

Scouts Australia Youth Program Review



12 May 2015

Fellow Scouting members and friends of Scouting,

The Youth Program Review (YPR) is conducting a wide variety of research to ensure we develop the best possible youth program for our future youth members. This research features a multi-faceted approach using our own teams, external demographers and researchers, exploration of previous research and working with other similar National Scout Organisations.

The following research was completed by a team of volunteers as part of Stage 3 of the YPR, exploring a whole range of information to build some foundations for our future “one program”. The questions for these topics were derived from feedback and related discussion and workshopping of initial YPR research.

“One Program” is the mantra under which this stage of the review has worked, recognising that although we use age sections, these must be strongly linked and united in working progressively towards a common goal, facilitating the development of individual young people.

Stage 3 was all about developing the big-picture concepts of a future youth program for Australian Scouting, concepts that will drive the ideas and detail that will emerge from Stage 4.

All the proposals contained in this report have been supported for further development in Stage 4. No decision has been made to implement these proposals.

Share your considered and constructive thoughts at ypr.scouts.com.au; through discussion great ideas can evolve.

Yours in Scouting,

YPR team

RECOMMENDATION PAPER

Title	<i>Teach them, Train them, Let them Lead: 'Leadership for All'</i>	YPR Paper No.	3-5-3
Stage 3 Topic	3-5 'Leadership for All'	Status	Published
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1 EXECUTIVE SUMMARY

“Teach them, train them, let them lead”, said Lord Baden-Powell,¹ the founder of Scouting. This paper examines best practice leadership as defined by the World Organisation of the Scout Movement (WOSM) and looks at whether Scouts Australia is on its way to achieving it.

This paper argues that, whilst the majority of young people in Scouting are satisfied with the frequency of their leadership opportunities, they would still like more chances to be involved in decision-making processes within their sections and the organisation. Even more importantly, young people need to be empowered so that their voices are *heard*. There are a number of barriers to young people in leadership that could possibly result in a “glass ceiling” if young people are not empowered with the appropriate skills and attitudes to succeed in their roles.

The researchers have consulted a variety of literature and data from both within and outside the Movement, including recent research specially commissioned for the YPR. In addition, six surveys have contributed further data towards the research. The research team have consulted with leaders and young people in all positions of Scouting, as well as the general public, to gain their views on leadership qualities and skills. The young people within Scouting surveyed were also asked a range of questions regarding leadership within Scouting and the perceived opportunities available to them. Around 1400 people contributed their views by way of responding to surveys or being directly involved in discussions.

This paper finds that adult leaders underestimate the importance young people place on learning leadership skills. The paper goes on to provide a range of recommendations to build on existing opportunities to develop leadership skills, and bring the recognition of leadership skills to the forefront of the Scouting program. This includes a recommendation for a stronger focus on building leadership skills and attitudes for all young people in Scouting, and shifting the model of leadership from hierarchical to intergenerational collaboration by the appointment of Youth Commissioners. Also recommended is more youth involvement in the creation of leadership programs that are available to young people within Scouting, and an improvement in the review of these programs to maintain currency, quality and relevancy. The resourcing of leadership programs and support available to the volunteer leaders delivering them is explored and recommendations for improvement are provided.

2 INTRODUCTION

This report evaluates the development of leadership by young people through the Youth Program within Scouts Australia, and makes recommendations for Stage 3 of the National Youth Program Review (YPR). This report does not consider leadership by adults (Leaders) for either adults or youth members within the organisation.

The aim of this report is to provide recommendations to assist with the creation of a developmental model of leadership for young people that is world’s best practice.

WOSM has highlighted a need to focus on the development of leadership skills for young adults, including opportunities for leadership, since April 2011. At this time, WOSM adopted “Be Prepared: Leadership for Life”

¹ R Baden-Powell, “Well, B-P Always Said...” in *Grand Lodge of British Columbia and Yukon*, viewed on 13 January 2015, http://freemasonry.bcy.ca/texts/scouts/bp_said.html

as a focus for the Movement. National Scout Organisations were requested to build on best practices from around the world.²

WOSM subsequently identified the following four key tenets of leadership development at the World Scout Conference in 2014:

- *Leadership development in the Youth Programme is important as a means to empower individuals to play an active role in society, hence contributing to the mission of Scouting.*
- *Leadership is understood in Scouting as the collaborative process of establishing a vision, engaging and empowering others, and facilitating change towards the shared purpose.*
- *Leadership as developed in the Youth Programme is distinguished from other styles by the unique combination of:*
 - *a value-based purpose;*
 - *the empowerment of individuals;*
 - *the process of learning by doing and*
 - *collaboration with others*
- *The leadership capacity of young people is built through learning experiences based on the Scout Method, and National Scout Organisations (NSOs) are responsible for continuously renewing their Youth Programme to ensure focus on leadership capacities required in modern society.*³

As part of the YPR, the research team for this report has examined leadership opportunities in all Sections to establish whether it provides challenging opportunities for leadership and personal development within Scouting for young people of all ages. With a view to aligning with leadership opportunities outside of Scouting (such as in the workforce for the older sections), it also examines the types of leadership skills viewed as important by the wider community. This review is one stage of Scouts Australia implementing the objectives of WOSM's Youth Leadership Model as required by the WOSM World Triennial Plan 2014-17. By empowering young people with the appropriate skills and opportunities, this will help to ensure that they are successful in representing World Scouting externally as the face of the Movement.⁴

A series of guiding questions for the paper (refer [Appendix A](#)) were used as a point of reference for the outcomes of this paper, and are presented as subheadings for the Discussion and Interpretation of Results.

TERMINOLOGY

As other aspects of the Youth Program are currently under review, and because current terms may change as a result of another YPR team's work, some familiar 'Scouting' terminology has been reworded in this paper to more generic terminology.

- "Adults" (in Scouting) - All those whose main responsibility is to ensure that Scouting remains a learning environment, be it by playing educational roles or support ones.⁵

² World Organisation of the Scout Movement, *Leadership Development in the Youth Programme*, 40th World Scouting Conference Slovenia 2014, PowerPoint Presentation, World Scout Bureau Inc, 2014

³ World Organisation of the Scout Movement, *21st Century Leadership in Scouting*, 40th World Scouting Conference Slovenia 2014, Document 10, August 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%2010%2021CL.pdf>, p1

⁴ World Scout Committee, *World Triennial Plan 2014-2017*, World Scout Bureau Inc, 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%207%20Triennial%20Plan.pdf>, p11

⁵ World Organisation of the Scout Movement, *Position Paper – Unlocking Our Potential*, World Scout Bureau, Geneva, June 2014, PDF, viewed on 1 February 2015, http://scout.org/sites/default/files/news_files/C2414_Y4CPaper_Alle.pdf, p1

- “Branch” – the title used to represent the organisation within one state or territory (eg South Australian Branch). Some states (eg New South Wales and Victoria) instead refer to the organisation as a State. For the sake of clarity and consistency, this report will refer to all as Branch.
- “Group / Scout Group” - An administrative grouping of different sections in a small geographic area. In general, all sections in a Group meet at the same hall, all members wear the same Group scarf (except in Queensland, where they wear a state scarf), and often members will progress from one of the Group's sections in to the subsequent sections at the same Group. Not all Groups across Australia have all sections, but in general most have more than one. Groups are usually named by their geographic area, eg “1st Windy Valley Scout Group”, and have a Group Leader who coordinates the efforts of the section Leaders. This term should not be confused with a group (no capital), which has the same plain English meaning as always and can still be used as normal to denote collections of items or people.
- “Movement, the” - The Movement of the Scout Association
- “NSO” – National Scout Organisation
- “Scope and Sequence” – a document outlining the scope (the breadth and depth of content to be covered in a curriculum at any one time) and sequence (the order in which content is presented to learners over time) of learning outcomes.
- “Scout section” - The youth section catering for 11-14 year-olds.
- “Scouting” - The activities provided by Scouts Australia.
- “Scouts”, “the Association” and “Scouts Australia” - The organisation of the Scouts Association of Australia and its branches.
- “Section” - An age-range grouping of Scouting youth members. May refer to all youth members within that age range across Australia or another geographical division, or to one formation of that age range from an individual Group.
- “Small team system” - An element of the Scout Method: the non-formal self-education system. Young people are grouped in to small teams, generally of 4-7 youth members from the same section, and work together to complete activities or tasks. The teams may be a permanent part of a section's organisational structure (a 'home' small team) or may be formed for an individual activity or event. There is usually a formal leadership structure within the small team, with a designated youth member as leader and potentially another as an assistant. The small team system is also often known as the ‘Patrol System’.
- “WOSM” - The World Organisation of the Scout Movement
- “Young people” (in Scouting) - all those who benefit from the learning opportunities that Scouting provides (being children, adolescents or young adults).⁶ Also often known in Scouting as ‘Youth Members’.

⁶ World Organisation of the Scout Movement, *Position Paper – Unlocking Our Potential*, World Scout Bureau, Geneva, June 2014, PDF, viewed on 1 February 2015, http://scout.org/sites/default/files/news_files/C2414_Y4CPaper_Alle.pdf, p1

3 METHODS

The research team's approach to this topic for the National YPR was multi-faceted. In addition to reviewing literature and reports arising from previous YPR research, the team conducted surveys and workshops with Scouting members of all ages and also consulted with key informants from other organisations. In addition to other research, a review of current leadership courses offered by Scouts Australia to young people was conducted.

REVIEW OF EXTERNAL RESOURCES AND DATA

It was viewed as highly important by the research team to ensure that any recommendations are aligned with the goals of WOSM as well as those of the Scouts Australia current National Strategic Plan⁷. After many years of addressing youth involvement within Scouting⁸, WOSM has renewed its Youth Involvement Policy and outlined a strategy⁹ regarding the development of youth leadership within Scouting. Therefore particular emphasis was placed on reviewing the latest policies and recommendations from WOSM and the associated supporting material. WOSM has furthermore requested that NSOs develop Youth Programs that 'offer learning opportunities for developing all the aspects of leadership – Establishing a vision, Engaging and empowering others and Facilitating change towards the purpose.'¹⁰ In addition to other associated WOSM material, the Renewed Approach to Programming (RAP) Toolbox¹¹, a "toolkit" for NSOs to consult in reviewing their programs, was consulted for aspects related to the topic of youth leadership.

Previous research undertaken by Scouts Australia, surveying people both within and outside of Scouting, such as reports commissioned from Dangar Research Group^{12,13} were considered for relevance to the topic and currency. Aspects of research undertaken by previous stages of the YPR¹⁴ were also taken into account. The 2014 McCrindle YPR Target Market Research¹⁵ was closely examined to provide supporting data for this report's recommendations, and factors relating to youth retention as researched by market research consultants BDRC Jones Donald¹⁶ were also taken into consideration.

The recently renewed programs of Scouts Canada (the Canadian Path) and Scouting Ireland (the One Program) have been examined, particularly in regards to learning outcomes towards leadership development¹⁷ and the

⁷ Scouts Australia, *National Strategic Plan 2014-2017 (Current Qtr: 1)*, PDF, Strategy Connect, current as at 15 January 2015

⁸ World Organisation of the Scout Movement, *World Scout Youth Involvement Policy*, 40th World Scouting Conference Slovenia 2014, Document 9, August 2014, viewed on 1 February 2015, http://scout.org/sites/default/files/Conf%20Doc%209%20WSYIP_1.pdf, p5

⁹ World Organisation of the Scout Movement, *Position Paper – Unlocking Our Potential*, World Scout Bureau, Geneva, June 2014, PDF, viewed on 1 February 2015, http://scout.org/sites/default/files/news_files/C2414_Y4CPaper_Alle.pdf

¹⁰ World Organisation of the Scout Movement, *21st Century Leadership in Scouting*, 40th World Scouting Conference Slovenia 2014, Document 10, August 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%2010%2021CL.pdf>, p9

¹¹ World Organisation of the Scout Movement, *Renewed Approach to Programme (RAP Toolbox)*, PDF, World Scout Bureau Inc, Geneva, 2014, viewed on 1 February 2015, http://scout.org/sites/default/files/library_files/RAP_Toolbox_EN.pdf

¹² Dangar Research Group Pty Ltd, *Youth Member and Leader Survey – Scouts Australia*, PDF, Dangar Research, Sydney, 2001, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/dangar-report-quantitative-survey9may01.pdf>

¹³ Dangar Research Group Pty Ltd, *Cub Scouts Program Strategic Review – A Research Document Prepared for Scouts Australia*, PDF, Dangar Research, Sydney, 2002, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/cub-scout-reviewdangar-full-quant-and-qual-report.pdf>

¹⁴ S Tyas, *What are the burning issues that the members of Scouts Australia believe must be covered in the Youth Program Review?*, PDF, Scouts Australia National Youth Program Review, Research Paper #1, 11 January 2014, viewed on 15 January 2015, <http://ypr.scouts.com.au/perch/resources/report-ypro1-burning-issues-jan-2014.pdf>

¹⁵ McCrindle, *YPR Target Market Research – Initial Exploratory Analysis: Qualitative Insights from Current and Former Scouts and Scouts' Parents*, PDF, August 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scoutsaustralia-ypr-mccrindle-2014-research-phase-1-1-5.pdf>

¹⁶ G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BDRC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>

¹⁷ Scouting Ireland, *One Programme - Scouters Handbook*, Scouting Ireland, Dublin, 2014, p18-19

opportunities available for young leaders to contribute at all levels of Scouting.^{18,19} Canada and Ireland were selected as appropriate comparative countries due to the contemporary nature of their review material and the similarity between the demographics and social contexts of these two countries and Australia.

In addition to documents and research by (and commissioned for) the Scouting community, relevant external publications regarding the opinions, welfare²⁰ and education²¹ of young people were examined to ensure that the recommendations are relevant and up-to-date with contemporary youth issues and opinions in both the Australian and global communities²². The Life video series²³ based on the Longitudinal Study of Australian Children was consulted to determine factors that may impact on young people in leadership positions.

As part of ensuring that Scouting learning outcomes are aligned with those that the wider community deems of value for employment, sentiments about leadership skills and qualities from some high-profile leaders and public figures have been included as part of this report.²⁴ In order to formulate a preliminary Scope and Sequence document (which outlines how the recommendations can be applied at different age ranges), existing Scouting²⁵ and non-Scouting^{26,27} documents about youth engagement^{28,29}, wellbeing³⁰, leadership,

¹⁸ Scouts Canada, 'The National Youth Network' in *Programs*, viewed on 15 January 2015, <http://www.scouts.ca/ca/national-youth-network>

¹⁹ Scouts Canada – National Youth Network, *Young Commissioner Toolkit*, PDF, downloaded on 15 January 2015, http://www.scouts.ca/sites/default/files/Youth_Commissioner_Toolkit_V2.pdf

²⁰ B Partington, et al, *Things That Matter – Children in Australia Share Their Views*, PDF, Australian Committee for UNICEF Limited, Sydney, November 2014, viewed on 1 February 2015, http://www.unicef.org.au/downloads/publications/UNICEF_Australia_Things_That_Matter.aspx

²¹ J Stanwick, T Lu, T Karmel, B Wibrow *How Young People Are Faring*, PDF, National Centre for Vocational Education Research (NCVER) - Foundation for Young Australians, Melbourne, 2013, viewed on 1 February 2015, <http://www.fya.org.au/app/theme/default/design/assets/FYA-HYPAF-13.pdf>

²² Scout Association (UK), *Typical Young People – A Study of What Young People are Really Like Today*, nfpSynergy, London, January 2007, PDF, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/young-people-report-british-scouts.pdf>

²³ Australian Broadcasting Corporation, *The Life Series Collection (Life at 1 – Life at 9)*, DVD series, Heiress Film Production and Screen Australia, 2014

²⁴ K Thiele, D Lloyd, D Koch, P Wong, G Hicks, & S Yarwood, *University of South Australia 2014 Great Debate: "Leaders Are Born Not Made"*, YouTube video, 16 September 2014, <https://www.youtube.com/watch?v=KotSJoKePw8>

²⁵ EuroScoutDoc, *Mentoring and Coaching*, World Scout Bureau Inc, Geneva, 2012, viewed on 1 February 2015, <http://scout.org/node/6349>

²⁶ University of Adelaide, 'Mentor and Mentoree Expectations' in *Women's Professional Development Network - Mentors*, PDF, viewed on 16 January 2015, <http://www.adelaide.edu.au/wpdn/mentoring/expectations.pdf>

²⁷ A Karsten, 'Participation Models: Citizens, Youth, Online – A Chase Through the Maze, 2nd edition' in *A Potpourri of Participation Models – Updated*, PDF, Creative Commons, November 2012, viewed on 1 February 2015, <http://www.nonformality.org/2012/11/participation-models/>

²⁸ Commonwealth Secretariat, *Tools for Adolescent and Youth Participation – Adults Get Ready!*, PDF, Rustin Clark, London, 2005, viewed on 1 February 2015, <http://www.unicef.org/adolescence/cypguide/files/CS-Book2-Adults-Get-Ready.pdf>

²⁹ Commonwealth Secretariat, *Participation in the Second Decade of Life: What and Why?*, PDF, Rustin Clark, London, 2005, viewed on 1 February 2015, <http://www.unicef.org/adolescence/cypguide/files/CS-Book1-What-and-Why.pdf>

³⁰ M Seligman, 'Building the State of Wellbeing – A Strategy for South Australia' in *Adelaide Thinkers in Residence*, Government of South Australia, Adelaide, 2013, viewed on 1 February 2015, <http://www.thinkers.sa.gov.au/seligmanreport/>

mentoring and coaching were consulted. Furthermore, the research team has explored ways of ensuring that Scouting empowers young leaders^{31,32,33,34} and that Scouts Australia does not perpetuate tokenism.^{35,36,37}

The websites and draft Operations Manual for the National Youth Council^{38,39} and Branch Youth Councils^{40,41,42} were consulted regarding opportunities for young people to be in representative positions within Scouts Australia.

SURVEYS

There were six surveys conducted by YPR representatives during Stage 3 in which the 3-5 research team had direct input regarding most of the questions about leadership. The methods of data collection are presented here. Surveys commissioned to be completed and published by a third party (eg McCrindle⁴³, BRDC Jones Donald⁴⁴), or from previous Stages of the YPR, are discussed as part of the Review of External Resources and Data.

COMBINED AOPG AND LEADERSHIP SURVEYS – AUGUST AND OCTOBER 2014

The two YPR Stage 3 teams from South Australia (3-3 Areas of Personal Growth (AoPG) and 3-5 Leadership for All) produced two combined surveys in the early part of the project. A detailed summary of data from the two combined surveys may be found at [Appendix B](#).

GENERAL PUBLIC SURVEY - TEA TREE PLAZA (TTP)⁴⁵

³¹ Arts Council - Diversity Hub, *Empowering Young People – Adults as Allies*, PDF, Wordcrafts, Leicester, 2008, viewed on 1 February 2015, <http://resources.cohesioninstitute.org.uk/Publications/Documents/Document/DownloadDocumentsFile.aspx?recordId=28&file=PDFversion>

³² S Zeldin and J Collura, *Being Y-AP Savvy: A Primer on Creating & Sustaining Youth-Adult Partnerships*, PDF, ACT for Youth Center of Excellence, New York, June 2010, viewed on 1 February 2015, <https://ecommons.library.cornell.edu/bitstream/1813/19325/2/YAP-Savvy.pdf>

³³ Danish Scout Council, *Why Youth Empowerment?*, YouTube video, 16 August 2013, <https://www.youtube.com/watch?v=CzonRQfZgvl&feature=youtu.be>

³⁴ A Wright and H Walker, *Scouts (SA Branch) Heysen District – Joey Scout Pouch Proposal*, MS Word, June 2013

³⁵ N Goldin, *The Global Youth Wellbeing Index*, Centre for Strategic and International Studies and International Youth Foundation, Washington, 2014, viewed on 1 February 2015, <http://www.youthindex.org/reports/globalyouthwellbeingindex.pdf>

³⁶ P Kirby, C Lanyon, K Cronin and R Sinclair, *Building a Culture of Participation - Involving children and young people in policy, service planning, delivery and evaluation*, National Children's Bureau, London, 2003, viewed on 1 February 2015, <http://healthissuescentre.org.au/images/uploads/resources/Building-a-culture-of-participation-handbook.pdf>

³⁷ Scouts Association (UK), 'Climbing Wall of Youth Involvement' in Youth Involvement, viewed on 16 January 2015, <http://members.scouts.org.uk/supportresources/search/?cat=708>

³⁸ Scouts Australia, 'NYC Adviser' in *National Youth Council*, viewed on 17 January 2015, <http://nyc.scouts.com.au/about-us/nyc-adviser/>

³⁹ Scouts Australia, 'What's involved with being on the NYC?' in *National Youth Council*, viewed on 17 January 2015, <http://nyc.scouts.com.au/get-involved/national-youth-council/>

⁴⁰ Scouts Australia (VIC Branch), 'Expectations of Members', in *Branch Youth Council*, viewed on 17 January 2015, in <http://www.vicscouts.com.au/branch-youth-council/expectations-of-members/2236>

⁴¹ Scouts Australia (SA Branch), 'BYC and NYC Applications' in *Branch Youth Council*, viewed on 17 January 2015, <http://www.byc.sa.scouts.com.au/join>

⁴² Scouts Australia (QLD Branch), *Branch Youth Council 2014*, viewed on 17 January 2015, <http://www.scoutsqld.com.au/index.cfm?MenuID=387>

⁴³ McCrindle, *YPR Target Market Research – Initial Exploratory Analysis: Qualitative Insights from Current and Former Scouts and Scouts' Parents*, PDF, August 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scoutsaustralia-ypr-mccrindle-2014-research-phase-1-1-5.pdf>

⁴⁴ G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BRDC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>

⁴⁵ Scouts Australia National Youth Program Review, *AoPG & Leadership for All - General Public Survey*, August 2014

The first combined survey was aimed at the general public. The purpose was to obtain public perceptions of general leadership skills (the ability to do something), qualities (personal characteristics that can be developed) and appropriate ages for development, in addition to the other team's topic of Areas of Personal Growth.

