

# Canadian Path **ROVER SCOUT HANDBOOK**



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It starts with Scouts.

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# WELCOME TO ROVERS

You're about to join in on a world of adventure! If you've been a Venturer Scout, then you already have a pretty good idea of what's to come. If you're new to Scouting, then chances are you've joined up because you've heard about all the great things that Rover Scouts do. Now it's your chance to be a part of it!

You're about to have the opportunity to do fun, challenging activities that you organize with your fellow Rover Scouts, with the support of older volunteer Scouters. These activities can be as adventurous and diverse as the collective imagination of the Rover Scouts in your Crew. Perhaps more than any other Section in Scouting, Roving means international travel. You will likely have the opportunity to connect with Rovers in other parts of the world. Scouting is the largest youth movement on the planet, after all. Adventures with Rovers even include service projects in the developing world. Both abroad and here in Canada, you can try your hand at some of the outdoor activities Scouting's famous for: hiking, survival camping, sailing, kayaking, climbing, snowshoeing, canoeing... There are so many amazing ways to enjoy an outdoor adventure as a Rover. There are also fantastic Scouting activities that you can do in your community, like exploring your faith or socializing with other Rover Scouts.

This book describes the Rover Scout Section of the Canadian Path program. It will provide you with useful details about your personal progression within the program, Outdoor Adventure Skills and the Canadian Rover Scout Award—the top award that you can earn as a Canadian Rover Scout.

The Canadian Path is designed to make Scouting as engaging and challenging as you'd like it to be. The focus of the program is on your personal development through the activities that you and your fellow Rover Scouts want to do. Unique to the Rover program is the opportunity to work with a mentor to set and attain personal goals. With the right support and guidance, you'll be amazed what you can accomplish. You'll complete complex projects, develop new skills and pursue new experiences.

The Rover Scouts Section of The Canadian Path has a canoeing symbolic framework. You are encouraged to consider your personal growth and development based on the metaphor of paddling a river. The more you accomplish, the closer you get to your last portage and the end of your Rover Scouting journey. Rover Scouting is all about encouraging you to "Paddle Your Own Canoe"!

By the time you're ready to move on from Rover Scouts, you will have accomplished a wide variety of goals and grown in ways you never imagined. Most importantly, you'll have made new friends and shared experiences that will last a lifetime.

## The Four Elements of The Canadian Path

The Canadian Path is the name of Scouts Canada's revitalized program. As a Rover, you will benefit from a program that places renewed emphasis on adventure and continues to emphasize leadership. The Canadian Path encourages a consistent "Plan-Do-Review" approach to all the activities you and the other Rovers in your Crew plan. If you were in Venturer Scouts, you'll already be familiar with this model for activity planning. Finally, The Canadian Path helps you and the other members of your Crew to evaluate your personal development in terms of what we call SPICES: your Social, Physical, Intellectual, Character, Emotional and Spiritual growth.

**Together, these four foundational elements—Adventure, Youth-led, Plan-Do-Review and SPICES—are the footings of The Canadian Path.**

### ADVENTURE

Adventure is about exploring new things, sharing new ideas, learning new skills and creating new paths. It's about unique opportunities to explore your limits and the world around you. Adventure is part of every activity. While you might first think of exciting outdoor activities when you think of Adventure, it's important to keep the spirit of Adventure in mind when planning activities for each and every Program Area. Everything you do in Scouting should either be a first-time experience or be a new way of experiencing and enjoying something that you might have done before.

## YOUTH-LED

The Canadian Path is a Youth-led program. This means that you and the other Rovers in your Crew are the ones who decide on what adventures you would like to share. It also means that planning and organizing of your adventures is up to you. Your Scouters are always there to lend a helping hand and to ensure that everyone stays safe, and they might even have some ideas for activities and projects. Just remember: your Scouters' ideas are just suggestions, and if the Rovers in your Crew aren't very keen on an idea, you can let your Scouters know that it's not something you want to do.

## PLAN-DO-REVIEW

Plan-Do-Review is the three-step process that you and your fellow Rovers should use for each and every adventure. In fact, while there are three distinct parts of Plan-Do-Review, you might think of the process as an ongoing cycle. Every review you share with your fellow Rovers will contribute to better planning for your next adventure.

Reviewing is probably the part of this cycle that you or other Rovers in your Crew will have the least experience with. Reflecting on our experiences is something that people do not do enough. Too often, lessons we might learn from an experience are missed simply because we haven't taken some time to think and talk things over as a group.

When sharing a review, keep these points in mind:

- **Ask one another open-ended questions.** This means that members of the group should not be asked questions that can be answered with a simple "yes" or "no", or any other simple one-word response. Instead, ask one another questions that encourage some deeper thought. These questions will typically begin with "Why", "How" or "What"—not "Did" or "Do".
- **Appreciate what you learned.** When you take the time to put lessons learned into words, you develop a greater appreciation and understanding of new facts you've encountered and new skills you've developed.
- **Keep the SPICES in mind.** Considering how an adventure has impacted you as an individual is just as important as whatever practical facts and skills you might have learned.
- **Compare your experience to your plan.** Was your adventure as you imagined it? If not, why not?

- **Find out how everyone feels about the adventure.**

This is very important to your team's dynamic. Finding out if some people did not enjoy themselves is key to making sure future adventures are planned so that everyone taking part enjoys themselves.

- **Be constructive.** Don't just complain about how things didn't go to plan. Figure out ways to avoid these problems in the future.

## Ways to Review

One reason people don't take the time to review their experiences is that review can too often be boring. A review takes some time, and you might not want to revisit unpleasant experiences or dissect positive ones. Keep in mind that reviewing is important to ensuring successful adventures in the future, so find ways to make reviewing interesting.

While sitting down with your fellow Rovers around the campfire in the evening to talk about your day can often be pleasant and constructive, this conversation could become dull if it's how you wrap up each and every camp. There are many other creative ways to review an experience that you can try.

- You can tell anecdotal stories that highlight valuable lessons gained from specific moments in an adventure.
- You can collaborate with your fellow Rovers on a photo album or slideshow.
- You can collect video footage during a camp and work with your fellow Rovers to score and edit it afterwards, creating a polished product with a message about the value of the experience.

These are just a few approaches you can try. There are many more. Have a look at the Creative Expression Trail Cards for fun new ways that you could review your next adventure.

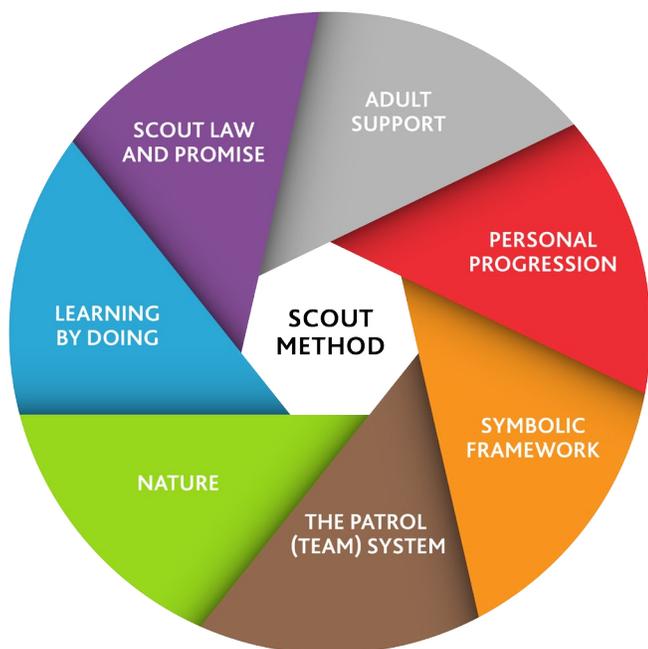
## THE SPICES

Scouting aims to support the development of your best personal attributes—what we call the SPICES. This is an acronym for six areas that make up who you are. We all have our strengths and weaknesses; thinking about them in these categories will help us to appreciate what we're good at and recognize what we're not as good at. Either way, we get to know ourselves a little better, and we consciously go about managing our own personal growth.

	<p><b>How can we define the six SPICES, and what can you do to develop in each?</b></p>	<p><b>When reviewing your adventures, the following questions can help you to recognize your development in the SPICES:</b></p>
 <p>Social</p>	<p>Your <b>social</b> development is about your interaction with others and your community.</p> <ul style="list-style-type: none"> <li>• Appreciate your relationships with others.</li> <li>• Express yourself honestly and effectively.</li> <li>• Respect different points of view.</li> <li>• Be aware of your community and contribute what you can.</li> </ul>	<ul style="list-style-type: none"> <li>• How did your Team communicate during this expedition?</li> <li>• How did the members of your Team help each other?</li> <li>• What did you learn about how you worked as a team?</li> </ul>
 <p>Physical</p>	<p>Your <b>physical</b> development is about being respectful of your own body.</p> <ul style="list-style-type: none"> <li>• Make responsible dietary choices.</li> <li>• Be aware of your personal hygiene habits.</li> <li>• Maintain an active lifestyle.</li> <li>• Know your own physical limits.</li> <li>• Be aware of your own health and address concerns as they arise.</li> <li>• Know how to treat minor ailments.</li> <li>• Be prepared to respond to a first aid emergency.</li> </ul>	<ul style="list-style-type: none"> <li>• How were you physically challenged on this adventure?</li> <li>• How did you stay physically safe on this adventure?</li> <li>• How did you use your body on this adventure?</li> </ul>
 <p>Intellectual</p>	<p>Your <b>intellectual</b> development is about learning new things and applying your skills and knowledge.</p> <ul style="list-style-type: none"> <li>• Be open to new ideas.</li> <li>• Think critically to identify and evaluate problems, and work toward solutions.</li> <li>• Learn from your mistakes and your successes.</li> <li>• Work methodically; plan, do, and review activities and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• What do you know now that you did not know before?</li> <li>• How did you figure out a problem you encountered on this adventure?</li> <li>• What did you create to help you on this adventure?</li> </ul>
 <p>Character</p>	<p><b>Character</b> is about becoming a well-rounded person.</p> <ul style="list-style-type: none"> <li>• Live the Scout Promise and Law.</li> <li>• Be true to your own values and beliefs.</li> <li>• Be respectful and fair when others have different beliefs and opinions from your own.</li> <li>• Value people and other living things over material gain.</li> <li>• Think before you act.</li> <li>• Value yourself and follow your dreams.</li> </ul>	<ul style="list-style-type: none"> <li>• What rules did you follow on this adventure?</li> <li>• How did you show respect to others on this adventure?</li> <li>• How did you deal with difficulties on this adventure?</li> </ul>
 <p>Emotional</p>	<p>Your <b>emotional</b> development is about being able to know and express your feelings, and understand and respect the feelings of others.</p> <ul style="list-style-type: none"> <li>• Be honest with yourself about your own feelings and how they can affect your life.</li> <li>• Offer help when it's needed, and ask for help when you need support yourself.</li> <li>• Be responsible for your emotions and how they impact others.</li> </ul>	<ul style="list-style-type: none"> <li>• How did you feel before, during and after this adventure?</li> <li>• What surprised you, frustrated you, delighted you or inspired you?</li> <li>• How did you share your feelings with others on this adventure?</li> </ul>
 <p>Spiritual</p>	<p>Your <b>spiritual</b> development is about exploring your personal beliefs and being true to your personal values.</p> <ul style="list-style-type: none"> <li>• Reflect on the mysteries and miracles of life.</li> <li>• Reflect on how your own experiences shape your beliefs.</li> <li>• Explore and develop your faith according to its traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• What did you do that made a difference to you, to your family, to your community or to the world?</li> <li>• What did you discover that you believe about yourself? About others? About animals? About the world? About God?</li> <li>• Did you need to show respect to someone about what they believed? What was it?</li> </ul>

## The Scout Method

The Scout Method is a way to give your adventures direction. It's the "how" of Scouting. It has seven equally important parts:



### Nature

It is important for Rovers to pursue adventures in the natural world. Getting outside will help you to become comfortable in a range of natural conditions. For example, it can be a little harder to enjoy yourself camping when it's raining, but most Rovers learn that it's still possible. Adventures in the elements build adaptability and confidence, and help you to appreciate our natural world.

### Learning by Doing

The best way to develop a skill is to practise it. This is why your Scouters will encourage you at every opportunity to take personal responsibility, and it's why Crews put skills to practical use on outings. After all, it's more fun to be out on an adventure than inside talking about one!

### Promise and Law

When you get invested into your Crew, you make a promise to live by the Scout Law. Remember this promise both during Scouting activities and in your day-to-day life.

### Adult Support

You and your fellow Rovers will decide amongst yourselves what adventures you'd like to pursue in Scouting, but you'll have important advice and support from your Scouters.

### Personal Progression

Over your years in Rovers, you'll have the opportunity to pursue adventures that contribute to your personal progression. Working with a mentor (or mentors) on a Personal Development Plan will help you to set and attain your goals. Your personal progression is just that—personal. It is unique to you as an individual, whatever your background and abilities. Scouts Canada embraces the diversity of its members and is inclusive of all, whatever gender, ethnicity, race, religion, culture, financial stratum, sexual orientation or appearance.

### Symbolic Framework

In Rovers, your personal development is represented by the metaphor of canoeing. Each individual Rover is encouraged to "Paddle his/her own canoe". This framework will help you and your fellow Rovers to ensure that the activities you choose are balanced (representing the interests of everyone in the Crew) and never boring.

### Patrol (Team) System

Teams are key to successful adventures, and the ad-hoc and temporary nature of Teams ensures you'll have opportunities to work with most (if not all) of the Rovers in your Crew over the Scouting Year. You'll learn that there a variety of roles to play to make a Team work.

#### The Rover Promise:

On my honour,  
I promise I will do my best  
To do my duty to God and the Queen.  
To help other people at all times,  
And to carry out the spirit of the Scout Law.

#### The Rover Scout Law

A Scout is helpful and trustworthy, kind and cheerful,  
considerate and clean, wise in the use of all resources.

#### The Rover Motto:

Go Beyond

## Your Personal Journey

Your personal journey is a way of thinking about your own growth through Scouting. This may be closely related to your personal progression, but it's really more about the changes in who you are than in accomplishments that are recognized and celebrated. Your personal journey includes your growth in relation to the SPICES, the friendships and memories that you've created with your fellow Rovers, and a greater understanding of who you are and what makes you happy. When you review an activity with your fellow Rovers, don't just think about what you learned from the activity. Imagine yourself a year ago and how you would have conducted yourself compared to how you just did. There are some activities and interests you'll outgrow, and others you'll grow into. This is your personal journey.

### WHAT YOU NEED TO KNOW TO BE A ROVER

To become a Rover you must be at least 18 years of age and have not turned 27. As with all members of Scouting, you must also become a Scout in the broader meaning of the word. This means that you must know and accept the Rover Promise. You will need to show an understanding of that Promise, explore Scouting's Mission, examine the expectations of the Crew and determine some of your own expectations before being invested as a Rover.

### THE MISSION OF SCOUTS CANADA

To help develop well-rounded youth, better prepared for success in the world.

