping an organisation adapt to public expectations; also, term used by military services and some government agencies to describe their public relations activities.

Government Affairs – Relating directly with legislatures and regulatory agencies on behalf of an organisation, usually by military services and some government agencies to describe their public relations activities.

Issue Management – Identifying and addressing issues of public concern about which an organisation is, or should be, concerned.

F**inancial Relations** – Creating and maintaining investor confidence and building positive relationships with the financial community; also, sometimes known as Investor Relations or Shareholder Relations.

Industry Relations –Relating with other firms in the industry of an organisation and with trade associations.

Development/Fund Raising – Demonstrating the need for and encouraging an organisation's members, friends, supporters and others to voluntarily contribute to support it.

Minority Relations/Multicultural Affairs – Relating with individuals and groups in minorities.

Special Events and Public Participation – Stimulating an interest in a person, product or organisation by means of a focused "happening;" also, activities designed to enable an organisation to listen to and interact with publics.

Marketing Communications – Combination of activities designed to sell a product, service or idea, including advertising, collateral materials, publicity, promotion, packaging, point-of-sale display, trade shows and special events.

WHAT PUBLIC RELATIONS DOES

Public relations helps our complex, pluralistic society to reach decisions and function more effectively by contributing to mutual understanding among groups and institutions. It serves to bring private and public policies into harmony.

Public Relations serves a wide variety of institutions in society such as businesses, trade unions, government agencies, voluntary associations, foundations, hospitals, schools, colleges, and religious institutions. To achieve their goals, these institutions must develop effective relationships with many different audiences or publics such as employees, members, customers, local communities, shareholders, and other institutions and with society at large.

The management of institutions needs to understand the attitudes and values of their publics in order to achieve institutional goals. The goals themselves are shaped by the external environment. The public Relations practitioner acts as a counselor to management and as a mediator, helping translate private aims into reasonable, publicly acceptable policy and action.

As a management function, public relations encompasses the following:

- Anticipating, analyzing and interpreting public opinion, attitudes, and issues that might impact, for good or ill, the operations and plans of the organisation.

- Counseling management at all levels in the organisation with regard to policy decisions, courses of action, and communications, taking into account their public ramifications and the organisation's social or citizenship responsibilities.

- communication to achieve the informed public understanding necessary to success of an organisation's aims. These may include marketing, financial, fund raising, employee, community or government relations, and other programs.

- Planning and implementing the organisation's efforts to influence or change public policy.

- Setting objectives, planning, budgeting, recruiting and training staff, developing facilities — in short, *managing* the resources needed to perform all of the above.

- Examples of the knowledge that may be required in the professional practice of public relations include communication arts, psychology, social psychology, sociology, political science, economics, and the principles of management and ethics. Technical knowledge and skills are required for opinion research, public issue analysis, media relations, direct mail, institutional advertising, publications, film/video productions, special events, speeches, and presentations.

In helping to define and implement policy, the public relations practitioner uses a variety of professional communications skills and plays an integrative role both within the organisation and between the organisation and the external environment.

HOW PUBLIC RELATIONS HELPS MANAGEMENT

- The publicity and promotional aspect paves the way for the sale of products or services, so much so that some companies have placed sales quotas on their product publicity people.
- Internal motivation is a vital factor that affects the bottom line by building morale, enhancing productivity and creating team spirit. It also helps recruit qualified people and retain them.
- Public Relations provides an early warning system by avoiding disruptions, which may occur when a single surprise issue or unplanned-for social/political change arises.
- Public Relations provides an organisation with new opportunities because the people involved in public relations interact with more internal and external audiences than anyone else in the organisation Public Relations people have a conning tower from which to identify new markets, new products, new methods.
- Public Relations helps to protect the present position when an organisation is under attack. For instance, an American Company, Proctor and Gamble did not suffer declining sales, morale or stock values during the tampon debacle largely because of their expert public relations handling of the problem – communicating the company's position.
- Public Relations help to overcome executive isolation, something that can affect every organisation sooner or later. An inescapable assignment of every public relations practitioner is opening the eyes and ears of management to what's really happening "out there."
- Public Relations help organisations manage change, something they must do to stay competitive and efficient. But since change is threatening and often resisted, smooth transition through a necessary change guided by public relations professionals is a real dollar-saver.
- The phrase "double bottom line" was coined to explain the relationship between an organisation and its social responsibility. It's now well understood and accepted that social responsibility does have a traceable effect on economic success for every type organisation. Public Relations staff usually plays the leading role in "social accountancy".

REFERENCES

Abdullah, A. & Gallagher, E. (1995). Managing with Cultural Differences. **Malaysian Management Review,** Vol. 30.2 : pp 1-18

Abdullah, A. Singh, S, & Gill, S. K. (2001). Communicating with Malaysians. In A. Abdullah & A.H.M Low (Eds), **Understanding the Malaysian Work force : Guidelines for Managers**. p 1-24; Kuala-Lumpur: Malaysian Institute of Management

Chermiss, C. (2000). **Emotional Intelligence – What is it and Why it Matters.** Paper presented at the Annual meeting of the Society for Industrial and Organisational Psychology

Druskat, V.U. & Wolff, S.B. (2001). Building the Emotional Intelligence of Groups. **Harvard Business Review**, March, 81–90

Garvin, D. (1993). Building a Learning Organisation. **Harvard Business Review.** July-Aug, 78-91

Goleman, D. (1995). **Emotional Intelligence**. New York: Bantam.

Hemphill, J.K. (1959). Job Description for Executives. **Harvard Business Review,** 37 (5), 55-67.

Hofstede, G.H. (1980). **Culture's Consequences: International Differences in Work-Related values.** Beverly Hills, Calif: Sage Publications

Hunsaker, P.L. & Alessandra, A.J. (1980) **The Art of Managing People**. Englewood Cliffs, NJ: Prentice-Hall

Hunter, J. E., & Hunter, R. F. (1984). Validity and utility of alternative predictors of job performance. **Psychological Bulletin**, 76, (1), pp 72 – 93

Johnson, D. W. & Johnson, F. P (1994). **Joining Together: Group Theory and Group Skills**. MA: Allyn and Bacon

Marquardt, M. (1996). **Building the Learning Organisation.** New york: McGraw Hill

Marquardt, M. (1997). Action Learning: Organisation Development Info-line. **American Society for Training and Development**, ASTD, 9704

Marquardt, M & Kearsley, G. (1998). **Technology-Based Learning: Maximising Human Performance and Corporate Success**. ASTD

Mayer, J. Salovey, P.& (1990). Emotional Intelligence. **Imagination, Cognition and Personality,** 9 (3), pp 185–211

Mayer, J. & Salovey, P. (2000). Emotional Intelligence as Zeitgeist, as personality, and as a mental ability. In R. Bar- On & J:D:A: Parker

(Eds.). **The Handbook of Emotional Intelligence**. New York: Jossey-Bass

Mill, C. R. (1976). Feedback: The Art of Giving and Receiving Help. In L.Porter and C.R. Mill (eds) **The Reading Book for Human Relations Training**. Bethel, Me. : NTL Institute of Applied Behaviour Science, p 18-19

Pedler, M., Burgoyne, J, & Boydell, T. (1998). **The learning company** (2nd edition). Maidenhead, Berkshire: McGraw-Hill

People, D. A. (1988). **Presentation Plus.** New york: John & Sons

Robbins, S. (1989). **Training in Interpersonal Skills: Tips for Managing People at Work**. Englewood Cliffs NJ: Prentice- Hall

Rosenthal, R. (1997). The PONS Test: Measuring sensitivity to non verbal cues. In P. McReynolds (Ed.) **Advances in Psychological Assessment**. San Francisco, CA: Jossey-Bass

Salovey, P. & Sluyter, D. (1997). What is Emotional Intelligence. In **Emotional Development and Emotional Intelligence: Educational Implications**

Scott, C. & Jaffe, Dennis (1991). **Empowerment**. California: Crisp Publications

Senge, P. M. (1990). **The Fifth Discipline: The Art and Practice of the Learning Organisation**. London: Doubleday

Shepard, P. (2001). Working with Malaysians and Americans: Expatriate and Malaysian perspectives. In A. Abdullah & A. H. M. Low (Eds), **Understanding the Malaysian Work force: Guidelines for Managers** p. 165-178, Kuala Lumpur: Malaysian Institute of Management

Singh, S. (2001). Managing Meetings. In A. Abdullah & A. H. M. Low (Eds), Understanding the Malaysian Workforce: Guidelines for Managers p 1-24, KL: Malaysian Institute of Management

Sternberg, R. (1996). **Successful Intelligence**. New York: Simon & Schuster.

Taylor, S. & Czaplewski, A. (2002). Cross-Cultural Performance Feedback in Multinational Enterprises: Opportunity for Organisational Learning. **Human Resource Planning**

Trompenaars, F. (1993) **Riding the Waves of Culture: Understanding Diversity in Global Business**. New York : Irwin

Van Tuan, V. & Napier, N. (2000b). Paradoxes in Vietnam and America: Lessons Earned-Part I **Human Resource Planning**, Vol. 23.1 p 7-8

Whetten, D. A, Cameron, K. S. (1991). **Developing Management Skill**s. (2nd ed). N.Y. : Harper Collins.

900. TRAINING MODULES

This section contains specific modules highlighting the core topics on the following:

Section 901 Training modules on adult in Scouting seminar / workshop to assist NSO in implementing the World Adult Resources Policy (WARP) are presented in this segment.

The subjects are divided into 6 modules as follows:

Module 1 (4 Hours): Objectives of the seminar and Overview of the World Adult Resources Policy

Module 2 (3 Hours): SWOT Analysis on Adult Resources of NSO.

Module 3 (4 Hours): Phase 1: Seeking and Recruiting Leaders.

Module 4 (4 Hours): Phase 2: Training and Support.

Module 5 (4 Hours): Phase 3: Performance Appraisal and Decision for the Future.

Module 6 (4 Hours): Motivating Leaders and the Next Step for implementation.

Section 902 Training modules on Unit leader at initial, basic and advanced Levels are presented in this segment.

The subjects are divided into 5 modules as follows:

Module 1: Scouting Knowledge

Module 2: Scouting Skills

Module 3: Youth Programme

Module 4: Leadership

Module 5: Scouting and the Organisational environment

Section 903 Training modules for Assistant Leader trainers and Leader trainers are presented in this segment.

The subjects are divided into 5 modules as follows:

Module 1: Scouting Knowledge

Module 2: Training Skills

Module 3: Adult Learning Skills

Module 4: Leadership

Module 5: Personal Development Skills

Section 904 Training modules for Leaders of Adults / Commissioners are presented in this segment

The subjects are divided into 4 modules as follows:

Module 1: Scouting Knowledge

Module 2: Leadership and Organisational Management Skills

Module 3: Learning Skills

Module 4: Scouting and the Organisational environment

The above modules and their related core topics serve as guidelines. However, while allowing flexibility to suit local needs, we strongly recommend that the core topics be covered in your training courses.

Suggested session guides are also provided to help you with the presentations.

901 SUGGESTED APPROACH - AIS SEMINAR/WORKSHOP

Aim

To assist NSO in implementing the World Adult Resources Policy (WARP)

Objectives

1. Explain the principles of the Adult in Scouting strategy
2. Explain the concept of WARP.
3. Describe the 3 phases of WARP.
4. Explore the challenges facing implementation of the policy.
5. Identify the changes and steps required to implement the policy.

Subject Matters

The subjects are divided into 6 modules as follows:

Module 1 (4 Hours) : Objectives of the seminar and Overview of the World Adult Resources. Policy

Module 2 (3 Hours): SWOT Analysis on Adult Resources of NSO.

Module 3 (4 Hours): Phase 1: Seeking and Recruiting Leaders.

Module 4 (4 Hours): Phase 2: Training and Support.

Module 5 (4 Hours): Phase 3: Performance Appraisal and Decision for the Future.

Module 6 (4 Hours): Motivating Leaders and the Next Step for Implementation.

Methodology

The primary method used will call on the experience and active involvement of the participants. They will alternate between plenary presentations, discusssions and working in groups.

Participants

Key leaders and commissioners at all levels should be represented for the purpose of building commitment and ownership.

The number of participants will vary with the organisational resources available. Ideally, the number should be limited to 40 participants for the effective transfer of learning.

The outline of this workshop has been prepared on the basis of 32 participants who would form 4 groups of 8 participants for group discussion work.

Duration

Each module can be organised over a half day period.

Venue

The venue should be reasonably conducive, complete with a plenary hall and several rooms or areas for small discussion groups.

SESSION GUIDES

MODULE 1 – 4 hours

TOPIC/MODULE: Objectives of the seminar/Workshop and the World Adult Resources Policy (WARP): Historical Development of WARP

OBJECTIVE: Explain the purpose of the seminar.
Identify why people fail to perform satisfactorily to expectations.
Explain the concept and components of WARP.

METHODOLGY: Group and plenary discussions.

Sub-Topic	Approach	Reference	Time
Seminar Objectives	Explain the aim and objectives of the seminar/workshop. Obtain views from participants on what they expect or want to know and learn from this event. This could be done in groups and sharing in plenary.		1 hour
Why do People fail to perform to Expectations or perform poorly?	In groups, discuss and list down the reasons for non-performance. Present the list for sharing in plenary. From the list, identify and catergorise the reasons under the "can't do" and " Won't do" reasons. Discuss and explain that in many cases, the reasons for non or poor performance are due to the "won't do" issues, such as lack of trust, office politics, unclear goals and objectives, etc. Training can solve the "can't do" issue such as lack of Knowledge or skills but the "won't do" issues are primarily due to motivational factors. Lead the discussion by introducing the WARP in that the policy is formulated to address the concern of both the "can't do" and "won't do" problems in managing the performance of leaders.		1.5 hour
The World Adult Resources Policy (WARP)	• Trace the historical development of WARP, when in 1988, the World Scout Conference in Melbourne, identified poor leadership as one of the key issues. • This leads to the development of the WARP and its adoption in 1993 at the world conference in Bangkok conference.(**section 103**) • Explain the concepts of the WARP: A systematic approach for managing leaders, where	Adult Resources Handbook: Section 100, 200 & 300:WOSM (2005)	1.5 hour

	appointments are made based on needs and there is mutual discussions on the what, why and how the job is to be done within the specified period (**section 106**). • Explain Life cycle of AIS (**section 109).** • Explain the components of the WARP (**section 204**) and structures (**section 302**)		

MODULE 2 – 3 hours

TOPIC/MODULE: SWOT Analysis on the present status of Adult Resources situation in NSO.

OBJECTIVE/S: Briefly describe the use SWOT as a tool for analysis.
Identify the present status of Adult Resources in the NSO in terms of its strength, weakness, opportunities and threats.

METHODOLGY: Group and Plenary discussions.

Sub-Topic	Approach	Reference	Time
The What and Why and How of SWOT Analysis	Explain the what and purpose of SWOT analysis. Explain the elements of the SWOT analysis and how to do it.	Strategic Planning Kit: WOSM (2004)	0.5 hour
Identify the SWOT	Divide into 4 groups. Each group to identify a particular area of an adult Resources system e.g.recruitment, job description, training, support provided, award system, appraisal system etc and identify their SWOT **OR** each group assigned to analyse one element of the SWOT***.*** Each group to present its analysis in plenary for comments and discussion and together with the rest come out with the final SWOT lists after incorporating the various feedback.		1.5 hour 1 hour

MODULE 3 – 4 hours

TOPIC/MODULE: Phase 1:Seeking and Recruiting Leaders

OBJECTIVE/S: Explain the importance of recruiting "appropriate" Adults in Scouting.
Explain the reasons why job positions and appointments should be made based on organisational needs.
Describe the job analysis process.

Discuss the advantages and disadvantages of the various recruitment strategies.
Explain the purpose of using interviews in the selection process.
Explain the concept and purpose of mutual agreement.

METHODOLGY: Group and plenary discussions.

Sub-Topic	Approach	Reference	Time
How Appointment is made in NSO?	Discuss the Adult functions in Scouting (**section 107 & 303)** as: - Unit Leaders - Commissioners(Leaders of Adult) -Administrators In group, discuss for 15 minutes on how are job positions and appointments are made in NSO. Give examples to illustrate reasons. Present in plenary, explore the various reasons given, for example, based on friendship, restructuring, organisational goals, tasks to be performed, etc. Reinforce that all positions should be created and appointments made based on the needs of the organisations. (**section 402**) Explain the need to recruit appropriate adults who subscribe to the fundamental principles of Scouting and who understand the need to protect young people from physical and emotional abuse.	Adult Resources Handbook: Section 100, 300 & 400: WOSM (2005) Management Handbook: Section 702-Creating adult resources.:WOSM Document on Volunteers in Scouting: WOSM (2005) 35th World Scout Conference policy document on "Keeping Scouts Safe from Harm"	1 hour
Job Analysis	Describe the main purpose of job analysis, that is to develop or review job descriptions (JD) and job specifications(JS) or profiles. Explain how to write JD & JS. In group, using the sample format found in **section 402.1**of the Adult resources handbook, develop the JD and JS of key positions in NSO, such Chief commissioner, chairman on National council, Adult resource commissioner, programme commissioners, etc. Each group to develop JD & JS of one position. Share JD & JS in plenary.	WOSM Management Handbook: Section 702-Creating adult resources. Adult Resources Handbook: Section 400. WOSM (2005)	1 hour
Recruitment and	Discuss the various means of	Adult resources	1.5 hour

Selection process	recruiting leaders as well as their advantages and disadvantages. Discuss the various methods, which are frequently used in the selection process, eg, interview, referral check, test, etc. (**section 403).** Describe how to conduct a good interview. (**section 402.5-402.7**) What to include in the interview? The following should be included: Discussion on the JD, the training required and provided for, expectations, time frame, etc.	Handbook: Section 400: WOSM (2005)	
Mutual Agreement	Explain the purpose of mutual agreement. Discuss the area covered in the mutual agreement (**section 404.1**)		0.5 hour

MODULE 4 – 4 hours

TOPIC/MODULE: Phase 2:Training and Support

OBJECTIVE/S: Explain the importance of training.
Examine the current training scheme for leaders.
Describe the various methods of conducting training needs analysis.
Identify and establish effective support systems.

METHODOLGY: Group and plenary discussions.

Sub-Topic	Approach	Reference	Time

Purpose of training	Explain the importance of training in acquiring knowledge and skills. Discuss the responsibility of each individual to ensure that training is obtained and the responsibility of the NSO to provide it.	WOSM Management Handbook: Section 703-Providing Training & Support.	0.5 hour
Training systems	In groups, discuss the current training scheme for leaders. In plenary, discuss to what extent the training scheme is progressive flexible and well co-ordinated (**section 204.3**). Provision of training (**section 504**): Self-training, Personal support, Informal training, Training courses, training project/assignment, etc. Discuss: Is there a means of monitoring individual training and of providing follow-up training? If yes, is it effective, and if no, how to establish it.	Adult Resources Handbook: Section 200 & 500: WOSM (2005)	0.75 hour
Training Needs analysis (TNA)	Explain the purpose of TNA, as a mean of identifying the developmental needs of the individuals (**section 503).** How to conduct TNA (**section 503**).	WOSM Management Handbook: Section 703-Providing Training & Support. Adult resources Handbook: Section 500: WOSM (2005)	0.75 hour
Support Systems	In groups, explore the various ways to support leaders in their jobs and their personal growth. For example, the use of Mentors, establishing networking, etc. and the problems and challenges faced by leaders in getting support (**section 505**). Share views in plenary on how the on-going support system can be strengthened and improved (**section 505**). Discuss the integration process to introduce newcomers to the task (**section 502**). List the available publications, which can be obtained through the Internet and WOSM publications, such as the Adult Resources Handbook, Management Handbook, Strategic planning kit, etc.	WOSM Management Handbook: Section 703-Providing Training & Support. Adult resources Handbook: Section 500: WOSM (2005) Document on Volunteers in Scouting: WOSM (2005)	1.5 hours
Training Records & Challenges	Discuss the importance of keeping individual training records. Explore how to keep effective records and the challenges involved in keeping them up-to-date.		0.5 hour

MODULE 5 – 4 hours

TOPIC/MODULE: Phase 3: Performance Appraisal (PA) & Decision for the Future

OBJECTIVE/S: State the purpose and principles of PA from the developmental perspective.
Explain the PA process.
Identify the pitfalls in conducting PA.
Describe the conditions for making a decision on the future role of the individual.

METHODOLGY: Group and plenary discussions.

Sub-Topic	Approach	Reference	Time
Purpose & Principles of PA	Discuss the purpose of PA from a business & voluntary organisation perspectives. Principles of PA- focusing on developing the individual (**section 600.4**)	WOSM Management Handbook: Section 502-Performance Appraisal. Adult resources Handbook: Section 600: WOSM (2005)	0.5 hour
Pitfalls in PA Interviews	In groups, discuss the problems and challenges in carrying out effective PA interviews. In plenary, share views. Some of the pitfalls are: Lack of standards, unclear goals, 'halo effect', fail to focus on behaviour, etc. Discuss how to overcome the pitfalls.	Adult resources Handbook: Section 600: WOSM (2005)	1 hour
PA Process	How to carry out PA: Describe the steps taken before, during & after the PA interview (**section 600.3**) Type of PA: Personal review; Development review & Achievement evaluation (**section 600.5)** Frequency of conducting PA. It should be carried out at least once a year.	Adult resources Handbook: Section 600: WOSM (2005) WOSM Management Handbook: Section 503 to 505.	1 hour
Decision for the Future	In groups, discuss the three possibilities for the future. Under what conditions is one of the following decisions taken, when to make the decision and how to make the	Adult resources Handbook: Section 200: WOSM (2005)	1 hour

	decision. - Reappointment - Reassignment - Retirement Share views in plenary. For example, an individual who is performing to expectation can be re-appointed or can be re-assigned to do other task based on the needs of the NSO. Alternatively, he or she can retires gracefully if they are unable to perform to expectations for some reason. Emphasise that the individual has a say in determining his or her future role. The decision is a joint responsibility based on mutual agreement.		
Life Cycle of Adults in Scouting	Explain that the life cycle of adults in Scouting (The 3 Phases) repeats itself again once a decision is taken to re-appoint or re-assigned the individual for future role and responsibility (**section 202.3 & 404.1)** A new letter of appointment and the appropriate JD document should be issued when the individual is re-appointed or re-assigned to another role. Likewise, a letter of thanks should be given to those retiring. A new goals and objectives may be set to reflect future task and responsibility. New competencies can be identified and relevant training provided to help the individual perform better.	Adult resources Handbook: Section 200 & 400: WOSM (2005)	0.5 hour

MODULE 6 – 4 hours

TOPIC/MODULE: Motivating Leaders and The Next Step for Implementation.

OBJECTIVE/S: Develop strategies to motivate adults in Scouting

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
What Motivates You?	Individual exercise: Get participants to complete the motivation exercise in 15 minutes. (**See attached worksheet).**		1 hour

	In plenary, ask each participant to share his or her top 3 factors, which motivates most at work. Based on the responses, determine which 3 factors top the list among the participants. Research has shown that the following factors are usually among the top list: - job itself/job content - personal development -sense of achievement -recognition Discuss the findings with Herzberg's motivational theory (**see section 704.3**of the Adult Resources Handbook for explanation on the theory). The theory reinforces the fact that the content of job has a significant motivating impact. Hence, the need to ensure that jobs are designed in ways that give meanings to the person doing the job.	Adult resources Handbook: Section 700: WOSM (2005)	
Job Design	Explain the Job Characteristic Model. (**see section 704.2 of** the Adult Resources Handbook for detail). The 5 core dimensions presented in the model can be used to design a job. In groups, discuss how to apply the model to motivate leaders at the local and national levels. Share views in plenary. The concept of job design is mainly applicable in the phase 1 of WARP. The nature of job or task (job content) given to the individual can be enlarged and enriched to give a sense of purpose and meaning, to motivate the individual to exceed expectations (**section 704.2**).	Adult resources Handbook: Section 700: WOSM (2005)	1.5 hour
The Next Steps for Implementation	In groups, discuss what changes and actions are required to implement WARP. Share views in plenary. Some of the actions required may include the following: -Formation of Adult resources committee at national level and appointment of person responsible to take the lead. -Need to review or develop policies on appointment, training, reward, appraisal etc. so that they are in line with WARP.		1 hour

	-Produce brochure, literature, materials to promote WARP -Conduct seminar and workshop on WARP at local level.		
AIS Survey Form	Discuss the content of the survey form. It can serve as a checklist to evaluate the effective implementation of WARP. (**see form on the following page**). From time to time, this form is send to all NSOs together with the Annual Census Form. The responses from the survey will be analysed and findings shared with all NSOs in due course.	Adult Resources Handbook Section 801: WOSM (2005)	0.5 hour

WORKSHEET

MOTIVATION EXERCISE

The exercise below allows people to reflect on what factors really motivate them at work. Following which, a plenary session could then be held to share views, using the various motivational theories explained in the segment as the basis for discussion.

WHAT MOTIVATES YOU AT WORK

Many factors can influence our level of motivation to perform well at work. How would you rank the following: (1 = low to 12 = high)

FACTOR DESCRIPTION	RANKING
RECOGNITION- Receiving recognition from peers, supervisor, subordinates for good work performance.	
SENSE OF ACHIEVEMENT- The feelings associated with successful completion of a job, finding solutions to different problems, or seeing the result of your work.	
ADVANCEMENT- The opportunity for advancement or promotion based on your ability.	
STATUS- Earning position-based "perks" such as a convenient parking space, office with windows, etc.	
PAY- Receiving a wage that not only covers normal living expenses but also provides additional funds for luxury items.	
SUPERVISION- Working for a supervisor or Boss who is competent in doing his or her job and who looks out for the welfare of subordinates.	
JOB ITSELF- Having a job that is interesting, challenging and provides for substantial variety and autonomy.	
JOB SECURITY- Feeling good about your security within the company.	
COWORKERS- Having friendly and helpful coworkers.	
PERSONAL DEVELOPMENT- Having the opportunity in your job to develop and refine new skills and abilities.	
FRINGE BENEFITS- Having a substantial fringe benefit package.	
WORKING CONDITIONS- Working in a safe and attractive environment.	

SURVEY QUESTIONNAIRE ON ADULTS IN SCOUTING FOR THE YEAR _____

NSO:

_____

NAME: _____ **DESIGNATION:** _____

The purpose of this survey is to gather updated data on the implementation status of the World Adult Resources Policy (WARP) in your NSO. The data collected will be analysed to provide better service to the NSOs.

ESSENTIAL RESOURCES AND EXPERTISE

a) Does your association have the following documents/literature that can be downloaded from the WOSM web site: www.scout.org?

Adults in Scouting Booklet	**Yes**	**No**
World Adult Resources Handbook	**Yes**	**No**

b) Does your association have job descriptions? (tick appropriately)

- ☐ For all positions
- ☐ For some positions
- ☐ Not at all
- ☐ Others _____

c) If so, how often is the job description reviewed and updated to accurately reflect the nature of the appointment/job?

- ☐ Annually
- ☐ Bi-Annually
- ☐ Tri-Annually
- ☐ Not at all
- ☐ Others _____

d) Does your association have the following?

Person responsible for Adult Resources at national level	**Yes**	**No**
Adult Resources Committee at national level	**Yes**	**No**
Adult Resources Committees at local levels	**Yes**	**No**

e) How often does the Adult Resources Committee meet at national level? (Tick appropriate box)

- ☐ Monthly
- ☐ Quarterly
- ☐ Half yearly
- ☐ Annually
- ☐ Rarely meets
- ☐ Not at all (only applicable if all answers to (d) are 'No')
- ☐ Others _____

f)

Has your association conducted Adults In Scouting(AIS) seminars, workshops, or included AIS topics in adult training courses, management courses, etc over the last 2 years at national level	**Yes**	**No**

If answer to the above is no, please tick the reason/s below

- ☐ Lack of expertise
- ☐ Lack of time
- ☐ Lack of relevant materials

☐ Lack of financial support

☐ Lack of participants' response

Others: _____

The scale below is used to accurately describe the degree of implementation of the WARP.						
1 not at all	**2 to a small extent**	**3 to a moderate extent**	**4 to a large extent**	**5 to a very large extent**	**6 don't know**	**7 not applicable**

Please circle the appropriate response for each of the following statements indicated below using the above response scale.

1.	**ACQUISITION OF MANPOWER (ADULT RESOURCES)**						
	1.1 Recruitment						
	1.1.1 Appointments/Job Positions are created based on needs						
	At national level	**1**	**2**	**3**	**4**	**5**	**6**	**7**
	At local levels	**1**	**2**	**3**	**4**	**5**	**6**	**7**
	1.1.2 Appointment/job positions are advertised						
	At national level	**1**	**2**	**3**	**4**	**5**	**6**	**7**
	At local levels	**1**	**2**	**3**	**4**	**5**	**6**	**7**

1. 2 Selection							
1.2.1 Interview is conducted prior to the appointment	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1.2.2 Selection of the individual is based on:							
Relevant experiences	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Relevant competencies	**1**	**2**	**3**	**4**	**5**	**6**	**7**
High Profile of the individual (person with connection)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Keen interest of the individual to do the task	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Individual's potential	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Others _____	**1**	**2**	**3**	**4**	**5**	**6**	**7**

1.3 Mutual Agreement and Appointment							
1.3.1 Prior to the appointment, there is discussion on:							
Job description or the task to be performed	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Mutual agreement on the goals and expectations	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Training and support required and provided for	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Time frame of appointment	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Issuance of appointment letter	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Others _____	**1**	**2**	**3**	**4**	**5**	**6**	**7**

2	**TRAINING AND SUPPORT**						
2.1 Training needs analysis is conducted for all individuals	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.2 Training system is co-ordinated at all levels	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.3 Initial training or orientation is provided	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.4 Personal training adviser (or equivalent) is assigned to coach and mentor all individuals who are new to the job	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.5 Relevant training literature, manuals, etc are easily accessible	**1**	**2**	**3**	**4**	**5**	**6**	**7**

2.6 Essential new information is promptly disseminated/shared	1	2	3	4	5	6	7
2.7 Follow up/on-going training is provided for all individuals	1	2	3	4	5	6	7
2.8 Certificate of attendance/achievement is issued	1	2	3	4	5	6	7
2.9 Individual training record is maintained for all (personal logbook)	1	2	3	4	5	6	7
2.10 Others _____	1	2	3	4	5	6	7

3 MANAGEMENT OF ADULT RESOURCES (REVIEW AND DECISION FOR THE FUTURE)

3.1 Review

3.1.1 Performance review is conducted at all levels:

- ☐ Rarely
- ☐ Monthly
- ☐ Quarterly
- ☐ Half yearly
- ☐ Annually
- ☐ Others _____

3.1.2 Review is primarily based on the mutually agreed goals and tasks with the aim of developing the individual	1	2	3	4	5	6	7
3.1.3 The individual's strengths and developmental needs are identified and discussed	1	2	3	4	5	6	7
3.1.4 Others _____	1	2	3	4	5	6	7

3.2 Decision for the future(renewal, reassignment, retirement)

3.2.1 The individual has a say in his/her future responsibilities	1	2	3	4	5	6	7
3.2.2 Decision to renew, reassign, or retire the appointment is based on mutual agreement between the individual and the organisational needs	1	2	3	4	5	6	7
3.2.3 Agreed decision and follow-up actions are documented and kept in the individual's file	1	2	3	4	5	6	7
3.2.4 Others _____	1	2	3	4	5	6	7

What is the next or future plan of your Association with regard to the promotion, implementation or evaluation of AIS?

What support does your Association require, if any, from the World Scout Bureau?
Other comments, if any

902 TRAINING FOR UNIT LEADER

902.1 PURPOSE OF UNIT LEADER TRAINING

The overall purpose of Unit Leader Training is to develop unit leaders who are skilled in working effectively with young people and other adults in Scouting. Unit Leader Training therefore aims to develop in the unit leader:

- An understanding of the background principles, structure and spirit of scouting,
- An understanding of the needs of young people within the specific environment in which the leader and young people will be working,
- The ability to use the Scout method and the skills of Scouting to meet the needs of young people adapted to various age ranges,
- The ability to apply the team system enabling youth involvement and youth empowerment.
- The personal leadership skills to work positively and constructively with young people and other adults,
- The personal management skills to plan for, implement, administer and evaluate the Sectional Youth Program that will contribute to the personal growth of young people.

Although formal training (through courses, training studies and both written and practical assignments) is an important part of Unit Leader Training, self-training, personal support and informal training should complement it.

902.2 GUIDELINES FOR BASIC UNIT LEADER TRAINING

AIM

Basics Unit Leader Training is designed to assist a new leader acquire the practical skills required to effectively deliver the Sectional Youth Programme.