The opportunistic survey was conducted on iPads at Tea Tree Plaza (TTP), a suburban shopping centre in Adelaide, and the 'Leadership for All' component was comprised of three questions. Public resistance to completing the survey was high, therefore only a small sample (37 respondents) was obtained. However the answers obtained regarding leadership skills and abilities were able to be validated against a much larger survey done by Harvard Business Review⁴⁶, therefore the dataset is included in the results below. Furthermore, two of the same questions (and the same available responses) were available to "General Public" respondents in the November YPR Stage 3 'Leadership for All' survey, and therefore the data was able to be combined with the General Public results received for that survey.

SCOUTING MEMBERS SURVEY⁴⁷

A further combined teams (3-3 and 3-5) survey was run via SurveyMonkey and published via email and social media to the Scouting community in October 2014. Around 140 leaders and young people answered the leadership questions and selected results from that sample are presented below.

Questions for this survey addressed leadership opportunities within Scouting, including courses available, and were framed using wording that was age-appropriate for the sections. A limitation of the survey results is that the leader responses could be interpreted as either being about adult leader training or leadership training for young people. An alternative survey was published in November which focussed solely on 'Leadership for All' (refer below).

8TH VICTORIAN CUBOREE – OCTOBER 2014⁴⁸

The Victorian Cuboree was a 5-day state camp (29 September – 3 October 2014) held at Gilwell Scout Park in Gembrook VIC, attended by approximately 3500 Cub Scouts (majority aged 8-10) as well as around 1000 leaders and other adults. Cub Scouts were opportunistically surveyed and were asked to select the leadership opportunities that have been made available to them. The team surveyed around 214 Cubs and 27 Leaders, although not every respondent answered every question.

Cubs were surveyed in groups of up to 8, with each Cub given the opportunity to reply that their Pack "often", "sometimes" or "rarely/never" had the leadership opportunity in question. The number of Cubs with each response was then recorded by a YPR representative.

Limitations of the method include "group think" (the potential for embarrassment at being different so respondents pick the same answer as the others), that multiple numbers of Cubs would have been from the same Pack in each surveyed group (this data wasn't recorded), and that Cubs are not always aware of the leadership opportunities that exist within their Pack if they themselves have not experienced them yet.

⁴⁶ J Zenger & J Folkman, 'The Skills Leaders Need at Every Level' in *Harvard Business Review*, viewed on 30 November 2014, <http://blogs.hbr.org/2014/07/the-skills-leaders-need-at-every-level/>

⁴⁷ Scouts Australia National Youth Program Review, *AoPG & Leadership for All - Scouting Members Survey*, October 2014

⁴⁸ Scouts Australia National Youth Program Review, *2014 Victorian Cuboree Survey*, 1 October 2014

At the same event, the people supervising each group of Cubs (75% of whom were Cub Leaders) were asked the same set of questions. Between 25 and 27 people from this sample provided answers for each leadership opportunity.

A summary of collected data may be found in the Results section and detailed data may be found in [Appendix C](#).

39TH VICTORIAN GILWEROO – NOVEMBER 2014⁴⁹

Gilweroo was a 3-day state camp (21-23 November 2014) held at Bay Park in Mt Martha, which was attended by approximately 2000 Scouts aged 10½ - 15 inclusive. At this event, 66 Scouts were surveyed regarding leadership opportunities that have been made available to them. Scouts were asked six questions seeking their views on age ranges of Patrol Leaders, the opportunities young people have to assist run/assist with activities, and their level of satisfaction regarding the leadership opportunities provided in Scouting.

A small sample set of 16 Leaders at the same event were surveyed with three questions regarding the age suitability of young people as leaders within their section.

Qualitative answers were grouped into themes to aid analysis. Details of the questions, and a summary of collected data may be found [Appendix D](#).

YPR STAGE 3 'LEADERSHIP FOR ALL' SURVEY – NOVEMBER 2014⁵⁰

The research team undertook a major online survey in November 2014 regarding leadership opportunities for young people within Scouting and the skills (the ability to do something) and qualities (personal characteristics that can be developed) required to be a successful leader. Using SurveyMonkey, the survey was designed to be suitable for both young people and adults in Scouting, as well as the general public. In addition to demographic information (including whether respondents were Scouting members), all 446 respondents were asked three general questions regarding leadership. Young people who were also Scouting members (167 out of the 446 respondents) were asked an additional set of sixteen questions specific to youth leadership opportunities in Scouting.

For analysis, some results were grouped into cohorts of "General Public", "Young People in Scouting" and "Adults in Scouting". A comparative analysis of some of the Young People's answers by Section was also undertaken.

The first two questions for all respondents were the same as that for the General Public Survey run at Tea Tree Plaza in August. Therefore, the results for those questions from this survey's General Public cohort and the TTP Survey were combined for analytical purposes.

Qualitative answers were grouped into themes to aid analysis. A summary of collected data may be found in [Appendix E](#).

16TH AUSTRALIAN VENTURE (AV2015) SURVEY – JANUARY 2015

AV2015 was a 10-day national event (2-23 January 2015) for Venturer Scouts held at Woodhouse in Piccadilly SA. A rolling series of opportunistic mini-surveys for the YPR was undertaken during the event whereby Venturers (majority aged 15-17) were encouraged to complete a quick survey whilst waiting in meal queues or similar. Each mini-survey comprised a different set of questions, with many (but not all) being grouped according to a particular YPR research topic. Each survey collected age and home state of the respondents, before asking a short series of questions.

⁴⁹ Scouts Australia National Youth Program Review, 2014 Victorian Gilweroo Survey, November 2014

⁵⁰ Scouts Australia National Youth Program Review, Team 3-5 Leadership for All Survey, November 2014

The advantage of this method was that each mini-survey was quick to be completed. A limitation (apparent from commentary in some answers) was that during the course of the event some participants became survey-weary and therefore there is a risk that some answers were not meaningful.

In addition to the electronic surveys, young people at AV2015 were presented with two drafts of leadership models for comment and discussion. From discussions with event attendees, YPR representatives were able to form an impression of the sentiments regarding each model.

LEADERSHIP COURSES AND PROGRAMS AVAILABLE TO YOUTH MEMBERS

The research team undertook the first holistic review of leadership courses offered to youth by Scouts Australia, by contacting Branch Commissioners around Australia to obtain local information regarding leadership courses held for young people in Scouting. A comprehensive review of the material was then undertaken to establish:

- Whether a “national” course for each section is being used within Branches
- The course content
- If Leaders are adapting the content of courses (and their reasons for doing so)
- How the courses are being delivered (eg over a weekend, a day, or broken up into “modules”)
- Leader views on the effectiveness of the courses being delivered.

The full outcomes of this review are detailed in a separate report, *Empowering Youth*,⁵¹ as well as being incorporated into this report’s overall recommendations.

To ensure that Scouting learning outcomes, especially for older sections, are aligned with those that the business community deems of value for employment, a range of community leadership programs have been examined both in terms of ‘competitiveness’ (to Scouting) and the types of skills that are offered to be developed.

Scouts (SA Branch) statistics were analysed to determine the numbers of Packs/Troops/Units sending participants to leadership courses.

In addition to courses available within Scouting, programs for Police Cadets (International Blue Light Leadership Camp), Girl Guides, and the Young Endeavour youth scheme were examined to compare the types of leadership skills and qualities that they impart to their participants. This was with a view to determine the currency and relevancy of the Scouting programs compared to others in the market that are available to similar age groups.

CONSULTATION WITH FOCUS GROUPS AND KEY INFORMANTS

The research team visited six District- and Branch-level meetings of leaders and five section meetings of young people within Scouting. The aim was to promote the YPR and gather ideas/feedback from the attendees through informal discussion about leadership within Scouting. Approximately 74 leaders and 78 young people were consulted at leader or section meetings respectively. The data are summarised in Appendices [G](#) and [H](#) and key findings are reported in the Results section.

⁵¹ L Cameron-Smith, T Stanbury, D Giles, S Holbrook, B Mackey, B Macmichael, *Empowering Youth: Leadership Courses offered to Youth Members by Scouts Australia*, Scouts Australia National Youth Program Review Team 3-5 Research Report #2, January 2015

Two delegates each from Ireland and Canada were brought to Australia in July 2014 to provide insights into their recent program reviews. They provided a broad understanding of the reasons behind their program changes, as well as specific knowledge about the leadership opportunities provided to young people within their programs. The National Commissioner of Scouts Canada was since directly consulted regarding that country's approach to improving opportunities for young people to be involved in leadership with the organisation. Canada's Key 3 model of leadership was considered in terms of providing an example of opportunities for young people in leadership positions. To foster youth involvement and support the development of leadership skills for all young people, the Irish example of leadership "fluidity" (using a leadership scarf as a symbol) was discussed with some leaders during the consultation process.

4 RESULTS

Key results are provided below, with detailed data available in the Appendices.

KEY INSIGHTS FROM EXTERNAL RESOURCES AND DATA

'BEST PRACTICE' CONSIDERATIONS

The WOSM material that was examined as part of the methodology provides a framework for “best practice” leadership in young people. As a youth organisation, WOSM advocates that young people must work in collaboration with adults in order to achieve best practice leadership. This recognises that different generations provide a variety of skills and life experience of older people, and an intergenerational approach maximises the opportunity for growth and innovation.

WOSM has provided examples of best practice leadership training, incorporating the Scout method, as follows⁵²:

- The team-system (small team-based project work)
- Community work
- Individual reflection journey
- Small team-based Adventure activity sequence
- Peer leader courses

To foster youth involvement and support the development of leadership skills for all young people, the Irish example of leadership “fluidity” (with the use of a leadership symbol) was found to have support amongst leaders who were consulted.

CURRENT LEADERSHIP OPPORTUNITIES FOR YOUNG PEOPLE WITHIN SCOUTS AUSTRALIA

For members of Scouts Australia, some sections of the existing award scheme (Badgework) for most Sections already involve the development of leadership skills. Furthermore, the highest award for Cubs, Scouts, Venturers and Rovers involve a leadership component. In all but the Joey section, there is also a range of formal roles that young people may be appointed to for developing their leadership skills. Young people may be appointed/selected for roles such as Patrol Leader or BYC member, and may also attend leadership courses starting at the Cub age. Whilst no formal roles have been prescribed in the Joey section, some Joey Mobs appoint one or two “Joey Helpers” to assist in various activities (including ceremonies) for their section meeting. Joeys also do not have an opportunity to participate in leadership development within the award scheme.

⁵² World Organisation of the Scout Movement, *21st Century Best Practice Examples*, Powerpoint (WOSM resource), nd

The following table outlines the existing formal leadership opportunities for young people within Scouts Australia.

Current (formal) leadership development opportunities within Scouting for young people (excluding award scheme)		
Sixer/Second	Cub Leadership Course	Pack Council
Patrol Leader/Assistant Patrol Leader	Scout Leadership Course	Troop Council
Unit Chair	Venturer Leadership Course Venturer Unit Management Course Youth Helper Course Youth Helper Mawson Scholarship in Leadership	Venturer Unit Council
Squire Sponsor Assistant Rover Crew Leader/Rover Crew Leader	Branch Rover Council/ Branch Rover Chair	Branch Youth Council/ Branch Executive Youth Representative
National Youth Council/ National Executive Youth Representative	Adult Leader	BC Youth Involvement

The Australian Curriculum, Assessment and Reporting Authority (ACARA) provides insights into the development of personal and social capability as young people learn to understand themselves and others.

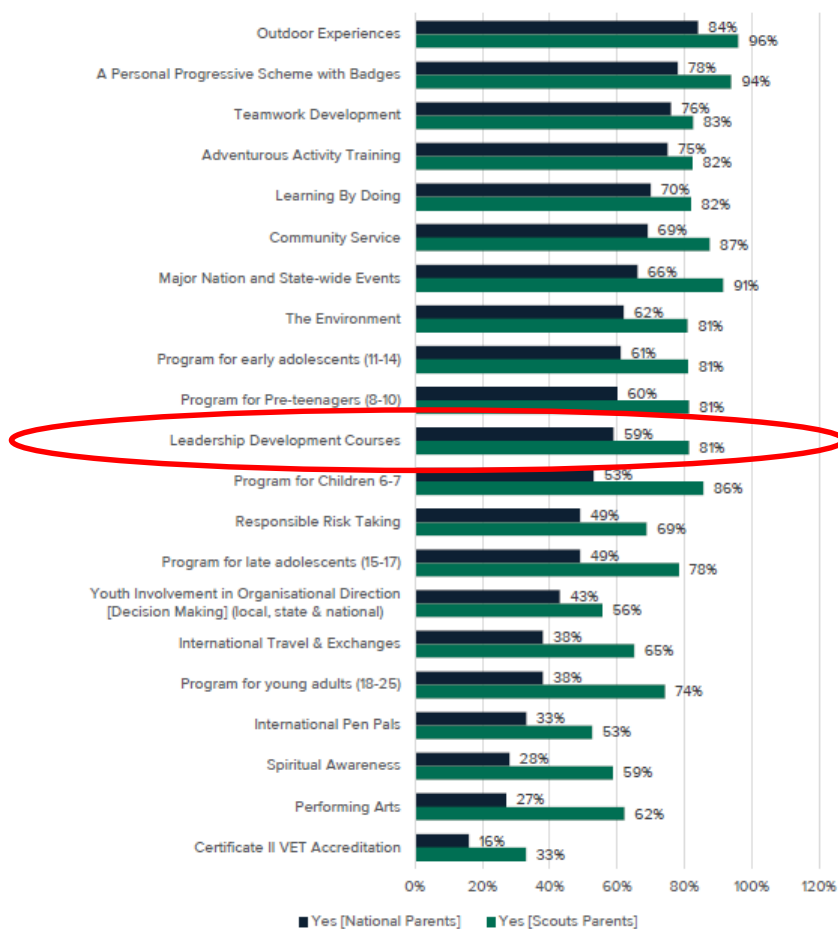
Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.⁵³

⁵³ Australian Curriculum, Assessment and Reporting Authority (ACARA), 'Learning Continuum – Personal and Social Capability' in *Personal and Social Capability*, viewed on 5 February 2015, <http://www.australiancurriculum.edu.au/generalcapabilities/personal-and-social-capability/continuum#layout=columns&page=6>

MARKET RESEARCH

The market research by McCrindle⁵⁴ in 2014 demonstrates that there is a 22% lower awareness of leadership programs between parents of non-Scouting children compared to those with a child in Scouting, as shown by the graph below.

Q. Scouts Australia provides a number of program offerings for Australian young people aged 6 to 25. Please respond to each of the following program offerings by selecting whether you KNOW of that offering.



⁵⁴ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>

SURVEY DATA KEY RESULTS

COMBINED AOPG AND LEADERSHIP SURVEYS

GENERAL PUBLIC SURVEY (LEADERSHIP SECTION) ⁵⁵

When asked **“What would you expect Scouts to be able to teach your children?”**, members of the public placed Team Leadership skills as the second highest response (behind Problem Solving). The perceived most important leadership skills and qualities were listed as follows, in order of priority:

	Skills	Qualities
1	Problem solving	Honesty
2	Team leadership	Good communication
3	Time management	Respectful of others
4	Anti-bullying techniques	Leading by example
5	Relationship building	Integrity
6	Goal setting	Enthusiasm
7	Conflict management	Positive attitude
8	Listening techniques	Good listener
9	Responsible risk taking	Open to change
10	Public Speaking	Confidence
11	Running a project	Commitment
12	Negotiation skills	Organised

A high percentage (69%) of respondents felt that these skills and qualities could be taught to any one from the age of five years old.

SCOUTING MEMBERS SURVEY (LEADERSHIP SECTION) ⁵⁶

Of the survey participants who answered the leadership questions, there were 49 young people and 118 Leaders from across all sections of Scouting. Respondents were from all States and Territories in Australia except the Northern Territory, and there were similar distributions with both groups in terms of the numbers from each state.

53% of the young people were aware of a youth leadership course within their section, however a further 24.5% said that they knew of the course but there were issues with it or it needed to be better. Some of the comments gave an insight into the reasons for this: course availability within a reasonable distance and at suitable times, relevancy of course material, and restrictions on attendees were cited as problematic.

Key results from this survey are as follows:

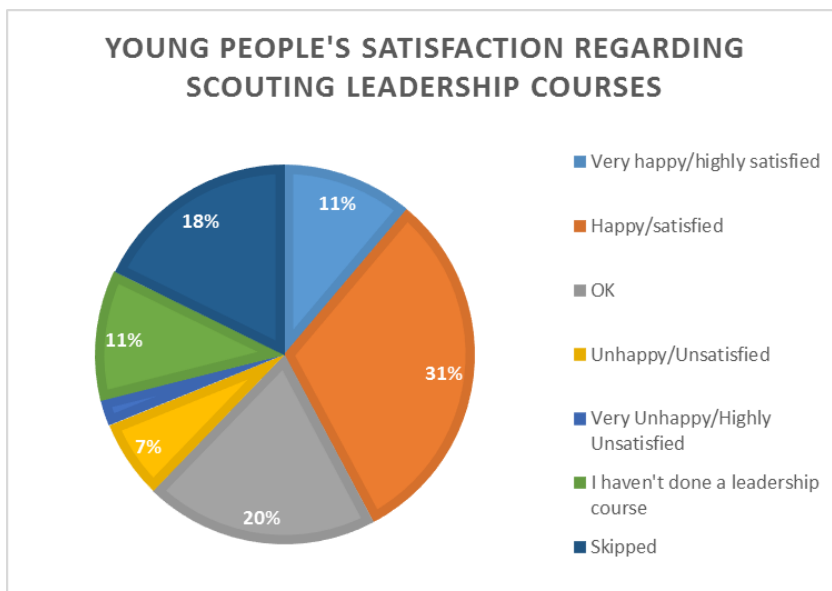
- 67% of the young people considered themselves a leader, even without a title saying that they were one.
- Whilst over 90% of young people surveyed were at least somewhat satisfied with the leadership opportunities provided to them within Scouting, 30% of members from the older sections would prefer that a young person ran the activities or meetings within their section.

⁵⁵ Scouts Australia National Youth Program Review, *AoPG & Leadership for All - General Public Survey*, August 2014

⁵⁶ Scouts Australia National Youth Program Review, *AoPG & Leadership for All - Scouting Members Survey*, October 2014

- Over three-quarters of surveyed Scouts, Venturers and Rovers felt that young people should run at least part of an activity for a Section evening.
- Of the leaders surveyed, 70% agreed that young people should run at least part of an activity for a Section evening, and 27% of surveyed leaders would prefer that a young person run the activities or meetings within their section. Many of the respondents from both groups provided comments, particularly about leadership courses run within Scouting.

The graph to the right illustrates that the majority of course attendees were satisfied with the course/s they had participated in.



VICTORIAN CUBOREE – OCTOBER 2014⁵⁷

Up to 214 Cubs were surveyed at the Victorian Cuboree. There were some discrepancies between the perceptions of Cubs and the thoughts of their accompanying adults.

Do Cubs in your Pack have any of the following leadership opportunities?	Often		Sometimes		Rarely / Never		Don't know
	Cubs	Leaders	Cubs	Leaders	Cubs	Leaders	
Leadership positions (Sixers and Seconds)	62%	78%	13%	22%	23%	0%	2%
Suggest future activities or games	41%	58%	49%	38%	8%	4%	2%
Organise activities or games	20%	36%	50%	64%	27%	0%	3%
Provide input on how the Pack deals with issues	24%	36%	21%	40%	42%	24%	13%
Six composition	38%	20%	5%	40%	54%	40%	2%
Pack Council / Sixer Council	51%	52%	14%	44%	23%	4%	12%

⁵⁷ Scouts Australia National Youth Program Review, 2014 Victorian Cuboree Survey, 1 October 2014

 VICTORIAN GILWEROO – NOVEMBER 2014⁵⁸

53% of Scouts surveyed at the 2014 Victorian Gilweroo stated that they only “sometimes” or “hardly ever” get the chance to help run their activities or meetings.