### THE PRINCIPLES

Scouting is based on three broad principles that represent its fundamental beliefs:

#### Duty to God

This is defined as: "a commitment to living the spirit of the Scout Law in recognition that we are part of a reality beyond self and beyond the present moment."

#### Duty to Others

This is defined as: "Loyalty to one's country in harmony with the promotion of local, national and international peace, understanding and cooperation", and "Participation in the development of society, with recognition and respect for the dignity of one's fellow beings and for the integrity of the natural world."

#### Duty to Self

This is defined as: "Responsibility for the development of oneself." This is in harmony with the educational purpose of the Scout Movement, whose aim is to assist young people in the full development of their potentials.

### THE PROGRAM GOALS OF ROVERS

Program goals are statements that indicate the goals towards which the efforts of all Scouting program Sections are directed. They provide direct guidance to the achievement of the Mission, giving expression to the principles of Scouts Canada. They determine the content and the method of the program, and provide a base for its evaluation.

The program that arises from these goals must meet the needs and desires of a particular group of young people, in a particular environment, at a particular time.

To meet the Mission and Principles of Scouts Canada, the goals of the Rover program are to ensure that Rovers:

- Become self-directed and responsible
- Blend personal freedom with one's responsibility to a group
- Develop and demonstrate leadership skills
- Plan and carry out activities in a group setting or individually
- Contribute positively to community needs and the environment
- Participate in challenging outdoor activities
- Explore individual spirituality in conjunction with one's personal values

## The Rover Crew

### INTRODUCTION

The Rover Crew is the basic grouping of Rovers. It is as a member of a Crew that you will participate in most Rover activities. Crews share interests, goals and adventures together. Sometimes smaller groups within the Rover Scout Crew mutually support each other to achieve specific goals. Rover Crews may attract people within common geography (attend the same school or live in the same area) or similar special interests (such as specific outdoor activities). Some Rover Crews may be dedicated to a vocational interest.

### VOCATIONAL CREWS

This type of Crew often places emphasis on a program that requires specialized training, such as Search and Rescue, First Aid, Police, Fire, Paramedic, etc. Some of these organizations, such as the RCMP, have produced documents that may provide assistance on the creation of such a Crew. A vocational Crew follows the Canadian Path program like any other Crew. Its program is based on the Four Elements and its adventures are balanced across the six Program Areas. However, a vocational Crew finds ways to incorporate its special emphasis into its adventures.

### UNIVERSITY CREWS

These Crews are usually formed on university or college campuses and place emphasis on activities centred around their education. Members of these Crews participate in activities that may revolve around service to their university and to activities outside of the university.

### SERVICE TO SCOUTING

As a Rover, you may serve in many capacities in Scouting depending on your individual leadership skills. Your Crew may offer service as a group, or you might identify and pursue service opportunities as an individual. There is a variety of training available through Scouting, such as Wood Badge training.

## The Uniform

Wearing a uniform can mean many things to many people. The uniform should always be worn with a feeling of pride and distinction. You should also be conscious that while in any attire you may wear as Rovers, you are seen by the public as a member of Scouts Canada.

### ACTIVITY APPAREL

Your Rover Crew may develop its own activity apparel. The degree of formality and the specific choice of the items are determined by the Crew.

### INSIGNIA AND AWARDS

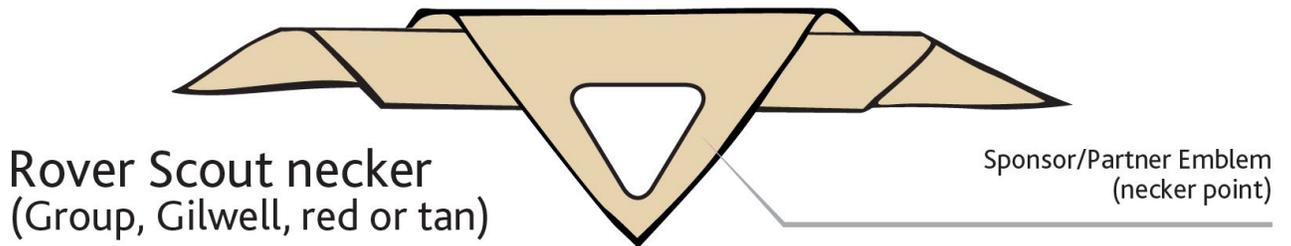
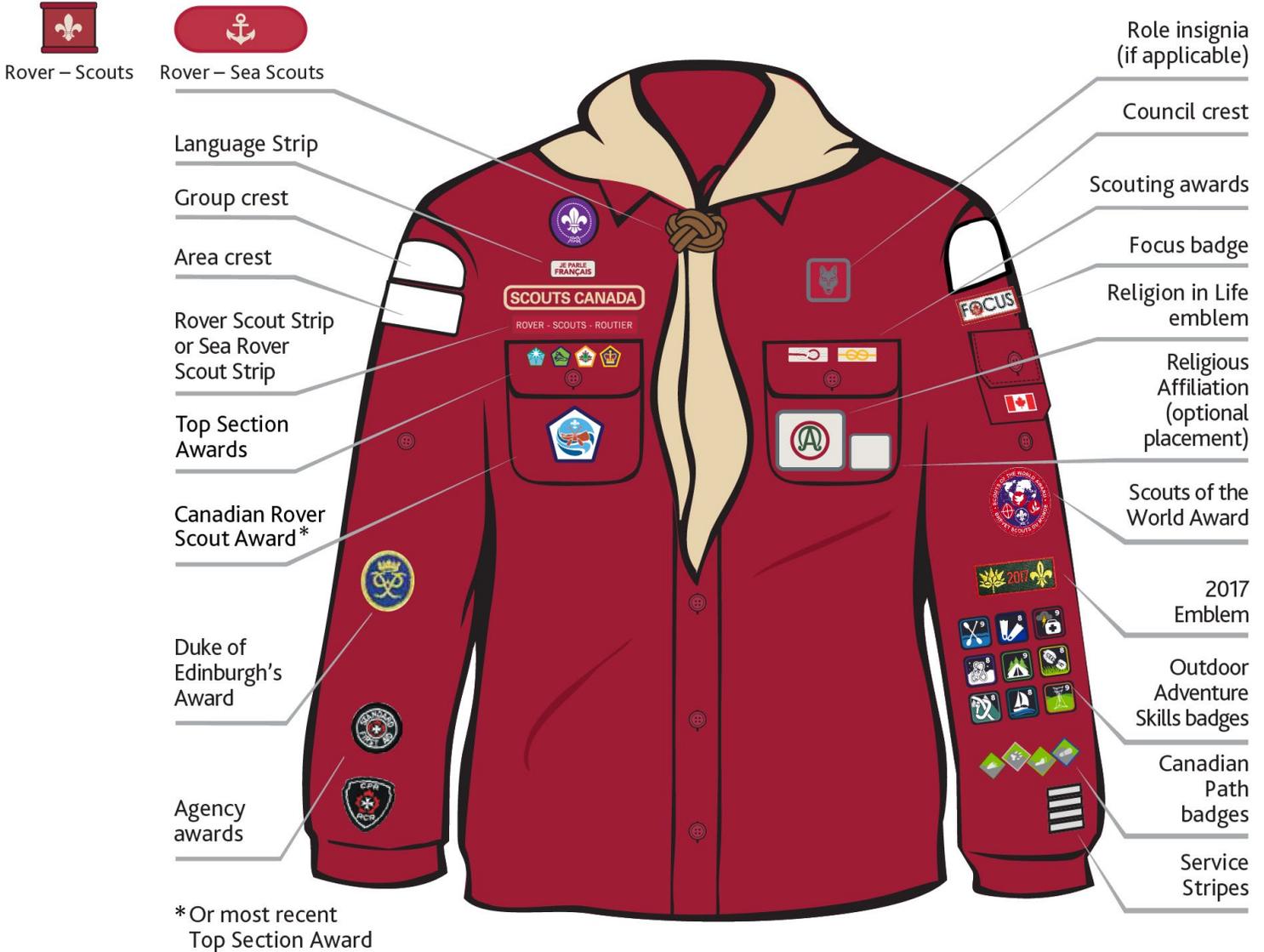
Rover insignia are usually presented following investiture. The wearing and placement of insignia on the uniform must follow the regulations as shown in By-law, Policies and Procedures.

#### The following are guidelines for the official Rover insignia:

- Group and Area crests worn on the right sleeve
- World Scout badge, worn above the right pocket
- Religion in Life emblem, worn on the left pocket
- Canadian Path Link badge, worn on the left sleeve
- Service stripes, worn on the left sleeve
- Agency awards such as Red Cross or St. John Ambulance, worn on the right sleeve
- Outdoor Adventure Skills badges, worn on the left sleeve
- Top Section Awards, worn on the right pocket

# UNIFORM INSIGNIA PLACEMENT

## Rover Scout



## Your Program

An important and fascinating part of the Crew is the process of program planning. Program planning involves everyone. Personal goals as well as Crew activities are put into an action plan, then by working together, Crew members set out to achieve both.

### INVESTITURE

Upon showing interest in the Rover program, a prospective member will be paired with an experienced Rover, known as the individual's orientation mentor (in the absence of such, a Crew Scouter may fill the role). To quickly welcome new members to the Section, a face-to-face discussion should take place between the prospective member, his or her orientation mentor and a Crew Scouter within six weeks.

Its purpose will be to:

- confirm membership requirements (Mission, Law, Promise)
- present Rover program goals to candidate
- convey the expectations of the Crew

Upon completion of this, the new member is invested.

### PROGRAM AREAS

In the following Program Areas, a number of examples are listed to aid in starting the process of thinking about activities that you can do in a specific area. A long-held tradition in the Rover program is that the activities are limited only by your imagination. Use the following as a guide, but do not be afraid to be innovative in the planning of your program.

#### 1. Environment & Outdoors

- Hiking
- Climbing
- Canoeing

#### 2. Leadership

- Conflict resolution
- Situational leadership
- Problem-solving

#### 3. Active & Healthy Living

- Nutrition
- Exercise
- Personal life management

#### 4. Citizenship

- Civic awareness
- Service
- Public engagement

#### 5. Creative Expression

- Public speaking
- Hobbies
- Instructing

#### 6. Beliefs & Values

- Spiritual development
- Cultural awareness
- Sexuality

### PROGRAM CYCLES

At the start of every season, you and your Crew will sit down to talk about your goals with regard to the six Program Areas. There are different ways to review the past season and plan adventures for the next, but you will probably find it helpful to set your personal goals with your mentor first, and then present your personal plans to the Crew. This can inspire some Crew activities, and it will help your Crew to come up with a balanced program with adventures for all six Program Areas every program cycle. It will also generate support within the Crew for individual Rovers' Personal Development Plans.

For example, in the fall your Crew might plan to go rock climbing (Active & Healthy Living) and take pictures of the outing.



Environment & Outdoors



Leadership



Active & Healthy Living



Citizenship



Creative Expression



Beliefs & Values

Later, you'll use the experience and photos to inspire an artistic rendering of your experience—whether it's written, musical, visual or whatever other form you're inclined to explore (Creative Expression). A Team of Rovers from your Crew might volunteer once a week at your local food bank (Citizenship). And your entire Crew expects to take part in your Group's all-Section fall camp (Environment & Outdoors). You might work with other Rovers to organize an exciting rappelling adventure for the Venturer Scouts (Leadership), and facilitate an environmental service project for all attendees (Beliefs & Values).

You've probably noticed that some of these adventures could be considered appropriate for more than one Program Area. There will often be some overlap between the Program Areas, but you should not count any one activity for more than one Program Area. Sharing a formal campfire, complete with stories, jokes, songs and cheers, could count toward all six Program Areas, but you would probably find that your fall program is a little dull if this was the only adventure your Crew shared.

At the end of the season, take the time to review your adventures. What did you enjoy? What did not go quite as you hoped? How could you do things differently in the future? How successful would you say you were with respect to your personal goals?

Reviewing is an important part of your program cycle, and a good review will make planning your next set of goals easier and more effective.

## TRAIL CARDS

Trail Cards are a resource that your Crew can use to generate ideas for adventures. Trail Cards are categorized by Program Areas. When your Crew is planning its adventures for the Scouting Year and for each program cycle, it is important that it has ideas and goals for every Program Area. If you are having some trouble generating ideas for one or two of the Program Areas, you can turn to the Trail Cards for inspiration.

Your Crew might not have any trouble coming up with its own ideas, in which case there's no need to even look at the Trail Cards. That's perfectly fine. On the other hand, you might want to have a look together, just to see if there are any ideas that sound really exciting but hadn't already occurred to anyone.

Trail Cards provide some helpful advice on how your Crew can use the Plan-Do-Review approach for an adventure, and they have

**Plan:**

- Is there a local expert who can show your Crew the wild edibles that can be found in your area?
- What other resources can you use?
- When and where will you learn about wild edibles?
- When and where will you gather wild edibles for a meal? Will this be an individual or a team challenge? How will you prepare what you've gathered?

**Do:**

- Learn about and sample as many different wild edibles as you can.
- Gather a substantial amount and variety of natural wild foods for a good meal.

**Review:**

- What do you know now that you did not know before?
- Did you learn about any new wild edibles that you particularly enjoyed?
- What were the favourite foods of others? Was there anything the group as a whole liked best?

**Safety note:**  
Do not eat any wild foods you're uncertain of. If you suspect something is safe to eat but you're not positive, ask an expert. Be aware that some food may be safe for some to eat, but may cause allergic reactions for others.

**Online Resources:**

- Les Stroud on wild edibles
- Les Stroud's favourite meal
- Wild Edibles in Northern Ontario
- Park's Canada Heritage Gourmet App

**The Adventure:**  
In Australia, the term "bush tucker" is used for the wild edible plants and grubs that can be gathered for survival. If you found yourself stuck in the wilderness without food, how would you fare? Do you know what's edible in your part of the country? Much will depend on the time of year. Being able to find wild edibles in the fall, winter and early spring is especially challenging. From an expert, learn about the natural food that you can expect to find in the wilderness closest to where you live. Can you gather enough for a satisfying meal?

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R-03

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Trail Card for Rovers

important safety tips. If you are looking at Trail Cards online, you will find that every Trail Card has links to websites that can help your Crew with its planning.

## PLANNING ADVENTURES

Well-organized activities are generally successful. How well you organize events can make a significant contribution to the success of any activity your Crew undertakes. Skills you develop in this area will always be an asset to you in whatever you do.

Think about how your Team will plan the activity and conduct its affairs in an efficient way. You will then receive benefit and enjoyment from your planning meetings. Draw on the experience of your Scouters and other resource people, and learn to know and use the support groups available to you.

Planning is a built-in part of Rovering. It is necessary in order to realize what you wish to accomplish.

Whenever you are planning:

- Make use of people who can help, especially your Scouters.
- Create opportunities for all Rovers to take part in the planning and carrying out of the program.

