

Personnel Committee Handbook

Guidelines for the Local
Implementation of
Adults in Scouting



PERSONNEL COMMITTEE HANDBOOK

The purpose of this handbook is to provide guidelines for local Personnel Committees to implement the *Adults in Scouting* strategies in The Scout Association of Australia. Applicable to all adults, it includes selection, recruitment, mutual agreements related to particular appointments. Induction / integration, training and support, review and conscious decisions for the future following a term of service.

Its content can be applied in local Scout Groups or Districts, even Area / Region or Branch level if appropriate. Guidelines are practical and for essentially local use.

The handbook originated as a District Personnel Committee Handbook, for use at urban municipality or county shire level. Therefore, in many cases in the handbook, reference is made to Scout Districts, to illustrate the examples given. If the Personnel Committee is located at some equivalent level, for '*District*' read the support level to which it applies in your situation.

Please note that this version of the Personnel Committee Handbook was last amended in 2004 and as such does not necessarily reflect more recent changes to the National Policy and Rules.

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SECTION 1

ADULTS IN SCOUTING

1.1 INTRODUCTION

1.1.1 The Scout Association of Australia depends on its adult leadership to deliver its program to young people. If that program is to be effective it is clear that the adults charged with its delivery must be carefully selected, assigned to roles which are most appropriate for them and then trained and supported in the job. They must be encouraged to pursue their commitment to Scouting enthusiastically and sensibly, and should be invited to review their success on a regular basis.

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

These two points form the basis for **Mutual Agreement** for adults to join Scouting

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

1.2 ADULT RESOURCES POLICY

1.2.1 The basic policies applying to Adults in Scouting are contained in "Australian Policy and Rules" (APR). The first issue of this new document was adopted by the National Council of The Scout Association of Australia in November 1995 and is a modern statement of Australian Scouting's "ground rules". While most of the key elements are reiterated at appropriate points in this handbook, members of PCs must recognise that their authority is ultimately based on APR and ensure that the most recent issue of APR is available to them.

1.2.2 While several policies and rules within APR are relevant to Adults in Scouting, the central policies are set down in APR P5 Personnel Management. PC members should particularly read and apply these policies, in conjunction with any local Branch policies and rules which might apply.

NB P5.2 outlines the **Code of Conduct for Adults in Scouting** in Australia.

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

1.3.2 The use of Adults in Scouting strategy is to:

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

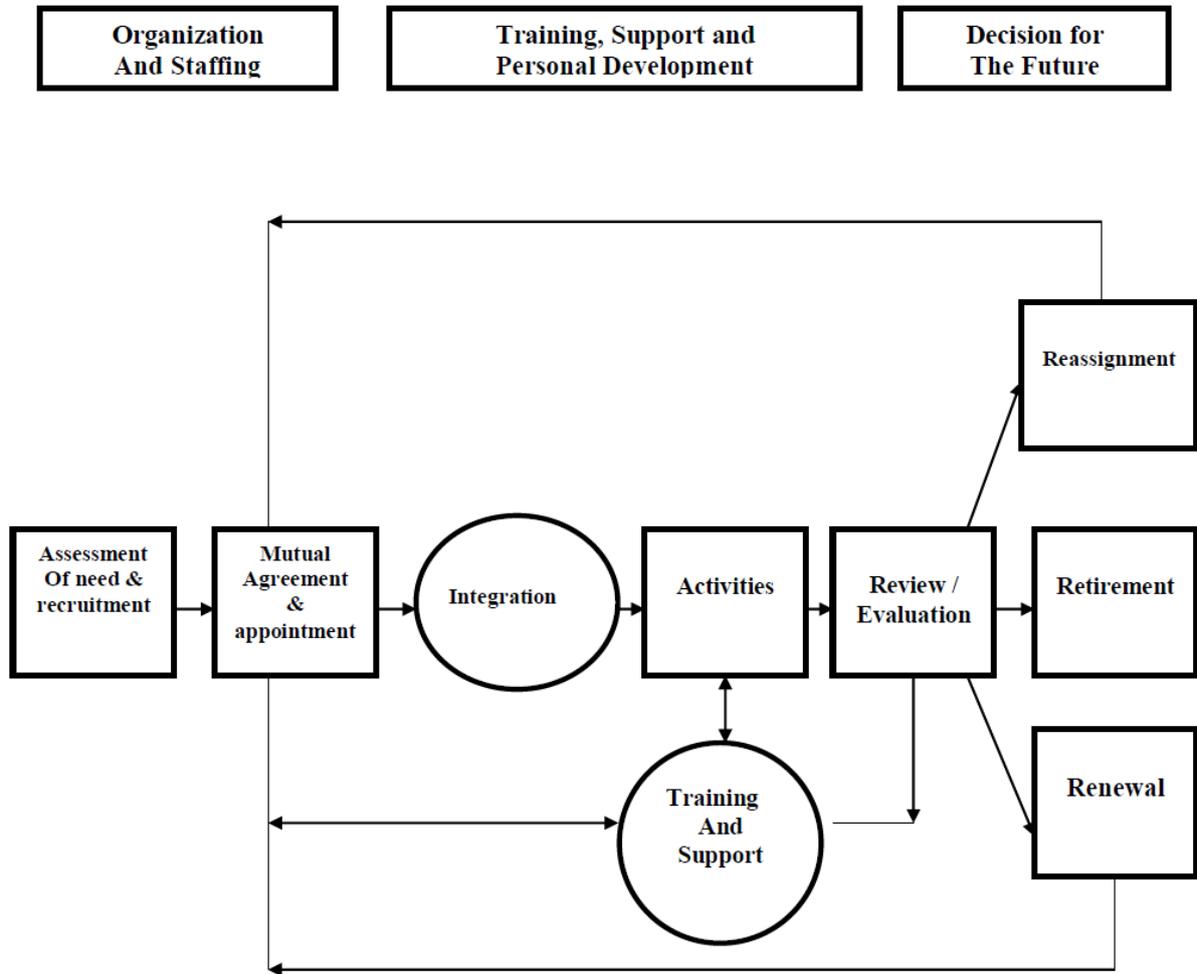
1.3.3 This handbook is concerned with the operation and implementation of the “Adults in Scouting” strategy at the local level.

NB With the Functions Statement or Job Description clearly described, the need for an Adult in Scouting, in terms of a role to be filled, the competencies required to carry out that role can be defined, then the Adult Training and Development personnel can design appropriate recognition of prior learning and further training and development programs for that individual.

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

Organisation and Staffing:	Seeking and recruiting the necessary Leaders.
Training, Support Personal Developopt:	Integration, training and support to ensure successful actions
Phase Three:	Deliberate decisions for future roles, following review and self-appraisal, in discussion with an adviser.

Life Cycle of an Adult in Scouting



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1.4 RESPONSIBILITY FOR “ADULTS IN SCOUTING”

- 1.4.1 Many people have a role in the management of Adults in Scouting. Section Leaders are closely involved in the selection and development of their Assistant Leaders. Group Leaders, District Leaders and Commissioners have various special roles in relation to the initial induction, and subsequent development, growth and support of all leaders and other adult members.
- 1.4.2 In addition to these key leaders, ‘Personnel Committees’ operate at different levels within the Scouting support structure.
- 1.4.3 This handbook is designed to guide and support the individuals involved with the operation of local Personnel Committees (PCs). It sets out to provide:
- (a) Role, function and membership of Personnel Committees.
 - (b) Useful information of a “how to” nature, designed to ensure that their process and operation are as “professional” as possible something we wish for every Scouting activity.
- 1.4.4 Note that the processes set out in this handbook are guidelines - not absolute binding rules. Indeed the detailed processes used by different Branches of The Scout Association of Australia vary to some extent and these guidelines need to be applied in a way which best supports those processes.
- 1.4.5 In addition, every person is different, deserves to be treated as an individual and is entitled to be treated with respect and consideration. Discussions and recommendations made by the PC must be treated with the appropriate degree of sensitivity and confidentiality.
- 1.4.6 Records that adults have been interviewed should be kept and adopted in the proceedings of the committee to which the PC is responsible.

1.5 FUNCTION AND ROLE OF THE PC

- 1.5.1 The function of the PC within its defined area of responsibility is to advise the appropriate Commissioner or Executive in relation to all aspects of the management of adults. This includes:
- (a) The five elements specified in **APR P5.3**:
 - Recruitment
 - Appointment
 - Training, personal development and support
 - Review and evaluation
 - Renewal, reassignment and retirement.

- (b) Grievances, disputes and disciplinary matters which arise.
- 1.5.2 While the PC has particular functions in the management of adults as set out in APR P5.3, this role does not negate the primary responsibility of parents, Group Leaders, District Commissioners to satisfy themselves on matters concerning the suitability and effectiveness of adults.
- 1.5.3 The PC Chairperson is responsible to the District Association, or equivalent, and reports directly to that body. There may be occasions when the Chairperson proffers advice directly to the District Commissioner but at all times the Executive Committee of the District Association must be kept informed.
- 1.5.4 The Assistant District Commissioner / District Leader (Adult Training), or the alternative staff member, appointed to the PC under 1.6 below, represents, and is responsible to the District Commissioner. He / she is not the secretary or convenor of the PC, as he / she has many other functions to carry out.
- 1.5.5 Subject to any local redefinition or variation, the functions of the PC are:
- (a) Conduct enquiries into the suitability of applicants for adult membership as set out in APR P5.3 (6) and, in particular, the interviewing of all such applicants.
 - (b) In conjunction with the Assistant District Commissioner / District Leader (Adult Training), identify training and development needs of potential and existing leaders.
 - (c) Conduct or assist with the review of all leaders and their performance at regular intervals, including once at least three months prior to the completion of each leader's term of appointment.
 - (d) Interview leaders leaving the Scout Association, to determine the reasons for leaving and where appropriate to recommend to the local Commissioner appropriate action designed to minimize future losses.
 - (e) Interview leaders who are applicants for a change in appointment, including change from an Assistant to a Section Leader role.
 - (f) Prepare an on-going staffing and succession plan for the District.
 - (g) Advise Groups on methods of recruiting and retaining Leaders
 - (h) Regularly publicise the PC's activities through, for example, visits by the uniformed member of the Committee to District (local) Training Meetings.

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- (i) Help to promote and implement good personnel policies and practices through, for example, the dissemination of material such as leader job descriptions; the promotion of the Personal Planning Program; and assistance/training in the establishment and measurement of personal objectives of leaders.

1.6 MEMBERSHIP OF THE PC

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

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

NOTE: 1. (a) and (c) could be the same person, if further suitable non-uniformed people are not available.

2. Extra or alternative members may be located at distant locations in the District or region.

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

Certificates of Adult Leadership approvals and transfers are processed by the PC and on to the appropriate commissioner or Group Leader.

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

For other formations, the equivalent relationship would apply, with the Personnel Committee appointed at the AGM.

SECTION 2

ASSESSMENT OF THE NEEDS OF ADULT RESOURCES

2.1 APPOINTING AND RETIRING

- 2.1.1 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, are central concerns for Scouting also.
- 2.1.2 While responsibility for “hiring and firing” in Scouting **is a** responsibility shared between GLs and Commissioners at various levels, the PC will be able to provide advice on detail and methods.