Furthermore:

- Most of those surveyed (89%) wanted the chance to either run some or all of the activities for their section, however a similar proportion were at least “OK” with the current frequency of personal opportunities to practice leadership within Scouting.
- 76% believed that other youth members should run the activities/meetings at least some of the time, as well as the adults. The majority felt that either Venturers or other Scouts would be the best placed young people to run activities for the section.
- The most important qualities of a Patrol Leader, to the surveyed Scouts, are responsibility, maturity and – above all – experience. These were the main reasons cited for the majority suggesting that a Patrol Leader should be at least 13 years of age.
- Over 65% of a small sample of adult Scout Troop Leaders supported the idea of 16 year olds helping as Leaders or Assistant Leaders in the Troop.

“I think the right 16 year olds would be awesome [leaders] as they understand the kids and what they want and have knowledge to give the kids.”

 YPR STAGE 3 ‘LEADERSHIP FOR ALL’ SURVEY RESULTS⁵⁹

The majority of the young people answering this survey were either Venturers or Rovers. Therefore the aggregate of some of the data made it seem as though there are more leadership opportunities available to young people in Scouting. As a result, some answers were analysed at the Section level.

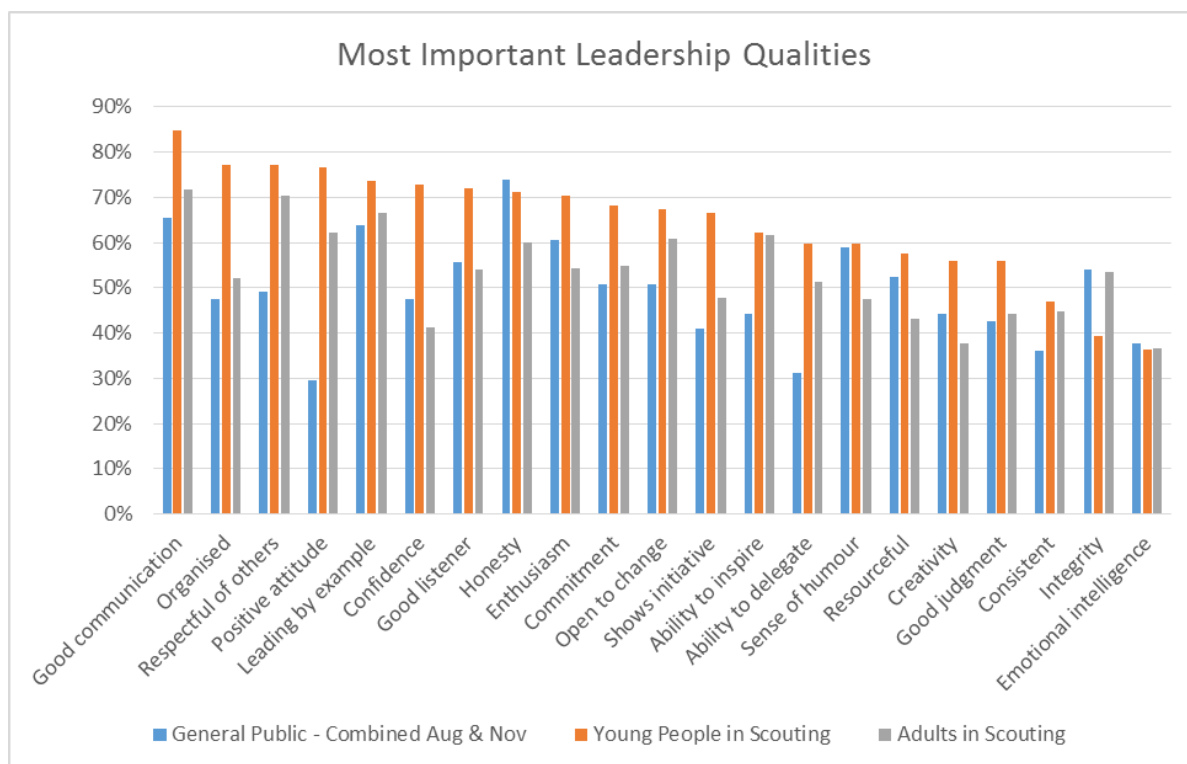
What best describes the section that you are currently involved with in Scouting?	
Joey Scout	3
Cub Scout	11
Scout	18
Venturer Scout	101
Rover Scout	39
	172

For the three general questions below the responses are shown in the graphs. The data summaries may be found in [Appendix E](#).

⁵⁸ Scouts Australia National Youth Program Review, 2014 Victorian Gilweroo Survey, November 2014

⁵⁹ Scouts Australia National Youth Program Review, Team 3-5 ‘Leadership for All’ Survey, November 2014

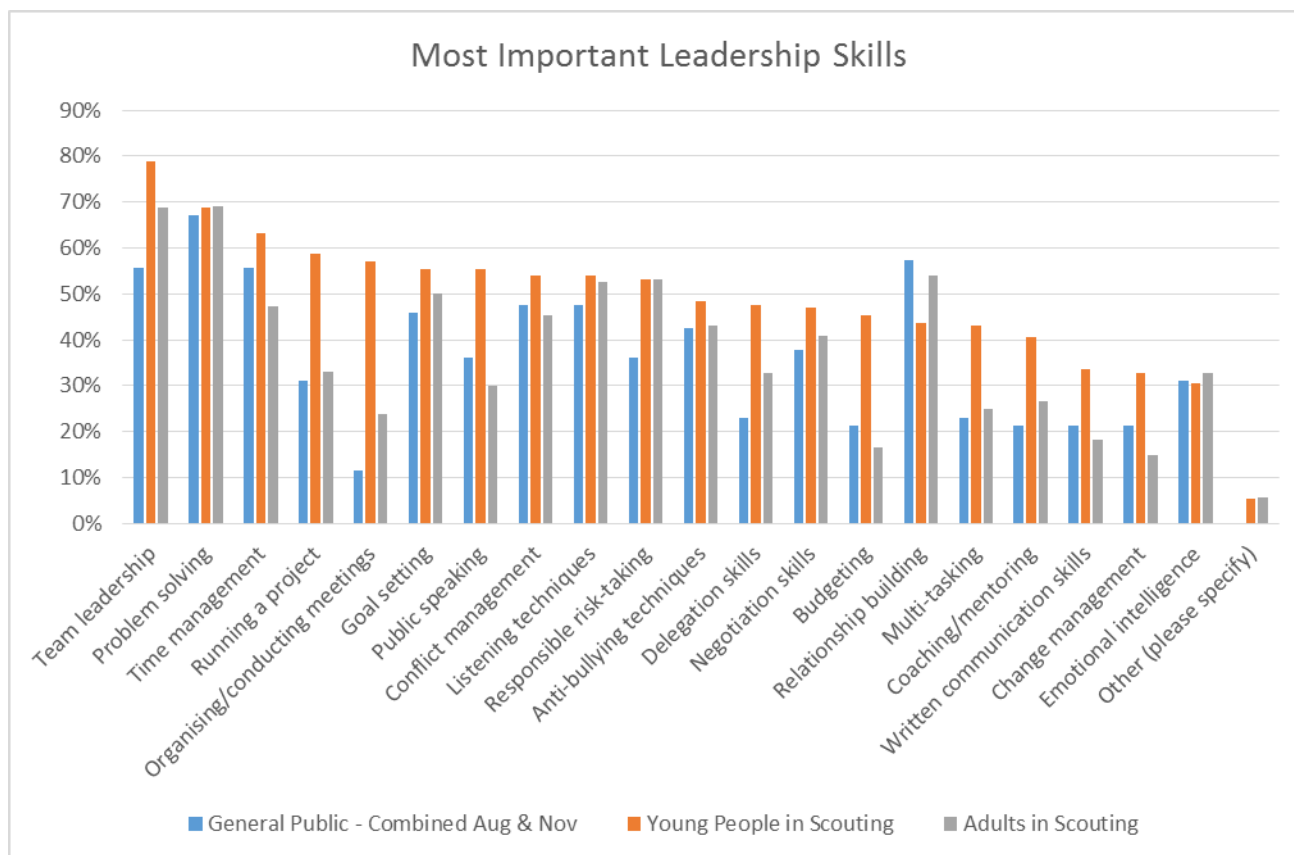
- Think about leaders in the community. What are the MOST IMPORTANT qualities you think a good leader should be able to demonstrate?



The top 10 results are compared below– matches across all three cohorts are in green.

General Public - Combined Aug & Nov	Young People in Scouting	Adults in Scouting
Honesty 74%	Good communication 85%	Good communication 72%
Good communication 66%	Respectful of others 77%	Respectful of others 70%
Leading by example 64%	Organised 77%	Leading by example 67%
Enthusiasm 61%	Positive attitude 77%	Positive attitude 62%
Sense of humour 59%	Leading by example 73%	Ability to inspire 62%
Good listener 56%	Confidence 73%	Open to change 61%
Integrity 54%	Good listener 72%	Honesty 60%
Resourceful 52%	Honesty 71%	Commitment 55%
Commitment 51%	Enthusiasm 70%	Enthusiasm 54%
Open to change 51%	Commitment 68%	Good listener 54%

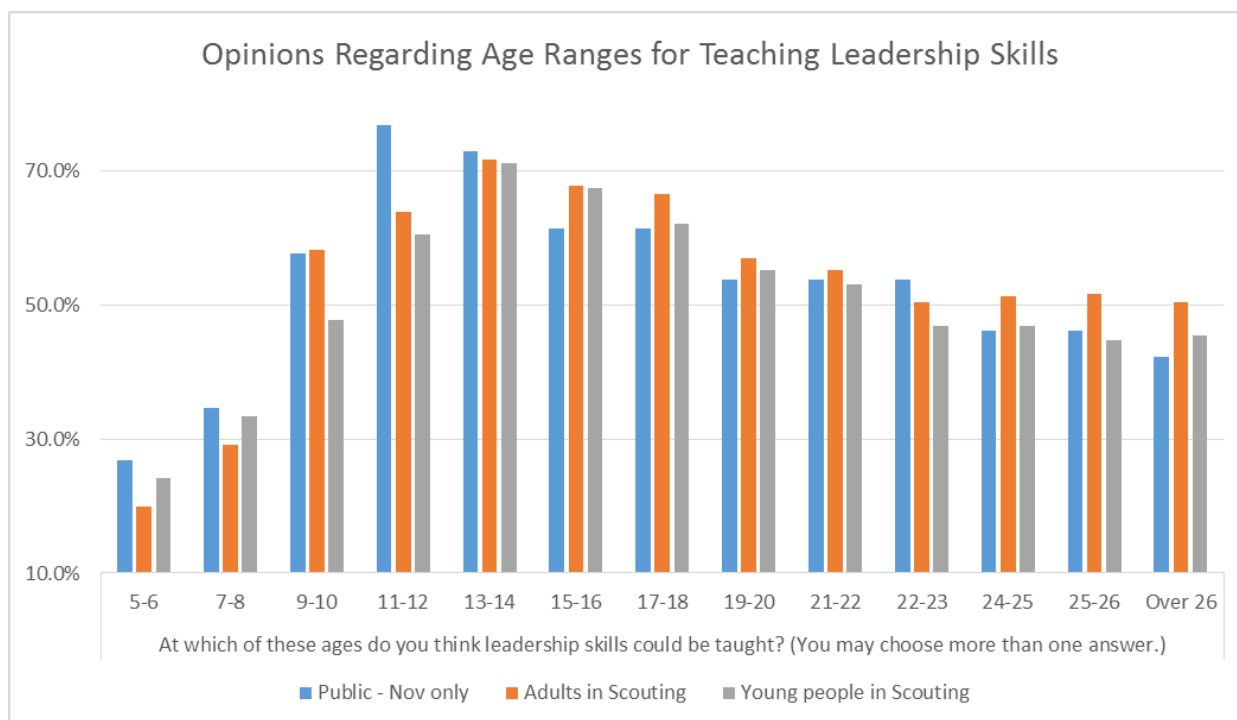
- **What are the MOST IMPORTANT leadership skills that you think should be taught to young people?**



The top 10 results are compared below– matches across all three cohorts are in green.

General Public - Combined Aug & Nov		Young People in Scouting		Adults in Scouting	
Problem solving	67%	Team leadership	79%	Problem solving	69%
Relationship building	57%	Problem solving	69%	Team leadership	69%
Team leadership	56%	Time management	63%	Relationship building	54%
Time management	56%	Running a project	59%	Responsible risk-taking	53%
Conflict management	48%	Organising/conducting meetings	57%	Listening techniques	53%
Listening techniques	48%	Public speaking	55%	Goal setting	50%
Goal setting	46%	Goal setting	55%	Time management	47%
Anti-bullying techniques	43%	Conflict management	54%	Conflict management	45%
Negotiation skills	38%	Listening techniques	54%	Anti-bullying techniques	43%
Public speaking	36%	Responsible risk-taking	53%	Negotiation skills	41%

- At which of these ages do you think leadership skills could be taught?



Selected questions and results for young people who were members of Scouting:

- **Do you think of yourself as a leader?**
66% of young people considered themselves a leader. A further 15% considered themselves leaders but only because they had a title or were told that they were one.
- **When it comes to running activities/meetings, the chances that respondents wanted to be given to run them.**
94% of respondents said that they wanted the chance to help run some, if not all, of the activities/games for their Section at least some of the time.
- **How often should other youth members run the activities/meetings for your section?**
53% of respondents (including the small sample of Cubs and Joeys) said that young people should run the activities/meetings some of the time, and a further 41% said that young people should run the meetings all of the time. The “All the time, instead of the adults” response ratio progressively increased from Joeys to Rovers.
- **How happy are you with about how often you get to lead activities, or practice leadership skills, in Scouting?**
79% of young people were either very happy, or quite happy, with the frequency of the opportunities to practice leadership.
- **Have you attended a Leadership Course in Scouting?**
79% (103) of 142 respondents had attended *some* kind of leadership course whilst in Scouting; most had attended the Scout Leadership course.
- **How happy were you with the Youth Leadership Course/s you have attended?**
Around 90% majority of respondents who attended some kind of Leadership course were happy with the course. However further data would need to be collected to establish whether this is indicative of course satisfaction per section.
- **What was the MOST or LEAST useful thing you learnt at the course/s?** A range of free-text answers provided a sense of what young people considered important in leadership courses. Aspects of courses that cover core Scouting skills (learned in a normal program), classroom-style teaching and administration were viewed dimly by the young people.

AUSTRALIAN VENTURE (AV₂₀₁₅) SURVEY RESULTS

In the separate mini-surveys of young people (most of which also had other YPR questions):

- 182 young people were asked: **"Should 'Leadership' be its own component of the Award Scheme for each section?"**⁶⁰ 75% of responses were in the affirmative.

79% of 318 survey respondents stated that the Award Scheme currently enhances their experience in Scouting, and 72% felt that a model whereby the Award Scheme is continuous across all sections, while still providing a top award at each section, would work.⁶¹ When asked what aspects should be covered by the Awards Scheme, the responses were as follows⁶²:

What aspects do you think should be covered by an Award Scheme?		
Answer Options	Response Percent	Response Count
Adventurous Activities	75%	86
Leadership	67%	76
Areas of Personal Growth (Social, Physical, Intellectual, Character, Emotional, Spiritual)	54%	62
Professional Skills	54%	61
Citizenship	51%	58
Community Involvement	45%	51
Lifestyle	44%	50
Environment	42%	48
Clear Progression between Sections	38%	43
VET Certification	37%	42
Community Recognition of Achievement	33%	38
<i>answered question</i>		114
<i>skipped question</i>		5

When asked who does the planning for Venturers, the following results were received from two separate surveys^{63,64}:

Who does most of the "planning" in your program?		
Answer Options	Response Percent	Response Count
Adults	16%	10
Youth	48%	30
Adults and Youth (50/50)	36%	22
<i>answered question</i>		62
<i>skipped question</i>		5

Who plans and runs most of your Unit activities?		
Answer Options	Response Percent	Response Count
Everyone	69%	58
Unit Chair	29%	24
Venturer Leader	21%	18
No one (nothing is really planned)	8%	7
Program representative on Unit Council	7%	6
<i>answered question</i>		84
<i>skipped question</i>		12

66 young people were asked: **"What changes could be made to the Venturer section to ensure the program meets the needs of its members better?"**

⁶⁰ Scouts Australia National Youth Program Review, AV₂₀₁₅ - Friday YPR 1 Survey, January 2015

⁶¹ Scouts Australia National Youth Program Review, AV₂₀₁₅ - Saturday YPR 2 Survey, January 2015

⁶² Scouts Australia National Youth Program Review, AV₂₀₁₅ - Thursday YPR 2 Survey, January 2015

⁶³ Scouts Australia National Youth Program Review, AV₂₀₁₅ - Sunday YPR 1 Survey, January 2015

⁶⁴ Scouts Australia National Youth Program Review, Venturer Issues - Program Survey, January 2015

Respondents had free-text answers grouped into categories. The strongest themes (in order) were “Involvement”, “Activities” and “Less paperwork”.⁶⁵

62 Venturers provided responses to a question about the terminology for “Adult Leader”:

Some NSOs (National Scout Organisations) use the word 'leader' in relation to youth, rather than adults. What do you think we should call our adult members?		
Answer Options	Response Percent	Response Count
Leader	44%	27
Mentor	26%	16
Scouter	11%	7
Other (please specify)	10%	6
Guide	7%	4
Facilitator	3%	2
answered question		62
skipped question		5

Two respondents to “Other” suggested that the Leader be referred to by their own name. Whilst most respondents in this sample elected for “Leader”, the lack of a majority indicates that this could be an instance of status-quo bias (where respondents will default to the current option if they are unsure).

KEY INSIGHTS FROM LEADERSHIP COURSES AND PROGRAMS AVAILABLE TO YOUTH MEMBERS

The review of Leadership courses offered by Scouts Australia found that there are opportunities to improve the content and quality of courses that are being delivered.

It was more difficult to obtain the “current version” of any given course than was anticipated. However there were 25 respondents to requests for information from around Australia, many of whom provided course material.

Key findings from the analysis were as follows:

1. The Cub, Scout and Venturer leadership courses were all subject to local adaptation, with the reasons for doing so being cited as: improving the content, improving the currency/relevancy, changing the mode of delivery, and in some cases even combining two kinds of courses (Venturer Unit Management and Venturer Leadership) into one. In some cases, exhaustive effort had apparently gone into local adaptation resulting in an apparently high-quality, but not widely utilised, course.
2. NSW offers both a Basic and Advanced Scout Leadership Course (BSLC and ASLC). The BSLC is aligned with the Scout Leadership Course offered in other Branches and open to any Scout that meets certain prerequisites as per the SA, NT and QLD Scout Leadership Course, whereas the ASLC is only open to Scouts who have completed the BSLC and are ready to be a leader within the Troop.
3. Leadership courses for each of the sections are of value and should continue, however it was subsequently suggested that they be renamed as “programs” to avoid confusion with courses that lead

⁶⁵ Scouts Australia National Youth Program Review, *Venturer Issues – Program Survey*, January 2015

to Vocational Education and Training (VET) certification. The renaming was a suggestion from the National Executive Committee upon presentation of the preliminary findings of this report, however the team has found no evidence to indicate that the perceived confusion exists within the Scouting membership.

4. Some Leadership courses are perceived to focus on skills that are part of the core Scouting program (eg knotting, camp craft). Feedback from respondents was that the courses should clearly identify the skills required for leadership that are the learning outcomes, with other Scouting skills being used as the mechanism for teaching.
5. There was confusion about the currency of courses as provided to the research team. The research team was even asked to supply the most up-to-date version because people were not able to access it or did not know what the "correct" version was. In the case of the Cub Leadership course, a "current" copy was only available as a scanned copy from a Cub Leaders' Handbook.
6. There is a wide variety in the presentation of published material, with many documents (for participants and trainers) poorly copied and in old-fashioned (and inconsistent) typeface, poor graphics and generally visually unappealing to today's visual Gen-Zed and Gen-Alpha learners⁶⁶. Other courses (eg Cub Leadership course) did not have clear learning outcomes identified for each section of the material, nor measurements to check whether learning had taken place.
7. There is confusion about the revision process for the courses, with some current course trainers expressing frustration about the length of time taken for a review, and apparent lack of engagement with those delivering the courses.
8. Some Groups/Districts have difficulty finding adult leaders to deliver the course/s, and there is a need to be able to have flexibility in the mode of delivery (eg in modular format).
9. Some courses had no formal mechanism for the participants to provide feedback on the course afterwards. Furthermore, there was no evidence that any participant feedback received would contribute to a review process.
10. There was no evidence that courses are audited (during delivery) to ensure quality of content and appropriate engagement of the young people involved, and that each course is delivered using the Scout Method rather than a classroom-style approach.

To assist in determining possible answers to the research question, "What programs do we need, to lead youth to employment in their future?", the content of existing courses was examined in relation to the top 12 Leadership skills identified as being important to the general public and business community in the August survey, to identify whether the skills taught to young people in Scouting match expectations for potential employers.