OBJECTIVES

At the end of Basic Unit Leader Training, the leader will be able to:

- Describe the educational objectives of the whole movement and describe the method used in the section to achieve the development of the individual member.
- Discuss the Scout Method including the application of the team system.
- Discuss the essential ingredients of the sectional youth programme which includes:
  - Describe the characteristics and developmental needs of young people in the section age range and the methods used to meet their needs,
  - Interpret the fundamental principles of Scouting including the Mission of Scouting, the Promise and Law to young people in ways appropriate to their age, understanding and abilities, as well as to circumstances,
  - Describe the total youth program (e.g. progressive scheme, award scheme, activities etc) for the young people and be able to deliver or demonstrate the practical skills involved,
  - Deliver the purpose and ingredients of meetings and other activities in the particular section, including the use of ceremonies (e.g. opening and advancement ceremonies) in order to give structure and to encourage the voluntary development of self-discipline and learning,
  - Select and use games and other activities as a training method for youth members,
  - Plan, conduct and evaluate meetings with appropriate youth member participation.
- Describe the World Policies that impact on Youth Programme including Safe from Harm, Youth Involvement etc.
- Explain and provide the reasoning behind the role and responsibilities of an adult leader in a particular section.
- Make use of the resources available in the local

community that can contribute to effective programming,

- Identify his/her further training needs or personal development and the resources and support available to meet them.

IMPLEMENTATION

In addition to informal training opportunities such as interviews, with the person who recruits them, contacts with more experienced leaders, evaluation of on-job work with other leaders and the use of introductory materials produced by the Association, a Basic Unit leader Training should also include:

– A formal training course and modules, which equate to a minimum of approximately thirty-six to forty hours training.

An example format for this two-part training:

- **Introductory or Half Day Course**

Comprising a minimum of five to six (5-6) hours training.

Plus

- **A 5 Days Residential Basic Training Course** equivalent to thirty-six to forty (36-40) hours of training

OR done over several weekends as follows:

One Weekend Basic Training Course

One weekend, comprising fourteen to sixteen (14-16) hours training or modules offered at evenings equating to equivalent hours

PLUS

A Three Day Basic Training Course - overnight accommodation is essential

Three days during vacations or a long weekend comprising twenty to twenty-four (20-24) hours training.

Self-training, personal support and informal training should complement the formal courses.

WAYS OF IDENTIFYING COMPETENCE

Within three months of completing Basic Unit Training:

- ❑ One or more visits by the trainers or other experienced leaders should be arranged to

observe the performance of the participant in the proper running of meetings and activities or in completion of assignments. It is intended that these advisers coach leaders in areas requiring improvement.

- ❑ An interview should be arranged with the trainers or other experienced leaders to assess the achievements of the participants.
- ❑ With their own unit, the participant should have planned, implemented and evaluated at least six complete programs on different themes, to the satisfaction of the trainers or other experienced leaders.

902.3 GUIDELINES FOR ADVANCED UNIT LEADER TRAINING

AIM

Advanced Unit leader Training is designed to assist a leader develop insight into the adult leader's role and competence in leading the adult leadership team effectively, by providing him-her with a combination of theoretical knowledge, practical skills, methods, activities and program materials used in the section, so that the objectives of the Association are met.

OBJECTIVES

At the end of Advanced Unit leader Training, the leader will be able to:

- Explain how the leader achieves the educational objectives of the section to assist the development of the young people.
- Explain the Scout Method in particular the Progressive Scheme and Award Scheme of the section and identify how to assist members acquire the skills.
- Explain the essential ingredients of the Section Youth programme.
- Describe how the methods used in the section are appropriate to the characteristics of the youth members and

can satisfy their needs and cater for their interests.

- Develop strategies regarding the application of the fundamental principles of Scouting in ways appropriate to the youth member's age, understanding and abilities.
- Demonstrate methods that signify competence in the delivery of Scouting skills such as Campcraft, Pioneering, Orienteering and Campfires.
- Identify strategies to use in the section, which support the development of the individual youth member in line with the educational objectives.
- Plan, conduct and evaluate a section meeting with appropriate youth participation.
- Carry out effectively the administration and management of a unit.
- Recognise and solve problems faced by leaders in assisting young people to understand and live by the Promise and Law, as it is formulated in the particular section.
- Develop strategies that ensure safety in the section and on all activities.
- Discuss the role and responsibilities of an adult leader in a particular section and identify suitable methods which demonstrate an understanding of the concepts of situational leadership theory, motivation and managing change.
- Demonstrate effective communication skills in particular using active listening and conflict resolution skills.
- Identify his/her further training needs or personal development and the resources and support available to meet them.

IMPLEMENTATION

In addition to informal training opportunities such as contacts with the Group Scout Leaders, Commissioners and other adults in scouting and youth organisations outside scouting Advanced

unit, training should also include a formal training course with a minimum of 40 hours of training. An example format of this course could be one of the following:

- Five-day residential course with overnight camping.
- Three weekend courses with at least two weekends in camp.
- Six to ten evenings and a weekend camp

The formal courses should be complemented by self-training, personal support and informal training

WAYS OF PROVING COMPETENCE

Within six months of completing Advanced Training:

- One or more visits by the trainers or other experienced leaders should be arranged to observe the performance of the participant in the successful management of the unit and the running of the program.
- A project should be completed to demonstrate the adult leader's competence concerning the program and activities of the section.
- The participant should have planned, implemented and evaluated practical projects, to the satisfaction of the trainers or other experienced leaders.

902.4 CONTENT FOR UNIT LEADER TRAINING

MODULES	CORE TOPICS	ELEMENTS OF TOPICS		
		INITIAL	**BASIC**	**ADVANCE**
1. SCOUTING KNOWLEDGE	1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING	Mission of Scouting: An overview Overview of the Scout Method **(90 MIN)**	Mission of Scouting: Key challenges Scout Method: Promise and law Team System Personal Progression Learning by Dong Symbolic framework Nature Adult Support Areas of personal growth: Social, emotional. Physical, intellectual, spiritual and character development **(9O MIN)**	Re-examine the Mission of Scouting Application of the Scout Method: Stages of development of young people **(90 MIN)**
	1.2 HISTORY OF SCOUTING	Historical Development of Scouting **(60 MIN)**		
	1.3 WORLD SCOUTING & STRUCTURES	National Level Regional Level World Level: Conference & Committees World Scout Bureau World Scout Foundation; ISGF,BP Fellowship **(45 MIN)**	Organisational Structure at National level **(30 MIN)**	

	1.4 RELEVANT POLICIES		World adult resources policy World Programme Policy Youth Involvement Policy Safe from Harm Policy **(60 MIN)**	
	1.5 WORLD STRATEGY		Strategic priorities **(60 MIN)**	
	1.6 UNIT LEADER TRAINING SCHEMES	Overview of the Woodbage Training Scheme **(45 MIN**)	Personal development Training & Support **(60 MIN)**	
2. SCOUTING SKILLS	2.1 CAMPCRAFT		Campcraft.1 **(240 MIN)**	Campcraft 2 :**(240 MIN)**
	2.2 PIONEERING		Pioneering: 1 **(240 MIN)**	Pioneering 2: **(240 MIN)**
	2.3 ORIENTEERING		Orienteering 1: **(240 MIN)**	Orienteering 2: **(240 MIN)**
	2.4 CAMPFIRE		Campfire 1: **(240 MIN)**	Campfire 2 **(240 MIN)**
	2.5 FIRST AID		First Aid **(240 MIN)**	First Aid **(240 MIN)**
	2.6 RUNNING UNIT MEETINGS		Unit Meeting 1 **(90 MIN)**	Unit Meeting 2 **(120 MIN)**
	2.7 UNIT MANAGEMENT		Unit Admin: Registration; record-keeping, finance, etc **(90 MIN**)	Short term and long term planning **(90 MIN)**
3. YOUTH PROGRAMME	3.1 AWARD SCHEME/PROFICIENCIES	Progressive and proficiency award schemes **(45 MIN**)	Progressive and proficiency award schemes **(90 MIN)**	
	3.2 WORKING WITH CHILDREN & YOUNG PEOPLE		Stages of Development & Age section Child protection Needs & Aspiration of Young People (**60 MIN)**	Stages of Development & Age section (30 MIN) Child protection (30 MIN) Needs & Aspiration of Young People (30 MIN) **(90 MIN)**

	3.3 GUIDING & ASSESSING PERSONAL DEVELOPMENT			Assessing personal development (60 MIN) **(60 MIN)**
	3.4 EDUCATIONAL ACTIVITIES		Safety & Health (60 MIN) Risk Management (60 MIN) Fixed Activities (60 MIN) Developing Variable Activities (60 MIN) **(240 MIN**)	Developing Educational Objectives (90 MIN) Managing Programme Cycle (60 MIN) **(150 MIN)**
	3.5 LEADING A UNIT		Role & Responsibilities of a Unit Leader (60 MIN) Youth involvement (60 MIN) **(120 MIN)**	Role and Responsibilities of a Unit Leader (90 MIN) **(90 MIN)**
4.LEADERSHIP	4.1 HUMAN RELATIONS		Principles of effective Communication Listening & Feedback Skills **(60 MIN)**	Counselling skill (90 MIN) Conflict management skill (90 MIN) PR Skill (90 MIN) **(270 MIN)**
	4.2 MANAGERIAL SKILLS		Planning Organising Implementation & Monitoring **(90 MIN)**	Evaluation Techniques (60 MIN) Problem & Decision Making Skills (60 MIN) **(120 MIN)**
	4.3 LEADERSHIP ISSUES		Group Dynamics **(90 MIN)**	Situational Leadership concept/theory **(90 MIN)**
				Motivation Theories & Strategies **(90 MIN)**
				Managing Change **(90 MIN)**

5. SCOUTING & THE ORGANISATIONAL ENVIRONMENT	5.1 COMMUNITY ISSUES	Educational Systems in the Country **(45 MIN)**	Needs of the Society and Scouting role in Society Working with others Youth Movement, NGOs, etc **(60 MIN)**	
	5.2 COMMUNITY INVOLVEMENT			Community Service & Development **(90 MIN)**
	TOTAL DURATION	**270 MIN (5.5 HOURS)**	**2250 MIN (37.5 HOURS)**	**2400 MIN (40 HOURS)**

902.5 SESSION GUIDES

902.5.1 INITIAL TRAINING (INTRODUCTORY)

MODULE 1 SCOUTING KNOWLEDGE

TOPIC 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (90 MIN)

OBJECTIVE/S: Discuss the Mission of Scouting
Discuss the purpose of Scouting including the five area of growth
Describe the Scout Method

METHODOLGY: Plenary and group

Sub-Topic	Approach	Reference	Time
The Mission and the Purpose of Scouting	Explain the mission of Scouting, how and where it was developed and its purpose	Achieving the Mission of Scouting –WSB Tool box 003- The educational proposal: WOSM (2005) www.scout.org	45 Min
The Scout Method	**Briefly, explain the Scout Method:** ❑ Promise and Law ❑ Learning by Doing ❑ Patrol or Team System ❑ Symbolic Framework ❑ Personal progression ❑ Adult Support ❑ Nature	The Essential Characteristics of Scouting: WOSM (1998) www.scout.org Tool box 010- Section Method: WOSM (2005) Tool box 011- Personal progression: WOSM (2005) Tool box 012- Symbolic framework: WOSM (2005) Tool box 013- Understanding the patrol system: WOSM (2005) Tool box 014- Relevance of law and promise to current educational needs: WOSM (2005) www.scout.org	45 Min

TOPIC 1.2 HISTORY OF SCOUTING (60 MIN)

OBJECTIVE/S: Explain What Scouting is?
Discuss about our founder, Baden Powell and his early publications
Highlight the key milestone of local Scouting

METHODOLGY: Discussion

Sub-Topic	Approach	Reference	Time
What Scouting is?	Discuss when Scouts are asked to explain what Scouting means to them, there are many answers, e.g. camps, campfires, games, pleasant things = FUN Another may think of the rugged aspects of Scouting the hikes, the things that take endurance and determination = ADVENTURE Another may think of other members of the Patrol, their friendship +COMRADESHIP It is in these ways that Scouts define their activity – their game, the joy of taking part in fun and activities with friends. The greatest influence on a Scout's character is the people with whom they associate, During the early years of development the important people are the mother and father or care givers. Later, brothers sisters, friends other adults have an influence. Groups of friends, especially in the Scout age range make an important contribution to personal growth. These groups develop social ability and comradeship. They influence attitudes and behaviour and often establish modes of dress, speech and recreation. A major role of Scouting is to give direction and guidance in a wide variety of social situations.	Sectional Handbooks	15 min
The Founder	Discuss the founder, Lord Baden Powell. • Robert Stephenson Smythe Baden Powell (BP) was born on 22 February 1857. BP proved to be an all rounder at his school which was called Charterhouse and from it he graduated in 1876 to join the army in India. • Cover his army career in particular his service in South Africa and the campaign against Dinizulu, the siege of Mafeking and his military textbook Aids to Scouting. • Discuss the establishing of Scouts at the camp on		15 min

	Brownsea Island in August 1907 and what that means to your Association. • Discuss his final message when he died in Kenya in 1941.		
Publications	Explain the early days of Scouting, the writing of Scouting for Boys in 1908 and how these publications have formed the basis in your Association. BP recognised the merits of working with boys through small friendship groups. In Scouting for Boys, the book which first inspired the Movement, he spoke of the Scout Patrol as being comprised of 6 to 8 members. Scouting attempts to help young boys and girls develop through relationships established between members of the Patrol and the adults with whom they work, and through Patrol activities.	Scouting for Boys NSO Publications	15 min
History of Local Scouting	Discuss the establishment of Scouting in your country, the first training schemes etc.		15 min

TOPIC 1.3 WORLD SCOUTING AND STRUCTURES (45 MIN)

OBJECTIVE/S: Describe the organisation structures at various levels

METHODOLGY: Plenary

Sub-Topic	Approach	Reference	Time
Organisational Structures	Describe the organisational structure: • World level & World Conference, Committee, etc • Regional level & committees • World Scout Bureau • World Scout Foundation	**www.scout.org** Constitution & By-law of WOSM (1990)	45 min

TOPIC 1.4 RELEVANT POLICIES: COVERED UNDER BASIC LEVEL

TOPIC 1.5 WORLD STATEGY: COVERED UNDER BASIC LEVEL

TOPIC 1.6 UNIT LEADER TRAINING SCHEMES: OVERVIEW OF WOOD BADGE TRAINING SCHEME (45 MIN)

OBJECTIVE/S: Introduce the Wood Badge Training Program
Plan specific training in accord with relevant requirements
Acknowledge recognition of previous learning and current competencies
Discuss training obligations

METHODOLOGY: Individual and small groups

Sub-Topic	Approach	Reference	Time
Wood Badge Training Program	Trainer indicates as part of the expectations regarding adult membership, the Association offers specific training. It is linked to the Wood Badge training program Provide brief history of the wood badge training. Scheme.	Adult Resources Handbook- Section 103: WOSM	15 min
Major stages of the training scheme	Using flipchart or other resources, outline the various stages of the Wood badge training scheme. (Initial, Basic & Advance Training, etc). Indicate how this is progressive, sequential and relevance of sequences and content	NSO Wood Badge Training Schemes & requirements	15 min
Development of a Training Plan	Trainer outlines the components required to complete the Training and assists participants to map these against a calendar. Identify at this time any aspects which could be credited through a recognition of previous learning, current competencies. Indicate other Adults who can assist in the training process. Note, it is not expected this will be completed at this time but undertaken later with a mentor appointed. Reinforce the importance of completing Wood Badge training and continuing with annual further personal development		15 min

MODULE 2 SCOUTING SKILLS: COVERED UNDER BASIC & ADVANCED LEVELS

MODULE 3 YOUTH PROGRAMME

TOPIC 3.1 AWARD SCHEMES/PROFICIENCES: PROGRESSIVE BADGE AWARD (45 MIN)

OBJECTIVE/S: Examine the Progressive aspect of the Scout Method and the advancement scheme (test, Award or proficiency system)
View the Scout method in all its component parts as one progressive system. Describe the purpose of a progressive scheme in the context of the Scout Method.

METHODOLGY: Plenary group discussion

Sub-Topic	Approach	Reference	Time
Introduction	Discuss the number of sections your Association has and identify what Award Schemes are in place.		15 min
Progressive scheme	Emphasise that, although the elements of the Scout Method can be identified individually, they form one method. Explain that the advancement scheme (test, proficiency or award system) are means of encouraging the progressive growth and development of youth members. Relate to the Fundamental Principles and the Scout method	Local handbooks on Award Scheme, Scout Method etc Toolbox 011- Personal progression: WOSM (2005)	30 min

MODULE 4 LEADERSHIP: COVERED UNDER BASIC & ADVANCED LEVEL

MODULE 5 SCOUTING & THE ORGANISATION ENVIRONMENT

TOPIC 5.1 EDUCATIONAL SYSTEMS IN THE COUNTRY (45 MIN)

OBJECTIVE/S: Identify the Educational System of the country and how the age ranges relate to the Youth Program age range and the progressive system of the NSO.

METHODOLGY: Plenary group discussion

Sub-Topic	Approach	Reference	Time
Educational System	Discuss the educational system of your country and the age specified for young people to commence the educational system and the age specified to leave the educational system. • Kindergarten • Primary School – Junior and Senior ages • Secondary School • Pre-University or college		20 min
Scouting's Age Range and Sections	Explain that the Scout Progression System e.g. Cub Scouts to Scouts etc should match the educational system? For example, some associations link	Local handbooks on Award Scheme, Scout Method etc	25 min

	the stages of progression to the ages of the participating members, others link them to the school year, or a number of years that a youth member has been in the section. Explain and discuss the educational objectives for each age in the following section of Scouting: • Pre-cub section (if any) • Cub section • Scout section • Senior scout or Venture scout section • Rover section	Tool box 007- Age Sections: WOSM (2005) www.scout.org	

902.5.2 BASIC TRAINING

MODULE 1 SCOUTING KNOWLEDGE

TOPIC 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (90 MIN)

OBJECTIVE/S: Discuss the Mission of Scouting
Describe the Scout Method
List some practical ways in which the awareness and practices lead to the enhancement of the fundamental principles.

METHODOLGY: Plenary and group

Sub-Topic	Approach	Reference	Time
The Mission: Key Challenges	Present the mission statement of Scouting. Identify the key challenges and discuss how these challenges can handled in order to achieve the mission in terms of its: • Relevance • Complementary Nature • Membership • Adults • Relationships and Partnerships • Unity	Achieving the Mission of Scouting – WSB Tool box 003- The Educational proposal: WOSM (2005) www.scout.org	20 Min
The Scout Method	Revisit the elements of the Scout Method ❑ Promise and Law ❑ Learning by Doing ❑ Patrol or Team System ❑ Symbolic Framework ❑ Personal progression ❑ Adult Support ❑ Nature	The Essential Characteristics of Scouting: WOSM (1998) www.scout.org Tool box 010- Section Method: WOSM (2005) Tool box 011- Personal progression: WOSM (2005) Tool box 012- Symbolic framework: WOSM (2005) Tool box 013- Understanding the patrol system: WOSM (2005) Tool box 014- Relevance of law and promise to current educational needs: WOSM	20 Min

		(2005) www.scout.org	
Areas of Personal Growth	One of the purposes of Scouting is the holistic development of young people. In group, discuss these areas of personal growth from the following perspectives: Social, physical, intellectual, emotional, spiritual and character development	Tool box 004- Area of personal growth: WOSM (2005) Tool box 015: Explore the invisible-spiritual development WOSM (2005) www.scout.org	50 min

1.2 TOPIC/MODULE: HISTORY OF SCOUTING (NOT COVERED UNDER BASIC AS IT IS BEEN COVED IN INITIAL TRAINING)

1.3 TOPIC/MODULE: WORLD SCOUTING AND STRUCTURE (30 MIN)

OBJECTIVE/S: Updates on organisational structures at various levels

METHODOLGY: Plenary and discussion

Sub-Topic	Approach	Reference	Time
Organisational Structure at World and Regional levels	Updates on the latest changes in the structures, committees, etc	www.scout.org	15 min
Organisational Structure at National level	Explain the set-up at national and state or province levels Identify the key portfolios and describe their structural relationships	National POR, Manual, etc	15 min

1.4 TOPIC/MODULE: RELEVANT POLICIES (60 MIN)

OBJECTIVE/S: State the relevant policies of WOSM

METHODOLGY: Plenary

Sub-Topic	Approach	Reference	Time
Relevant and current policies	Briefly explain the key elements of the following policies: • World Programme Policy	www.scout.org Tool box 001- World programme policy: WOSM (2005)	60 min

	• Adult resources policy (refer to section 204) • Youth Involvement policy • Safe from Harm policy • Gender policy	Adult resources handbook Youth Involvement Reference Guide: WOSM (2003) Resolution: 6/02 adopted at the 36th World Scout Conference on YI in decision-making 35th World Scout Conference policy document on "Keeping Scouts Safe from Harm" Convention on the Rights of the Child: UN (1989) 35th World Scout Conference Document on Boys & Girls, Women & Men Policy.	

1.5 TOPIC/MODULE: WORLD STRATEGY (60 MIN)

OBJECTIVE/S: Explain the strategic priorities at world level

METHODOLGY: Plenary and discussion

Sub-Topic	Approach	Reference	Time
The World Strategy	Explain the purpose of the strategy • The historical development of the strategy • The Seven Strategic priorities Show VCD of the world Strategy (download from the website)	www.scout.org A Strategy for Scouting: WOSM (2003) Interim Report on Strategy to NSO: WOSM (2004)	60 min

1.6 TOPIC/MODULE: UNIT LEADER TRAINING SCHEME: PERSONAL DEVELOPMENT AND TRAINING & SUPPORT (60 MIN)

OBJECTIVE/S: Identify personal needs
Discuss further Wood Badge Training Program

Identify options for future training
Identify support mechanisms available
Review specific training in accordance with requirements

METHODOLOGY Plenary and small groups

Sub-Topic	Approach	Reference	Time
Identify personal needs	Discuss what new leaders need to enable them to perform their job better.	NSO Wood Badge Training requirements	15 min
Identify aspects of Wood Badge training programme	Using the issues generated above, explain that the Wood badge training is designed to meet those needs and indicate which aspects of the needs can be met through the basic and advanced training. Trainer matches these issues to Basic and Advanced Training. Trainer summaries the structure of training in the NSO.		15 min
Identify options for future training and support	Identify from the group all possible options for future training. These are listed in terms of courses and people who can support and obtain examples of each of these based on experiences of group. In pairs, participants write down their future training needs and options that could assist them.		20 min
Review specific training in accordance with requirements	Take note of the need to maintain a personal Training Plan and that this should be reviewed annually with their team Leader. Allow each member to review their training and identify areas and support for the future. Share this with another		10 min

MODULE 2 SCOUTING SKILLS

2.1 TOPIC/MODULE: CAMPCRAFT (240 MIN)

OBJECTIVE/S: State the benefits of camping as part of the scout programme
Demonstrate how to pitch & strike a tent
Discuss what to look for when selecting a campsite

METHODOLOGY: Lecture cum demonstration

Sub-Topic	Approach	Reference	Time
Essential of Camping	Discuss in groups, how camping assists in the holistic development of young people by answering the following questions:		60min

	• What is camping? • Why camp? Discuss what to look for when selecting a campsite Discuss camp safety and hygiene aspects.		
Patrol Camp Gear	Discuss the essential camping equipment required. The basic patrol camp gear comprises the following: • Main site equipment - tent, cooking & kitchen shelter, patrol box, table, chair, ropes, twine, tent poles, gadgets pole, mallet, pegs, lamp, axe, saw shovel, first aid box, torch lights, etc • **Cooking equipment** - pressure or gas stoves & cylinders, kettles, pots & frying pan, fork & spoon, serving dish, bowls, plates, ladle, tin opener, knife, water carriers, plastic bags, bottles, food as necessary for menu, etc • **Washing & latrines equipment** - bucket, wash bowls, pails, toilet paper in waterproof container, soap, latrine screening sheet & poles, detergents, • **Special activity and games equipment** - ball, whistle,, etc		60min
Tent	Describe the different types of commonly used tents for camping and their parts. For example, patrol tent, ridge tent, dome tent, etc. Discuss how to take care and maintain a tent Demonstrate how to pitch & strike a ridge tent or an equivalent tent. Each patrol then commences to pitch and strike its tent.		120 min

2.2 TOPIC/MODULE: PIONEERING 1 (240 MIN)

OBJECTIVE/S: Explain Rope Fundamental.
Identify different types and parts of ropes.
Demonstrate the tying of at least 6 knots and 2 lashings.
Apply the skill learned by constructing a tripod & a flagstaff.

METHODOLOGY: Lecture, demonstration and hands on using the base system.

Sub-Topic	Approach	Reference	Time
The Rope Fundamentals (60 min)	Introduce ropes & explain their uses and importance **The 2 types of ropes**: • Natural fibre – Manila rope, Italian hemp, Sisal, jute, Coir and Cotton • Man-made fibre - Nylon, polyester, Dacron, polyethylene, Polypropylene & Kevlar **Characteristics of ropes**: Natural Fiber • Advantages: holds knots best & coils well • Disadvantages: rot easily & strength to weight ratio is low Man-made fibre • Advantages: strong, light, and immune to rot, shock absorbent, easier to work • Disadvantages: Work loose in lashings **Parts of a rope** • Use a "three strand, right hand, and hawser laid rope" to show and demonstrate the parts in the construction: the strand; the yarn; and the fibre filament. • Use an ordinary rope to describe its parts: -The standing part -The bight		60 min
Knots & Lashings (120 min)	Using the Lecture, demonstration (base system), hands on and peer learning**,** demonstrate and teach the following knots & lashings and explain the purpose of each: Stopper knots • Overhand * • Figure Eight * • Blood knot		120 min

	Bends • Square knot* • Sheet bend * • Carrick bend • Fisherman's knot **Hitches** • Clove hitch • Round turn and two half hitches • Sheepshank • Timber hitch **Loops** • Bowline • Figure Eight loop **Lashings** • Square Lashing • Diagonal Lashing • Sheer Lashings • Figure of Eight Lashings		
Application & Practice (60 min)	Construct a: • Tripod or an A-frame / triangle. • Construct a Flag pole using two poles joining together		60 min

2.3 TOPIC/MODULE: ORIENTEERING 1 (240 MIN)

OBJECTIVE/S: Explain the parts of a compass & map
Demonstrate how to read maps & use a compass

METHODOLOGY: Lecture, demonstration & practices

Sub-Topic	Approach	Reference	Time
Introduction to the Compass	With each person having a compass to use, explain the following: • Types of compass • Parts of a base plate (Silva or Sunto) compass • How to read a bearing from the compass • How to take a bearing on an object • How to take a bearing off the map • The North Cardinal Points and inter-cardinal points		60 min

Maps	With each person having a Map and compass, explain: • Types of maps • Colours used in maps • Legends • Scales • Contours • Grid system (MGR) • Set a map		60 min
Determining Distance •	With map & compass, demonstrate & practice how to set: • Pacing 10, 20 & 50m • Distance and bearing		30 min
Application & Practice	Trainer to establish some checkpoints in the campsite or suitable area and write down the locations in terms of the bearing, distances, etc. Trainers then give relevant written instructions to the groups who will be working in pairs or trios, to take compass bearings to locate the checkpoints This a Practical outdoor exercise of about 1 to 2km in total distance		90min

2.4 TOPIC/MODULE: CAMPFIRE (240 MIN)

OBJECTIVE/S: Explain importance of Scout Campfires
Describe elements of a Campfire Program
Gather examples of different elements
Plan and participate in a campfire
Review the Campfire.