In some Teams, planning may be started by the Team Lead getting together with his or her Team. They may meet to assemble a plan for the coming three, six or twelve months, considering the wants and needs of the whole Crew and all of its adventures. A proposed plan can be presented to the Crew Leadership Team, and in turn to the whole Crew at a Crew meeting. This will allow members to consider the Team's plan, ask questions and make suggestions. As a result, the plan may be amended or expanded before being approved by the Crew members.

That's one approach. Each Crew can develop a method to suit its own needs. Most important is that the method used for planning has been agreed to by the whole Crew.

## PERSONAL PROGRESSION THROUGH A PERSONAL DEVELOPMENT PLAN (PDP)

The core of Scouting is to aid in the personal development of young Canadians. Rover Scouts is the final stage of Scouting's overall program. It is the culmination of the four previous Sections. The Rover Scouts program represents the pinnacle in your development as a young adult. As a Rover Scout, you are exploring what it means to be an adult, entering Canada's workforce or attending postsecondary education. The Rover Scout program aims to help you be prepared for and supported in this stage of your life. As a Rover Scout, you will practise comprehensive goal setting, receive peer mentoring and participate in projects that have an impact, all within a supportive team environment.

### THE ROLE OF GOAL SETTING

The fleur-de-lis, the symbol of World Scouting, originally symbolized the north point on a compass. It represented the value Scouting placed on one's ability to set a course and progress toward some destination or goal. For young adults, the skill of learning to navigate the challenges of one's life is just as relevant as it was 100 years ago when Scouting started. It's been proven that documenting your goals can be a significantly positive contributor to successfully actualizing them. The modern Rover program achieves this in the form of a Personal Development Plan (PDP).

### WHAT IS A PERSONAL DEVELOPMENT PLAN (PDP)?

A Personal Development Plan is a way for you to capture your long-term and short-term goals. The PDP is a general framework to guide you in developing your goals and objectives with the support of a mentor. It can be adapted to suit the unique needs of you and your mentor.

During the course of your time in the program, you will complete several PDP's with either the same mentor or different mentors. At least three PDP's (three to six months in duration) are completed prior to the Portage (your departure from Scouting as a youth member) or the beginning of work for the Canadian Rover Scout Award.

### STARTING A PERSONAL DEVELOPMENT PLAN (PDP) CYCLE

With your mentor, you will develop a Personal Development Plan. The PDP form supports the discussion you will have with your mentor. It is used as a place to record the highlights of your conversation and the list the specific goals you've discussed.

You and your mentor will discuss what you have on your plate in terms of responsibilities, obligations and demands (at home, at work, at school, in other activities) as well as interests and aspirations. Together, you and your mentor will recognize obstacles and define aspirations. Out of these discussions, you will set goals for the coming months. Once you are satisfied with the goals, you and your mentor will both sign the document as a mutual symbol of commitment to the goals within the PDP.

### CHARACTERISTICS OF THE PDP PROCESS

Here are some ideas to keep in mind as you create your PDP:

#### A. Holistic approach using the SPICES

The PDP takes an holistic approach to your development—all aspects of your life are addressed, including school, Scouting, work, family, relationships, and other activities and interests. This is a good opportunity to use the SPICES (Social, Physical, Intellectual, Character, Emotional and Spiritual) as the dimensions of personal growth. How are you developing in all of these dimensions? In establishing each goal, decide which of the six personal dimensions it most includes. In looking at all the goals for a particular PDP, have you included all of the dimensions? Is there balance among the dimensions of personal growth that suits your life right now?

#### B. Striking the Right Balance

Striking the right balance between personal interests, family, school, work and Scouting is the challenge that you face at this point in your life. Your mentor will invite discussion of the balance between all aspects of your life. He or she will encourage and help you to find ways to restore balance and to reduce stress.

#### C. Setting Goals

It is important to have written goals to which you can refer back. Reviewing your written goals will allow you to evaluate your progress. That is the purpose of the PDP. In addition, each of the goals should be SMART:

**S**—specific

**M**—measurable

**A**—achievable

**R**—relevant

**T**—timely

#### D. Cycle of Plan-Do-Review

The Personal Development Plan follows a Plan-Do-Review process, just like the Crew's program. After the initial creation of the PDP, you will meet with your mentor several times throughout the year to discuss how you are doing in completing your goals.

Three dedicated meetings between a Rover Scout and his or her mentor are recommended for the course of each Personal Development Plan. More frequent meetings are certainly welcome, but fewer will reduce the timeliness and efficacy of the mentoring. If you are in a university or college-based Crew, you may opt to match your PDP cycle with your school calendar.

##### Plan

In the beginning of the year, you and your mentor set objectives together and create a plan to achieve them, using the SMART criteria.

##### Do

At scheduled meetings over the course of the Personal Development Plan, you and your mentor check on progress and adjust plans as necessary.

In between PDP meetings, it is very important that you and your mentor be engaged in ongoing conversation. Either you or your mentor may choose to initiate contact and meetings.

##### Review

At the end of the Personal Development Plan, you and your mentor evaluate whether your goals have been achieved and what things you have learned in the process. Upon the completion of your PDP, it is important to celebrate your achievements in some way before beginning your next PDP cycle.

#### E. Rover Scout-driven

The PDP process is very Rover Scout-driven. You must take ownership of your own development and take the initiative to seek out opportunities for development, discuss obstacles and review your own progress. It instills a healthy sense of personal responsibility for your own development.

#### F. Duke of Edinburgh's Award

Work on the requirements for the Duke of Edinburgh's Award can be easily integrated into both your PDP plans and the plans of your Rover Crew. You may find that the Duke of Edinburgh's Award is helpful to focus your goal setting.

#### MENTORS

Mentors provide support, encouragement and guidance for you as you develop, carry out and review your Personal Development Plans (PDP's).

##### Who Can Be a Mentor?

Your mentor could be a more experienced Rover Scout, a Scouter or even an individual outside of Scouting. In certain cases, you may even choose to collaborate with another Rover Scout you regard as a peer and support one another in your personal development as peer mentors.

##### What Does a Mentor Do?

Mentors fulfil the following roles:

**Motivator:** Expresses belief and confidence in your abilities, and encourages you to try new things

**Resource:** Teaches and advises you on how to make professional contacts, and introduces you to new people, places or ideas

**Supporter:** Encourages open and honest dialogue, and listens to and responds to your needs

**Coach:** Helps you develop, and work to achieve, realistic and meaningful goals

A mentor will help you:

- Better understand yourself
- Build self-confidence
- Learn how to set and achieve challenging goals through the use of the Personal Development Plan (PDP) process
- Create action plans to achieve those goals
- Identify challenges with the goals and discuss how to overcome them
- Widen your perspective on yourself and the world
- Improve critical thinking skills by asking you the right questions
- Help you to develop a healthy outlook on life
- Encourage the development of good time management and prioritization skills

Your mentor also holds you accountable to your committed goals. Your mentor will never give you answers or tell you what to do. You must figure out your own path through reflection and critical thinking. Your mentor will help you arrive at your own decisions by asking the right questions at the right time.



**4. Your members will form Teams to organize many different events in the Crew.** As a member, you could be asked to be a Team Lead. Your Team might be interested in planning a trip, locating a guest speaker or organizing a linking activity.

**5. All members should be involved in making Crew decisions.**

Have all the facts and consider them carefully. Listen to the views of others and be careful not to make assumptions. Ask questions and give your opinion before votes are taken or consensus is reached. Don't complain after a Crew decision is made. Support the decision, and do what you can to make it work.

**6. Money isn't everything, but it is something that every Crew will find hard to manage without.** Support all fundraising projects. It's your Crew; keep it financially sound.

**7. Keep communications open between yourself and your Scouters.** Your Scouters will offer sound counsel, but can only help with known problems or needs. If you have doubts about how to do your job, tackle a project, get a guest speaker or resolve a personality clash within the Crew, ask your Scouters for guidance. The Scouters may not know all the answers, but will probably know where to go to get them. Use this help all you can.

### SPIRITUALITY IN ROVERING

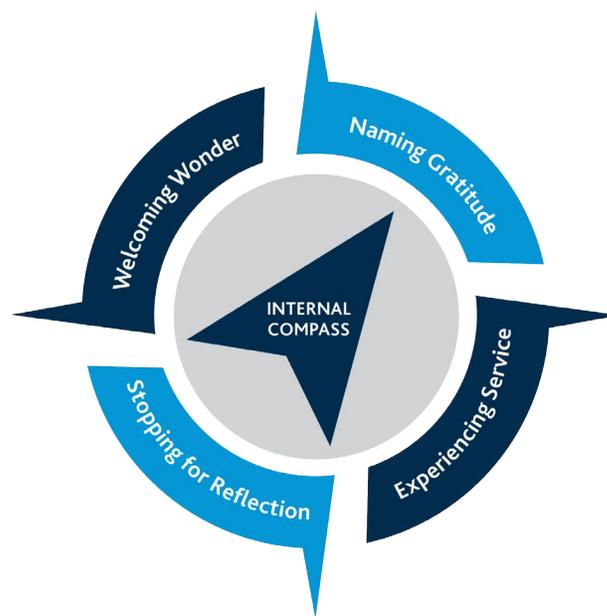
The basis of your membership in Rovers is acceptance of Scouts Canada's principles. This is summarized in the promise you make as a Rover: duty to God, duty to others and duty to self.

The Promise has three parts emphasizing duty to God, concern for our immediate neighbours and service to the wider community—our nation and our world. When you make your promise, you reaffirm your belief in God. Scouts Canada welcomes into membership all those whose faith traditions, spiritual expressions and/or personal value systems align with the Scout Law, who wish to explore, through the adventures of Scouting, their part in a larger reality and who are committed to respecting the spiritual choices of others. Duty to God is a commitment to living the spirit of the Scout Law in recognition that we are part of a reality beyond self and beyond the present moment.

Rovering does not teach or profess any particular religion, but it does ask you to develop your own faith, and it encourages you to do so. Your Crew can be a good place to examine religious beliefs and spiritual values, but avoid harmful sectarian arguments or

those based on prejudice or superiority thinking (e.g. "My way of thinking is better than yours."). Seek to understand and broaden your individual relationship with God. This has always been the fundamental concern of the world's religious traditions and rituals.

A non-denominational way to reflect on one's faith and spiritual beliefs is to try to make the Internal Compass a part of your Rovering program. It has four simple parts, which you can remember by thinking of the four cardinal directions:



- **N**aming Gratitude
- **E**xperiencing Service
- **S**topping for Reflection
- **W**elcoming Wonder

You and your Crew could observe, or participate in, different religious practices, but follow the guidance of appropriate religious leaders. Your community undoubtedly has many skilled people who can guide you in an exciting and challenging journey of religious awakening. Let them help you to appreciate the spiritual richness of life, and perhaps guide you in your own spiritual walk. Your Scouters should help, too, for they will have read and subscribed to the section on "Religion" in *By-law, Policies and Procedures*—Scouts Canada's governing manual.

Don't miss opportunities in your own Crew to strengthen your spiritual life. These opportunities might include:

- A few moments of silence at the beginning or ending of a meeting to give thanks for friendships
- A time of reflection on a quiet mountain trail to thank God for this beautiful world we must take care of
- A simple grace said together at mealtimes at camp
- A chance to ponder life, next to a crackling campfire

Fill your Rover life with moments like these.

### PART OF A MOVEMENT

Sharing in a Scouting adventure can offer one of the best experiences of Rovering. People of all ages and from all parts of the world come together with a common purpose and friendship. Try to participate with the other Sections. Get to know Beavers, Cubs, Scouts and Venturers. Work with them. It will give needed service to the younger Sections.

Your Crew might approach Scouters of other Sections and propose linking activities. Offer to explain the Rover program to older Venturers. Volunteer to run a Beaver meeting, or to help Cubs and Scouts with their badges.

Your Crew might invite older Venturers to some of its activities. This will help to break the ice for those interested in joining your Crew. Encourage older Venturers to join Rovers.

Encourage your Crew to run Area activities. If your Crew has an outstanding program, tell other Crews (and Venturer Companies, too) about it. Offer information and advice so their programs can become outstanding.

### LEAVE NO TRACE

"Leave No Trace" is an ethic for responsible outdoor adventuring. The name just about says it all. When we head out into nature, we prefer and expect to find our outdoor recreation areas in a pristine, wild state. It is our responsibility to leave the places we have visited just as clean and natural as we have found them—if not more so!

How can you effectively practise a Leave No Trace approach to your outdoor adventures? Follow the seven principles of Leave No Trace:

- Plan Ahead and Prepare
- Travel and Camp on Durable Surfaces
- Dispose of Waste Properly

- Leave What You Find
- Minimize Campfire Impacts
- Respect Wildlife
- Be Considerate of Other Visitors

### SCOUTREES

Since 1973, Canadian Scouting members have planted more than 70 million tree seedlings as part of the Scoutrees program. To understand how many trees that is, if they had planted all of these 70 million trees along the Trans-Canada Highway's 7,699 km length, you would find a tree approximately every 9 cm coast to coast!

The Scoutrees project helps reforest Canada and reclaim waste area. To start, collect pledges from people who want to see trees planted in the reforestation area. The money you collect is used in a variety of ways. First and foremost, the money you raise covers the expense of purchasing the sapling your Crew will plant.

One special use is the Canadian Scout Brotherhood Fund. Money that goes to the Canadian Scout Brotherhood Fund helps support world Scout community development projects.

### THE CANADIAN SCOUT BROTHERHOOD FUND

Want a practical way to support Scouting internationally? You could contribute to a special fund that helps needy members. Administered by International Relations Services, the Canadian Scout Brotherhood Fund supports Scout programs throughout the world. The fund has helped such projects as Operation Amigo and Can-Carib, and it has given aid to Scouting in various parts of the third world.

Most money of the fund comes from members of the Canadian Scouting family—people like yourself and others from your Crew. You may want to plan a special fundraising project for the Brotherhood Fund, or to consider setting aside money for an annual contribution.

Another way to help this fund is through donations made from the Scoutrees project.

**Send your contribution of a cheque or money order to:**  
**Canadian Scout Brotherhood Fund**  
**Scouts Canada**  
**1345 Baseline Road**  
**Ottawa, Ontario**  
**K2C 0A7**

### YOUTH SPOKESPERSON PROGRAM

The Youth Spokesperson Program is an opportunity to share your Scouting adventures with the media and wider Scouting community. If you are a personable, friendly member who likes to shine in the spotlight or write compelling stories behind the scenes, then you should apply to the Youth Spokesperson program.

Since the launch of the program in 2010, Scouts Canada members have shared their passion for Scouting with the country through hundreds of media interviews. As a Scouts Canada Youth Spokesperson, you will get the opportunity to not only participate in media interviews, but also write articles for Scouts Canada's various publications, pitch stories to national news outlets, give presentations to your Council or join in conversations online with social media.

If developing your media and presentation skills is something you're keen to do, you can learn more about the program—including how to apply—at: [Scouts.ca/youth-spokesperson-program](https://scouts.ca/youth-spokesperson-program).