2.2 SELECTION INTERVIEWS

- 2.2.1 The acquisition of a new Leader is at the same time a cause for celebration and a reason to exercise great care and diligence. On the one hand the Association demands a constant and regular flow of adults who will make a commitment - short or long term - to its youth members and therefore to its very future. On the other, the Association carries a major obligation to ensure that every stringent selection criteria is satisfied before new applicants are given the privilege of positions of Scouting leadership, and then to provide excellent training and support to enable them to fulfill their potential in the delivery of high quality Scouting.
- 2.2.2 For these reasons, the processes applied and the training and other support extended to a new Leader candidate are clear and strenuous.
- 2.2.3 Appendix A of this handbook provides a simplified outline of the steps involved in recruiting, accepting and training a new adult joining Scouting.

2.3 OTHER INTERVIEWS

- 2.3.1 Apart from Selection Interviews, a PC will be fitted with conducting a number of other different kinds of interviews. These might include, for example:
- Appointment Review Interview
 - Grievance Interview
- 2.3.2 To assist the PCs focus on some of these possible situations, some additional information on each of these types of interviews is included in the Appendices.

2.4 SUCCESSION PLANNING

- 2.4.1 What would happen if a leader, in a key role (and aren't they all!), leaves suddenly, say tomorrow? Do you have a suitable replacement? Is this replacement ready for the role? More to the point, is he or she willing to take on this role?
- 2.4.2 In Scouting, it is inevitable that leaders will move on (retirement, resignation, or reassignment to another position in Scouting). What is necessary is a regular review of organizational needs and individual needs. This review should be undertaken on an annual basis, at every level through the Association.
- 2.4.3 Succession planning is a valuable procedure which can be used as a tool for evaluating whether or not the current key positions are adequately covered by a contingency plan, should one of the current leaders leave suddenly. The plan can also be used for predicting recruitment and training needs,
- 2.4.4 Succession planning is usually initiated by the individual "above" the jobs being considered in the Scouting structure. (The Section Leader would consider succession plans for Assistants in the Section Group Leaders would develop plans for each of the Section Leader positions; the District Commissioner will develop plans for each of the Groups Leaders in the District, as well as his or her own specialist staff and so on). Usually, the plans would be presented to the next person "up the line" for consideration and endorsement, or at least to ensure that person is aware of issues which the Succession Plan highlights.
- 2.4.5 The process itself is quite simple and a sample form is included as Appendix E to assist PCs and others to undertake the exercise. Full guidance is provided there as to how the form should be completed.
- 2.4.6 Realistically, if genuine and useful succession planning is to operate throughout the District, it must be driven by the PC or motivated by its example. The PC should therefore actively promote and encourage succession planning throughout the District and, for District staff and Group Leaders, should work in association with the District Commissioner to initiate and maintain the succession planning process.

SECTION 3

GETTING STARTED

3.1 WHO DO YOU WANT FOR THE JOB?

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

3.2 SELECTION CRITERIA

- 3.2.1 In practice there are three key questions in selection of staff:
- Can this person do the job? (covering knowledge and skill)
 - Will this person do the job? (covering motivation and attitudes)
 - Will this person fit in with the team? (covering personality)

The PC must ensure that each of these three areas is explored with care.

- 3.2.2 The selection criteria for the particular job being considered should be carefully set down in writing, well in advance of the interview. The PC should not be constrained by the job description, and the actual selection criteria might include some or all of the following matters, or other considerations not listed:
- Qualifications and training
 - Knowledge of scouting
 - Youth leadership experience

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

3.3 LINKS WITH ADULT TRAINING & DEVELOPMENT PROGRAMS

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

SECTION 4

SELECTION INTERVIEW

4.1 THE IMPORTANCE OF INTERVIEWING

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

4.2 SUCCESSFUL INTERVIEWING

- 4.2.1 Interviews are most likely to produce successful - “the right” - outcomes when interviewers ensure careful preparation and a systematic approach. Because most of the interviews which the PC will conduct (but not all - see also Section 4) are concerned with the selection of new Leaders and the assignment, reassignment or perhaps retirement of existing Leaders, it is possible to set down several simple guidelines or checklists which will help this process.
- 4.2.2 The overall process of selection, assignment, etc, can be summarized in the following process:
- (a) Establish selection criteria.
 - (b) Obtain referee reports.

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- (c) Conduct interview.
- (d) Make overall assessment.
- (e) Make your recommendations.

4.2.3 Each of these points are dealt with under the next sub-sections.

4.3 SELECTION CRITERIA

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

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

4.4 REFEREES' REPORTS

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

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

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

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

4.4.5 In ensuring the best possible use of the referees, the following checkpoints are useful:

- (a) Predetermine information to be collected. This would be based on the agreed selection criteria, but may originate from comments made or concerns identified in the course of the actual interview.
 - (b) Structure reports. Make sure that everything you need is identified and able to be collected in a logical, efficient and sensitive manner.
 - (c) Check that referees are available and able to comment at a mutually convenient time. You will get little practical assistance from a referee if you are trying to get a detailed report from him as he is in the middle of dinner, or on his way out to the movies!
 - (d) Keep questions specific. Ensure you get the information you want, rather than the information the referee is trying to give you. (Refer to Appendix B for suggestions about questioning techniques.)
 - (e) Check basis of opinions. We are all prone to generalizations, and often draw wide-sweeping conclusions from one or two examples which may or may not be valid. You need to understand the evidence on which the opinions are based.
- (1) Document comments clearly. Memory is notoriously unreliable, and clearly difficult to use at a later time. This is particularly true if you are contacting the referee on behalf of the full PC and will need to report the comments later. You need to have access to a clear and detailed record of the referees' comments to assist you in subsequently making your report and developing your recommendations.

4.5 CONDUCT THE INTERVIEW

4.5.1 The interview itself has great significance. First it is the key mechanism by which the PC will collect information and then make its assessment about a candidate or current Leader. Second, it is an important symbol, a signal to everyone that the Scout Association takes the business of recruiting and employing Leaders as a serious and important matter.

4.5.2 The following Section provides a clear guide to the way in which an interview should be conducted, and offers some practical hints on how to make the most of the occasion.

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4.6 MAKE THE OVERALL ASSESSMENT

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

4.7 MAKE YOUR RECOMMENDATIONS

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

4.8 FACTORS WHICH LEAD TO POOR INTERVIEW DECISIONS

- 4.8.1 It is a fact of life that some PC decisions will be bad decisions. Nobody wants this to be the case, but it is inevitable. And most of the poor decisions will be the direct result of one or more of:

- (a) Poor initial preparation.
- (b) Failure to collect enough, or the appropriate, information.
- (c) Inability, unwillingness, or failure to consider and apply the information gathered.

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

- (a) A failure to define selection criteria (a concern to move the process along as quickly as possible, work load excessive, etc).
- (b) Poor selection criteria (using an out-of-date job description, failure to obtain specific information from Group about meeting night; size of Group; accessibility etc).
- (c) Lack of system and structure in the process (need to develop a checklist to ensure all things are covered).

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

- (a) Lack of interview skills, confidence or experience. Interviewing is not always an easy task and not everyone finds that the skills come naturally. If you have never been involved in selection interviews, take some time to read this book carefully or, better still, try to attend a course in interviewing skills. Inevitably, however, the only way to build experience and confidence is to use the skills. Often, role plays and practice interviews can be very like the real thing and can help you develop your abilities and gain confidence. Talk to your local Assistant District Commissioner / District Leader (Adult Training) about the possibility of running a suitable program for members of the PC.
- (b) Lack of skill, confidence or experience in discussions with referees. Again, this is something which will grow with practice, but which can be developed with some special training effort. Try to make the effort!

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- (c) Failure to collect enough referee reports. There is always a risk that, having interviewed a candidate, interviewers will come to their own conclusion and feel that the time and effort involved in speaking to referees is superfluous. Don't allow yourself to step into this trap. The importance of referees in the process has been discussed earlier and should not be omitted.
- 4.8.4 Having gathered all the information you need in a systematic and thorough way, there remains the risk that the information may not be used or interpreted in a way which is thorough and consistent. Interviewers often fall into the trap of allowing one particular impression or idea to form the whole basis of their assessment. Having made their minds up, they then proceed to place great emphasis on pieces of evidence which tend to support their view, and ignore, play down or deliberately misinterpret pieces of evidence which contradict them. Having spent a great deal of time and effort in clearly setting out selection criteria and collecting a full range of objective information through interviews and referee reports, make sure you don't throw it away on some superficial image which hit you along the way!

SECTION 5

PERSONAL LEADER ADVISER

Each new leader recruited is to be assigned a Personal Leader Adviser (PLA), by the designated District team member, to be a “mentor” or “buddy” or adviser, The PLA is support person who assists in the induction process, ensures that the new leader applies for and completes training programs and gives friendship and encouragement - a “shoulder to lean on”, if required. The ADC / DL (Adult Training) has a function statement for a PLA, and is usually the District team member who assigns PLAs to new leaders.

PC members simply need to know that a PLA will be assigned.

Briefly, the functions of the PLA are:

- To promote leadership, motivation and loyalty to the Scout Movement as a whole,
- To encourage belief in the development of all Adults in Scouting and the completion of the Wood Badge as the accepted standard of effective leadership in the Association.
- To encourage all Leaders to progress through the full Wood Badge program.
- To be responsible for, or assist with, the assessment of Leaders in achieving and maintaining the standards of the Association.
- To organize Leaders to undertake the formal training specified.
- To maintain liaison with Leaders attending formal training programs and to support continuity.

- The PLA’s role is to assist individual leaders to assess their own particular needs, to ensure that the need is identified and steps taken to meet that need,
- The PLA is a facilitator, who must be familiar with all aspects of the leader’s role. The role of the PLA is vital in the leader support system of the Movement.

Therefore, a PLA needs to:

- have a positive maturity.
- have honest self awareness and sensitivity.
- be aware of her / his own skills, needs, and effect on others.
- have the ability to adjust when necessary, that is have a flexible approach.
- be able to help, without appearing to be a “know-all”.
- show patience and understanding when a leader stumbles over some difficulty or returns to a situation already (apparently) dealt with.
- be able to ready, from time to time, to deal with leader frustration or even hostility, if a project does not go as well as expected or if external factors hinder progress.

Personal Leader Advisers are appointed for a term of three years (renewable).

Further details and training requirements are listed in the Leader of Adults Handbook, (1994) chapter 3.

SECTION 6

INITIAL COMPETENCY CHECK

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

The Initial Competency Checklists that the new leader:

- demonstrates basic organizational skills
- is committed to the Principles of Scouting
- can discuss and identify youth issues (relevant to the age range to assist)
- demonstrates empathy for and communicates with young people
- shows self confidence and maturity
- can supervise
- can manage youth behaviour in the particular age range
- demonstrates confidence in running games, activities and Section meetings
- known TO ALL parents
- committed to the Principles of Scouting

The PLA is farther expected to recommend to the PC that the Mutual Agreement between the Adult and the Association (see Section 7) be endorsed, subject to the following conditions:

- the Leader is / is not authorized to take sole charge of a Section or lead an outdoor activity
- the Leader agrees to complete the Basic Level Training within a period of six months and
- to complete Advanced Level Training within a period of two years and
- to complete one Elective (training / learning) Unit annually. This elective is intended to encourage on-going personal development and may be an additional Scout training module, or approved Scout or external conference, workshop, etc.

