

**VOLUNTEER
RECRUITMENT
AND
DEVELOPMENT
(VRAD)**

HANDBOOK

SEPTEMBER 2003

VOLUNTEER RECRUITMENT AND DEVELOPMENT

Message from the Executive Commissioner/C.E.O.

I am pleased to present this package explaining Scouts Canada's Volunteer Recruitment and Development strategy. I encourage you to become familiar with this document and refer to it regularly whatever your role may be in our Movement. If we "do our best" to ensure all Scouters are properly recruited, developed, supported, and recognized, the end result will be a Movement prepared to meet the needs of youth today and in the future. We must particularly focus our energy in providing section Scouters with the support they need to meet the challenge of developing tomorrow's leaders in our society.

TABLE OF CONTENTS

Volunteer Recruitment and Development (VRAD) Strategy

Philosophy

Chapter 1 - Recruit

- Prospecting
- Screening

Chapter 2 - Develop

- Orientation
- “Woodbadge Basic”

Chapter 3 - Support

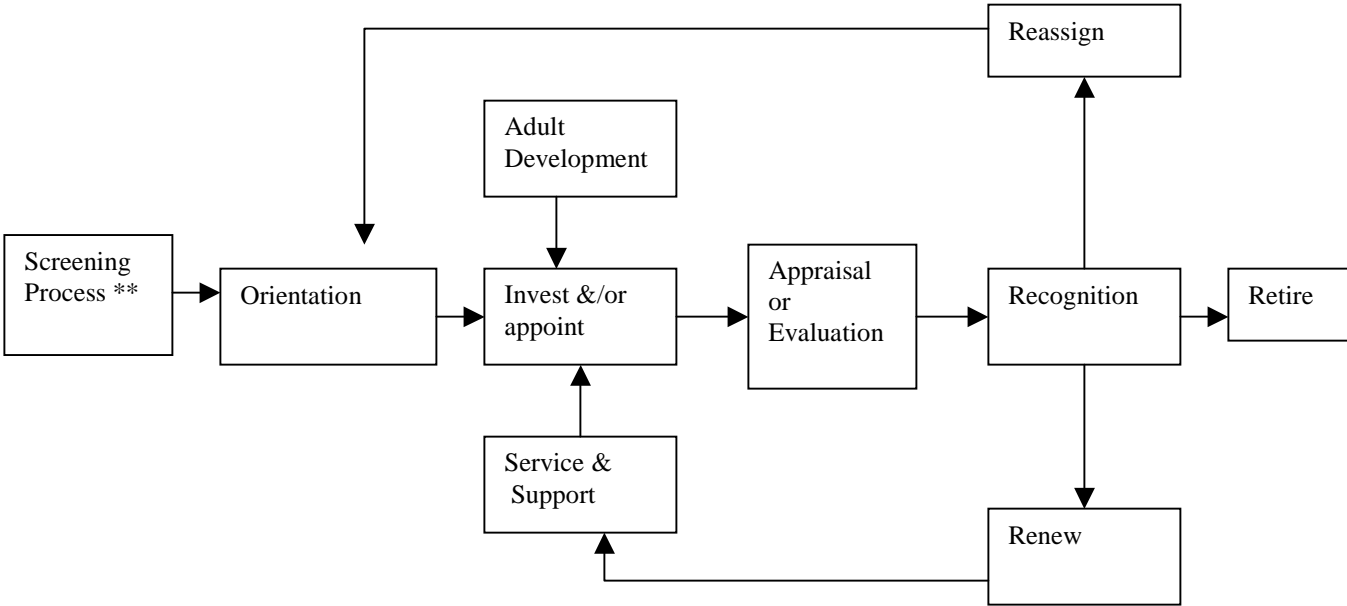
- Coaching/Mentoring
- “Woodbadge Advanced”
- Evaluation
- Further development

Chapter 4 - Recognize

Conclusion

Resources

VOLUNTEER RECRUITMENT & DEVELOPMENT STRATEGY



** The screening process must be totally completed prior to an adult volunteer being in contact with youth members.

January 2002

PHILOSOPHY

We base Scouting's Volunteer Recruitment and Development Strategy on the principle that the delivery of great programs to youth depends on:

1. finding adults who have the aptitude and willingness, then
2. developing their competence.

Recruitment means ensuring a commitment to Scouting's Mission and Principles, matching jobs to people with the necessary attitudes and skills, providing clear expectations about the job, and being realistic about the time commitment.

Development means enabling people in flexible ways. It recognizes their availability to access development opportunities, the skills they possess and the need to be competent in core skills quickly. Our approaches include on-the-job development and self-study through an orientation period.

Support opportunities are designed to meet the skills and knowledge needs of adult volunteers. In addition to informal events, workshops or courses and evaluations, adult volunteers can acquire the skills and knowledge they need through working in groups, coaching and mentoring, and self-study. Self-development in Scouting often goes beyond the specific needs of the original job.

Recognition through awards or expressions of appreciation, further challenges, or reassignment completes the volunteer cycle for the year.