### FOCUS—YOUTH LEADERSHIP TRAINING

FOCUS (Future Of Canada United in Scouting) is a for-youth-by-youth leadership program aimed towards Venturer Scouts and Rover Scouts. It was first developed by the National Youth Committee in 1997 and presented to a delegation of young people in the Scouting movement from all across Canada at a conference in '97. Those youth that participated in the event were given all the necessary materials to bring it back to their local communities; they helped spread their knowledge throughout the country. That's what makes FOCUS so special—it's designed such that any member of our older Sections can pick up the trainer's manual, read it and feel confident enough to present the material to their peers.

### SCOUTS CANADA SCHOLARSHIP PROGRAM

The Scouts Canada Scholarship Program provides financial support to members of Scouts Canada entering or continuing in full-time studies at Canadian universities or colleges.

All recipients are motivated youth who have demonstrated outstanding leadership qualities and a desire to create a better world. As they progress through life, these skills will be carried with them as they become successful adults in the community. Scouts Canada sees this scholarship program as an investment in the lives of the future leaders of tomorrow. To find out more, visit [Scouts.ca/scholarships](https://scouts.ca/scholarships).

### SURVIVORMAN CHALLENGE

Scouts Canada has long been known for preparing youth for leadership roles and for helping them gain knowledge, skills and outdoor expertise through experiential, hands-on learning. In partnership with Les Stroud, Canadian filmmaker and survival expert, the Survivorman Challenge has been developed to serve as an exciting opportunity for Rovers to hone their survival skills.

"Survival is not about smelling the pines and feeling the breeze on your weathered and tanned face. Survival is not fun. It's not pretty. It's never comfortable. It may involve eating gross things, enduring pain and deprivation, and battling fatigue and loneliness. It may involve danger. It's about life and death.

No matter how prepared you may be, you should never lose sight of the fact that a survival situation is an emergency. It may seem fun on a survival-skills weekend when you're fully fed, guided by an instructor, and surrounded by a group of like-minded students, all smiles and dirty faces. But in a real-life ordeal, "fun" is not part of the equation." (From: *Survive; Essential Skills and Tactics To Get You Out of Anywhere—Alive*, by Les Stroud [SURVIVORMAN])

**"[The] 'Survivorman Challenge' is designed for Venturers and Rovers, ages 14 to 26, who want to stretch their outdoor skills and knowledge while providing an experience that could prove essential in a survival situation. Do not take it lightly, for those who complete it are well on their way to being their own 'survivorman'."**

**—Les Stroud**

There are two levels to the Survivorman Challenge, so you are able to make use of the Plan-Do-Review cycle and put lessons you learned in the first level to use in the second.

To find out more, visit [Scouts.ca](https://scouts.ca).

# ROVER ACTIVITIES AND AWARDS

The Rover program provides ample opportunity for you to become involved in a wide variety of challenging activities that will help you develop in the SPICES. Choose your own activities, and do them in your own time or with other Crew members. Make them as challenging as you want.

Scouts Canada has provided Rovers with their own distinctive program of recognition for participating in activities. The Canadian Rover Scout Award is the highest award for a Canadian Rover can attain in Scouting.

Through your outdoor activities, and through your involvement with other agencies or organizations, you will inevitably meet some award requirements.

If you do not intend to seek awards, you may still find some suggested activities for awards useful as part of your program. A successful Crew doesn't need to follow an award scheme, but it must have a program that makes use of all six Program Areas (Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values).

## THE CANADIAN ROVER SCOUT AWARD



The Canadian Rover Scout Award is the pinnacle award for both the Rover Scout Section as well as for the five Scouts Canada Sections.

### Requirements of the Canadian Rover Scout Award:

- Complete the PDP: at least three cycles of 8–12 months in length. You and your mentor agree that you have made sustained effort towards personal development and that you have demonstrated that you have learned from the process.

- Complete a service project approved by your mentor and the Crew, or complete the Scouts of the World Award.
- Complete a total 32 stages (cumulative) of the Outdoor Adventure Skills.
- Complete 80 volunteer service hours. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, you are encouraged to find your own opportunities to give back to the community in a way that has special meaning to you.

## OUTDOOR ADVENTURE SKILLS

As you develop your plans for adventures, you will also develop a list of skills that you will need to complete an outing successfully. After learning those skills and completing the outing, your review will give you an opportunity to talk about the skills you have gained. As part of The Canadian Path, Scouts Canada has developed a comprehensive Outdoor Adventure Skills Program. Through a review of an outing, you will realize you have completed some Outdoor Adventure Skills.



Camping



Emergency Aid



Vertical Skills



Trail



Paddling



Sailing



Scoutcraft



Winter Skills



Aquatics

Outdoor Adventure Skills begin with Beaver Scouts and continue through to Rover Scouts. Each of the nine Outdoor Adventure Skills is divided into nine stages. Outdoor Adventure Skills should be seen as tools to support the Plan-Do-Review cycle. Completion of each stage is recognized with a badge that is worn on the uniform sleeve.

Scouts Canada has identified these nine core Outdoor Adventure Skills: Camping, Trail, Scoutcraft, Emergency Aid, Paddling, Winter Skills, Vertical Skills, Sailing, Aquatics.

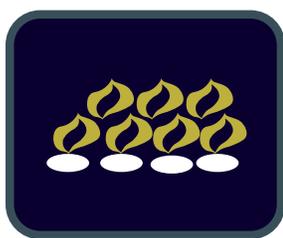
### THE RELIGION IN LIFE PROGRAM



You will be granted the Religion in Life Emblem when you complete the requirements laid down by your own faith or denomination. Your efforts and development must be done to the satisfaction of your minister, priest, rabbi or other recognized spiritual leader.

There are five stages in the program, each denoted by coloured borders on the emblem: yellow, green, blue, red and purple. Scouts Canada's website has pamphlets that set out all requirements. You may start at any stage, according to age or capability.

### THE SPIRITUALITY AWARD



You can pursue the Spirituality Award if you are presently excluded from earning a Religion in Life Award by not belonging to a specific faith community. To help you earn this award, obtain a pamphlet outlining the requirements from Scouts Canada's website.

### FIRST AID TRAINING

First aid has always been a part of Canadian Scouting. To ensure the highest level of training for members, Scouting endorses both the St. John Ambulance Association and Canadian Red Cross Society first aid training programs.

You are urged to undertake the training that will qualify you at the Standard level. You will receive a certificate after having completed the required course.

### THE DUKE OF EDINBURGH'S AWARD



The Duke of Edinburgh's Award in Canada is a challenge program of leisure time activities for young people between the ages of 14 and 25. It is operated and acclaimed worldwide. Participation represents a personal commitment to constructive endeavour, promoting qualities of self-discipline, self-reliance and leadership. There are three levels of increasing difficulty to ensure adequate challenge.

While it is not a Scouting award, it is one which you are encouraged to strive to achieve. Inherent in the award program is Prince Philip's challenge to you, that you will reach for and accept only your very best effort.

Most requirements for the Award can be followed as a normal part of your Rover program, allowing you to earn recognition, both in Roving and in the Duke of Edinburgh's Award program. To gain an Award, you must select one activity from each of the four sections below, and complete the requirements for the Gold stage.

1. Service
2. Expeditions
3. Skills
4. Physical fitness

When you've satisfactorily completed the requirements in all four sections, your Crew Leader or one of your Scouters (through the provincial/divisional award office) will arrange for the presentation of your Award pin and certificate of achievement. Gold Awards are traditionally presented by Prince Phillip, another member of the Royal Family, the Governor General or (on some occasions) a Lieutenant Governor. A crest for the Award is also available from your Scout Shop for wearing on your uniform.

Rover Crews interested in participating in the Duke of Edinburgh's Award program may obtain information by writing to the provincial/divisional office of the Duke of Edinburgh's Award program (located in each provincial capital), or by asking your local Scout office.

A Duke of Edinburgh's Award representative will be pleased to visit your Crew to explain how you can best take advantage of this Award.

#### LANGUAGE STRIP



Demonstrate an ability to speak in a language other than your own by conversing on a subject of your choice for at least 20 minutes.

#### SCOUTS OF THE WORLD AWARD



The Scouts of the World program was developed by the World Bureau to encourage members to create a better world by exploring and taking action in one of three key areas: Environment, Development or Peace.

#### The Award program contains three main steps:

1. A formalized Discovery process—between four and eight days in duration
2. Volunteer service—14 days
3. An Evaluation

#### Step 1—Obtain Passport

From Scouts.ca, download a Scouts of the World Award Passport with which to track your accomplishments.

#### Step 2—Complete Requirements

Complete the requirements for the award and log your progress in your Passport.

#### Step 3—Submit the Passport

Upon completing the Passport, make a copy for yourself and submit the original Passport to:

Scouts Canada  
Program Department  
1345 Baseline Road  
Ottawa, Ontario  
K2C 0A7

Complete details can be found at [Scouts.ca](https://www.scouts.ca).

# THE CREW SCOUTER

**The role of the Crew Scouter is vital to the success of a Rover Crew. You and your fellow Rovers can be fairly independent. You are able to do a great many things for yourselves. A capable Scouter can help you to do many things better and to stretch your capabilities further than you imagined possible.**

Each Crew must have a Rover Scouter. You should also aim to have an Assistant Rover Scouter and where co-ed membership exists, your Crew should consider at least one male and one female Scouter.

## ROVER SCOUTER QUALIFICATIONS

A Rover Scouter is a registered member of Scouts Canada working with a Rover Crew. The appointment is based on the recommendation of your Rover Crew and approved by the Group Commissioner, Section Committee or Scouts Canada.

The following qualifications are required:

- The Crew Scouter cannot be less than twenty-five years of age.
- The Crew Scouter must agree to assist in the promotion of the principles of Scouting and abide by Scouts Canada's *By-law, Policies and Procedures*.
- The Crew Scouter must complete Scouts Canada's screening process.
- The Crew Scouter must demonstrate a willingness to develop program skills through training.

## SCOUTER ACCOUNTABILITY

The Scouter has a dual accountability, both to the Crew and to Scouts Canada represented by a local Council. There are a few very basic and fundamental responsibilities that all Scouters within Scouting carry. These include:

1. The responsibility to ensure that the implementation of the program is based on the principles and practices of the organization and the wishes of the Partner.
2. The responsibility for all matters of legal, moral, safety and ethical concern (refer to "Duty of Care" in *BPEP*, [Scouts.ca](http://Scouts.ca)).

These basic responsibilities, within the program, are built upon by adding the following specific responsibilities around the programming of the Crew:

1. Ensure that the Investiture of a prospective member takes place within the first six weeks and that all necessary information is passed along.
2. Assist the Rover's individual mentor, during the Development Phase, to ensure that personal goal setting and the integration of these goals happens in a timely and workable manner.
3. Be a resource person for members of the Crew in both the Development and Practicum Phases.
4. Be involved in, along with the individual's mentor, the annual self-evaluation of a Rover's progress. This applies to both the Development Phase and the Practicum Phase.

The degree and manner in which a Scouter participates will depend upon the maturity of your Crew.

## THE ROLE OF THE SCOUTER

The primary responsibility of the Crew Scouter is to assist Rovers to be self-directing persons. For this reason, the role must be complementary but not in competition to the natural leadership of your Crew.

As a mature person, the Scouter will emphasize activities and values that will assist you to realize your potential for self-development and will assist you in making effective use of the opportunities available to you through a varied program.

Advisory styles should be suited to each situation—there are times to direct, to suggest and also to keep quiet. Scouting is concerned in most situations with the growth of individuals. Your Scouters' normal style of guidance should be one that encourages you to accept responsibility for your own behaviour. However, the Scouter must be ready to lend support when needed. Such guidance should promote and support an open environment in which you are free to explore, to learn by doing and to develop your own interests, abilities and values.

Successful Scouters are direct, frank and willing to express themselves and accept the fact that, on occasion, their advice may be rejected.

A good Scouter doesn't retire to a corner during meetings, speaking only when spoken to. This person must be a presence in the Crew activities at all times with advice here, a question there, a joke when the occasion calls for it, a story to illustrate a point.

A comment made during a discussion at the right moment can set a whole chain of activities rolling. Perhaps it could lead your Crew to find a speaker, arrange for a tour of a plant or institution, or apply for resource material to help the members obtain new facts about a subject or project.

Above all, being a Scouter demands sensitivity, humanity and a sense of shared adventure with the Crew members.

## Crew Management

Every Crew wants to have an efficient operation that will take as little effort as possible. Many benefits are derived from having an efficiently run Crew. Members show their satisfaction through increased participation. They start to take on projects because the others were successful, and members enjoy the recognition of the Crew for doing a good job.

The management of your Crew is one of its ongoing activities. Your Crew should have a management style that is balanced between the informal-sensitive human management style and the formal-efficient corporate management style.

The management of a Crew is concentrated in two areas: internal affairs, which pertain only to the Crew's members, and external affairs, which pertain to the Crew's interactions with the community.

### CREW MEETING

The Crew meeting includes the following characteristics:

- The whole Crew is involved in the planning process and decision making.
- The leadership is shared, but a nominal Crew Leader coordinates the Crew's business to make sure it is accomplished.
- Members pick up special tasks such as planning program activities, coordinating service projects, keeping Crew records, organizing correspondence and managing funds.
- Members are responsible for their own discipline, and if discipline is needed, it is developed on a group level.

### CREW LEADERSHIP TEAM

The Crew Leadership Team, which is elected\* annually by the Rover Scouts, and is responsible for the administration and coordination of the Crew. The positions of the Crew Leadership Team are to be determined by the Crew to match the Crew's goals. One Crew may choose to have a Crew Leader, Assistant Crew Leader, Secretary, Treasurer and Quartermaster. Another Crew may choose to have a Crew Leader as well as several Assistant Crew Leaders responsible for different portfolios according to the Crew's needs. In all cases, it is important that all members of your Crew are involved in the decision-making and given opportunities to take on leadership roles.

#### Some of the responsibilities of the Crew Leadership Team:

- The safe and efficient running of Crew activities
- Managing the finances of the Crew
- Filing appropriate paperwork prior to activities
- Appointment and approval of mentors
- Guiding the Crew in developing plans according to the program cycles

When deciding on the type of operation for the Crew, keep in mind that your Scouters are always members of the group. In the Crew and Council operation, the Scouters' role is that of active members.

Your Scouters should state opinions and give guidance during the meeting, for the benefit of all members.

\* The Crew may decide to elect people to specific roles, share the roles, rotate the roles among members of the Crew, etc.

### CREW OFFICERS

To help your Crew decide on the job descriptions for leadership, some general outlines are shown below. These should be modified to suit your Crew.