Notwithstanding local variants in terms of the currency and relevancy of course content, the following infographic highlights, in general terms, the overall opportunities for improvement in red for each current Section's course:

⁶⁶ McCrindle, *Understanding the Factors Shaping the World of Generation Alpha and Generation Z – Phase 3 YPR Scoping Study*, PDF, November 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-3-report-website.pdf>

Skill/Knowledge area	Courses for Cubs	Courses for Scouts	Courses for Venturers	Courses for Rovers
Roles and Responsibilities	😊	😊	😊	😊
Problem Solving	😊	😊	😊	😊
Team Leadership	😊	😊	😊	😊
Time Management	😞	😐	😊	😞
Relationship Building	😊	😊	😊	😊
Anti-Bullying Techniques	😞	😐	😞	😐
Goal Setting	😊	😊	😊	😊
Conflict Management	😞	😊	😐	😊
Listening Techniques	😞	😊	😊	😊
Running a Project	😞	😊	😊	😊
Public Speaking	😐	😐	😐	😞
Negotiating Skills	😞	😐	😊	😊
😊 Reasonably good coverage of topic 😐 Average coverage of topic 😞 Poor coverage of topic				

In South Australia, figures for 5-Star Scouting (the measurement of minimum standards all Sections should try to meet every year) for the past two years have captured the percentages of Packs/Troops/Units/Crews (who responded to the survey) that had sent at least one youth member to a leadership course:

	Cub Scout Leadership Course	Scout Leadership Course	Venturer Unit Management	Venturer Leadership	Rover Basic
2013 ⁶⁷	67%	61%	57%	39%	100%
2014 ⁶⁸	58%	63%	59%	59%	100%

There are leadership courses being offered to youth outside of Scouting that use some of the Scout Methods for delivery. For example, the International Blue Light Youth Leadership Camp is an annual event for participants aged between 15-17 years who identify as leaders within their school and/or wider community. Attendees from Australia and New Zealand are involved in this event which includes adventurous activities such as a high-rope challenge and Amazing-Race style activity, all using a small-team system.⁶⁹ The Young Endeavour offers an 11-day experience for young people between 16-23 years whereby participants work in small teams to sail a 44-metre square-rigged tall ship twenty-four hours a day in all types of conditions.⁷⁰ Both of these youth development programs encourage active engagement in community life and offer to build both leadership skills and attributes to develop participants into better team players, communicators and leaders.

Whilst there is a perception that Scout Branches restrict Youth Helpers from leading groups other than Joesys and Cubs, in Girl Guides a Junior Helper (from the age of nine) may assist in a unit that they have just been a member of, provided that they have at least a six-month break from the Unit or have moved to another Unit for at least six months before returning. This enables everyone to recognise that the Junior Helper is assisting in the running of the Unit.⁷¹

CONSULTATION WITH FOCUS GROUPS AND KEY INFORMANTS

Details of responses from focus group meetings with Leaders and young people may be found in Appendices [E](#) and [F](#).

Many Leaders in the focus groups viewed leadership training opportunities for young people as “unique” to Scouting. “Learning by Doing” was cited frequently as the best method of teaching leadership. In some of the discussions the researchers tested the idea of a leadership symbol (eg scarf) in addition to formal roles such as Sixer/Patrol Leader—a symbol of the extra leadership opportunities that may be provided during an activity/camp. This was viewed favourably, particularly for the younger sections, by the Leaders consulted.

⁶⁷ Scouts Australia (SA Branch), *5 Star Scouting 2013 Analysis*, Scouts SA, 2014

⁶⁸ Scouts Australia (SA Branch), *5 Star Scouting 2014 Analysis*, Scouts SA, 2015

⁶⁹ Blue Light Victoria, ‘Media Story: International Blue Light Youth Leadership Camp’, in *Summer 2013-2014 National Blue Light Magazine*, PDF, viewed on 4 February 2015, <http://www.bluelightsa.com.au/wp-content/uploads/2013/03/Media-story-International-Blue-Light-Youth-Leadership-Camp.pdf>

⁷⁰ Young Endeavour Youth Scheme, *Corporate Training and Leadership Development 2014*, PDF, viewed on 4 February 2015, <http://www.youngendeavour.gov.au/uploads/2014/02/Corporate%20Training%20and%20Leadership%20Development.pdf>

⁷¹ Girl Guides Australia, *Youth Leadership Roles*, viewed on 4 February 2015, <http://www.girlguides.org.au/Resources-for-Guides/Leadership-Development/youth-leadership-roles.html>

The young people were consulted about the skills and qualities that any kind of leader should demonstrate. The top-rating answers were “General Leadership Skills”, “Respect”, “Confidence”, “Honesty” and “Courage”.

In a different set of discussions with Rovers regarding their basic training, many expressed frustration that they had been in Scouting for many years yet felt that their existing skills are not recognised for Basic Leader of Youth training.

At the other end of the Scouting age range, a trial of a small-team system for the Joey section in one South Australian District has been reported to be highly successful. The “Joey Pouch” system as outlined in [Appendix J](#) helps Joeys get used to a small-team approach and provides leadership opportunities within the Mob from an early age. Anecdotal evidence of success suggests that this program would be worth trialling more widely.

5 DISCUSSION & INTERPRETATION OF RESULTS

This section has been grouped using the YPR Stage 3 guiding questions for the topic as a framework (refer [Appendix A](#)).

THE DEFINITION OF LEADERSHIP

How is leadership defined by Australian society and WOSM?

According to WOSM, leadership in Scouting is understood as “the collaborative process of establishing a vision, engaging and empowering others, and facilitating change towards the shared purpose.”⁷²

In Scouting (as opposed to other leadership approaches), leadership is distinguished by the unique combination of the following four characteristics:

- Values-based purpose
- Empowerment of individuals
- Collaboration with others
- Process of Learning by Doing⁷³

There are many ways that leadership has been defined in Australian society. “Inspiring others”, “influencing”, “helping others to rise to their potential” are common themes amongst definitions of leadership in the broader community. A typical example would be from Kate Thiele (CEO – Guide Dogs SA), who describes leadership as “influencing, motivating others, and the ability to change people’s ideology or thinking.”⁷⁴ Also common in many discussions and documents regarding leadership, including regarding programs offered outside of Scouting, is the notion that leadership is about *skills* as well as *qualities*.

From the consultation with a wide cross-section of Scouting and the general community, it is clear that some leadership *qualities* are viewed as more important than others. Even though the different cohorts (General Public, Young People in Scouting and Adults in Scouting) ranked some qualities differently, all agree that leaders need to be:

- good communicators and listeners,
- honest,
- enthusiastic,
- able to demonstrate commitment,
- able to lead by example.⁷⁵

Whilst communication may be viewed as a skill, the remaining qualities/attitudes are able to be developed within Scouting through use of the Scout Method, particularly by using the small-team system, learning by doing and a personal progression using the framework of the Promise and Law.

⁷² World Organisation of the Scout Movement, *21st Century Leadership in Scouting*, 40th World Scouting Conference Slovenia 2014, Document 10, August 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%2010%2021CL.pdf>, p4

⁷³ World Organisation of the Scout Movement, *21st Century Leadership in Scouting*, 40th World Scouting Conference Slovenia 2014, Document 10, August 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%2010%2021CL.pdf>, p5

⁷⁴ K Thiele, D Lloyd, D Koch, P Wong, G Hicks, & S Yarwood, *University of South Australia 2014 Great Debate: “Leaders Are Born Not Made”*, YouTube video, 16 September 2014, <https://www.youtube.com/watch?v=KotSJoKePw8>

⁷⁵ Scouts Australia National Youth Program Review, *Team 3-5 ‘Leadership for All’ Survey*, November 2014

A further set of *skills* were viewed as important in a leader by the same three cohorts: team leadership, problem-solving, time management, goal setting, conflict management and listening techniques are commonly considered important skills.

WOSM's method of distinguishing leadership is therefore in-step with perceptions both inside and outside of the Australian Scouting community. Indeed Scouting "builds leadership capacity by developing *knowledge, skills and attitudes* in young people across the four elements of leadership – *values-based purpose, empowerment of the individual, collaboration with others* and the *process of learning by doing*."⁷⁶ Although Australian society's definition of leadership is varied, the proper and effective application of the Scouting approach as recommended by WOSM will ensure that young people reach their maximum leadership potential.

TEACH THEM: BEST PRACTICE LEADERSHIP TRAINING

What is best practice leadership training for young people around the world, both within and outside of Scouting?

Leadership styles in Australia have been recognised as having important unique qualities⁷⁷, which should be taken into account when developing young people as leaders. A global review conducted by academics at Southern Cross University (NSW) found two requirements for effective leadership:

*The first key to successful leadership in Australia, and indeed the rest of the world, is the delivery of the Visionary Leadership. In the Australian context, however... leaders must maintain a level of equality and be seen as "one of the boys". Thus, the second requirement for effective leadership in Australia is the need for Egalitarian Leadership, a uniquely Australian characteristic of leadership that focuses on the group and the concept of mateship. Such a leader must have a high level of integrity and be trustworthy and honest while all the time maintaining the egalitarian ethos.*⁷⁸

WOSM recognises that "leadership is more than just communicating a vision. The ability to formulate and communicate a vision is important for effective leadership. However leadership is more than envisioning how the future could be; it requires skills for engaging people and facilitating the process to realize the vision."⁷⁹ In the Australian context for achieving 'best practice' leadership training, the engagement of people as young leaders requires the development of knowledge, skills and attitudes that match the qualities required for a balance of egalitarian and visionary leadership.

Leadership skills can be learned through instruction, exploration, and trial-and-error, whereas leadership attitudes (values) are developed from having active role models, by immersion in the symbolic framework and from personal reflection. The following matrix produced by WOSM (a non-exhaustive overview) outlines the various components of leadership that Scouts acquire by taking an active part in the Youth Programme:⁸⁰

⁷⁶ World Organisation of the Scout Movement, *21st Century Leadership in Scouting*, 40th World Scouting Conference Slovenia 2014, Document 10, August 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%2010%2021CL.pdf>, p7

⁷⁷ C Rymer, *Leadership in Australia: How Different Are We?*, PDF, DBA thesis, Southern Cross University, Lismore, ePublication, 2008, viewed on 1 February 2015, <http://epubs.scu.edu.au/cgi/viewcontent.cgi?article=1117&context=theses>

⁷⁸ N Ashkanasy, E Trevor-Roberts, J Kennedy, 'Leadership Attributes and cultural values in Australia and New Zealand compared: An initial report based on GLOBE data', *International Journal of Organisational Behaviour*, Vol 2, pp 37-44, 2000, viewed on 17 January 2015, preprint version available at https://espace.library.uq.edu.au/view/UQ:139851/Leading_in_Australia.pdf, pp 12-13 of preprint version

⁷⁹ World Organisation of the Scout Movement, *21st Century Leadership in Scouting*, 40th World Scouting Conference Slovenia 2014, Document 10, August 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%2010%2021CL.pdf>, p5

⁸⁰ World Organisation of the Scout Movement, *21st Century Leadership in Scouting*, 40th World Scouting Conference Slovenia 2014, Document 10, August 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%2010%2021CL.pdf>, p7-8

	Knowledge	Skills	Attitudes
Purpose	1. Scouting’s purpose 2. The concrete task at hand in any scout activity	<u>Envisioning skills</u> - Create - Share/communicate - Creativity	- Sense of ownership - Courage - Visionary - Endurance
Individual	<u>Self awareness</u> - Values - Strengths - Personal meaning	<u>Self management skills</u> - Self reflection - Resilience - Energy management	- Self confidence - Internal motivation - Integrity - Assertiveness
Others	<u>Knowledge about others</u> - Strengths - Motivation - Dreams - Personality	<u>People skills</u> - Empathy - Creating trust - Conflict management - Listening - Communication - Feedback	- Humility - Openness - Fairness - Service
Process	- Tools, policies, routines - Context - Budget	<u>Management skills</u> - Delegation - Problem solving - Evaluation - Prioritization/time management	- Drive - Responsibility - Determination - Dedication - Solution focused

The Knowledge and Skills areas above help to empower the individual with the ability to formulate and communicate a vision, which is important for effective leadership. But leadership is more than envisioning how the future could be⁸¹, and so the Skills assist in engaging people and facilitating the process to realise the vision.

Whilst leadership in the existing award scheme involves much emphasis on knowledge and skills, there is an opportunity to have more of an emphasis on self-reflection in order to help develop leadership attitudes. Actions should be critically revisited by the individual, allowing for personal self-development and identification of personal values and purposes.

Recommendation: A stronger focus on developing leadership *attitudes* is incorporated into the program, to help develop leadership that is both visionary and egalitarian.

A fundamental aspect of the Scout Method, as introduced by Baden-Powell himself, is the small-team system. The aim of this system is to give a maximum amount of responsibility to young people whilst enabling them to develop their own interests to the full.⁸² More recent evidence supports this theory, and suggests that team-

⁸¹ World Organisation of the Scout Movement, *21st Century Leadership in Scouting*, 40th World Scouting Conference Slovenia 2014, Document 10, August 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%202010%2021CL.pdf>, p6

⁸² World Organisation of the Scout Movement, *Renewed Approach to Programme (RAP Toolbox)*, PDF, World Scout Bureau Inc, Geneva, 2014, viewed on 1 February 2015, http://scout.org/sites/default/files/library_files/RAP_Toolbox_EN.pdf

based learning has the potential to generate “a very powerful level of educational energy”⁸³. There is strong evidence to support the continuation of the existing small-team system, as well as possibly extending it to the youngest Scouting section (Joeys). (It has been noted that the team investigating Age Ranges for this stage of the YPR has found no evidence to support the abolition of the Joey section in Australia.) The Venturer Section also does not currently have a formal small-team system in Australia, with anecdotal evidence from some leaders suggesting that some Scouts find it difficult to transition from a small patrol-based section into a large group that is run by a committee.

A range of developmental models was considered in developing the leadership model proposed by this paper⁸⁴. To keep consistency between the developmental expectations of a young person in school and within the Scouting movement, it was considered that the Australian Curriculum should be the primary development model used. The Australian Curriculum “Learning Continuum for Personal and Social Capability” provided insights into the development of a scope and sequence document to support the Leadership Model recommended by this paper. For comparison, in developing the One Program, Ireland have researched and devised a model to support leadership opportunities for young people within Scouting⁸⁵ (refer [Appendix F](#)).

The use of a Small Team system is central to the development of leadership skills in Scouting⁸⁶. In consulting with young people and leaders, it was found that it is viewed as a “safe” way of learning...by *doing*...leadership. A small team is more manageable for a young person to handle and according to Baden-Powell, gives the young person the maximum amount of responsibility whilst enabling them to develop their own interests to the full.⁸⁷ The Australian Curriculum, Assessment and Reporting Authority (ACARA) finds that by end of year 2 (around 7 years old), young people can identify cooperative behaviours in a range of group activities, and also practise individual and group decision when working in pairs and small groups. Therefore, there is scope for young people in Scouting to take on leadership roles from the age of seven.

Whilst evidence suggests that the formal roles such as Sixer and Patrol Leader should remain, there are also indicators that more young people wish to be given the opportunity to lead at least some activities within their section. Furthermore, WOSM’s Youth Involvement Policy⁸⁸ position is that the use of the small team system should be appropriately enforced throughout different age sections and that the leadership role should be interchangeable among the members of the team. In practice this is informally done in Scouting, for example by the appointment of “temporary” patrol leaders for camps, one or more “Joey helpers” for an evening, or a different young person running a game. Therefore in addition to formal roles, a “fluid” method of leadership is recommended. This has been reported as working well in Ireland, where a leadership scarf (neckie) symbolises the youth member taking the lead at a given time. This is reserved especially for the young people in the section (ie not the Adult Leader), and able to be rotated on an as-needed basis.

⁸³ L Fink, ‘Beyond Small Groups: Harnessing the Extraordinary Power of Learning Teams’ in L Michaelsen, A Knight, L Fink (eds), *Team-Based Learning: A Transformative Use of Small Groups*, viewed on 18 February 2015, <https://books.google.com.au/books?hl=en&lr=&id=8S8efQkqegIC&oi=fnd&pg=PR7&dq=leadership+small+team+benefits&ots=tgh48CjUwUf&sig=OjRwjOaIESNmArJUWlolkpRZScA#v=onepage&q=leadership%20small%20team%20benefits&f=false>, p9

⁸⁴ K Loveless, *Key Developmental Stages (Age: 0-26yrs)*, supporting document for the Scouts Australia Youth Program Review – Stage 3, 14 December 2014.

⁸⁵ Scouting Ireland, *One Programme - Scouters Handbook*, Scouting Ireland, Dublin, 2014, p19

⁸⁶ World Organisation of the Scout Movement, *Renewed Approach to Programme*, (RAP Toolbox), PDF, World Scout Bureau Inc, Geneva, 2014, viewed on 1 February 2015, http://scout.org/sites/default/files/library_files/RAP_Toolbox_EN.pdf, p42

⁸⁷ World Organisation of the Scout Movement, *Renewed Approach to Programme*, (RAP Toolbox), PDF, World Scout Bureau Inc, Geneva, 2014, viewed on 1 February 2015, http://scout.org/sites/default/files/library_files/RAP_Toolbox_EN.pdf, p42

⁸⁸ World Organisation of the Scout Movement, *World Scout Youth Involvement Policy*, 40th World Scouting Conference Slovenia 2014, Document 9, August 2014, viewed on 1 February 2015, http://scout.org/sites/default/files/Conf%20Doc%209%20WSYIP_1.pdf, p10

The ability to wear a symbol for a specific activity enables a young person to be easily recognised as the leader and proudly display a symbol of leadership. The ability to have “fluid” leadership within a group enables more young people to practice their skills and attitudes in learning by doing.

Recommendation: In addition to formal Scouting youth leadership roles (eg Sixer/Patrol Leader), there should be greater recognition of young people who are leaders for a specific activity, event or camp. This may be symbolised through a formal symbol of shared leadership such as a scarf/woggle.

TRAIN THEM: LEARNING BY DOING

How do we offer the opportunity to engage in learning-by-doing for leadership in the programs we offer?

What are the key activities that allow youth members to demonstrate their leadership skills?

What skills and experiences must we provide for our outstanding youth members, to prepare them to lead both in Scouting and in their community?

Penny Wong (Australian Labor Party Senator for South Australia) recently made a statement regarding leadership that is aligned with the Scout Method of learning by doing:

“You don’t get leadership ability simply by virtue of the genetic lottery. You become a leader because of what you do, through what you learn, from the mistakes you made, and because of the people you lead.”⁸⁹

In other words, leadership is not something that one is born into, nor can it be solely based on theoretical knowledge. As Baden-Powell stated: “The secret of sound education is to get each pupil to learn for himself, instead of instructing him by driving knowledge into him on a stereotyped system.”⁹⁰

Adolescents learn by doing as well as by thinking. This kind of learning lasts longer, and gives young people a sense of control over their lives. Usually, the more they participate, the more experienced, confident and able they become.⁹¹

The majority of young people surveyed indicated that they were either “happy” or “quite happy” with the opportunities to lead activities, or practice leadership skills in Scouting, and the development of leadership, including the methods for doing so, is also held in high regard by adult leaders within the organisation. It is therefore important that any new model for leadership within Scouting in Australia builds on, rather than replaces, the good features of the existing leadership opportunities.