SECTION 7

MUTUAL AGREEMENT

7.1 A REFLECTION OF MUTUAL OBLIGATIONS

- 7.1.1 In accordance with APR P5.3(5), a formal agreement - the “Mutual Agreement” -is established between the Association and a new recruit at the time of entry. The Mutual Agreement defines the relationship between the parties and recognizes that both parties are accepting certain responsibilities.
- 7.1.2 The Mutual Agreement consists of a completed application for appointment, and a signed document setting out the rights and responsibilities of both parties.
- 7.1.3 After the completion of suitability checks, the Mutual Agreement leads to appointment and membership of the Association.

7.2 MATTERS COVERED IN THE MUTUAL AGREEMENT

- 7.2.1 The Mutual Agreement will cover all important matters which relate to the applicant’s acceptance an Adult in Scouting. It consists of a completed application for appointment and details of the Association’s commitment to provide:
- a defined organizational framework in which to operate characterized by equity and fairness with a right to be heard.
 - a personal development process which recognizes existing skills and leads to enhanced personal and functional competencies.
 - consideration of individual needs in appointment
 - a variety of leadership roles in a team environment
 - the opportunity to contribute to the personal development of young people
 - opportunities fur community service
 - appreciation and recognition of individual contribution
 - opportunities to participate in International activities
 - advice and access to programs and materials to carry out the task
 - Public Liability Insurance for actions consistent with the policies of the Association.

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- opportunities for friendship and fellowship
- opportunities to participate in a wide range of activities

7.2.2 Mutual Agreement - Undertaking by the Adult

- to live by the Scout Promise and Law and to accept the Code of Conduct for Adults in Scouting
- to work to achieve the Aim, Principles and Method of the Association
- to adhere to the Policy and Rules of the Association
- to represent and promote the Scout movement to the community
- to be a role model to youth members and to adults
- to accept the responsibility of working with young people (including duty of care, treating with respect, etc)
- to accept the authority of the Association
- to actively participate in the Personal development process of the Association
- to acknowledge that teamwork is a basic of Scouting, requiring active co-operation with others and respect for their views and values

7.3 PROCESSING OF THE MUTUAL AGREEMENT

7.3.1 The Mutual Agreement should be discussed between the adult and the PC at the time of initial interview. The document should then be signed by the responsible Commissioner and the applicant. Note, however, that it does not come into effect until suitability checks have been completed.

7.3.2 Two copies should be signed. One is retained by the applicant, while the other is forwarded to the District (or equivalent) Commissioner for suitable action and retention.

SECTION 8

**PERSONAL PLANNING AND
GOAL-SETTING**

- 8.1 Planning is an important aspect of everything we do. Generally it is true to say that extra time spent on planning how to do something will mean less time needed to actually do it.



- 8.2 Every level in the Scout Association - from an individual training section, to the Association at national level - is encouraged to set goals and plans and to measure its achievement of those. This is not to say that plans always are achieved, but rather that the process of planning itself is important. It is in thinking about where we need to go that we prepare ourselves to meet the challenges we will meet in getting there.
- 8.3 It is appropriate, therefore, that Adults in Scouting commit themselves to a basic level of personal planning in relation to their role and involvement. Apart from helping them to think about future aims and aspirations, it also encourages them to set goals for themselves against which they can later review and measure their achievements. It is also a useful tool to have available in the course of the regular reviews of appointment which the PC will conduct.
- 8.4 It is therefore suggested that PCs encourage every adult within District to complete a Personal Planning Form (sample in Appendix F) which can be copied as necessary.
- 8.5 In encouraging every adult to complete this form, it should be made clear that he or she may do it in discussion with another adult, adviser (if such assistance is wanted), or individually. Alternatively, groups of leaders working together, eg all leaders in a Pack, might like to complete their own form as a team.
- 8.6 Adults should understand that completion of the form is a voluntary process. However, it is hoped that all will take part, as the process is designed to assist each to become more effective. The best time to complete the form is at the start of each Scouting year, setting personal goals and objectives for the coming year.

SECTION 9

**DECISIONS FOR TILE FUTURE:
REVIEW INTERVIEWS**

9.1 WHY CONDUCT REVIEW INTERVIEWS?

- 9.1.1 As specified in APR P5(3), adults are appointed to defined roles in the Association for fixed terms not exceeding three years.
- 9.1.2 In any event, the recruitment of any leader should be seen as the first step in a relationship which will be characterized by flexibility and change. Many leaders will either seek or be asked to consider undertaking new and different roles within the Association. This is to be encouraged as consistent with a flexible and responsive modern organization.
- 9.1.3 In addition, for many reasons it will become appropriate, either at the instigation of the leader or at the initiative of the responsible Commissioner or the PC, to consider the continuation or otherwise of an appointment during the currency of a fixed term appointment.
- 9.1.4 The PC will conduct a Review Interview with every leader, either towards the conclusion of her or his current fixed term appointment or where it becomes appropriate to do so as foreshadowed in 9.1.2 and 9.1.3 above, or for any other relevant reason.

9.2 AIMS OF REVIEW INTERVIEWS

- 9.2.1 The aim of Review Interviews are, consistent with the “Life Cycle of an Adult in Scouting” (see Section 1), to ensure that both the adult concerned and the Association are maintaining their respective obligations under the Mutual Agreement, and consider the appropriate future Scouting assignment of the adult concerned.
- 9.2.2 As a result of this process of review, the PC may choose to recommend any of several possible courses of action:
- (a) Provide the adult with training and support in addition to that which he or she has already received.
 - (b) Renew the adult’s appointment in her or his current role.
 - (c) Reassign the adult to another position elsewhere within the Association.
 - (d) Retire the leader from the Association

9.3 WHICH OPTION?

9.3.1 As stressed earlier in this handbook, the relationship of the Scout Association with any individual is based on the satisfaction of mutual needs. The Scout Association requires committed, competent adults to deliver, or manage the delivery of its program for youth members. Individuals will similarly have their own needs which, by joining the Association, they expect to have satisfied.

9.3.2 As with initial selection, therefore, the PC's role in Review Interviews is to satisfy~' itself that both parties' needs can are will be met by the individual's continuation in an appropriate role within Scouting, and to make whatever recommendations and/or conditions, which might be consistent with that outcome.

9.3.3 Again, however, it is critical that the PC's recommendation ensures an outcome where both sides needs are being met. Of first priority from the Association's perspective, is the absolute importance of ensuring that the Association's youth program is best served. For example, a leader who is failing to deliver a quality program should, in general, not be renewed in his or her appointment. Unless an alternative position is available, in which the individual could make full use of the competencies which she or he possess, the PC should recommend retirement.

9.4 REVIEW INTERVIEW PROCEDURES

9.4.1 In general the actual Review Interview is similar to a Selection Interview and will require the same preparation and process.

9.4.2 In addition, however, the PC will wish to satisfy itself as to the individual's actual performance in his or her leadership position and the extent to which the various obligations under the Mutual Agreement have been satisfied by each party (including in particular the satisfying of training and development requirements).

9.4.3 In this respect, the PC should ensure that any apparent shortcomings on the part of the individual is not directly or indirectly a result of the Association failing in the delivery of its own obligations under the Mutual Agreement.

APPENDIX A

INTERVIEW PROCEDURES AND SKILLS

A.1 INTRODUCTION

- A. 1.1 As mentioned in the body of this handbook, the actual conduct of the 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 is demonstrated symbolically.
- A. 1.2 It is worth considering what needs to happen before, during, and after the interview, and the following suggestions are intended to assist PCs in making the very best and most professional job of which they are capable. Please note that the suggestions are intended to be general and to apply broadly to all interview situations. Included here are some supplementary comments to assist with the conduct of interviews being held for various specific purposes.

A.2 BEFORE THE INTERVIEW

- A.2. 1 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. In setting up the appointment:
- (a) Arrange the appointment at a time which suits both the PC and the interviewee and ensure enough time to do the subject justice. If the time or date preferred by the PC is clearly inconvenient for the interviewee, be prepared to arrange another more convenient time. The interviewee should feel that we appreciate his or her contribution and want to accommodate to her or his needs and preferences as much as reasonably possible.
 - (b) Choose a location which is warm (or cool!) and comfortable, with total privacy. The Committee room in a “Bandiwallop” Scout Hall on a Wednesday evening in winter is likely to be cold and drafty, and to suffer from noise and interruptions from the Scout Troop which is meeting in the adjacent hall. This is not an environment to project professionalism, or to gather complete and thoughtful information about a new recruit.
 - (c) 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. The “chat circle”, where all parties sit in a circle facing one another, ideally in comfortable arm chairs or similar, is less formal, and likely to produce an interview which is less stressful for the interviewee. It

is more difficult, however, to juggle papers and to make notes, and the risk of spilling coffee, etc, is much greater. On the other hand, the “across the table” interview, where the interviewers sit on one side of a table or desk and the interviewee on the other, tends to be more formal and the arrangements suggest a confrontationalist “them and us” situation. It is usually more convenient for the interviewers, who have a place to organize their papers, make notes, sit their coffee cups, etc, but is almost always more stressful for the interviewee. In addition, the table between the two parties can become a psychological, as well as a physical, barrier to good and open communications. 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, any earlier interviews with this individual and any other factors which might be relevant.

- (d) Finally, having made the appointment, don't allow the PC to be the party which breaks it. The interview is .and must be seen to be .important. Changed or broken appointments convey the message that the process is just that something to be gone through for the sake of form.

A.2.2 Before the interview also is the time when the PC must be preparing itself it is not only inefficient, but also bad manners, to be actually reading the details of the applicant as she or he enters the room. It is unacceptable to be asking the applicant questions which are actually answered in the written material before you! At the very least, before the interview the PC should:

- (a) Contact referees, preferably in person.
- (b) Ensure that every member re-reads the current job description.
- (c) Carefully consider and define the selection criteria (essential and desirable) to be applied, drawing from the job description and other relevant information about the position.
- (d) Ensure that every member has reviewed any material provided by or about the person to be interviewed.
- (e) Make any notes on matters that need to be clarified.
- (f) As a Committee, decide upon the areas to be covered by each interviewing member and, as appropriate, help individuals frame appropriate questions which will ensure that the PC obtains the information which it needs.

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A.3 DURING THE INTERVIEW

- A.3.1 As the interview commences make the applicant feel at ease, it's not an interrogation! Introduce the members of the PC present, offer coffee or tea if appropriate, engage in general light hearted conversation and generally seek to "humanize" the interview.
- A.3.2 Then outline very clearly what the purpose of the interview is and how it will proceed. Explain clearly that there will be plenty of opportunity for the applicant to ask questions and to clarify any uncertainties she or he may have. Stress that the PC is as concerned to provide information to the interviewee as it is to gain information from him or her.
- A.3.3 Then - and only then - should the "interview proper" proceed. Using suitable questioning techniques (see Appendix B), and offering clear information as appropriate, supplemented by written material where possible:
- (a) Raise any points from information previously provided by the applicant, or if appropriate, by the referees, and follow-up any missing or unclear information.
 - (b) Fully test the applicant's understanding and acceptance of the obligations of adult Leaders in Scouting which are clearly outlined in APR *P5*, including the Code of Conduct at *P5.2* and matters contained in the Management Process set out at *P5.3*.
 - (c) Give the applicant an opportunity to raise any questions, and to air any worries they have about taking on their proposed job in Scouting.
 - (d) Inform the applicant of the support which can be given: personal by other leaders; financial (eg. provision of uniform out of pocket expenses); personal accident insurance; provision of necessary written material including handbooks; payment of training expenses; opportunities for personal development through Scouting; recognition of other demands upon time (job, family).
 - (e) Clarify the formal procedures for becoming an Adult Member not already dealt with. Refer to interviews already held with GL and/or District Commissioner.
 - (f) Detail Wood Badge training program including Basic level training requirements and expected commitment to training.