METHODOLOGY: Demonstration, plenary and small groups

Sub-Topic	Approach	Reference	Time
If possible, this topic should be run over three different time sequences. ➔ Demonstration campfire led by trainers ➔ Training session ➔ Participant led campfire			
Part 1 **Pre session activity**	Trainer runs a sixty-minute campfire involving all participants. Ideally, this is done as a course campfire. This will be critiqued by trainees at a later time	Campfire Leader's Handbook, (Scouts Australia)	60 min

Part 2 **Introduction**	Trainer seeks response from the group as to their experiences with scout campfires. Discuss the benefits of having Scout campfires. Reinforce that B.P wrote Scouting for Boys as a series of Campfire Yarns	Campfire Leader's Book, J. Hazlewood and J. Thurman, 1964, Boy Scouts Association, London	10 min
Characteristics of Good Campfire	In small groups: Participants brainstorm ideas as to what makes a good campfire, draw a list on board and discuss. Reinforces that it must be fun, have direction and purpose, fellowship, education, citizenship, self-expression, inspiration, confidence etc. Other aspects are: the need to ensure that Leaders are aware of purpose, good campfire leader, suitable fire, relaxed setting, prepared suitable program		15 min
Elements of Program & some Examples	Elicits elements of program from participants. These include opening, songs, contests, yells, presentations,yarns, prayers, games, applauses, dances, activities, skits,stunts,announcements, and closing. Each group takes some of these and develop them on chart paper with suitable examples and hints. These are then presented and shared in plenary.		40 min
Programming ideas	Indicates how these are programmed together creating high tempo at start and finishing quietly. Discuss with group how to create this.		15min
Planning a Campfire	Indicates they are holding a campfire to welcome new youth members. Each team plans a campfire program and advises on the site and the type of fire. Trainer and tutors assist closely.		20 min
Safety Issues	During report back, seeks specific feedback on safety issues.		10 min
Part 3. **Running a Campfire**	Select different aspects from each group presentation to make up a good, balanced program. It should contain as many elements as possible but still be a balanced program. Different groups build a fire, select the site, prepare safety considerations. Campfire is run with as many participants as possible involved in leading different parts.		40 min

Evaluate Campfire Program & Conclusion	At conclusion of the campfire, an evaluation of the campfire is held. Trainer leads the discussion and covers areas such as purpose, suitability of site, campfire wood, safety, comfort, program variety. Trainer summarises session.		30 min

2.5 TOPIC/MODULE: FIRST AID (240 MIN)

OBJECTIVE/S: Recognise at least 3 types of wounds and 3 types of burns and scalds
Identify and apply first aid to simple snakebites (poisonous/non-poisonous) and simple bee sting, burns (dry/wet) and sprains.
Recognise the signs and symptoms of shock, apply first aid to shock and bleeding
Pack and use a first aid kit
Identify the methods of treating constipation, food poisoning, head cramps / heat exhaustion / heat stroke and fainting

METHODOLGY: Lecture, discussion cum demonstration & practice (Refer to any relevant first aid books published by the Red Cross Society, St John Ambulance or equivalent publications)

Sub-Topic	Approach	Reference	Time
Wounds	Types of wounds • Discuss at least 3 different types of wounds.	Models, colour slides or pictures for illustration	30 min
	Treatment of simple wounds • Simple washing, cleaning with antiseptic solution and dressing. • Explain principle in dealing with complex wounds.	First aid supplies for drill and practice session	
Burns and Scalds	Types of burns and scalds • Trainer to discuss types of burns, degrees of burns.	Models, colour slides or pictures for illustration	30 min
	Treatment of burns • Demonstrate and explain the method to treat burns and how to manage simple burns in school or outdoor activities.	First aid supplies for drill and practice session	
Bites and Stings	Bites • Describe the differences between poisonous and non-poisonous snake bites (types of snakes may be illustrated for general interest). • Animal and insect bites may be covered as additional topics if required.	Video, pictures or slides for illustration	30 min
	Treatment of Snake bites • Demonstrate and explain the method of treating snake bites.	First aid supplies for drill and practice session	

	Stings • Describe the differences between bees and wasps •	Video, pictures or slides for illustration	
	Treatment of bee/wasp stings • Demonstrate and explain the method of treating bee/wasp stings	First aid supplies for drill and practice session	
Sprains and Strains	Sprains and Strains • Describe distinction between sprains and strains	Video, pictures or slides for illustration	10 min
	Treatment of simple sprains and strains • Demonstrate and explain the method of treating simple sprains and strains using cold compress and bandaging • Bandage practice on the following: - Arm sling - Elevation sling - Collar and cuff sling - Improvised slings - Roller bandage	First aid supplies Triangular bandages Roller bandages	50 min
Shock	• Explains the causes of shock including the signs and symptoms of shock.	Video, pictures or slides for illustration	30 min
	Treatment of shock • Explain the steps to take in treating a casualty suffering from shock	Stretcher Blanket	
Common Illnesses	Constipation • Define constipation and preventive measures. Food Poisoning • Explain signs and symptoms of food poisoning • Outline precautionary measures and treatment to be taken Fainting • Discuss 3 common causes of fainting • Outline measures to render first aid to a fainting casualty		30 min
Packing a First Aid Kit	Contents of a first aid kit • Trainer to list and display contents of a first aid kit. • Explain how to use the items and how to maintain each item in the kit	First aid box and contents	30 min

2.6 TOPIC/MODULE: RUNNING UNIT MEETING (90 MIN)

OBJECTIVES: Describe the basic criteria vital to a successful programme in the Unit
Describe potential resources available to a Leader to assist presentation of attractive and enjoyable programmes
Identify the elements contained in the programmes, using a number of weekly
programmes as an example, and comment on their suitability for use in a Unit.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Introduction	Briefly, explain what Young people do in Scouting (the activities), how it is done (the Scout Method) and the reason why it is done (the purpose)." Programming is a large and vital ingredient in successful Scouting. To be successful and to attract young people to our programs we must use a number of elements, or basic criteria. To meet the varying requirements of Scouts, we also need to be aware of and use as many resources as possible.	World Program Policy: WOSM (1990) Toolbox 001-World Programme Policy: WOSM (2005) www.scout.org	5 min
Basic Criteria	Explain that good programs display an awareness of several **basic** and **essential** criteria. These include the following: ❑ **The Patrol** - as the basis of training and activity. ❑ **Variety** - different things happening each week. ❑ **Balance** - a range of activities for all to be satisfied. ❑ **Imagination** - activities presented with flair and an element of mystery and surprise. ❑ **Interest** - stimulating and interest grabbing. ❑ **Participation** - the Scouts must be active and involved, physically as well as intellectually, not just sit and listen. ❑ **New Skills/Understanding/ Knowledge** - educational activity and consistent progress through the Award Scheme ❑ **Revision** - establish and reinforce learning. ❑ **Fun** - essential for good training and commitment - A vital Scouting element. ❑ **Outdoor –** focus on conducting outdoor activities ❑ **Organisation** - good planning and preparation for success. ❑ **Review** - evaluation of all programs and activities, recorded for future reference. In small group, discuss the above elements with the tutor on how to incorporate these in the		30 min

	programme of the unit meeting Share views in plenary		
Essential Activity	Explain that programmes need to cover a range of Scouting activities. Some activities happen or are requested more than others and it is up to Leaders to maintain a balance based on the particular needs of all Patrols. Some of essential activities are: ❑ Award Scheme ❑ Camping ❑ Ceremonies ❑ Community Service and Community Development ❑ District/Area/Region events ❑ Games and Stunts ❑ Group activities and events ❑ Hiking ❑ Outdoor activities (other than camping and hiking) ❑ Patrol activities ❑ Regular meetings ❑ Troop activities ❑ Visits	Sectional Handbook	10 min
Resources	Explain resources available to conduct unit meeting, such as: ❑ The advantage of using resource people is to give Leaders some free or relaxed time during meetings as well as providing a different face, a replacement when a Leader is away, variety of approach/topic, etc Sources of personnel or expert assistance can be obtained from: - Other members of the Movement - Service clubs - Sporting clubs - Activity Advisers - Hobby clubs - Business& Trade corporation - Professional bodies - Government Departments - Telephone directories - White and Yellow Pages - Parents, relatives, friends, etc . ❑ The resources available to generate ideas Some of the ideas for unit meeting programme can be obtained from the following sources: - Scout Handbooks - Records - Scouting magazines - Reference material, projects and charts - Other Leaders - Leaders' imagination & creativity - Periodicals and newspapers - District Meetings - TV Programs	Sectional Handbook	10 min

Program Analysis	Group discussion: Using an example of a short-term programme, identify the basic criteria, elements and resources that could be used. Share ideas in plenary.		30 min
Summary	The more we consider the opportunities the Scout Program presents, the more we realise we must carefully plan all that we do, **and** use the r available resources. Careful planning can make Unit programmes more varied and relieve pressure on Leaders. There is a saying, *"Neither wise men nor fools can work without tools"*.		5 min

2.7 TOPIC/MODULE: UNIT MANAGEMENT: ADMINISTRATION, RECORD KEEPING, FINANCE, ETC (90 MIN)

OBJECTIVES: Identify the essential administrative records to keep
Develop appropriate administrative procedures

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Introduction	Start off with a quotation: **"***Good leaders are people persons, so they tend to badmouth paper work, but details are important. It's only when you start forgetting appointments, missing deadlines and breaking promises that you discover how important they are. Organisation probably never made a great Leader, but lack of it certainty brought many down. It's not important what kind of system you use to keep straight all the minutiae of the job, but some kind of system is vital"* ***(E.Griffin,)*** Administration procedures become especially useful when dealing with repetitive matters. Where changes, episodes, or occurrences repeat themselves, set procedures are timesaving and descriptive; that is, they describe – by the use of forms or outlined procedures – the steps to follow.		5 min
Administrative Record- Keeping	You will need several files to keep relevant documents and correspondence according to their headings and subject matters such as the following: Correspondence Minutes of meetings, councils, etc Personnel records Reports of activities, events, etc. Training records of members Financial records Asset & equipment inventory		10 min
Registration & Personnel	The Scout Leader needs to keep and maintain records of all its members, youth & leaders,		15 min

Record of Members	current and past. A record of each member and leader should be open to record personal bio-data, training needs, courses and events attended, etc **Registration list** Whenever an approach is made to any Leader or Committee member for the entrance of a person into a Group, the enquiry should be made. The Group Leader should then send a form of application, which will set out the details required about the person. When the application is returned to the Group Leader, the person's name should be placed on a list and recruits for the Group should be normally taken from this list in order of application. **Waiting list** This list will usually be made up of children or teenagers who are too young to join as members or are awaiting a vacancy in any of the units of the Group. The Group Leader needs to keep the Group Council/district team informed about the state of the waiting list as it may indicate the need to start a new sectional unit. Information in the Youth Records Full name Address and telephone number Parents' initials and occupations Custody/Carer Date of joining Date of advancement of Sections Date of Birth and when eligible to advance to next Section Religion Registration number Registration/Membership payments – year by year **WHAT METHOD OF RECORDING IS BEST**? Some systems are: A loose-leaf folder, with each person's details on a separate sheet. A file card system, with a section for waiting list cards. A personal computer for storage and display of the information and printing updates as necessary. Some Associations use a Youth File, with annual information updates being discharged, particularly at Census time. Leader records Keep a record of leaders' details as well. Some Associations provide an annual computer print-out of Leaders, their appointments and addresses. A photocopy of the Application for Adult Leadership Form can also be kept on file. The record needs to be updated to include the training received, events, seminars, attended.		

	The record can be helpful as it provides relevant information especially when recommending a person for an award or training. Records of Past members who have left or transferred Keep record of past members for the following reasons: - to find the names of those who have left when planning reunions and special events. - to analyse the 'turnover' rate in Sections of the Group. Accurate record keeping, followed by analysis of the records, will tell much about the performance of the Group. **Confidentiality** **NB:** Information about people in your care is privileged. It should not be misused or given to outside party without permission of the person concerned.		
Inventory Record of Unit equipment	All equipment or gear belonging to the unit is a form of assets. Proper recording of the asset and its disposal need to be kept for auditing purposes. There are several important records for a Group: Record of its equipment – an inventory; System for users of the equipment to book ahead, receive the equipment and record its return. There are several points to stress: **Guidelines** **1. Equipment can be listed under headings such as:** -Patrol boxes and contents; -Tentage; -Ropes and pioneering equipment; -Camp kitchen utensils and gear; -Games gear, including Group equipment used in regular meetings; -Adventure equipment – canoes, dinghies, life jackets, etc.; -Tools – spades, shovels, axes, hole diggers, etc. **3. A booking system, may show the following:** -Who wants which equipment and when; -Who took the equipment and when; -Who returned the equipment and when; and what repairs are needed before returning the gear to store. **4. Equipment needs to be stored in methodical fashion:** In a dry, airy, space that is kept clean; -With anti-vermin measures taken;		15 min

	-With facilities for hanging wet or damp tentage and rope; -With shelves and hangers so equipment is off the floor and maximum use is made of the available space. **4. The inventory needs an annual check:** -Which equipment is in need of repair, or of replacement or disposal? -Is each piece of equipment accounted for?		
Financial Records	For the purpose of audit and accountability, there needs to be proper records of the following: -Statement of account for all activities, projects, etc listing the income received and expenses incurred, together with their receipts and relevant documents. -Bank account statements -Petty cash record -Donations and incomes received, payments collected, etc -Annual income & expenditure records **Legal requirements** It desirable that "Unit asset or property, including real estate, be vested in the name of the Association in accordance with the Rules? Because: -The property is retained for youth work even if a unit closes for a period; -It remains an asset to the Scout Association because of the legal incorporation of the Scout Association; -People move and change, both at unit and Headquarters level, but the Scout Association, continues as a legal body; -This arrangement provides a safeguard for the Leader and Group Committee and avoids the frequent changes to titles that would be required if local citizens had Scouting property vested in their names. **GROUP WORK** ADMINISTRATION SCENARIO SITUATIONS Ask participants to form small groups and to spend a few minutes discussing each of the situations described below. Allow time for reports to the whole group. How do you, as Unit Leader, handle the following situations? Have your Group developed a procedure for handling these matters? **Situation One:** *Several groups of people (a Scout Patrol, a Venturer Scout expedition party, and the Group Committee) all arrive at the Scout Headquarters at the same time, on the same evening, wanting to use the main hall.*		15 min 30 min

	Which of the following statements are applicable? How do you avoid such issues? 1. It will never happen to us. Why? 2. Everybody has to ask my permission to use the hall. 3. We use a master booking sheet that is in the hall – users book by writing in details, and they then have preference. 4. Our Group Committee has a booking clerk who handles all requests for use of the Headquarters – everybody checks with that person. 5. Other method……. **Situation Two:** *The Scout Leader reports the proposed dates for a Scout Troop Standing Camp. This happens to be the same weekend as a Group Fete planned by the Group Committee, and an area Fun Day (the last Area bulletin gave the details).* Which of the following statements are applicable? How do you avoid such clashes? 1. It will never happen to us. Why? 2. We use a Master Planner on the wall of the Leader's room, which is accessible to all. All events are written in as soon as dates are known to avoid clashes. 3. We never bother about Area or District Events, so clashing does not concern us. 4. We use a Group diary, which I maintain. Everybody has to check with us before dates are set or announced.		

MODULE 3 YOUTH PROGRAMME

TOPIC 3.1 AWARD SCHEME/PROFICIENCY BADGE (90 MIN)

OBJECTIVE/S: Explain the purpose of an Award Scheme
Develop guideline in assessing an Award

METHODOLGY: Group and Plenary discussions

Sub-Topic	Approach	Reference	Time
Introduction	Summarise what has been covered/learned in Initial Training	Initial Training notes	5 min
Progressive Scheme	Explain the purpose of the progressive scheme in the total Youth Program. Explain the basis on which the age	Toolbox 007-Age sections: WOSM (2005)	20 min

	sections are formed.	Toolbox 011-Personal progression: WOSM (2005)	
Assessment Guidelines of an Award Scheme	In small groups, develop guidelines on how to assess an award and ensure that standard has been met, for eyample, some standards of achievement should be absolute, as follows: • Some standards, particularly for the older ages could be the qualifications of external bodies e.g. Red Cross/Red Crescent, St John Ambulance etc • Some standards, requirements can be flexible and should relate more to the efforts expended by the youth. • An individual youth's age should not prevent his/her participation or earning a given badge. • Accept individual variations in capacity, aptitude and physical capacities. • For older age groups, there are advantages in having standards in some requirements being jointly set by prior discussion between the Youth and Adult. • Although, some who are brighter may perform better than others; however, active participation must be required from all.		30 min
Important Characteristics	Share findings and produce a composite list to meet agreement of all participants. Identify the 5-6 most important characteristics.		20 min
Links to educational objectives	Discuss how these characteristics should be linked to the Educational Objectives of the section?	Toolbox 008:Sectional educational objectives: WOSM (2005)	15 min

TOPIC 3.2 WORKING WITH CHILDREN AND YOUNG PEOPLE (60 MIN)

OBJECTIVE/S: Outline the stages of development for children in age groups.
Identify the links between these developmental stages and the age Sections.
Discuss the needs and aspirations of the young people.
Discuss relevant aspects relating to child protection.

METHODOLOGY: Pre Course task
Plenary and small group

Pre Course Assignment
Name of section you are with: Interview three members: List the eight most popular activities the young people say they enjoy: What developmental needs do these address? What are the aspirations these people have? List four expectations that parents would have of you regarding their children:

Sub-Topic	Approach	Reference	Time
Introduction	In small groups, identify exciting activities done in the respective section, for example in Cubs, scout, etc. List the findings and report in plenary	Tool box 010-Section methods: WOSM (2005) Tool box 007-Age sections: WOSM (2005) Tool box 004-Area of personal growth: WOSM (2005) www.scout.org	20 min
Stages of Development & Age Sections	Trainer selects a scribe for each section, build up a chart and categorise the activities under physical, intellectual, emotional, social, spiritual and character aspects. Trainer summarises results asking how these needs are represented in the Award Scheme for each age group		
Identifying the Needs and Aspirations of Young People	Working in small groups, share the results of the pre-course task and report in plenary. Trainer emphasises the commonalities and differences and the progressive nature of the aspirations.		20 min
Aspects relating to Child Protection	States the name of legislation that relates to child protection in the country. (Refer to document on "keeping Scout safe from Harm") Seek information as to the policies the NSO has about this. Provide examples of this. Trainer seeks explanation of the policies. Discuss how they can ensure safe practices for children. Consider areas of meetings, going to and from meetings, safety on weekend activities, duty of care.	35th World Scout Conference Policy Document on "Keeping Scouts Safe form Harm" www.scout.org	20 min

TOPIC 3.3 GUIDING & ASSESSING PERSONAL DEVELOPMENT: COVERED UNDER ADVANCED LEVEL

TOPIC 3.4 EDUCATIONAL ACTIVITIES (240 MIN)

OBJECTIVES: Identify the safety and health measures required to minimise risk.
Describe and examine the key components of an educational activity.
Develop means of effectively evaluating an educational activity.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Educational Activities (120 min)	Explain the following: Relationship between educational activity and experience: **Activity**: What is happening at the surface involving everyone. **Experience**: The internal part, what each person gets from the action A single activity can generate different experiences in young people, depending on their needs and this experience is unique to that person. As a leader, we can, to some extent influence the activities to help create an environment or facilitate a situation where the young people can have a meaningful experience. To do this, the unit should have a wide variety of activities, which to be meaningful, must be carefully selected, prepared, conducted and evaluated against the educational & sectional objectives. It should be pointed out that activities help to achieve educational objectives gradually, sequentially and cumulatively **Choosing an activity** There are two possible ways: 1. The leader helps to prepare and propose an activity to the young people with the aim of achieving pre-determined learning or developing learning opportunities in line with the educational objectives for that age section and corresponding to the interests expressed by the young people. 2. The leader encourages the young people to express their interests and then help them to prepare and conduct the activity. The degree of the leader's involvement in managing the activities depends largely on the age section. For example, the young people in the senior section should be actively involved from start to end of organising the activity as part of their developmental growth by allowing them to participate in the decision making process. While, the junior section might need more guidance and direction from the leaders. (See Tool Box 019- How to manage the programme cycle) Characteristics of an educational activity A good educational activity has four characteristics: • It is *challenging*-The activity should present some difficulties, stimulate creativity and	Tool box 009 Educational Objectives: WOSM (2005) www.scout.org	30 min

	inventiveness and encourage the participant to do his or her best. • It is *attractive*- The activity should arouse the young person's interest and desire to participate, because it appeals to him or her, because it is original or because he or she feels drawn to the values inherent in the activity. • It is *rewarding*- Participating in an activity should give the young person the feeling of having derived some benefit for him or herself, pride in doing something new. • It is *useful*- The activity should provide experiences, which enable young people to discover and learn new things.		
	Types of Educational Activities Briefly describe the two types and explain the need to maintain a good balance between the two: **Fixed Activities** • Usually take a single form and generally relate to the same subject Need to be carried out continually to create the right atmosphere for the Scout Method. • Contribute in a general way to achieving the educational objectives. • Strengthen the Method by ensuring youth participation, collective decision-making and tangible presence of our values. • Contribute to creating the atmosphere in the Unit and give the young people typical "Scout" experiences. Examples of fixed activities: ceremonies, meetings, outings, upkeep and improvement of the patrol corner and the Unit meeting place, games, songs, Patrol council, Unit Council, etc **Variable Activities** • Take many different forms and refer to very diverse subjects, depending on the young people's interests. • Are not repeated, unless the young people particularly want to and then only after a certain length of time. • Contribute to achieving one or more clearly specified educational objective • Ensure that the programme responds to the young people's interests and concerns and project them onto diversity of the world. • Are directly related to the needs of the community. Examples of variable activities: learning how to recycle paper and grow plants hydroponically, setting up a puppet theatre for a children's centre, making an audio-visual production or conducting a photographic report or a travelling camp to different rural areas of cultural interest, etc. **Balancing fixed & variable activities** In Scouting, the range of activities is unlimited.	Tool box 009 Educational Objectives: WOSM (2005) www.scout.org	30 min

	The key is to ensure a good balance between variable and fixed activities. Both are essential for group life and personal progression. If fixed activities fill the whole programme, there is a risk that boredom may set in and group life will deteriorate. If variable activities follow each other in quick succession, the group will become tired and conflicts will surface in the absence of planned opportunities to regulate interaction among the teams and among the young people themselves.		
	Evaluating Activities In groups, discuss ways of evaluating an activity and the areas to focus on. Share views in plenary. In short, activities can be evaluated on two levels: • Firstly, the way the activity was prepared and implemented and • Secondly, the experience created by the activity, taking into account the relationships within the group and between the young people and the adult leaders, as well as the knowledge, skills and attitudes, which each individual has been able to acquire as a result of this experience. Remember that young people have a key role to play in evaluating both the activity itself and their personal experience. Helping young people to do this is an important part of leader training. The Patrol Councils, the Unit Assembly and the Unit Council are also used to evaluate activities. (See Tool Box 010-Scout method)	Tool box 009 Educational Objectives: WOSM (2005) www.scout.org Tool box 017 How to prepare a council meeting: WOSM (2005)	60 min
Risk Assessment and Management System (RAM) in activities (120 min)	**Introduction** Start the session by sharing any recent or known cases of accidents/tragedies that can arouse participants' interest in the subject matter. Discuss the learning points of the case and solicit recommendations on how this incident or case can be prevented. **Principal causes of accidents** Explore the principal causes of incidents with course participants. The causes can be due to the following: • Unsafe conditions • Unsafe acts • Errors in judgement **Scouting and outdoor activities** Emphasise that scouting is synonymous with outdoor activities in that:	Articles on tragedies from conducting outdoor activities	20 min 20 min

	• Risks are inevitable • Leaders need to be specifically and adequately trained to assess and manage risks • Risk Assessment and Management System (RAMS) as a useful tool for leaders to assess potential risks in activities and to find alternatives to reduce or eliminate them • Emphasise the importance of risk management prior to each activity to ensure sound decisions can be taken to reduce risks to a minimum so that safety of participants is ensured RAMS requires a systematic process to identify possible hazards in activities and also measures to control the risks at all phases of the activity		
	RISK ASSESSMENT & MANAGEMENT SYSTEM (RAMS) Explain and discuss the 5-step RAMS process: **Step1** Hazards identification - Major elements in an activity must be examined for hazards, which are potential sources of danger - Hazards may be from the surroundings or from within the group of participants - Accurate assessment of hazards is important to determine or control the risk - The leader must be vigilant during an activity as hazards not identified earlier may emerge **Step 2** Risk assessment - A dangerous situation will occur when both the human and environmental elements are at their highest risk levels - It is imperative that the leader is able to recognise the potential danger in any situation, to assess the level of risk and determine the potential impact of a hazard on the activity - This is best accomplished by the "what if" question **Step 3** Risk control options and decisions - Leader has to identify as many ways as possible to control the risks then select the most appropriate ones to act on - Leader is responsible for finding the proper balance between risk control and risk taking, to eliminate or reduce the risk - If hazard cannot be eliminated, the		60 min

	next best option is to control it - In risk control options and decisions, the eader should ▪ Determine whether the total level of risk is acceptable ▪ Accept risks only when the benefits outweigh the costs ▪ Proceed with the activity only if the risk can be managed. - If the overall risk is found to be unacceptable or too high, then the activity should NOT be carried out **Step 4** Implementation of control measures - Key activity for risk management - The leader should choose one or more appropriate control measures from among the possible control measures evaluated in step 3 and implement the chosen control measure - The leader may need to integrate specific control measures into operation plans, standard operating procedures or process and procedures **Step 5** Effective supervision - Ensure the effectiveness of risk controls - Leader is responsible for enforcing the control measures and will have to be vigilant at all times		
	Checklist form Explain the use of the component of the form shown below to assess risk - The checklist form addresses the WHY, WHAT, WHO, WHERE, WHEN and WEATHER to assess the level of risks and to determine the potential impact of a hazard on an activity - This is a systematic approach to assess and manage risks - Facilitator may go through each component in form to draw out inputs from participants.		20 min

RISK ASSESSMENT MANAGEMENT SYSTEM: THE "W" CHECKLIST FORM

Activity: _____	Date : _____
Venue : _____	Start Time : _____ End Time : _____
Leader-in-charge: _____	Assistants: _____ _____

WHY (list the learning objectives)

	WHAT	Yes/ No/ Not Applicable	**Measures Taken if "NO"**
1	Activity meets learning objectives/ outcomes	Y/ N/ NA	
2	Equipment a) Availability of proper equipment b) Equipment checked for usability	 Y/ N/ NA Y/ N/ NA	
3	Transport a) Adequate and reliable transport provided	 Y/ N/ NA	
4	Food a) Food provided by licensed caterer b) Credibility and menus confirmed	 Y/ N/ NA Y/ N/ NA	
5	Programme a) Time and Tasks Planned b) Alternatives considered	 Y/ N/ NA Y/ N/ NA	
	WHO		
6	Participants/ Leaders a) Pre-activity training done b) Objectives of activity communicated c) Briefing and Preparation done d) Medical Screening and Insurance Cover e) Manageable Numbers	 Y/ N/ NA Y/ N/ NA Y/ N/ NA Y/ N/ NA Y/ N/ NA	

7	Leaders a) Appropriate leader to participant ratio met b) Availability of competent teachers to supervise activity c) Availability of certified personnel to conduct activity d) Able to mobilise safety procedures during an accident e.g. search & rescue, first-aid, evacuation	 Y/ N/ NA Y/ N/ NA Y/ N/ NA Y/ N/ NA	
	WHERE		
8	Static Venue a) Availability of adequate accommodation b) Accessible to extraneous assistance c) Availability of storm shelter	 Y/ N/ NA Y/ N/ NA Y/ N/ NA	
9	Variable Venue a) Availability of Area Map b) Reconnaissance of Area of Operations done c) If moving in hazardous terrain/ areas, precautions have been planned d) Accessible to emergency service assistance	 Y/ N/ NA Y/ N/ NA Y/ N/ NA Y/ N/ NA	
10	Water-bound Venue a) Study of Tide-tables done b) Consideration taken on direction and strength of currents c) Water-traffic noted and precautions planned d) Accessible to extraneous assistance e) Possible obstacles evaluated and considered	 Y/ N/ NA Y/ N/ NA Y/ N/ NA Y/ N/ NA Y/ N/ NA	
11	**WEATHER** a) Weather forecast noted of b) Procedures in place to manage the group in bad weather c) Alternative wet weather programme planned	 Y/ N/ NA Y/ N/ NA Y/ N/ NA	
12	Precautions planned for the following possibilities a) Lightning b) Storm c) Heatstroke *d)* Hypothermia *(abnormal low body temperature)* e) Altitude sickness	 Y/ N/ NA Y/ N/ NA Y/ N/ NA Y/ N/ NA Y/ N/ NA	
	WHEN		
13	Timing a) Appropriate start/ stop time b) Variability of timing taken in to consideration c) Precautions planned for in case of change in timing	 Y/ N/ NA Y/ N/ NA Y/ N/ NA	

TOPIC 3.5 LEADING A UNIT (120 MIN)

OBJECTIVES: Discuss the kind of leaders we need
Outline a brief Duty Statement/Job description for a Unit Leader
Discuss whether a person is a Leader or an organiser?

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Roles & Responsibilities of unit leader (60 min	**What kind of leader do we need?** Brainstorm the kind of leaders we need. Some answers should include the following: ❑ Adults of different ages and gender, who are mature and balanced ❑ Willing to use the Scout method ❑ Willing to commit time and energy ❑ Willing to take responsibility for an educational task that benefits young people ❑ Willing to learn for personal growth		15 min
	Functions of a unit leader In groups, write a duty statement/job description for Unit Leader of the particular section that you will be working with, using the information identified above. This needs to include: ❑ Broad Objectives ❑ Functions-main tasks ❑ Requirements (as above) ❑ Responsibilities Report in plenary and match it to the association's duty statement, if there is one.	Association's Duty Statements/Job description or equivalent publications	30 min
	A leader or an organiser? We must first clearly distinguish leadership from formal authority. Any organisation has to delegate formal responsibilities to specific people, giving them authority over others and making them accountable to those from whom they accept authority. Those placed in authority over others such as a Group Leader, the Unit Leader or an elected official such as a chairman may not necessarily be leaders, but they are charged with specific organisational responsibilities of an authoritative nature. Whether they provide leadership is dependent upon their personal approach, their	Tool box 020- How leaders can support youth involvement: WOSM (2005) Tool box 021- Peer education and Leadership: WOSM (2005) www.scout.org	15 min

	understanding of leadership and the extent to which they are accepted by those with whom they work. They will not be expected to provide leadership in all situations. There is a need to differentiate between aspects of your appointment as Unit Leader that are of an organisational nature, such as your responsibility for health and safety, or situations which require a directive or authoritative approach, and those aspects of your role which focus on helping youth members develop. These aspects are better served through more enabling or participative approaches to leadership. This is not an easy task. Because you are working with relatively inexperienced youth and your main task is to help them develop. This means providing opportunities for them to make plans, participate in decision making and to take the initiative and responsibility for following through on their plans. The key is to provide freedom of action in keeping with the needs and abilities of the young people of the Unit with whom you are working, and to recognise that these needs and abilities are constantly changing. There will be occasions when you will have to say *listen guys have you considered the safety, issues?* Remember I am the one who is going to be held responsible. Come on think again! Most of the times, you should endeavour to make full use of participative methods and to serve in the role of consultant to the Section e.g. Patrols, Six etc.		
Youth Involvement (60 min)	**Small group system and youth involvement** In plenary group develop a list of reasons why we use the small group system (e.g. Patrol system, Six system etc) and how this involves the youth Application: The patrol council In groups, discuss the use of patrol council or sixer's council as a platform for involving the young people in planning and decision-making. Consider the following: ❑ Should the leader of the small group be elected or appointed? ❑ What size should the small group be? ❑ Should each small group have its own meetings and activities? ❑ Should the small group be self-planning?	Tool box 013- Understanding the patrol system: WOSM (2005 Tool box 017- How to prepare a council meeting: WOSM (2005) Tool box 018- How to run a council meeting: WOSM (2005) www.scout.org	15 min 45 min

	❑ To what extent should the members Of the small group be involved in decision-making? Consider each of these questions in the context of each of the age sections in your country.		

MODULE 4 LEADERSHIP

TOPIC 4.1 HUMAN RELATIONS: COMMUNICATION SKILLS (60 MIN)

OBJECTIVES: Examine ways of communicating effectively

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Principles of effective communication	Explain: The Basic Communication Model and In groups, • Discuss the barriers to effective communication and how to overcome them. (Refer to section 802.2 & 802.4)	Adult Resources Handbook-Section 802: WOSM	30 min
Listening & feedback skills	In groups, • Identify the behaviour required for active listening. (Refer to section 802.5) Discuss how to give feedback, effectively. (Refer to section 802.6)	Adult Resources Handbook-Section 802: WOSM	30 min

TOPIC 4.2 MANAGERIAL SKILLS (90 MIN)

OBJECTIVES: Explain the planning process
Identify the steps in planning, organising, etc

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Planning, Organising, Implementing & Monitoring	In groups, discuss the purpose and importance of planning. Share in plenary Explain the planning process as follows: • **STAGE 1**: Define Objective-What to Achieve? DEVELOP "SMART" OBJECTIVE **-S** PECIFIC **-M** EASURABLE **-A** TTAINABLE **-R** EALISTIC **-T** IMEFRAME		30 min 60 min

	• **STAGE 2**: Generate & Evaluate Options • **STAGE 3**: Identify Key Activities-What to do to implement chosen option. • **STAGE 4**: Sequence the Activities- What is the best order? Who is responsible By When? • **STAGE 5**: Identify Essential Resources • **STAGE 6**: Develop Operational Action plan for each task and schedule work Who to do what, how & by when? • **STAGE 7**: Monitor & Control **STAGE 8**: Review & Re-plan/ Modify plan		

TOPIC 4.3 LEADERSHIP ISSUES: GROUP DYNAMICS (90 MIN)

OBJECTIVES: Identify the distinction between content and process within a group
Identify how you see yourself as a group member

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Group Norms	What are the basic principles of group dynamics? Individuals form a group when they share a similar goal. These goals become the goals of the group. To achieve its goals, the group will develop norms to impose certain behaviours that will be expected of group members. To remain a member of the group, an individual must conform to these norms. When an individual deviates from the norms, other group members apply progressively stronger pressures until the deviating member conforms or is expelled from the group.		15 min
Group Content & Process	Explain the following: Within a group, a distinction can be made between the *content* the group is discussing and the *process* by which the discussion is being conducted. Group process involves such things as leadership, decision-making, communication and controversy. *Content* is what is being discussed, while the process is *how* the group is functioning. To observe the group process is to observe how the group is functioning. A person highly skilled in process observation can both participate in group work and observe group process at the same time, thus becoming a participant-observer. Discuss ways of effectively managing group process during discussion. (Refer to section 805)	Adult Resources Handbook-Section 805: WOSM (2005	15 min 15 min

Stages of Group Development	Explain Tuckman's model of group development and its applicability in Scouting. • The group process: The stages of group development. - Forming: Let's get together - Storming: Establishing order - Norming: Developing group culture - Performing: Working well together - Adjourning: leaving the group Identify the behaviour prevalent at each stage (Refer to section 706, 805.1 to 805.4)	Adult Resources Handbook-Section 706 & 805: WOSM (2005)	15 min
Yourself as a Group Member	Individually write down: ❑ How do you see yourself as a group member? What is your style of functioning within groups? ❑ What are your strengths in function in groups? How do they fit with how you see yourself as a group members ❑ What situations within groups do you have trouble with and why? How do you feel when faced with them? ❑ In what group skills do you wish to grow and develop? What changes would you like to make in your present group behaviour? After 10 minute, discuss these questions in your small group. What differences have been identified within your groups? Report back to plenary		30 min

MODULE 5 SCOUTING & THE ORGANISATIONAL ENVIRONMENT:

TOPIC 5.1 COMMUNITY ISSUES: NEEDS OF SOCIETY & SCOUTING ROLES (60 MIN)

OBJECTIVE/S: Discuss the needs of society today and especially what it expects of its young people.
Discuss what a Scout learns about his/her community, locally, nationally and internationally
Identify the role of Scouting in the community

METHODOLGY: Plenary and small group discussion

Sub-Topic	Approach	Reference	Time
Introduction	Explain Scouting's purpose in contributing to the development of young people so that they may take a		20 min

	constructive place in society. Discuss in small groups the needs of your society today and especially what it expects of its young people.		
Input	Input from trainer – the national development plans of your country in the education and training of young people and how Scouting can contribute to this plan		20 min
Benefit of being a scout	What will the Scout learn about his/her community? Consider this question in the context of the purpose of Scouting. Scouts do not live their lives in isolation from other people. They form a part of the communities and society in which they live; and they must learn about and understand the conditions and needs that apply to that environment and their causes and effects. Discuss what role the Scout will be able to play in developing his/her community. Scouting employs a unique method in setting out to achieve its aim. Scout activities therefore, from the earliest planning stage through to completion, should be carried out in keeping with that Method. Scouting is a non-formal educational movement. Applying the Scout Method ensures the development of an individual takes place through acquiring knowledge, learning new skills and evolving attitudes. The activities a Scout participates in provides opportunities for him/her to be able to play a role in developing his/her community.		20 min

902.5.3 ADVANCED TRAINING

MODULE 1 SCOUTING KNOWLEDGE

TOPIC 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (90 MIN)

OBJECTIVE/S: Re-examine the fundamental principles of Scouting and the application of the Scout method to achieving the mission of Scouting
Trace the stages of development of young people

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Re-examining the Fundamental Principles of Scouting: Mission & the application of the Scout Method	Present the mission statement of Scouting. In groups, discuss how to apply the Scout method (highlighted below) to achieve the mission of Scouting ❑ Promise and Law ❑ Learning by Doing ❑ Patrol or Team System ❑ Symbolic Framework ❑ Personal progression ❑ Adult Support ❑ Nature Share views in Plenary	The Essential Characteristics of Scouting: WOSM (1998) Tool Box 010- Scout Method: WOSM (2005) www.scout.org	60 min
Stages of Development of Young People	Identify the stages of development of young people from late childhood to adolescence to young adult. Discuss how the awareness and understanding of the development at each stage helps us to better meet the needs of young people	Tool Box 006- Stages of Development: WOSM (2005) www.scout.org	30 min

TOPIC 1.2 HISTORY OF SCOUTING: COVERED UNDER INITIAL TRAINING

TOPIC 1.3 WORLD SCOUTING & STRUCTURES: COVERED UNDER INITIAL TRAINING

TOPIC 1.4 RELEVANT POLICIES: COVERED UNDER BASIC TRAINING

TOPIC 1.5 WORLD STRATEGY: COVERED UNDER BASIC TRAINING

TOPIC 1.6 UNIT LEADER TRAINING SCHEMES: COVERED UNDER BASIC TRAINING

MODULE 2 SCOUTING SKILLS

2.1 TOPIC/MODULE: CAMPCRAFT 2 (240 MIN)

OBJECTIVE/S: Revisit skills learnt in Campcraft 1
Demonstrate how to do kit inspection
Demonstrate how to make at least three practical camp gadgets
Explain the safe use of camp axe, lantern & stove

METHODOLOGY: Lecture, demonstration and practice.