VOLUNTEER RECRUITMENT AND DEVELOPMENT (VRAD)

CHAPTER 1

RECRUIT

**** Prospecting**

**** Screening**

RECRUIT

Proper recruiting will ensure that the “right” person (rather than “any available” person) joins Scouting. After identifying a role to be filled, review the job’s key elements and develop a profile of the person you want in the position. Recruits must be willing to develop the knowledge and skills necessary for their role. When recruiting a section leader, you would want someone who enjoys working with young people and understands the basic issues youth face today. If a Council needs a treasurer, it will identify someone with financial management abilities.

In most cases, recruiters find people with an appropriate attitude. Basic abilities are developed through training, on-the-job learning, and self-study.

PROSPECTING - THE GRIZZLY CREEK SOLUTION

Like a prospector looking for his next golden nugget, Scouting recruiters are always on the lookout for good people to fill various roles. Classic prospectors have a simple test to identify true gold: the metal must be soft enough to bend in their teeth. Sometimes when you're "prospecting", the initial "softness test" involves nothing more than hearing the would-be volunteer say yes.

The training video, *Recruiting Volunteers: The Grizzly Creek Solution*, presents a more thorough, but straightforward means to identify and approach the ideal Scouting candidate. In the video, the selection committee is seeking a new volunteer sheriff. They take you through five steps:

1. Define the job.
2. Determine the qualifications necessary to do the job.
3. Develop a list of candidates, in order of preference.
4. Interview the leading candidate.
5. Hire the person.

These basic steps have proven very successful in finding volunteers for Scouting jobs in the past.

Why?

Because they focus the recruiting team on the role first, and candidates second. Too often the first question recruiters ask is, "*Who could we get to be ...?*" before they even know, establish or agree on what the job involves, and what attitudes, skills and knowledge the candidate needs to be successful in the position.

Review the job description and agree on the priorities for the ideal candidate. Priorities will change as both the team's make-up and the demands of the role change. Be realistic about the time commitment involved. When selecting Venturer and Rover advisors, consult those who may have a personal interest, such as other current team members, parents, the partner, and the youth.

By starting with the job in mind, you'll identify candidates who might otherwise have been overlooked. It may help you rule out those you would have approached simply because they would have agreed with little struggle. Busy people, for example, are often overlooked even though they might be your best choice. Just ask them. Who knows? They might decide to change their priorities and take on your Scouting task.

Everyone in Scouting learns how to involve people. Coordination of overall recruiting activities should happen at the group committee and council levels. Anticipate your future volunteer needs; take time to plan ahead.

Suggested Timeline For Recruiting Program Leaders

March

- Review the current team list and find out who expects to return.
- Ask leaders for prospect lists of parents and other known adults.
- Encourage sections to involve prospects in limited ways.

April

Draw up a short list of candidates by matching the list of attitudes, skills and knowledge you are seeking, against the prospect list. Then approach the best candidates. (See *Grizzly Creek Solution* to recruiting volunteers.) Your partner may have additional requirements. Consider the special needs for the ideal candidate at this time such as specialized skills, management potential, or perhaps an ability to provide leadership. Busy people might be your best leaders, if they are the type of people who get things done.

Gone Fishing!

Where you look for prospects influences who you find. Start by considering the people you know; this will minimize the risk. Then, follow up on referrals from friends, relatives, your partner, other Scouting members, and other networks or associations you trust.

Ask Venturers and Rovers who they think would make a good advisor. Be able to describe the type of person you're looking for, based on a good understanding of what the job involves. This will bring you higher referrals than if you depended on simply a job title to describe the ideal candidate.

Plan ahead. Don't stop recruiting. Get people involved in small ways, year-round. Build up relationships with everyone around. January is the time to begin serious recruiting for the fall. Just think: this year's winter camp cook might be next year's Cub leader!

Potential Sources

Here's a list of some people who might have a great deal to offer Scouting youth:

- parents
- relatives
- neighbours
- senior youth members for junior leadership
- education students
- volunteers through the council
- recreation students
- special interest groups (e.g. canoeing)
- former members
- current members looking for a change
- sponsor organization
- friends of current members

SCREENING

Volunteer Screening Procedure

Scouts Canada recognizes the importance of adult volunteer members in such roles as program leaders, group committee and council volunteers within its organization. Therefore, Scouts Canada requires that all applicants be screened by Scouts Canada in accordance with the following five step screening procedure.

Step 1 - Application

Step 2 – Interview

- Invitation
- How to Prepare
- Where to Meet
- Probe Relevant Information
- Warning Signs
- Selection Interview Guide/Questions

Step 3 - Reference Checks

- Tips

Step 4 - Police Record Checks

- Why PRC's?
- What is a PRC?
- What Information Will You Receive?

Step 5 - Approval by Council Executive Director

<p>The Screening Procedure must be totally completed prior to an adult becoming a registered member and being in contact with youth members.</p>
--

January 2002

Note: For additional information on the following, please see page 23.

New Canadians or Temporary Residents

Volunteer Helper / Resource Person Roles

Scouting's Adult Volunteer Screening Procedure

STEP 1 – APPLICATION

All adults applying to become volunteers members must complete a Scouts Canada "Application for Membership and Appointment of Adults" form. Signing the application constitutes a personal commitment to the Mission and Principles and adherence to the Policies and Procedures of Scouts Canada. Job descriptions that emphasize Scouts Canada's commitment to the safety and protection of members and the safekeeping of resources will be provided to applicants.