- (g) Specifically outline the nature and content of the Mutual Agreement (APR 5.3 (5)), the applicant's understanding of the Agreement and its consequent obligations, and her or his willingness to enter into such an Agreement.
- (h) Provide an opportunity for the interviewee to raise any further matters, including clarification of answers to earlier questions, or to seek further information from the PC.
- (i) Summarize the process and conclude by explaining again what the next steps will be, and the time frame in which they will take place.
- (j) Thank the applicant for giving of their time and coming to the interview.

A.3.4 Every member should ensure that she or he personally makes suitably detailed and complete notes as the interview proceeds so that a fully informed discussion can take place later.

A.4 AFTER THE INTERVIEW

A.4.1 There is always a temptation to avoid the work associated with concluding an interview process. Further delays are unfair to the individuals concerned, and to the Groups and Sections which are depending on the process. Therefore move quickly (but still thoughtfully) to complete the process.

A.4.2 Specifically, after the interview the PC should:

- (a) Have individual members review their own notes.
- (b) Discuss the interview within the Committee.
- (c) Arrange for any further enquiries to be made (of additional referees or other parties as appropriate) and in the light of those, to consider whether a further interview is necessary or desirable.
- (d) Finalize its views.
- (e) Present its formal recommendations to the District Commissioner and the District Association, or local equivalent personnel.

APPENDIX B

INTERVIEWING TECHNIQUES

B. 1 How interviewers approach the interview and the techniques they use will affect the quality of the outcomes. In general at any interview we will be seeking to achieve some or all of the following:

B. 1.1 A climate where information can be exchanged in a free and non-threatening way.

B.1.2 A climate where the interviewee can operate in a free, non-defensive state of mind, open both to information exchange and, if appropriate, problem solving.

B. 1.3 Genuine communication of understanding and acceptance.

B. 1.4 Practical assistance with problem clarification and exploration.

B.1.5 Facilitation of appropriate action, which might range from simple endorsement of a new leader, to intervention in a significant dispute.

B.2 Appropriate use of the following “micro-skills” have been shown to improve the interviewers’ chances of achieving the outcomes which they desire.

B.2.1 Attending:

- Consider your physical posture and the impact it has on the interviewee. Remember ‘SOLER’:
 - Straight on (sit facing the interviewee, rather than half turned or swivelled away)
 - Open stance (don’t hide behind your arms and hands; avoid crossed legs; open your body posture to the interviewee)
 - Lean forward (this shows interest and involvement; leaning back suggests casual, bored, or “so what”, attitude)
 - Eye contact (look the person in the eye)
 - Relaxed (consciously work at being relaxed yourself - deep breathing, muscle stretches, etc; if you project a feeling of being “uptight”, the interviewee will quickly reflect that)

- Concentrate on the individual and what she or he is saying. Don't jump in with comments all the time. Don't be afraid of the value of silence during an interview.
- Observe as well as listen. Take in the non-verbals (fidgeting, nervousness, eye contact or lack of it, hand actions). Don't place an over-emphasis on body language (even experts won't make decisions on the basis of body language alone), but these "non-verbals" can often point to conflicts between what a person is saying, and what he or she is feeling.
- Acknowledge that the interviewee is being heard (nodding, hmm-mm, eye contact, etc)
- Show warmth and respect consistently in your behaviour.

B.2.2 Responding (Communicating Understanding):

- Respond to content by paraphrasing and restating what the interviewee has said, and as appropriate by clarifying and summarizing (see below).
- Respond to feelings by hearing spoken messages, perceiving non-verbal messages, identifying feelings and reflecting feelings.

B.2.3 Clarifying:

Ensure that you are understanding what the interviewee is saying, or encourage him or her to be precise, by using responses such as:

- Do you mean...?
- Are you saying that ...?
- Could you be more specific?
- For example?

B.2.4 Questioning:

- (i) There are various sorts of questioning techniques which can produce the answers which you need. For the purpose of this handbook, however, let us just recognise that there are two major types of questions, each of which have their place:
 - Closed questions: Usually start with "is it", "do you think", "have you done", etc. The closed question is one which can be answered just by saying "yes" or "no". They can be valuable for clarifying, or establishing

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- boundaries, or sometimes halting the garrulous interviewee. However, they have possible problems in that they:
- Give you insufficient material to work with.
- Lead the interviewee into your frame of reference (which may or may not be appropriate).
- May constrain the interviewee.
- May lead to a question and answer session, rather than a genuinely full and open discussion.

Open questions: Begin with “how” “what”, “when”, “where”, “why” and “who”. Open questions allow the interviewee to expand freely, saying how he or she feels and what she or he thinks is important. With the additional information gained from the open question, the interviewer has a better idea of how the interviewee really feels and thus has more leads on which to follow up. Typical open questions include:

- How important is that to you?
 - How did you reach your decision?
 - What might be the consequences?
 - What are some of the benefits in that for you?
 - Where would you like to start?
 - When does this usually happen?
 - Can you give me an example?
 - Could you tell us more about...?
 - In what circumstances have you...?
 - To what extent does this...?
- (ii) Note that although questions beginning with “Why” are open questions and can certainly gain clarification of a point, they can sometimes induce defensiveness, rationalization, or make an interviewee feel that he or she must justify a position. To minimize the negatives, try to rephrase a “Why” question using one of the other techniques.
- (iii) In the same way try to avoid rhetorical questions such as, “Don’t you think that ...?”, or “Is it not true that ...?”. These questions have an implied “right” answer and will encourage the interviewee to agree, because that seems to be what the interviewer wants. For this reason they are not very productive in the interview situation.
- (iv) Some final suggestions:
- Remember to keep every question clear, unambiguous and relevant.

- If there is misunderstanding, rephrase the question.
- Avoid interruptions and arguments.
- Concentrate on the interviewee's strengths as well as weaknesses.
- Take notes but not obtrusively.

B.2.5 Confronting:

- (i) One of the most useful things an interviewer can do in an interview is to use constructive confrontation. The word itself has acquired some negative and emotional images (lecturing, judging, acting in a punitive manner). However confrontation should be seen as a means to encourage interviewees to face up to what they want or feel that they need to avoid.
- (ii) Many things can be confronted (faced up to):
 - A discrepancy between what an interviewee says and how they behave (eg the person who says he/she is a quiet/shy type, but in the interview talks freely).
 - A contradiction between how people say they feel and how their behaviour suggests they feel (eg the person who says she is comfortable but continues to fidget).
 - A discrepancy between two answers (eg the person who says he is looking forward to enjoying new experiences, but in the next breath says that he could never change old habits).
 - Evasions (people often seek to avoid real or painful issues by blaming others, changing the subject, denying responsibility, acting innocent or ignorant, etc).
 - Games, tricks and smokescreens.
 - The way the interviewee's behaviour or attitudes impact on you or others.
- (iii) There are various confrontation techniques:
 - The compound sentence (You said, but look). For example:
"You said you're angry, but you have a slight smile on your face."

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“You say you’re looking forward to doing your Leader training, but so far you haven’t actually made a commitment to a course.”

- For evasion and “games” behaviour, a question expressed in one or more of the following ways:
“Each time I mention (...) you (become quiet, change the subject).”
“I think you’ve got something to say to me and I’d like to hear it.”
- Another useful method for confronting an interviewee is to give feedback on the way his or her behaviour impacts on you. Basically your comment needs to contain the following components:
 - Ownership - take responsibility for your reaction.
 - Feeling word - what is your reaction?
 - Description of behaviour - what is it that you are reacting to?

For example, consider the following possible ways of confronting:

- “I (ownership) am concerned (feeling word) about really getting to know you when you turn every one of my questions into a joke (description of behaviour).”
 - (Obviously better than: I’ll never get this interview completed if you treat everything as a joke.)”
 - “When you interrupt me (description of behaviour) it delays the interview and I (ownership) begin to worry (feeling word) about finishing on time.”
 - (Obviously better than: “I’ll never finish this interview if you’re so rude as to keep interrupting.”)
- (iv) A caution. The confrontation should not contain an accusation, evaluation, put down, or problem solution. The confrontation is not meant to be punitive, one-up-manship, showing how smart you are, tripping up the interviewee, nor a means of saying, “Ah ha, got you!”. Rather it is a way of constructively and firmly helping the interviewee to see his or her behaviour in a wider frame of reference or to help her or him see things of which he or she was genuinely unaware.

B.2.6 Summarizing and Paraphrasing:

- (i) Using paraphrasing or summarizing ties together and restates what the interviewer thinks was said or meant. The technique has a number of effects:
- Demonstrates that attending, real hearing and attempts to understand are occurring.

Checks for shared understanding or clarification. If the summary or paraphrase is expressed as an attempted understanding, it doesn't matter so much if you have it wrong. The interviewee has the chance to correct your understanding.

- Crystallizes for the interviewee what he or she has said, meant or proposes to do. If the subject is new to the interviewee, or perhaps the first time that she or he has tried to express ideas on the subject, helping the interviewee to be clear of the intended message is very important.
- Helps the interviewer to concentrate on hearing and understanding. To produce accurate summaries requires genuine effort and focus
- Can provide a bridge in thought or a breathing space for further reflection.

(ii) There are three types of summary or paraphrase:

- **Literal:** Checks what was said. It may or may not use the same words, and it may only include the parts of what were said which you thought relevant or important.
- **Interpretative:** Interviewer generally uses his or her own words and summarizes or paraphrases what he or she thinks was meant in the explicit message and any implied words or feelings. We automatically translate what a person says into what we feel they mean it is therefore very important to check our translation so that we know what we understood is actually what was meant. In this type of summary we are often attending to messages within messages, and to implied feelings, so how something was said is important for our interpretations. For example, your summary may be “you are terribly excited”, when the words described a particular incident in an excited way.
- **Action Oriented:** This summary is often neglected. What seems to the interviewer the agreed action (or even the only possible action) may not be shared as the obvious outcome by the other party. Unless the “to be agreed” action is summarized and agreement checked, no such certainty can be assumed.

(iii) In using summary and paraphrase the following points should be helpful:

- Continually check your understanding of what was meant at appropriate moments. However, be careful not to hinder progress.
- Summarize when you feel something particularly important has been said and should be checked.

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- Summarize when the interview has drifted and should be brought back to the focus.
 - Summarize whenever you are unsure about where to go next.
 - Summarize at the end of an interview, especially an action summary. Even better, encourage the interviewee to summaries here.
- (iv) The summary should always be phrased in a way that allows the interviewee to correct your possible incorrect understanding.
- Use:
 - “It seems to me then ...
 - “If I understand you correctly ...
 - “Let me see if I’ve got this right ...
 - “In summary then..,
 - Avoid:
 - “So what you’ve been trying to say is ...“What you really mean, then, is ...
 - “It seems to me that the real problem is ...
 - “It’s obvious to me that what is really happening here is ...