Sub-Topic	Approach	Reference	Time
Review the Skills learnt in Pitching & Striking a tent	Briefly discuss the finer aspect of tent pitching and how to correctly position or locate the cooking and dinning areas, latrines, disposal point, etc		30 min
Kit Inspection & Camping Standard	Explain the purpose of kit inspection in a camping environment. The main purpose of the inspection is to ensure that personal belongings are kept dry, clean and in good order and that they are not lost or misplaced. Demonstrate how to carry out kit inspection. The following should be pointed during the inspection: - Nothing should be left in any bags, boxes, rucksack, etc - All clothing, neatly folded, should be laid out on the sleeping bag in an organised manner, for eg from head to toes (headgear on the pillow at the top, vests and shirts at the chest level and so on. Footwear should not be on the sleeping bag but immediately at the foot. - Damp towels & clothing, soaps, etc and clothing should be hanging on the line to dry - Any materials, which will melt under the sun should be aired under a shade, for example, laying them out under a tent. Discuss how to maintain a high standard of camping from a safety and hygienic point of view.		30 min
Camp Gadgets	In groups, construct several practical gadgets such as the: Plate, cup & pot rack Shoe rack Bowl stand Wash stand Table complete with chairs (NB: The knots and lashings learnt under the pioneering topics can be used to make the above		90 min

	gadgets)		
Camp Lantern and Stove	Explain the safety aspect of using a pressure or a gas stove and gas or pressure lamp. Describe their parts and how to maintain and use them safely		45 min
Axe and Knives	Explain the parts of an axe and how to maintain and use it safely		45 min

2.2 TOPIC/MODULE: PIONEERING 2 (240 MIN)

OBJECTIVE/S: Identify different types of anchorages
Demonstrate the use of at least 2 types of anchorages
Explain the principle of blocks and tackles
Construct a tower

METHODOLOGY: Lecture, demonstration (base system), hands on

Sub-Topic	Approach	Reference	Time
Review & Practice	Briefly review the following main knots & lashings learnt at basic course: Clove hitch Round turn and two & half hitches Square & diagonal lashings Figure of eight & sheer lashings		60 min
Types of Anchorages & Block and Tackles	Introduce different types of anchorages a. Natural anchorages b. Man made anchorages • 3-2-1 anchorage • Log and picket • Dead man anchorage Explain the working of block and tackles		60 min
Application & Practice	Discuss the safety aspect when constructing pioneering projects. Demonstrate the use of relevant knots & lashings and anchorages by constructing a simple tower such as the: • Hourglass tower • Pyramid tower		120 min

2.3 TOPIC/MODULE: ORIENTEERING 2 (240 min)

OBJECTIVES: Demonstrate several ways of setting a map
Demonstrate ways of estimating distance
Use the compass and map to locate checkpoints
Plan a hike

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Review	Briefly, review the following: - How to use a compass - The different types of map, the scales, the grid system, legends and interpreting contour		30 min
Various Ways of Setting a Map	A map is oriented when it is placed to correspond in direction with the ground it represents. This can be done in the following ways: - By Compass: Place the edge of the base plate of the compass on route from starting point A to the destination, point B. the direction of travel arrow must point in the direction you want to go. Next, turn the compass housing until the north arrow is parallel with the map's north-south lines, with the north to the top. Now, hold the compass level in front of you with the direction arrow straight ahead. Turn your whole body until the north part of the compass needle covers the north arrow on the bottom of the housing. The direction arrow now points to your destination. - By objects: If you know your position on the map and can identify the position of some distant object, turn your map so that the lines on the map between your position and the object point to the distant object. - By a watch and the sun: First, set the watch back to standard time. Place the watch on something flat with the hour hand pointing toward the sun. True south is the midway between the hour hand and the figure 12 and the true north is directly opposite. (this is a very rough way to check direction. Allow time to practice the above techniques	Field book for Canadian Scouting: Scouts Canada	60 min
Estimating Distance	Explain the following: An object seems farther away when - It is in a shade - It is across a valley - It is the same colour as the background - There is a heat haze - You are lying down or kneeling In contrast, an object seems nearer when - The sun is behind you - The air is very clear - It is a different colour from its background - It is larger than the objects close to it - The ground is flat or covered with snow - You are looking across the water	Field book for Canadian Scouting: Scouts Canada	30 min

	As a rough guide, when estimating: At 700 metres, a person looks like post At 650 metres, the head is not yet visible At 550 metres, the head appears as a dot At 450 metres, the person looks bottle-shaped At 350 metres, the leg movements are visible At 250 metres, the face can be seen At 200 metres, the clothing details can be recognised At 100 metres, the eyes and mouth can be seen clearly To help with judging distance, record the personal measurement of your: - Height - Distance from your eyes to the ground - Length of your foot, arm, elbow to wrist - Length of your pace, for eg, one walking step With this guide, ask participants to measure a given distance.		
Application and Practice	Trainer to establish some checkpoints in the campsite or suitable area and write down the locations in terms of the bearing, distances, etc. Trainers then give relevant written instructions to the groups who will be working in pair or trio, take a compass bearing to locate the checkpoints This a Practical outdoor exercise of about 1 to 2km in total distance)		90 min
How to Plan a Hike	Discuss the following checklist when planning a hike. **Before** - Plan the route, learn about the area, terrain, etc - Bring along a compass and map - Obtain necessary permit, approval, etc - If hike include an overnight, ensure water, shelter, etc, area available - Plan the food menu and prepare equipment and personal gear list - Plan for emergencies. Ensure someone at home knows where you plan to go and when you plan to return - Make last minute check on the weather **During** - Keep the group together. Set a reasonable pace at the speed of the slowest person. Ensure nobody wanders off the route or gets left behind - Have regular rest about 10 minutes every hour depending on the physical condition of the hikers - Avoid dehydration. Ensure that everyone has sufficient fluid and food to maintain energy - Regularly check your position against the planned route - Be prepare for bad weather. Turn back in time if it threatens or if the route becomes	The patrol Leader's Handbook: Boy Scouts of South Africa (1992)	30 min

	too demanding to continue - If in trouble, stay put, find a shelter especially from the wind. - Retrace your steps if you feel lost or if the area looks unsafe. If you can't find the path used, look for a safe route, preferably down broad open slopes. Never push on into the unknown - If camping, choose an appropriate campsite - Never leave a fire unattended - Never cut down vegetation unnecessarily - Burn what rubbish you can where fires are permitted. Crush and carry the rest away - Leave the area cleaner than you found it. **After** - Make sure everyone has got home and is in good shape - Inform your emergency contact that you have arrived - Clean gear and returned it to its appropriate store or place - Prepare a report on the hike, where necessary -		

2.4 TOPIC/MODULE: CAMPFIRE 2 (240min)

OBJECTIVE/S: Explain the elements of a Campfire Programme
Lead a Campfire Yarn or Song
Identify suitable fires and how to light them
Identify the characteristics of an effective Campfire leader
Plan and Review a Campfire.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Part 1 Introduction	Obtain inputs from the group as to their best experiences at campfires. Explain why campfires are important and what elements contribute to a scout campfire. Briefly, discuss the benefits of having Scout campfires.	Campfire Leader's Handbook, Scouts Australia Campfire Leader's Book, J. Hazlewood and J. Thurman, 1964, Boy Scouts Association, London	10 min
Characteristics of a Campfire Leader	Indicate that much depends on the skills of the campfire leader. In small groups, Brainstorm ideas as to what makes a good campfire leader and share in plenary. Reinforce the following: The purpose of the campfire, the need to create the right atmosphere, the need to step in when needed, prepared with suitable program, the need to maintain fun, safety and be a good sport.		15 min

Spinning a Yarn.	Trainer tells a Yarn to participants and explains the importance and significance of a yarn. If trainer is uncomfortable doing this, suggest they pick another person in advance who could. After yarn, brainstorm what is important when telling a yarn. List ideas on chart paper,and in pairs, practice telling yarn.		15 min
Teaching a campfire song	Discuss when songs should be taught- usually prior to campfire. Discuss aspects such as giving starting note, counting in to sing or having strong voice to start. Emphasise the importance of having fun. In pairs practice leading a song. Trainer may select good examples from the group to reinforce desirable features.		15min
Selecting and lighting the fire	Indicate different fires could be used for different purposes. Build on theexperiences of the participants. Discuss ideas for starting these fires creatively. Provides some examples.		20 min
Programming	Obtain from the group the elements of a campfire and how these are programmed together creating high tempo at start and finishing quietly.		15min
Planning a Campfire and Safety Issues	The Trainer indicates that they are going to hold a campfire for their group to welcome the New Year. Each group plans a campfire, prepare program and advises on thesite and type of fire, safety issues, and how it will be lit. Trainer and tutors assist closely. Share report in plenary		60 min
Part 2. **Running a Campfire**	Campfire is run using as many participants as possible involved in leading different parts.		60 min
Evaluating Campfire Program	At the conclusion of thecampfire, an evaluation of the campfire is held. The trainer leads a discussion and covers areas such as purpose, suitability of site, campfire wood, safety, comfort, program variety.		30 min

2.5 TOPIC/MODULE: FIRST AID (240 MIN)

OBJECTIVES: Explain the functioning of the three major body systems – circulatory, respiratory and nervous systems, in relation to the essential basis of first aid treatments

Demonstrate how to use the following techniques correctly in an emergency:

- Cardio-Pulmonary Resuscitation (CPR) using the Airway, Breathing, Circulation (ABC) method of assessment
- Silvester method of artificial respiration
- Holger Nelson method of artificial respiration
- CPR variations on a baby and small child

Demonstrate competence in treating different types of injuries

METHODOLOGY: Lecture cum demonstration

Sub-Topic	Approach	Reference	Time
The Human Body	• Briefly, explain the functions of three major body systems ▪ Circulatory system ▪ Respiratory system ▪ Nervous system	Posters, slides, videos or models of the 3 different systems	30 min
Breathing and Circulation (CPR)	• With the aid of mannequin, demonstrate and practice the various methods of resuscitation using the ABC method of assessment: ▪ Mouth-to-mouth ▪ Mouth-to-nose ▪ Mouth-to-mouth-and-nose ▪ Cardiac massage • Demonstrate CPR variations on a baby and small child (Note that participants should **not** practice CPR on others) • Demonstrate other methods of resuscitations such as the : ▪ Silvester method ▪ Holger Nielson method		90 min
Unconsciousness and Head Injuries	• Explain the process of diagnosing unconsciousness ▪ Signs and symptoms ▪ Treatment of unconsciousness and head injuries		20 min
Bone, Joint and Muscle Injuries	• Briefly explain the musculoskeletal system • Fractures ▪ Diagnosing fractures and dislocations ▪ Treating fractures and dislocations • Spinal injuries ▪ Injury assessment (triage) ▪ Stabilising the head • Sprains, strains and bruises ▪ Signs and symptoms ▪ Treatment		80 min
Poisoning and Foreign Objects	• Describe the different types of poisoning through: ▪ Contact ▪ Inhalation ▪ Injection ▪ Signs and symptoms		20 min

	▪ Treatment • Demonstrate methods for removing foreign objects ▪ Removing a splinter ▪ Removing a fish hook ▪ Treating eye damage ▪ Removing objects in the eye ▪ Washing a foreign object from the ear		

2.6 TOPIC/MODULE: RUNNING UNIT MEETING 2 (120 MIN)

OBJECTIVES: Plan a basic program outline
Plan, run and evaluate a condensed program suitable for the Unit
Describe how to create a mechanism to receive positive support and feedback from District staff after running the program in the home Unit.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
NOTES TO SESSION LEADER	Before this session, the Course Leaders or Tutors should have collected the programs completed as part of the Pre-Course Assignment. (a) Each program is to be appraised individually and appropriate *positive* comments made by the Tutor. The programs are to be appraised so participants can present them with confidence in their home Units. (b) It is important that the programs are *Patrol oriented* and not just Unit based programmes that involve Patrol time. Some guidance may be needed to help participants understand the difference. (c) Participants will run their programme under the observation and support of the Group Leader or District Commissioner, back in their home unit. Explain that the programmes brought to the Course are to be run by participants in their home Units. The following points should be noted: ❑ The planning and presenting of the programme is designed to give positive feedback and support ❑ Running the programme is a requirement for completion of this Topic. It may be run between Topics or after the Module. ❑ The program is to be observed and feedback given in a positive and supporting way by the Group leader or District Commissioner. Participants will need to contact their Group	**PRE COURSE ASSIGNMENT**	

	Leader or Commissioner about the program they are to run. After the Program has been run in the home Unit, each participant will discuss the outcome with their GL or DC. The Leader will clarify any queries and give positive feedback on the programme content and presentation. Any weak areas should be discussed in a constructive way. A report to the Course Leader from the Group Leader or District Commissioner will complete the objectives of this session.		
Planning a Basic Programme	**ACTIVITY** In groups, plan an outline program for a nominated Unit. (Refer to the Handbook for details of a Unit Program outline and background on Patrol members) A sample outline is shown below: **Patrols**: Kookas, Owls, Possums, Magpies **Leaders**: Scout Leader and two assistants 7.30 Opening parade 7.40 Unit game 7.55 Simple construction challenge 8.25 Inter-Patrol Relay 8.35 Patrol Time Owls leave for home of the APL, where they have organised for a stamp collector to come and talk to them and show them some of his collection. Parents picking them up from there. 9.15 Yarn on happenings in other Sections of the Group 9.45 Final Parade Programs should be written out on large sheets of paper for report back and display. Each Patrol is to give reasons for choosing specific items	Unit Leader Handbook or equivalent	30 min
	REPORT BACK Stimulate discussion and encourage positive evaluative comments. Emphasise the strengths of the programme content to encourage participants to build on them rather than on weaknesses.		30 min

	This exercise should emphasise ways of catering for Patrol needs as well as highlighting different techniques for presenting a wide range of ideas and activities.		
Presentation and Sharing of Experiences	Select one program or segments of various programs. Arrange a Patrol to run specific segments. Encourage the use of imagination and varied methods. If equipment is not available, the activity should be explained. Tutors should discourage over-ambitious planning in favour of interesting and enjoyable activities that are more likely to be successful. (a) Run a condensed version of the program. (45 min) (b) Discuss and evaluate the program (15min)		60 min

2.7 TOPIC/MODULE: UNIT MANAGEMENT: SHORT & LONG TERM PLANNING (90 MIN)

OBJECTIVES: Examine an annual or long-term plan and discuss the importance of planning
Consider the place of themes in short and long term planning
Develop a plan of activities over a period of 12 months.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Long Term Planning	Explain the purpose of long term planning that is to help get the most value out of the time you spend with the unit. Mainly to be prepared well in advance. It has a longer period of between 12 to 24 months. In this way can we ensure that the activities are well coordinated and maintain their continuity without losing sight of the educational objectives in meeting the award scheme requirements and the holistic developmental growth of the young persons. Some of the steps involved are as follows: ❑ Make a list of activities that can be considered and included in long-term planning based on the award scheme requirements and the five area of growth (physical, social, emotional, mental & spiritual development). Get suggestions on the types of activities from participants.		15 min

	❑ Take note of important dates such as (public holidays, festivals, national or district events, Leaders' availability, etc), ❑ Identify the resources required to organise these activities, special events or projects, etc. ❑ Discuss and determine: Who does what Where and when to start planning and organising (encourage participants to identify a wide range of options open to them)		
Short Term Planning	Define short term planning. Show how short term planning fits into long term planning. Briefly discuss how to: a) Divide each theme into appropriate sub themes b) Allocate test/badge work to each week c) Transfer major events from the Annual program Enter details of specific resources required.		15 min
Weekly Programme	Explain the purpose and how to prepare weekly programmes. The following points should be made: ❑ The weekly programming plan consists of working from a broad plan (normally from the short term activities) appropriate to the Section. The leader/Patrol Leaders Team/Sixers (as appropriate to your NSO) should meet together early in the month to plan the weekly programs for the following month and also identify and finalise the resources, equipment, etc		15 min
Activity	The Trainer provides the objectives to be achieved by the unit for the year. For examples, to organise special events, to improve the social skills of members or to improved the scouting skill, such as camping, pioneering, etc. In groups, List the activities, events, etc that can be organised over a period of 12 months to achieve the set objectives. Create a programme to reflect the events identified into quarterly short-term programme. Choose a three-month period. In other words, decide what to achieve and carry out in the first quarter, second, etc. Share plan in plenary		45 min

MODULE 3 YOUTH PROGRAMME

TOPIC 3.1 AWARD SCHEME: COVERED AT BASIC LEVEL

TOPIC 3.2 WORKING WITH CHILDREN AND YOUNG PEOPLE (90 MIN)

OBJECTIVE/S: Review the developmental needs of young people
Link stages of development for children in age group to activities
Re-examine the expectations of the young people
Discuss aspects relating to child protection
Relate child safety practices to Youth programme

METHODOLOGY: Plenary and small sectional groups

Sub-Topic	Approach	Reference	Time
Review programme based on Developmental Needs of Young People	Trainer introduces topic and distributes a sample of a balanced weekly programme to small groups- relevant to each section. Each small group discuss the following: What are developmental needs of the age group; How does the programme provided address these; What must be provided in future to ensure a balanced programme?	Tool box 004- Area of personal growth: WOSM (2005) www.scout.org Handbook for Leaders of the Cub scout section: Interamerican Scout Office (1998). Handbook for Leaders of the Scout section: Interamerican Scout Office (2002). OR any relevant publications produced by the NSOs	20 min
Discussion on the Stages of Development and Linking these to Different Sections	Group report back to main group. Charts compiled by small groups summarising major points. Trainer reinforces the aspects of physical, intellectual, emotional, social and spiritual development elements and the different developmental needs of youth. Trainer summarises results asking how these needs are represented/reflected in the Award Scheme for each age group	Tool box 007- Age sections: WOSM (2005) www.scout.org	10 min
Identifying Expectations of Young People	Working in sectional groups, discuss the expectations of young people in their section and Discuss how can Scouting meets these expectations.	Tool box 006- Stages of development: WOSM (2005)	30 min

	Share in plenary. Trainer summarises findings and develops a list of general expectations.	www.scout.org	
Aspects Relating to Child Protection	Provide a brief explanation on documents and policies relating to child protection. Discuss the safety expectations parents have of leaders when dealing with young people. Consider meetings, going to and from meetings, safety on weekend activities, duty of care, etc.	35th World Scout Conference Policy Document on "Keeping Scouts Safe form Harm" www.scout.org	30 min
Relate Child Safety Practices to Youth Programme	In sectional groups, devise one activity per group that could be used to create an awareness of child protection and safety. These are presented in plenary. The group should be prepared to run one of these. Examples could be a talk, yarn, etc.		

TOPIC 3.3 GUIDING & ASSESSING PERSONAL DEVELOPMENT (60 MIN)

OBJECTIVE/S: Explain why it is important to assess the personal development of young people

Discuss benefits of the personal progressive scheme
Identify links between the educational objectives and the progressive scheme
Promote ways to support Youth with their personal progressive scheme

METHODOLOGY Plenary and small groups

Sub-Topic	Approach	Reference	Time
The Importance of Assessing Personal Development	Trainer asks how Scouting assists young people to develop his or her full potential and explore why this is important. Next, Trainer focuses on the personal progressive scheme and emphasize that each person has to take responsibility for his or her own development/learning as an individual.	Tool Box 011: Personal Progression: WOSM (2005) www.scout.org	10 min

Relevance of the Personal Progressive Scheme to Educational Objectives of the Age section	Trainer provides examples of the sectional Progressive Schemes used and discuss the benefits of the Progressive Scheme: e.g. • Develops individuals, not forcing young people to grow in a pre-determined way • Helps Young people become fulfilled as a person • Provides a non competitive framework to orient and assess each young people progress	Examples of Personal Progressive Scheme used by NSO.	10 min
	Trainer seeks reasons why the objectives of progressive schemes are designed to assess the attainment of knowledge, skills and modification of attitudes e.g. – • Young people are free to invent all sorts of relevant activities to achieve the objectives • They provide specific reference points to adhere to predetermined or acceptable standard • They are use to assess progression of young people based on experiences, knowledge and the desired attitude		10 min
Supporting the Personal Progressive Scheme	In small groups, Discuss how the educational objectives are linked to the progressive scheme and provide examples of how Adult leaders can support young people with their personal progressive scheme, for eg. through: • Understanding the educational objectives; • Personalising educational objectives and assessing young people progress towards them; • Having youth's progress acknowledged and recognised Report in plenary	Tool box 005- Final educational objectives: WOSM (2005) Tool box 008- Section educational objectives: WOSM (2005) www.scout.org	30 min

TOPIC 3.4 & EDUCATIONAL ACTIVITIES: DEVELOPING EDUCATIONAL OBJECTIVES

MANAGING THE PROGRAMME CYCLE (150 MIN)

OBJECTIVE/S

How to set sectional educational objectives
State how the educational objectives contribute to the outcome for a youth
Identify the elements/ growth areas relevant to the Section
Provide examples of different activities related to the educational objectives
Relate educational objectives to aspect of the Award Scheme.
Identify and explain the 4 phases of the programme cycle.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Developing Education Objectives (90 Min)	**Describe the need for educational objectives & how they contribute to outcome of young people development** Briefly, state the Mission of scouting in plenary and discuss how this is achieved in the different age sections. Responses are then displayed. Explain that each section (age range) has its own objectives, to determine the outcome which a young person can be expected to have attained by the time he or she completes the programme of a specific age section. They are aligned to the general educational objectives, in order to ensure a smooth progression from one section to another. The sectional objectives define the knowledge, skills and attitudes to be acquired, taking the stages of development growth areas (physical, intellectual, emotional, social, spiritual and character) and characteristics of each age range into account.	Achieving the Mission of Scouting: WOSM (2000) Tool Box 002- Renewed approach to programme: WOSM (2005) Tool Box 005- Final educational objectives: WOSM (2005) Tool Box 008- Sectional Educational Objectives: WOSM (2005) www.scout.org	15 min
	Explain how to develop sectional objective based on the following steps: 1. Review the general educational objectives already set for each area of developmental growth as well as the stages of development (childhood-Adolscence-Youth-See tool box 006 on stages of development) 2. Draft the objectives- they should be specific, challenging, achievable and measurable. Use simple words and action verbs. For Example, if the general education objective is " to develop his or her senses of curiosity and systematically collect information to expand knowledge" then, the sectional objective, say for young people of age range 9 to 10, can be written as " able to observe details, collect and classify objects according to precise criteria" 3. Develop objectives for the next intermediate section (age range) taking into account the needs and capabilities of this age range. 4. Check that the objectives set are progressive from the least difficult (junior section) to most difficult (senior section)	Tool Box 005- Final Educational Objectives: WOSM (2005) Tool Box 006- Stages of development: WOSM (2005) Tool Box 008- Sectional Educational Objectives: WOSM (2005) www.scout.org	15 min

	In small groups, review the educational objectives for the different sections. Each group prepare one aspect of the educational objective and act it out in plenary. Others in plenary identify what aspect of the element/growth areas are being shown		30 min
	Relating educational objectives to activities Trainer advises that the objectives can be presented through a variety of Scout activities. Brainstorm these, for example games, yarns, hikes, incidents, Award Scheme. In small groups, identify how specific sectional educational objectives/activities are linked to aspects of the award Scheme or program. Report back in plenary		30 min
Managing the programme cycle (60 min)	**Explain the programme cycle** The Programme Cycle is a period in which the activities are prepared, conducted and evaluated in a sequence of phases, the way we apply the Scout Method is analysed and the personal growth of the young people is observed and recognised. The programme cycle is a participatory planning tool, that makes use of 3 bodies (Team/patrol, patrol leader council & unit assembly) to provide opportunity for young people to take part in decision making in evaluating the current situation in the Unit, planning changes and adjustments for the future, carrying out the programme and evaluating its results.	Tool Box 019- How to manage the programme cycle: WOSM (2005) www.scout.org Handbook for Leaders of the Scout section: Interamerican Scout Office (2002).	10 min
	Discuss the 4 phases of the programme cycle Phase 1 (Evaluating personal progress) Comprises 4 objectives: - To evaluate personal progress: whether each young person has achieved the personal development objectives he or she established earlier. This is done at patrol/ team level by evaluating or giving feedback to each other. - To recognise personal progress: this is done at Patrol leader council where each patrol leader presents his or her team members' self-evaluation for discussion and assessment. The adult leader will decide whether to endorse the proposal or recommendation before recognising the achievement and granting the merit or badge award. - To assess the unit: this involves a general evaluation of how each team	Tool Box 019- How to manage the programme cycle: WOSM (2005)	40 min

	and the unit as a whole function. - To develop a proposal for activity: once the assessment is completed and priorities established, the patrol leader council then develops a written proposal to submit to the teams/patrols **Phase 2 (Analysing & selecting proposal)** - Each team meets to discuss and analyse the patrol leaders' council proposal. - Based on the discussion, the teams prepare a project or unit activity to submit to the unit assembly. - At each unit assembly, each team presents the team activities that it has decided to carry out as well as its ideas on unit activities. This allows everyone member to express their opinions and make a collective decision. **Phase 3 (Organising & preparing activities)** - Once the unit assembly has chosen the activities, the patrol leaders' council plans and organises them - The objectives of the activities are clarified, resources identified and set up timetable to schedule both the team and unit activities. - The objectives and timetable are again presented to the unit assembly for approval and adoption. **Phase 4 (Evaluating activities & monitoring progress** - In accordance with the agreed timetable, each team carries out its own activities and assigned common project. Inter team task force may be formed to manage certain aspect of the common project. - The team and unit activities are coordinated by the patrol leaders' council and if necessary, review and modify the plan of action and the timetable. - Each activity is evaluated to ensure that the objectives have been met - Personal objectives are evaluated throughout the activities The Patrol leaders' Council conducts an analysis of how the Patrol and Unit have performed in the cycle that is ending and puts forward ideas about the Patrol and Unit activities the members would like to carry out during the next cycle. When the analysis has been completed, the emphasis needed for the next cycle will become		

	clear.		
	Education tool The program cycle is not just a way of organising everything that happens in the Unit. It is also an educational tool, that facilitates the type of learning proposed by the Scout Method. Through the program cycle the young people: Learn to have and express an opinion and take decisions in keeping with it. Use mechanisms of participation that takes their opinion into account and teach them to respect and value the opinions of others. Learn to develop, present and defend a proposal Acquire organisational abilities and develop negotiation skills		10 min

TOPIC 3.5 LEADING A UNIT: TASK, ROLES AND RESPONSIBILITIES OF A LEADER (90 MIN)

OBJECTIVES: Identify the tasks involved in leading a Unit.
Discuss the role of Unit Leaders.
Identify other responsibilities of a Unit Leader.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Task, Roles and Responsibilities of a Leader	**Task of a unit leader** In Plenary Group discuss the task of unit leader in applying the scout method The Scout Method is a set of inspiring principles and useful techniques that require to be understood as a totality and then adapted and integrated into the daily life of a Section/Unit, taking into account the particular environment of the Unit and the individuals who comprise it. Some examples of the tasks are as follows: - Initiating and making changes – [creating a culture that respects autonomy of the small groups - Adapting expectations to the social, economic and cultural conditions in which we operate - Assessing the needs in each situation and implementing strategies which are suitable in terms of time and place (activities which clash with school, social environment etc)	Tool box 010- Scout method: WOSM (2005)	30 min

	- Preparing and improving the learning process of the Patrol Leaders/Sixers etc, adapting the processes to the situation of the young people, to help them learn to deal productively with critical situations. **Leaders are guardians of the mission and administer the vision** Present the Mission statement of Scouting and in small groups, discuss to what extent the unit leader is the guardian of the Mission and an administrator of the vision Overseeing the mission also means being an example of it. No Unit Leader can conceivably believe the Scout Law is applicable only to the young people. The mission, the "why" is equivalent to the purpose of Scouting. It is shared by Scouts world over and is expressed in the educational proposal of the Association. The Scout Unit is responsible for applying all the elements of the Method in a balanced way, for ensuring that young people experience that atmosphere, we call group life. The vision is the response to the question *Where are we going.* It is the image that the Scout Unit has of its own future. The vision is normally expressed in the form of one or several annual objectives, which the Unit proposes for inclusion in the Plan of the Group to which it belongs. When the vision is shared, it becomes an impressively powerful force in the hearts of all its members, creating a link that infuses the Unit and affords consistency in all that it does. **Responsibilities** In Plenary group, discuss and create a list of other responsibilities a Unit Leader has. These could include: ❑ Administering the vision ❑ Motivating young people ❑ Being an educator ❑ Knowing young people ❑ Being able to establish empathic relationships ❑ Being willing to learn and to grow as a person ❑ Knowing how to run and evaluate activities ❑ Helping someone else to grow, by creating the opportunity for learning ❑ Empowering the young people to take decisions that affect them	Tool box 003- The educational proposal: WOSM (2005) Tool box 020- How adult leaders can support youth involvement: WOSM (2005)	40 min 20 min

	❑ Being involved with the community ❑ Working as a team ❑ Having the time ❑ Perceiving and controlling risk BP said that the role of a leader is not that of a teacher, nor a parent, nor a pastor, nor a sports instructor, and still less a military officer. It is much more akin to a big brother or sister. Therefore one of the key responsibilities is to empower and create ample opportunity for the young people to be actively and meaningfully involved in the decision making process.		

