

5

The meeting

Work to be done before the meeting


The Appointments Secretary should contact the applicant by telephone and agree a time and date. Simply sending out a formal letter stating the time, place and venue is not appropriate, as this is likely to cause unnecessary concern and apprehension.

Having agreed the arrangements over the telephone, the Secretary should then write and confirm the details of the meeting, give an outline of the process, including how long the meeting will take, and enclose a map showing the location of the venue.

It may be helpful to produce a short leaflet to explain what happens throughout the appointment process locally.

Frequency of meetings

Appointments sub-Committee meetings should be held as and when they are required. Applicants should not be kept waiting for a meeting with the Appointments sub-Committee for more than one month after the discussions with the Commissioner have taken place and the references have been received. This will encourage the adult and show that the Association is efficient and proactive with regard to their appointment. It is essential to note that this needs to be completed within five months of the Provisional Appointment.



Whatever the venue chosen for the meeting, it should be comfortable and unthreatening.

The venue

The type of venue needs to reflect the number of people involved. However, whatever the venue, it should be comfortable and unthreatening. The room used for the meeting should be set out informally so that the applicant does not receive the impression that he or she is appearing before some kind of tribunal.

It is important that the applicant is made to feel at ease throughout the whole process and this could mean organising a separate room where people may talk informally before and after the meeting, possibly with a member of the District Team. It is also a good idea to offer the applicant a cup of tea or coffee.

Introductions and purpose

The meeting should normally last around 20-40 minutes. The questions should be structured as outlined below.

Those asking the questions to gauge whether the person is suitable should be able to put adults at their ease and make the environment as relaxed and informal as possible. They must ensure however, that the reason behind the meeting - to ensure that the person is fit and proper - is not lost.

Members of the Appointments sub-Committee should have agreed beforehand who will ask questions on which topics. The references also need to be considered as they could point to areas that need further questioning. The approach should be

flexible, providing support to each other as well as to the adult.

Appropriate questioning

The style of questions asked will depend upon the amount of information that is needed from the adult.

Closed questions only leave the options of 'yes' or 'no' as an answer. If these are used little information can be gained.

If open questions are used more information will be gained. Open questions are those which use words such as who, what, why, when, where, how, what if etc. Using this style of questioning, it should be possible to find out more about the adult's views, opinions and motives for offering to help.

To clarify a view or explanation, it may be necessary to ask a closed question. For example, 'You said X. Does this mean you do not agree with Y?'

It is important to avoid questions that reflect the opinions of the questioner, for example, 'I think 'X' or 'Y', what do you think?' This type of approach can be off-putting to someone who may find it difficult to express their point of view and could result in them just agreeing with the statement.

Making a judgement

At the heart of the sub-Committee's work is a requirement to make a judgement as to the suitability of an individual to take up a particular Appointment in Scouting.

The Appointments sub-Committee needs to consider the more general qualities of the individual under the following headings:

- personal qualities
- functional qualities
- personal values and faith.

It is also important to recognise that in many cases, the Appointments sub-Committee should look for potential rather than experience because the individual may not have worked directly with young people or adults in this way before. At all times two questions must be on the minds of members of the Appointments sub-Committee:

- Will the person be able to assist the Movement to provide 'Better Scouting for more Young People?'
- Is this the right role for this person?

Personal qualities

Everyone has individual characteristics and personalities, which reflect their upbringing and life experiences. Some of these qualities will not be identified by direct questioning. Rather, members of the Appointments sub-Committee should try and gain a general impression over the course of the meeting. In the general discussion that is likely to take place at the beginning of the meeting, the Appointments sub-Committee will need to be on the look out for some of the following personal qualities:

- a positive attitude
- forward looking

- keenness
- enthusiasm
- a sense of humour
- initiative
- reliability
- tolerance
- honesty
- a realistic approach
- successful relationships with other adults and young people.

Some questions that might help explore personal qualities include:

- What are you looking forward to most in your role?
- What attracts you to this role?

Many personal qualities will become apparent when discussing other areas; for example, it is usually better to discover someone's sense of humour through the things they say naturally during the conversation rather than asking them to tell a joke!

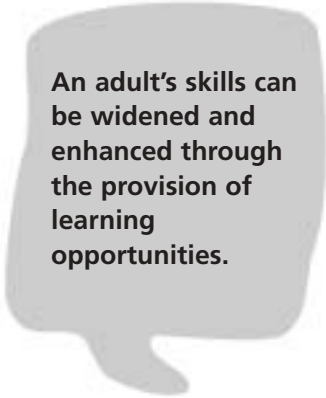
Functional qualities

This area is likely to be more straightforward as it is looking at the adult's ability to do the job. Some individuals may have come up through Scouting and so will have many of the practical skills required depending on the role, but little or no experience as a Leader. On the other hand, an individual may have no knowledge of Scouting, but have worked with young people elsewhere. The following qualities will need to be considered for any role in Scouting:

- practical skills
- organisational skills
- team player
- leadership qualities
- empathy with the appropriate age range
- maturity
- communication skills
- ability to learn new skills.

Questions that might help to explore functional qualities include:

- What do you think makes a leadership team work well? How do you work in a team?
- How would you deal with a serious argument between two Members in your Section?
- What other work, voluntary or employed have you carried out with young people in the past?



An adult's skills can be widened and enhanced through the provision of learning opportunities.

- Tell me about an event you have organised in the past. What problems did you encounter and how did you resolve them?

Remember that an adult's skills can be widened and enhanced through the provision of learning opportunities. The opportunities available are detailed in the *Adult's Personal File*.

Personal values and faith

Some of the questions should help the Appointments sub-Committee address the issues under this heading. It is important to treat this topic in a similar way to all the others and to give the applicant the opportunity to express their true feelings rather than to simply give a superficial or yes/no answer. The following issues will need to be explored:

- Duty to Self – trustworthy, self-confident, self-controlled and respecting
- Duty to Others – respect for others, working together to serve other people and to improve society showing respect towards the natural world
- Duty to God – carrying into daily practice the principles of a religious faith or belief; belonging to a religious body; accepting that there is a higher being.

Individuals wishing to become Associate Members are not required to make the Scout Promise. The Appointments sub-Committee will need to approach the discussion on personal values and, in particular, 'Duty to God' with this in mind. However, Associate Members are still required to accept the values of Scouting as listed in the Aim, Principles and Method of the Association.

Questions that might be asked to explore personal values and faith include the following:

- The Scout Association's Fundamentals mention 'Duty to Others.' How do you think members of your Section could improve society or help other people?
- The Scout Association's Fundamentals mention 'Duty to Others.' How can you encourage Leaders to work with young people in a way that improves society and helps other people?
- The Fundamentals also mention 'Duty to Self.' which covers trust, self-confidence and respect; how would you set an example to others in this area?
- In the Promise, we talk about doing our 'Duty to God.' What do you think this might mean to young people and you?
- In the Promise, we talk about doing our 'Duty to God.' How might you help Leaders to help young people understand their duty to God?