APPENDIX C

EXIT SURVEYS

- C.1 Adults leave the Scout Association continually, for many reasons. Some of these reasons are reasonable and unavoidable, while others are a cause of concern. As the body responsible for the effective use of people within the District, the PC must take an interest in the reasons people leave and, where appropriate, seek to address those reasons in order to improve the rate of Leader retention.
- C.2 Ideally, the PC should find the time and commitment to interview every Leader who is leaving the Association personally, in order to try to identify the precise reason for the departure. In practice this may prove difficult in some cases, but there should be some effort made in relation to every departing Leader.
- C.3 As an attachment to this Appendix, a standard Exit Questionnaire Form is provided. The PC should ensure that, for every Leader resigning from the Association:
- (a) An Exit Questionnaire Form is completed. This should ideally be done in a personal interview between the Leader and a delegated member of the PC or, as a less desirable alternative, a personal telephone discussion. If neither of these options is possible, the Leader should receive a personal letter which, while thanking him or her for their contribution, invites completion of the Questionnaire. A copy of the form should be provided, and a stamped, addressed envelope for its return included.
 - (b) The PC should examine every completed Questionnaire and, where the reason(s) given for departure suggest cause for concern should initiate suitable enquiries to validate the reasons given and, where appropriate, seek to overcome the problems identifies with a view to securing the return of the departing Leader and/or the non-repetition of the problem on any future occasions.
 - (c) Where the departure of the Leader occurs for reasons which are essentially local and the PC cannot overcome the problems in a way which results in the Leader choosing to stay in his or her present position, the PC should explore the possibility of securing the Leader's continuing service with another Group or in another Leadership capacity.
 - (d) The information obtained from the Questionnaires should be systematically collated and reported to the District/Group and to other levels of the Association. It should also be periodically reviewed by the PC. This information can often point to consistent problems or trends which, when addressed, can result in reduced Leader turnover and more effective program delivery.

ADULT LEADER EXIT INTERVIEW

SURNAME:..... *GIVEN NAMES:*.....

DATE OF BIRTH:..... *SECTION:*.....

YEARS OF SERVICE:..... *APPOINTMENT:*.....

GROUP:..... *LOCALITY:*.....

REASONS FOR LEAVING

SECTION A

1. Other Interests *
2. Other Youth or Service Organisation

SECTION B

1. Study
2. Transferred (job) from Locality
3. Moved from Locality.....
4. Peer Influence
5. Family Influence
6. Health
7. Lost Interest
8. Work Commitments

SECTION C

1. Cost
2. Section or Group Amalgamation
3. Personality clash .other leaders.....
4. Personality clash - parents of youth members
5. Personality clash .youth member (s).....
6. Time commitment
7. Didn't feel welcome*
8. Lost interest*
9. Lack of support*.....
10. Adult Training*
11. Other*

* List specific reasons

Interviewers' comments'

.....

.....

Reasons for leaving that were given to the Group:

.....

APPENDIX D

PROCESSING NEW LEADERS

While actual details may vary slightly from Branch to Branch, in general the following process must be followed in relation to every new adult recruit:

- (a) Initial contact with prospective leader (usually by GL in the case of Groups).
- (b) Notification of Intention to Apply for a Certificate of Adult Membership, Certificate of Adult Leadership Application and Police clearance forms completed.
- (c) Training Application Form for Preliminary training completed.
- (d) Interview by District Commissioner.
- (e) Formal clearance received from higher formation, with Adult Membership Certificate. (NOTE: The candidate may not undertake any activities in association with youth members until he or she has received formal clearance under this paragraph.)
- (f) Candidate is presented with the Adult Membership Certificate and at this time may be invested as a Member of the Scout Association (if she or he has not previously been a member of the Association) or may reaffirm the Scout Promise.
- (g) Interview by PC.
- (h) Preliminary training completed. (NOTE: This may be completed at any time subject only to the approval of the District Commissioner. It is not necessary to await advice of formal clearance at (e) above.)
- (i) Assistant District Commissioner / District Leader (Adult Training) in association with the relevant District Section Leader:
 - i. Appoints/organizes Personal Leader Adviser to work with the new leader candidate.
 - ii. Arranges next aspects of Basic level training.

While Basic Core training is in progress, Training Application for next level (or Basic Phase Training as appropriate) is completed.

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- (k) Basic level Training is completed. Candidate is presented with Gilwell woggle and application for Certificate of Adult Leadership is processed. (NOTE: Leaders of Adults will have completed Phases I & 2 and one module of Phase 3).
- (l) Certificate of Adult Leadership is issued and presented formally to candidate.
- (m) Candidate proceeds to further training as follows:
 - i. Advanced training for Youth Section leaders.
 - ii. Leaders of Adults continue with Phase 3 and attend Phase 4 Seminars and subsequently complete Phase 3 and 4 modules.

NOTE: It is possible to complete Advanced Training in modular stages. Applications must be completed to attend these programs and should be received at BHQ a minimum of two to four weeks before the program is to be held, according to Branch practice.
- (n) Complete Advanced Training.
- (o) Final evaluation for Youth Section leaders undertaken by District Commissioner or nominee.
- (p) Wood Badge (beads, parchment and Gilwell Scarf) presented to Leader.
NOTE: At this stage the Leader is regarded as having completed formal training obligations, so long as the Wood Badge is relevant for the appointment held. However, the Association's obligation to provide ongoing training and support, as well as regular encouragement and evaluation continues. The PC plays a periodic review role in this process.

NB Each adult leader is expected to complete one elective module annually.

APPENDIX E

SUCCESSION PLANNING

The issues which need to be considered, and for which spaces are provided on the form are:

- 1. POSITION TITLE Role as defined by Group/District/etc.
- 2. CURRENT HOLDER Name of leader currently in the role.
- 3. BACK-UP CANDIDATE (S) Name(s) of leaders who are most likely to fill the position, should it become vacant.
- 4. READINESS Consider the level of readiness of (each of) the back-up candidates. Readiness is defined, in this plan, as having the training, maturity, and willingness to undertake the role.

The form provides for three levels of readiness to be noted:

LEVEL “a” Ready now (attended all available training, has adequate experience for the role, has a maturity level appropriate to role, and is willing to undertake the role)

LEVEL “b” Within 1 year (the candidate would be ready within one year, subject to meeting the readiness requirements (as listed above)

LEVEL “c” Within 1-2 years (the candidate would be ready within one - two years, subject to meeting the readiness requirements)

LEVEL “x” If “a”, “b”, or “c” does not apply (this category should only be used if the candidate has “outstanding” or “some potential”, as indicated below, and the candidate needs in excess of two years for readiness. (Reasons should be stated).

- 5. POTENTIAL “Potential”, in this plan, refers to the candidates capability for “Readiness” criteria of training, experience, maturity, and willingness. Where a candidate has been assessed as having a “Readiness Level a”, “Potential” does not need to be addressed.
The form provides for three levels of potential as follows:

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LEVEL "a" Outstanding (the candidate has outstanding potential for the role, but may require to complete training (eg Woodbadge); gain experience; and/or may not be willing to take on the role yet)

LEVEL "b" Some (the candidate has not yet demonstrated a capability for all requirements of the role, but is gradually fulfilling a commitment to that role, and showing some future potential)

LEVEL "c" Limited (the candidate has not demonstrated a capability for all requirements of the role, and, at this stage, appears not to show much potential for the role for some time (in excess of five years))

LEVEL "x" New in position (a candidate may be new to Scouting, and/or the Group /District, and may appear to show potential for the role, but have not been in the current role long enough to evaluate).

- | | | |
|----|-------------------------------|--|
| 6 | ADULT TRAINING COMPLETED | This column refers to the Woodbadge Training, the highest level attained to be shown, year completed, and the Section trained in. |
| 7. | ADDITIONAL TRAINING COMPLETED | This column is available for including any additional relevant training that the candidate has completed. |
| 8. | REMARKS | This column can be used to clarify any matters pertaining to the candidate's suitability. It might include reference to particular professional qualifications or experience which might especially commend the candidate for a particular position. |

APPENDIX F

**PERSONAL PLANNING &
GOAL-SETTING**

Each individual adult, teams of leaders, Scout Group (“Let’s Make a Group Plan”), District, Zone, Area, Region, Branch and the National headquarters are encouraged to set goals and plan ahead for three months and a year ahead.

The best time to complete the questions below is before the year begins .to review last year’s goals, the degree of success in achieving them and set new ones for the new year.

Copy this sheet for use as a suggestion.

QUESTIONS 1 TO 5 FOR ALL TO ANSWER:

1. What are my Scouting Goals for the next twelve months - what do I hope to achieve? As a guide, you may consult “Let’s Make a Group Plan”. (Make your first goals simple, specific, realistic, achievable and measurable)
2. What help do I need to achieve these goals?
3. What strengths can I identify in my Scouting performance?
4. What weaknesses can I identify in my Scouting performance?
5. What suggestions can I list to:
 - (a) build on existing strengths?
 - (b) over come existing weaknesses?

QUESTIONS 6 & 7 FOR ASSISTANT YOUTH SECTION LEADERS:

6. Am I given enough to do at youth section meetings and activities? Am I offering enough?
7. If not, what will I do about these issues?

QUESTIONS 8 & 9 FOR SECTION OR GROUP LEADERS:

8. Do I delegate effectively?
9. How can I improve my leadership actions, including delegation?

APPENDIX G

GRIEVANCE INTERVIEWS

GUIDELINES

1. PURPOSE

- 1.1 To enable the individual to air his/her grievance.
- 1.2 To discover and remove the causes of dissatisfaction, and establish the background to the grievance.

2. PREPARATION

- 2.1 Endeavour to establish circumstances causing dissatisfaction (particularly attitudes, feelings)
- 2.2 Consult with the people concerned, check for any previous history.
- 2.3 Be aware of Scouting policy which may affect action(s) that may be taken (if in doubt - check with DC)
- 2.4 Ensure privacy, and no interruptions.
- 2.5 Allow adequate time.
- 2.6 Preference should be given to holding the interview in a “neutral” place.

3. INTERVIEW

- 3.1 Put the leader at ease .establish rapport.
- 3.2 State the purpose of the interview.
- 3.3 Allow the leader to state grievance/problem.
- 3.4 Get feelings as well as facts .feelings frequently are paramount, facts minimal.
- 3.5 Listen attentively.
- 3.6 Do not evade the issue, or belittle it.
- 3.7 Probe in depth, to ensure all the relevant details are known.
- 3.8 Investigate the facts.
- 3.9 Do not commit yourself or District, too quickly.
- 3.10 If possible, get leader to suggest solutions.
- 3.11 State proposed course of action - if known at this stage. If no decision has been reached, then state the nature of future action.

4. FOLLOW-UP

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

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JOEY SCOUT LEADER (continued)

- (h) Enhance the personal growth and development, physically, intellectually, socially and spiritually, of the Joey Scouts by encouraging their participation in challenging activities.
- (i) Develop a high degree of co-operation with the Cub Scout Section and encourage individual's progress through all Sections.
- (j) Develop an understanding and knowledge of all Sections.
- (k) Support all District/Area/Region run activities relevant to Joey Scout Section.
- (l) Attend and actively participate in the following meetings:
 - (i) Meetings and activities of the Mob.
 - (ii) Mob program planning meetings.
 - (iii) Group Council meetings.
 - (iv) District Training meetings.
 - (v) Other planning meetings (Group/District/Area/Region/Branch).
- (m) Ensure that adequate and correct records are kept in relation to the Mob membership, finance and equipment.
- (n) Ensure that the Youth membership details are forwarded to the Cub Scout Section at the advancement ceremony.
- (o) Through the Group Council and at other appropriate times or as the need arises keep the Group Leader informed of all matters relevant to the Joey Scout Mob.
- (p) Ensure correct administration of Mob activities in accordance with Association and Branch policies.
- (q) Ensure maintenance of Mob equipment.