**CREW LEADER**

- Presides over meetings of the full Crew and Crew Leadership Team
- In consultation with the Crew Leadership Team and Scouters, prepares an agenda for each meeting
- Coordinates the activities of the Crew, working closely with the Scouters and the Crew Leadership Team
- If determined by the Crew, represents the Crew at Group and Area meetings

**ASSISTANT CREW LEADER**

- Replaces the Crew Leader if he or she is unable to carry out his or her duties
- Helps the Crew Leader establish the agenda

**SECRETARY**

- Keeps records of all Crew and Crew Leadership Team meetings, and presents these minutes at each subsequent meetings
- Is responsible for handling all the correspondence of the Crew
- Sends out notices of upcoming meetings and events.
- Keeps a record of all Crew activities
- Keeps an up-to-date record of all members

**TREASURER**

- Collects, banks and controls the distribution of the Crew funds
- Keeps an accurate accounting of the Crew's financial records, including general matters and activities
- Presents a financial report at every regular Crew meeting
- Prepares the books once a year for an audit by Group Committee or an independent auditor

**TEAM LEADER**

- Responsible to the Crew Leadership Team and the Crew to ensure that projects are carried out
- Reports to the Crew when called upon by the Crew Leader
- Informs the Crew Leader and Scouters of all Team meetings
- Presents a final report to the Crew covering activities and use of funds

## By-Laws

**DISCUSSION ON BY-LAWS**

By-laws spell out in broad terms the aims and objectives of the Rover Section. Each Rover Crew is unique, so allowances for your Crew to write and update its own set of by-laws is an integral part of the Rover program. Crew by-laws are usually short, written in simple language and are understandable to any member of the Crew. Complicated and wordy by-laws usually result in the by-laws not being used.

The Crew Leadership Team may set up a special Team to write the by-laws. By-laws should reflect the views of all members. They should, in their final form, be acceptable to all. By-laws should be reviewed annually and updated as required to keep them in tune with changing times and values.

A set of by-laws contains two types of statements. There are common statements that can be found in any set of by-laws, and specific statements concerning the operation of the Crew. The following are common statements found in many by-laws.

A statement:

- Giving the name of the Crew and its sponsor
- Indicating the Crew is a part of and subscribes to the *By-law, Policies and Procedures* of Scouts Canada
- As to the number and titles of the members of the Crew Leadership Team
- On the duties of the members of the Crew Leadership Team
- As to the term the Crew Leadership Team serves
- On election procedures for the Crew Leadership Team
- On resignations and how replacements are elected or appointed
- On meetings
- On dues

The following is an example of a set of by-laws. When reading these by-laws, your Crew should keep in mind that it will be trying to write by-laws to suit its specific needs.

**SAMPLE SET OF CREW BY-LAWS**

The name of the Crew shall be \_\_\_\_\_  
Rover Crew and it will operate under the sponsorship of \_\_\_\_\_  
\_\_\_\_\_. All new members must understand and subscribe to the Rover Promise before being accepted as full members of the Crew. Prior to any potential new member attending a meeting, a verbal introduction must be given to the Crew.

Also, new members must meet the following conditions for membership:

- A. They must be 18 by December 31<sup>st</sup> of the year of joining and not be more than 26 years.
- B. After majority agreement by the Crew in the candidate's absence, the new member will be invested.

The Crew will allow inactive members to keep in contact with the Crew. Inactive members shall not pay the regular dues but will pay according to each activity they attend.

**The Rover Promise**

On my honour,  
I promise I will do my best  
To do my duty to God and the Queen.  
To help other people at all times,  
And to carry out the spirit of the Scout Law.

**Teams**

- a) A Team may be formed at any business meeting by a majority vote.
- b) Any Team shall consist of:
  - Any Crew Scouter, (if he or she so desires)
  - Appropriate members of the Crew

**Dress Regulations**

Full uniform is to be worn at all designated meetings and official functions.

**Dues**

- a) There shall be dues of \$\_\_\_ per month to be paid to the Crew Treasurer no later than the last day of each month.
- b) Dues are to be paid by all active members.
- c) New members will not pay dues until they have been invested as full members.

**Meetings**

- a) meetings of the Crew will be held on the second \_\_\_\_\_ of every month when possible, except for the months of July and August (optional).

**Quorum**

- a) in order to conduct a meeting or carry on the business of the Crew, sixty percent of all active members must be present.

**Registration Fee**

This is a fee to be paid annually to the Group.

**Terms of Appointment**

- a) All terms of appointment are for one year.
- b) Members and Scouters may be removed from a role with a sixty percent secret ballot vote by all active members.
- c) In case of resignation or removal from appointment, a new election will be held for that position or, in the case of Scouters, a replacement will immediately be sought upon approval of the sponsor.

**Voting**

- a) When voting on any issue or election, every active member (including the Crew Scouters) shall have one (1) vote. The Crew Leader shall be allowed to cast his or her vote only in the event of a tie.
- b) Inactive members shall be permitted to vote but not to run for a position.

**Finances**

Every group needs to raise funds to pay for its activities and programs. Your Rover Crew is no different. It is the responsibility of your Rover Crew to finance its program and to use the guidelines set out by Scouts Canada. The guidelines for financing are found in *By-law, Policies and Procedures*. If your Rover Crew belongs to a Group that sponsors other Sections, it may from time to time become involved with helping to raise funds for the Group operation. Your Rover Crew should always be willing to help in Group Committee fundraising, as its work here may serve to benefit the other Sections of the Group.

## RECORD KEEPING

It is important to establish immediately the records necessary for your Crew. Records should always be kept if they are serving a purpose, and can easily be consulted for their data. Make sure that your Crew does not get into keeping unnecessary records and transactions that may make the job overbearing.

Finances are an important aspect of the life of a Rover Crew. They are important because the Section will not function for long without funds to operate. Members will have much to say as to what funds are required and how they should be earned and spent. The following suggestions are provided as a guide to that member of the Crew who will serve as the Treasurer:

1. Keep a record of all financial transactions of the Crew.
2. Arrange for an annual audit of the books of the Crew.
3. Prepare a financial statement with records that can be shared with the Crew on a monthly basis.
4. Assist the Scouter in preparing and submitting a budget for the Crew to present to the Group Committee and to the Crew Leadership Team.
5. Be familiar with the financial policy of Scouts Canada as shown in *By-law, Policies and Procedures*.

The Crew Treasurer must maintain an up-to-date record of all the financial transactions.

These records must be kept in good order so that they can quickly show the financial position of the Crew at any time. Also, your Crew should have its books audited every year by an independent auditor. If your Crew is part of a Group, the Group Committee may ask for monthly statements.

Some bookkeeping documents are:

- Balance sheet
- Ledger or cash book
- Cheques and bank books
- Receipt book

If your Rover Crew has a bank account, it should be in the name of Scouts Canada and the name of the Rover Crew. Your Crew should appoint three members of the Group who will be responsible for signing cheques on this account. It is customary for members of the Crew Leadership Team to fulfil this function together with a Scouter or another member; usually only two signatures are necessary.

## RECEIPTS

When entering money received, give as much detail as possible. The where or who it came from and what it is for; e.g. dues, receipts from fundraising events, a donation, or the proceeds from a dance or sale of handicrafts.

## EXPENDITURES

- If possible, all bills should be paid by cheque. For small amounts, you may wish to pay out of petty cash, but for large amounts a cheque should be issued.
- When entering cheques, give as much detail as possible (who it is paid to and what it is for). It is a good idea to number your cheques and list the numbers in your monthly statement.
- Make sure that (whenever possible) you obtain a statement, a receipt or an invoice to cover every item that requires payment, particularly from the petty cash fund. In this way you will always have written proof that each expenditure is legitimate.

## BUDGET

All items should be related to your budget. You will then have a guide as to how well the Section is working within the budget. One way to keep a check on this is to use a number or letter for each item on your budget page. Then, when making deposit or expenditure entries in your monthly statement, note the budget item number or letter alongside the entry.

### Your Budget

To operate the Crew in a way that will do the most to ensure its financial success, you should develop a budget at the beginning of the year.

In this way you start off knowing what general items for which will be expected to find funds and what monies you can expect to have coming in. Two methods of budgeting can be considered:

1. **Balanced Budget** is when you establish your income figure first, based on known income.

This includes membership fees, dues, donations and an estimate of an income from planned fundraising events such as Scout Popcorn, a bottle drive, Christmas tree sales or collecting scrap metal.

Once you have reached this figure, arrange your activities and other expenditures (such as the purchase of uniform items, badges, etc.) to keep within the income figure. At the end of the year, your expenditures should balance your income.

**2. Deficit Budgeting** works opposite to the balanced budget and suggests that the Crew sets its plans first listing all those items it wishes to purchase and all activities the Crew wishes to be involved in, and then estimates the total cost. Estimate your annual expenditures first, and then go about the business of arranging sufficient income through dues, membership and fundraising events. Expenditures are not made until the cash is on hand to cover the amount needed.

You should work with your Scouters to prepare a tentative budget and present it to a full meeting of the Crew for discussion. After any appropriate changes, the final budget for the year should be agreed upon and fully supported by all members.

Consider all items that enter into your Crew operation such as registration fees, Moots and trips, gifts for special events, record books and badges needed to support the program.

Finally, in planning your budget, make sure that you do not deliberately set out to make money that is not needed. Your fundraising should be just enough to cover your expenses, with maybe a small surplus for an emergency that may arise. Any money left over at the end of one year should be considered as income when you establish your budget for the next year.

### AUDIT

For your own protection, the Crew Treasurer's account should be checked every three months by another member of the Crew. When you are ready to have this done, be sure that you have on hand your record book of transactions as well as the bank statements, cancelled cheques and receipts.

The annual audit should be done by the Group Committee, an auditor, an accountant, a bookkeeper or someone who is approved and independent of the Crew.

### FUNDRAISING

Scouting programs, like other organizations, require a certain amount of money to keep going and to do many of the things that members wish. Camping trips, service projects, outdoor equipment or any other number of things or events all need to be paid for.

Scouts Canada has guidelines on how to go about earning money by approved methods, such as selling Scout Popcorn. Before undertaking any fundraising drive, check with your Group Committee and read the finance section of *By-law, Policies and Procedures*.

Before planning ways to earn money for activities, or to help raise funds for the Crew, answer the following questions.

1. Do you have the appropriate approval to operate this fundraising project?
2. Are all your plans made so that your project or dates are not in conflict with other Scouting events or charitable drives?
3. Does the project meet local and Crew by-laws?
4. If selling Scout Popcorn, do you have the necessary authorization?
5. Will this fundraising project appeal to the general public, or will you have to rely on family and other members of Scouting for support?
6. Have you considered the boundaries of other Scouting Groups or Rover Crews, and will you respect them?
7. Will your project maintain the good name and image of Scouts Canada?
8. Have you attempted to make this a service to your community?
9. Do you really need the money you earned for a worthwhile activity or project?

## Crew Planning

### GUIDELINES FOR CREW PLANNING

Planning a program for your Rover Crew requires not only much thought, but also input and advice from all members of the Crew. Otherwise, you can plan all you like, but still end up with unhappy members. Ideally, a meeting near the beginning of the year should be dedicated to deciding on goals and planning how to best accomplish them over the year.

Planning should involve looking at both the service and social aspects of the Crew's activities for the year. However, these can often be combined with a great deal of success.

Things to account for include:

- The six Program Areas
- Crew adventures (set by Crew at large)
- Personal goals of members
- Personal and professional obligations of members of the Crew

Your Crew should plan, do and review its goals seasonally, in accordance with the program cycles described in the Program Quality Standards. This approach gives your Crew the opportunity to alter its long-term plans according to recent events and influences. A recent experience in a past program cycle may suggest that a future goal is either unrealistic or not as ambitious as it could in fact be.

Immediate planning for short-range activities can be done at regular meetings and probably should not be completed at the initial planning meeting. Take some time to reflect on long-term plans; it will lead you to create various short-term plans.

At regular intervals, an evaluation should be done to see if activities and events are meeting the needs of the Crew, and how closely the Crew plan is being followed.

The whole concept of Rovering is to experience as wide a range of activities as possible, which, as well as being fun and adventurous, are relevant to the development of a mature adult with a balance of interest, a broad outlook and a questioning mind.

**LONG-RANGE PLANNING**

Long-range planning is done by taking the Crew’s objectives and individuals’ goals and placing them in a one-year program plan. This plan would also include fundraising, moots and service projects.

**How to Start Long-range Planning**

In order to set up a long-range plan, it might be worthwhile to get a blackboard or flip chart and place on it the twelve months of the year. This gives everyone an idea of the chronological order in which things will take place. In using this technique, members of the Crew become aware of holidays, seasons of the year and the time limitations which govern all planning.

Once the Crew has set out the calendar, put down the events that are known and that are going to occur during the year. These would include holidays, Area events, exams or any other dates that might interfere with programs the Crew is developing. Once all the known dates have been put on the calendar, it is then time to develop Crew and personal goals and to generate ideas that will help accomplish them.

Below are listed some general reminders about long-range planning:

- Include holidays and vacations.
- Find out when Scouting events are planned.

- Plan to attend events, such as Moots.
- When constructing the plan, be sure Crew and individual goals are being considered.
- Leadership training plays a role in your planning. Remember to use it.
- Endeavour to keep activities in good taste and remember you are representing Scouting.
- Keep your program flexible. Be ready to change it to meet the needs of the Crew and individuals.
- Service plays an important part in the Rover program. Include some aspect of it in your activities.
- Take into account financial considerations. Fundraising events must be in your plans to support your activities.
- Consider resources of all kinds that are available from other organizations and government bodies.
- Your program should reflect the Mission of Scouting and the program goals of the Rover Section. These can always serve as a checklist for your planning.

**A TEMPLATE FOR CREW PLANNING**

Planning can be accomplished in many ways. A local library will provide you with many books on planning and goal setting. The following template could be used by your Crew to plan according to its goals and Scouts Canada’s Mission.

Crew Name: \_\_\_\_\_

Specific Crew Goal (Define briefly): \_\_\_\_\_

\_\_\_\_\_

Activity description to help achieve the above goal (There may be more than one activity per goal): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date(s) of this activity: \_\_\_\_\_

Build up to this activity. Include time requirements, responsibilities and a completion date:

ACTION	TIME REQUIREMENT	RESPONSIBILITY	COMPLETION DATE

## Relationships

In Roving, as in everyday life, we come in contact with many people and organizations. The relationships we develop call for different approaches for different people. The following are some examples of the most common relationships that will arise out of Roving.

### EACH OTHER

Rovers are of different ages, backgrounds and environments, and the way in which we react to each other will be governed mainly by our approach and manner. Within the Crew there will be a mix of different attitudes, personalities and knowledge. It is not always possible to relate closely to everyone in the Crew, but the ability to communicate with others will benefit both the individual members as well as the Crew.

Tolerance and respect for the opinions of other Rovers within the Crew are major factors for forming a good working relationship. Empathy (the ability to see things from the other person’s point of view) is another valuable trait for everyone to develop and practise.

### THE CREW

The Crew is responsible for the maintenance of the group. This will include such things as structure (by-laws, Crew Leadership Team, etc.), satisfaction of members and activity planning. The Crew will play a major role in selecting its Scouters and is responsible for recruiting and orienting new members.

The Crew also has a role to play when members are integrating their personal goals with the activities of the Crew. It may be necessary to make an opportunity available; hence, the Crew’s activities may need to be revisited and or revised.

Rovers within a Crew should always strive to find the positive in all situations. By encouraging members at all times, a Crew can only grow.