Given that the evidence is that young people (Gen Zed and Gen Alpha as defined by McCrindle⁹²) are developing and maturing much faster, there is an opportunity to extend the development of leadership skills to the youngest members of Scouting. In the trial of the “Joey Pouch” system in one SA Branch District, it seems that Joey participants have found it easier to transition into the Cub section and been more involved and engaged in activities. Whilst not precluding the Mob from having large-group activities, the Joey Pouch system enables

⁸⁹ K Thiele, D Lloyd, D Koch, P Wong, G Hicks, & S Yarwood, *University of South Australia 2014 Great Debate: “Leaders Are Born Not Made”*, YouTube video, 16 September 2014, <https://www.youtube.com/watch?v=KotSJoKePw8>

⁹⁰ R Baden-Powell, ‘Well, B-P Always Said...’ in *Grand Lodge of British Columbia and Yukon*, viewed on 13 January 2015, http://freemasonry.bcy.ca/texts/scouts/bp_said.html

⁹¹ Commonwealth Secretariat, *Participation in the Second Decade of Life: What and Why?*, PDF, Rustin Clark, London, 2005, viewed on 1 February 2015, <http://www.unicef.org/adolescence/cypguide/files/CS-Book1-What-and-Why.pdf>, p13

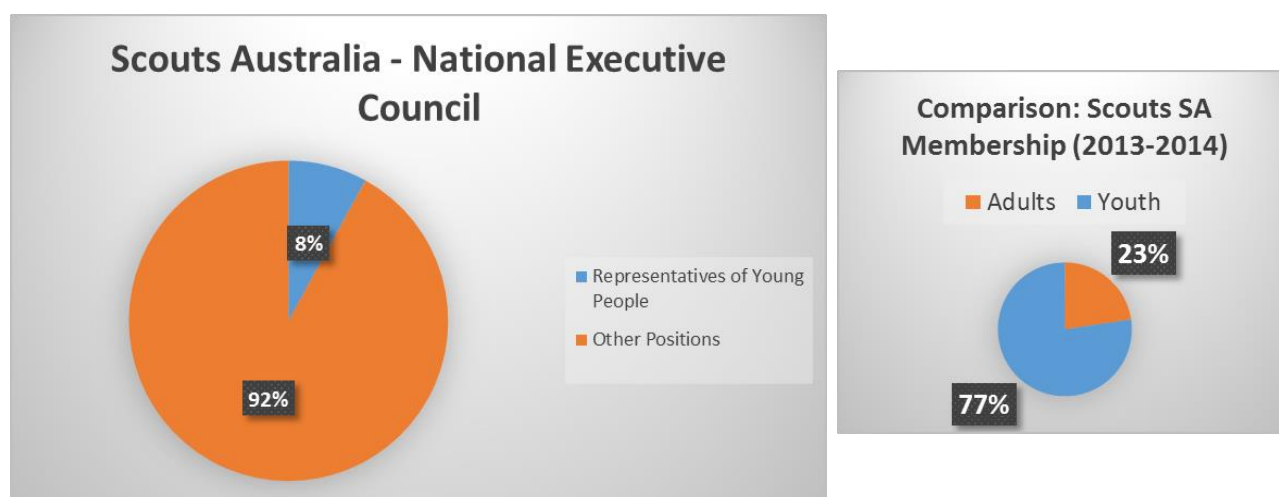
⁹² McCrindle, *Understanding the Factors Shaping the World of Generation Alpha and Generation Z – Phase 3 YPR Scoping Study*, PDF, November 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-3-report-website.pdf>

involvement of parents assisting the groups in round-robin activities (potentially leading to the recruitment of new adult leaders), develops leadership skills in the Joeys, and assists with the management of larger Mobs. Feedback from the trial has been positive, with some Mobs reportedly continuing the system post-trial. Therefore this system is worth being investigated for inclusion into the overall model of leadership discussed below.

Recommendation: A small-team system for the youngest section is trialled more widely for possible inclusion into the developmental model of leadership for young people in Scouts Australia.

A COMPREHENSIVE APPROACH TO DEVELOPING LEADERSHIP THROUGH 'LEARNING BY DOING'

In terms of "learning by doing" at the strategic end of Scouting, two of the 25 positions on the National Executive Committee (NEC), are designated for young people (ie under the age of 25) (Chair - National Youth Council and Chair - National Rover Scout Council).⁹³ This provides an excellent opportunity for young people to be involved in decision-making for our Youth movement. However given that the organisation is comprised of 77% youth members, but young people only make up 8% of the NEC, there is an opportunity for a more intergenerational approach at the strategic level.



Representation for young people in Scouts Australia's decision-making body is assured (and in accordance with WOSM's Youth Involvement Policy⁹⁴) by the two youth positions on the NEC, however it is important that Scouts Australia continues to work at empowering young people to succeed at the strategic level of Scouting. This could be potentially achieved by the use of "Youth Commissioner" roles as discussed below.

Some young people in other representative roles (such as BYC) have provided feedback that they are often not listened to, or consulted as a resource for decision-making. There is also evidence that some sections do not provide the opportunity for young people to be involved in decision-making by use of Pack/Troop/Venturer Council and that adults do most of the planning for their section. By bringing leadership to the forefront of the Youth Program, more young people will have the opportunity to develop their skills and attitudes and thereby be more qualified for and empowered in both Leader of Adult and representative roles at a younger age.

⁹³ Scouts Australia, 'National Executive Committee' in *Scouts Australia – About Us*, viewed on 13 January 2015, <http://www.scouts.com.au/about-us/national-management/national-executive-committee>

⁹⁴ World Organisation of the Scout Movement, *World Scout Youth Involvement Policy*, 40th World Scouting Conference Slovenia 2014, Document 9, August 2014, viewed on 1 February 2015, http://scout.org/sites/default/files/Conf%20Doc%209%20WSYIP_1.pdf, p11

The developmental model below demonstrates how Leadership may be a target skill for all young people involved in Scouting. This comprehensive model encourages leadership as a collaborative approach and is designed for consideration to enhance the current leadership opportunities available within Scouts Australia, and bring the development of leadership and life skills to the forefront of Scouting alongside adventurous activities.

Features and benefits of this model are as follows:

- It retains the features of the current leadership training (courses and leadership roles) in the Australian Scout Program, with enhancements as outlined below.
- A Leadership Badge is able to be earned by all young people in Scouting, with progressive Stages aligned to developmental stages as outlined in [Appendix I](#) (including examples of activities at each stage). Outcomes and sample activities for each Stage have been aligned with ACARA's Personal and Social capability learning continuum (Social Management.) The existing leadership courses and higher awards which provide more opportunity for depth of learning (eg Cub Leadership Course/ASM) are retained, including the associated badges.
- Some Stages are a "requirement" for a young person to gain a formal leadership role, however the focus remains on a young person doing their best, not on measures of quality. This makes each Stage attainable for all members of Scouting.
- Assessment of each Stage is a two-down approach (akin to Ireland), whereby a young person holding a badge two stages up (eg Stage 5) can "assess" someone earning a lower-level badge (eg Stage 3). This takes the pressure off the adult leaders to assess the entire section, and further develops leadership skills in those doing the assessing.
- The existing formal leadership roles in each section (eg Sixer/Patrol Leader) are retained, continuing to align with the majority of NSOs, and using the small-team system as established by Baden-Powell.
- The existing "peak awards" for each section (eg Joey Promise Challenge, Grey Wolf, Australian Scouting Medallion) may have components adjusted in accordance with the model, however the availability of more opportunities to be recognised for leadership skills within Scouting will help to make these awards more attainable, as young people will be able to develop the skills and abilities from an earlier age and have visible recognition of their leadership ability via the Staged Badge approach.
- The small-team system is extended to a "Joey Pouch"-style approach for the youngest section (after validation by a wider trial), to assist with transition between sections and the development of leadership skills in the youngest members (refer [Appendix J](#) for further detail).
- A Leadership scarf is available to the Sections for a "fluid" leadership approach: a symbol of leadership for a young person running a specific activity (eg camp patrol leader, or someone running a game). The leadership scarf would be worn exclusively by youth members.
- Existing leadership courses (with updates and revisions) will continue to provide more opportunities for young people in leadership roles to explore skills and attitudes in further depth. Learning outcomes for every activity and game in each leadership course should be clearly identified to ensure that the focus of trainers is on the leadership skills developed. Other Scouting skills (eg Bushcraft) may be the mechanism for approach, but not the outcome of learning in these courses.
- A Basic and Advanced Scout Leadership course is offered (as per NSW model). Care should be taken that all Programs do not have heavy crossover regarding the developmental stages, and that attendees of the Mawson Scholarship in Leadership already have the prerequisite leadership skills.
- Transitional/linking arrangements includes optional camps (eg "Cubcraft") and ("Scoutcraft") whereby members of the older section camp with senior members of the younger section mentor the younger people. For example, at a Cub Scoutcraft camp selected Scouts working on a Leadership badge could work with 10-year-old Cubs to finish Gold Boomerang work and complete part of their Scoutcraft (or equivalent) badge. This breaks down the barriers between sections and provides opportunities for younger Scouts not yet in leadership roles to provide mentoring to younger Scouting members.

- Any existing restrictions (at Branch level) that prevent Youth Helpers from leading groups other than Joeys and Cubs are lifted, enabling a Venturer to assist in leading a Scout Troop, provided that the Youth Helper (Venturer) has had at least a six-month break from the Troop or have moved to another Troop for at least six months before returning. This enables everyone to recognise that the Youth Helper is there to assist in the running of the Troop. Being a Youth Helper may contribute to a higher Stage (eg 8 or 9 as outlined below) of the Leadership badge, and would encourage an intergenerational and collaborative approach to leading sections. A Youth Helper course will continue to be offered to support young people in these roles.

The model as outlined below builds on current practices in Scouts Australia and enables further opportunities for young people to practice and be recognised for leadership skills developed in a “learning by doing” approach.

Recommendation: The Model as outlined below (and the supporting Scope and Sequence document in [Appendix I](#)) is considered in order to bring Leadership skills to the forefront of the Australian Scouting program in conjunction with adventurous activities.

A DEVELOPMENTAL MODEL FOR LEADERSHIP WITHIN SCOUTING

Ages (indicative only. Stages not restricted by age)	6-7 y.o	8-10 y.o			11-14 y.o			15-18 y.o			Over 18	
Badgework: Leadership Badge (available to all members). Stages are indicative for sections but any youth member can attempt the badge at any Stage. See Appendix I for examples of activities at each Stage.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11 (Gilwell woggle)	Stage 12 (Wood Badge)
Notes	New "Joey Pouch" small-team system (see Appendix J)		Requirement for a Second ("Acting" Second if not yet completed but in the role)	Requirement for a Sixer ("Acting" Sixer if not yet completed but in the role)		Requirement for an APL ("Acting" APL if not yet completed but in the role)	Requirement for a PL ("Acting" PL if not yet completed but in the role)			Rover who has completed induction training	Requirement for Gilwell woggle ("Acting" if not yet completed but in the role)	Requirement for Wood Beads
General program – Leadership opportunities	Joey Pouch Keeper/ Asst Joey Pouch Keeper	Sixers and Seconds (Nominated by Youth Members, appointed by adult leaders)			Patrol Leaders and Assistant Patrol Leaders (Nominated by Youth Members and Adult Leaders, voted by Youth Members)				Unit Mgmt	Unit Chair	Rover Sponsor Warranted LOY	Crew Leader
Symbols (in addition to existing badges for leadership roles eg Sixer)	Leadership scarf/woggle– for young people only. A symbol of leadership for person/s running a game/activity, even if they are not officially in a leadership role (such as Sixer/APL, PL etc). Not intended for people in formal LoY roles.											
Support programs		Cub Leadership Course (available to any Cub who has achieved Stage 3 or higher Leadership badge)			Scout Leadership Course (available to any Scout who has achieved Stage 6 or higher Leadership badge) Advanced Scout Leadership Course (by nomination) (incorporates elements from VS Leadership Program)	Youth Helpers Course Venturer Leadership Course (by nomination)		Unit Mgmt Program	Mawson Leadership Course (by nomination) CII Leadership Training	Basic Sectional Techniques CIII Leadership Training	Advanced Sectional Techniques CIV Leadership Training	
Transitional arrangements to support leadership opportunities for younger Cubs, Scouts and Venturers. Also improve retention during/after transition. Camps an option for transitional arrangements.	"Cubcraft" Linking camp: older Joeys join with a selection of Cubs		"Scoutcraft" Linking camp: older Cubs join with a selection of Scouts. Opportunity for senior Cub Scouting skills (equivalent to Gold Boomerang) to be covered, as well as linking issues.				Stage 8-9 Badgework includes mentoring stages 5-7	15 y.o may be a Scout Troop Leader for one year	Stage 10-11 Badgework includes mentoring stages 9-10 Stage 12 includes mentoring stage 11, eg mentoring Squire Sponsors or a Wood Badge leader mentoring Gilwell Woggle trainees (for defined elements of training).			

LET THEM LEAD: EMPOWERMENT, NOT TOKENISM

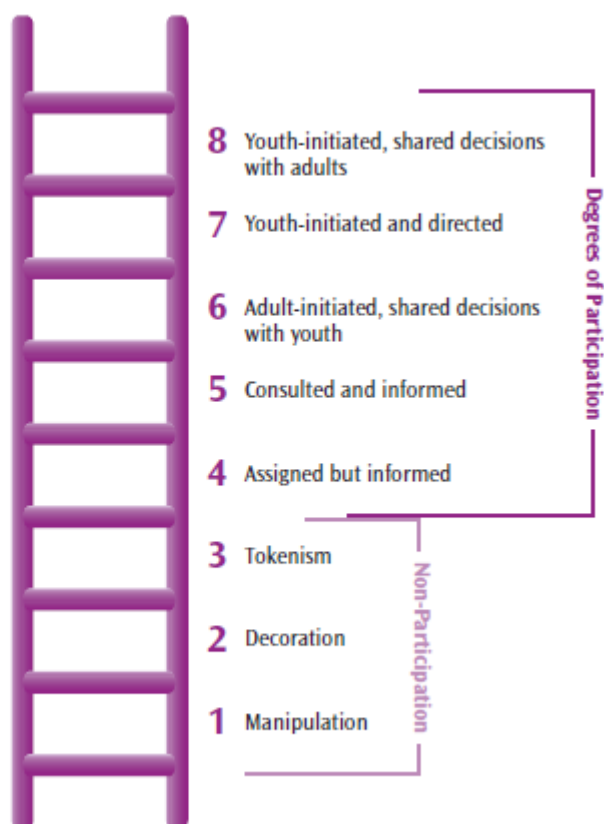
How do we ensure the model developed empowers youth members and is not seen as tokenism?

What do we believe is the purpose of our youth structures (like NYC) when it comes to leadership development?

Scouts UK describe tokenism as 'When young people appear to have been given a voice but in fact have little or no choice in what they do or how they participate.' In a seven-tiered scale of youth involvement, tokenism is at Level 3, above only to 'Manipulation' and 'Decoration'.⁹⁵ This model is based on Hart's Ladder of participation⁹⁶:

Hart's Ladder of Participation

Roger Hart presents a typology of interaction between children/young people and adults as rungs on a 'ladder of participation'. The higher rungs represent increasing degrees of children/young peoples' participation



Making a difference in this world is important to more than 70% of young people.⁹⁷ However organisations and people in society often participate in "Adulthood" without even realising it.

'Adulthood is the universal oppression. We all experience adulthood, and if we reach an age older than any other person, we all perpetrate adulthood...Adulthood is a denial of the full humanity of young people. It places young people in the position of being a hope for the future, but not a central part

⁹⁵ Scout Association (UK), 'Climbing Wall of Youth Involvement' in Youth Involvement, viewed on 16 January 2015, <http://members.scouts.org.uk/supportresources/search/?cat=708>

⁹⁶ Commonwealth Secretariat, *Participation in the Second Decade of Life: What and Why?*, PDF, Rustin Clark, London, 2005, viewed on 1 February 2015, <http://www.unicef.org/adolescence/cyppguide/files/CS-Book1-What-and-Why.pdf>, p17

⁹⁷ Scout Association (UK), *Typical Young People – A Study of What Young People are Really Like Today*, nfpSynergy, London, January 2007, PDF, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/young-people-report-british-scouts.pdf>

*of the present. It creates the expectation that young people will accomplish difficult, expensive, often meaningless tasks with little or no support or resources. When young people become critical or complain about adultist practice, they are not taken seriously.*⁹⁸

Scouting must avoid setting young people up to fail. Leadership opportunities must be age-appropriate (refer [Appendix I](#)), and the correct skills and attitudes developed from an early age to give young people the experience required to lead in more significant roles (eg Leader of Adult). As discussed below, adults in Scouting should not underestimate the great desire that youth have to practice leadership.

"WE WANT TO LEAD"

Survey data suggests that the general public have a higher level of faith in the potential of leadership development in 5-8 and 11-12 year olds compared to people in Scouting. Therefore either the potential of young Scouts is possibly currently being repressed within Scouts Australia, or Scouting members expect more of young leaders.

A global study of youth wellbeing has found that:

*'Youth comprise a quarter of the world's population but remain an underutilised source of innovation, energy and enthusiasm in global efforts to achieve and promote the increased wellbeing of all.'*⁹⁹

In terms of youth leadership, Dangar¹⁰⁰ revealed that young people and Leaders rated the attributes of Scouting in the following order of importance:

Attributes of Scouting in order of importance	
Leaders	Youth
Self-confidence	Leadership education
Team work	Finding self-confidence
Fun	Learning about team work
Responsibility	Developing a sense of responsibility
Leadership	Gaining a sense of purpose in life

Dangar comments that adult Leaders underestimate the importance that young people place on leadership education (although Leaders still placed Leadership amongst the "top five" attributes of Scouting). It was also mentioned that Venturers and Rovers "place particular store" on the relevance of learning skills and personal development.¹⁰¹ In other words, with a change in program as outlined in the Leadership model above, Scouting has an opportunity to better match the content of the program with the high importance placed on developing

⁹⁸ Arts Council - Diversity Hub, *Empowering Young People – Adults as Allies*, PDF, Wordcrafts, Leicester, 2008, viewed on 1 February 2015, <http://resources.cohesioninstitute.org.uk/Publications/Documents/Document/DownloadDocumentsFile.aspx?recordId=28&file=PDFversion.p27>

⁹⁹ N Goldin, *The Global Youth Wellbeing Index*, Centre for Strategic and International Studies and International Youth Foundation, Washington, 2014, viewed on 1 February 2015, <http://www.youthindex.org/reports/globalyouthwellbeingindex.pdf>, pix

¹⁰⁰ Dangar Research Group Pty Ltd, *Youth Member and Leader Survey – Scouts Australia*, PDF, Dangar Research, Sydney, 2001, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/dangar-report-quantitative-surveyqmay01.pdf>, p11

¹⁰¹ Dangar Research Group Pty Ltd, *Youth Member and Leader Survey – Scouts Australia*, PDF, Dangar Research, Sydney, 2001, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/dangar-report-quantitative-surveyqmay01.pdf>, p10

Leadership skills by both young people and Leaders. At the National Scouting event AV2015, 75% of youth participants agreed that 'Leadership' should be its own component of the Award Scheme for each section, further indicating the importance that young people place on the development of leadership abilities. This is further supported with the other survey data and consultation feedback outlined in this paper.

YOUTH INVOLVEMENT IN DECISION-MAKING

The concept of youth empowerment is to give responsibility to young people at an early stage in life.¹⁰²

In June 2014, WOSM noted to International Commissioners that despite a strategic policy of having "youth involvement in decision making", little progress has been made in the Movement in this regard. It recommended the "need to explore and try out new ways to have the unique contribution of young people in the decisions that affect us all."¹⁰³ The position paper provided a range of suggestions, including extending rights of voting and/or representation to young people, advisory bodies, job-shadowing, shared leadership, mentoring programs, active methods in institutional gatherings (like General Assemblies), succession planning, and limitation of terms of office.

Youth-adult partnership is involving youth and adults in responsible, challenging, and collective action that seeks to benefit an organization or larger community. All individuals in the partnership have the opportunity to engage in planning, decision-making, and action consistent with their own interests and skill.¹⁰⁴

In a youth organisation such as Scouting, adults must pay particular attention to avoid taking over.¹⁰⁵ Data from surveys suggests that some young people are not provided the opportunity to be formally recognised for leadership skills, attend leadership courses, or help organise activities. Furthermore, there is some evidence that despite young people being in leadership roles they are not always provided with appropriate forums for "having a say".

Scouts Australia *National Strategic Plan 2014-17* is to have more young people in organisational ("Leader of Adult") roles. The *Plan* also includes a goal to "develop a plan to increase the ratio of under 30 leaders to 10% of the total leadership by Oct 2017".¹⁰⁶

Whilst there are currently opportunities for young people to lead other young people in Scouting in a formal capacity (eg Sixer/Patrol Leader, Unit Chair), when it comes to strategic decisions for Scout Australia, the numbers of young people are considerably underrepresented. At the National Executive Committee mentioned above, only two positions are designated for a "young person", despite the fact that 77% of the association's members are young people.