Volunteer Screening Procedure

The application also serves to ensure that adults will take, to the best of their ability, reasonable precautions to ensure the safety and well-being of those youth entrusted to them, as well as their own personal safety (www.scouts.ca).

When we accept this application, we commit ourselves and the organization to support this individual in their volunteer role.

STEP 2 - INTERVIEW

Each volunteer applicant will be interviewed in accordance with Scouts Canada interview guidelines which are set out in detail in Scouts Canada's Volunteer Recruitment and Development Handbook. The following minimum standards will be followed:

- the confidentiality of all applicants will be respected
- there will be at least two interviewers present at the screening interview
- a review of the acceptability of the job description by the applicant
- a determination whether this person is acceptable to work with youth

Volunteer Screening Procedure

INTERVIEW GUIDE:

The Invitation

Once you have identified a candidate for a role and established the person's potential suitability, ask them if they would consider helping out.

How?

This might involve a relatively brief discussion with a parent at an activity night; it also could come after an intensive, two-month search for the next commissioner.

When you ask the candidate, have some print materials readily available that outline the role; a job description would help. New people to Scouting might like some general information on the Movement. (If it gives them vision and sparks excitement, all the better!)

Briefly outline the steps involved in our screening process, and our commitment to providing safe programs. Exchange phone numbers and set a time for follow-up. This gives the candidate a chance to read over the material and reach a decision.

Don't recruit volunteers at registration time. This type of last-minute appeal makes it more difficult to be selective. An appeal through the media inviting anyone to apply also appears desperate. Keep your appeals positive; focus on both the challenges and benefits of volunteering. Remember: people respond to challenges and opportunities as well as pleas for assistance. Make sure you get the message across that SCOUTING IS FUN!

Face-to-Face

Call ahead to set up the screening interview and repeat your original invitation. Tell the person again about the volunteer screening process steps and why this procedure helps ensure both the safety of our youth and a good match of volunteers to roles. Remind the candidate to bring the names and phone numbers of three references who have known him or her for at least five years.

Be brief. Save the interview questions for the face-to-face discussion. As well, know when the other interviewer will be available prior to calling.

How to Prepare for the Interview

Read over the candidate's application. Discuss with the other interviewer what you know about the candidate and how the person came to be invited or applied for the Scouting role. If neither interviewer was involved in actually recruiting the candidate, you may need to call the person who made the initial contact. He/she will be able to provide background information like (a) the applicant's knowledge of the role (b) any relevant experience or contact with Scouting (c) any special consideration for the role, or (d) information about the team this person will be joining.

Decide in advance who will ask which questions, and note any special questions or information that needs clarification.

Assemble the materials you will need for the interview (Job Description, Duty of Care).

What's an Interview's Purpose?

An interview has many purposes or aims. Here are but a few:

- It gives an opportunity to get to know the candidate better.
- It gives you time to sell the role, to provide some basic orientation to Scouting, and to consider whether this person would fit the requirements of the position.
- It's a time to share information, a time to establish a relationship, and a time of judgement for both parties.
- It's an opportunity to determine if this person is acceptable to work with youth.

Make the meeting friendly and warm, like a job interview of someone you really hope will accept the position. It should never feel like an inquisition of a suspected criminal.

Remain objective. Though you may really need a volunteer NOW, or your current relationship with a candidate pressures you to consider lowering your standards, don't do it! Be completely satisfied that the person is able to handle the responsibilities. Don't think, "Oh well, he'll probably be okay once he gets involved."

Tailoring Role-Specific Questions

Directly or indirectly, all Scouting positions support the program. The Interview Guide was designed for all roles, though it emphasizes the program leader position. During the interview, tailor role-specific questions to the specific task you have in mind.

Questions for a Group Treasurer Position

“Do you have any experience with keeping books for a charitable group or other organization?”

“What were the requirements of those positions, and how would you rate your performance?”

“As a treasurer, would you be prepared to provide a monthly statement of the group’s activities and reconciled bank balance by the 15th of the month?”

“At year-end, the books will be audited by a third party and a statement will be sent to our sponsor and to Scouts Canada. While the amount of money that passes through the group may not be large, we are publicly accountable under our charitable status with Scouts Canada. Do you understand and accept this requirement?”

“One of our policies regarding finance is that all bank accounts must be properly registered under Scouts Canada. We require two signatures for processing cheques. Will you ensure that the group committee and the sections follow this practice?”

Where Should You Meet?

Conduct the interview in the candidate’s home if possible, especially for program roles. Here, you’ll be able to meet the other members of the person’s family who may become involved directly or indirectly. As well, the home can provide clues to an individual’s interests and character.

Consider meeting in an office or other work setting for administrative or council roles. The meeting place should be comfortable for both the candidate and the interviewers. Wherever you hold the meeting, be sure you’re on time; it’s an important sign of respect.