### SCOUTERS

The Scouters’ role and relationship should be one of helping the Crew and individual Rovers. Over the years in Roving, individual members of the Crew will develop different relationships with their Scouters, particularly as they get older and their needs change. In the early days, you will probably see your Scouters primarily as being there to assist you to get going. Later, this could develop into a mature relationship shared by peers.

As a Rover, it is important to take advantage of the Scouters’ offer to share their knowledge, skills and experience. The Rover Scouters can assist the membership in many ways, such as job applications, personal references and advice.

It is important to remember that Rovers and Scouters relate to each other in different ways for different reasons. It is up to each individual to work on this relationship over the period of time that they are members of a Crew.

### LOCAL SERVICE TEAM

Your Area Commissioner and Service Scouters function as a service team with the express purpose of assisting all the Groups and Sections within their Areas. Scouters and Rovers should feel free to talk to service team members, as these people share the same interest and concerns as the Crew and can be of considerable assistance. If you are in doubt about who to contact on a service team for a particular concern, contact your Area Commissioner, who may be best able to help directly.

### LINKING WITH OTHER CREWS

It is a good idea for your Rover Crew to hold meetings from time to time with other Crews. These meetings should generally be held at the Area level, but may be broader. Generally, each Crew should have at least one member at a meeting of Crews, as information should be brought back to all Crews. Linking between Crews can be an evening meeting or a weekend event. Generally, a weekend linking event is held when people must travel a distance to attend.

The purpose of linking between Crews is to provide Rovers with a means to share their ideas with one another and with their Area. Through these meetings, Rovers have a say in decisions that may directly affect them.

Rover Round Tables should be sensitive to the fact that Crews may still wish to do their own thing. The purpose of the Rover Round Table should not be to control all Crews in a given Area, but to stimulate the feeling of togetherness.

## Recruitment

Why is it important for the Crew to attract new members? Because without members, the Crew ceases to be in existence. That explanation may seem obvious, but when Crews close, one of the most common reasons is that membership has steadily fallen off over a period of time, and no one has bothered to reverse this trend.

It is important to keep the membership numbers up so that the Crew can offer greater choices of activities. With larger numbers it is possible to have access to more resources because there are more people to turn to.

The following six items are offered as an effective way of maintaining Crew membership:

#### 1. **Recruiting** the members you need:

- Get everyone involved
- Know the history of the Crew and share it with prospective members
- Encourage prospective members to make a short commitment to participate in one or two activities with the Crew

#### 2. **Retaining** the membership you already have:

- With appealing active programs
- With lots of fun and involvement
- With membership satisfaction

#### 3. **Reclaiming** members who have left the Crew:

- By finding out and correcting the cause for their leaving
- By effectively following up when member attendance begins to wane
- By individual members making personal contact with other members of the Crew

#### 4. **Referring** the names of Rovers who are moving away:

- Effective communication among Rover Crews
- Through friends—passing their names along to the proper person to follow up
- By looking wide, keeping eyes and ears open
- Advising the Scouting Service Centres of members transferring or moving from the community

#### 5. **Recognizing** the work of individual members:

- A “pat on the back” for a job well done
- Prompt issuance of awards and certificates as they are earned
- Personal follow-up and face-to-face contact with members in providing a thank-you when appropriate

#### 6. **Rotating** members through key offices within the Crew:

- Allow members to follow their own interests
- Watch for members who need and could serve better in more challenging roles within the Crew
- Be prepared to reassign members who are unable or are ineffective in carrying out responsibilities of individual positions

### FROM THE VENTURER COMPANY

It can be advantageous for the Crew to have a high percentage of its members who have been involved with the Venturer program and therefore know the Scouting scene. Some members will advance from the Venturer Company because they have been in Scouting for a while and just continue to come along. Other members will come because they are looking for a Crew that is doing something and are eager to join because of the activity.

While it has not been traditional for the Rover Crew to obtain most of its members from the Venturer Company, it must be recognized that many of the Venturers will not join Roving for the following reasons:

1. They do not like what they see the local Crew involved with.
2. They just haven't seen anything of Roving within their community.
3. They leave Venturing before they are old enough to join the Rover Crew.

The first two are certainly something that a Rover Crew can do something about. If Venturers are reaching Rover age and not coming up, it is important to take a look at the program the Rover Crew is providing. Are the activities organized properly? Are they too specialized? Does your Crew's behaviour turn new members off? It may be important that you ask potential Crew members within the Venturer Company why they don't want to come to the Crew meetings. Their answers may give you a clue as to the adjustments needed within your program.

Keep in touch with the Venturer Company that would be normally joining the Rover Crew. Invite the Venturers to Crew meetings or trips—especially those who in the next six to nine months will be old enough to join the Crew.

They are potential members who will keep the Rover Crew alive when the older members of the Crew move on.

If Venturers are leaving a Company before they are old enough to become Rovers, encourage them to stay. If they decide to drop out from the Venturer Company, encourage them to look ahead and try Roving when they're old enough.

### RECRUITMENT FROM ELSEWHERE

In order to persuade potential members from outside the Scouting Movement to join the Rover Crew, you will have to convince not only the prospective member that Roving is a good idea—you will also have to show the community at large.

There will always be people who will knock Scouting, but in general people do not know the game of Roving and the activities in which they can become involved. The best answer to those who knock the program is to ensure that members of the Crew have access to photos and information showing the active side of Roving.

Tell everyone about the good things in Roving and invite anyone who is interested to visit the Crew. Make sure the visitor is made welcome and knows what is happening and what the Crew is planning for future activities.

### REGISTRATION

All members in the Rover Crew, including the Scouters, must be registered with Scouts Canada. This is necessary for your Crew to be recognized and insured. New members joining the Crew part way through the year also need to be registered with Scouts Canada.

# SETTING GOALS

**“People seldom hit what they do not aim at.”**

—Henry David Thoreau

## Personal Goals (Priorities)

According to Jim Clemmer, goals are short-term steps toward your long-term vision.

Clear and powerful goals set priorities. They narrow the wide field of options and choices that one can make. They keep you focused. They point out where to go and what to do. But they are a means—not an end.

Goals are targets that help us move from a general vision to a specific set of priorities and actions. We need to take them seriously—but not too seriously. There may be many reasons why we did not reach our short-term goals. Some of them are good—a better, unforeseen route came into view. Others are bad—we didn’t follow through and persist.

Set goals. Establish priorities. Get as specific and measurable as you can. Ensure they are realistic. Disciplined and effective goal setting also means that at the end of the timeframe set with every goal, you pause long enough to understand why you’ve hit or missed that goal.

Then, with a new goal established, you set out for this next learning point toward fulfilling your bigger vision, values and purpose.

### Points to Ponder

1. Is your goal measurable? (e.g. will complete, will obtain, three times)
2. Does your goal contain a timeframe? (e.g. by November, within five meetings)
3. Is your goal realistic?

### Example:

A. Communication Skills (Creative Expression)

**Goal**—Improve my public speaking skills by:

1. Speaking to the Lions Club about Rovering by November.
2. Completing a Toastmasters course by May.

3. Speaking to the Crew about an interest that I have by February.

B. Outdoor Activities (Environment & Outdoors)

**Goal**—Successfully complete Paddling Stage 8 by the date of our canoe trip.

## Situational Leadership

Different scenarios call for different types of leadership. In many situations, more than one style of leadership can be effective, but it is important to recognize when a leadership style is not working or is likely to become ineffective. You and your fellow Rovers are the leaders of your program, and your Scouters have an equally challenging task of providing effective support and guidance.

There are two important dimensions which make up leadership style—directive behaviour and supportive behaviour.

Directive behaviour is the extent to which a person engages in one-way communication. By indicating what the Crew is to do, as well as when, where and how to do it, means providing direction.

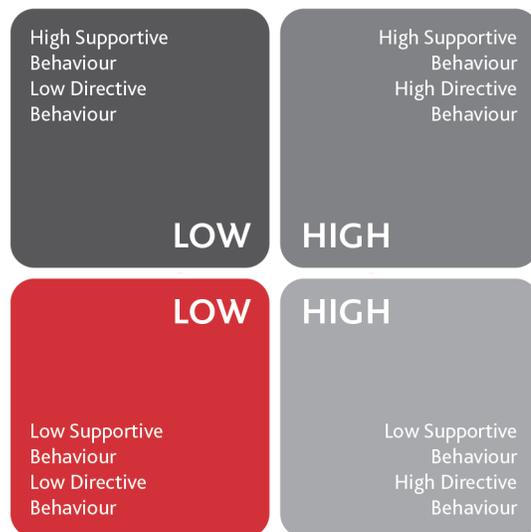
Supportive behaviour is the extent to which a member is engaged in two-way communication. Providing support, encouragement, explanation and positive reinforcement will probably result in successful actions by the Crew.

A leadership style is determined by the amount of directive and supportive behaviour used in any given situation. By combining different degrees of these behaviours, four basic leadership styles can be identified as shown in the chart later in this chapter.

While each of us tends to have a preferred style (one we use most easily) it may or may not be effective depending upon the situation in which we use it. This situational approach to leadership means that the style of leadership should be determined by the skill set of the team that you are working with or the readiness of the team members to assume their responsibilities. Therefore, there are two skills to learn:

1. The skill of being able to change your leadership style when the situation demands
2. The skill of assessing the readiness of the team

### DIRECTIVE BEHAVIOURS



### FOUR DEVELOPMENT LEVELS



#### READINESS

How does a leader determine the readiness of a team? It is important to understand that readiness is related only to the specific task, job, function or objective that the team is attempting to accomplish through its efforts.

What determines development level or readiness? Development level consists of two factors:

**Competence**—The ability, skills, knowledge, and experience to do a specific task

**Commitment**—The willingness, motivation, security, and confidence to carry out a specific task

As indicated in the chart above, there are four levels of development, going from developing to developed.

If you are part of a new Crew, you and your fellow Rovers will generally be less experienced, and therefore, in many, but perhaps not in all of your tasks, you will be at a low level of development.

Even a very experienced Crew, although developed in relationship to many of its tasks, may from time to time be required to do something for which it has low competence. Commitment has to do primarily with the feeling of confidence to do certain tasks or to achieving certain objectives.

The same levels of development can also be applied to individual Crew members. The leadership style required with new Crew members of little skill and unknown commitment, will be different from the style used with established Crew members who are more competent/committed. The development level of a group or of an individual is not always easily determined. But, the first step in determining the most appropriate leadership style is to assess the level of development of the individual Crew member according to the four levels provided in the chart above.

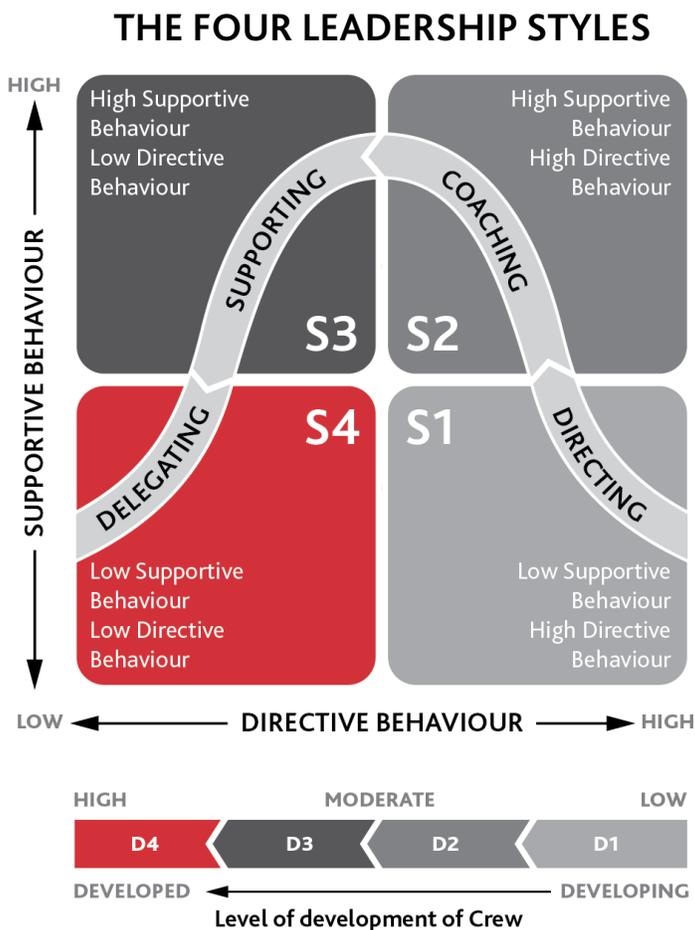
Two key questions to ask in making an assessment are:

- a) Is the team competent?
- b) Is the team committed?

**LEVEL OF DEVELOPMENT AND LEADERSHIP**

According to this situational leadership theory, as the level of development of the team continues to increase in terms of accomplishing a specific task, the Scouter should begin to reduce directive behaviour and increase supportive behaviour. This should be the case until the Crew begins to move to an above-average level of development. It becomes appropriate for the Scouter to decrease not only directive behaviour, but supportive behaviour as well. You and your fellow Rovers can supply your own supportive behaviours so that a great deal of social and emotional support from the Scouter is no longer necessary.

Situational leadership focuses on the appropriateness or effectiveness of leadership styles according to the task and relevant development level of its followers. This cycle is illustrated by the bell-shaped curve superimposed upon the four leadership style quadrants (S1 to S4) as shown in the chart below.



The development level of the Crew is depicted in the chart above, and the leadership model is a continuum ranging from developing to developed (D1 to D4). This shows the relationship between the four levels of development and the four styles of leadership.

What does the bell-shaped curve in the leadership styles portion of the model mean?

Simply that as the development level of the Crew increases along the developmental continuum, from developing to developed, the appropriate style of the leadership should move accordingly along the curve in order to insure a higher probability of effectiveness.

Once the development level of the Crew has been determined along the continuum in the chart as related to any specific task, it is then possible to match this development with the appropriate leadership style from the leadership model above.

**Application of Situational Leadership Theory Examples**

To get a better idea of what all this means, refer to the chart on the left, along with a brief description for each of the four levels of development (D1 to D4) and their corresponding appropriate leadership style (S1 to S4).

**S1—Leadership / D1—Development**

In this stage, you and your fellow Rovers have little competence and little commitment. You have joined your Crew to do things, but you may not have the skills or confidence to complete them. You are looking to the Scouters for very specific guidance. In order to get things going, your Scouters will have to provide direction to get the program in motion.

Your Scouters' role is high directive and low supportive. As the Scouters' personal experience will confirm, the use of direction here is an effective way to support the Crew. Low supportive does not mean that there is no communication. Now it is most important to get things moving, and your Scouters must tell your Crew which are its best options.

This is referred to as a **directing** style of support, but it is characterized by one-way communication in which your Scouters tell you what, how and where to do various tasks.

### S2—Leadership / D2—Development

In stage two, you and your fellow Rovers are gaining in confidence and are willing to take on responsibilities, but may still lack all the skills necessary to do the job. It is important that everyone pulls together as a team, because commitment is increasing. The support needed will be high in supportive behaviours. At the same time, support will still have to be high in the directive behaviours.

