

## Where should I begin?

How you progress through the workbook is your choice. However, it is recommended that you follow through the workbook in the order it is presented.

## Resources

The following factsheets are included at the end of this workbook:

- *Meetings* (FS310513)
- *Motivation of Leaders* (FS310514)

You will also need to have access to a copy of *Policy, Organisation and Rules*, Rule 15 (points one to four).

## How is this module validated?

The validation of this module is based on your ability to meet the validation criteria, as set out in the *Training Adviser's Guide* and the *Adult's Personal File*.

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## Supporting adults - Workbook

### Aim

To cover the skills and knowledge that Supporters require to provide effective support to adults in the Sections.

### Objectives

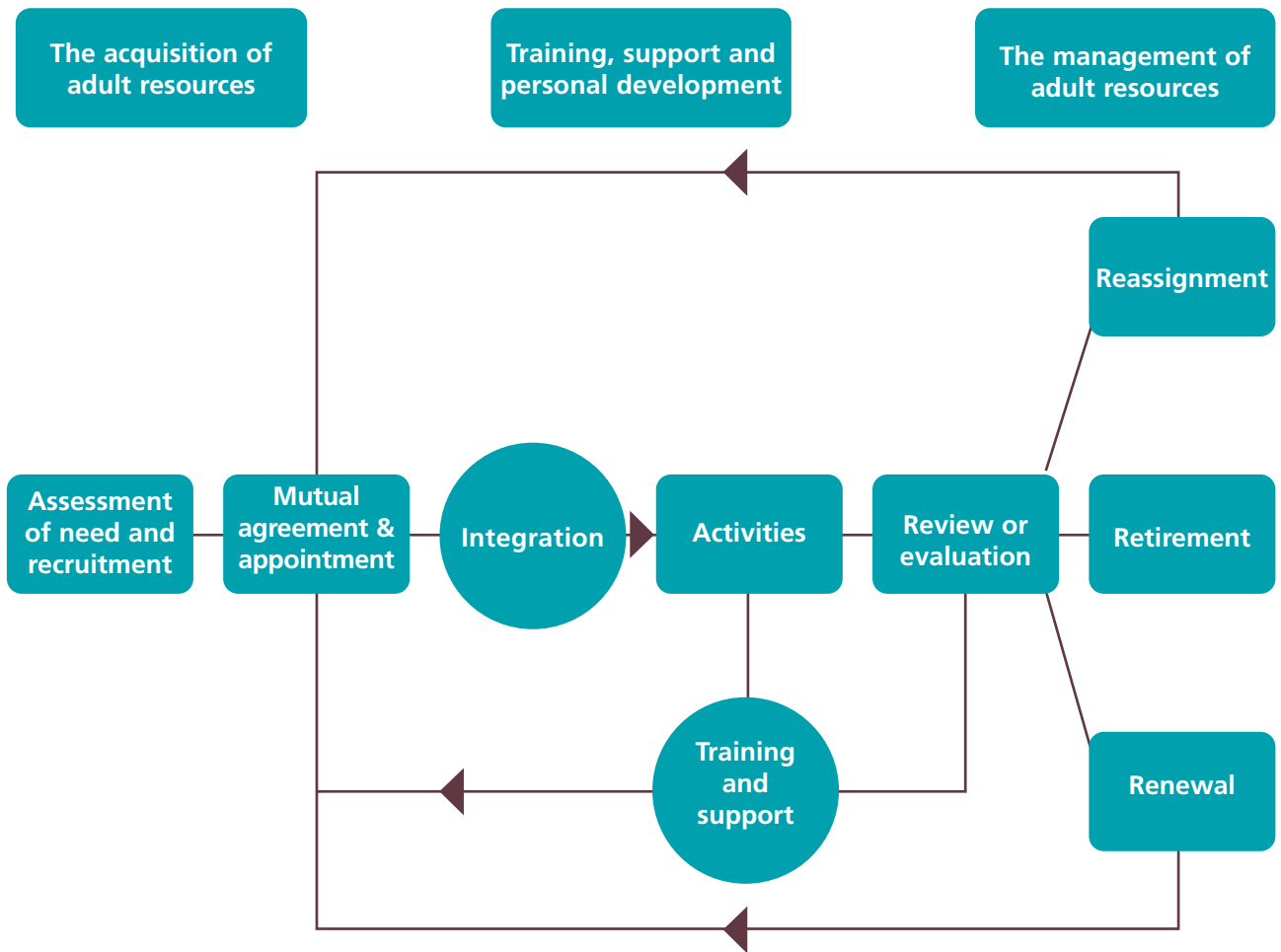
There are nine objectives for this module:

- 1 Explain the structure and purpose of the Adults in Scouting model.
- 2 Plan how you will fulfil your responsibilities within the Adults in Scouting model.
- 3 Run and chair meetings effectively.
- 4 Understand and outline methods of consultation.
- 5 Describe a theory of motivation.
- 6 Identify factors that motivate adults in Scouting and suggest methods to maximise these.
- 7 Identify factors that demotivate adults in Scouting and suggest methods to minimise these.
- 8 Understand the need for the timely resolution of disputes and use of the conciliation process.
- 9 Practically identify and demonstrate implementation of support relevant to your role.

## Section one: Adults in Scouting model

Section one is designed to enable you to explain the structure of the Adults in Scouting model, plan how you will fulfil your responsibilities within this model and to practically identify and implement support relevant to your role.

The Adults in Scouting model describes the life cycle of an adult in Scouting and the good practice which ought to underpin our work with adults.



### The Adults in Scouting model

## Assessment of need and recruitment

The first stage is to identify the tasks that need doing, and who would be best able to do them. The second part of this is to approach the individual and recruit them. In Scouting we have a Six Step Approach to recruitment that acts as a framework for the recruitment process. Further training on this is covered in Module 21, *Growing the Movement (Managers)*.

## Mutual agreement and appointment

Many people think that we have a recruitment problem in Scouting but currently we have more adult volunteers than ever before. However, the amount of time people are able to give is decreasing, and so it is important that we fit the roles we give to people around the time they have available.

At this stage a role description needs to be drawn up and agreed. Agreeing it now can help adults stay in Scouting for longer; people find it easier to fulfil their roles if they know exactly what is expected of them. It should cover the time they can give, the tasks they can carry out in that time, as well as stating the duration of the Appointment. This is only intended to set out expectations for both parties and is in no way a contract.

## Integration

The integration stage of the model is about introducing an individual to the role, providing them with the information and support they need to carry it out once they have agreed to take it on. It is also about them understanding how they fit into Scouting. As a consequence of this, training will need to be considered and obviously continued support will need to be offered.

## Training and support

Detailed information of how the Adult Training Scheme works is given in Module 25, *Assessing Learning*, although this relates to formal training. Informal training may also be necessary, for example coaching, discussions and the sharing of experiences.

In addition to training and the support offered through the implementation of the Adults in Scouting model, further support is likely to be needed. It should be available when the individual needs it and without them having to ask. Sources of further support, for example, could be the County and District Commissioner, Section Supporters, Scout Fellowship, parents, peers and Headquarters.

## Review

A review is an opportunity to look at what has happened in the time since an adult agreed to undertake a role, or since their last review. The aims are to thank the adult for what they have done, agree on what the adult will do in the future, and determine if any extra support or guidance is needed. It is carried out by the individual's line manager, and should ideally be between the two people who made the original mutual agreement.

There are two types of review: formal and informal.

## Formal

- When an Appointment is about to expire/change
- When a period of service is about to end
- When a task/project has been completed
- When requested by the individual
- When the mutual agreement has run its course.

The outcome of a formal review should be one of the following:

- 1 Renewal – continuing with new or revised objectives
- 2 Reassignment – change to a different or more fitting role
- 3 Retirement/Resignation – this may not be permanent, and being positive about an adult choosing to resign may leave them more favourable to returning in the future.

The other result is a mutual agreement between the two parties as to what should happen in the future.

## Informal

- Reviews can be as informal as the chats that you have with the adult whenever the opportunity arises.

## Exercise 1

This exercise will help you to consider how you can put some of the principles covered in this section into practice. Using Appendix 1, produce an action plan for supporting the adults in your area of responsibility. First identify those whom you support and then look at their possible needs and how you could help meet them.