¹⁰² Danish Scout Council, *Why Youth Empowerment?*, YouTube video, 16 August 2013,

<https://www.youtube.com/watch?v=CzonRQfZgvl&feature=youtu.be>

¹⁰³ World Organisation of the Scout Movement, *Position Paper – Unlocking Our Potential*, World Scout Bureau, Geneva, June 2014, PDF, viewed on 1 February 2015, http://scout.org/sites/default/files/news_files/C2414_Y4CPaper_Alle.pdf, p1

¹⁰⁴ S Zeldin and J Collura, *Being Y-AP Savvy: A Primer on Creating & Sustaining Youth-Adult Partnerships*, PDF, ACT for Youth Center of Excellence, New York, June 2010, viewed on 1 February 2015, <https://ecommons.library.cornell.edu/bitstream/1813/19325/2/YAP-Savvy.pdf>, p6

¹⁰⁵ Arts Council - Diversity Hub, *Empowering Young People – Adults as Allies*, PDF, Wordcrafts, Leicester, 2008, viewed on 1 February 2015, <http://resources.cohesioninstitute.org.uk/Publications/Documents/Document/DownloadDocumentsFile.aspx?recordId=28&file=PDFversion>

¹⁰⁶ Scouts Australia, *National Strategic Plan 2014-2017 (Current Qtr: 1)*, PDF, Strategy Connect, current as at 15 January 2015

There is of course, the opportunity for a young person to “win” one of the other NEC representative roles, or another commissioner role, in their own right, however according to members consulted there is an apparent “glass ceiling” preventing them from doing so. The Scouts Australia National Youth Council (NYC) has identified some of the things that have not worked in the past in terms of more young people being appointed into Leader of Adult, and strategic decision-making, roles. In a report produced in March 2014¹⁰⁷, the NYC found that:

- Not enough young people are applying for Leader of Adult (LoA) positions
- LoA positions are reluctantly relinquished by older people, as they are seen as “Senior” and with more status
- LoA positions are not advertised widely enough
- Young leaders have the skills and training, yet simply lack the experience.
- Young leaders have educational and social time constraints that impact on their ability to be successful in a LoA role

The NYC noted that “As a youth training organisation, it is our duty to provide training to youth when skills are lacking in certain areas, so that they are able to obtain leader of adult positions.”¹⁰⁸

The NYC compared Scouts Australia to other youth organisations, such as Oaktree - an Australian based youth-run organisation that fights against global poverty - which is run exclusively by young people under the age of 26. Oaktree has a CEO who was appointed at the age of 23 and manages over 100,000 volunteers. In 2012 she steered the organisation to raise \$2 million in its *Live below the poverty line* campaign.¹⁰⁹ Another prominent community organisation, CanTeen, has a Board comprised of five member Directors (aged under 24) and four Associate Directors (volunteers who bring expertise to the Board). All votes of the Board must include a majority of member votes.¹¹⁰

Scouts Canada’s Key3 Approach enables young people to effectively participate in significant decision-making roles via shared a leadership approach. Each Commissioner Role has an equivalent Youth Commissioner plus a paid member of staff—all forming the “Key3”. The Youth Commissioner has an equal say in decisions, with this being monitored to ensure the collaborative approach. This intergenerational mentoring approach helps to provide the Youth Commissioner with the skills and confidence to succeed.

Recommendation: Every Commissioner role within Scouts Australia has an equivalent Youth Commissioner aged 17-26. The Key3 approach in Scouts Canada should be further investigated to ensure successful implementation.

(For this discussion, the Commissioner who is mentor to the Youth Commissioner will be referred to as the “Key Commissioner”)

Mechanisms would be required to ensure the following:

¹⁰⁷ Scouts Australia (National Youth Council—Frankston Patrol), *Leader of Adult Appointment Procedures*, National Youth Council, PDF, 25 June 2014, viewed on 1 February 2015, <https://scoutsnyc.files.wordpress.com/2014/06/leader-of-adult-appointment-procedures.pdf>

¹⁰⁸ Scouts Australia (National Youth Council—Frankston Patrol), *Leader of Adult Appointment Procedures*, National Youth Council, PDF, 25 June 2014, viewed on 1 February 2015, <https://scoutsnyc.files.wordpress.com/2014/06/leader-of-adult-appointment-procedures.pdf>, p2

¹⁰⁹ Ibid, p4

¹¹⁰ CanTeen, Meet the Board, viewed on 19 February 2015, <http://www.canteen.org.au/about-us/canteen-today/meet-the-board/>

- That Youth Commissioner roles (and other Leader of Adult, or representative roles such as BYC as outlined below) are advertised attractively
- That the Youth Commissioner has legitimate authority
- The Key Commissioner is appropriately trained to be an effective mentor
- The Key Commissioner is appropriately titled to demonstrate that they are not senior in rank to the Youth Commissioner
- That appropriate grievance procedures are in place, with all parties empowered to use them.

Recommendation: The requisite support mechanisms for young people in Leader of Adult and representative roles are investigated and implemented, and the benefits of such appointments promoted more attractively to young people.

YOUNG PEOPLE IN REPRESENTATIVE ROLES IN SCOUTS AUSTRALIA

In addition to representative roles on the NYC, most states of Australia now have Branch/State Youth Councils that represent the youth members of Scouts Australia within each Branch. BYCs in WA, TAS and ACT have been newly formed. The ACT and NT BYCs are not listed on the NYC website. The BYC in South Australia is comprised of Scouts, Venturers and/or Rovers. It identifies areas with scope for improvement (or is referred topics by members of Scouting) and researches, discusses and makes recommendations to the relevant persons and councils to ensure that the voice and opinions of youth members in our Branch are heard.¹¹¹

The description of the role of a BYC member differs around Australia, and in some instances is presented in “tough” language, with many references to “meetings” and “expectations” that may deter some applicants, especially when coupled with the NYC demand for “reliable and regular internet and email access”¹¹² in its advertising. In terms of practical support, this demand suggests that support mechanisms will not be in place if the volunteer young person does not have these facilities (eg someone in a rural area).

In terms of attracting the best candidate for a position, perhaps a better approach would be a more balanced description of the opportunities for development (“what’s in it for me”) that these voluntary roles provide.

THE LEADERSHIP SKILLS THAT ARE REQUIRED

What are the leadership skills we want to develop in all of our youth members so that they can successfully participate in Australian society? Are there different skills for different purposes? Do all youth members need to develop the same kind of leadership?

¹¹¹ Scouts Australia (SA Branch), ‘BYC and NYC Applications’ in *Branch Youth Council*, viewed on 17 January 2015, <http://www.byc.sa.scouts.com.au/join>

¹¹² Scouts Australia, ‘What’s involved with being on the NYC’ in *National Youth Council*, viewed on 17 January 2015, <http://nyc.scouts.com.au/get-involved/national-youth-council/>

Research has shown that there is a need to develop leadership that is both visionary (creative, problem-solving, innovative, ambitious) and egalitarian (inclusive, engaging, fair) in Australia¹¹³.

Furthermore, leaders need to be good communicators and listeners, honest, enthusiastic, and able to demonstrate commitment and lead by example. Team leadership, problem-solving, time management, goal setting, conflict management and listening techniques are considered important skills by the Scouting and non-Scouting community.¹¹⁴

The development of Leadership skills as a staged approach as described in the Model on page 38 (and the supporting Scope and Sequence document in [Appendix I](#)) offers scope for Leadership development in both formal and informal settings. The Scope and Sequence provides example of the types of activities that might be developed at each Stage, and activities have been aligned with ACARA's Personal and Social capability learning continuum (Social Management).

THE RIGHT LEADERSHIP SKILLS AND ATTITUDES

According to WOSM's recent position paper regarding leadership in Scouting:

***Leadership is for everyone.** Scouting develops a basic level of leadership capacity in all Scouts, as one of the means for enabling them to create change and act as active citizens in their societies. Individual Scouts can choose the level of responsibility and extent of formal leadership positions they want to take in every situation, but all Scouts will develop basic readiness for leadership (in the spirit of 'Be prepared').*¹¹⁵

*Scouting builds leadership capacity by developing **knowledge, skills and attitudes** in young people across the four elements of leadership – – purpose, (empowerment of the) individual, (collaboration with) others and process (of Learning by Doing).*¹¹⁶

Dr Gill Hicks (Founder of MAD (Making A Difference) for Peace, Australian of the Year (UK) and Australian Woman of the Year (UK)) has stated:

"To be an effective leader, you need certain qualities...they can be learned from an early age: confidence, courage, passion, determination, empathy, tenacity, charisma, and the ability to inspire."

"There are things that we can simply not be born with: experience, knowledge, skill. To have respect and to be able to command and influence a team of people, you must have the skills and experience to do that job."¹¹⁷

¹¹³ N Ashkanasy, E Trevor-Roberts, J Kennedy, 'Leadership Attributes and cultural values in Australia and New Zealand compared: An initial report based on GLOBE data', *International Journal of Organisational Behaviour*, Vol 2, pp 37-44, 2000, viewed on 17 January 2015, preprint version available at https://espace.library.uq.edu.au/view/UQ:139851/Leading_in_Australia.pdf, pp 12-13 of preprint version

¹¹⁴ Scouts Australia National Youth Program Review, *Team 3-5 'Leadership for All' Survey*, November 2014

¹¹⁵ World Organisation of the Scout Movement, *21st Century Leadership in Scouting*, 40th World Scouting Conference Slovenia 2014, Document 10, August 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%2010%2021CL.pdf>, p5

¹¹⁶ World Organisation of the Scout Movement, *21st Century Leadership in Scouting*, 40th World Scouting Conference Slovenia 2014, Document 10, August 2014, PDF, viewed on 1 February 2015, <http://scout.org/sites/default/files/Conf%20Doc%2010%2021CL.pdf>, p6

¹¹⁷ K Thiele, D Lloyd, D Koch, P Wong, G Hicks, & S Yarwood, *University of South Australia 2014 Great Debate: "Leaders Are Born Not Made"*, YouTube video, 16 September 2014, <https://www.youtube.com/watch?v=KotSJoKePw8>

Honesty and Respect were identified by McCrindle¹¹⁸ as the most significant values that parents would like instilled within Scouting, followed by trustworthiness, confidence and responsibility. However leadership programs and competencies within Scouting have an emphasis on skills rather than the demonstration of attitudes. Given that many of these qualities have also been identified as important in leadership, this paper finds that any youth program material must incorporate an assessment of the young person's attitude. For example, at Stage 2 of the Leadership badge, in addition to demonstrating the requisite skills, a young person may be asked, "How have you demonstrated honesty recently?"

Recommendation: A stronger focus on developing leadership *attitudes* is incorporated into the program, to develop leadership that is both visionary and egalitarian.

In addition to empowering the young people by developing their own leadership abilities, there may also be a need to improve training on "how to deliver leadership training" to adult Leaders themselves (a "Train the Trainer approach). Currently adult Leaders completing Basic and Advanced training are mainly learning about how to be good Leaders themselves, not learning how best to pass on that knowledge to young people by mentoring them.

Recommendation: Adult Leaders are provided with enhanced training and resources to be able to facilitate the development of leadership skills in young people.

THE NEED FOR EFFECTIVE TOOLS AND RESOURCES

To effectively address the development of leadership skills in Scouting, it is important that adult leaders are provided with the tools and resources to do so. It is evident that many Branches /Areas of Scouting appear to be utilising a variety of resources for the leadership courses that are currently being delivered. The Cub Leadership course is only available as a scanned copy from fellow leaders (from an unknown edition), and has not been updated for many years. The Scout Leadership course is managed by the Branches, and although there is some consistency in content, there are some Branches that have kept their material up-to-date, "fresh" and relevant, whereas others have not.

In NSW, high-quality Basic and Advanced Leadership Scout courses have been developed, therefore the disparity is even more apparent between the Branches. The Venturer Leadership course (2007) has been "under review" for several years, but some trainers have expressed frustration in not being consulted. The Mawson Scholarship in Leadership is generally held in high regard, however it is apparent that there is inconsistency in the skill levels of Venturers entering into the course, meaning that effort is spent in covering "basics" rather than more advanced leadership skills. This issue was also prevalent in the courses for other sections, with activities around "basics" such as knots and lashings without appearing to have relevance to the topic of leadership.

It has been found that some young people in Scouting are not provided with the opportunity to attend courses due to the lack of available leaders to run them within their Area/District. Resourcing (of leaders) to run courses is problematic for many districts/areas. As a result, flexibility in the modes of delivery for the courses is required. However, some courses are being adapted so heavily that a weekend-long course is crammed into "one day with homework", resulting in classroom-type approach.

¹¹⁸ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>

There is no mechanism for formal feedback or reporting on the courses once they are delivered. Any feedback from participants (or leaders running the course) may be used locally as part of a review, but may not necessarily reach Branch or National level. Not only does this mean difficulty in maintaining relevancy, but there is also a lack of quality control and accountability for many of the courses delivered to Cubs, Scouts and Venturers within Districts/Areas.

In terms of leadership courses to be delivered to young people within Scouting, it is evident that there is a variety of content being delivered and that existing courses are being locally adapted to maintain currency and relevancy. This means many "reinventions of the wheel" by many volunteers. This could be overcome by a consistent, transparent approach to course reviews. Furthermore it is imperative that the benchmark course for each section be made readily accessible by all leaders.

Recommendation: The content of leadership courses for young people is regularly reviewed via a transparent process for currency and relevancy, and that the latest versions are easily available as a resource to adult members.

ENGAGING YOUNG PEOPLE AND RECOGNISING THEIR SKILLS

The participation of adolescents in the assessment, advocacy, design, implementation and monitoring of early childhood development programs is very important for the fulfilment of the Convention on the Rights of the Child (CRC)¹²⁹. Sharing and delegating responsibilities with adolescents as well as allowing, supporting and responding to adolescents' choices are some of many ways to ensure young people's participation and therefore fulfil their rights.

Engaging young people in developing and reviewing leadership courses for young people will assist in ensuring that the courses are up-to-date and relevant. This in itself is an egalitarian approach that will assist in the engagement of young people completing the courses.

Recommendation: Existing Youth members from each section are given the opportunity to regularly review and redevelop Leadership Courses for their own section.

Furthermore, there is the opportunity within the leadership model as proposed, for young people to further develop their own leadership skills by assisting in the training of new Adult Leaders. This might take the form of experienced Scouts and Venturers teaching new Leaders technical Scouting skills, which could in turn assist the young people gain their own leadership credentials (eg Gilwell Woggle or Wood Beads for Rovers) by being recognised for their existing skills and Scouting experience.

Recommendation: Young people (from relevant sections) are engaged in the training of new Adult Leaders.

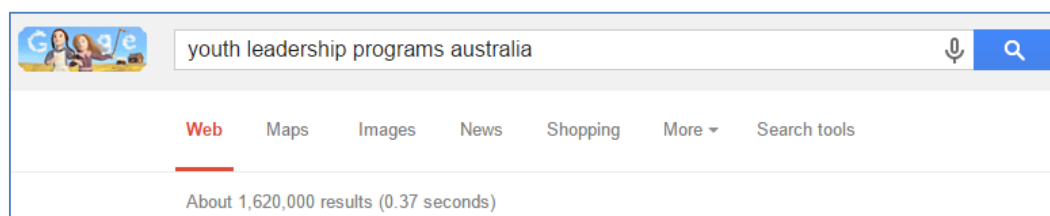
Recommendation: Provide a mechanism for recognising existing Scouting skills in young people who are embarking on the formal adult training (Leader of Adult/Leader of Youth).

OTHER LEADERSHIP OPPORTUNITIES AVAILABLE

¹²⁹ Commonwealth Secretariat, *Participation in the Second Decade of Life: What and Why?*, PDF, Rustin Clark, London, 2005, viewed on 1 February 2015, <http://www.unicef.org/adolescence/cypguide/files/CS-Book1-What-and-Why.pdf>

What other leadership opportunities are available to Australian youth?

Perhaps shockingly, a Google search of the words 'Youth Leadership Programs Australia' yielded no returns for Scouts Australia in the first ten pages of search results, including at least two government portals listing opportunities for young people to develop leadership skills within a variety of programs.¹²⁰



There is a wealth of opportunity for our brightest young people to be involved in leadership development. These include programs offered by other community organisations (eg Rotary, Red Cross, St John, YMCA), those targeting the indigenous population (eg QLD Indigenous Youth Leadership Program, Desert Knowledge, National Indigenous Youth Leadership Academy), young women (eg Girls20 Summit), those with a global focus (eg UN Youth Australia, Young Social Pioneers, Ship for World Youth), the Defence forces (eg Army, Navy and Air Force Cadets, Outward Bound), charitable organisations, sporting institutes, universities and local government councils.

Two such community programs, the International Blue Light Youth Leadership Camp and Young Endeavour, encourage active engagement in community life and offer to build both leadership skills and attributes to develop participants into better team players, communicators and leaders. There is no shortage of opportunity for young people to be actively involved in leadership programs outside of Scouting, and recent market research¹²¹ demonstrates that there is a significantly lower awareness of leadership programs between parents of non-Scouting children compared to those with a child in Scouting. McCrindle has further advised that organisations like Scouts Australia cannot afford to ignore the need for having a strong online community and online presence.¹²²

Recommendation: Scouts Australia includes an emphasis on Youth Leadership in marketing and promotional materials, with particular focus on an online presence regarding Youth Leadership Programs.

¹²⁰ Search conducted on 12 January 2015 using Google Chrome on a PC running Windows 8.1

¹²¹ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>

¹²² McCrindle, *Understanding the Factors Shaping the World of Generation Alpha and Generation Z – Phase 3 YPR Scoping Study*, PDF, November 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-3-report-website.pdf>

A LEADERSHIP CHARTER

Do we need a leadership charter?

A Leadership Charter might be described as both a statement and a process which aims to help leaders determine what they can expect from themselves and what others can expect from them.

The National Youth Council may wish to explore the value of a Leadership Charter, possibly as an extension of its own Vision and Mission statements. However if the recommendations of this report are adopted then such a document may not be necessary for Scouts Australia. Whilst there was nothing in the research to suggest that Scouts Australia should *not* have a leadership charter, this is a topic which the YPR or NYC may wish to pursue more thoroughly at a later date—due to the breadth of this report, the research team could not provide the depth of research required to effectively provide a recommendation.

TOWARDS EMPLOYMENT

What programs do we need, to lead youth to employment in their future?

According to the National Centre for Vocational Education Research, “being able to demonstrate desired employability skills ... is becoming increasingly important for young people entering the workforce, and we need to better understand whether the types of skills young people are developing match the needs of employers”¹²³. Scouting provides an excellent opportunity to develop the leadership skills which are valued by many employers.

McCrinkle¹²⁴ data has found that parents place a strong emphasis on overall life skills being taught within Scouting. Many aspects of “leadership” skills are important life skills (eg time management, goal-setting, communication), even when not in a leadership role.

WOSM recommends that NSOs ‘ensure that programs include opportunities for gaining the relevant skills for the 21st Century. Those should enable leadership development, the development of organizational skills, project management skills, the enhancement of creative thinking, as well as to learn how to translate skills gained in Scouting into the job market language.’¹²⁵

In a recent article by Hannah Kentish, UK Youth Commissioner of The Scout Association, she states:

We know that, as well as having good academic qualifications, employers want people who have these “soft skills”: commitment, confidence, creativity, teamwork.

¹²³ J Stanwick, T Lu, T Karmel, B Wibrow *How Young People Are Faring*, PDF, National Centre for Vocational Education Research (NCVER) - Foundation for Young Australians, Melbourne, 2013, viewed on 1 February 2015, <http://www.fya.org.au/app/theme/default/design/assets/FYA-HYPAF-13.pdf>, p5

¹²⁴ McCrinkle, *YPR Target Market Research – Initial Exploratory Analysis: Qualitative Insights from Current and Former Scouts and Scouts’ Parents*, PDF, August 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scoutsaustralia-ypr-mccrinkle-2014-research-phase-1-1-5.pdf>

¹²⁵ World Organisation of the Scout Movement, *Position Paper – Unlocking Our Potential*, World Scout Bureau, Geneva, June 2014, PDF, viewed on 1 February 2015, http://scout.org/sites/default/files/news_files/C2414_Y4CPaper_Alle.pdf, p2

Through Scouting, I've been lucky enough to develop these skills, often without even realising it, from negotiating the best method for toasting a marshmallow and running an expedition to Kenya for groups in my area, to writing my application for my Queen's Scout Award.¹²⁶

It seems that the leadership skills and attributes that survey respondents think are important are generally aligned with those as required by employers (as identified by the Harvard Business Review survey mentioned previously).

In a study published in a world-wide journal on leadership,¹²⁷ the researchers found that not only does the context of a person's background have an impact on leadership abilities, but also "what constitutes leadership evolves with age". Furthermore, as tasks change, the skills and resources needed to enact effective leadership also change. The following table illustrates the tasks and skills for youth as identified by the researchers:

Age range	New leadership tasks and skills
Preschool years (ages 2–5)	<ul style="list-style-type: none"> ■ Influencing others ■ Getting others to like you ■ Communicating wishes ■ Increased need for emotional intelligence in interactions with others (reading the emotions of others, and delaying gratification)
Elementary school (ages 6–11)	<ul style="list-style-type: none"> ■ Coordinating others in teams ■ Early school leadership tasks (e.g., classroom monitor, or teacher's helper) ■ Fundraising (e.g., selling candy, etc.) ■ Public speaking to express ideas ■ Increased need for social intelligence in interactions with others (understanding social situations and acting appropriately)
Middle school–early adolescence (ages 12–14)	<ul style="list-style-type: none"> ■ Coordinating teams for fundraising or student projects ■ Self management (e.g., goal setting, self-observation & evaluation) ■ Serving in elected office and other student government activities ■ Public speaking as a leader to gain support for a cause
High school–late adolescence (ages 15–19)	<ul style="list-style-type: none"> ■ Organizing complex projects ■ Motivating team members ■ Organizational skills required by after school or summer jobs ■ Working with others to complete a work product in after school or summer jobs
College–young adulthood (ages 19–22)	<ul style="list-style-type: none"> ■ Establishing grassroots organizations ■ Complex supervisory skills required during internships ■ Serving as a leader with multiple constituents

In a review of previous research regarding workplace leadership, the following was reported:

Australian research has examined the preparedness of business graduates, showing that many employers believe they lack non-technical skills such as critical thinking, decision making, conflict resolution, and self-reflection...More emphasis needs to be placed on the ethical and altruistic aspects of leadership...including providing students with volunteering opportunities in the community.¹²⁸

The Australian Government Department for Industry and Defence has developed the Core Skills for Work Developmental Framework (CSFW) which describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. Formerly called 'Employability skills' in the Vocational Education and Training (VET) sector, these skills are also referred to as generic skills. They include

¹²⁶ H Kentish, 'We Need to Better Prepare Young People in the World of Life and Work' in *Huff Post Young Voices*, http://www.huffingtonpost.co.uk/hannah-kentish/careers-advice_b_6092624.html

¹²⁷ S Murphy & S Johnson, 'The benefits of a long-lens approach to leader development: Understanding the seeds of leadership' in *The Leadership Quarterly*, 2011, Vol 22(3), 459–470. Viewed on 7 February 2015, <https://kidllead.com/files/PDFForms/article%20Murphy-seeds%20of%20leadership.pdf>

¹²⁸ D Orazi, L Goode, M Robin, B Van Wanrooy, I Butar, J Olsen, P Gahan, *Workplace Leadership—A Review of Prior Research*, PDF, July 2014, viewed on 7 February 2015, <http://www.workplaceleadership.com.au/app/uploads/2014/07/Workplace-Leadership-A-Review-of-Prior-Research-20142.pdf>

skills such as problem solving, collaboration, self-management, communication and information technology skills. The CSFW has broad application and can be used to:

- assess and benchmark an individual's core skills performance,
- describe core skills relevant to the workplace and employment,
- map curricula,
- tailor approaches to teaching and learning,
- inform decisions regarding funding and referrals.¹²⁹

This set of non-technical skills contribute to work performance in combination with technical or discipline specific skills and core language, literacy and numeracy skills.