This means that your Scouters will have to give attention not only to activities, but also as to how the group works together as a team. The Scouters should be supportive and praise sound group decisions.

With commitment increasing, you will be keen to learn new skills in order to become more developed in your ability to plan and conduct activities. Scouter support here is high directive and high supportive. This style of support is referred to as a **coaching** style. The Scouters will give clear directions, but engage in more two-way communication.

### S3—Leadership / D3—Development

At this stage, your Crew is now able to carry out the job of doing certain tasks but, as your Scouters reduce their directive behaviours or direction, you may experience some increased feelings of insecurity or a lapse in confidence. Knowing that you can do the job, your Scouters need to emphasize supportive behaviour by being facilitative. Your Scouters now will find that their relationship with you and your fellow Rovers means joining in with you pretty much as peer members of the group. This is often referred to as a **supporting** style of guidance. The Scouters provide a low directive behaviour, but still give a high level of supportive behaviour—lots of two-way communication.

### S4—Leadership / D4—Development

As your Crew reaches a high level of development, it is both competent and committed to conducting its own affairs or to do specific tasks, i.e. planning, making decisions and conducting activities, and you should be given the freedom to do these things. In this case, all the necessary leadership (directive and supportive) behaviours will be provided by you and your fellow Rovers yourselves. In essence, the Scouters are turning things over to you to run your own show. This is referred to as a **delegating** style of support. Your Scouters are low in both directive and supportive behaviour. If this style is used before your Crew is ready for it, then your Scouters are abdicating, not delegating.

### SUMMARY

As stated earlier, the development level of your Crew will change. Even if, over a time, your Crew gains in its general development, it can still slip back or run up against a task that you are incompetent and/or lack commitment to do. An infusion of new members, a loss of older members, a crisis, a new task—any of these events can affect the development level of your Crew. This will necessitate your Scouters to be aware of and adapt a support style to the demands of the situation.

Part of your Scouters' role is to help your Crew advance its development level so that you can be self-directing through your own leadership. If your Scouters provide too much direction when you and your fellow Rovers are competent and committed, or provide too little direction, when you lack competence and commitment, your Crew can expect to have problems.

Good Scouter support is a process of influencing your Crew to achieve certain tasks and/or objectives. Your Scouters need to use their influence constructively by providing the right balance of direction and support so your Crew's membership grows in its ability and confidence to set your own goals, to make your own plans and to carry them out.

## Communication

NOTE: The following section has been copied from the Scouts Canada publication *Guidelines to Helping People Grow* (March, 1991).

“One can lack any of the qualities of an organizer—with one exception—and still be effective and successful. That exception is the art of communication. It does not matter what you know about anything if you cannot communicate to your people. In that event you are not even a failure. You're just not there.

Communication with others takes place when they understand what you're trying to get across to them. If they don't understand, then you are not communicating regardless of words, pictures, or anything else. People only understand things in terms of their experience, which means that you must get within their experience. Further, communication is a two-way process. If you try to get your ideas across to others without paying attention to what they have to say to you, you can forget about the whole thing.”

—Saul D. Alinsky, *Rule for Radicals*

That quotation puts the importance of communication very clearly in focus. It also identifies a problem in writing this book. We have no ideas of your experiences, we cannot see you nor hear what you have to say. It's a one-way communication. It's a bit like bowling on an alley that has a curtain between you and the pins, that not only prevents you seeing how you are doing but also cuts off any sound of pins falling.

Scouting believes that clear and open communication between people is important. It provides the chance to build closer relationships and develop better mutual understanding. In close relationships one learns more about oneself and growth takes place.

People communicate with one another to establish relationships and to get things done. In face-to-face communication:

- **50% of the message is communicated by body language**
- **40% by tone of voice**
- **10% by words**

Whether we are aware of it or not five transactions take place when we are communicating. They are:

**Sensing**—what we see, hear, smell, touch and taste

**Thinking**—what we do in our heads with the data we sense, the interpretations we make from the data, which are influenced by our beliefs, fears, expectations, opinions, ideas, assumptions, exclusions, stereotypes, reasons, values, impressions and life experiences

**Feeling**—our spontaneous responses to the interpretations we make. These emotional responses are inside us, although they may have outward signs; a frown, smile, blush, tensing or relaxing of muscles, tears, etc.

Some of the feelings we experience are: pleasure, sadness, fear, resentment, confusion, anxiety, excitement, foolishness, anger, discomfort, loneliness, surprise, happiness, boredom, hope, elation.

**Intention**—something we desire as a result of the immediate situation—the wants or don't wants that we wish to convey directly or indirectly to another

Some common intentions we convey are: rewards, furtiveness, friendship, acceptance, achievement, success, capability, superiority, reflection, playfulness, humour, leadership, helpfulness, exploration, ignorance, defensiveness, hurt, honesty.

**Actions**—what we consciously do to convey our intention, what we say, how we say it, the tone, behaviour and body language

An example of the use of these five transactions is:

On seeing a friend sitting on a log looking out over the lake (sensing), the impression I have is that he is happy (thinking). This gives me happiness (feeling) and I decide not to disturb him (intention). I quietly move away (action).

My friend is aware someone is close by (sensing) but wants to be by himself for a while (thinking). He is glad to know someone came to check where he was (feeling), but decides not to break the mood by saying hello (intention). He turns slightly more towards the lake (action).

### THE COMMUNICATION GAP

The communication gap—sometimes called the interpersonal gap—is the difference between what the sender of a message intends to convey and what the other person actually understands. The objective of good communications is to close the gap so that intention and understanding are the same.

The problem of a gap begins with the initial sender who may "omit" much of his intention from the message (action) he sends.

For example:

It is a summer's day. The family is going on an outing. Father has heard the weather forecast predicting a thunderstorm later in the day.

Father: "Pack the ponchos, Pete."

Pete: "It's a hot sunny day. We don't want ponchos."

Father (1): "Never mind. Just pack the ponchos."

Father (2): "The forecast says thunderstorms this evening."

Father's intention was: "Because the weather forecast predicts a thunderstorm this evening and we don't want to get wet, we had better take our ponchos." But he only said, "Pack the ponchos, Pete." The message did not make sense to Pete, so he protested. Father (1), mad at the protest, repeated his instructions. Father (2), realizing the reason behind his instructions had been omitted, provided the rationale. What would likely be the difference between Pete's response to Father (1) and Father (2)?

The original message may be confused in a number of ways apart from accidental or intentional omissions. In the thinking process the sender interprets, makes assumptions, is influenced by his values, prejudices, stereotypes, life experiences and expectations (this is called “screening”).

How important the situation is to him also influences the effort he puts into it. These gaps may already be in a message before it reaches the intended receiver(s). We know that the receiver also “interprets”. So it is easy to see how quickly misunderstandings can occur.

Here is another example of a communication gap:

An Area Commissioner visits a training course and is quite impressed with Bert, a new member of the training team. Checking his opinion with the course leader, he discovers that Bert is enthusiastic and does a good job.

The Area Commissioner thinks: This man shows real promise. He could become a valuable long-term member of the Area training team. I should give him some encouragement and help. I’ll recommend he take the Council Training Course this summer. I don’t know this man, and I don’t want to be seen as making promises and I certainly don’t want my suggestion to go to his head (A.C.’s fears) so I’d better handle this carefully. He’ll be honoured and pleased at the suggestion (assumption).

The Area Commissioner goes to Bert and says “Bert, how would you like to attend the Council Training Course in August?”

Bert thinks: Oh, heck. He sat in on my last session. I missed out some of the content and even so it ran a bit longer than I intended (Bert’s fears). He’s a severe-looking type and a “big wheel” (stereotyping). He’s saying my work is not up to standard (interpreting). If I want to stay in training I’d better take this Council Course so I can improve (assuming). I must not let the Area Commissioner know I’m a bit rattled at him being here (concealing) and I’d better appear grateful (intention) or that’ll be it (assuming)! Of course, I’d like the opportunity to learn more.

Bert says: “Okay. Thanks, I’d like that. I think I’ll be able to get time off.”

The Area Commissioner thinks: That’s fine. He likes the idea and knows that I’m pleased with his performance (assumption).

Area Commissioner says: “Good—I’ll arrange it, then”.

An exercise could be developed from this example to show how, by using appropriate communication skills, the situation might be much more beneficial for both the Area Commissioner and for Bert.

Then there was the case of the Dutch lady who married a man from England. Knowing that Englishmen like tea, (stereotype) she used to make tea after dinner every day, even though she would have preferred coffee. The Englishman drank the tea because he thought (assumed) his wife liked it and he did not want to impose his preference on her—he would have preferred coffee. They did not discover their crossed communications until after fifteen years of marriage.

How can such situations be avoided? Do you know of similar happenings in your own experience?

In order to improve understanding and reduce the communication or interpersonal gap, it is necessary to give full attention to what another person is communicating through words, tone and body language. Good eye contact, paraphrasing and checking one’s perceptions are important. When it is your turn to communicate, good eye contact, constructive openness, expressing feelings and describing behaviour are important communication skills.

Good communication requires care, time and energy commitment. Carelessness will likely result in poor communication which, in the long run, can cost much more time and energy to correct.

## Conflict Resolution

### A PROCEDURE FOR MANAGING CONFLICT

The following procedure has been shown to be helpful in managing conflict in an organizational setting:

1. Do not ignore something that bothers you. Work on the issue involved before the situation becomes intolerable to you. However, if needed, a cooling-off period may be established, with an agreed-on time to deal with the issue later.

2. Talk directly to the other person involved. Work with the other person to try to solve the issue yourselves.
3. If your organization has a human-resource professional on staff, ask that professional for suggestions on how to approach the other person or for suggestions on how to define the issue. Be sure to check back with the professional for feedback or perspectives on the result.
4. If the solution you work out involves a potential change of work procedure, get the approval of your manager before you implement the change.
5. If someone approaches you with an issue, be willing to work on it. You may also wish to seek the help of a human-resource professional in clarifying your point of view.
6. If an individual begins to complain to you about another person who is not present, encourage that individual to talk directly with the other person instead. This approach to handling conflict is much more positive and discourages the perpetuation of rumours, false information and so on.
7. If, after you have tried to work on the issue on your own with the other person involved—and there has been no change and the conflict still exists—ask for help from a human-resource professional.

#### Things to Keep in Mind Before Working on an Issue

Before you attempt to resolve an issue with another person, consider these suggestions:

1. Be sure that there is a real problem and that you are not just in a bad mood.
2. Try to identify the real issue or opportunity, not just the symptoms or personalities.
3. Be prepared to work toward a mutually agreeable solution, not just toward “winning”.

#### Things to Keep in Mind While Working on an Issue

The following reminders may be helpful as you work with another person to resolve an issue:

1. Look for a “win/win” solution: an arrangement whereby both you and the other person involved “win”.
2. Do your best to put yourself in the other person’s shoes.
3. Be willing to “own” part of the problem as belonging to you. (Avoid thinking, “That’s not my problem.”)

4. Remember that talking about your feelings is more effective than acting them out.
5. Establish a common goal and stay focused on it.
6. Be persistent in coming to a satisfactory solution if the issue is really important to you.
7. Use the guidelines listed below under “Giving Feedback”.
8. At the end of the discussion with the other person, summarize what has been decided and who will take any next steps.

#### GIVING FEEDBACK

**Giving “feedback” is a way of helping another person to consider changing his or her behaviour. Feedback is communication to a person that gives that person information about how he or she affects you. Used properly, it can be a helpful “guidance-control” mechanism that the feedback recipient can use in altering his or her behaviour.**

Here are some guidelines for giving useful feedback:

- 1. Describe the other person’s behaviour; do not judge it.** Describe your own reaction to the behaviour. Avoid “judging” language so that the other person will feel less defensive.
- 2. Use specific rather than general terms.** Do not say, “You are dominating.” Say instead, “Just now when we were discussing the issue, you didn’t listen to what I said but kept right on talking.”
- 3. Consider the needs of the other person as well as your own needs.** Feedback can be destructive when it serves only the needs of the person who gives it and fails to consider the needs of the person who receives it, such as saying “Shut up and listen,” rather than listening to the other person’s question or issue.
- 4. Discuss behaviour that the other person can do something about.** Frustration is only increased when a person is reminded of some shortcoming over which he or she has no control (for example, stuttering).

- 5. Be aware that feedback is more effective when requested than when “dumped”.** The person who requests feedback is more likely to appreciate it and consider it carefully than the person who has not requested it.
- 6. Give feedback as soon as possible after the behaviour has occurred.** Feedback is most useful and has the greatest impact when it follows the behaviour in a timely fashion. However, you may sometimes want to wait so that you can calm down and avoid embarrassing the person in front of others.
- 7. Check to make sure that what you have said is clear.** After you have given feedback, ask the other person to try to rephrase what you have said.

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## Team Building

If the goal is to achieve an objective which is greater than could normally be accomplished on your own, it becomes necessary to become part of a team. In this way we give up part of our own freedom in exchange for the help of team membership. If the team is to succeed, then everyone in it has to give a little. They have to accept that things may not be just the way they want them, if the results are still better than they could have achieved on their own. The key word is everyone. If a Crew is to function effectively, then no Crew member should feel that he or she is the only one who has to give in or compromise.

How do we build up this team spirit? To begin with, there is nothing like success. Make sure that the activities run well. This will be the responsibility of the individual Crew members who take on leadership roles. It is important to ensure that everyone has a part to play in an activity and that they know what is needed if the goal is to be achieved.

Each Crew member must know just what the team task is, how and when it is going to be carried out and what the other members of the team are going to do. In this way, the members of the Crew can assist one another and understand why they are being asked to do certain key elements. An important part of developing Crew spirit is communication, not only between the Scouters and the Crew, but also among the team members of the

Rover Crew. A Crew is a team. This means all must give a little from time to time so that the Crew is successful. Once the Crew has decided on a course of action, it is important that everyone does their best to make the activity a success. This means that Crew members have to provide a backup for the main activity as well as carrying out their own individual responsibilities.

Any of the decision making in the Crew can be done within the Crew Leadership Team. If the Crew Leadership Team does not truly consider what the rest of the members want, the Crew will not be collaborative and functional. The Crew-in-council must never forget that it is there to ensure that the Crew as a whole is involved in the activities in which the majority of members wish to participate.

### INCENTIVES TO PARTICIPATE

Rovers participate in activities for a variety of reasons, and one of the best reasons has to be that the activity is good fun.

To ensure active participation, we must set out in our programs the types of activity in which members will enjoy taking part.

Most people want to stretch themselves, to find their physical and mental capabilities. The Crew should provide a reasonable selection of physically and mentally demanding activities for members to undertake.

Many young people like to compete in a reasonable amount of friendly competition inside and outside the Crew and this is a good thing. However, when competition becomes too fierce, it can cause unnecessary problems.

New experiences are an essential part of the Crew's activities. Some members will like a new experience and will take it further, some will not. It will be found that some will neither like nor dislike certain activities, but will go along just to be part of the group. This going along is important as it means strong companionship within the Crew. It becomes enough to bring members to an activity about which they may not necessarily be enthusiastic.