The following questions may help you to think about what targets you could set yourself:

- To whom do I offer support?
- How do I currently offer them support?
- Do they find this support helpful in terms of format and content?
- What are the needs of those I support?
- Which of those needs fall under my responsibility as a Supporter?
- Am I meeting any of these needs already?
- What plans can I put in place to help meet their needs?
- Is there any additional support I could be offering to make it easier for people to carry out their role?



Set yourself no more than four or five targets at once so you will have a good chance of achieving them.

## Section two: Consultation

This section is designed to help you understand and outline ways of consultation, and to run and chair meetings effectively.

The support offered to adults in Scouting should include effective consultation wherever and whenever appropriate.

The process of consultation is a means of seeking views and opinions, not seeking majority approval. It makes people feel valued and part of a wider whole. It can also be an effective method of promoting a particular event or planned action.



### Exercise 2

Please write in the table below situations or events where consultation *may* and *should* be used.

You may want to start off by considering the examples of an AGM, fundraising ideas or events, warrant reviews and any changes currently occurring in your Group/District/County/Area.

**Where consultation may be used**

**Where consultation should be used**

### Exercise 3



Consultation is any process that allows you to find out the views and opinions of others. In the space below, list some different methods of consultation.

**Different methods of consultation are**

Now, in the table below, describe, in terms of their effectiveness in different situations, one strength and one weakness for each of the methods you have listed above.

<b>Method</b>	<b>Strength</b>	<b>Weakness</b>



#### Exercise 4

Meetings may be used as a form of consultation. Read the factsheet *Meetings* (FS310513) which you will find at the end of the workbook (Appendix 2) and then answer the following question:

**What factors do you think contribute to a 'bad' meeting?**

Sometimes the factors that contribute to a bad meeting may be out of our control. If we can avoid them, the meeting is going to be more effective. If, however, you are the chair of the meeting, you will have more responsibility and therefore control over such factors. Everyone attending a meeting has a duty to behave responsibly and show respect for others.

In the space below, describe a way in which each of the factors you have listed in this exercise may be overcome.

**To overcome each of the factors**

## Exercise 5



Imagine you are the chair of a group discussing what your District should do for their St George's Day Parade. Various points may be raised, including the scale of your Group's effort, travel arrangements, food or religious considerations.

Think about what you need to take into account when preparing to feedback the views of the group to people outside of that group (e.g. to the others in the District) and write your thoughts in the spaces below.

**What would you need to take into account when preparing feedback?**

**How would you present what was said, by whom it was said and in how much detail?**

## Section three: Motivation

This section will help you to be able to describe a theory of motivation, identify and maximise factors that motivate adults in Scouting and identify and minimise factors that demotivate adults in Scouting.

This workbook is about how we can support adults in an area of responsibility (e.g. a Section) in a way that will encourage them to stay involved for longer, and in a way that makes them happy with their Scouting. Understanding motivation is key in achieving this aim.

Motivation can be described as the reasons that cause a person to act in a certain way. Factors affecting motivation can be positive and negative, as well as internal to the person (i.e. a desire to volunteer or work with young people) or external (prompted by the environment or people around them). People are not always aware of why they do things, or may be unwilling to say what it is that drives them. No matter what the nature of our motivations, even if we are unaware of what these are, they lose none of their force as a result.



### Exercise 6

Read the factsheet *Motivation of Leaders* (FS 310514), included at the end of this workbook (Appendix 3).

There will almost certainly be a broad range of things that motivate and demotivate you in your Scouting. For example, you may be motivated by helping young people and demotivated when you have to complete a lot of paperwork.

List some of the factors that motivate and demotivate you in the columns below.

**What motivates me**

**What demotivates me**

Identified motivators and demotivators can be easily fitted into the concepts of motivators and hygiene factors, which make up Herzberg's theory of motivation\*. In Herzberg's theory, motivators make people happy and have a positive effect on their attitudes towards a particular task. They tend to be based in the task itself and are feelings of satisfaction gained from achievement, recognition, responsibility and/or personal growth. In Scouting, for example, these can be things like the satisfaction of watching young people enjoying themselves.

Hygiene factors must be present if motivation is to occur, but they are not motivators in themselves. If these are not present they result in dissatisfaction. Hygiene factors include things like poor working conditions, lack of personal or practical support, poor administration, poor interpersonal relationships or a lack of training. A lack of hygiene factors can leave a person feeling disinterested, passive, embittered or antagonistic.