MODULE 4 LEADERSHIP

TOPIC 4.1 HUMAN RELATIONS (270 MINS)

OBJECTIVES: Identify effective counselling strategies
Identify effective strategies for resolving conflicts
Explain the importance of public relations in Scouting

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Counselling Skill (90 min)	Explain • The purpose of counselling • The principles of counselling Do a role play of the counselling process. Identify a human-related issue or problem and Two trainers play out the role to demonstrate the counselling process. Ask participants to observe and identify the correct and incorrect behaviour. Next, get two participants to act the role and get feedback from others. Discuss the problems associated with counselling especially when dealing with people from different cultures	Adult Resources Handbook-Section 820: WOSM (2005) Adult Resources Handbook-Section 802: WOSM (2005)	30 min 15 min 15 min 15 min 15 min
Conflict Management Skill (90 min)	Explain • The constructive outcomes of conflict (refer to section 817.1 & 817.2) • The conflict resolution process, the strategies and steps to resolve conflict effectively (Refer to section 817.3 to 817.8) In groups,	Adult Resources Handbook-Section 817: WOSM (2005)	45 min 45 min

	• How to become culturally sensitive to others from different cultural background when resolving conflict Share in plenary	Adult Resources Handbook- Section 802: WOSM (2005)	
PR Skills (90 min)	Discuss what is Public Relations? In small groups, Develop a statement that states what Public relations is. Explain the elements that make up Public Relations: ❑ Counselling ❑ Research ❑ Media Relations ❑ Publicity ❑ Employee/Member Relations ❑ Community Relations ❑ Public Affairs ❑ Government Affairs ❑ Issue Management ❑ Financial Relations ❑ Industry Relations ❑ Development/Fund Raising ❑ Minority Relations/Multicultural Affairs ❑ Special Events and Public Participation ❑ Marketing communication **Group work** In small groups, discuss if all above relate to Scouting. List any that do not belong and report back to the Plenary as to why they do not belong. (All should be seen to relate either to the volunteers or professional staff) **Explain the importance of PR from a management and societal perspective.** It benefits management in the following ways: • The publicity and promotional aspect paves the way for the sale of products or services, so much so that some companies have placed sales quotas on their product publicity people. • Public Relations provides an early warning system by avoiding disruptions, which may occur when a single surprise issue or unplanned-for social/political change arises.	Adult Resources Handbook- Section 821: WOSM (2005)	15 min 15 min 30 min 30 min

	• Public Relations provides an organisation with new opportunities because the people involved in public relations interact with more internal and external audiences than anyone else in the organisation. • Public Relations helps to protect the present position when an organisation is under attack. For instance, Proctor and Gamble did not suffer declining sales, morale or stock values during the tampon debacle largely because of their expert public relations handling of the problem -- communicating the company's position. • Public Relations help to overcome executive isolation, something that can affect every organisation sooner or later. An inescapable assignment of every public relations practitioner is opening the eyes and ears of management to what's really happening "out there." • Public Relations help organisations manage change, something they must do to stay competitive and efficient. It benefits society in the following ways: • Public Relations is a means for the public to have its desires and interests felt by institutions in our society. It speaks for the public to otherwise unresponsive organisations, as well as speaking for those organisations to the public. • Public Relations helps achieve mutual alignment between institutions and groups, establishing smoother relationships that benefit the public. • Public Relations can be a safety valve for freedom. By providing a means of working out accommodations, it makes arbitrary action or coercion less likely. • Public Relations is an essential element in the communications system that enables individuals to be informed on many aspects of subjects that affect their lives. • Public Relations can help activate organisation's social conscience. • Public Relations is a universal activity. Everyone practices principles of public relations in seeking acceptance, cooperation or affection of others. Public Relations professionals only practice it in a more professional way.		

TOPIC 4.2 MANAGERIAL SKILLS (120 MIN)

OBJECTIVES: Explain the evaluation process
Explain and identify the steps in the problem solving process

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Evaluation Techniques (60 min)	Explain the Four Level Approach (Kirkpatrick's Model)-refer to section 512. • The four levels of evaluation - Reaction - Learning - Behaviour - Result Discuss the evaluation process (refer to section 513) • What to evaluate • When to evaluate • How to evaluate	Adult Resources Handbook-Section 512: WOSM(2005) Adult Resources Handbook-Section 513: WOSM(2005)	30 min 30 min
Problem solving and decision making skills (60 min)	Present the following case below "One of your scouts was caught by the authorities for pick-pocketing for the second time. This was the first time you were told about it. He has been an active member for 4 years and has been actively involved in scouting activities as a good team player." In groups, discuss how you would solve this case and present in plenary Explain the rational problem-solving process • Define the problem. State the issues clearly and differentiate facts from opinions. • Generate alternative solutions and ideas as many as possible, but do not evaluate ideas at this point. • Evaluate and select best alternative or solution with the available resources and their impact on their short and long term impact. • Implement plan or solution. Get feedback and monitor progress. Modify the plan, if required.		45 min 15 min

TOPIC 4.3 LEADERSHIP ISSUES (270 MIN)

OBJECTIVES: Identify effective leadership and motivational strategies
Discuss the problems associated with resistance to change and how to minimise it

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Situational Leadership Theory/Model (90 min	• Discuss and identify the qualities of a good leader as well the skills required to be effective. • Share views in plenary (Refer to section 702.1 to 702.5) Explain • The concept of the situational Leadership model • Discuss its applicability to managing leaders. (Refer to section 703.1)	Adult Resources Handbook-Section 702 & 703: WOSM (2005)	50 min 40 min
Motivation Theories and Strategies (90 min)	• Each participant to complete motivation exercise & Share the findings • Explain Mslow's & Herzberg's Two Factors Theories • In groups, discuss how to enhance/enriche the job content in the Scouting context. Summarise the group inputs by explaining the Job Characteristics Model	Adult Resources Handbook-Section 705: WOSM (2005)	20 min 20 min 30 min 20 min
Managing Change (90 min)	• In groups, identify the causes of resistance to change at individual and organisational levels and present in plenary • Discuss methods for dealing with resistance to change	Adult Resources Handbook-Section 816: WOSM (2005)	45 min 45 min

MODULE 5 SCOUTING & THE ORGANISATIONAL ENVIRONMENT

TOPIC 5.1 COMMUNITY ISSUES: COVERED UNDER INITIAL & BASIC LEVELS

TOPIC 5.2 COMMUNITY INVOLVEMENT: COMMUNITY SERVICE & INVOLVEMENT (90 MIN)

OBJECTIVE/S: Identify ways that Scouts can contribute to the development of their communities:

- By developing themselves.
- By learning about the communities in which they live and learning to understand their responsibilities as citizens.
- By participating, individually and collectively in improving the community.

METHODOLGY: Plenary and small group discussion

Sub-Topic	Approach	Reference	Time
Relationship between Scouting's Purpose and its Role in the Community	Brainstorm the relationship between Scouting's purpose and its role in the community. That is: ❑ Scouting's purpose ❑ The principles of Scouting ❑ The Scout Method and how these should be taken into account in the development of the Youth Program of your Association Discuss in small groups, the implications for the Youth Program of your Association and how Scouting, as a Movement with a clearly defined purpose and principles, can play a constructive role in your society.	Policy and Rules of the NSOs The Essential Characteristics of Scouting: WOSM (1998)	30 min
Learning to Understand their Responsibilities as Citizens.	Reinforce that the Scout method is ideally suited to community involvement as its emphasis, among other things, learning by doing, working in small groups, acceptance of responsibility, training towards self-government, the acquisition of competence, self reliance, and working in teams and to developing leadership, are all characteristics of effective community involvement. Discuss and examine whether your Association provides a Youth Program that is based on the needs, interests and expectations of young people it seeks to serve. For examples, Does the program incorporate opportunities for youth members to learn more about the needs of others and to become involved in useful and meaningful ways in the communities they live?		30 min
Participating, Individually and Collectively, in Improving the Community.	The community provides a well-defined, concrete setting for Scouting's participation in the development of society. The community is a social group having many of the characteristics of society but on a smaller scale; implicit in the concept is a territorial area, a sense of belonging, a similarity of interests in the way of living and a considerable degree of interpersonal contacts. In small groups discuss: What are the needs that exist in your community that Scouting can help to meet and how can the youth members		30 min

	in your association help to meet the needs of the communities in which they live, and of your society Report back to plenary The degree to which youth members can be actively involved in their communities, and the forms that involvement takes, will vary according to the age and experience of the young people concerned. The programs of the age sections must therefore incorporate opportunities for youth members to make a meaningful contribution to their communities and society that matches their interests and abilities. E.g. a Venture Unit may carry out joint community development projects, while a cub scout unit may consider performing a community service in say, a home for the Age, etc.		

903 TRAINING OF TRAINERS

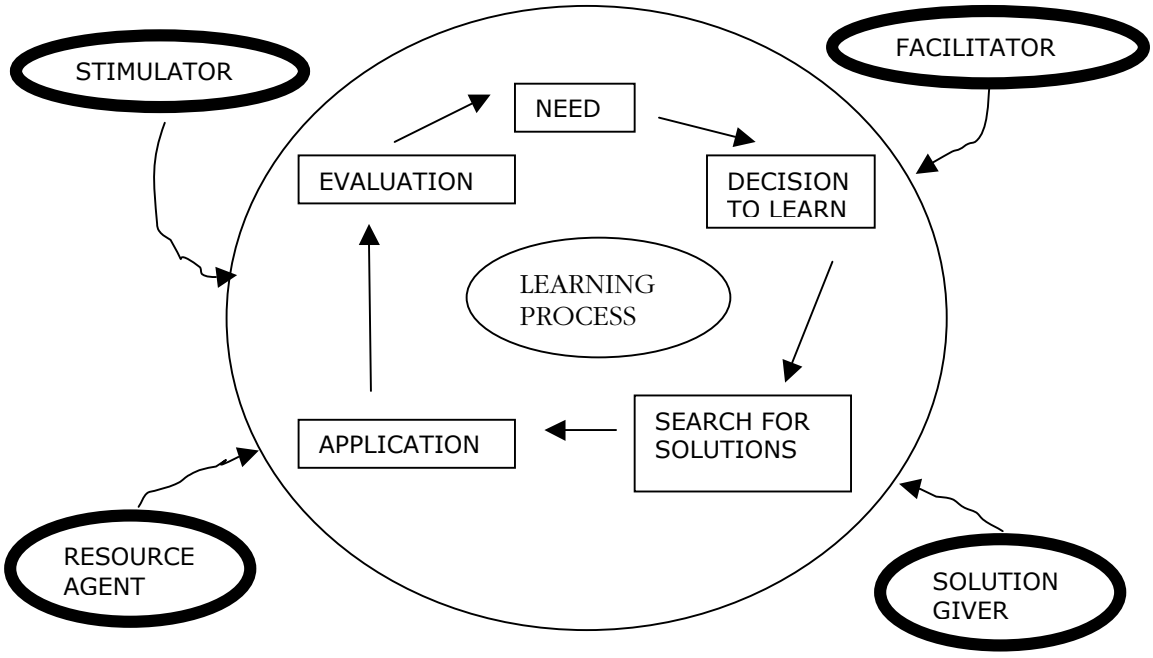
903.1 ROLE FUNCTIONS AND SKILLS OF TRAINERS

The purpose of training is to help people increase their knowledge, develop their skills and modify their attitudes. It is a dynamic process of change leading to personal development and an increase job performance. Trainers will be active agents in this process, through their interventions at various stages. They will create appropriate conditions to start the process and provide the necessary elements to sustain its momentum.

We shall analyse here the four ways in which a trainer can act to fulfil his/her role. A trainer can be:

- A stimulator/Change agent
- A facilitator
- A solution giver
- A resource agent

The following diagram illustrates these four functions, in conjunction with the various aspects of the learning process



The Trainer as a Stimulator/Change Agent

For a variety of reasons, most people are inherently reluctant to take training. Some just don't see the reason for it and feel they are perfectly well equipped for the role they are doing. Others see the change as a threat and will not easily depart from what they know to enter a new world that

they don't know. Others are not willing to enlist for a learning situation which they can only refer to their school years and do not necessarily consider that an enjoyable experience.

Thus, the trainer can help overcome this reluctance by being supportive and providing objective information on the desired level of performance. The trainer can also provide an alternative viewpoints, providing and objective opinion of things, help analyse any problems and stimulate the problem solving process by helping learners create or identify a need for change.

At a later stage, the trainer can help stimulate the evaluation process. He/she can provide feedback in the form of objective observations and facts, from which the learners will be able to analyse their performance and progress, assess further training needs and decide on a strategy through which these can be met.

In this way, a trainer can also act as a change agent to help the learners think and behave in a new way that enhances the learner's capability.

The Trainer as a Facilitator

Very few people are familiar with the successive steps of a learning process. They don't know where and how to start. They may also more readily expect to be taught and act as careful listeners than be prepared to behave as active participants in a learning process.

In this respect, the trainer can facilitate the learning process by assisting the learner identify their training needs, set objectives and outcomes, obtain resources, select, adapt and evaluate solutions. In this process, the trainer is indeed in a support role. The learner is the one who will identify and solve his/her problems, provided that relevant information and appropriate support are made available to him/her.

The trainer will create situations in which a person will become aware of his/her present level of performance and further training needs. He/she will then create the conditions under which these needs can be met and also made known the training opportunities available.

The Trainer as a Solution giver

Not all problems require new solutions. Some people will readily accept to learn from other people's experience. There is in fact a danger that a number of training needs may only be expressed in the form of a demand for a ready-made solution to a problem.

Being an effective *solution giver* involves more than simply having a solution. It should be given at the right time and in the right way with suggestions on how it can be adapted to fit the learner's particular situation.

The Trainer as a Resource Agent

Training requires the bringing together of needs and resources. No trainer can have solutions to all problems nor the resources for all needs. He/she should be able to act as a resource agent, a link between the learner and available resources. These will consist of documents, informal learning opportunities, courses, experimentation, persons etc.

In practice, the role of a trainer is indeed a combination of all four functions. A trainer will have to develop relevant skills so that he/she can operate effectively in those four roles.

Skills of Trainers

It is highly desirable that a trainer should be an experienced Leader or leader with relevant expertise. Among other things, he/she should have a good knowledge and understanding of the fundamental principles of Scouting, adult learning principles and practical abilities in Scouting skills, relationships and management as well as on issues concerning the development of young people. Such skills will enable him/her to better assist the leaders in the implementation of the youth programme and application of the Scout Method. This will also provide them with a common language and therefore make communication easier.

The above analysis of the role of a trainer shows the importance of relationship skills. These will include understanding adults and young people, their background motivations, behaviours and interests, the way in which they learn and identifying their personal needs and resources. The ability to communicate effectively, to listen and counsel will

also play an essential part in the job of helping others to learn.

Planning skills are yet another area that should be approached from two very different viewpoints. Primarily, it includes the ability to plan and organise a course, a meeting or any kind of training activity. This means establishing a timetable and getting everything ready and on time for the smooth operation of an activity. It also includes the ability to plan a learning process and use a systematic approach to training, both in the short term for one session or course and in the middle or long term, to establish a training plan. This is probably the most important skill for a trainer to have in order to perform his/her function as a Manager of Learning, effectively and efficiently.

Implementing skills consist essentially, the ability to use a variety of training methods and aids appropriately. It also includes how to develop adequate training materials, how to use other people’s resources and how to co-ordinate team work in the conduct of training activities.

The emphasis on any of these areas or on one or more specific aspects within each of them will obviously vary with the actual job description of each trainer. The quality of a trainer will depend upon his/her ability to master these skills. This cannot be achieved through a single course where only the foundations can be laid. Continuous development of these skills through practice and on-going training is the only answer.

903.2 AIM OF THE TRAINING OF TRAINERS

The World Adult Resources Policy gives great flexibility to NSO to develop their own training scheme/patterns. They can best satisfy the particular needs of their own adults, provide modern training techniques and increase their emphasis on the training of trainers based on local or cultural situations.

The scheme for the training of trainers requires the development of two or three stage progressive levels of training.

The Two - Stage Approach

The first stage aims to train Assistant Leader Trainers (3-Beaders) and the second stage aims to train Leader Trainers (4-Beaders).

In some countries, the first stage is broken into two stages, thus giving a Three-Stage training. In such case, the first stage focuses on training course Helpers who have the potential to be developed as Assistant Leader Trainers, the second stage, training of Assistant Leader Trainers and the third stage, training of Leader Trainers.

Assistant Leader Trainers

The Aims/outcomes for the training of Assistant Leader Trainer are to**:**

AIMS

- Introduce the principles and method of training.
- Identify the purpose of adult training.
- Demonstrate the methods, techniques used, and their application in the interpretation of local policies and procedures in National Associations.

In order to satisfy the outcomes, the training should be designed such that at the end of the training, the participants will be able to achieve the following objectives:

OBJECTIVES

- Accept and explain the fundamental principles of Scouting.
- Explain the policies of the Association, particularly with regard to training.
- Accept and explain current World Policies in relation to Youth program, Adult Resources and the Management of an Association.
- Formulate learning objectives.
- State the outcomes of the courses and other training opportunities, including specialist courses, which make up the pattern of adult training in their Association.
- Promote, organise and lead training courses and other training opportunities, up to any including Basic Level Courses.
- Recognise the training needs of participants undergoing training.
- Adapt the training content and the syllabus of courses (whilst meeting the stated outcome) and other training opportunities, in accordance with local circumstances, to satisfy the needs of the participants.
- Create and ensure efficient learning experiences by applying the principles of adult learning.
- Select and use the appropriate up-to-date training methods and training aids for use at each type of training event.
- Recognise training as a continuous process.

- Identify learning needs for personal development.

Leader Trainers

The Aims/outcomes for the training of Leader Trainers are to:

AIMS

- Provide an opportunity for the sharing of experiences in the consideration of advanced training methods,
- Demonstrate and develop new training methods
- Examine, review and evaluate existing training methods and techniques with the objective of recommending improvements.

In order to satisfy the outcomes, the training should be designed such that at the end of the training, the participants will be able to achieve the following objectives:

OBJECTIVES

- Accept and explain the fundamental principles of Scouting and the role of training in interpreting and implementing them.
- Explain the need to include current World policies in relation to Youth program, Adult Resources and the Management of the Association within the National Training Program.
- Explain the policies of their Association, particularly with regard to training and the means by which such training is provided.
- Establish outcomes for training courses and other training opportunities, particularly within the pattern of Adult Training of their Association.
- Manage cultural diversity and gender issues in a training environment.
- Conduct training needs analysis.
- Apply a model to design a training programme.
- Administer a training course through efficient and effective use of human, finance and material resources. Plan, organise, lead, manage and review such training.
- Develop evaluation tools to measure learning and effectiveness of training events
- Explore, examine and explain the relevant adult learning theories/styles and their application in a learning environment.
- Explain and use the techniques employed in the training of adults,
- Examine the various leadership theories and their application.
- Develop skills in resolving conflict.
- Apply the coaching model.
- Explain and use the group process to provide efficient learning experiences (Group work)
- Create a supportive learning environment that is attractive and enjoyable through reflection of learning and active participation of those involved.
- Recognise and explore the role of trainers as a facilitator of learning and as a change agent.
- Identify the essential competencies of a leader trainer.
- Identify personal learning needs for development and develop plan /strategy to satisfy them.
- Develop strategies to promote individual and organisational learning.

Associations may add additional aims and objectives to suit their local needs**.**

903.3 CONTENT OF TRAINING OF TRAINERS

The training of trainer can be grouped into five modules as follows:

- Module 1: Scout Knowledge
- Module 2: Training Skills
- Module 3: Adult learning Skills
- Module 4: Leadership Skills
- Module 5: Personal Development Skills

The table below indicates the core topics of each module, the subjects to be covered under the ALT & LT training as well as the time allocated for the delivery of the sessions.

MODULES	CORE TOPICS	ELEMENTS OF TOPICS	
		ASSISTANT LEADER TRAINER	**LEADER TRAINER**
1.SCOUTING KNOWLEDGE	1.1 FUNDAMENTAL PRINCIPLLES OF SCOUTING	Mission of Scouting The Scout Method **(6O MIN)**	Reflection on the Essential Characteristics of Scouting **(6O MIN)**
	1.2 WOLRD SCOUTING	Structures History of Scouting: Revisited World Strategy **(6O MIN)**	Update of World Scouting & policies **(6O MIN)**
	1.3 ADULTS IN SCOUTING	WARP Life cycle of Adult in Scouting **(6O MIN)**	Review of the implementation of WARP in NSO **(12O MIN)**
	1.4 YOUTH PROGRAMME	Youth programme Youth Involvement policies Needs and Aspiration of Young People Child protection: Safe from harm policy **(9O MIN)**	Update on Youth programme & policies **(12O MIN)**

	1.5 SCOUTING & THE ORGANISATIONAL ENVIRONMENT	Role of Scouting in Society Organisational Culture **(9O MIN)**	Understanding & Managing Cultural Diversity Concept of System thinking **(12O MIN)**
	1.6 LEADERS' TRAINING SCHEMES	Leaders' Training schemes **(6O MIN)**	Review of the Leaders' training scheme **(6O MIN)**
2. TRAINING SKILLS	2.1 ROLE AND COMPETENCIES OF A TRAINER	Role of Assistant Leader Trainer (ALT) Identifying training needs of ALT in terms of knowledge & skills required **(12O MIN)**	Role of Leader Trainers (LT) Identifying core competencies of trainers/ requirements for appointment Conducting training needs analysis & developing Individual training plan **(12O MIN)**
	2.2 SESSION PREPARATION	Writing session objectives Developing session plan **(12O MIN)**	Reviewing session plan **(12O MIN)**
	2.3 TRAINING METHODS	Training Methods 1 **(12O MIN)**	Training methods 2 **(12O MIN)**
	2.4 COURSE MANAGEMENT	Basic Course Administration: Role of Course Leader Curriculum, Staffing, Facilities, Venue, Catering, etc **(12O MIN)**	Advanced Course Administration: Role of Course Leader Curriculum, Staffing, Facilities, Venue, Catering, etc **(12O MIN)**
	2.5 COURSE DESIGN	Overview of a Systematic Approach to training **(6O MIN)**	Application of a Training Design Model: "Critical Event Model" Competency based model Modular training system **(24O MIN)**

	2.6 COURSE EVALUATION	Evaluation model Evaluating Basic Course **(6O MIN)**	Developing evaluation indicators Evaluating Advanced Course **(12O MIN)**
3. ADULT LEARNING SKILLS	3.1 ADULT LEARNING	Adult learning Principles Experiential Learning Model Adult learning styles Learner-Centred Approach **(24O MIN)**	Re-examine the Adult learning principles Review of Adult learning styles Adult Learning Theories Double loop learning/Reflective learning **(24O MIN)**
4. LEADERSHIP SKILLS	4.1 LEADERSHIP THEORIES	Characteristics of Effective Leadership Situational Leadership Model **(12O MIN)**	Historical development of Leadership theories: Transactional & Transformational Leadership theories **(12O MIN)**
	4.2 INTERPERSONAL	Group/Team dynamics **(12O MIN)**	Concept of Empowerment **(12O MIN)**
	4.3 GENDER		Gender issues **(60 MIN)**
5. PERSONAL DEVELOPMENT SKILLS	5.1 HUMAN RELATIONS	Principle of communication Listening & Feedback Skills Cultural Issues in Communication **(18O MIN)**	Conflict Resolution skills **(12O MIN)**
	5.2 FACILITATION	Tutoring Skills **(12O MIN)**	Coaching Skills **(12O MIN)**
	5.3 MANAGING LEARNING	Learning opportunities+- Self Directed Learning: developing individual learning plan/contract **(6O MIN)**	Learning opportunities Self Directed Learning: developing individual learning plan/contract **(6O MIN)**
	5.4 ELECTIVES (Select any two topics - additional topics can be expanded to	Creativity	
		Negotiation Skills	
		Motivation	

	reflect needs of participants	Stress management	
		Time management	
		System Tools	
		Counselling skills	
		Learning Organisation	
		Emotional Intelligence	
		(Choose any two subjects: 120 min per subject) **(24O MIN)**	
	TOTAL DURATION	**2100 MINS (35 HOURS)**	**2460 MINS (41 HOURS)**

903.4 SESSION GUIDES

The session guides for each subject are shown below. As the name implies, these provide guidelines on the delivery of the session. Trainers are at liberty to modify the guides to suit their local conditions.

903.4.1 SESSION GUIDES FOR COURSE FOR ASSISTANT LEADER TRAINER

MODULE 1 SCOUTING KNOWLEDGE

TOPIC: 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (60 MIN)

OBJECTIVES: Describe the essential characteristics of Scouting.
Examine the Mission of Scouting.
Explore and explain the relevance of the Scout Method.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time

Essential Characteristics of Scouting	Explain & Discuss
	• What is Scouting? – It's aim.
	• Purpose – 5 areas of development
	  • Social
	  • Physical
	  • Intellectual
	  • Emotional
	  • Spiritual
	
	Explain the Fundamentals of Scouting:
	• The principle of "Duty to God"
	• The principle of "Duty to others"
	• The principle of "Duty to self"
	
	Describe and explain the 7 elements of Scout Method:
	• Promise and Law
	• Learning by doing
	• Small group operation
	• Progressive scheme
	• Adult-youth relationship
	• Symbolic framework
	• Life in nature
		The Essential Characteristics of Scouting: WOSM (1998)
		
		Tool Box 004-Areas of personal growth: WOSM (2005)
		Tool Box 006-Stages of Development: WOSM (2005)
		
		Tool Box 010-Scout Method: WOSM (2005)
		
		Tool Box 012-Symbolic framework: WOSM (2005)
		
		Tool Box 013-Understanding the patrol system: WOSM (2005)
		
		Tool Box 014-Relevance of Scout Law & promise: WOSM (2004)
		
		Tool Box 020-How
			40 min

		adult leaders can support youth involvement: WOSM (2005)	
Mission of Scouting	Briefly, examine the Mission of Scouting: • How it is achieved?	Achieving the Mission of Scouting: WOSM (2000) Tool Box 003-The educational proposal: WOSM (2005)	20 min

TOPIC: 1.2 WORLD SCOUTING (60 MIN)

OBJECTIVES: Describe the major developments in Scouting.
Explain the organisational structures of WOSM.
Explain the strategic priorities of WOSM.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
History of Scouting	Briefly revisit the history of Scouting: • Major achievements, events, etc • Main changes and development • Membership growth	**www.scout.org**	20 min
Organisational structures	Describe the organisational structures: • World level & World committee, etc • Regional level & committees • World Scout Bureau	**www.scout.org** Constitution & By-law of WOSM	20 min
World Strategy	Explain the strategy • The Strategic priorities	**www.scout.org** A Strategy for Scouting: WOSM (2003) Interim Report on Strategy to NSO: WOSM (2004)	20 min

TOPIC: 1.3 ADULT IN SCOUTING (60 MIN)

OBJECTIVES: Explain the principles of the Adults in Scouting.
Explain the concept of WARP.
Describe the 3 phases of WARP.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
The World Adult Resources Policy (WARP)	Describe & Explain: • The historical development of WARP, when in 1988, the World Scout Conference in Melbourne, identified poor leadership as one of the key issues. This led to the development of the WARP and its adoption in 1993 at the world conference in Bangkok conference. (Refer to section 103 of handbook) • The concepts of the WARP: A systematic approach for managing leaders, where appointments are made based on needs and there is mutual discussions on the what the job is about, why it is being done and how it can be done within the specified period (Refer to section 106 of handbook).	Adult Resources Handbook- Section 100: WOSM (2005)	30 min
Life Cycle of Adult in Scouting (AIS)	Explain the Life cycle of AIS (Refer to section 109 of handbook) • The components of the WARP (Refer to section 204) and structures (Refer to section 302)	Adult Resources Handbook- Section 100, 200 & 300: WOSM (2005)	30 min

TOPIC: 1.4 YOUTH PROGRAMME (90 MIN)

OBJECTIVES: Describe the Award schemes of each age section.
Explain the importance of Youth Involvement.
Explain how to protect Young People from abuses & social ills.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Sectional Youth Programme	Overview of the National Youth programme for the each age section • Award schemes & requirements	Tool Box 007-Age Sections: WOSM (2005)	35 min
Youth Involvement (YI) & the Needs of Young People	Explain • What is YI? • Why involve Youth in decision-making?	Tool Box 001-World Programme Policy: WOSM (2005) Youth Involvement Reference Guide: WOSM (2003) www.scout.org Resolution: 6/02 adopted at the 36th World Scout	35 min

		Conference on YI in decision-making.	
Child Protection: Safe from Harm Policy	Describe & explain • The policy on "Keeping Scouts Safe from Harm"	35th World Scout Conference policy document on "Keeping Scouts Safe from Harm" Convention on the Rights of the Child: UN (1989)	20 min

TOPIC: 1.5 SCOUTING & THE ORGANISATIONAL ENVIRONMENT (90 MIN)

OBJECTIVES: Identify how Scouting can make significant contributions to society.
Examine the culture of an organisation.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Role of Scouting in Society	Explain & discuss • Educational systems in the country • Other Youth organisations in the country • Scouting role in the community its relationship with governmental agencies, institutions, etc		45 min
Organisational culture	Briefly, discuss • What is Organisational culture? It can be defined as" a system of shared meaning held by members that distinguishes it from other organisations" It is made up of member's view attitudes and beliefs'. For example, you often hear people say: "I don't know what it is but I know it when I see it." Explain that when an organisation is created, it takes on a life of its own and its culture becomes the foundation on which the organisation will exist in the world. Therefore, an important source of an organisation's culture is its founders. Reinforce that People's actions in organisations are not always 'their own' but are largely influenced by	Argos-To explore the "Culture" of an Association: WOSM (1998) "	15 min

	socialisation (the training received) processes of the specific culture to which they belong. In groups, Identify what makes Scouting unique. For examples, its values, symbols, slogans, heroes, rites, and rituals etc	The Essential Characteristics of Scouting: WOSM (1998)	30 min

TOPIC: 1.6 UNIT LEADER TRAINING SCHEMES (60 MIN)

OBJECTIVE: Explain the components & requirements of the various stages of Leaders' training scheme.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Leader Training Schemes	Explain • Stages of the training schemes for unit leaders, Trainers & Leaders of Adults. • Purposes, aims & requirements • Overview of training contents	National training manual Section 902, 903 & 904 of the Adult Resources Handbook: WOSM (2005)	60 min

MODULE 2 TRAINING SKILLS

TOPIC: 2.1 ROLE & COMPETENCIES OF A TRAINER (120 MIN)

OBJECTIVES: Discuss the role of an Assistant Leader Trainer.
Identify the roles and competencies of an Assistant Leader Trainer.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Role of an Assistant Leader Trainer (ALT)	In groups, • Discuss and identify the role of an ALT and • Present in plenary		60 min
Competencies & Needs of an ALT	In groups, • Discuss and identify the essential competencies of an ALT and how to achieve them. (Use the format in Section 503.5 as a guide) • Present in plenary	Adult Resources Handbook –Section 503: WOSM (2005)	60 min

TOPIC: 2.2 PREPARING SESSIONS (120 MIN)

OBJECTIVES: Formulate "SMART" objectives.
Explain the importance and the use of objectives to measure and evaluate learning.
Demonstrate the ability to develop session guides.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Writing Session Objectives	Explain and discuss • The principles of good objectives "**SMART**" - 'S' SPECIFIC - 'M' MEASURABLE - 'A' ACHIEVABLE - 'R' REALISTIC T' TIMEBOUND (Refer to section 803 on principles of writing good objectives & section 514 for the "action words" to use when formulating behavioural objectives) • In group, write SMART objectives on a given topic and • Report in plenary	Adult Resources Handbook- Section 514 & 803: WOSM (2005)	20 min 40 min
Developing Session Plan/Guides	Explain • Describe the steps involved in writing a session guide and their purpose. • Develop a session guide on a given or chosen topic using the format used in this table. This could be an individual or group exercise. • Share session guide in plenary for feedback.		10 min 30 min 20 min

TOPIC: 2.3 TRAINING METHODS 1 (120 MIN)

OBJECTIVE: Examine the common methods used in training courses.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Training Methods	Describe the following methods used commonly in a training environment in terms of their advantages & disadvantages, practicality and suitability:	Adult Resources Handbook- Section 800: WOSM (2005)	120 min

	• Base systems • Group work (section 804) • Lectures, talk & demonstrations (section 808) • Discussion (section 809.1) • Brainstorming (809.2) • Round table (section 809.3) • Buzz group (section 809.4) • Case study (section 809.5) Refer to table 507.2 for relationship between objectives & methods.	Adult Resources Handbook- Section 500: WOSM (2005)	

TOPIC: 2.4 COURSE MANAGEMENT (120 MIN)

OBJECTIVE: Describe the role of a course Leader/Director for Basic course.
Identify the essential tasks, which need to be done for a Basic Training Course.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Before the Course	Discuss in groups, • The role of a Course Leader/Director for the Basic course. • The tasks to be performed before the commencement of Basic course. These may include the following: - Reviewing current programme or designing new modules based on training/Learning needs of participants or organisation to determine duration of course. - Administrative matters such as liaising with relevant authorities for use of facilities, determining venue, preparing training materials, etc - Staffing issues such establishing course staff, conducting staff meetings, allocation of sessions, etc - Logistical matters, such as acquiring training aids, facilities, catering, transport arrangements, etc		40 min

	- Financial matters, budget, etc		
During the Course	Discuss in groups, • Making it happen, which may include the following: - Collecting course fee. - Maintaining attendance record - Conducting daily staff meeting to review the day's work - Allocating session venue, session delivery, assignments, project, etc - Distributing training materials, training aids, etc - Preparing meals - Arranging for sleeping accommodation. - Monitoring and making changes where necessary. - Monitoring and evaluating learning outcomes, - Conducting end of the course evaluation		40 min
After the Course	Discuss in groups, ▪ Post course tasks such as: - Analysing feedback received from the course evaluation sheet - Conducting a post-course evaluating meeting with the course team - Preparing the statement of accounts - Sending Letter of thanks - Submitting a report - Making recommendations or making relevant changes, - Determining follow-up actions, etc - Sharing learning and experiences with others		40 min

TOPIC: 2.5 COURSE DESIGN (60 MIN)

OBJECTIVE: Explain the systematic approach to training.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
The Systematic Training Model	Explain • The step by step approach in designing a training programme • The components of the systematic training model: - Role - Needs - Aim - Objectives - Contents - Methods - Programme - Evaluation Refer to figure 507.1	Adult Resources Handbook- Section 507.1: WOSM (2005)	60 min

TOPIC: 2.6 COURSE EVALUATION (60 MIN)

OBJECTIVES: Use the four levels approach to evaluate learning in training courses.
Develop ways of evaluating learning.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
The Four Level Approach (Kirkpatrick's Model)	Explain • The four levels of evaluation - Reaction - Learning - Behaviour - Result • The measurement tools & benefits of evaluation at each level. (Refer to section 512.3)	Adult Resources Handbook- Section 512: WOSM (2005)	20 min
Evaluating Basic Course	In Group, • Using the model, above, discuss how to measure learning at Basic Courses. Some of the methods are:		40 min

	Use of test, demonstration, questions & answer, group work, reflection, etc		

MODULE 3 ADULT LEARNING SKILLS

TOPIC: 3.1 ADULT LEARNING (240 MIN)

OBJECTIVES: Describe how Adults learn.
Explain the experiential learning model.
Identify individual learning styles.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Adult Learning Principles	Explain Our task is to maximise the learning outcome of participants at training courses. In groups, discuss how adult learns best & how to enrich their learning environment. Share views in plenary With reference to the list in section 704.8, reinforce & summarise the main learning principles.	Adult Resources Handbook- Section 704: WOSM (2005)	10 min 60 min 20 min
Experiential Learning Model	Explain • The importance of using our past experience in learning (Refer to section 704.3 & 704.4) • The four components of the experiential learning model: - Concrete Experience - Observation & reflection - Abstract conceptualisation - Active Experimentation (Refer tom section 704.5)	Adult Resources Handbook- Section 704: WOSM (2005)	30 min 30 min
Adult Learning Styles	Discuss • The four leaning styles: - Pragmatist - Activist - Reflector - Theorist	Adult Resources Handbook- Section 703: WOSM (2005)	45 min

	(Refer to section 704.9)		
Learner-Centred Approached	In groups, • Discuss, how to develop a training programme from a learner perspective, in terms of the objectives set, the methods used, assignment or project given and evaluating the learning. For examples, - Focusing on the learners' needs - Objectives are jointly set by trainers and trainees - The methods used allow participants to share their experiences, knowledge, skills, etc. - Use of individual or group reflection to establish what learners had achieved so far. • Share views in plenary		45 min

MODULE 4 LEADERSHIP SKILLS

TOPIC: 4.1 LEADERSHIP THEORIES (120 MIN)

OBJECTIVES: Identify the qualities of effective leaders and the skills required.
Describe the Situational Leadership Model.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Characteristics of Effective Leadership	In groups, • Discuss and identify the qualities of an effective leader as well the skills required. • Share views in plenary (Refer to section 702.1 to 702.5)	Adult Resources Handbook- Section 702: WOSM (2005)	60 min
Situational Leadership Model	Explain • The concept of the situational Leadership theory. • Discuss its applicability in	Adult Resources Handbook- Section 703: WOSM (2005)	60 min

	managing leaders. (Refer to section 703.1 to 703.6)		

TOPIC: 4.2 INTERPERSONAL-GROUP DYNAMICS (120 MIN)

OBJECTIVES: Identify the characteristics of an effective group/team.
Describe the group process.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
The importance of working in group/ Team	In group, • Discuss why group / team is important? (Refer to section 804.3) • Identify the characteristics of an effective Group /Team and the factors affecting it. • Share views in plenary. (Refer to section 706.1 & 805.5 for some of the characteristics) -	Adult Resources Handbook- Section 706 & 804-5: WOSM (2005)	60 min
The Group Process	Explain • The group process: The stages of group development. - Forming: Let's get together - Storming: Establishing order - Norming: Developing group culture - Performing: Working well together - Adjourning: leaving the group Identify the behaviour prevalent at each stage (Refer to section 706, 805.1 to 805.4)	Adult Resources Handbook- Section 706 & 805: WOSM (2005)	60 min

MODULE 5 PERSONAL DEVELOPMENT SKILLS

TOPIC: 5.1 HUMAN RELATIONS – COMMUNICATION (180 MIN)

OBJECTIVES: Describe the basic communication model.
Identify the barriers to effective communication.
Develop skills in listening and giving feedback, effectively.