3. REQUIREMENTS

- (a) Enthusiastic and able to motivate young people and adults.
- (b) Have a strong commitment to the Joey Scout Section.
- (c) Ability to communicate with young people and adults.
- (d) Be prepared to complete all modules of the Leader of Youth Development Program.
- (e) Be prepared to share leadership and develop other Leaders.

CUB SCOUT LEADER

RESPONSIBLE TO:

GROUP LEADER

1. BROAD OBJECTIVES

- (a) To promote Cub Scout activities at Group/local level.
- (b) To strongly encourage progression of Cub Scouts into the Scouts.
- (c) To encourage and facilitate the development of each individual in the Pack.

2. FUNCTIONS

- (a) Set a high standard of behaviour through personal example and encouragement.
- (b) Establish and maintain the operation of the Six System in the Pack.
- (c) Encourage, instruct and guide the Sixers and seconds in their responsibilities.
- (d) Ensure the effective functioning of the Pack Council.
- (e) Provide or arrange the instruction, assistance and testing of Cub Scouts in skills appropriate to the program of the Pack especially in topics and skills appropriate to the Award Scheme.
- (f) In co-operation with all Pack Leaders (including Cub Scout Instructors) conduct the Pack Program including Pack Meeting, weekend and other activities.
- (g) Ensure adequate adult supervision of all activities.
- (h) Establish and maintain friendly relationships with parents, involving them, where appropriate, in the Pack's activities and explain the principles of the Association and the reasons behind the programs.
- (i) Ensure that all Cub Scout Leaders and Cub Scout Instructors have and discharge specific responsibilities in the various aspects of the Pack's Program and involve them as important members of the Leadership team.
- (j) Enhance the personal growth and development, physically, intellectually, socially and spiritually, of the Cub Scouts by encouraging their participating in challenging activities, their progress in the Award Scheme and the taking up of Leadership opportunities.
- (k) Ensure a high degree of co-operation with the Joey Scout and Scout Sections and encourage individual's progress through all Sections.
- (l) Develop an understanding and knowledge of all Sections.
- (m) Support all District/Area/Region run activities relevant to the Cub Scout Section.
- (n) Attend and actively participate in the following meeting:
 - (i) Meetings and activities of the Pack
 - (ii) Pack program planning meetings.
 - (iii) Group Council meetings.
 - (iv) District Training meetings.
 - (v) Other planning meetings (Group/District/Area/Region/Branch).

CUB SCOUT LEADER (continued)

- (o) Ensure that adequate and correct records are kept in relation to Pack membership, finance and equipment.
- (p) Ensure that the Youth membership details are forwarded to the Scout Section at the advancement ceremony.
- (q) Through the Group Council and at other appropriate times or as the need arises keep the Group Leader informed of all matters relevant to the Cub Scout Pack.
- (r) Ensure correct administration of Pack activities in accordance with Association and Branch policies.
- (s) Ensure maintenance of Pack equipment.

3. REQUIREMENTS

- (a) Enthusiastic and able to motivate young people and adults.
- (b) Have a strong commitment to the Cub Scout Section.
- (c) Ability to communicate with young people and adults.
- (d) Be prepared to complete Wood Badge Training.
- (e) Be prepared to share leadership and develop other Leaders.

SCOUT LEADER (continued)

- (o) Ensure that adequate and correct records are kept in relation to Troop membership, finance and equipment.
- (p) Ensure that the Youth membership details are forwarded to the Venturer Scout Section at the advancement ceremony.
- (q) Through the Group Council and at other appropriate times or as the need arises keep the Group Leader informed of all matters relevant to the Scout Troop.
- (r) Ensure correct administration of Troop activities in accordance with Association and Branch policies, particularly in the obtaining of permission and authority for various outdoor activities.
- (s) Ensure maintenance of Troop equipment.

3. REQUIREMENTS

- (a) Enthusiastic and able to motivate young people and adults.
- (b) Have a strong commitment to the Scout Section.
- (c) Ability to communicate with young people and adults.
- (d) Be prepared to complete all modules of the Leader of Youth Development Program.
- (e) Be prepared to share leadership and develop other Leaders.

VENTURER SCOUT LEADER (continued)

- (o) Ensure that adequate and correct records are kept in relation to the Unit membership, finance and equipment.
- (p) Ensure that the Youth membership details are forwarded to the Rover Crew at the advancement ceremony.
- (q) Through the Group Council and at other appropriate times or as the need arises keep the Group Leader informed of all matters relevant to the Venturer Scout Unit.
- (r) Ensure correct administration of Unit activities in accordance with Association and Branch policies, particularly in the obtaining of permission and authority for various outdoor activities.
- (s) Ensure maintenance of Unit equipment.

3. REQUIREMENTS

- (a) Enthusiastic and able to motivate young people and adults.
 - (b) Have a strong commitment to the Venturer Scout Section.
 - (c) Ability to communicate with young people and adults.
 - (d) Be prepared to complete all modules of the Leader of Youth Development Program.
 - (e) Be prepared to share leadership and develop other Leaders.
-

***ASSISTANT SECTIONAL LEADERS**

GENERAL NOTES

- 1. Refer to JSL, CSL, SL and VL job descriptions.
- 2. Roles will depend upon the levels of competencies which the individual assistant possesses (Completion of Leader of Youth Development Program, special skills etc.)
- 3. Qualities required as for Section Leader.
- 4. Age requirements:
 - AJSL . not less than 18 years of age
 - ACSL . not less than 18 years of age
 - ASL . not less than 18 years of age
 - AVL - not less than 20 years of age

Generally the Assistant's role is to assist the Section Leader to plan and conduct effectively the Section program and develop their own leadership skills.

ROVER ADVISER

RESPONSIBLE TO: GROUP LEADER (for a Rover Crew in a Group)
 DISTRICT COMMISSIONER (for a District Crew)
 or equivalent level.

1. BROAD OBJECTIVES

- (a) To promote Rover activities at Group/local level.
- (b) To strongly encourage progression of Venturer Scouts into the Rovers.
- (c) To encourage and facilitate the development of each individual Rover in the Crew.

2. FUNCTIONS

- (a) Advise and assist the Crew as required in its planning, organization and conduct of the Crew's activities.
- (b) As required, advise Rovers in skills appropriate to the Crew program and the Award Scheme, and/or identify suitably qualified instructors/advisers.
- (c) Encourage and advise Rovers in their progress in the Award Scheme.
- (d) Ensure a high degree of co-operation with the other Sections, especially the Venturer Scout Section and encourage Venturer Scouts to progress to the Rover Crew, and suitable Rovers to adult Leader roles on completion of their Rover Training.
- (e) By personal example set a high standard of behaviour.
- (f) Attend all Crew meetings and District and/or Area /Region Rover Councils as required.
- (g) Overview and advise the Crew on correct administrative requirements in line with the Scout Association and Branch policies.
- (h) Through the Group/District/Region Rover Council and at other appropriate times or as the need arises keep the Group Leader/Commissioner informed of all matters relevant to the Rover Crew.

3. REQUIREMENTS

- (a) Be able to set a high standard of behaviour through personal example and encouragement.
- (b) Enthusiastic and be able to motivate and enthuse others.
- (c) Have a strong commitment to Rover philosophy and activities.
- (d) Not less than 26 years of age.
- (e) Be suitable for any additional requirements as set by the Rover Crew.
- (f) Have a general knowledge of *Scouting for Boys*, *Rovering to Success*, *the Rover Handbook* and other Rover publications.
- (g) Be prepared to complete all modules of the Leader of Youth Development Program.
- (h) Be prepared to share leadership and develop other Leaders.

GROUP LEADER

RESPONSIBLE TO: DISTRICT COMMISSIONER (or equivalent).

1. BROAD OBJECTIVES

- (a) To promote Scouting in the community.
- (b) To strongly encourage progression of youth members through all Sections.
- (c) To encourage and support the development of each Leader in the Group.

2. FUNCTIONS

- (a) Responsible for the welfare, progress and training of young people within the Group and the development in due course of a complete Group as defined in *Policy & Rules*.
- (b) Develop and maintain a Scout Group to meet the youth needs of the local community.
- (c) Ensure the Group is adequately staffed by trained, competent and committed Leaders.
- (d) Ensure the training program for young people is delivered in accordance with the program performance standards and safety standards of the Association.
- (e) Encourage the effective operation of a Group Committee.
- (f) Prepare the Group Plan and obtain agreement of the District Commissioner (or equivalent) for its implementation.
- (g) Make recommendations and reports as necessary on the granting, transfer and cancellation of certificates after receiving advice from the Group Committee.
- (h) Assess the performance of all Leaders in the Group as part of managing the staffing function and take necessary action to ensure adequate quality of leadership exists in the Group.
- (i) Make recommendations with respect to Awards to both uniformed and non-uniformed personnel.
- (j) Investigate or refer to the District Commissioner (or equivalent) for investigation any disputes between members of the Movement including any appeals by *Scouts* against dismissal. Any dispute in which the Group Leader is directly involved shall be referred to the District Commissioner (or equivalent) for settlement.
- (k) Utilize the support and assistance made available to the Group by the Association as set out in the Group Registration Document.
- (l) Ensure that the Group operates in accordance with the Association's Charter, its Policy and Rules, and Administrative Practices as advised from time to time.
- (m) Ensure that there is effective communication among the Leaders of the Group and chair of the Group Council.
- (n) Ensure a friendly atmosphere prevails in the Group and that in particular new youth and Leader members and their families are made to feel welcome.

GROUP LEADER (continued)

- (o) Co-operate with and maintain good relations with other youth organisations in the community, particularly Guides Australia and also the Baden-Powell Scout Guild and community leaders.

3. REQUIREMENTS

- (a) Enthusiastic for Scouting and be able to motivate young people and adults.
 - (b) Have a strong commitment to Scouting.
 - (c) Ability to communicate with young people and adults.
 - (d) Be a good manager of people.
 - (e) Be prepared to complete all modules of the Leader of Adults Development Program.
 - (f) Be prepared to share leadership and develop other Leaders.
-

ASSISTANT GROUP LEADER

- 1. To assist the Group Leader in all functions.
- 2. To undertake such duties as may be required by the Group Leader.
- 3. Act as Group Leader in the absence of the Group Leader.

An Assistant Group Leader may be appointed at the discretion of the Chief Commissioner on the recommendation of the Area/Region/District Commissioner for Groups where there are more than one Joey Scout, Cub Scout or Scout Section.

For functions/requirements see Group Leader Function Role.

DISTRICT LEADERS

1. GENERAL

District Leaders are assistants to the District Commissioner, as Program Managers, with responsibility and accountability for the quality and delivery of the Section or Specialist Program (youth and on-the-job adult training) in their District and its consistency with Branch policy and program standards.

They have a major responsibility for membership growth and program standards in their Youth Section or other Specialist role in the District.