Therefore, in order to help motivate those we manage and support, it is important to maximise motivators and hygiene factors, while reducing demotivators.

\* Herzberg's theory is only one theory of motivation. There are others, such as Maslow's hierarchy, which is described in the factsheet *Motivation of Leaders* (Appendix 3).

## Exercise 7



Using the motivators and demotivators that you came up with in Exercise 6, describe in the spaces below what could be done to maximise motivators and minimise demotivators for you in your role.

### To maximise motivators

## To minimise demotivators

**What could you do to maximise motivators and minimise demotivators for those who you support and manage?**

It is worth remembering that the management of people and the process of the Adults in Scouting model are important hygiene factors. The role that you've asked someone to do might be extremely interesting, but until they are well managed, they will not be motivated to carry it out.

### Section four: Understanding disputes

The final section of this workbook is about the need for timely resolution of disputes and the use of the conciliation process.

Supporters of adults in Scouting may encounter situations where a dispute is ongoing. They may also become aware of situations which, if ignored, could lead to a dispute.

Emphasis should be placed on ensuring the Supporter does not become embroiled within a dispute or be seen to be anything other than an impartial and objective third party.

Supporters of adults can play a key role by passing information or concerns to the appropriate manager of adults.

Supporters of adults may become involved with the resolution of disputes by invitation of the appropriate manager. This emphasises the need to be both impartial and objective when first encountering a situation that may develop into a dispute.

## Exercise 8



Read *Policy, Organisation and Rules*, Rule 15 (points one to four only).

Generally, disputes are dealt with at the level at which they arise (be that Group, District, County or wider), only being referred to a higher authority if any one party feels this to be necessary.

The following are some points to remember regarding the role of the Supporter of adults in Scouting when dealing with disputes:

**Don't ignore a possible dispute. Disagreements not dealt with quickly become more difficult to resolve.**

You will often find that something that has only just come to your attention has been ongoing for some time.

**Pass on information to the appropriate manager and encourage action to resolve the situation; offer advice to the manager, not the complainant!**

Resolution of disputes is the responsibility of the appropriate manager of adults. When passing on information, it will be helpful to add your observations of the situation, the effect the situation is having upon the group or individuals concerned and your view as to the overall impact should the matter not have a timely resolution.

**Be aware of the trap, 'the ADC/ACC said...'**

Often words spoken in support have the opposite effect. You may be speaking supportively but others may use these supportive words out of context if the matter is really difficult and feelings are running high.

**Remain impartial and objective.**

In order to effectively support different parties in any dispute it is vital not to be seen to be 'taking sides'. Any solution facilitated by a person seen as favouring a particular individual or group is likely not to be accepted by all sides.

**Always remember there are two sides to every story.**

What you are told or may hear will probably be correct - correct from the perspective of those from whom you hear it. Remember there are two sides to a story, especially when passing information to the appropriate manager. Make it clear, if this is the case, that what you are passing on, is just 'one side' of the story.

**What first appears to be the issue may not be the main problem – be aware that there may be other factors impacting on the overall situation.**

Often other, less apparent events and actions can have an impact on a situation. Try to gain as much background information as you can. What may have been a trivial issue some time ago may be impacting on the difficult situation you now encounter. All background information or observations will be helpful to the manager when attempting to resolve disputes.

**Don't make promises to 'sort things out'.**

Resolution of disputes is the clear responsibility of the appropriate manager. Because you may be called upon to assist directly in the resolution of disputes, it is important that you don't make promises outside your direct control.

**Listen but do not judge.**

This reflects back on your impartiality and being open-minded about all situations.

**Try and gauge the strength of feeling surrounding the issue.**

This all adds to the background information you will pass to the appropriate manager. It will be helpful and assist in the timely resolution of matters.



### Exercise 9

Imagine that you are an ADC (Beaver Scouts). A Cub Scout Leader tells you that none of the Packs in the District are planning to attend an upcoming District event organised by the ADC (Cub Scouts). The Cub Scout Leader also tells you that this is because of problems Cub Scout Leaders in the District have with the ADC (Cub Scouts). Would you talk to the DC, the ADC (Cub Scouts), someone else, or just ignore what you have been told? Write down your thoughts in the space below.