Examine the issues involved in communicating across cultures.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Principles of Communication	Explain • The Basic Communication Model. • In groups, discuss the barriers to effective communication. and how to overcome them. (Refer to section 802.2 & 802.4)	Adult Resources Handbook- Section 802: WOSM (2005)	60 min
Listening & Feedback Skills	In groups, • Identify the behaviour required for active listening. (Refer to section 802.5) • Discuss how to give feedback, effectively. (Refer to section 802.6)	Adult Resources Handbook- Section 802: WOSM (2005)	60 min
Cultural Issues in Communication	Explain some of the factors that make us different, culturally. Some are as follows: Interest, values, etc Our interests, values and culture act as filters and lead us to distort, block and even create what we choose to see and hear. Perception We perceive what we expect to perceive. We perceive things according to what we have been trained to see, according to our cultural prescription Social status, education, age, etc However, just as there is great variation in behaviour between cultures, there is also great variation among the members of a culture, because of differences in age, education, social class etc. Family values Many of our attitudes towards different cultures have their origin in the emphasis placed upon certain values by our family. Get from the group a range of values to highlight the role these values may play in our current behaviour	Adult Resources Handbook- Section 802: WOSM (2005)	20 min

	In groups, • Discuss the problems associated with cultural diversity • How to become culturally sensitive to others from different cultural background (Refer to section 802.7)		40 min

TOPIC: 5.2 TUTORING/FACILITATION SKILLS (120 MIN)

OBJECTIVE: Identify the skills required to perform effectively as Tutors.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Tutoring skills	Discuss the following: • The use of Tutors in training courses. • The benefits of tutoring. • The job of a Tutor. In Groups, • Identify the skills and knowledge required of a Tutor and how to tutor effectively. • Share views in plenary	Adult Resources Handbook- Section 806: WOSM (2005)	60 min 60 min

TOPIC: 5.3 MANAGING LEARNING (60 MIN)

OBJECTIVES: Identify learning needs for personal growth an development.
Develop a plan for managing learning.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Learning Opportunities	Discuss • The opportunities available for personal development • Use the table in 503.5 to identify personal training needs. (This can be an individual exercise)	Adult Resources Handbook- Section 503: WOSM (2005)	40 min
Self-Directed Learning (SDL) & Scouting	Explain • The need for Trainers to learn continuously for their personal	Adult Resources Handbook- Section 515: WOSM (2005)	20 min

	development. • The use of SDL in Scouting. (Refer to section 515)		

TOPIC: 5.4 ELECTIVES

CHOOSE ANY TWO OF THE FOLLOWING TOPICS (120 MIN PER TOPIC):

MOTIVATION (Section 705)
SYSTEMS TOOLS (section 813)
LEARNING ORGANISATION (Section 814)
EMOTIONAL INTELLIGENCE (Section 815)
DEALING WITH RESISTANCE TO CHANGE (Section 816)
COUNSELLING SKILLS (Section 820)
CREATIVITY
NEGOTIATION SKILLS
STRESS MANAGEMENT
TIME MANAGEMENT

NB: Additional topics can be included depending on the needs of participants.

903.4.2 SESSION GUIDES FOR COURSE FOR LEADER TRAINER

MODULE 1 SCOUTING KNOWLEDGE

TOPIC: 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (60 MIN)

OBJECTIVE/S: Describe the essential characteristics of Scouting.
Examine the Mission of Scouting.
Explore and explain the relevance of the Scout Method.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Reflection: What is Scouting?	In groups, • Examine the competitive advantages of Scouting in terms of its fundamental principles, methods, symbolism, etc • Discuss how to convey and reinforce the main elements in the Mission of Scouting • Present in plenary	The Essential Characteristics of Scouting: WOSM (1998) Achieving the Mission of Scouting: WOSM (2000) Tool Box 003-The Educational proposal: WOSM (2005)	60 min

TOPIC: 1.2 WORLD SCOUTING (60 MIN)

OBJECTIVE: Examine the current changes or development of Scouting.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Update on World Scouting	Update the following: • Organisational structures at World and Regional levels • World Strategy: progress made- Show a VCD on World strategy (see website)	www.scout.org A strategy for Scouting: WOSM (2003) Interim Report on The Strategy to NSO: WOSM (2004)	60 min

TOPIC: 1.3 ADULT IN SCOUTING (120 MIN)

OBJECTIVE: Analyse the status of WARP implementation at National and/or World levels.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
World Adult Resources Policy (WARP) Implementation status	Briefly • Review the WARP • Update on the implementation status of WARP (see website for latest survey report on status of WARP implementation) • Discuss the problems or obstacles encountered in the implementation process.	Adult Resources Handbook –Section 200 & 300: WOSM (2005) www.scout.org	60 min
AIS Checklist Form	Explain the use of the AIS checklist questionnaire in section 801 to measure the implementation status of WARP.	Adult Resources Handbook –Section 801: WOSM (2005)	60 min

TOPIC: 1.4 YOUTH PROGRAMME (120 MIN)

OBJECTIVES: Update any relevant changes in the Award Schemes for Young People.
Analyse the current changes on the needs and aspirations of Young People.
Examine whether these needs are being met, adequately.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Youth Programme	Provide a quick overview of the youth programme (award scheme) of each section.	Tool Box 001-World Programme Policy: WOSM (2005) Tool Box 007-Age Sections: WOSM (2005)	20 min
Identifying the Changing Needs of Young People	In groups, • Analyse the changing needs of Young People and share in Plenary.	Youth Involvement Reference Guide: WOSM (2003) Tool Box 004-Areas of personal growth: WOSM (2005) Tool Box 006-Stages of Development:	40 min

		WOSM (2005) www.scout.org	
Programme Development	• Discuss to what extent the Youth programmes are addressing the needs of Young People and what could be done further?	Tool Box 002-Renewed approach to Programme: WOSM (2005) Tool Box 005-Final educational objectives: WOSM (2005) Tool Box 006-Stages of Development: WOSM (2005) Tool Box 008-Section educational objectives: WOSM (2005) Tool Box 009-Educational activities: WOSM (2005) Tool Box 011-Personal progression: WOSM (2005) www.scout.org	40 min
Update on Relevant Policies Concerning Young People	Provide update on changes, if any on Youth involvement policies or relevant policies. Re-emphasis on the need to protect young people from any form of abuse. See the "Keeping Scout Safe from Harm policy" Check WOSM website for latest information or changes.	www.scout.org Resolution: 6/02 adopted at the 36th World Scout Conference on YI in decision-making. 35th World Scout Conference policy document on "Keeping Scouts Safe from Harm"	20 min

TOPIC: 1.5 SCOUTING & THE ORGANISATIONAL ENVIRONMENT (120 MIN)

OBJECTIVES: Analyse the problems and challenges faced in facilitating people from different cultures in a training environment.
Explain the concept of systems thinking.
Use at least two system tools to help in analysis of an issue.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Understanding & Managing Cultural Diversity	In groups, • Analyse the challenges when facilitating a training session with participants from different nationalities/cultures. • How to become culturally sensitive to others from different cultural background (Refer to section 802.7)	Adult Resources Handbook- Section 802: WOSM (2005)	60 min
Concept of Systems Thinking	Explain • The concept of systems thinking: Any changes in one area will affect others because organisations operate in an open system • Describe how changes in the social, technology, education and political environment /systems affect our effective functioning • Discuss the use of systems tools to help in describing and analysing an issue. (Refer to section 813)	Adult Resources Handbook- Section 813: WOSM (2005)	60 min

TOPIC: 1.6 REVIEW OF THE LEADERS' TRAINING SCHEME (60 MIN)

OBJECTIVES: Examine the purpose of Leader training.
Compare the training scheme of other NSO, where applicable.

METHODOLGY: Plenary and group discussions

Sub-Topic	Approach	Reference	Time
Review of the Leader Training Schemes	Discuss • The aim & objectives of the training schemes of: - Unit leader training - Trainers' training - Leaders of Adults training • The requirements for the award of Woodbadge. • In courses with international participation, participants from other countries can share their training schemes for comparative purposes. (In such case, the time allocated for sharing should be extended, accordingly)	Adult Resources Handbook- Section 902, 903 & 904: WOSM (2005)	60 min

MODULE 2 TRAINING SKILLS

TOPIC: 2.1 ROLE & COMPETENCIES OF A TRAINER (120 MIN)

OBJECTIVES: Explain the role of a Leader Trainer**.**
Identify the essential competencies of a Leader Trainer.
Develop individual training plan.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Role of a Leader Trainer (LT)	In groups, • Discuss and identify the role of an LT.		40 min
Competencies & Needs of an LT & Requirements for Appointments	In groups, • Identify the essential competencies of an LT and how to achieve them. (Use the format in Section 503.5 on Training needs analysis a guide) • The requirements for appointments of ALT & LT • Present in plenary	Adult Resources Handbook –Section 503: WOSM (2005)	40 min
Conducting Training Needs Analysis (TNA) & Developing Training plan	Discuss how to conduct TNA through: - Organisational analysis (that is what skill and knowledge the organisation needs to perform effectively - Job analysis (that is, what skill and knowledge are required to perform the job well) (Refer to the flowchart in section 503.6) Based on needs, explain how to develop an individual training plan based on the approach/format in section 503.7	Adult Resources Handbook –Section 503: WOSM (2005)	40 min

TOPIC: 2.2 REVIEWING SESSION PLAN (120 MIN)

OBJECTIVES: Describe the Bloom's taxonomy of educational objectives.
Review the steps in creating session guides.
Develop session guides.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Taxonomy of Educational Objectives	Review • The "SMART" principles of writing objectives Explain • The six category levels of the cognitive domain of the educational objectives (Refer to section 514) In groups, • Develop one objective for each category level. That is, how the objective should be written to measure learning at each level. For example to measure learning at the knowledge level, the objective could be written as follows: " participants will be able to identify the planning steps" • Next, continue to formulate objectives to measure learning at the following levels: - Comprehension - Application - Analysis - Synthesis - Evaluation (Refer to section 514 for the choice of "action words" to use)	Adult Resources Handbook- Section 514: WOSM (2005)	20 min 40 min
Developing Session Plan/Guides	Review / Explain • The steps involved in writing a session guide and their purpose • Develop a session guide on a given or chosen topic using the format used in this table. This could be an individual or group exercise. • Share session guide in plenary for feedback.		10 min 30 min 20 min

TOPIC: 2.3 TRAINING METHODS 2 (120 MIN)

OBJECTIVE: Examine new/modern methods used in training courses.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Review Training Methods 1 (covered previously under CALT)	Briefly, revisit the following methods used commonly in a training environment in terms of their advantages & disadvantages, practicality and suitability: • Group work (section 804) • Lectures, talk & demonstrations (section 808) • Various discussions methods (section 809) Refer to figure 507.2 for relationship between objectives & methods.	Adult Resources Handbook- Section 500 & 800: WOSM (2005)	30 min
Training Methods 2	Describe the following methods used commonly in a training environment in terms of their advantages & disadvantages, practicality and suitability: • Personal project (section 807) • Simulation exercises (section 810) • Computer based learning (section 811) • Action learning (section 812)	Adult Resources Handbook- Section 800: WOSM (2005)	90 min

TOPIC: 2.4 COURSE MANAGEMENT (120 MIN)

OBJECTIVES: Describe the role of an Advanced Course Leader/Director.
Identify the essential tasks, which need to be done when running advanced training courses.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Before the Course	Discuss in groups, • The role of Course Leader/Director for Advanced course • The tasks to be performed before the commencement of an advanced course. These may include the following: - Reviewing current		40 min

	programme or designing new modules based on training/Learning needs of participants or organisation to determine duration of course. - Administrative matters such as liaising with relevant authorities for use of facilities, determining venue, preparing training materials, etc - Staffing issues such as establishing course staff, conducting staff meetings, allocation of sessions, etc - Logistical matters, such as acquiring training aids, facilities, catering, transport arrangements, etc - Financial matters, budget, etc		
During the Course	Discuss in groups, • Making it happen, which may include the following: - Collecting course fees. - Maintaining attendance record - Conducting daily staff meeting to review the day's work - Allocating session venue, session delivery, assignments, project, etc - Distributing training materials, training aids, etc - Preparing meals - Arranging sleeping accommodation. - Monitor and make changes where necessary. - Monitoring and evaluating learning outcomes, - Conducting end of course evaluation		40 min
After the Course	Discuss in groups, ▪ Post course tasks such as: - Analysing feedback received from the course evaluation sheets		40 min

	- Conducting a post course evaluating meeting with the course team - Preparing the statement of accounts - Sending letters of thanks - Submitting a report - Making recommendations or making relevant changes, - Determining follow-up actions, etc - Sharing learning and experiences with others		

TOPIC: 2.5 COURSE DESIGN (240 MIN)

OBJECTIVE: Explain the various training design models.
Use at least one model to design a training programme.
Describe the competency based approach & the modular training systems

METHODOLGY: Plenary and group discussions.

Sub-Topic	Approach	Reference	Time
The Critical Event Model (CEM)	Explain • The general steps involved in designing a training scheme (Refer to section 508) • The use of the CEM (refer to section 507.2) in designing training programme: - Needs of Organisation - Specify job behaviour - Identify needs - Determine objectives - Build curriculum - Select methods - Obtain resources - Conduct training - Evaluation & feedback In groups, • Design a training programme using the CEM	Adult Resources Handbook- Section 507 & 508: WOSM (2005)	30 min 90 min
Modular Training System	Describe & explain • The basic principles of modular training	Adult Resources Handbook- Section 506: WOSM (2005)	60 min

	• The steps involved in designing modular training courses (Refer to section 506)		
Competency- Based Model	Discuss • The competency based approach in training (Refer to section 509)	Adult Resources Handbook- Section 509: WOSM (2005)	60 min

TOPIC: 2.6 COURSE EVALUATION (120 MIN)

OBJECTIVES: Develop short and long term indicators to measure the impact of training.
Develop indicators to measure effectiveness of training courses.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Developing Evaluation Indicators	Revisit: • The concept of the four levels of evaluation (Refer to section 512) • Develop short term and long term indicators for measuring the impact of training (Refer to section 511 & 513)	Adult Resources Handbook- Section 511, 512 & 513: WOSM (2005)	60 min
Evaluating Advanced Course	In Group, • Discuss how to measure learning at Advanced Courses. • Develop tool/sheet to evaluate the effectiveness of training courses- list down what items to measure and the types of ratings or scales to use. Some examples of items to measured are as follows: - Achievement of course aim and objectives - Course handouts/materials - Facilities, Audio-visual aids - Meals - Accommodation - Trainer effectiveness - Methodology, group work, etc.		60 min

MODULE 3 ADULT LEARNING SKILLS

TOPIC: 3.1 ADULT LEARNING (240 MIN)

OBJECTIVES: Describe how Adults learn.
Re-examine the learning styles.
Explain the concept of double loop learning.

METHODOLGY: Plenary and group discussions

Sub-Topic	Approach	Reference	Time
Re-examine the Adult Learning Principles	Complete the following exercises in section 704.10 • Adult learning principles exercise (A) and discuss in groups. • Next complete exercise (B) on Adult learning activities and share in plenary	Adult Resources Handbook- Section 704: WOSM (2005)	 60 min 60 min
Review the Adult Learning Styles	• Complete learning style questionnaire in exercise (C), score it and identify your dominant styles • Complete exercise (D) on Learning Style and discuss in groups • Share in plenary Re-examine the four learning styles (Refer to Section 704.9)		60 min
Adult Learning Theories and the concept of Double loop learning	Explain • The four adult learning theories (Refer to section 704.7) and how it helps the learning process. • How the learning principles and learning styles are derived from the theories		40 min

	Double loop learning Explain that significant learning takes place when the basic assumptions and belief systems are challenged and validated. (See the Humanistic theory learning theory and the Experiential learning model in section 704) One of the ways to engage in double loop learning is by asking the question "the why of why" to look for new explanations or meanings to a given issues or situations. By reflecting on why things happen the way they happen, we can discover new meaning or revalidate our old values and belief systems. This will enrich our learning and widen our perspectives.	Adult Resources Handbook- Section 704: WOSM (2005)	20 min

MODULE 4 LEADERSHIP SKILLS

TOPIC: 4.1 LEADERSHIP THEORIES (120 MIN)

OBJECTIVES: Trace the historical development leadership theories.
Analyse the differences between transactional and transformational leadership theories.
Identify your leadership styles.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Historical development of leadership theories	Discuss • The historical development of leadership theories (Refer to section 703.3)	Adult Resources Handbook- Section 703: WOSM (2005)	30 min
Transactional and transformational leadership Theories	Explain • The differences between the two theories and discuss which type is more appropriate for Scouting in general (Refer to section 703.2) • Complete the Leadership questionnaire in section 703.4 and • Discuss in plenary.	Adult Resources Handbook- Section 703: WOSM (2005)	90 min

TOPIC: 4.2 INTERPERSONAL: EMPOWERMENT (120 MIN)

OBJECTIVES: Identify the characteristics of an empowered group/team.
Describe the empowerment process.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Concept of Empowerment	Explain • Why the organisation has evolved from the pyramid to the circle structure (Refer to section 818.1) • Complete the empowerment exercise in section 818.2 • In group, discuss how to apply the concept of empowerment in Scouting, particularly in the training team (Refer to section 818.3 & 818.4)	Adult Resources Handbook- Section 818: WOSM (2005)	40 min 40 min 40 min

TOPIC: 4.3 GENDER ISSUES (60 MIN)

OBJECTIVES: Consider gender inclusive issues and its impact on training.
Describe the sources that influence gender stereotyping.
Consider how to broaden gender inclusive practices for training activities.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Introduction- What is Gender and Gender Inclusive Training	Elicits from group that: • Gender is the view that society builds about what is masculine and what is feminine. It is different from distinctions based on sex (ie, whether a person is biologically male or female). Gender inclusive training assumes: • All people, male and female, have a right to the recognition of their particular learning needs • Trainers are active and influential in shaping ideas about gender and acceptable gender relations in the working environment • Training can play an important role in improving training skills in	35th World Scout Conference Document on Boys & Girls, Women & Men Policy. Adult Resources Handbook- Section 108: WOSM (2005) Girls & Young Women in the 21st Century: Alliance of the Big Seven (1999) All documents, above can be downloaded from www.scout.org	10 min

	relation to gender issues • Gender issues can occur in same sex as well as mixed training groups. This session encourages participants to: • Reflect on their own values and to explore how these relate to their training practice • Use a range of learning experiences rather than expecting people to conform to a stereotyped gender model • Use judgement which is not based on personal opinions or prejudices, but which can be justified by reference to a body of knowledge, information and training skills. Gender inclusive training does not attempt to tell trainers what they should believe.		
Forces shaping our Ideas about Gender	The powerful forces of language and the media help shape our ideas about masculinity and femininity. **Group work** Provide each group with article from newspapers- one about sportsman, television celebrity, politician. Now, working in groups, respond to the following questions: Are there any differences in the way men and women are described? If so, what are they? How do articles such as these shape social views about gender? Share views in plenary. In addition, discuss the perceived "woman's role" and men role in society Recognise that different cultures may have very different beliefs about what is masculine and what is feminine. These may be strongly influenced by religious beliefs too.		40 min
Summary	Elicit from group why gender inclusive training is important. Some reasons could be as follows: -Affect choices about positions within Scouting -Prevent gender sterotyping -Provide equal opportunities for each		10 min

	gender at all levels		

MODULE 5 PERSONAL DEVELOPMENT SKILLS

TOPIC: 5.1 HUMAN RELATIONS – CONFLICT MANAGEMENT (120 MIN)

OBJECTIVES: Explain the positive outcome of conflict.
Describe the conflict resolution process.
Use appropriate strategies to resolve conflict.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Conflict Resolution Skills	Explain • The constructive outcomes of conflict (Refer to section 817.1 & 817.2) • The conflict resolution process, the strategies and steps to resolve conflict effectively (Refer to section 817.3 to 817.8)	Adult Resources Handbook- Section 817: WOSM (2005)	40 min 40 min
Cultural Issues	In groups, • How to become culturally sensitive to others from different cultural backgrounds when resolving conflict • Share views in plenary	Adult Resources Handbook- Section 802: WOSM (2005)	40 min

TOPIC: 5.2 FACILITATION – COACHING SKILLS (120 minutes)

OBJECTIVES: Explain the role of a Coach.
Identify the characteristics of an effective Coach.
Describe the coaching model.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Coaching skills	Reflect individually on who had helped you perform better and why? Review the following roles, which can be performed by Leaders: - Trainer: to direct and control sessions - Tutor: to facilitate the	Adult Resources Handbook- Section 504, 802 & 819: WOSM (2005)	10 min

	learning process within a group as part of the formal course - Personal Training Advisor/Mentor: to advise, coach and support Adults on new responsibilities One of the roles performed by Trainers is to be the Personal Training Advisor to coach new leaders or trainers (Refer to section 504.3) In groups, discuss and share the following in plenary: • Define the definition of a "Coach" • What is the role of a Coach? Is it directive, supportive, role model, etc? • Identify the characteristics of effective Coach. • The benefits of coaching. • Situations where coaching intervention is needed, that is, when to coach? Discuss the four steps of a coaching model: 1) Get agreement that a problem exists 2) Jointly decide on a solution 3) Plan a follow up action 4) Give recognition when the problem is solved. (Refer to section 819) Explain how to give feedback effectively (Refer to section 802.6)		45 min 20 min 45 min

TOPIC: 5.3 MANAGING LEARNING (60 MIN)

OBJECTIVES: Identify individual learning needs for continued growth and development.
Develop plan for managing individual learning.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Learning Opportunities	Discuss • The opportunities available for personal development	Adult Resources Handbook- Section 503: WOSM (2005)	40 min

	• Use the table in 503.5 to identify training needs. (This could an individual exercise)		
Self-Directed Learning (SDL)	Explain • Reinforce the need for Trainers to learn continuously for their personal growth and development • The use of SDL approach (Refer to section 515)	Adult Resources Handbook- Section 515: WOSM (2005)	20 min

TOPIC: 5.4 ELECTIVES

CHOOSE ANY TWO OF THE FOLLOWING TOPICS (120 MINS PER TOPIC):

MOTIVATION (Section 705)
SYSTEMS TOOLS (section 813)
LEARNING ORGANISATION (Section 814)
EMOTIONAL INTELLIGENCE (Section 815)
DEALING WITH RESISTANCE TO CHANGE (Section 816)
COUNSELLING SKILLS (Section 820)
PUBLIC RELATIONS (Section 821)
NEGOTIATION SKILLS
STRESS MANAGEMENT
TIME MANAGEMENT
CREATIVITY

NB: Additional topics can be included depending on the needs of participants.

903.5 PROVISION OF TRAINING FOR TRAINERS

Traditionally training courses have been the most important feature in training of trainers. However, courses are unlikely to satisfy all training needs of participants, and some training must be provided by other means- both before and after any course element.

Practical experience and education theory both supports this view. Furthermore, a study of the possible content of training will show that it is virtually impossible to include all that might be thought desirable in a training course of limited duration. Courses, therefore, should be only one of several types of training opportunity provided for trainers.

Whilst this is desirable in theory and feasible in many Associations, it is recognised that in others training courses will continue to be the main feature of the training of trainers for some time to come. This being so, it must be borne in mind that, in order to benefit fully from a course, participants should be provided with:

- Opportunities to prepare for the course beforehand e.g. by self-training or self-assessment exercises.
- Encouragement to consolidate their learning experience after the course e.g. informal training.

The Training of Trainers is the responsibility of the Association concerned. In practice, this means that it is the responsibility of the National Training Commissioner.

In providing training, the National Training Commissioner must first consider how many Leader Trainers and Assistant Leader Trainers he/she needs to implement the pattern of Unit Leader Training within his/her Association. This needs to take into account anticipated expansion or retirements of existing trainers (as in the Life Cycle of Adults in Scouting).

The frequency of the provision of training opportunities will depend on the number of these potential participants. Experience suggests that those courses with fewer than 12 or with more than 40 participants are unlikely to be successful and that an optimum number is between 24-36. The size of the course has a major effect on the methodology and the achievement of the learning objectives.

It may be possible for two or more Associations or one or more countries to cooperate to provide training for trainers, jointly, particularly if they have small numbers or have little experience and expertise. Although there are advantages in such arrangements, e.g. sharing experience, better use of resources, etc it should be borne in mind that such co-operation may not be successful unless:

- The policies of the Association concerned, particularly in regard to adult training are similar,
- The pattern of Unit Leader Training of the Associations concerned are similar,
- There is a common language understood by all the participants,
- Trainers of the Associations involved are included in the staff and involved in the preparation of the course.

The length of the training experience will be determined by many factors (e.g. availability of staff, participants, resources, venue etc). Experience would suggest that, even in the most favourable circumstances, an equivalent training time of less than five days is unlikely to satisfy either the outcomes of the training or the needs of the participants. The time that people are able to work together has a great effect on the amount and quality of their learning. On the other hand, it is wrong to assume that the longer the training, the better the training.

Something between five and seven days for any course seems to be most effective, but the final choice depends very much on the structure of the whole training and on what proportion of the total is made up of a course and whether other forms of training opportunity are provided.

Training need not be continuous, and it could extend over a series of weekends or evenings at varying intervals and be conducted in modules.

The Staff

Staffing will depend on the structure of the training opportunities provided, the number of participants and the Course Director, who is normally the National Training Commissioner or his deputy.

It is expected that he/she will already have attended training for Leader Trainers and that he/she will be able to include on his/her staff several Leader Trainers who have also attended such training.

It is recommended that the course use Tutor Groups or facilitators. The Course Director will need one tutor per group, who should be experienced Leader Trainers depending on the stage of training being undertaken. Each tutor will be responsible for a group of between 6 and 8 participants**.**

We can also invite someone who is not a member of the Movement to join the staff, if they have specialised expertise or can contribute an objective viewpoint from their experience e.g. in management, leadership, etc.

Above all, the Course Director should recruit staff who is not only experienced and qualified, but who can also work together, as a team.

904 GUIDELINES FOR LEADER OF ADULTS TRAINING

904.1 REQUIREMENTS

New Leaders of Adults (e.g. Commissioners , Group Leaders and other Adults in Scouting) who have **not completed** the Unit Leader Wood Badge Training will need to complete the topics from the Basic Level Unit Training **before commencing** the Leader of Adults Advanced Training.

Leader of Adults who have completed Unit Leader Training may complete Advanced level Leader of Adults Wood Badge Training. Leader of Adults may be presented with a second Wood Badge Parchment on completion of the training (but not a second set of the Wood Beads).

Unit Leaders: Basic Level Training
plus
Advanced Level Training
Gives a Unit Leader **a Wood Badge**

Leaders of Adults Basic (Unit) Level Training
Plus
Advanced Level Training
Gives a Leader of Adults a Wood Bdage (or a second Wood Badge)

a) CONTENT OF TRAINING FOR LEADERS OF ADULTS (ADVANCED LEVEL)

There are 4 modules as follows :

Module 1 : Scouting Knowledge
Module 2 : Leadership and Organisational management
Module 3 : Learning
Module 4 : Scouting and the Organisational Environment

904.2 CONTENT OF TRAINING AND TOPICS

The table below indicates the core topics of each module and the relevant topics to be covered for the training as well as the time allocated for the delivery of the sessions.