Establish Rapport

Expect to be nervous the first few times you conduct an interview. Once you’re in the door and have exchanged a few pleasantries, try to relax a little and focus on how the candidate is feeling about the interview. Be friendly, honest, enthusiastic, and always objective.

What Did You Say?

Interviewers must be good, active listeners. Use facial expressions and body language to indicate genuine interest and encouragement. If a candidate becomes tongue-tied because of nervousness, provide all the necessary encouragement needed.

At the end of a section or a series of exchanges, it's often helpful to summarize what you understand the person is saying; then ask for confirmation or clarification.

Here are two examples:

“So, you have had a fair amount of experience working with kids and you seem confident about being able to adapt to the Scouting program. Is that correct?” or

“Given your experience working with kids, what do you look forward to as a Cub leader?”

Stay Relevant

Keep your questions really relevant to the position and to Scouting membership. Human rights legislation does not allow discrimination based on gender, religion, sexual preference, language and race.

Encourage Detail

Plan out your questions so most of them are “open-ended.” These encourage further elaboration.

What do we mean by open-ended questions?

These require more than just a “yes” or a “no” answer. For example, you won't learn much if you ask, “Have you lived here long?” Most people will simply answer, “Yes.” (A talkative person might even say, “Yes, I have lived here a long time.”)

Instead re-word the question to encourage the candidate to say more than “yes” or “no”. You might change that question to, “How long have you lived in ...?”

Here's another example. Instead of asking, “Do you enjoy working with kids?” ask, “What do you enjoy about working with kids?”

Probe Relevant Information

Don't be afraid to add to your planned questions when you want to seek greater detail about the candidate's life or previous involvement with youth. Do this whenever you hear a reference to some activity or attitude that might support acceptance, or lead to a concern. For example, if your candidate refers to working as a camp counsellor, you might ask, “What types of activities did you enjoy most?” When the person has answered these, add, “What were your responsibilities?” and, “Why did you stop working at camp?”

Warning Signs

During an interview, you might become uneasy or feel a nagging sense of anxiety. This might occur when you recognize any one (or a combination) of the following:

- gaps in personal history,
- not answering questions directly,
- an over-interest in children, or a lack of adult relationships,
- belief that hitting children is okay,
- a greater interest in what they will get out of the program than in developing youth,
- prejudice towards certain groups of people,
- harsh or inappropriate language in conversation,
- questioning the need to have a reference to God in the Promise,
- lack of time for volunteering and development,
- inability to work as a team member.

What to Do with Bombs (Shocking Comments)

Occasionally, a person may say things that shock you or cause you great discomfort. Here's an example. "I love working with children; they're some of my best friends. Children are the only people who really understand me."

If you hear a "bomb" like this, ask for clarification, as Lynn did in the video. Keep probing until your fears are either calmed or piqued even more. If it becomes clear that you will not be able to recommend the person for membership, end the interview.

Two Interviewers Are Important

Always have two interviewers when meeting with a candidate.

Why? One person can easily miss something important; a second set of eyes and ears increases the safety factor with an unknown candidate. Also, a second opinion can help you clarify uneasy feelings when you're unsure about the candidate.

As well, a second interviewer will introduce the candidate to a wider circle of Scouting friends – so much the better when the Scouting year begins and the novice leader needs help planning a dynamic program.

Who Should Interview?

The interview team must have the confidence of the partner and Scouts Canada (your local council). Regardless of who will conduct the interview, they must be registered members.

NOTE: Members should not interview friends or associates.

For Interview questions, contact your Council office.

STEP 3 – REFERENCE CHECKS

All volunteer applicants must provide Scouts Canada with three character references. The interviewers will contact each of the references and record the information received. The interviewers will then conduct such further inquiries as may be reasonably necessary.

Volunteer Screening Procedure

References: Second Opinions

Personal references offer another opportunity to take a look at a possible Scouting volunteer, but through the eyes of someone else. Each candidate will provide three references. Call each up and discuss the would-be Scouter.

Before making the phone calls, ask yourself these two questions: What is the relationship of the reference to the candidate? Are any references missing that you would expect?

One reference may be a family member. Another may know the person through business relationships, education, or previous volunteer work. The reference may know the person as a close friend.

If the reference knows the candidate because of experience in similar roles, definitely ask questions about the other volunteer task, even if it was only a one year commitment last year. In such cases, the relevance of the reference is more important than the length of the relationship.

Here are some tips to consider when speaking to references.

- Be professional and polite. This is an opportunity to represent Scouting to the community.
- Introduce yourself and ask for their assistance with the candidate's application.
- Explain what position the candidate has applied for in Scouting.
- Establish what type of relationship the reference and candidate have, and how long they have known each other.
- Ask the reference for opinions relating to core responsibilities.

"How would you describe _____ ability to work with children ages ____ to ____ years?"

"Can you picture _____ as a _____?"

- Use clarifying statements and paraphrasing to encourage the reference to provide greater detail.
- Encourage both positive and negative comments like the following.

"What do you mean when you say that _____ is good with kids?" or

"Can you tell me what you meant when you said she had a problem maintaining accurate financial records?" (Treasurer position) or,

“When you say that _____ is “into” everything, should we be concerned that she will spread herself too thin over several commitments, or that she has a tremendous ability to manage multiple projects involving several people?”