**What I would do**

Imagine that you chose to talk to the DC and that they asked you to find out 'the facts'. What do you do now? Write your thoughts below.

### **What I would do in this situation**

Imagine instead that you decided to go to the ADC (Cub Scouts) rather than the DC. They tell you that the Cub Scout Leader you originally spoke to has a personal vendetta against them. Write down your thoughts below.

### **What I would do in this situation**

## **Summary**

As an ADC (Beaver Scouts), you are not responsible for resolving this dispute. This is the job of the appropriate line manager. You may however, be asked to assist in resolving the dispute and this is perfectly okay.

Whoever you decide to talk to when dealing with difficult situations, be sure not to express an opinion about the validity of the things that other people have said to you. When telling someone what an individual has told you, present this as their perspective rather than fact.

Finally, be aware of the emotional impact that any perception of an accusation being made against an individual may have, both on the individual themselves and on others.

You have now completed the final section of this workbook. It is important that you discuss with your Training Adviser what you have done. This will allow you to discuss how the exercises in the book work in practice and any further learning needs you may have.

## Action plan



Using this worksheet, produce an action plan for supporting the adults in your area of responsibility. Exercise 1 has a number of questions to help you think about what targets you could set yourself. Set yourself no more than four or five targets at once so you will have a good chance of achieving them.

Issue	Describe where you are now Current situation	Describe where you would like to get to Goal	Describe the steps you need to take in order to reach your goal, and resources or help you might need to achieve it.			
			3 months	6 months	12 months	Resources/ help

## Appendix 2

# Meetings

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These should be planned and produced as though they were stage shows because that is what they are with Scouting in the spotlight. The speakers are the cast, there is a programme and there is an audience which has come along for what they hope will be an interesting and enjoyable occasion.

Unfortunately not every local Scout Organisation thinks of meetings in theatrical terms. The results are unplanned, unrehearsed, disorganised events, which disappoint everyone and discourage attendance on future occasions.

So as not to waste what should be a unique opportunity for direct communication with the public, the first essential is to start planning early in a logical sequence.

### Objective

Once you establish clearly the purpose of having a meeting, everything else will fall into place, whether it is the Annual General Meeting, a launch for a new project or an open evening. Whatever the occasion, detailed arrangements may differ but the principles will apply to them all.

### Location

If you have your own premises, all being well, its use as a formal meeting place will have been allowed for in the design and the necessary facilities included in the construction and fittings. If this is not the case, or you have to use alternative premises because you have none of your own, you should look for somewhere which is:

- a) Large enough to seat your audience comfortably
- b) Well ventilated and with heat control
- c) Suitable for any displays, film/slide show etc. you propose
- d) Well lit, with controllable lighting (and blackout facility)
- e) Built with adequate toilet/cloakroom facilities
- f) Quiet and unlikely to suffer from interference from outside
- g) Equipped for dispensing refreshments
- h) Near car park facilities.

## Meetings (continued)



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### Invitations

When the date, hour, place and outline programme are decided, it is time to plan the guest list and invitations.

Issue general invitations four to six weeks **before** the date of the meeting. Get Members to follow up, where possible, with verbal reminders to parents and friends **so** that you can get an idea of the likely acceptances. Check more formally with representatives from the sponsors, community leaders and other special guests.

Very special guests such as the Mayor and civic officials and guest speaker will need the longest possible advance notice if they are important to your meeting. You may have to pick a date to suit their convenience as well as avoiding clashing with other local interests. Write to local newspaper editors enclosing a copy of the programme and inviting their representatives to attend.

### Guests

Appoint young Leaders, Venture Scouts and other Scouts to be stewards and ushers. Special and distinguished guests should be met on arrival, introduced to the Chairman and Commissioners who should escort them to their seats. The Public Relations Officer or a Scouter should be responsible for welcoming press representatives and seeing to their needs since they are likely to have other events to cover and will need to get their material quickly.

### Refreshments

Coffee and biscuits or whatever refreshments you are offering must be ready at the appropriate programme interval and served in presentable crockery - not cups and plates which carry all the signs of much use and abuse.