The CSFW describes performance in ten Skill Areas, grouped under three Skill Clusters:

Cluster 1 - Navigate the world of work

- a. Manage career and work life
- b. Work with roles, rights and protocols

Cluster 2 - Interact with others

- a. Communicate for work
- b. Connect and work with others
- c. Recognise and utilise diverse perspectives

Cluster 3 - Get the work done

- a. Plan and organise
- b. Make decisions
- c. Identify and solve problems
- d. Create and innovate
- e. Work in a digital world

It will be important that, if the leadership model as recommended is adopted, the upper Stages of Leadership are aligned with the core skills for work as described above, as young people approach the age for employment.

The process of **learning by doing** and providing opportunities within the youth program for young people to develop their leadership skills and attitudes through the recommended **comprehensive and progressive model of leadership development** will empower young people in Scouting to succeed in their chosen vocations in the Australian community.

¹²⁹ Australian Government, 'Core Skills for Work Developmental Framework' in *Australian Core Skills Framework*, PDF, viewed on 9 February 2014, <http://www.industry.gov.au/skills/ForTrainingProviders/AustralianCoreSkillsFramework/Pages/default.aspx>

6 CONCLUSION

Scouts Australia already provides a range of leadership opportunities for young people, and has a goal of increasing the number of young people in organisational ("Leader of Adult") roles in addition to increase the ratio of leaders under 30 within the next few years.

However feedback from young people in representative roles is that they are often not listened to, or consulted as a resource for decision-making. Adult leaders should not underestimate the importance that young people place on learning leadership skills in Scouting. There are indications that Scouts Australia must work further to ensure that decisions within Scouting at all levels are made in the spirit of collaboration.

Young people must be empowered with the skills and attitudes required to succeed in decision-making roles. The analysis of courses currently provided by Scouts Australia reveals several opportunities for improvement. In addition, there is a need for more effective marketing of our leadership programs to remain competitive in this area.

Scouting continues to provide an immense opportunity to young people to develop their leadership skills, and the evidence suggests that the desire of young people to learn such skills is perhaps underestimated. In the age of Gen Zed and Gen Alpha in a constantly changing and fast-paced world, Scouting needs to be dynamic and relevant to all young people more so than ever before. The Youth Program Review has provided the opportunity to recommend a comprehensive model for leadership development that will enable the adults in Scouting to "Teach Them, Train Them, and Let them Lead."

7 RECOMMENDATIONS

In keeping with the unique way that Scouting develops leadership by the unique combination of:

- a value-based purpose;
- the empowerment of individuals;
- the process of learning by doing; and
- collaboration with others,

this paper recommends that:

1. The Leadership Model as outlined on Page [38](#) (and the supporting Scope and Sequence document in [Appendix I](#)) is considered in order to bring Leadership skills to the forefront of the Australian Scouting program in conjunction with adventurous activities.
2. Scouts Australia includes [an emphasis on Youth Leadership](#) in marketing and promotional materials, with particular focus on an online presence regarding Youth Leadership Programs.
3. A [small-team system for the youngest section](#) is trialled more widely for possible inclusion into the developmental model of leadership for young people in Scouts Australia.
4. A stronger focus [on developing leadership attitudes](#) is incorporated into the program, to help develop leadership that is both visionary and egalitarian.
5. In addition to formal Scouting youth leadership roles (eg Sixer/Patrol Leader), there should be [greater recognition of young people who are leaders](#) for a specific activity, event or camp. This may be symbolised through a formal symbol of shared leadership such as a scarf/woggle.
6. The [content of Leadership Courses](#) is regularly reviewed via a transparent process for currency and relevancy, and that the latest versions are easily available as a resource to leaders.
7. [Existing youth members from each section](#) are given the opportunity to regularly review and redevelop Leadership Courses for their own section.
8. Adult Leaders are provided with enhanced training and resources to be able to facilitate the [development of leadership skills in young people](#).
9. Scouts Australia provides a mechanism for [recognising existing Scouting skills in young people](#) who are embarking upon formal adult training (Leader of Adult/Leader of Youth).
10. Every Commissioner role within Scouts Australia [has an equivalent Youth Commissioner](#) aged 17-26. The Key3 approach in Scouts Canada should be further investigated to ensure successful implementation.
11. The [requisite support mechanisms](#) for young people in Leader of Adult and representative roles are investigated and implemented as required, and the benefits of such appointments promoted more attractively.
12. Young people (from relevant sections) are [engaged in the training of new Adult Leaders](#).

RECOMMENDATIONS 1 – 13 SUPPORTED BY NOC TO BE PASSED TO LATER STAGES OF THE YPR TO FURTHER EVOLVE AND DEVELOP

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9 APPENDICES

Appendix A – Research Questions – Leadership for All'

Appendix B – Combined AoPG and Leadership Survey Data Summary

Appendix C – Victorian Cuboree Survey Results Summary

Appendix D – Victorian Gilweroo Survey Results Summary

Appendix E – 'Leadership for All' Survey Results

Appendix F – How Youth Leadership is handled by Scouting Ireland

Appendix G – Summary of Responses from Focus Groups/Consultation Meetings with Leaders

Appendix H – Summary of Responses from Focus Groups/Consultation Meetings with Young People

Appendix I – Example Leadership Scope and Sequence

Appendix J – Joey Scout 'Pouch' Proposal

APPENDIX A – RESEARCH QUESTIONS – LEADERSHIP FOR ALL ¹³⁰

- How is leadership defined by Australian society and WOSM?
- What is best practice leadership training for young people around the world, both within and outside of Scouting?
- What doesn't work as a leadership training model for young people?
- What are the leadership skills we want to develop in all of our youth members so that they can successfully participate in Australian society? Are there different skills for different purposes? Do all youth members need to develop the same kind of leadership?
- What skills and experiences must we provide for our outstanding youth members, to prepare them to lead both in Scouting and in their community?
- What are the key activities that allow youth members to demonstrate their leadership skills?
- What other leadership opportunities are available to Australian youth?
- What programs do we need, to lead youth to employment in their future?
- How do we ensure the model developed empowers youth members and is not seen as tokenism?
- Do we need a leadership charter?
- What do we believe is the purpose of our youth structures (like NYC) when it comes to leadership development?
- How do we offer the opportunity to engage in learning-by-doing for leadership in the programs we offer?

¹³⁰ Scouts Australia National Youth Program Review, Stage 3 – Creating "One Program": The New Identity (Australian Scouting today & tomorrow), Version 7, 10 June 2014

APPENDIX B – COMBINED AOPG AND LEADERSHIP SURVEY DATA SUMMARY

GENERAL PUBLIC SURVEY (LEADERSHIP SECTION)¹³¹

What are the MOST IMPORTANT leadership skills that you think should be taught to young people?		
Answer Options	Response Percent	Response Count
Problem solving	65.7%	23
Team leadership	60.0%	21
Time management	54.3%	19
Anti-bullying techniques	48.6%	17
Relationship building	48.6%	17
Goal setting	45.7%	16
Conflict management	42.9%	15
Listening techniques	40.0%	14
Responsible risk taking	40.0%	14
Public Speaking	34.3%	12
Running a project	34.3%	12
Negotiation skills	34.3%	12
Emotional intelligence	28.6%	10
Change management	25.7%	9
Delegation skills	25.7%	9
Written communication skills	22.9%	8
Budgeting	22.9%	8
Coaching/mentoring	20.0%	7
Multi-tasking	20.0%	7
Organising/Conducting meetings	8.6%	3
Other (please specify)	0.0%	0
answered question		35
skipped question		2

Think about leaders in the community. What are the MOST IMPORTANT qualities you think a good leader should be able to demonstrate?		
Answer Options	Response Percent	Response Count
Honesty	82.9%	29
Good communication	65.7%	23
Respectful of others	65.7%	23
Leading by example	62.9%	22
Integrity	60.0%	21
Enthusiasm	60.0%	21
Positive attitude	60.0%	21
Good listener	57.1%	20
Open to change	54.3%	19
Confidence	54.3%	19
Commitment	54.3%	19
Organised	51.4%	18
Shows initiative	45.7%	16
Creativity	45.7%	16
Resourceful	42.9%	15
Sense of humour	42.9%	15
Good judgment	42.9%	15
Ability to inspire	40.0%	14
Emotional intelligence	40.0%	14
Consistent	34.3%	12
Ability to delegate	31.4%	11
Other (please specify)	5.7%	2
answered question		35
skipped question		2

¹³¹ Scouts Australia National Youth Program Review, 'AoPG' & 'Leadership for All' - General Public Survey, August 2014.

What would you expect Scouts to be able to teach your children?		
Answer Options	Response Percent	Response Count
Teamwork skills	77.1%	27
Leadership	71.4%	25
Social skills	71.4%	25
The ability to be more independent	71.4%	25
Practical/outdoors experience	68.6%	24
Spirituality	31.4%	11
Other (please specify)	2.9%	1
<i>answered question</i>		35
<i>skipped question</i>		2

At which of these ages could leadership skills be taught? (Select as many as applicable)		
Answer Options	Response Percent	Response Count
5-6	25.7%	9
6-7	17.1%	6
7-8	28.6%	10
9-10	22.9%	8
10-11	25.7%	9
11-12	34.3%	12
13-14	28.6%	10
14-15	25.7%	9
15-16	25.7%	9
17-18	20.0%	7
19-20	25.7%	9
21-22	20.0%	7
22-23	20.0%	7
24-25	20.0%	7
25-26	20.0%	7
Over 26	11.4%	4
Any age	62.9%	22
<i>answered question</i>		35
<i>skipped question</i>		2

SCOUTING MEMBERS SURVEY (LEADERSHIP SECTION)¹³²

Demographics (respondents who answered Leadership questions)

Young people

What Australian State/Territory are you registered with?			What is your gender?			How old are you?			What section are you in?		
ACT	3	6.12%	Female	29	59.18%	6-8	3	6.12%	Cubs	6	12.24%
NSW	14	28.57%	Male	20	40.82%	9-11	6	12.24%	Scouts	14	28.57%
QLD	9	18.37%	Which best describes where you live?			12-14	8	16.33%	Venturers	13	26.53%
SA	11	22.45%	City	40	81.63%	14-17	15	30.61%	Rovers/LoY	16	32.65%
TAS	1	2.04%	Country	9	18.37%	18-22	11	22.45%			
VIC	8	16.33%				23-25	6	12.24%			
WA	3	6.12%									
Total	49										

Adult Leaders

What Australian State/Territory are you registered with?			What is your gender?			How old are you?			What section are you in?		
ACT	3	2.54%	Female	66	55.93%	26-34	9	7.63%	Cubs	19	
NSW	31	26.27%	Male	52	44.07%	35-44	39	33.05%	Joeys	6	
QLD	18	15.25%	Which best describes where you live?			45-54	41	34.75%	Scouts	18	
SA	30	25.42%	City	79	66.95%	Over 55	29	24.58%	Venturers	5	
TAS	4	3.39%	Country	37	31.36%				Rovers	2	
VIC	22	18.64%							LoY	44	
WA	10	8.47%							Total LOY	94	79.66%
Total	118								LoA	24	20.34%

NB: Some Leaders identified with their sections, whereas others identified as Leader of Youth (LOY). Anyone identifying as over 26 y.o. in their section was treated as LOY.

Young people's answers – questions were framed according to the section they identified with.

¹³² Scouts Australia National Youth Program Review, 'AoPG' & 'Leadership for All' - Scouting Members Survey, October 2014



- Cub Section
- Scout Section
- Venturer/Rover Sections

Is there a youth Leadership Course for Cubs/Joey's where you live?			How happy are you with this youth Leadership Course/s?			Would you like more chances in Scouting to get better at being a leader?			Do you think you are a bit of a leader in Cubs?			How happy are you with how often you get to be a leader in Scouting?			Would you prefer to have your activity/meeting run by Scouts (youth members)?		
Does your State/Territory Branch have a Leadership Course for youth members in the Scout Section?			How happy are you with the Leadership Course/s available at the moment?			Would you like more opportunities in Scouting to develop your leadership skills?			Do you consider yourself a leader?			How happy are you with the opportunities that you get to be a leader in Scouting?			Would you prefer to have your activity/meeting run by Scouts (youth members)?		
Does your State/Territory Branch have a youth Leadership Course for the section you are involved in (or most involved in for Leaders of Adults)?			If yes to previous question, please indicate your satisfaction with the current courses being made available?			Venturers & Rovers: Would you like more chances in Scouting to develop your leadership skills? Adult members: Would you like more chances in Scouting to develop youth leadership?			Venturers/Rovers: Do you consider yourself a leader?			Are you satisfied with the opportunities that being in Scouts provides for you/youth members to be a leader?			Would you prefer to have your activity/meeting run by youth members?		
Yes	26	53.06%	Very happy/ highly satisfied	5	10.20%	Yes	11	22.45%	Yes	33	67.35%	Very happy/ highly satisfied	13	26.53%	Yes	15	30.61%
Yes, but I feel that there are issues	10	20.41%	Happy/ satisfied	14	28.57%	Yes, but I don't know how to go about it	13	26.53%	Yes, but only because I have a title/role saying so	5	10.20%	Happy/ satisfied	17	34.69%	Yes, but not the whole night	14	28.57%
Yes, but I think it needs to be better	2	4.08%	OK	9	18.37%	Yes, but I feel that there is not enough support	5	10.20%	No	4	8.16%	OK/Quite happy	15	30.61%	Yes, but only for part of an activity	9	18.37%
No, but I feel that they are needed	1	2.04%	Unhappy/ Unsatisfied	3	6.12%	No	5	10.20%	No, but only because I don't have a special job to say that I'm one	1	2.04%	Unhappy/ Unsatisfied	2	4.08%	No	1	2.04%
No	5	10.20%	Very Unhappy/ Highly Unsatisfied	1	2.04%	No, but I feel that there are already enough experiences	7	14.29%	Other: in certain activities I can be one but my title doesn't say I am	1	2.04%	Skipped	2	4.08%	I don't know	2	4.08%
I don't know	4	8.16%	I haven't done a leadership course	5	10.20%	No, but I feel that there could be some improvements	3	6.12%	Skipped	5	10.20%				Skipped	2	4.08%
Skipped	1	2.04%	Skipped	8	16.33%	Skipped	5	10.20%							Not asked	8	16.33%



Adult Leaders' data – some adults identified with the Cub and Scout sections whereas others identified as Leader of Youth (LoY).

- Cub Section
- Scout Section
- Venturer/Rover Sections

Is there a youth Leadership Course for Cubs/Joeys where you live?			How happy are you with this youth Leadership Course/s?			Would you like more chances in Scouting to get better at being a leader?			Do you think you are a bit of a leader in Cubs/Joeys?			How happy are you with how often you get to be a leader in Scouting?					
Does your State/Territory Branch have a Leadership Course for youth members in the Scout Section?			How happy are you with the Leadership Course/s available at the moment?			Would you like more opportunities in Scouting to develop your leadership skills?			Do you consider yourself a leader?			How happy are you with the opportunities that you get to be a leader in Scouting?					
Does your State/Territory Branch have a youth Leadership Course for the section you are involved in (or most involved in for Leaders of Adults)?			If yes to previous question, please indicate your satisfaction with the current courses being made available?			Venturers & Rovers: Would you like more chances in Scouting to develop your leadership skills? Adult members: Would you like more chances in Scouting to develop youth leadership?			Venturers/Rovers: Do you consider yourself a leader?			Are you satisfied with the opportunities that being in Scouts provides for you/youth members to be a leader?					
Yes	77	65.25%	Very happy/highly satisfied	16	13.56%	Yes	38	32.20%	Yes	34	28.81%	Very happy/highly satisfied	29	24.58%	Yes	32	27.12%
Yes, but I feel that there are issues	16	13.56%	Happy/satisfied	33	27.97%	Yes, but I feel that I do not know how to go about it	9	7.63%	Yes, but only because I have a title/role saying so	3	2.54%	Happy/satisfied	38	32.20%	Yes, but not the whole night	28	23.73%
Yes, but I think it needs to be better	4	3.39%	OK	26	22.03%	Yes, but I feel that there is not enough support	14	11.86%	No	3	2.54%	OK/Quite happy	30	25.42%	Yes, but only for part of an activity	23	19.49%
No, but I feel that they are needed	1	0.85%	Unhappy/Unsatisfied	7	5.93%	No	6	5.08%	Skipped/didn't understand question	85	72.03%	Unhappy/Unsatisfied	8	6.78%	No, but the youth can run something if they want to	3	2.54%
No, but I feel that they are not needed	8	6.78%	Very Unhappy/Highly Unsatisfied	2	1.69%	No, but I feel that there are already enough experiences	8	6.78%				Skipped	13	11.02%	No, but youth can help out if need be	2	1.69%
No	8	6.78%	I haven't done a Leadership course	10	8.47%	No, but I feel that there could be some improvements	4	3.39%							Skipped	5	4.24%
I don't know	3	2.54%	Skipped	24	20.34%	Other	14	11.86%							Not asked	25	21.19%
Skipped	1	0.85%				Skipped	25	21.19%									

Young people's comments regarding leadership courses and opportunities:

- They always seem to be in Brisbane but my leader is pushing for one down here.
- Need more advanced courses or state-run advanced courses to allow more chances for leadership development ie. a Mawson course at Venture
- I don't think there are leadership courses for Joeys. They are a little young, and leadership should start being taught in the mob. In my mob, I encourage leadership by giving responsibilities to various kids
- Rovers in QLD only has the adult leader training basic and Wood badge courses
- They are very tricky to attend as always on a weekend, which is when a lot of us work.
- Courses for Cubs are run at district level. Not all districts hold them and they are held inconsistently. The Adelaide Foothills district cub camp is well run.
- Rover leadership training is being improved.
- It's Rovers, so we do SAIT Rover Training. Has some serious issues with being borderline useless though and not covering anything you'd actually like to know...
- I don't know if there is a leadership course for Rovers.
- They only run them (leadership courses) for Venturers. Asked if I could do the Youth Helper one as a Rover (as I'm a youth member helping in another section) and was declined.

Adult's views comments regarding leadership courses and opportunities:

- Wrong focus - too much on paperwork - not enough doing
- Those who run some of these courses like to keep them secret and not share responsibility and knowledge with the wider Scouting family.
- I would love to see the Cubs enabled more to lead more, but it is hard for us as adults to step back. Ideally, we should have more youth helpers and young adults involved (14 - 24). Guiding has a strong youth leadership programme for people of this age and it would be lovely to see it in Scouting. I would not like it if the youth leadership programme was as it is in Scouts, I see too many young people (12 - 14) thrown into leadership in that section and struggle. It hurts the troop and it hurts the young people who feel that they cannot lead because they fail from lack of support.
- Leaders need to continue learning. The Wood badge is not the end of learning!
- Overlap and duplication between the Scout and Venturer Scout leadership courses needs to be removed.
- Not administered by the State team, instead primarily done on a district level
- I am not sure, probably not for Joeys.
- Often too late - would be good for Cubs to have a level 1 and level 2 style course where they could complete level 1 as a 9 year old and level 2 as a 10 year old.
- Not always programmed and planned for. They should be a regular item on our calendars for a least 1 if not 2 per year so that all youth members can attend.
- I have not been involved with a Cub leadership course. Reports I've heard about a recent one makes it seem badly run (very over-subscribed).
- I am involved with the Joey section so this age group aren't ready for a Leadership Course, but would be fine to lead parts of some activities. Our Branch has Youth Leadership Courses for older Cubs and above.
- There are not enough available and they are of very poor quality.
- We have Scouts and Venturers help run activities for Joey Scouts, this works well but at times they are unaware of the abilities and needs of very young Scouts. Courses for Venturers and Scouts that help at Joey scouts would help them understand the needs of younger Scouts. Courses that develop leadership of Joeys would be misplaced in my opinion.
- It would be great if youth were able to develop an appropriate level of expectation of their leaders, Scouting, as well as themselves. This might help manage the dilemma of Troops being conducted by well-meaning autocrats.
- Not run enough
- These courses are extremely valuable for Leaders and Youth, especially when we can get older youth members involved in running the courses for younger members - for instance, Cubs really love Venturers to be leading them as well as Adult Leaders. It becomes like a family group.
- Often run at group or district level.
- Some of our youth members report it is too long winded. Others say it is OK.