“How would you describe _____’s abilities with respect to _____? (Pick five traits or abilities from the following list that might apply to the candidate’s future Scouting role: dependability, trustworthiness, honesty, integrity, social skills, initiative, assertiveness, perseverance, patience, ability to deal with stress induced by working with kids, approach to discipline, respect for others, leadership qualities, role model for others, emotional stability, tolerance of differences, and ability to follow through on commitments.)

“What would you say are her/his greatest strengths?”

“How would you describe his/her ability to work cooperatively with other adults?”

“In your opinion, has she/he ever shown any characteristics or temperament that would cause you concern for her/his ability to perform this role?”

Last and very important question:

“Would you be comfortable having this person work closely with your child, or a child close to you?”

- Thank the reference for their time and openness.

Decision Time. You Be the Judge

Before making up your mind, review the Scouting position the candidate will hold if accepted. What are the attitudes, skills and knowledge required to do this job?

At least, does the candidate possess the necessary attitudes, a commitment to the Mission, a willingness to learn, and an aptitude for the role?

Complete the interviewer’s checklist and make notes about the candidate’s outstanding qualities (good or bad) for this role. Will the person be acceptable to the group, the partner and Scouts Canada? Are there any unresolved concerns from the application, the interview, or reference checks?

Review all the information and the candidate’s answers to your questions. Were any of these indicators present?

1. emotional identification with children
2. deficiencies in parenting skills/nurturing relationships
3. impulsive lifestyle, irresponsible behaviour
4. tolerant attitude of adult-child sexual interest

If so, discuss this with your co-interviewer.

Accept: If you accept the candidate and look forward to the person's contribution, recommend him or her for approval.

Reject: If you reject the candidate for any reason, set up a meeting to inform the person. Your local council office is the preferred location.

Be aware of your personal safety; don't put yourself at risk. When explaining your decision, stick to the issue of matching the candidate to a specific role. Don't reject the whole person; perhaps another position would better suit his or her abilities.

If you feel uneasy about declining someone known to you either through other associations or because they live nearby, ask yourself, "*Are the reasons for this rejection valid?*" and, "*What are the alternatives or potential damage if I accept the candidate?*"

Appeal: Your council has an appeal process. Declined applicants should be directed to appeal to the Council Executive Director or Commissioner if required.

Confidentiality

Everyone involved must respect the confidentiality of all information gathered, whether it involves birth dates, addresses, or general details of a criminal record. Follow your council's guidelines on handling paperwork. The group level only needs to keep a copy of the application.

Candidates *do* have the right to request a copy of their file and to know the results of various checks. Should some unreported criminal activity that may put others at risk become known during the process, the interviewer is obligated to share that information with police. This information includes *suspected* child abuse.

RESOURCE:

Scouts Canada's Interview Video containing:

Recruiting Volunteers: The Grizzly Creek Solution

STEP 4 – POLICE RECORD CHECKS (PRCs)

PRCs, are mandatory for all applicants. Further, all applicants must present a **clean** PRC before they can assume a leadership position in the section. Police record checks must be renewed every three years. Scouts Canada reserves the right to conduct or request a Police Service Bureau Record Check for any volunteer at any time.

A **clean** PRC means:

- no criminal record as defined by the **Criminal Records Act**;
- no pardon(s) for a sexual offence as set out in the recent amendments of the **Criminal Records Act**;
- no outstanding criminal charge(s);
- no order(s) made in the interest of safety under the criminal code which would restrict the applicants access to, weapons, firearms, explosives or other prohibitions;
- no contact, access or behaviour restriction(s) with any person; or
- no order(s) made under the child protection legislation which is intended to restrict the applicant/members access to children.

Volunteer Screening Procedure

Why PRC's?

Many people equate “volunteer screening” to Police Record Checks. But this is just one step in Scouting’s comprehensive strategy – and *not* the most important step. Police Record Checks have, however, already screened out some potentially problematic volunteers.

What is a PRC?

A PRC is, as the name implies, an authorized search of police records. Scouting demands it to help determine the suitability of an individual for a volunteer or paid role involving a potential risk to people or property. How this check is handled and what information is checked varies significantly between police services, as does the cost.

What Information Will You Receive?

All Police Record Checks involve a search of the RCMP’s database (CPIC) for criminal convictions. Some police services will go much further and scan all available records, including those held only by local police, for information regarding everything from criminal convictions to registered complaints. The information passed on to those requesting the Police Record Check is equally varied, from an acknowledgement that a relevant record exists to a complete printout of everything the police know about a person. Find out more about your local circumstances from your Scout council.

All adult Scouting members are subject to providing a “clean” PRC. Once members have completed the PRC process the first time, this step need not be repeated with every role change unless the group or council considers it prudent. However, every three years, or more frequently if necessary, councils *will* request updates of PRCs.

STEP 5 – APPROVAL BY COUNCIL EXECUTIVE DIRECTOR

All new adult members must be approved for membership by a Council Executive Director who must take the appropriate measures to ensure the new adult has been properly screened. The CED's signature must appear on all new adult application forms signifying the process has been properly completed.