MODULES	CORE TOPICS	ELEMENTS OF TOPICS
1. SCOUTING KNOWLEDGE	1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING	Mission of Scouting Essential Characteristics of Scouting Purpose of Scouting: 5 Growth Areas Social Physical Intellectual Emotional Spiritual Overview of the Scout Method **(60 MIN)**
	1.2 RELEVANT POLICIES	World Programme Policy Youth Involvement Policy Safe from Harm Policy National policies **(120 MIN)**
	1.3 LIFE CYCLE OF ADULTS IN SCOUTING	AIS STRATEGY OVERVIEW OF WARP PHASE 1: Acquisition of Manpower PHASE 2: Training & Support PHASE 3: Decision for the Future **(120 MIN)**
	1.4 UNIT LEADER TRAINING & YOUTH PROGRAMME	Overview of Unit leader training scheme Overview of youth programme scheme Relationship between Adult Training & Youth programme (**90 MIN)**
2. LEADERSHIP & ORGANISATIONAL MANAGEMENT	2.1 HUMAN RELATIONS	Improving Effective Communication: Listening & feedback skills (90 MIN) Conflict management skills (90 MIN) Counselling skill (90 MIN) PR skills (90 MIN) **(450 MIN)**

	2.2 MANAGERIAL SKILLS	Project Planning, Organising skills, Implementing, Monitoring & evaluating skill (150 MIN) Problem solving & Decision making skills (90 MIN) Managing meeting (60 MIN) Performance appraisal skill (90 MIN) Budget & Finance (90 mins) **(480 MIN)**
	2.3 LEADERSHIP ISSUES	Situational leadership model (90 MIN) Concept of Empowerment (90 MIN) Motivation theories & strategies (90 MIN) Emotional Intelligence (60 MIN) **(330 MIN)**
	2.4 ORGANISATION	Managing change (120 MIN) Concept of Systems Thinking & Learning Organisation (120 MIN) **(240 MIN)**
3. LEARNING	3.1 ADULT LEARNING	Adult learning principles (60 MIN) Experiential learning model (30 MIN) Double-Loop Learning (30 MIN) **(120 MIN)**
	3.2 INDIVIDUAL LEARNING STYLES	Individual Learning Styles **(120 MIN)**
	3.3 LEARNING OPPORTUNITIES	Learning Opportunities **(30 MIN)**
4. SCOUTING & THE ORGANISATIONAL ENVIRONMENT	4.1 NEEDS OF SOCIETY & SCOUTING ROLE IN SOCIETY	Needs of society & Scouting Role in Society (60 MIN)
	4.2 GENDER ISSUES	Gender Issues (60 MIN)
	4.3 ORGANISATION CULTURE	Organisation culture (60 MIN)
	4.4 MANAGING CULTURAL DIVERSITY	Managing cultural diversity (60 MIN) **(240 min)**
	TOTAL DURATION	**2400 MIN (40 HOURS)**

904.3 SESSION GUIDES

The session guides for each subject are shown below. As the name implies, it provides guidelines on the delivery of the session. Trainers are at liberty to modify the guides to suit their local conditions**.**

MODULE 1 SCOUTING KNOWLEDGE

TOPIC: 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (60 MIN)

OBJECTIVES: Describe the essential characteristics of Scouting.
Examine the Mission of Scouting.
Explore and explain the relevance of the Scout Method.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Essential Characteristics of Scouting	Explain & Discuss • What is Scouting? – It's aim • Purpose – 5 areas of development • Social • Physical • Intellectual • Emotional • Spiritual Explain the Fundamentals of Scouting: • The principle of "Duty to God" • The principle of "Duty to others" • The principle of "Duty to self" Describe and explain the 7 elements of Scout Method: • Promise and Law • Learning by doing • Small group operation • Progressive scheme • Adult-youth relationship • Symbolic framework • Life in nature	The Essential Characteristics of Scouting: WOSM (1998)	40 min
Mission of Scouting	Briefly, examine the Mission of Scouting: • How it is achieved?	Achieving the Mission of Scouting: WOSM (2000)	20 min

TOPIC: 1.2 RELEVANT POLICIES (120 MIN)

OBJECTIVES: Describe the Award schemes of each age section
Explain the importance of Youth Involvement.
Explain how to protect Young People from abuses & social ills.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Sectional Youth Programme Policy	Overview of the National Youth programme for the each age section Award schemes & requirements		30 min
Youth Involvement (YI) policy	Explain • What is YI? • Why involve Youth in decision-making?	Tool Box 001- World Programme Policy: WOSM (2005) Youth Involvement Reference Guide: WOSM (2003) www.scout.org Resolution: 6/02 adopted at the 36th World Scout Conference on YI in decision-making	30 min
Child protection: Keeping Scouts Safe from Harm Policy	Describe & explain The policy on "Keeping Scouts Safe from Harm"	35th World Scout Conference policy document on "Keeping Scouts Safe from Harm" Convention on the Rights of the Child: UN (1989)	30 min
Relevant National Policies	Update on any relevant national policies		30 min

TOPIC: 1.3 LIFE CYCLE Of ADULT IN SCOUTING (120 MIN)

OBJECTIVES: Explain the principles of the Adult in Scouting.
Explain the concept of WARP.
Describe the 3 phases of WARP.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
The World Adult Resources Policy (WARP)	Describe & Explain • The historical development of	Adult Resources Handbook- Section 100: WOSM (2005)	60 min

	WARP, when in 1988, the World Scout Conference in Melbourne, identified poor leadership as one of the key issues. • This led to the development of the WARP and its adoption in 1993 at the world conference in Bangkok conference. (Refer to section 103 of handbook) • The concepts of the WARP: A systematic approach for managing leaders, where appointments are made based on needs and there is mutual discussions on what, why and how the job is to be done within the specified period. (Refer to section 106 of handbook).		
Life Cycle of Adults in Scouting (AIS)	Explain Life cycle of AIS (Refer to section 109 of handbook) The components of the WARP (Refer to section 204) and structures (Refer to section 302	Adult Resources Handbook- Section 100, 200 & 300: WOSM (2005)	60 min

TOPIC: 1.4 ADULT LEADER TRAINING & YOUTH PROGRMME (90 MIN)

OBJECTIVES: Explain the components & requirements of the various stages of leader training.
Identify the relationships between training and Youth programme.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Introduction	Show an egg and picture of chicken and asks what comes first. Seek reaction from group. Present two cards with "Training Program' and "Youth Programme". Ask what comes first. Seek reactions and then ask all to write an answer down.		5 min
Youth Programme Scheme	Hold up card "Youth programme" and ask what this is? Commence with entire group to list responses on chart. Group work After starting this exercise, break into smaller groups to record responses to the following:	Tool Box 002- Renewed Approach to Programme: WOSM (2005) Youth Programme: A Guide to Programme Development: WOSM (1997)	30 min

	• features of their youth programs written so a leader from another country to understand eg cubs to scouts to senior scouts • aspects common these different sections • overall definition of the youth programme. Advise that there is a systematic approach to be taken when devising training programmes. Explain the approach. Summarise the Youth Programme as the totality of what young people do in Scouting (the activities) how it is done (the scout method) and the reason why it is done (the purpose).	The Essential Characteristics of Scouting:WOSM (1998) World Adult Resources Handbook- section 507 : WOSM (2005)	
Leader Training Scheme	Provide an overview of the Unit leader training course Describe • Stages of a unit leader training, Trainers & Leaders of Adults training scheme • Purposes, aims & requirements	National training manual Section 902, 903 & 904 of the Adult Resources Handbook : WOSM (2005)	25 min
Relationship/Inter-face between Youth Programme with the Adult Leader Training Scheme	Group work Break into groups again and list three main responsibilities for Youth Programme and then Adult Training. In reporting back, the trainer should build the Program and Training diagram on the board where the areas of responsibility of Youth Programme; Unit Leader (Adult) Training Scheme and overlaps are outlined. Elicit from the group that the Youth Programme is the starting point. Whatever is needed for implementing a programme will drive the training needs of leaders. It is important that close links occur between those in training and youth program development. Brainstorm effective ways this can occur.	World Adult Resources Handbook- section 304 : WOSM (2005)	20 min
Summary	Summarise using displays on wall that have been built during session: The Youth Programme Scheme, the Unit Leader (Adult) Training Scheme and the relationship between these.		10 min

MODULE 2 LEADERSHIP & ORGANISATIONAL DEVELOPMENT

TOPIC: 2.1 HUMAN RELATIONS (450 MIN)

OBJECTIVES: Identify ways of improving communication
Explain the methods of resolving conflicts
Explain the purpose of counselling
Explain the importance of PR in Scouting

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Improving Effective Communication (90 Min) **NB.** *This has been covered in the Basic course, but is covered again, in depth. Emphasis is placed on communication between leaders (In Basic course, communication is between leader & Young people**)***	Explain • The Basic Communication Model • Discuss the communication channels frequently used as a Scout Leader and in professional work and list the advantages & disadvantages of the various communication channels In groups, • Discuss the barriers to effective communication. and how to overcome them. (Refer to section 802.2 & 802.4)	Adult Resources Handbook- Section 802: WOSM (2005)	45 min 45 min
Listening & Feedback Skills (90 Min) ***NB**. This has been covered in Basic course, but is covered again, in depth. Emphasis is placed on communication between leaders. (In Basic course, communication is between leader & Young people)*	In groups, • Identify the behaviour required for active listening. (Refer to section 802.5) • In pairs, do a role play of giving feedback of your unhappiness with the person's behaviour, such not responding to emails, late attendance, etc Discuss how to give feedback, effectively. (Refer to section 802.6)	Adult Resources Handbook- Section 802: WOSM (2005)	60 min 30 min
Conflict Resolution Skills (90 Min)	Explain • The constructive outcomes of conflict (refer to section 817.1 & 817.2) • The conflict resolution process, the strategies and steps to resolve conflict effectively	Adult Resources Handbook- Section 817: WOSM (2005)	45 min

	(Refer to section 817.3 to 817.8) In groups, • How to become culturally sensitive to others from different cultural background when resolving conflict • Share in plenary	Adult Resources Handbook- Section 802: WOSM (2005)	45 min
Counselling Skills (90 Min)	Explain • The purpose of counselling • The principles of counselling Do a role-play of the counselling process. Identify a human-related issue or problem and have two trainers play out the role to demonstrate the counselling process. Ask participants to observe and identify the effective and ineffective behaviour. Next, get two participants to act the role and get feedback from others. Discuss the problems associated with counselling especially when dealing with people from different cultures.	Adult Resources Handbook- Section 820: WOSM (2005)	30 min 15 min 15 min 15 min 15 min
Public Relations Skills (90 Min)	Discuss what is Public Relations? In small groups, Develop a statement that states what Public relations is. Explain the elements that make up Public Relations: Counselling Research Media Relations Publicity Employee/Member Relations Community Relations Public Affairs Government Affairs Issue Management Financial Relations Industry Relations Development/Fund Raising Minority Relations/Multicultural affairs Special Events and Public participation Marketing communication Group work In small groups, discuss if all above relate to Scouting. List any that do not belong and report back to the Plenary as to why they do not belong.	Adult Resources Handbook- Section 821: WOSM (2005)	15 min 15 min 30 min

	(All should be seen to relate either to the volunteers or professional staff) Explain the importance of PR from a management and societal perspectives. It benefits management in the following ways: -The publicity and promotional aspect proves the way for the sale of products or services, so much so that some companies have placed sales quotas on their product publicity people - Public Relations provides an early warning system by avoiding disruption, which may occur when a single surprise issue or unplanned-for social/political change arises. - Public Relations provides an organisation with new opportunities because the people involved in public relations interact with more internal and external audiences than anyone else in the organisation. - Public Relations helps to protect the present position when an organisation is under attack. For instance, Proctor and Gamble did not suffer declining sales, morale or stock values during the tampon debacle largely because of their expert public relations handling of the problem -- communicating the company's position. - Public Relations help to overcome executive isolation, something that can affect every organisation sooner or later. An inescapable assignment of every public relations practitioner is opening the eyes and ears of management to what's really happening "out there." - Public Relations help organisations manage change, something they must do to stay competitive and efficient. It benefits society in the following ways: - Public Relations is a means for the public to have its desires and interests felt by institutions in our society. It speaks for the public to otherwise unresponsive organisations, as well as speaking for those organisations to the public. - Public Relations helps achieve mutual		30 min

	adjustment between institutions and groups, establishing smoother relationships that benefit the public. - Public Relations can be a safety valve for freedom. By providing the means to working out accommodations, it makes arbitrary action or coercion less likely. - Public Relations is an essential element in the communications system that enables individuals to be informed on many aspects of subjects that affect their lives. - Public Relations can help activate the organisation's social conscience. - Public Relations is a universal activity. Everyone practices principles of public relations in seeking acceptance, cooperation or affection from others.		

TOPIC: 2.2 MANAGERIAL SKILLS (480 MIN)

OBJECTIVES: Describe the phases involved in undertaking a project.
Develop a plan to demonstrate some aspects related to project management.
Conduct effective meeting.
Describe the performance appraisal process.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Project Management: Planning , Organising, Implementing, Monitoring & Skills **(150 Min)**	Explain the major steps in the planning process: **Strategic level** - Review the goals of the organisation - Analyse present situation and trends - Visualise the future - Set priorities in terms of clearly defined goals **Operation (Tactical level)** - Develop objectives - Co-ordinate objectives - Develop action steps - Identify required resources, in terms on manpower, logistics, finance, etc **Let's do a Scout project** Introduce reference, *'Let's Do a Scout Plan'*. Indicate that the session relates to introducing how to undertake a Scout Project to benefit young people	Basic Planning Kit for National Scout Organisations : WOSM (1991) The Strategic Planning Kit : WOSM (2004) Let's Do A Scout Project: WOSM (2000)	20 min 10 min

	and scouting. Emphasis that a scout project must have educational objectives that provide for involvement by young people as well as having a specific project achievement or goal. The ongoing active involvement of young people is essential in any scout project. Elicit examples of scout projects from group. Compile ideas on chart. **Seven Phases of project cycle** Explain the seven phases of the Project Cycle. 1. Select the project 2. Integrate learning opportunities 3. Planning 4. Getting prepared (organising) 5. Implementing 6. Evaluating 7. Celebrating **Group work:** - Select one example from the group e.g. Produce an end of the year concert. Elicit from the Group the educational objectives - young people to learn and apply new skills and perform to an audience. The specific project goal is to run a great fun concert that all enjoy. - Confirm each team has a suitable project. - Ask each group to choose a scout project that they might like to do. This is just as an example. - Stress the need to identify the educational objectives that enable the young people involved to progress personally, as well as having a specific project achievement or goal. - Discuss these to ensure all have acceptable projects and plan the project by going through the 7 phases the cycle. - Present in plenary		20 min 100 min
Problem Solving & Decision Making Skills (90 Min)	Explain the steps for problem solving. The steps are as follows :		10 min

	1. Define the problem 2. Generate alternative solutions 3. Evaluate and select from alternatives 4. Implement and follow up on decision **Group work:** In groups, apply the above steps to solve the problem in the scenario below. Scenario A Troop was meeting in a village hall, which had recently been redecorated. Eighteen Scouts were present. During the meeting, the three Patrol Leaders, the Assistant Scout Leader and the Scout Leader went into a small room at the end of a passage to discuss a weekend camp, which was to be held shortly. They left the rest of the Scouts to practise skills for camp, which included working with plaster of Paris. Thirty minutes later, when the Scout Leader returned, he found that the camp practice has been abandoned. The younger Scouts were running about the hall, making a noise, while some of the older ones were sitting in groups chatting. . As the Scout Leader entered, there was a sudden silence. It was clear that a large tin of liquid plaster has been upset over the floor and wall, and two chairs. Despite an attempt to clear it up, the stains were likely to be permanent. The Scout Leader asked who had spilt the plaster. Nobody spoke. He/She asked again, but there was silence. He/She then said that this was not the way for Scouts to behave and if nobody owned up by the end of the meeting, the weekend camp would be cancelled. Five minutes before the end of the meeting, a boy of thirteen, a keen Scout, came and owned up. The Scout Leader thanked him and said the camp would not be cancelled. The boy, however, left the Troop and never returned... After the participants have studied the scenario, they analyse it what is the problem and what is the solution. A possible sequence for the analysis of the scenario might be as follows: •Test the case for acceptability:		40 min

	–Are we clear about the sequence of events? –Is the outcome satisfactory – or might there have been a different outcome, e.g. if the leader had acted differently. –Is the case worth discussing; is this the kind of problem we have met – or might meet? –Do we think the case is relevant (if not, the case is best abandoned, and a new one studied; for this reason, the Trainer should, if possible, prepare several cases for each session. •Diagnose what went wrong: –Did the leader make any mistakes? –Did he/she have the wrong attitude? –Did he/she lack skills (e.g. relationship skills)? • Consider the implications for the leader: –What should he/she have done? –How should he/she have done it? –With Whom? When? Where? • Make conclusions: –If the situation still calls for action, what should the leader do next? –With Whom? When? Where? –Can we draw any general conclusions about situations or events of this kind? Share outcome in plenary. **Different decision levels** We all recognize that some decisions are more important than others, whether in their immediate impact or long term significance. As a means of understanding the significance of a decision so that we can know how much time and resources to spend on it, three levels of decision have been identified: ***Strategic*** decisions are the highest level. These concern general direction, long term goals, philosophies and values. These decisions are the least structured and most imaginative; they are the most risky and of the most uncertain outcome, partly because they reach so far into the future and partly because they are of such importance.		30 min

	Tactical decisions support strategic decisions. They are of medium range, medium significance, with moderate consequences. For example: If your strategic decision were to become a scientist, a tactical decision would include what subjects to do at school. ***Operational*** decisions are every day, used to support tactical decisions. They are often made with little thought and are structured. Their impact is immediate, short term, short range, and usually low cost. The consequences of a poor operational decision will be minimal, although a *series* of bad or sloppy operational decisions can cause harm. Operational decisions can be pre-programmed, pre-made, or set out clearly in policy manuals. **Summary** It is important to structure and analyse any decision. Many decisions are made with too little information and too little thought and in an ad-hoc manner. Most people believe they consider all options of a decision before making it, but often people make a decision or form an opinion, early in the process. It is important to consider the evidence on both (or all) sides before one commits oneself.		10 min
Managing Meetings (60 Min)	Briefly discuss why meetings are important and what is required if they are to be effective **Group work:** In groups, - Identify issues that support or could disrupt meetings. - Identify issues that must exist for a meeting to be effective and share these with other groups informally. - As a group, list at least three effective strategies for each of the issues generated above to ensure these can occur in meetings you are associated - with. - Share views in plenary Describe the "4 Ps" of conducting effective meetings.		5 min 40 min 15 min

	Purpose First, clearly specify the purpose and intention of the meeting. **Participants** Based on the purpose, invite the individuals with the appropriate degree of knowledge and experience. It is very important that we reach out to the right target audience **Plan** Involve key people during the planning stage. Who are these people? A common planning error is inviting too many people in the hope of obtaining inputs from as many people as possible The appropriate size depends on the purpose of the meeting. In general, the larger the group, the lower the percentage of participants involved in active discussion. Develop the agenda in advance and send out to participating members well in time. Choose a venue that is convenient to most of the participants in terms of costs and distance. **Process** The main emphasis is on getting the active participation of all through discussions. Preferably, the role of the chairman of the meeting could be rotated among the group members and simple ground rules governing group discussion established early in the process such as giving everyone the opportunity to air his or her views without fear of being criticised and discouraging premature evaluation of ideas (Refer to section 805.6 on managing group discussion)	Adult Resources Handbook- Section 805: WOSM (2005)	
Performance Appraisal (PA) Skill (90 Min)	Performance appraisals are a powerful way of developing staff and maximising their potential. Formal appraisals are just one part of an organisation's system of providing ongoing informal and formal feedback regarding leader performance. It is important this is done effectively.	Adult Resources Handbook- Section 604: WOSM (2005)	5 min

	Group work In the group discuss the benefits of performance appraisals. Response could include the following. - Summarise past performance and establish new goals. - Have honest two way communication with team leader - A formalised document of leader performance appraisals is a powerful way of developing staff and maximising their potential. Share views in plenary **Methods used in Scouting** Explain the commonly used methods used in Scouting, that is, Personal Review Developmental Review Achievement Evaluation Explain that appraisal or performance review is part of the AIS life cycle **Guidelines in conducting PA** Discuss and explain the process involved (Refer to section 606) Before the PA discussion During the PA discussion After the PA discussion Discuss the common problems associated with PA discussion and how to overcome them (Refer to section 607)	Adult Resources Handbook- Section 605: WOSM (2005) Adult Resources Handbook- Section 606 & 607: WOSM (2005)	30 min 15 min 30 min 10 min
Budget & Finance (90 Min)	Generally, budget ensures that funds are available to undertake plans. The Budget is usually developed by a small team and submitted for approval to the relevant committee, depending on the amount. Discuss the following: Why budget? Who is responsible to prepare the budget? When to prepare the budget? Consider issues such as: The initial cash flow requirement. Who approves purchase of large expensive/heavy equipment?		30 min

	What if, initially funds are not available to pay the account? Who signs bank cheques? What is the process for claiming petty cash? How often the money is banked. How the expenditure is monitored. How frequently does this occur? Etc. **Component of budget** Explain and discuss how to prepare a budget. Consider the following issues: Sources of income Estimated expenditure Justification for expenditure Contingency, etc **Group work** In groups, prepare a budget for an appropriate scout activity, for eg, a weekend camp. Share in plenary In summary, a statement of account showing income received and expenditure incurred must be prepared, together with all supporting documents within a reasonable period after the activity.		50 min 10 min

TOPIC: 2.3 LEADERSHIP ISSUES (330 MIN)

OBJECTIVES: Describe the characteristics of effective leaders.
Explain the importance of empowerment.
Discuss the factors and develop motivational strategies.
Discuss issues related to emotional intelligence.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Situational Leadership Model (90 Min)	In groups, • Discuss and identify the qualities of a good leader as well the skills required to be effective. • Share views in plenary (Refer to section 702.1 to 702.5) Explain • The concept of the situational Leadership model	Adult Resources Handbook- Section 702: WOSM (2005) Adult Resources Handbook- Section 703: WOSM (2005)	50 min 40 min

	• Discuss its applicability to managing leaders. (Refer to section 703.1)		
Concept of Empowerment (90 Min)	Explain • Why organisations have evolved from the pyramid to the circle structure (Refer to section 818.1) • Complete the empowerment exercise in section 818.2 • In group, discuss how to apply the concept of empowerment in Scouting, particularly in the training team (Refer to section 818.3 & 818.4)	Adult Resources Handbook- Section 818: WOSM (2005)	20 min 30 min 40 min
Motivation Theories & Strategies (90 Min)	**Individual exercise**: • Get participants to complete the motivation exercise in 15 minutes. (Refer to section 705.9) • In plenary, ask each participant to share his or her top 3 factors, which motivate them most at work. • Based on the responses, determine which 3 factors top the list among the participants. Research has shown that the following factors are usually among the top list: - Job itself - Personal development - Sense of achievement - Recognition **Herzberg's two factor theory** Discuss the findings with Herzberg's motivational theory (refer to section 705.3) The theory reinforces the fact that the content of job has a significant motivating impact. Hence, the need to ensure that jobs are designed in ways that give meanings to the person doing the job. **The Job Characteristic Model**. (Refer to section 705.2) Explain the 5 core dimensions presented in the model that can be	Adult Resources Handbook- Section 705: WOSM (2005)	30 min 25 min 25 min

	used to design a job. – In groups, discuss how to apply the model to motivate leaders at the local and national levels. – Share views in plenary **Summary** The concept of job design is largely applicable in the phase 1 of WARP. The nature of the job or task (job content) given to the individual can be enlarged and enriched to give a sense of purpose and meaning, to motivate the individual to perform beyond expectation (Refer to section 705.2).		10 min
Emotional Intelligence (EI) (60 Min)	Explain what is EI? See the definitions presented in section 815. In groups, • Discuss why EI is more important than IQ in life and share in plenary. • Next, discuss way of developing EI and guidelines on how to manage emotion at individual and group levels. Share views in plenary (Refer to section 815)	Adult Resources Handbook- Section 815: WOSM (2005)	10 min 30 min 20 min

TOPIC: 2.4 ORGANISATION (240 MIN)

OBJECTIVES: Identify the changes taking place and the strategies for minimising resistance to change.
Explain the concept of systems thinking.
Develop strategies for becoming a learning organisation.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Managing Change (120 min)	Discuss the changes taking place recently in scouting. Generate a list. Discuss reasons for the changes. Indicate that many would consider that we are in continual state of change. It is important that leaders can manage significant change. This can be difficult particularly in organisations where there is a long and proud		15 min

	history. **Group work** In groups, share examples of change processes they were involved with. State reasons and experiences. Present findings as a flow chart to others in group **Change Model** There are many models developed to manage change process. A simple one is based on 6 basic steps • Document the reasons for change • Communicate this necessity • Engage others to support the change • Measure the results, reinforce good behaviour and attend to poor behaviour • Stabilise the organisation after the change • Start the process again. Discuss and seeks participants to consider this model in terms of the flow chart they have developed. **Group work on Resistance to Change** In groups, discuss why people generally resist change and develop strategies to minimise or eliminate resistance.	Adult Resources Handbook- Section 816: WOSM (2005)	45 min 15 min 45 min
Systems Thinking & Concept of a Learning Organisation (120 Min)	**Systems Thinking**: Explain what is systems thinking? Emphasises the importance of applying systems thinking in scouting, where one constantly must see the whole as reflected by the Aim and mission of scouting and not focus solely one's particular area. This is critical for individual's in a learning organization, as it provides a new perception for the individual and his/her view of the organisation. **Group work** In groups and using systems thinking approach, discuss how changes in the social, technological, educational and political environment affect the development of Scouting	Adult Resources Handbook- Section 813 & 814: WOSM (2005)	10 min 50 min

	Share views in Plenary Discuss some of the systems tools, which can be used to diagnosis and analysis of a situation. (Refer to section 813) **Concept of a Learning Organisation** (Refer to section 814) Explain & discuss the definitions of LO and why it is important to be a LO. Elicits from group that a Learning Organisation is one in which people at all levels, individuals as well as teams, are continually increasing their capacity to produce better results. **Group work** Explain the characteristics of a learning organisation such as: • Thrives on Challenge • Communicates success and failures • Encourage experimentation • Encourage creativity • Facilitates learning from others • Rewards learning Distributes each of the above phrases to groups and identify how each is identified in scouting and if they could be further extended or developed in scouting. Share views in plenary **Summary (Five disciplines)** Discuss the five disciplines developed by Peter Senge on how to become a LO. These are: • Team learning • Shared visions • Mental modes • Personal mastery • Systems thinking		10 min 40 min 10 min

MODULE 3 LEARNING

TOPIC: 3.1 ADULT LEARNING PRINCIPLES (120 MIN)

OBJECTIVES: Describe and explain how adults learn.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Introduction	Adult is a term that embraces a group of people who differ from each other in many ways, especially from the way they learn, which is somewhat different from children and why they learn. Adults bring different characteristics to a learning situation to those brought by children.		5 min
Stages of Development	Many writers have stated their understanding and views about roles, adult play and their stages of development**.** During their lifetime adults generally: ❑ Become independent ❑ Seek and maintain some form of livelihood ❑ Select a mate ❑ Learn to live with a mate ❑ Become and function as a parent ❑ Interact with community and society ❑ Accept more responsibility as a citizen ❑ Accept changes in relationships with parents and children ❑ Prepare for retirement ❑ Find satisfaction in old age ❑ Prepare for death		10 min
Stages of Development in the Learning Process	Briefly, explain the 4 stages of development in the learning process **Stage 1** Learners have a right-wrong orientation to situations **Stage 2** Learners at this stage begin to break away from strict rules and beliefs **Stage 3** Learners at Basic Level recognise that they have a variety of alternatives and can choose the one that best fits the situation. **Stage 4** Learners are able to synthesise information and create additional categories to accommodate new information In any training session all stages of development can be evident amongst participants.	Wilsey and Killion 1982	5 min

Assumptions about Adult Learning	There are many theorists and researchers associated with adult learning. It may be useful to outline recent developments but all of them agree on these assumptions. Theories of adult learning include such assumptions as: ❑ As adults mature they become more self-directed ❑ Adults have many experiences that can be used as learning resources ❑ Adults learn for specific purposes What are the implications of these assumptions?		5 min
	TASK 1 In groups, complete adult learning in exercise (A) of section 704.10. Ask the groups to identify some principles and practices that could be applied to the adult learning process? List 5 that are important to you. In plenary, discuss finding: responses may include: ❑ Adults learn better by doing ❑ Adults learn at their own pace ❑ Adults learn better when time is allowed for review. Some others might include: ❑ Adult education programs should have a climate of respect. ❑ Adult education programs should help participants achieve self-direction. ❑ Adult education programs should capitalise on participant's experiences. ❑ Adult education programs should foster participation. ❑ Adult education should foster learning for action. Adult learning programs should foster problem posing and problem solving.	Adult Resources Handbook- Section 704: WOSM (2005)	15 min
	TASK 2 Ask participants in groups to comment briefly on how adult learning activities might be devised to respond directly	Adult Resources Handbook- Section 704: WOSM (2005)	20 min

	to each of the characteristics of adults (Refer to 704.10 exercise B) Once, the principles of adult learning have been considered and acted upon it then becomes necessary to consider the different ways in which people learn.		
Experiential Learning Model (30 Min)	Explain • The importance of using our past experience in learning (Refer to section 704.3 & 704.4) • The four components of the experiential learning model: - Concrete Experience - Observation & reflection - Abstract conceptualisation - Active Experimentation (Refer to section 704.5)	Adult Resources Handbook- Section 704: WOSM (2005)	10 min 20 min
Double loop learning (30 Min)	Explain that significant learning takes place when the basic assumptions and belief systems are challenged and validated. One of the ways to engage in double loop learning is by asking the question "the why of why" to look for new explanation or meanings to a given issues or situations. By reflecting on why things happen the way they happens, we can discover new meaning or revalidate our values and belief systems. This will enrich our learning See the Humanistic theory learning theory and the Experiential learning model in section 704	Adult Resources Handbook- Section 704: WOSM (2005)	30 min

TOPIC: 3.2 INDIVIDUAL LEARNING STYLES (120 MIN)

OBJECTIVES: Determine participants' preferred learning style.
Identify characteristics of that style.
Identify ways to improve learning outcomes in Scouting situations.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Identify Individual	Clarify definitions related to *style* and	Adult Resources	60 min

Learning Styles	*learning.* **Learning:** It is relatively a change in behaviour that have been influenced by particular motivational processes. **Style:** It is any pattern we see in a person way of accomplishing a particular type of task. **Or:** Any pattern developed, maintained or adapted by an individual to accommodate the accomplishment of a task or function. **Task 1:** Participants complete Learning Style Questionnaire in exercise (c) of section 704.10 Refer to the score sheet and plot the score on the "X" and "Y" axis Share findings in plenary.	Handbook- Section 704: WOSM (2005)	
Learning styles summary & the experiential learning model	Review the various learning styles identified. (Refer to section 704.9) The **activist** tries something new**.** The **reflector** reviews the experience. The **theorist** accepts or rejects and integrates what has been learned from the experience**.** The **pragmatist** works out when and how to apply what has been learned. Compare this with the experiential learning cycle. (Refer to section 704.5) Learning seems to be the result of previous experience and the nature of that experience and that you learn best when you are personally involved.	Adult Resources Handbook- Section 704: WOSM (2005)	20 min
	TASK 2 Unfortunately, we are not able to ensure that all learning situations will cater for our preferred learning style. It is therefore necessary to consciously work at ways to increase our learning outcomes when other styles are presented. Complete the following: Participants individually complete	Adult Resources Handbook- Section 704: WOSM (2005)	40 min

	exercise (d) in section 704.10. *How to improve your style* Share views with two others in the group.		