The stewards and ushers should dispense the refreshments speedily and efficiently - and collect the empties afterwards.

### Two key people

The success of a meeting depends very much on liaison between the person delegated to supervise all the planning and preparation and whoever is to take the Chair or control the actual meeting. If they work together and gain the co-operation of all the others who have a part to play - from the speakers down to the person working the lights - you will be able to welcome your guests in the confident expectation they, and you, will get from the occasion what you are both hoping for and the meeting will serve its purpose well as a means of communicating with the public.

## Meetings (continued)

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### **Minutes and reports**

Minutes of previous meetings, which are to be 'taken' at the meeting, should be pre-printed and distributed beforehand, or at least be given to people as they arrive.

The same applies to reports which are going to be given verbally at the meeting, including financial reports. Press representatives can be given a copy of these reports which save taking notes, which could be too selective.

One further point regarding reports; the audience will not be pleased to receive a long-winded verbal delivery of a report which they already have in front of them in written form.

# Motivation of Leaders



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In a voluntary movement recruitment and retention of Leaders is of vital importance, but too often Group Scout Leaders think only in terms of recruitment. In fact, The Scout Association as a whole has few recruitment problems - something like 10,000 new Leaders join annually and approximately the same number leave. Clearly, if only half of the leavers could be retained the number of adult Leaders would double in ten years. It is all the more important because a proportion of the leavers are new Leaders who have served for a comparatively short time - usually less than six months. Therefore, in examining the question of motivation it is worthwhile considering not so much how adults may be motivated to become Leaders but rather how they may be motivated to remain so.

A definition of motivation might be 'the hidden force within us which impels us to behave in a particular way'. Since the early 1950s much research has been centred in commerce and industry, on investigations as to why members of workforces behave in particular ways. In industry, for example, it has often been thought that motivation could be achieved by higher wages or improved working conditions. However, it is becoming clear that this is not so - the high wages paid to workers in the conveyor-belt industries in Britain do not prevent unrest, whereas in Sweden, some success has been achieved by making small teams of workers responsible for the total construction of a product.

Motivation, in effect, involves fulfilling a set of needs which A.H. Maslow in 1954 classified into a five-fold hierarchy:



## Motivation of Leaders (continued)

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As the lower needs are satisfied, higher level motives are released; however a need does not have to be completely satisfied before the next one emerges. Put in simple, Scouting terms, it is difficult for participants on a course to concentrate on the subject in hand if they are hungry, tired or uncomfortable, just as it is hard to imagine Scout Leaders being fully effective if they are never certain that the village hall will be available next Friday night.

A further development of this theory and one which has, perhaps, more relevance to Scouting was expounded by Frederick Herzberg in 1966. He divided the factors affecting motivation into two kinds which he called motivators and hygiene factors:

- 1 Motivators, when present, make a person happy with a resulting improvement in performance. Their effect tends to be long lasting and they arise from the job itself.
- 2 Hygiene factors, on the other hand, when unsatisfactory, make a person unhappy and result in poor performance and dissatisfaction.

Motivators include such things as achievement, recognition, responsibility and personal growth. Hygiene factors might be working conditions, administration, practical support and inter-personal relationships. Poor hygiene factors can eliminate motivation but good ones cannot, of themselves, motivate. For example, a Cub Scout Leader may gain satisfaction from developing good Pack programmes but motivation will evaporate if the Group Council never has any money to buy the necessary equipment; an Assistant Leader's enthusiasm will disappear if there is no involvement in programme planning and implementation; a new Leader may not get satisfaction from the job because training has not been provided, and so on.

### **Motivators - feeling of satisfaction from:**

Achievement

Recognition

Responsibility

Personal growth

# Motivation of Leaders (continued)



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## Hygiene factors - feelings of dissatisfaction from:

Poor working conditions

Lack of personal support

Lack of practical support

Poor administration

Poor inter-personal relationships

Lack of training

It is fair to say that most Leaders new to Scouting start from a position of high motivation - a desire to help young people achieve their full potential. Such motivation must be maintained by ensuring that their work is recognised, that they are given responsibility and allowed to grow as adults. This motivation must not be diminished by failure to support them, to provide the equipment they need and an atmosphere of good relationships and friendship within which to operate.