Volunteer Screening Procedure

Forms

Appropriately completed "Interview Checklist" forms should be forwarded to the Council office for final acceptance by the Council Executive Director.

Screening for New Canadians or Temporary Residents

Screening new Canadians or temporary residents may be more difficult than with those who were born in Canada. In most cases though, it won't be impossible.

Here are some questions to consider. Are references available? Who has known this person since he or she arrived? Immigration officers? Teachers? Employers? Community associations?

You can check previous Scouting service through other international Scout associations.

Screening for Volunteer Helper / Resource Person Roles

Most support materials are designed to aid the selective recruitment and development of adults in program leader roles; these are the people who work directly with children and therefore have the greatest potential for making either a positive or negative impact on youth. However, because *all* adult members have opportunities to contact children, everyone must be screened for “significant risk behaviour, or attitudes that would put children at risk.” A Volunteer Helper or Resource Person is defined as a “non-registered adult or parent NOT accompanying their child/youth.”

For day only activities, discuss your expectations, review the Duty of Care with the volunteer and introduce the volunteer to the youth, explaining their role.

For overnight activities, orient the volunteer to their role (using a job description if available), verify their three personal reference checks, ensure they have a clean PRC verified by the Group Commissioner, review the Duty of Care, and introduce them to the youth, explaining their role.

For more details of screening procedures, see Appendix K in the Camping/Outdoor Activity Procedures on Scouts Canada's website, www.scouts.ca.

**VOLUNTEER RECRUITMENT
AND DEVELOPMENT (VRAD)**

CHAPTER 2

DEVELOP

- ** Orientation**
- ** Woodbadge Basic**

DEVELOP

The Volunteer Recruitment and Development process is founded on the premise that Scouts Canada will recruit people with the appropriate attitudes, skills and abilities. Self-development will enhance their skills and knowledge, increasing their effectiveness. This ongoing support provides additional opportunities to ensure that the right person is in the right job.

After identifying the development needs of new Scouters, we must satisfy these in a manner and method convenient to the new Scouter. Councils offer development in a variety of formats. The Learning Objectives enhance our ability to support development even on an objective by objective basis. Many objectives require a demonstration of abilities.

Excellent leader handbooks, videos, Scouts Canada's web site (www.scouts.ca) and the Program Builder CD-ROM are examples of Scouts Canada's efforts to meet demands for alternative sources of development.

ORIENTATION

Adult volunteers new to Scouting deserve to receive clear expectations for their role and the support they need to be successful. Orientation provides basic information about the role to be filled. Recognize the unique set of strengths and experiences each new volunteer brings to their Scouting role and identify the sources of support, service and development available to complete the volunteer's knowledge and skill set.

Program Information

To ensure new volunteers are comfortable and productive in their new role, some basic program information is needed. Part of the orientation will be to ensure the volunteer receives this information (i.e. Program Standards, Section Leader Handbook) before taking on any role.

The following "Learner Objectives" summarize this information. For a "Section Specific Orientation Tool," see Scouts Canada's web site (www.scouts.ca).

Resources

Scouts Canada's many resources provide volunteers with the necessary information to create quality programs. Be sure potential Scouters have, or are aware of, all relevant resources. (See page 37.)

Note: Investiture takes place after the completion of an individual's Orientation.

Orientation – Program leaders

Provide the new volunteer with the information described below.

The learner will:	Requirements:
Describe the outline of a typical meeting	<ol style="list-style-type: none"> 1. Describe the format of a typical meeting. 2. Identify where and when the section meets.
Describe use of outdoor activities	<ol style="list-style-type: none"> 1. Emphasize the importance of outdoor activities. 2. Provide three examples of outdoor activities for the section.
Describe the structure of the Scouting group	<ol style="list-style-type: none"> 1. Identify the age groupings of the different sections in the group. 2. Describe the structure of the section including the small groupings used in the sections (plus tail levels for Beavers). 3. Explain the benefits of using small groups. 4. Explain the role of the Group. 5. Identify the local structure directly supporting the learner up to Area, including contacts.
Describe the role of the leadership team	<ol style="list-style-type: none"> 1. Describe the Shared Leadership Model. 2. Identify youth leadership roles. 3. Identify adult roles. 4. Explain the need to be flexible in direction and support.
Explain our commitment to involving youth in decision making	<ol style="list-style-type: none"> 1. Explain three benefits of involving youth in program planning. 2. Identify three methods of involving youth in decision making. 3. Identify the value of youth being able to make mistakes in a supportive environment. 4. Make a commitment to involving youth in program planning and decision making.
Explain expectations for personal development	<ol style="list-style-type: none"> 1. Provide expectation that within one year, new leaders are expected to develop the skills and knowledge covered in the Basic Program Planning and Delivery. The Key Leader is expected to develop the Basic Section Management set of skills and knowledge within the first three months of taking on the role. 2. Explain the various opportunities available to acquire and to be recognized for abilities. 3. List other development opportunities (e.g. First Aid) available.
Manage exposure to risk	<ol style="list-style-type: none"> 1. Identify an example of each of the three categories (Green, Yellow, Red) of typical Scouting activities defined in the Camping/Outdoor Activity Guide. 2. Describe for one activity the process of identifying, assessing and appropriately minimizing risks according to the Camping/Outdoor Activity Guide. 3. Provide two examples of how to incorporate safety considerations into the program.
Accept the role	<ol style="list-style-type: none"> 1. Accept the job description. 2. State willingness to participate in typical activities of the section, including National Fundraisers (See Program Standards). 3. Indicate awareness of assistance and resources available to support the role.