TOPIC: 3.3 LEARNING OPPORTUNITIES (30 MIN)

OBJECTIVES: Identify the learning opportunities for personal growth and development.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Identify Learning Opportunities	Discuss • The opportunities available for personal development • Use the table in 503.5 to identify training needs. (This can be done individually and share in plenary)	Adult Resources Handbook- Section 503: WOSM (2005)	30 min

MODULE 4 SCOUTING & ORGANISATIONAL ENVIRONMENT

TOPIC: 4.1 NEEDS OF SOCIETY & SCOUTING ROLE (60 MIN)

OBJECTIVES: Consider issues of importance within a society.
Describe how scouting is addressing these.
Develop plan to outline possible areas that could be developed further in respond to an unmet need.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Introduction	Discuss and elicits from group why Scouting has an important role to play in the community.		10 min
Identify issues of importance	Group work Identify significant issues/trends affecting the community- in the local area, nationally and internationally List issues/trends in plenary	Trends in the World Today, :WOSM (1997)	20 min
Scouting's Response	Working in pairs, each pair selects an issue, listed earlier and then resolve what scouting is doing about this and		30 min

	what further action they could do. Each pair to display their results as a Poster In plenary, discuss the poster and assess how to make Scouting relevant so that it can better respond to the needs of society		

TOPIC: 4.2 GENDER ISSUES (60 MIN)

OBJECTIVES: Consider gender inclusive issues and its impact on training
Describe sources that influence gender stereotyping
Consider how to make gender inclusive practices for training activities

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Introduction- What is Gender and gender inclusive training	Elicits from group that: • Gender is the view that society builds about what is masculine and what is feminine. It is different from distinctions based on sex (ie, whether a person is biologically male or female). Gender inclusive training assumes: • All people, male and female, have a right to the recognition of their particular learning needs • Trainers are active and influential in shaping ideas about gender and acceptable gender relations in the working environment • Training can play an important role in improving training skills in relation to gender issues • Gender issues can occur in same sex as well as mixed training groups. This session encourages participants to: • Reflect on their own values and to explore how these relate to their training practice • Use a range of learning experiences rather than expecting people to conform to a stereotyped gender model • Use judgement which is not based on personal opinions or prejudices,	35th World Scout Conference Document on Boys & Girls, Women & Men Policy.	10 min

	but which can be justified by reference to a body of knowledge, information and training skills. Gender inclusive training does not attempt to tell trainers what they should believe.		
Forces shaping our Ideas about Gender	The powerful forces of language and the media help shaped our ideas about masculinity and feminity. **Group work** Provide each group with article from newspaper- one about sportsman, television celebrity, politician. In groups, they respond to the following questions: Are there any differences in the way men and women are described? If so, what are they? How do articles such as these shape social views about gender? Share outcomes. In addition, discuss the perceived "woman's role" and men role in society Recognise that different cultures may have very different beliefs about what is masculine and what is feminine. These may be strongly influenced by religious beliefs		40 min
Summary	Summarises session. Elicit from group why gender inclusive training is important. Some reasons could be as follows: -Affect choices about positions within Scouting -Prevent gender sterotyping -provide equal opportunities for all gender at all levels		10 min

TOPIC: 4.3 ORGANISATION CULTURE (60 MIN)

OBJECTIVES: Define what is organisation culture and how it is created.
Explain the importance of culture in organisation.
Identify Scouting's culture.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
What is Organizational Culture?	Briefly discuss What is organizational culture? It can be defined as" the system of shared meaning held by members that distinguishes it from other organisations" It is made up of member's views attitudes and beliefs'. For example, you often hear people say: I don't know what it is but I know it when I see it.	Argos: To Explore The "Culture" Of An Association: WOSM (2000)	10 min
Creating a Culture	Explain that when an organisation is created, it becomes its own world and its culture becomes the foundation on which the organisation will exist in the world. Therefore, an important source of an organisation's culture is its founders. Seeks from group how BP achieved this. Some examples are: BP worked with people who think similarly and shared his views and passions He socialized new people through Promise and law and thirdly he and new leaders acted as role models. Reinforce that People's actions in organisations are not always 'their own', but are largely influenced by the socialisation (the training received) processes of the specific culture to which they belong.		10 min
How does the culture continue or being reinforced?	Explain the three important areas that ensure the culture continues. These are: • Selection process for members by recruiting people who share the same values and belief systems • Actions of leaders and manager by conforming consistently with the established norms and practices • Socialization methods (process that adapts members to the organisation's culture.)		10 min
Elements of Scouting's Culture	Group work In groups, identify what makes Scouting unique. For examples, its values, symbols, slogans, heroes, rites, and rituals etc Share views in plenary	The Essential Characteristics of Scouting: WOSM (1998)	30 min

TOPIC: 4.4 MANAGING CULTURAL DIVERSITY (60 MIN)

OBJECTIVES: Develop perspective of individual and cultural differences.
Identify the factors affecting cultural diversity.
Develop ways of dealing with people from different cultures.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Introduction	Explain that: The ability to interact and communicate across cultures is an important interpersonal skill that must be applied in Scouting. Culture refers to the total way of life of a particular group of people. It includes everything that a group of people thinks, feels, says, does and makes. Culture is the lens through which we see the world**.** The lens filters our perceptions of other cultures. Filters can be: **Selective** –because there are many stimuli in the environment, we only see, hear and feel those things that we choose to. We select those things that are important to us. **Learned** – we are not born seeing the world in one way. Our upbringing and experience teaches us to perceive the world in certain ways. • **Culturally determined** – we learn to see the world in a certain way based on our cultural background • **Consistent –** once we see something in a particular way we continue to see it in that way. • **Inaccurate** – we often "see" things that do not exist/ignore things that do.		10 min
Factor affecting cultural diversity	Explain some of the factors that make us different, culturally. Some are as follows: Interest, values, etc Our interests, values and culture act as filters and lead us to distort, block and even create what we choose to see and hear.		10 min

	Perception We perceive what we expect to perceive. We perceive things according to what we have been trained to see, according to our cultural prescription Social status, education, age, etc However, just as there is great variation in behaviour between cultures, there is also great variation among the members of a culture, because of differences in age, education, social class etc. Family values Many of our attitudes towards different cultures have their origin in the emphasis placed upon certain values by our family.		
Cultural issues in communication	In groups, • Discuss the problems associated with cultural diversity • How to become culturally sensitive to others from different cultural background (Refer to section 802.7)	Adult Resources Handbook- Section 802: WOSM (2005)	40 min

GLOSSARY

1000 GLOSSARY IN TERMS USED IN SCOUTING

1000.1 INTRODUCTION

The same fundamental principles are the basis of Scouting in all associations.

But the words used by associations to describe their leaders, their young members, their sections, their committees and so on, differ from association to association - even when English is the first language of the countries concerned.

This is inevitable. Each association is bound to adapt Scouting to satisfy the needs of its own country - and this will inevitably lead to variations in organisation, in administration - and in terminology.

This general glossary is designed to facilitate communication between people involved in Scouting at international level.

It is an attempt to establish an international Scout vocabulary. It is not an attempt to standardise terminology throughout the Scouting world in that associations, even English speaking ones, should adopt this terminology. They should continue to use whatever terminology suits them best.

Section 1002 contains a glossary of terms used in management and training.

ADMINISTRATOR

An adult working at any level from association level to Unit or Group level, whose job is to administer rather than to provide training for adults or programme for young people. In carrying out his/her tasks, he/she works with other adults, including Unit Leaders and Group Leaders.

ADVANCED COURSE

The second and usually final training course attended by a Unit Leader (unless a Unit Leader is required to attend an Introductory Course before the Basic Course - in which case it would be the third training course attended by a Unit Leader). The training syllabus is usually designed so that it satisfies the training needs of a Section Leader.

AREA (SEE PROVINCE)

ASSISTANT SECTION LEADEER

An adult leader who assists a Unit/Section Leader.

ASSOCIATION

An autonomous body set up to provide Scouting for the young people of a country. (See also FEDERATION).

BASIC COURSE

The first training course attended by a Unit Leader (unless a Unit Leader is first required to attend an Introductory Course - in which case it would be the second training course attended by a Unit Leader). The training syllabus is usually designed so that it satisfies the training needs of an Assistant Section Leader. Also called a Preliminary Course.

CHAIRMAN (see ADMINSTRATOR)

COMMISSIONER

An adult who supervises, in some respect or other, the Groups and/or Units in a District, or the Districts in a Province, or the Provinces in an Association. As an adult, a commissioner is a leader of other adults, especially Group Leader, and/or Unit Leaders, and/or other commissioners.

COUNTY (see PROVINCE)

A training course for adults who have a role in helping other adults to learn. Adults involved in training need to develop skills in presenting, facilitating small groups, skill training for the whole range of practical skills required in Scouting. Other functions required, which may be covered in a training course for trainers, are directing training (leading a training course) and managing training (managing the training function) in a County, region or nationally.

DISTRICT

A geographical area containing a number of Groups and/or Units.

DISTRICT COUNCIL

The highest decision making body of a District. It usually includes representatives of the Groups and/or Units and other people interested in the welfare of the District.

DISTRIC EXECUTIVE COMMITTEE

A District Council might delegate some of its tasks to a Committee elected from amongst its members. This would be called a District Executive Committee.

FEDERATION

If there are two or more associations in a country, they may form a federation for the purposes of co-ordination. In such cases, it is this body which is officially recognised by the World Conference.

GROUP

A number of Units working together so as to provide continuity between the sections. For example, two Cub Scout Packs, one Scout Troop and one Rover Crew would form a Group.

GROUP COUNCIL

The highest decision making body of a Group. It usually includes representatives of the Unit Leaders and other people interested in the welfare of the Group. It may delegate some of its tasks to a committee elected from amongst its members. Such a committee would be called a Group Executive Committee.

GROUP EXECUTIVE COMMITTEE (see GROUP COUNCIL) GROUP LEADER

GROUP LEADER

The adult who supervises the Units forming a Group. As an adult, the Group Leader is a leader of other adults, especially the Unit Leaders of the Group.

GROUP LIFE

Group life is the result of applying the Scout Method, where the special atmosphere created enables anyone coming into the Scout Unit to have a unique experience.

INITIAL TRAINING

Training undertaken by a leader on appointment, up to and including an Introductory Course. Except for the Introductory Course, such training is usually informal training.

INTRODUCTORY COURSE

The first training course attended by a Unit Leader or commissioner if they are new to Scouting. This first training course may also be called, Initial Course, Explanatory Course, General Information Course or Information Course.

NATIONAL COUNCIL

The highest decision making body of an association. It usually includes representatives of the provinces or counties and other people interested in the welfare of Scouting.

NATIONAL EXECUTIVE COMMITTEE

A national council might delegate some of its tasks to a committee elected from amongst its members. This would be called a National Executive Committee.

NATIONATL SCOUT ORGANIZATION

The name given to the officially recognised body set up to provide Scouting to the young people of a country. A National Scout Organization may consist of more than one association, in which case these are formed into a Federation. Only one National Scout Organization is recognised per country.

NATIONAL TRAINING COMMISSIONER

A person responsible for managing the training function in an association.

PRELIMINARY COURSE (SEE BASIC COURSE)

PROGRAMME

The totality of the experience proposed to young people:
What – what the young person does in the Movement, i.e. the activities
How – the way in which it is done – i.e. the METHOD.
Why – the educational objectives, in accordance with the fundamental principles of the Movement i.e. the PURPOSE.

PROGRAMME CYCLE

Programme cycle is therefore a framework for activities, representing a tool for participatory planning where young people given the opportunity participate in all of the decision-making concerning group life.

PROVINCE

A geographical area containing a number of Districts called, Area, County or Local Council.

PROVINBCIAL COUNCIL

The highest decision making body of a Province. It usually includes representatives of the Districts and other people interested in the welfare of the Province.

PROVINCIAL EXECUTIVE COMMITTEE

A Provincial Council might delegate some of its tasks to a committee elected from amongst its members. This would be called a Provincial Executive Committee.

REGION

Grouping of National Scout Organizations from adjacent countries formed to further Scouting in the countries concerned.

REGIONAL CONFERENCE

Representatives of the National Scout Organisations of a Region meeting regularly. The highest decision making body of a Region.

REGIONAL COMMITTEE

The Regional Conference delegates some of its tasks to a committee elected from amongst its members. This is the regional committee; it is supported by the Regional Office of the World Scout Bureau, which acts as its secretariat.

SCOUT GROUP (SEE GROUP)

SCOUTING SKILL

A skill needed in carrying out the programme. Also called Scouting technique, Scout skill or Scout technique.

SCOUTING TECHNIQUE (SEE SCOUTING TECHNIQUE)

SCOUT LEADER

The Section Leader of a Scout Troop.

SCOUT MOVEMENT

All the National Scout Organizations represented at the Conference and all their members, both young people and adults. Sometimes called the Movement.

SECTION

The main age groupings of young people are known as sections, e. g. Cub Scout Section, Scout Section, etc. Most Associations divide the programme into three or four sections.

SECTION LEADER

The adult leader of a Unit.

SELF-DIRECTED LEARNING

It is a process in which the person acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation. The educational responsibility lies entirely on the person.

WOOD BADGE

Insignia awarded to Unit Leaders on completion of the training pattern prescribed by an association for their Unit Leaders. Traditionally, the Gilwell Woggle is awarded on the completion of the Basic Course and the two Gilwell beads and the Gilwell Scarf are awarded on the completion of the Advanced Course (and any other Unit Leader Training requirements, e.g. training studies and in-service training). This recognises demonstrated and currently used competences and should have a set validity period with a date of expiry.

WORLD SCOUT BUREAU

The secretariat of the World Scout Conference, World Committee and its standing committees.

WORLD COMMITTEE

The World Scout Conference delegates some of its tasks to a committee elected from amongst its members. This is the World Committee.

WORLD SCOUT CONFERENCE

Representatives of all the National Scout Organizations meeting regularly, normally every four years. The highest decision making body of the Scout Movement.

1002 GLOSSARY OFTERMS USED IN MANAGEMENT AND TRAINING

Scouting, like all areas of work, has its own particular words and language.
Management and training also has its particular 'language', seen occasionally as jargon.
Scouting, however, makes use of resources, books, etc. from management and other training organisations. This glossary is provided to help define some of terms used by Scouting and the wider world of training and management.

ACTIVITY -1.

In training terms, any procedure designed to stimulate learning by first hand experience or by inquiry, experiment or analysis.

2. In programme terms, it includes everything in which young people participate whether individually or in groups.

AIM

A general statement of intent. Sometimes called a goal or purpose. Usually written in trainer terms, e.g. what the trainer wishes to achieve.

APPRAISAL

A measure of performance between individuals carrying out a task over a period of time setting targets and activities for the future.

ASSESSMENT

A process of reviewing evidence and making judgements about that evidence.

ASSESSOR

A person who carries out assessments.

ATTITUDE

Behaviour or manner of acting which represents feeling or opinion.

AUDIO-VISAUL AID

A training aid that helps in training by using the senses of sound and sight. It includes sound films, slides and films linked with records, tapes, radio broadcasts, television broadcasts, videotapes and closed circuit television.

BASE

A training method in which the participants, usually divided into a number of groups, visit a series of bases or places, spending a limited

period at each. By having as many bases as groups, it is possible for the groups to move from base to base without pause. At each base, there is a short training session. The training sessions are normally chosen so as to provide cumulative training in a particular aspect of skill training. For example, a series of four bases devoted to Scouting skills might deal with tents, fires, cooking and sanitation. The most appropriate training method would be chosen for use at each base, but traditionally the demonstration is the most common method in use. The base method, used in this way, is, in effect, a series of related formal sessions. On the other hand, if participants merely practise skills at each base (and this is an alternative), it would be a series of related informal sessions.

BEHAVIOUR

Manner of conducting oneself or the manner in which a group conducts itself.

BRAINSTORMING

A training method used as a means of finding solutions to problems or as a means of obtaining ideas. A small group of participants, with or without conscious knowledge of the subject, meets and submits any solution or idea that occurs to them, no matter how strange or impossible it may sound. Later, all the solutions or ideas are examined and assessed. As a training session, it would constitute an informal session involving group work.

BUZZGROUP

A training method used as a means of promoting the quick exchange of ideas. The participants are divided into small groups, usually twos or threes. The small groups meet for a short period, possibly as part of a longer training session, to consider a simple question or problem. The ideas, thus exchanged, may then be presented to the other participants by each of the small groups in turn, so promoting farther discussion by all the participants. As a training session, it would constitute an informal session involving group work.

CANDIDATE.

1. A person being assessed, possibly providing own evidence of competence.
2. A person taking an examination or test.

CASE STUDY

A training method in which a real situation a series of actual events is presented to the participants, either orally or by a handout, for their analysis and for them to consider possible solutions to the problems they identify.
Their findings may then be compared with the way in which the real situation or actual events subsequently developed. As a training session, it would constitute an informal session, possibly including group work.

COACH

A consultant to a group under training who assists their development by observing and analysing their behaviour and method of operation - commenting on what has been observed.

COMPETENCE

The ability to carry out a task or function to an agreed standard.

CONCEPT

An abstract idea or thought, or a series of abstract ideas or thoughts, which leads to insight and understanding.

COOPERATIVE GAMEA

Game in which there are no winners or losers simply enjoyment, fostering the notion of co-operation between people.

CONCENSUS

A general agreement supported by the majority of the members of a group.

COUNSELLING

Helping people with difficulties come to a decision without usurping their right to determine their own course of action nor their responsibilities for the consequences of it.

COUNSELLOR

A person skilled in counselling. The counsellor makes a relationship with another person so as to help that person to come to terms with themselves, to look sensibly at their own situation, and thus to solve their own problem.

DEMONSTRATION

A training method in which a person, or a number of people, shows participants how they should carry out a task or tasks. The tasks usually concern Scouting skills; nevertheless, this training method can be used

for other aspects, e.g. counselling. After the demonstration, the participants must practise the tasks themselves.

DIRECTIVE APPROACH

An approach to group work in which the person responsible for the leadership of the group decides everything on behalf of the members of the group. The leader decides on the aim of the group, determines how it will be achieved, directing the members of the group in their actions and so successfully achieving the aim, by means decided entirely by the leader.

DISCOVERY LEARNING

A training method in which participants are presented with a task which requires them to make their own decision as to how it might be carried out. The success of discovery learning depends on the design of the task. It should be designed to provide an effective learning experience, largely through self-training. In this respect, the person setting the task should choose the best task for each situation, check progress, ask the right question at the right time and help the participants only when asked to do so. Discovery learning is, to some extent, controlled by the person who sets the task and, therefore, it is sometimes called guided discovery. An exercise or project, when presented and developed on these lines, is a more formal form of discovery learning. This method can be used with individuals and groups, although self-learning might be reduced in a group situation.

DISCUSSION

A training method in which a group examines or explores a topic by means of an exchange of views. It can take many forms and be promoted in many ways, (e.g. buzz groups, case study and role play). The participants, as a group, are active in creating for themselves, a learning experience which, because of their own participation is effective for them. As a training session, it would constitute an informal session involving group work. Sometimes called group discussion or guided discussion.

EDUCATION

Activities, which are designed to develop the knowledge and the understanding, required in all walks of life, rather than simply the knowledge and the skills relating to one job only (which is the concern of training). The aim of education is to provide the experiences necessary for young people and adults to develop a knowledge and an understanding of the values, traditions and ideas influencing the society in which they live, of their own and of other cultures, and of the laws of nature; and to acquire linguistic skills which are basic to learning, personal development, creativity and communication.

EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to perceive emotions, to access and understand emotions that is knowing how to separate healthy and unhealthy feelings and how to turn negative feelings into positive ones
ENVIRONMENT

All the conditions or influences surrounding a person on a training experience.

EVALUATION

The process of determining the extent to which set objectives have been achieved.

EXERCISE

A training method in which the participant is asked to undertake a specific task leading to a specific request along lines laid down by the person setting the task. It is used most often to give participants an opportunity to practise something which has previously been explained or shown to them, so improving their skill in that particular respect, (e.g. following a demonstration, lesson or talk). As a training session, it would constitute a formal session and, depending on whether the exercise was carried out individually or in groups, it would involve group work.

FEEDBACK

Information about the results of an action with the implication that it will be used in evaluation and, if necessary, lead to some adjustment in the action.

FLEXIBLE

Able to be changed easily.

FORMAL GROUP

A term used in group dynamics for a group where the requirements for membership are openly stated and strictly applied.

FORMAL SESSION

A training session where the structure is inclined to be inflexible.

FORMAL TRAINING

Training which has a formal structure, e.g. training courses, training studies; these are, in effect, a series of related and structured learning experiences.

FORUM METHOD

A means whereby people are given opportunities to become involved in determining activities and making decisions concerning other matters which they choose to discuss.

FUNCTION

The actions appropriate to a task, job, or role.

GROUP

Two or more persons working together for an agreed purpose. Training is often carried out in small groups (usually from six to eight people) because such groups are conducive to learning.

GROUP DYNAMICS

The study of the interaction of people as members of a group, (i.e. the group process) and of the behaviour of groups in general.

GROUP FOCUS

The nature of the stated or unstated aim of a group.

GROUP NORMS

A generalisation concerning the behaviour expected of members of a group in situations of importance to the group.

GROUP PROCESS

The interaction of people as members of a group.

GROUP WORK

1. A training method that calls for the participants to work in small groups often with a tutor/facilitator.
2. When a person intervenes in the interaction of people who are members of a group and, because of their knowledge of the group process, is able to provide leadership to the group and/or to provide learning experiences for the members of the group, it is called group work.

HANDBOOK

A set of written notes, sometimes illustrated, specifically designed to be helpful to a person carrying out a particular job.

HANDOUT/FACTSHEET

Written notes, possibly including diagrams, given as a training aid to participants in connection with a training session.

ICE BREAKERS

Games which help people get to know each other. Often used at the start of a course.

IMPLEMENTATION

Carrying out tasks established by planning.

IMPLEMENTING SKILL

A skill needed in carrying out the tasks established by planning.

Helping individuals and small groups acquire practical Scouting skills.

INFORMAL GROUP

A term used in group dynamics for a group where there are no obvious rules concerning membership and there is apparently no clear distinction between those who belong and those who do not belong.

IN-SERVICE TRAINING

Any part of training carried out whilst the person concerned is actively engaged on the job. Sometimes called desk training or on-the-job training.

INSTRUCTION

A training method or combination of training methods in which the participant learns how to carry out a task by being told how to do it, then by being shown how to do it and finally by doing it by him or herself, usually supervised by someone. Each of these stages might constitute a

separate training session, and a different training method might be used for each training session (e.g. talk, demonstration, exercise). In such a case, the overall method would still be called instruction. It is most useful in skill training.

INTERACTION

The influence of people on one another.

IN-TRAY EXERCICE

A training method in which the participant is given a number of letters, messages, circulars and so on, which represent the contents of an in-tray. These are designed to present the participant with a series of tasks, which the participant then analyses, making decisions as to how the tasks should be carried out. Afterwards, these decisions are analysed and evaluated. This is a simple form of simulation.

JOB

All the tasks carried out by a person in order to complete that person’s duties satisfactorily.

JOB SATISFACTION

Any person carrying out a job, whether for reward or not, has amongst their needs, the need to know that the job being done is being done well and is valued by others as important and useful. If this need is satisfied, the person is said to have job satisfaction.

KNOWLEDGE

A range of information

LAISSEZ-FAIRE LEDERSHIP (SEE PERMISSIVE LEADERSHIP)

LEADERSHIP

The process of helping a group to progress towards the achievement of an aim.

An ability to carry out the functions of leadership to an accepted standard.

LEADING

1. Carrying out the functions of leadership.
2. Motivating, encouraging and inspiring participants, so that they will readily achieve set objectives.

LEARNING

A relatively permanent change in personal behaviour that results from experience - including the gaining of knowledge and the development of understanding.

LEARNING EXPERIENCE

Any situation in which a person undergoes a relatively permanent change in behaviour. A training session is an example of a specially designed learning experience.

LEARNING ORGANISATION

A learning organisation is an organisation skilled at creating, acquiring and transferring knowledge and modifying its behaviour to reflect new knowledge and insight.

LECTURE

A training method in which one person conveys information to the participants by talking to them and, by using training aids, particularly visual aids. There is no participation by those listening and watching, and consequently there is little feedback - certainly during the training session itself. As a training session, it would constitute a formal session and does not involve group work. The lecture should not be confused with the lesson, which calls for some degree of participation.

LESSON

A general term for a training method which incorporates a range of training methods and which is designed to ensure the participation of the participants either individually or as a group. The training methods chosen should be such that they provide, during the period, for sufficient feedback for the structure of the lesson to be modified so as to make the learning experience more successful for those involved. As a training session, it would constitute a formal session. The lesson should not be confused with the lecture, which does not involve participation.

MANAGING TRAINING

Managing a team of trainers to ensure the effective provision and delivery of both formal and informal training.

MANAGEMENT

MANAGEMENT GAME (SEE GAME)

The work of those people engaged in the direction and the control of those processes within an organisation or an institute, which are related to the purpose for which it exists. The people concerned may be working at any level; and anyone, from the head of the organisation or the institution to a front-line supervisor, may be involved in management and be, in this sense, a manager.

MANAGER

Any person whose job involves management. A manager establishes aims and decides priorities, devising and implementing the means of carrying them out successfully and the means of assessing the results achieved.

MATURITY

An evolving condition of reaching a statement of development appropriate to age and to environment.

MENTOR

Someone, usually knowledgeable and experienced who gives personal support advice and instruction to an experienced person in a similar role.

MODULAR TRAINING

A training pattern such that a person has some choice in the order in which the training content is tackled and possibly some choice between alternative topic in the training content.

MOTIVE

Reason for progressing toward an aim in order to satisfy a need.

NEED

A fundamental urge setting up tension within a person until it is released by being satisfied.

NON DIRECTIVE APPROACH

An approach to group work in which the person responsible for the leadership of the group encourages the members of the group to decide everything for themselves. They decide on the aim of the group,

determine how it will be achieved, deciding on their own actions and so successfully achieving the aim by means decided by them.

OBJECTIVE

A precise statement of what a person is expected to be able to do as a result of learning experience. Sometimes called behavioural objectives or learning objectives.

ORGANIZING

Arranging a series of learning experiences to achieve set objectives in the most effective, efficient and economical way possible.

PARTICIPANT

One who attends a training course.

PEER GROUP

A group in which the members are considered to be generally equal to one another in some important respect, e.g. of the same age, drawn from the same social group, etc.

PERFORMANCE CRITERIA

Statements, which describe what performance, are required for a particular job.

PERMISSIVE LEADERSHIP

A style of leadership in which the person giving leadership tends to be passive and merely a source of information for the group. Sometimes called laissez-faire leadership.

PERSONAL SUPPORT

Personal support is, in a sense, an informal learning experience. A person who understands their role and who is, through formal training, well suited to carry out their job, is, nevertheless, in need of the encouragement and the support of a more experienced person. This can only be achieved if the right sort of relationship exists between those concerned and if the less experienced person can speak freely, relating his formal training to his current experience of the job. Often called a personal training adviser (p.t.a.).

PERSONAL TRAINING ADVISER (p.t.a.)

A buddy or friend with Scouting experience who helps a new or inexperienced Leader.

PLANNING

1. Establishing aims and then arranging for them to be achieved in a systematic manner by the most suitable means available.
2. Establishing objectives.

PRESENTING

Delivering specific training sessions, which form part of the overall training experience.

PROGRAMME PLANNING

The planning of the activities included in the programmes of the sections of a training experience.

PROJECT

A training method, which is an advanced form of exercise. The participants are given greater opportunity for initiative and for creative ideas. The participant are asked to undertake a specific task leading to a specific result, but the person setting the task does not lay down how it is to be carried out; this is left to the participants to decide. Depending on whether the exercise was carried out individually or in groups, it might involve group work.

RELATIONSHIP SKILL

A skill needed in leading and in working with people, i.e. with individuals and with groups. Sometimes called human skill or human relationship skill or inter- personal skills.

RESOURCE

Help, which can be made available in human or material form on request. A person who can provide knowledge is known as a resource person. Material, usually in written form (but it could include other types of training aid), is known as support material.

REVIEW

The process of feeding back observations, interpreting them and making plans for the future.

ROLE

The part, which a person plays in a situation or group.

ROLE PLAY

A training method in which two or more members of a group are presented with a situation which they are required to resolve by acting out the roles of those represented in a situation. The way in which the situation is resolved in then analysed and evaluated, usually by the members of the group themselves. This is a simple form of simulation.

SELF TRAINING

A person training his or herself by acquiring skills or knowledge, by practising skills, by evaluating their own performance and by learning from such evaluation. These are learning experiences depending entirely on the initiative and abilities of the person concerned.

SENSITIVITY TRAINING

A general term used to describe a number of training methods designed to improve the relationship skills of the participants, by increasing their ability to appreciate how others are reacting to their own behaviour, to appreciate the state of relationships between others and to carry out skilfully the personal behaviour required by the situation.

SIMULATION

Any training method, which attempts to recreate the environment in which the participant, would normally carry out the job for which the participant is being trained and the situations which might arise whilst carrying out that job. In-tray exercises and role-play are simple forms of simulation games.

SKILL

The ability to do something, usually as the result of practice.

SKILL TRAINING

Training specifically designed to improve practical skills.

SOFTWARE

The material transmitted by the hardware used in a training aid, e.g. the film used in the film projector.

SPARE TIME ACTIVITY

During a training course participants may be asked to undertake specific activities during the course, but in their free time. As a training method, such activities are a form of self-training.

SPECIAL COURSE

A training course designed to satisfy certain specified and limited training needs in any field.

STANDARD

A combination of elements of competence and its associated performance criteria and range statements.

STRUCTURE

A definite and fixed pattern or system, which forms a simple framework, which can be used as the basis for further and more detailed planning.

STRUCTURE COURSE

A training course with a carefully and precisely defined structure allowing for little flexibility in planning and implementation.

SUPERVISION

The provision of personal support on a regular and organised basis.

SYSTEM

A system is an assembly of parts linked together in some pattern or organised form, such that the behaviour of the system is changed or affected if any of them leave it.

SYSTEMS THINKING

Systems thinking is a framework for seeing the interrelationships rather than individual things. It focuses from seeing the parts to seeing the whole by encouraging us to view things from a big picture perspective.

SYSTEM TOOLS

System tools are aids, which help us describe and analyse problems and issues from a systemic perspective.

SYSTEMATIC PLANNING

Often referred to in Scouting as NAOMIE, producing a step by step approach to planning.

TALK

A training method which is similar to the lecture, except that there may, through questions and answers and possibly through brief discussion, be some participation by the participants and some feedback.

TASK

A piece of work or several pieces of work by means of which a specific result is achieved.

TASK ORIENTED

When the group focus is mainly concerned with the task or tasks undertaken by the group.

TEAM TRAINING

A training session in which the leadership is shared by a number of people working as a team. The combined abilities of such a team can, on occasion, provide more efficient leadership than that provided by one person. Also called co-training.

TECHNICAL COURSE

A training course designed to provide skill training, e.g. pioneering, cooking, sailing, forestry.

TRAINING

The systematic development of a person so that the person may carry out a given job.

TRAINING AID

Any article which helps in training is a training aid in the widest sense (and this would include written material, e.g. books, magazines, handouts), but usually training aid refers specifically to audio aids, visual aids and audio visual aids.

TRAINING CONTENT

1. A list of topics to be included in training drawn up as a result of studying the training needs of those to be trained. Sometimes called content of training.
2. List of topics to be included in a training course.

TRAINING COURSE

When a group of adults comes together to undergo training, it is usually carried out according to a training syllabus which is divided into series of training sessions. These training sessions can take place in the space of one day, or several days, a week or several weekends. The term training

course is used to describe any form of training which meets these requirements and which involves a number of participants being trained together for a specific period. A training course can be said to be a series of related and structured learning experiences.

TRAINIG METHOD

Procedure which provides a suitable structure and environment for a learning experience, e.g. base, brainstorming, buzz group, case study, demonstration, in-tray exercise, lecture, lesson, lesson demonstration, programmed learning, project, role play, talk, training study and workshop.

TRAINING NEED

The specific needs of people, in regard to carrying out a given job, which can be satisfied by training. These needs and the abilities and skills called for in order to satisfy them, can be classified under three headings: knowledge, skills and attitudes.

TRAINING PATTERN

The structure of training in which the stages of training are shown as a progressive series of learning experiences.

TRAINING PROVISION

The different types of learning experiences which can be utilised in training, including informal training, personal support, self-training, formal training courses and training studies.

TRAINING SESSION

A learning experience with set objectives.

TRAINING STUDY

As part of the training pattern, a person may be asked to consider a series of questions or topics concerning the job the person is carrying out. These questions or topics may be studied and answered individually in writing and then read and commented on by a more experienced person; or these questions or topics may be studied and discussed by a group of people at the same stage of training and with similar backgrounds. This latter method is sometimes called a training seminar. Both of these training methods should be structured so as to provide an effective learning experience for those concerned.

TRAINING SYLLABUS

The training content of a training course set out in terms of a series of training sessions.

TRANSACTIONAL LEADER

A leader whose main purpose is to meet the current needs of his or her followers by ensuring that they clearly understand the clear, motivate them to achieve the goals and rewarding them when they achieved it.

TRANSFORMATIONAL LEADER

A leader whose main purpose is to raise the level of motivation and morality beyond the interests of the individuals by developing a vision that brings about a new culture.

TUTOR

A person appointed to work during a training course with a group of participants. In leadership of the group, the tutor may adopt either a directive approach or a non-directive approach.

TUTOR GROUP

A group of participants formed, during the period of a training course, to work together with a tutor.

UNDERSTANDING

The ability to formulate concepts, to apply them to experience and to draw logical conclusions.

UNIT OF COMPETENCE

Describes a key area of responsibility within a particular job.

VALUES

Those ends which are prized and are considered worth striving for

VISUAL AID

A training aid, which helps in training by using the sense of sight. It includes blackboards, charts, felt boards, flip charts, transparencies (on an overhead projector), slides, film strips, silent films and fixed or working models.

WORKSHOP

A training method in which groups undertake practical tasks, usually associated with skills.