District Leaders are appointed explicitly to assist and support Leaders in Group Sections, to deliver Scouting to achieve that Section's Educational Outcomes.

The focus of a District Leader is securing the growth and development of the Section through "QuEST" - Quality, Empowerment & Enthusiasm, Support and Training of Section Leaders in their District:

Q EST with "u" in it!

This is achieved by working with Adult Leaders in the District and only in a minor way through working directly with youth members.

The role of District Leader is that of a Leader of Adults.

District Leaders are also members of the Area or Region Section Council and have responsibility to contribute to the development and leadership of their Section across the Area/Region and Branch.

2. ACCOUNTABLE TO

- (a) District Commissioner, for her/his Section or Specialist Program Delivery.
- (b) Relevant Section Commissioner (AAC/ARC/BC) for Program standards, expertise and guidance.
- (c) Section Leaders in Groups in the District, as their first line of Program Support.

DISTRICT LEADERS (continued)

3. PERSONAL REQUIREMENTS

- (a) Enthusiasm and strong commitment to Scout Principles and Program.
- (b) Ability to communicate with and motivate Adult Leaders and to work harmoniously with them.
- (c) Demonstrated understanding of the role and responsibilities of a District Leader and a commitment to that role.
- (d) Hold the relevant Section Wood Badge and Basic Leader of Adults Training (or undertake to complete the latter within six months of appointment).
- (e) Complete the Leader of Adults Wood Badge within two years of appointment.

Note that while the primary requirement for the District Leader is to work effectively with Adult Leaders, it is an advantage for District Leaders to also be able to communicate and work effectively with youth members.

4. FUNCTIONS

(based primarily on District Leaders (Youth Sections))

- (a) Know every Leader in the District in the District Leader's Section, and assist each one to undertake development and training so that they can be fully effective in their role. Be a valued friend and supporter to whom each Leader can turn for support and assistance.
- (b) District Leaders (Sections) regularly contact or visit every Section in the Youth Section within the District, and assist Leaders to improve their delivery of the Youth Program.

Specifically, assist the Section to:

- (i) Continually improve the operation of the Key Methods within the Mob, Pack, Troop or Unit, with increasing responsibilities taken by the youth members.
- (ii) Ensure that every youth member is appreciated as an individual, that her or his needs are recognised and reflected in the program.
- (iii) Assist Leaders and Pack / Troop / Unit Councils to plan and run effective programs that include all the critical ingredients of challenge, adventure, achievement and fun.

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DISTRICT LEADERS (continued)

- (c) Plan and conduct a wide-ranging program of on-the-job training, for Leaders.
- (d) Ensure, through shared leadership, that the District Training Meeting is effective, valuable and attracts Leaders.
- (e) Work with Leaders to ensure that every Section sets goals and assist them to measure and monitor their achievements. Provide positive and supportive feedback, designed to improve Youth Program delivery.
- (f) Recommended to The District Leader (Adult Training & Development), Leaders who are suitable for appointment as Personal Leader Advisers (PLAs). Assist the DL (AT&D) in the assigning of PLAs to new Leaders.
- (g) In conjunction with the District Training Meeting, develop the District's annual program of Section activities, ensuring that they are planned in accordance with Branch policies.
- (h) Advise and assist the District Commissioner on all matters relating to the Youth Section or specialized activity, and as a participating member of the District team.
- (i) Advise Group Leaders as to the competencies of Section Leaders, so that Group Leaders can better exercise their responsibility in approving activities.
- (j) Be available for Group Leaders to consult when appointing a new Youth Section Leader.
- (k) Work with the relevant Section Commissioner (AAC, ARC or BC) for the development of the Youth Section within the Area / Region and Branch.

The following pages cover specific functions of District Sectional Leaders (Joey Scout, Cub Scout, Scout and Venturer Scout)

DISTRICT LEADER (Adult Training & Development)
See Assistant District Commissioner — page 68

DISTRICT JOEY SCOUT LEADER

1. PRIMARY RESPONSIBILITIES

- (a) Visit or contact all Joey Scout Mobs in the District at least once each month.
- (b) Empower, Support and Train the Joey Scout Section Leaders in the District –have a Resource Kit (“grab bag”) of ideas, skills, games to give during each **contact**.
- (c) Ensure, through shared leadership, that the District Training Meeting is effective, valuable and attracts Leaders.
- (d) Be available to be a mentor / buddy / PLA or recommend one, for each new Joey Scout Section Leader.
- (e) Be prepared to, and act on, the requests and needs of the Joey Scout Section Leaders.
- (f) Enthusiastically promote Quality Scouting: 6 to 26 and also be an advocate for the Joey Scout Section at all times.

2. ACCOUNTABLE TO

- (a) District Commissioner, for Joey Scout Section Program Delivery.
- (b) Relevant Joey Scout Commissioner (AAC/ARC/BC) for Program standards, expertise and guidance.
- (c) Joey Scout Leaders in the District, as their first line of Program Support.

3. PERSONAL REQUIREMENTS

- (a) Enthusiasm and strong commitment to Scout Principles and Program.
- (b) Ability to communicate with and motivate Adult Leaders and to work harmoniously with them.
- (c) Demonstrated understanding of the role and responsibilities of a District Leader (Joey Scouts) and a commitment to that role.
- (d) Hold the Joey Scout Section Wood Badge, and Basic Leader of Adults Training (or undertake to complete the latter within six months of appointment).

DISTRICT JOEY SCOUT LEADER (continued)

- (e) Complete the Leader of Adults Wood Badge within two years of appointment.
 - (f) Be able to communicate with and work effectively with Joey Scouts.
-

DISTRICT CUB SCOUT LEADER

1. PRIMARY RESPONSIBILITIES

- (a) Visit or contact all Cub Scout Packs in the District at least once each month.
- (b) Empower, Support and Train the Cub Scout Section Leaders in the District –have a Resource Kit (“grab bag”) of ideas, skills, games to give during each contact.
- (c) Ensure, through shared leadership, that the District Training Meeting (Seeonee) is effective, valuable and attracts Leaders.
- (d) Be available to be a mentor / buddy / PLA or recommend one, for each new Cub Scout Section Leader.
- (e) Be prepared to, and act on, the requests and needs of the Cub Scout Section Leaders.
- (f) Enthusiastically promote Quality Scouting: 6 to 26 and also be an advocate for the Cub Scout Section at all times.

2. ACCOUNTABLE TO

- (a) District Commissioner, for Cub Scout Section Program Delivery.
- (b) Relevant Cub Scout Commissioner (AAC/ARC/BC) for Program standards, expertise and guidance.
- (c) Cub Scout Section Leaders in the District, as their first line of Program Support.

DISTRICT CUB SCOUT LEADER (continued)

4. PERSONAL REQUIREMENTS

- (a) Enthusiasm and strong commitment to Scout Principles and Program.
 - (b) Ability to communicate with and motivate Adult Leaders and to work harmoniously with them.
 - (c) Demonstrated understanding of the role and responsibilities of a District Leader (Cub Scouts) and a commitment to that role.
 - (d) Hold the Cub Scout Section Wood Badge, and Basic Leader of Adults Training (or undertake to complete the latter within six months of appointment).
 - (e) Complete the Leader of Adults Wood Badge within two years of appointment.
 - (f) Be able to communicate with and work effectively with Cub Scouts.
-

DISTRICT SCOUT LEADER

1. PRIMARY RESPONSIBILITIES

- (a) Visit or contact all Scout Troops in the District at least once each month.
- (b) Empower, Support and Train the Scout Section Leaders in the District –have a Resource Kit (“grab bag”) of ideas, skills, games to give during each contact.
- (c) Ensure, through shared leadership, that the District Training Meeting (Mindari) is effective, valuable and attracts Leaders.
- (d) Be available to be a mentor / buddy / PLA or recommend one, for each new Scout Section Leader.
- (e) Be prepared to, and act on, the requests and needs of the Scout Section Leaders.
- (f) Enthusiastically promote Quality Scouting: 6 to 26 and also be an advocate for the Scout Section at all times.

DISTRICT SCOUT LEADER (continued)

2. ACCOUNTABLE TO

- (a) District Commissioner, for Scout Section Program Delivery.
- (b) Relevant Scout Commissioner (AAC/ARC/BC) for Program standards, expertise and guidance.
- (c) Scout Section Leaders in the District, as their first line of Program Support.

3. PERSONAL REQUIREMENTS

- (a) Enthusiasm and strong commitment to Scout Principles and Program.
 - (b) Ability to communicate with and motivate Adult Leaders and to work harmoniously with them.
 - (c) Demonstrated understanding of the role and responsibilities of a District Leader (Scouts) and a commitment to that role.
 - (d) Hold the Scout Section Wood Badge, and Basic Leader of Adults Training (or undertake to complete the latter within six months of appointment).
 - (e) Complete the Leader of Adults Wood Badge within two years of appointment.
 - (f) Be able to communicate with and work effectively with Scouts.
-

DISTRICT VENTURER SCOUTS LEADER

1. PRIMARY RESPONSIBILITIES

- (a) Visit or contact all Venturer Scout Units in the District at least once each month.
- (b) Empower, Support and Train the Venturer Scout Section Leaders in the District
 - have a Resource Kit (“grab bag”) of ideas, skills, games to give during each contact.

DISTRICT VENTURER SCOUT LEADER (continued)

- (c) Ensure, through shared leadership, that the District Training Meeting is effective, valuable and attracts Leaders and Venturer Scouts.
- (d) Be available to be a mentor / buddy / PLA or recommend one, for each new Venturer Scout Adult Leader.
- (e) Be prepared to, and act on, the requests and needs of the Venturer Scout Leaders and Venturer Scouts.
- (f) Enthusiastically promote Quality Scouting: 6 to 26 and also be an advocate for the Venturer Scout Section at all times.

2. ACCOUNTABLE TO

- (a) District Commissioner, for Venturer Scout Section Program Delivery.
- (b) Relevant Venturer Scout Commissioner (AAC/ARC/BC) for Program standards, expertise and guidance.
- (c) Venturer Scout Leaders in the District, as their first line of Program Support.

3. PERSONAL REQUIREMENTS

- (a) Enthusiasm and strong commitment to Scout Principles and Program.
- (b) Ability to communicate with and motivate Adult Leaders and to work harmoniously with them.
- (c) Demonstrated understanding of the role and responsibilities of a District Leader (Venturer Scouts) and a commitment to that role.
- (d) Hold the Venturer Scout Section Wood Badge, and Basic Leader of Adults Training (or undertake to complete the latter within six months of appointment).
- (e) Complete the Leader of Adults Wood Badge within two years of appointment.
- (f) While the primary requirement is to be able to work effectively with Adult Leaders, District Leaders (Venturer Scouts) also need to be able to communicate with and work effectively with Venturer Scouts.

DISTRICT COMMISSIONER

RESPONSIBLE TO:

AREA / REGION COMMISSIONER

1. BROAD OBJECTIVES

- (a) To manage and oversee the improvement of the Scouting Movement within the District.
- (b) To promote and co-ordinate Scouting activities within the District by means of the District staff
- (c) To provide support for the Group Leaders and be aware of recruitment and selection of Leaders.
- (d) To ensure the welfare, progress and training of the Movement and the maintenance of the policies and rules of the Association.
- (e) To monitor the retention and advancement of youth members and adult Leaders.