### STARTING A NEW ROVER CREW

Starting from scratch is always a challenge, but where there is a will and enthusiasm, there is a way. Some of the items you may want to consider when starting are:

- **Get a group of young people together and acquaint yourselves with the Rover program.** Perhaps hold a "get acquainted" meeting. If this is what you want to do, then contact your nearest Scouting Service Centre for help.
- **Find a sponsor or arrange for a Section charter yourself.** Alternatively, you could approach an existing Group with a view to your Crew becoming a Section within it.
- **Recruit Scouters.**
- **Make contact with and seek advice from your local Council and the nearest Rover Crew.** Arrange with other Crews in the Area to visit them during a meeting.

If there are no Crews in your Area, you may want to find some expertise through your Area Service Manager.

In some Areas there will be a local Rover Round Table, which will have names and contact information of Crews within your community.

- **Attend Rover events.** They are good opportunities to exchange ideas and make contacts. Car rallies, conferences and Moots are some of the events that generally attract a good cross-section of Rover membership.

By now you should be well on your way and should consider such things as:

- a) Organizing the Crew
- b) Drafting individual goals and Crew objectives
- c) Putting together a program

Get a good head start by keeping your procedures simple.

Concentrate on the things you want to do as a group. If you get too bogged down in drafting by-laws and ceremonial procedures too early in the game, you will lose sight of why you got together in the first place.

## Ceremonies

A Rover Crew will find numerous occasions when a ceremony will help to make an event more meaningful and memorable, such as when new members join or old ones leave, appointing members of the Crew Leadership Team, recognizing achievement or starting

and ending meetings. Crews should decide whether or not they will have ceremonies and determine which occasions and in what manner they will be conducted. Some suggestions below can help the Crew make a decision.

Ceremonies should be short to avoid boring the audience or embarrassing the participants. If the ceremony is too long or complicated, the purpose can be lost or hidden with unnecessary detail.

Ceremonies must have real meaning, make people feel important and avoid any false notes or phoney procedures. Prepare each ceremony with care, so as to ensure its smooth running from start to finish.

Ceremonies within the Crew will usually be for the benefit of the members only, rather than for public display. However, these ceremonies should not be looked upon with too much secrecy, as this can have a bad effect on the whole affair.

Ceremonies should be conducted by Crew members, as well as the Crew Scouters. The type of ceremony and the Crew policy will dictate who should conduct the ceremony; however, ceremonies should be led by Rovers in most circumstances (keep in mind that Youth-led is one of the Four Elements).

Ceremonies should be conducted in the best possible place. The Crew may choose to conduct its ceremonies in different places. Whenever possible, hold ceremonies outdoor (keep in mind that Nature is part of the Scout Method).

Ceremonies are usually formal affairs. It may be customary for Crew members to wear full uniform for these occasions. However, informal dress can be expected in a camp setting, which may be quite appropriate and just as meaningful.

### CEREMONY GUIDELINES

When planning its ceremonies, a Crew should be aware of religious symbolism and its implications, as well as flag etiquette. An understanding of these will ensure your ceremonies will be conducted fairly and properly. No matter what the ceremony, where it is held, or who conducts it: keep it short, simple and sincere. With this in mind, your ceremonies will be both meaningful and memorable.

### Example of an Advancement Ceremony

The Venturer Company is in horseshoe formation and the Rover Crew is lined up across the open end of the Company formation. If there are sufficient Rovers, it may be desirable for the Crew to form a horseshoe with the open ends of the Company and Crew horseshoes facing each other. The Company Leader is in the open end of the Company formation, and the Crew Leader is two steps ahead of the Crew line, or in the open end of the Crew horseshoe.

The Company Leader opens the proceedings by explaining the purpose of the gathering. Mention should be made that Venturers may advance to the Rover Crew if they desire to stay in Scouting. The Company Leader calls forward the Venturers who are advancing to the Crew and briefly reviews their time in the Company. The Venturers reaffirm the Venturer Promise.

The Company Leader now introduces the Venturers to the Crew Leader and advances the Venturers to the Crew. The Company Leader retires, and the Crew Leader officially welcomes the new members.

The Crew Leader then says something similar to the following:

“As you know, Rovers are expected to adopt certain principles that will guide them along their Rover journey. These principles are:

- Your promise to do your “duty to God” by developing your own spiritual life, and by practising your own religion
- Your promise to do your “duty to others” by preparing yourself to become a good citizen of your country
- Your promise to do your “duty to yourself” by training yourself for service to others, and by preparing yourself for useful employment
- Your promise to live up to the Rover Promise, remembering that you must now look upon it from a young adult’s viewpoint

Are you willing to adopt these principles?”

The Venturers say, “Yes, we are.”

The Crew Leader will then welcome the Venturers to the Crew and to Rover Scouting, reminding the new members that Rover Scouting is a fellowship of the open air and service. The Crew Leader then says, “I now introduce you to your individual Orientation Mentors, who will guide your training in preparation for your investiture as Rovers.” The Orientation Mentors formally take charge of the new members by introducing them to all the members of the Crew, who congratulate the new Rovers on their advancement.

This ceremony may close with any traditional Venturer or Rover yells or songs.

### INVESTITURE CEREMONY

Your Investiture Ceremony has two parts: a time of personal reflection and the ceremony itself. You may be invested in the company of several other Rover Scouts and any new Scouters as part of the same ceremony.

#### 1. A Time of Reflection

Before launching any canoe, last minute checks are always necessary. A trip will never be successful if the right equipment is not in working order, or the paddler is not prepared for the journey that is ahead. On the day of your investiture, you will be invited to spend some time reflecting on the journey that lays ahead. You will also reflect on the Promise, Law and Motto of Rover Scouting—the very things that will be accepted in investiture. The majority of these ideas have already been discussed and reflected upon during the orientation; therefore, the length of this time of self-reflection will be less than an hour in length, though it should be long enough to be a significant part of the ceremony.

#### 2. The Investiture Ceremony

After the personal reflection is complete, you will be officially welcomed into the Rover Crew through the Investiture Ceremony. The Investiture Ceremony should reflect the modern and inclusive nature of Scouting. It is up to your Crew to decide upon the type of ceremony and the location for the ceremony.

The basics for every Rover Scout Investiture Ceremony include:

- The saying of the Rover Scout Law, Promise and Motto
- Your commitment to self-development and personal improvement
- The awarding of your new woggle and necker (if you don’t have a necker from participation in a younger Section of this Group)
- Words of welcome to the Rover Scout Crew

## DEPARTURE—THE PORTAGE

At any time between your investiture and your twenty-seventh birthday, you will leave the Crew. Upon reaching twenty-seven years of age, it becomes obligatory for you to leave the Crew. Whenever you leave the Rover Crew, it is highly desirable to make a clean and formal break in a dignified manner.

The Departure Ceremony has three parts: a review with your mentor, a time of personal reflection and the ceremony itself. While several Rover Scouts may be recognized within one ceremony, a Crew may decide that this ceremony is best held individually for each departing member.

In canoeing, portaging is the act of transitioning from one stage to another. The Portage marks the end of your canoe journey as a Rover Scout and the beginning of a new journey in the world. The Portage itself is the act of effecting that transition, a transition that you have ultimately been preparing for throughout the program.

On any canoe journey, the canoeist must plan the portage to ensure that he or she reaches the intended body of water on the other side and does not become lost as he or she navigates the unfamiliar terrain. Likewise, the transition out of the Rover Scout Section will present you with a few challenges, but even more opportunities. This departure phase aims to help prepare you for these challenges, in order that you might take advantage of a world of opportunities.

### 1. Review with Mentor

The Portage is meant to be a phase marked with a ceremony at its completion. During the departure phase (which is expected to generally last approximately 3-6 months), you will meet with your mentor and/or Scouters and/or Crew Leadership Team to consider questions that are very similar to the ones posed to you when you joined Rover Scouts:

- What have I gained from my time in Rover Scouts in particular, and Scouting in general?
- What have I accomplished in my life up to this point?
- Where do I see myself headed in the next year? Next five years? Next decade? How can I get there from here?
- What will my next role be in the community? Will I continue in Scouting? If so, how can I get involved?

### 2. A Time of Reflection

To mirror the way in which you were welcomed into Rover Scouting, an aspect of quiet self-reflection is recommended. You should reflect on how you have paddled your own canoe over the last number of years, the significance of your completed PDP's and the role that Scouting has had in your life. This reflection might take the form of a hike, a quiet sitting under the stars or some other way of making this a focused and significant time of personal reflection.

### 3. The Departure Ceremony

Naturally, each Crew should develop this ceremony in a manner that is meaningful for those undertaking it. To symbolize the end of your journey within Rover Scouts, the ceremony should include:

- An acknowledgement that you are leaving Rover Scouts as a participant
- A celebration of your achievements in Rover Scouts
- The presentation of a gift to mark the departure

# APPENDIX

## HISTORY

### History of Scouting in Canada

By 1908, Scouting had taken root in Canada, and in August 1910 Baden-Powell was invited to make a tour of the Dominion. By means of a competition held in England, he chose two Patrols who, as they journeyed across the country, demonstrated practically the aims and methods of the Movement. Baden-Powell did not accompany the Patrols, but travelled independently.

The year 1911 was a coronation year in England and on July the 4th, the day George the Fifth was crowned King, a contingent of Canadian Boy Scouts was presented to him to mark the occasion. Fifty years later, a group of 1911 coronation Scouts met at the new Scout Headquarters in Ottawa to celebrate this auspicious occasion.

From its inception in Canada until 1914, Scouting had been directed by numerous Provincial Councils. There was a coordinating body based in Ottawa and Sir Percy Sherwood was Dominion Commissioner. In 1911, Baden-Powell persuaded the new Governor General, Earl Grey, to accept the position of Chief Scout in Canada. In June of 1914, the Canadian General Council (with headquarters in Ottawa) was incorporated by an Act of Parliament. The Act of Incorporation was a big step forward for Scouting in Canada. Until that time, it had relied on the British Boy Scout Association for much of its direction and resources. After 1914, the Canadian General Council was able to take full responsibility for its own organization and administration, while still coming under the jurisdiction of Imperial Headquarters in London, England. It was not until 1945 that the Canadian General Council achieved separate recognition.

In 1927, as part of the Dominion Jubilee commemoration exercises, the National Committee for the celebration of Canada's Golden Jubilee gave the following commission to the Boy Scouts Association: They are "to brighten up surroundings of monuments, memorials and local historical sites, with special attention given to monuments of the Fathers of Confederation and other famous men and women of Canadian history." They were to decorate such monuments with wreaths of maple leaves supplied by the Jubilee Committee to each district organization or individual Scout Troop concerned.

The Boy Scouts of Canada were very happy to be given this assignment and many members were involved in impressive ceremonies at the various grave sites after the work of renovation was completed. It was very gratifying to many of the descendants of these great men and women, to see their ancestors remembered in this manner.

During Canada's Centennial, the Scouts repeated this service performed by their older brothers.

The Confederation Building was erected in Ottawa in that same year. As a token of appreciation for what the Scouts had done, two statues of Scouts were placed over a window near the main entrance to the building. These statues were modeled on the figure of the famous Scout by Tait McKenzie. A replica of this statue is found at Scouts Canada's national office in Ottawa.

### DIAMOND KNOT

The diamond knot is tied in the thongs of Rovers or Crew Scouters to signify the completion of a quest, such as completing advanced Wood Badge training. The knot should be tied by a friend.

#### How to tie the diamond knot

1. Lay one of the ends (A) of the thong in a loop (as in Fig. 1).
2. Take up the second end (B) and lay it under the loop (as in Fig. 2).
3. Weave end (B) over the first cord, under the second, and through the loop, finishing as shown in Fig. 3. The knot, still in an unfinished state, is the "Double Carrick Bend".
4. Now lead the ends (A and B) in the direction indicated by the dotted lines (making sure beforehand that you have them sufficiently long enough for the purpose), and bring them under the knot and up through the opening. Bring the two ends together and gradually work up the knot as tightly as possible.



Fig. 1

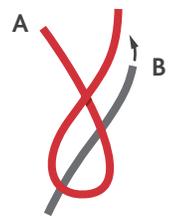


Fig. 2

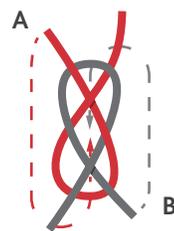


Fig. 3



# GLOSSARY

**Area Support Manager:** A member of Council staff who is responsible for providing services to Groups and Sections

**Lord Baden-Powell of Gilwell:** Founder of Scouting

**By-law, Policies and Procedures:** The authorized statements governing the operation of Scouts Canada

**Beavers:** Scouting members aged 5 to 7

**Colony:** A local Section of Beavers

**Company:** A local Section of Venturers

**Crew Leadership Team:** Name given to the body of Rovers coordinating the Crew's activities

**Crew Scouter:** Formerly known as the Rover Advisor, an adult Volunteer (25 or older) with the Rover Crew

**Crew:** A local Section of Rovers

**Cubs:** Scouting members aged 8 to 10

**Den:** Place where Crew meets, usually used by them alone

**Diamond Knot:** A decorative knot used for recognition

**Group Committee:** A body of adults appointed by the sponsor to administer the business of local associated Sections

**Group:** One or more Sections (Beaver Colony, Cub Pack, Scout Troop, Venturer Company, Rover Crew)

**Indaba:** An information session held at a Jamboree

**Investiture:** Ceremony at which the candidate becomes a member of Scouting

**Jamboree:** A Scout camp held on a large scale

**JOTA:** Jamboree on the Air

**JOTI:** Jamboree on the Internet

**JOTT:** Jamboree on the Trail

**Moot:** An Anglo-Saxon term meaning a meeting of freemen gathering to debate, to strengthen old bonds, and to compete in feats of strength and cunning; today, a Rover Moot is a large camp where only Rovers (and possibly senior Venturers) attend

**Orientation Mentor:** Rover chosen to help the new member

**Pack:** A local Section of Cubs

**Quartermaster:** Person in charge of equipment

**Round Table:** The name of a Rover business meeting held at the Area or Council level

**Rover Leader:** Youth (Rover Scout) coordinator of the Crew—sometimes called a Mate, Chairperson or President

**Rovers:** Scouting members aged from 18 to 26 years old

**Rovers' Own:** Interdenominational gathering of Rovers for worship

**Scouts:** Scouting members aged 11 to 14

**Scribe:** The Crew secretary

**Section:** A Beaver Colony, Cub Pack, Scout Troop, Venturer Company or Rover Crew

**Skipper or Skip:** Nickname for a Crew Scouter

**Troop:** A local Section of Scouts

**Venturers:** Scouting members aged 15 to 17

**Wood Badge:** A Volunteer-development program used in Scouting focusing on competencies in youth-program facilitation, outdoor skills, volunteer support, risk management and safety; Scouts Canada divides Wood Badge into two parts—Part I and Part II—which focus on knowledge acquisition and skills development respectively