Follow-up

Do separate follow-up for creating a Personal Development Plan including:

1. Identifying the specific skills and knowledge the individual brings to the role.
2. Discussing methods the learner will use to develop his or her abilities.
3. Identifying some specific opportunities and methods in which the learner will participate.
4. Ask the leader to commit to a Personal Development plan.

WOODBADGE BASIC

Leaders recruited to all sections require certain common basic knowledge, skills and attitudes in order to be able to contribute to the delivery of a quality program. The leader must demonstrate that he or she has met the following **Core Learning Objectives** (available at www.scouts.ca) in the following six subject areas (*Required for all program leaders in all sections*):

- Scouts Canada's Mission and Principles
- Basic Program Planning
- Basic Program Delivery
- Basic Leadership Skills
- Basic Administration
- Basic Outdoor Skills

Having demonstrated the Core Learning Objectives, a leader then undertakes more specific development in the **Section Specific Learning Objectives** (available at www.scouts.ca), including the objectives of the specific section program, program requirements, working with youth in that section and delivering the section program. When a leader is recruited to a different section, that leader completes only the **Section Specific Learning Objectives** for the new section.

All leaders are expected to achieve the Core Learning Objectives and the Section Specific Objectives for the role into which they have been recruited within their first year of involvement.

Key Section leaders are expected to achieve the Manage Section Programs Objective of the Section Specific Learning Objectives within three months of accepting the role.

All learning objectives are based on the program as defined in Scouts Canada's publications, applicable bylaws, policies, procedures, the National Program Standards and any other guidelines established by Scouts Canada. All program planning and delivery must be appropriate to the physical, intellectual, social and spiritual capabilities of the youth involved. Note: Objectives may call for a set number of demonstrations or examples for evaluation purposes only.

Leaders complete their development in Basic Program Planning and Delivery by demonstrating competence in the Core Objectives for All Section Leaders and the Section Specific Objectives for the relevant section. Leaders receive the Woodbadge Basic recognition when they successfully complete both the Core Learning Objectives and the Section Specific Objectives for the section for which they are recruited. Leaders are encouraged to continue their personal development. It is not necessary to complete objectives in a particular order. Anyone completing learning objectives should be recognized for their achievement.

VOLUNTEER RECRUITMENT AND DEVELOPMENT (VRAD)

CHAPTER 3 SUPPORT

- ** Coaching/Mentoring**
- ** Woodbadge Advanced**
- ** Evaluation**
- ** Further Development**

SUPPORT

When we accept an application for membership we commit ourselves and the organization to support the individual in their role. This support will vary from individual to individual based on the specific learning needs required.

Flexible means of support are key to an individual's growth. Be sure to recognize all skills and abilities that the individual brings with them to the role.

COACHING/MENTORING

Typically, experienced Scouters serve as a coach or mentor for new Scouters, introducing them to new skills and information they need to learn during their first few months and helping them develop the skills and competencies as identified in the Basic Learning Objectives. As new Scouters become more proficient in their tasks, this Scouter may assume a mentor's role, becoming someone on whom the Scouter calls upon for advice.

Each Scouter will work with a coach/mentor to determine which skills they have and which they need to develop. This means that as long as the Scouter demonstrates to a coach/mentor that they can perform the competencies identified, they may achieve their accreditation. How, when and where they acquire these competencies becomes secondary. With the guidance of their coach/mentor, the Scouters decide which methods are best for them to acquire the skills and knowledge required.

After the knowledge and skills have been acquired/developed, leaders demonstrate their new skills to their coach/mentor or to another qualified individual jointly agreed to by themselves and their coach.

Commissioners at their appropriate level will select coaches/mentors, based on the coach/mentor's expertise in certain program proficiencies. Commissioners or their designates will also assign coaches/mentors to Scouters.

WOODBADGE ADVANCED

Key section leaders recruited to all sections require certain common advanced knowledge, skills and attitudes in order to be able to motivate and lead their section teams in the delivery of a quality program. Leaders must demonstrate that they have met the following **Core Advanced Learning Objectives** (www.scouts.ca) in the following three subject areas:

- Advanced Program Delivery
- Advanced Leadership Skills
- Advanced Outdoor Skills

Having demonstrated the Core Advanced Learning Objectives, a leader or advisor then undertakes more specific development in the **Section Specific Advanced Learning Objectives** (www.scouts.ca), including the objectives of the specific section program, program requirements, working with youth in that section and delivering the section program. When a leader is later recruited to a different section, that leader is required to complete only the **Section Specific Advanced Learning Objectives** (and Core Advanced Learning Objectives #15 & #16 if required) for the new section.