2. FUNCTIONS

- (a) Provide support through consultation and advice to Scout Groups within the District in general and to Group Leaders in particular in the following areas:
 - *The definition of performance standards to be achieved by the Group.*
 - *The preparation of plans to meet the Group 's objectives.*
 - *Staffing and personnel practices.*
 - *Growth of the Movement.*
 - *Youth program and training activities.*
 - *Properly and administration.*
 - *Training of Leaders including Advanced Training to Wood Badge.*
 - *Personnel administration.*
 - *Marketing and promotion of the Scout Movement.*
- (b) Encourage the development of Scout Groups within the District so every young person has the opportunity to participate in the Scout Movement.
- (c) Encourage Groups within the District to develop complete Groups.
- (d) To generally oversee the operation of Scout Groups and ensure the Group Committee endorses the Group plans and receives reports on their achievements.
- (e) Together with the Group Leader assess the performance of the Group.
- (f) To recommend the registration of Scout Groups within the District.
- (g) To recommend the deregistration of Scout Groups within the District when the performance standards for the delivery of Scouting are not or cannot in a reasonable time be met by the Scout Group.
- (h) To investigate and settle disputes between members of the Movement as required.

DISTRICT COMMISSIONER (continued)

- (i) To ensure a management committee is established for each camp or activity site within a District and act as an ex-officio member of such committee.
- (j) To co-operate with and maintain good relations with other youth organisations in the community, particularly Guides Australia and with the Baden-Powell Scout Guild and community leaders generally.
- (k) Ensure that all Group Committees attend to the appointment of a Group Leader as a matter of the highest priority.
- (l) Ensure a Personal Leader Adviser (PLA) is appointed in accordance with *Policy & Rules* for each new Group Leader as soon as possible.
- (m) To visit Groups and advise how to conduct them on the lines laid down in *Scouting for Boys, Policy & Rules* and current *Leader and Scouting Handbooks*.
- (n) To deal, as laid down, with all matters allotted to him/her under *Policy & Rules* and in particular, with:
 - Adult membership.
 - Honorary ranks.
 - Group registrations.
 - Membership of Scouts.
 - Decorations and Awards.
- (o) To exercise control over all visiting Joey Scouts, Cub Scouts, Scouts and Venturer Scouts whether camping or not and, in the case of Rovers, to act for the Branch Chief Commissioner in any situation requiring any immediate action. If necessary the circumstances will be reported to the appropriate Commissioner or Rover Council.
- (p) Report to the Area / Region Commissioner on all matters pertaining to the outcome of development, progress, membership (Youth and Leader), standards, training (Youth and Leader) and future objectives of the District.
- (q) Attend Area / Region meetings as required. Attend Group Committee meetings as requested. Visit District and Group activities whenever possible, with the intention of staying in touch, developing greater awareness of the District and its activities and encouraging communication and ensuring District support for the Groups.
- (r) Chair the District Council and attend the District Executive as part of the management team.
- (s) Develop with the District staff and Group Leaders a District development plan.

DISTRICT COMMISSIONER (continued)

3. REQUIREMENTS

- (a) Have a sound understanding and strong commitment to the implicit and explicit philosophy and objectives of Scouting with a clear understanding of its distinctiveness from other youth organisations.
 - (b) Enthusiastic and able to motivate others, youth and adults.
 - (c) Ability to communicate with all levels in Scouting and the community.
 - (d) Be able to carry out investigations, write reports and recommendations.
 - (e) If not already held, be prepared to complete a Leader of Adults Wood Badge within twelve months of appointment.
-

ASSISTANT DISTRICT COMMISSIONER

DISTRICT LEADER (Adult Training and Development)

RESPONSIBLE TO:

DISTRICT COMMISSIONER

1. BROAD OBJECTIVES

- (a) To promote and co-ordinate the Adult Training & Development within the District.
- (b) To provide support to the DC and District Team and develop PLAs.
- (c) To monitor training and retention of Adult Leaders in the Movement.

2. FUNCTIONS

- (a) Co-ordinate, train and support the work of the Personal Leader Advisers (PLAs) of the District, review their work and appointment (maximum 3 year appointment). Check that every new Leader has a PLA allocated immediately on commencing training and initial competency check.
- (b) Keep training records and identify training needs for all Adult Leaders and support adults in the District and assist them to undertake relevant training programs by Training Team, District Section Leaders or outside Scouting. Encourage and support all Adult Leaders to complete Wood Badge training.
- (c) Help and advise Group and Section Leaders, District Staff and District Association to prepare and conduct training activities for all Leaders.
- (d) Actively support the Training Team.
- (e) Promote Adult Training & Development
 - *individually in conversation*
 - *at District and Group meetings*
 - *by letter or reminders concerning Basic and Advanced Training*
 - *by circulars or newsletters*

ASSISTANT DISTRICT COMMISSIONER J DISTRICT LEADER (AT&D) (cont.)

- (f) Support District Section Leaders in the operation of Basic Technical Skills Training for adults and/or Recognition of Prior Learning in these areas.
- (g) Support District Section Leaders in the inservice training of Adult Leaders.
- (h) Be a member, not the convenor or secretary, of the District Personnel Committee, to provide information and expectations of training commitment in adult training and development.
- (i) In conjunction with the District Commissioner or his/her delegated District Leader, monitor adults progress to completion of final coaching and assessment for completion of Wood Badge Training.
- (j) Conduct or arrange for certain elective units where the need arises and as approved by the Branch/Area/Region Commissioner for Adult Training and Development.
- (k) Regularly attend Region/Area/Branch training meetings according to Branch practice and maintain a close liaison with the relevant Training Commissioner, to ensure a two-way communication.
- (l) Assist with District events as required.
- (m) Visit Section meetings from time to time, to provide encouragement and assistance to Section Leaders and maintain personal awareness of needs in Adult training and elective units.

3. REQUIREMENTS

- (a) Have a sound understanding and strong commitment to the implicit and explicit philosophy and objectives of Scouting with a clear understanding of its distinctiveness from other youth organisations.
- (b) Enthusiastic and able to motivate others, youth and adults.
- (c) Ability to communicate with all levels in Scouting and the community.
- (d) Have a sound knowledge of the Adult Training and Development Program.
- (e) Be prepared to complete a Leader of Adults Wood Badge within twelve months of appointment.

AREA / REGION COMMISSIONER

RESPONSIBLE TO: BRANCH CHIEF COMMISSIONER

1. **BROAD OBJECTIVES**

The Scout Area / Region is the geographically localized part of the Branch Headquarters organization, made up of Scout Districts or Zones.

Consistent with the Adults in Scouting Strategy, the appointment of an Area or Region Commissioner will be, by mutual agreement, for a period of three years, renewable by mutual agreement.

The functions of the Area / Region Commissioner are. Generally, to be responsible to the Chief Commissioner for the welfare, progress and training of the members of the Branch in that Area / Region and for the maintenance of the Policy and Rules of the Association, in particular.

2. **FUNCTIONS**

(i) INSPIRATION AND PERSONAL LEADERSHIP

To inspire and enthuse Scouting in the Area / Region, particularly District Commissioners.

(ii) YOUTH PROGRAM AND GENERAL SUPPORT

To provide support through consultation and advice to Scout Districts within the Area / Region in general and to District Commissioners in particular in the following areas:

- (a) The definition of performance standards to be achieved by the District as in *And Now a District Plan* and *Let 's Make a Group Plan*, for Scout Groups.
- (b) The preparation of plans to meet the Branch, District and Group goals.
- (c) Youth Program and Training activities and maintain close liaison with the Area / Region Rover Council.
- (d) Marketing and Promotion of the Scout Movement, including personal and visible support to Scout Districts and their members.
- (e) Development and growth of Scouting within the Area / Region, so that every young person has the opportunity to participate in the Scout Program.

AREA / REGION COMMISSIONER (continued)

- (f) Support and monitor the progress of Scout Districts in the Area / Region through development planning, including goal-setting and review, through on-going consultation. This includes adequate staffing of Districts and training as Leaders of adults.
- (g) Strongly encourage Scout Groups within the Area / Region to develop and fill complete Groups and ensure that all members are properly registered.

(iii) ADULTS IN SCOUTING

- (a) To implement staffing and personnel practices and relevant administration that conform to the Adults in Scouting strategy, formally adopted by The Scout Association of Australia.
- (b) To support and oversee the implementation of the Adult Code of Conduct and Duty of Care policy within the Area / Region.
- (c) To secure the services of suitable persons suitable for appointment as Commissioners and to deal with their selection, training, appointments and performance review.
- (d) To oversee the implementation of the Training and Development of adults, in particular, the on-going and on-the-job training of District Commissioners, as a personal responsibility.
- (e) To promote the organization and effective working of District Association Executive bodies and receive from Districts, within two months of the end of each Scout year, copies of their annual report, including membership census and audited accounts, with a schedule of District property.
- (f) To ensure that a Management Committee is established for any Area / Region camp or activity site.

(iv) PROBLEM SOLVING

- (a) To investigate and settle disputes between members of the Movement as required.
- (b) To give decisions and, where appropriate, to report to the Chief Commissioner on all matters referred to him/her, as directed in the Association's National Policy & Rules, in particular in any case of disagreement between a DC and District Executive.

AREA / REGIONAL COMMISSIONER (continued)

(v) EFFECTIVE COMMUNICATION

- (a) Co-operate with and maintain good relationships with other youth organisations in the community, particularly Guides Australia, and with Community Leaders generally.
- (b) To be responsible for the functions of the District Commissioner, in any District where a vacancy occurs, until such time as the appointment of a new District Commissioner can be recommended to the Chief Commissioner.

(vi) REVIEW AND RECOGNISE PERFORMANCE

- (a) Together with the District Commissioner, assess the performance of the District.
 - (b) To discuss with the Chief Commissioner, the recommendations of the District Commissioner concerned on the registration of the Scout Groups within each District, including the dc-registration of Scout Groups, when the performance standards for the delivery of Scouting are not, or cannot in a reasonable time, be met by a Scout Group.
 - (c) To deal with Decorations and Awards according to Branch procedures.
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APPENDIX I

**SAMPLE LETTER TO A SUCCESSFUL
APPLICANT as an ADULT IN SCOUTING**

ON APPROPRIATE LETTERHEAD

Dear

On behalf of the youth and adult members of I welcome you and thank you for your decision to become a Leader in the Scout Movement.

You will shortly be presented with a "*Certificate of Adult Membership*" as a Probationary Leader, which is valid for twelve months from becoming a member of the Movement, when you make or re-affirm the Scout Promise, As discussed, it is expected that you will be committed to completing your Basic level training during that period.

As well as your commitment, the Scout Association is also committed to preparing you for your role by the provision of personal support and the program of leadership training, which has already been explained to you.

During your period of Basic level in-service training, you will be under the guidance of a Personal Leader Adviser, who will be your guide, sponsor and friend. All eight weeks of this training may not be with the same Group, as it is preferable to experience working with variations of methods and personalities.

During this training period you will participate fully in your Section of the host Group(s) and undertake progressively a greater role in the running of the Section.

Your Personal Leader Adviser is:

Name:

Address:

Telephone:

I would like to maintain contact with you during your training period. Please let me know if I can be of further assistance.

I trust that you will enjoy being a Leader in our District (or locality).

Best wishes for your role as an Adult in Scouting.

Yours sincerely,

District Commissioner / ADC / DL Training / Group Leader (according to local practice)