Key section leaders are expected to achieve Core Advanced Learning Objectives and the Section Specific Advanced Learning Objectives for the role into which they have been recruited within their second year of involvement.

Typical developmental and learning activities may be undertaken in one or more formats, including on-the-job development and experience, self-study, peer interaction, being coached, or by participating in training modules or a formal developmental course.

Leaders and advisors complete their development in Advanced Outdoor Skills and Program Planning & Delivery by demonstrating competence in the Core Advanced Objectives for All Section Leaders and the Section Specific Advanced Objectives for the relevant section. Leaders receive Woodbadge Advanced recognition when they successfully complete both the Core Advanced Learning Objectives and the Section Specific Advanced Learning Objectives for the section for which they are recruited. Leaders are encouraged to continue their personal development. It is not necessary to complete objectives in a particular order. Anyone completing learning objectives should be recognized for their achievement.

EVALUATION

Evaluations, combined with feedback and self-evaluation, help volunteers remain focused on their roles and identify personal development needs. Annual evaluations must include an assessment regarding the volunteer's adherence to the principles, policies, practices and procedures relating to member safety and resource management that are relevant to the volunteer role. PRC's may be requested at any time and no less than every three years.

At the end of a year, each volunteer should also receive useful section specific feedback. If you're a troop Scouter, for example, meet individually with each of your Scout counsellors and ask how they felt the year went. Then ask for ideas how the troop could be improved. Do they have any concerns? Then,

- review how the counsellor is working out on the leadership team using some specific examples to support your feedback,
- provide praise for contributing to the troop, and appreciation for the commitment,
- discuss the next steps in the development plan for the counsellor,
- address any concerns with the counsellor's behaviour that weren't dealt with during the year,
- invite the counsellor to return next year or suggest a different role, or even retirement.

Along with "personal" evaluations to enhance individual performance, use Scouts Canada's "Program Standards" to measure the success of the program delivered.

FURTHER DEVELOPMENT

Further Development opportunities are designed to meet the skills and knowledge needs of adult volunteers. In addition to informal events, workshops and courses, adult volunteers can acquire the skills and knowledge they need through working in groups, shared leadership methods, and self-study. Self-development in Scouting often goes beyond the specific needs of the original job.

Numerous opportunities will be available for further developing skills and abilities. Ask your Commissioner or Service Scouter about these in your area.

**VOLUNTEER RECRUITMENT
AND DEVELOPMENT (VRAD)**

CHAPTER 4

RECOGNIZE

RECOGNITION

The VRAD strategy describes a year in the life of a Scouting volunteer. At the end of each year, every volunteer should be thanked for their contribution, recognized for their service and asked about his or her plans for the following year. Many volunteers will accept an invitation to commit another year to their current roles. For others, there may be new positions offering new challenges, while others may 'retire' from Scouting involvement.

The people responsible for supporting volunteers are typically the best people to provide recognition and help with the decision on further involvement. Scouts Canada has many formal and informal means of recognition.

Awards, Thank You, Appreciation

We must recognize the contributions of all volunteers. By showing our appreciation, we increase the probability of retaining them for a longer period of time. Appreciation takes many forms; the National Honours and Awards Program is just one example. Visit your local Scout shop for a variety of thank you gift ideas.

Job Enrichment/Supplementary Challenges

Why not reward volunteers for good work by offering them opportunities to accept new challenges? While this is a more subtle form of recognition, people feel appreciated when others recognize their skills and abilities. In effect, what you are saying is, "You have shown an ability to get things done. We would like to offer you more opportunities."

CONCLUSION

If Scouting is to grow as a Movement, Scouters at all levels of the organization must commit themselves to the basic elements of the Volunteer Recruitment and Development strategy. This might simply involve identifying your own role in the success of the strategy and deciding what you need to do to ensure positive results.

Scouters responsible for Adult development may need to expand teams to provide meaningful coaching and mentoring for Scouters who have assumed new positions.

We can retain more Scouters if we do everything possible to see that they are properly recruited, developed, supported and recognized in every role. Be prepared for turnover in positions through ongoing **succession planning**. Plan for an overlap in volunteers to help with a smooth transition.

Scouts Canada continues to develop tools and resources to better support the VRAD Strategy. Recent revisions to the volunteer development programs support flexibility in how adults acquire the knowledge and skills to be effective.

Remember, Scouting exists to deliver quality programs that enhance the development of young people. Our efforts must continue to focus on recruiting and supporting those who deliver them.

RESOURCES

- A Guide to the Honours and Awards of Scouts Canada
- Application for Membership and Appointment of Adults *
- Basic and Advanced Learning Objectives *
- Camping/Outdoor Activity Procedures *
- Duty of Care *
- Grizzly Creek Solution
- How to Protect Your Child from Child Abuse: A Parent's Guide *
- Job Descriptions *
- JUMPSTART programs
- Mission presentation
- Program Builder CD-ROM
- Program Standards *
- Scouts Canada's Volunteer Recruitment and Development Handbook *
(includes job descriptions)
- Section Leader Handbooks
- Section Leader Orientation Tool (include local information) *
- By-Law, Policies and Procedures

* Available on Scouts Canada's web site, www.scouts.ca