APPENDIX C – VICTORIAN CUBOREE SURVEY RESULTS SUMMARY¹³³

During a general YPR survey at the 2014 Victorian Cuboree, one question regarding leadership opportunities was asked of Cubs and their supervisors. The question was number 3 of a 4-question survey. The remaining questions were related to other aspects of the YPR unrelated to this topic.

The data collected was a count of affirmative responses to each option, and is as follows:

Do Cubs in your Pack have any of the following leadership opportunities?	Often	% of total	Sometimes	% of total	Rarely / Never	% of total	Don't know	% of total	Totals
Leadership positions (Sixers and Seconds)	101	62%	22	13%	38	23%	3	2%	164
Suggest future activities or games	88	41%	105	49%	17	8%	4	2%	214
Organise activities or games	29	20%	73	50%	40	28%	4	3%	146
Provide input on how the Pack deals with issues, eg bad behaviour	29	24%	26	21%	51	42%	16	13%	122
Six composition (who is in which Six, who becomes Sixer and Second)	56	38%	8	5%	79	54%	3	2%	146
Pack Council / Sixer Council	75	51%	21	14%	33	23%	17	12%	146

Notes regarding data:

- Demographic information was not collected, however respondents were all Cubs (ages 8-11 y.o).
- No data was collected regarding whether respondents all belonged to the same Cub Pack (ie same Scout Group + Section).
- Some leadership opportunities gained more overall responses than others due to fluidity of the survey groups.

The people supervising the Cubs were asked to first identify their role in Scouting and then answer the same questions as the Cubs:

Do Cubs in your Pack have any of the following leadership opportunities?	Often	% of total	Sometimes	% of total	Rarely / Never	% of total	Totals
Leadership positions (Sixers and Seconds)	21	78%	6	22%	0	0%	27
Suggest future activities or games	15	58%	10	38%	1	4%	26
Organise activities or games	9	36%	16	64%	0	0%	25
Provide input on how the Pack deals with issues, eg bad behaviour	9	36%	10	40%	6	24%	25
Six composition (who is in which Six, who becomes Sixer and Second)	5	20%	10	40%	10	40%	25
Pack Council / Sixer Council	13	52%	11	44%	1	4%	25

The majority of the supervisors identified themselves as Cub Leaders:

I am a...	Cub Leader	Rover	Venturer	Joey Leader	Other Leader of Adult
	22	1	1	3	1
	79%	4%	4%	11%	4%

¹³³ Scouts Australia National Youth Program Review, 2014 Victorian Cuboree Survey, 1 October 2014

APPENDIX D – VICTORIAN GILWEROO SURVEY RESULTS SUMMARY¹³⁴

At the 2014 Victorian Gilweroo (21-23 November), 66 Scouts were surveyed regarding leadership opportunities that have been made available to them. 16 leaders were surveyed regarding their views on the age ranges of young leaders in their Troop.

Summary of Scout data

How old are you?			What age do you think the best Patrol Leaders are, and why?			How often do you get the chance to help run your activities/meetings?			When it comes to running activities/meetings, please select the answer that most applies to you:			How often should other youth members run the activities/meetings for your section?			Which youth members would be best to run the activities/meetings for your section?			How happy are you with about how often you get to lead activities, or practice leadership skills, in Scouting?					
10	4	6%	12	7	11%	All the time	9	14%	I want the chance to run a whole night of activities for my section	1	1	17%	All the time, instead of the adults	10	15%	Scouts (my section)	25	3	8	%	Very happy	23	35%
11	16	24%	13	22	33%	Parts of the meeting night	4	6%	I want the chance to run part of a night of activities for my section	1	7	26%	Some of the time, as well as the adults	40	61%	Venturers	26	3	9	%	Quite happy	15	23%
12	21	32%	13.5	2	3%	Parts of activities	8	12%	I want the chance to sometimes run part of an activity/game for my section	2	1	32%	Only if an adult is not available	8	12%	Rovers	8	1	2	%	Ok	19	29%
13	15	23%	14	8	12%	Sometimes	20	30%	I want the chance to help run some of the activities/games for my section	9	14	14%	Never - the adults should run all the activities/meetings	2	3%	Skipped	7	1	1	%	Not happy	1	2%
14	9	14%	16	1	2%	Hardly ever	15	23%	I don't want to run any activities for my section	2	3	3%	Skipped	6	9%						Very unhappy	1	2%
15	1	2%	16-18	2	3%	Never	5	8%	Skipped	6	9	9%									Skipped	7	11%
66			20-26	3	5%	Skipped	5	8%															
			Over 26	6	9%																		
			Any age	4	6%																		
			Inconclusive	5	8%																		
			Skipped	6	9%																		

¹³⁴ Scouts Australia National Youth Program Review, 2014 Victorian Gilweroo Survey, November 2014

Some of the reasoning provided by Scouts for the answers to **“What age do you think the best Patrol Leaders are, and why?”**:

- “13 or above, because they are more responsible.”
- “Any age that are fun and still experienced.”
- “14, because they have lots of experience but still are good at communicating with the patrol members.”
- “Any age. It is about the experience they have and their leadership qualities.”



Summary of Leader data

What type of leader are you?		What age do you think the best Patrol Leaders are, and why?			Do you think the eldest Scouts are too old, and should be in Venturers? Why/why not?			How would you feel about 16 year olds helping as Leaders in your Troop? Do you think it would work? Why / why not?		
Adult Helper/Rostered Parent	3	From age 12	3	19%	Yes	1	6%	Support as Leaders	7	44%
Cub Scout Leader	2	From age 12.5	1	6%	No	7	44%	Support as Leader Helpers	2	13%
District Level Leader/Commissioner	1	From age 13	5	31%	Maybe	8	50%	Not supportive	4	25%
Other (please specify)	2	From age 13.5	2	13%				Unsure	2	13%
Scout Leader	8	From age 14	2	13%				Skipped	1	6%
Total Respondents	16	From age 15	2	13%						
		Depends (no age suggested)	1	6%						

Leader comments are listed below, giving insight into the reasons for their answers. Comments have been corrected for grammar and spelling.

What type of leader are you?	What age do you think the best Patrol Leaders are, and why?	Data grouping for analysis	Do you think the eldest Scouts are too old, and should be in Venturers? Why/why not?	Data grouping for analysis	How would you feel about 16 year olds helping as Leaders in your Troop? Do you think it would work? Why / why not?	Data grouping for analysis
Scout Leader	15	15	No- they are crucial to the patrol system	No	Yes	Support as Leaders
Scout Leader	12 because they are keen and will be around for a while to pass on their knowledge.	12	Maybe, it may be human nature for interest to fall off when you know you are about to leave the section.	Maybe	No! Too close in age, let the 16 y.o play with the cubs.	Not supportive
Scout Leader	12.5 to 13 as they start 'getting it' around then. The boys are usually a little behind in this though	12.5	No, I think that they need to be at least 14 before Venturers. It's the maturity and decision making thing	No	Really not sure, but probably not. Maybe at 17 or so	Unsure
Adult Helper	12-13. A little responsibility to a young person goes a long way to influencing their behaviour.	12	Yes. Time for new challenges in Venturers.	Yes		
Scout Leader	13 1/2, they are still excited about scouts. They are mature enough to take responsibility for younger scouts. They are generally ready for the next step into up - into leadership. They also aren't yet at the stage where they have done everything more than once and have started mucking about.	13.5	For some 15 is too old to still be in scouts. But the maturity difference between 15 year olds and 18 year olds can be quite big. There are also some scouts that i have had that aren't ready 14 1/2 to move up. I think a lot depends on the ages of the venturers.	Maybe	Depends on the individual. It is a good idea in some ways as they have been out of the section for a year.	Support as Leaders
Rostered Parent	13 chance to learn & then implement	13	No. Young ones need leadership & support. Old ones need the responsibility & patience?	No	Great idea. People should be encouraged and supported.	Support as Leaders
District Level Leader/Commissioner	13 have had more experience and know the scout way of doing things	13	Depends on the scout's maturity and if they want to get their Australian scout medallion	Maybe	Ok if they were venturers and had done some type of training course also were mature enough and had had an in-service with the scout leaders	Support as Leaders
Scout Leader	13 keen to teach and learn and want to pass on their knowledge.	13	Yes and no. Yes as they seem to want to do bigger and better things. No as they are too young in attitude	Maybe	I think the right 16 year olds would be awesome as they understand the kids and what they want and have knowledge to give the kids	Support as Leaders
Adult Helper	13, experience to pass on to volunteer scouts	13	No	No	Yes, pay it back, share their experience and learn from extra responsibility	Support as Leaders

What type of leader are you?	What age do you think the best Patrol Leaders are, and why?	Data grouping for analysis	Do you think the eldest Scouts are too old, and should be in Venturers? Why/why not?	Data grouping for analysis	How would you feel about 16 year olds helping as Leaders in your Troop? Do you think it would work? Why / why not?	Data grouping for analysis
Other (please specify)	13.5 to 14 because they are just that be older	13.5	No I don't as Venturers is a whole new ball game	No	Not a good idea the age is too close to the scouts and there would be not respect	Not supportive
Scout Leader	14 as they have had experience and gives them time to pass on before going up	14	Depends on the individual scout as to whether they are ready	Maybe	I would think that combing programs between venturers and scouts would be better	Not supportive
Scout Leader	14+ They have enough experiance to know what to do and (usually) enough maturity to be a reliable leader.	14	No. If they leave too early we will have no leadership amongst the Scouts. The Patrol System would not work without them. We would be like a Troop of old Cubs.	No	I think it would be great. But I don t think it would work. There's not enough age difference between them and the Scouts.	Unsure
Cub Scout Leader	Depends on level of maturity and experiance	Depends	Depends on maturity	Maybe	Mostly no - still need to learn more life lessons, but can work as assistants	Support as Leader Helpers
Cub Scout Leader	Depends on the scout but ideally 13 to 15	13	Depends again on the scout. If the scout is mature enough socially and emotionally then yes	Maybe	not as leaders but as leader helpers	Support as Leader Helpers
Other (please specify)	Generally 15-16 year old for boys, can be younger for girls. Maturity develops later and they tend to understand the responsibility	15	Depends on maturity levels	Maybe	Yes. I have asked Venturers to assist but was not supported by Venturer leaders	Support as Leaders
Scout Leader	It really depends on the demographics of your troop and also the maturity of your scouts.as for me i would like them to be at least 12+	12	No, but if they are getting bored then maybe it should be suggested to start linking early	No	No I think they are still a little young for the troop but it would be okay with cubs	Not supportive

APPENDIX E – 'LEADERSHIP FOR ALL' SURVEY RESULTS

This survey was published on Facebook (Scouts Australia, an open page with over 55,000 likes) and gained a number of shares, including on the Cub Scouts SA and Joey Scouts SA Facebook pages. The research team also sent the survey link to Scouting colleagues and encouraged subsequent sharing of the survey. The survey was open for approximately two weeks.

YOUNG PEOPLE'S DATA

What best describes the section that you are currently involved with in Scouting?	
Joey Scout	3
Cub Scout	11
Scout	18
Venturer Scout	101
Rover Scout	39
	172

Do you think of yourself as a leader?		
Yes	97	66.0%
No	22	15.0%
Yes, but only because I have a title/role saying so	13	9.0%
Yes, but only because I have been told that I am one	9	6.0%
No, but only because my title/role does not tell me that I am one	4	3.0%
No, but only because I have been told I am not one	3	2.0%
Answered question	147	
skipped	24	

How happy are you with about how often you get to lead activities, or practice leadership skills, in Scouting?		
Very happy	56	39%
Quite happy	57	39%
OK	23	16%
Not happy	7	5%
Very unhappy	1	1%
Answered question	144	
skipped	28	

How does your Leader ask for your ideas to help plan activities/meetings? (Choose all options that apply.)		
The adult leader asks us during our normal meeting times	83	62%
We have special meetings to decide the ideas	82	61%
We have Pack/Troop Council	65	48%
Our youth leaders (Sixers/Patrol Leaders/Unit Leaders etc) gather our ideas and pass them on	45	33%
Surveys	6	4%
We pass ideas on via our Parents	4	3%
Other (please specify)	9	7%
Responses to Other:		
<i>Crew decides together</i>		
<i>Rovers run their own program. As a Joey Leader, we ask the Joeys what they like.</i>		
<i>My Rover crew have meetings every 3 or 4 months.</i>		
<i>I'm a Rover.....</i>		
<i>Unit Council meetings, unit collectively contributes</i>		
<i>Unit Council meetings</i>		
<i>Venture Unit Council: we plan all our own activities</i>		
<i>Facebook</i>		

How often do you get the chance to help run your activities/meetings?		
All the time	55	37%
Parts of the meeting night	22	15%
Parts of activities	22	15%
Sometimes	33	22%
Hardly ever	11	7%
Never	5	3%
Answered question	148	
skipped	24	

The answers to this question were analysed further according to the Section:

JOEYS		
All the time	0	0%
Parts of the meeting night	0	0%
Parts of activities	1	33%
Sometimes	1	33%
Hardly ever	0	0%
Never	1	33%
skipped	0	
CUBS		
All the time	0	0%
Parts of the meeting night	0	0%
Parts of activities	3	50%
Sometimes	1	17%
Hardly ever	2	33%
Never	0	0.0%
skipped	5	
SCOUTS		
All the time	5	29%
Parts of the meeting night	3	18%
Parts of activities	4	24%
Sometimes	4	24%
Hardly ever	1	6%
Never	0	0%
skipped	1	

VENTURERS		
All the time	31	33%
Parts of the meeting night	17	18%
Parts of activities	14	15%
Sometimes	21	23%
Hardly ever	6	7%
Never	4	4%
skipped	8	
ROVERS		
All the time	19	65%
Parts of the meeting night	2	7%
Parts of activities	0	0%
Sometimes	6	21%
Hardly ever	2	7%
Never	0	0%
skipped	10	

When it comes to running activities/meetings, please select the answer that most applies to you:		
I want the chance to run a whole night of activities for my section	58	43%
I want the chance to help run some of the activities/games for my section	20	15%
I want the chance to sometimes run part of an activity/game for my section	28	21%
I don't want to run any activities for my section	8	6%
I want the chance to run part of a night of activities for my section	33	24%
Answered question	136	
skipped	16	

The answers to this question were analysed further according to the Section:

JOEYS		
I want the chance to run a whole night of activities for my section	0	0%
I want the chance to help run some of the activities/games for my section	1	33%
I want the chance to sometimes run part of an activity/game for my section	1	33%
I don't want to run any activities for my section	0	0%
I want the chance to run part of a night of activities for my section	1	33%
skipped	0	
CUBS		
I want the chance to run a whole night of activities for my section	0	0%
I want the chance to help run some of the activities/games for my section	1	17%
I want the chance to sometimes run part of an activity/game for my section	4	67%
I don't want to run any activities for my section	0	0%
I want the chance to run part of a night of activities for my section	1	17%
skipped	5	
SCOUTS		
I want the chance to run a whole night of activities for my section	5	29%
I want the chance to help run some of the activities/games for my section	4	24%
I want the chance to sometimes run part of an activity/game for my section	3	18%
I don't want to run any activities for my section	0	0%
I want the chance to run part of a night of activities for my section	5	29%
skipped	1	

VENTURERS		
I want the chance to run a whole night of activities for my section	35	38%
I want the chance to help run some of the activities/games for my section	14	15%
I want the chance to sometimes run part of an activity/game for my section	16	17%
I don't want to run any activities for my section	8	9%
I want the chance to run part of a night of activities for my section	20	22%
skipped	8	
ROVERS		
I want the chance to run a whole night of activities for my section	18	62%
I want the chance to help run some of the activities/games for my section	1	3%
I want the chance to sometimes run part of an activity/game for my section	4	14%
I don't want to run any activities for my section	0	0%
I want the chance to run part of a night of activities for my section	6	21%
skipped	10	

How often should other youth members run the activities/meetings for your section?		
All the time, instead of the adults	61	41%
Some of the time, as well as the adults	79	53%
Only if an adult is not available	6	4%
Never - the adults should run the activities/meetings	2	1%
Answered question	148	
skipped	24	

The answers to this question were analysed further according to the Section:

JOEYS		
All the time, instead of the adults	0	0%
Some of the time, as well as the adults	3	100%
Only if an adult is not available	0	0%
Never - the adults should run the activities/meetings	0	0%
skipped	0	
CUBS		
All the time, instead of the adults	0	0%
Some of the time, as well as the adults	4	66 %
Only if an adult is not available	1	17%
Never - the adults should run the activities/meetings	1	17%
skipped	5	
SCOUTS		
All the time, instead of the adults	5	29%
Some of the time, as well as the adults	12	71%
Only if an adult is not available	0	0%
Never - the adults should run the activities/meetings	0	0%
skipped	1	

VENTURERS		
All the time, instead of the adults	38	41%
Some of the time, as well as the adults	50	54%
Only if an adult is not available	4	4%
Never - the adults should run the activities/meetings	1	1%
skipped	12	
ROVERS		
All the time, instead of the adults	18	6%
Some of the time, as well as the adults	10	35%
Only if an adult is not available	1	3%
Never - the adults should run the activities/meetings	0	0%
skipped	10	

Have you attended a Leadership Course in Scouting?		
Yes	103	73%
No - never had the opportunity	27	19%
No - chose not to	6	4%
I don't know	6	4%
Answered question	142	
skipped	30	
By section:		
JOEYS		
Yes	0	0%
No - never had the opportunity	2	67%
No - chose not to	0	0%
I don't know	1	33%
skipped	0	
CUBS		
Yes	1	17%
No - never had the opportunity	4	67%
No - chose not to	0	0%
I don't know	1	17%
skipped	5	
SCOUTS		
Yes	8	50%
No - never had the opportunity	8	50%
No - chose not to	0	0%
I don't know	0	0%
skipped	2	
VENTURERS		
Yes	67	76%
No - never had the opportunity	12	14%
No - chose not to	5	6%
I don't know	4	4%
skipped	13	
ROVERS		
Yes	27	93%
No - never had the opportunity	1	3%
No - chose not to	1	3%
I don't know	0	0%
skipped	10	

Which Leadership course/s have you attended?		
Cub Leadership course	34	24%
Scout Leadership course	76	54%
Advanced Scout Leadership course (NSW only)	1	1%
Venturer Unit Management course	62	44%
Venturer Leadership course	53	37%
Youth Helper course	25	18%
Basic Sectional Techniques/Gilwell Woggle	18	13%
Other - Mawson Scholarship in Leadership	10	7%
Other - School	1	1%

How happy were you with the Youth Leadership Course/s you have attended?		
Very happy	42	43%
Happy	42	43%
OK	8	8%
Not happy	3	3%
Very unhappy	1	1%
I haven't done a leadership course	1	1%
Answered question	97	
skipped	75	

What was the MOST useful thing you learnt at the course/s?

Selected quotes (from free-text field):

- I learnt how to inspire my fellow scouts, and I learnt to encourage others
- That everyone is leader
- Public speaking, youth interaction
- How to organise a unit.
- How to teach others And how to take charge
- How to run week to week activities
- Different themes were of different importance at the time. For example, in scouts it would have been how to be an effective leader, and ensure your patrol remains functional. Whereas in venturers, it would have been how to produce constructive programs and favourable fundraisers.
- How to work as a part of a team and how to speak in front of an audience
- The venturer one was really great but the scouts one was boring and irrelevant
- Communication
- That Leadership isn't just a title, it's like a lifestyle
- Public speaking
- Mawson Scholarship was the most useful course I have ever done with Scouts, the advanced topics covered mostly everything!
- The way that games etc are incorporating badge work for cubs and how to do so
- How to manage when things don't go to plan or when you have difficult people.
- Meeting other people and being to keep in touch after the courses to organise meetings
- Hard to answer both Q18 and 19. All three courses that I've done probably taught me more than I realise, but I didn't walk out of them thinking "I'm a great leader now", or anything like that. They did all help me "analyse" my quality as a "leader". As mentioned before, I think it comes down to definition of Leadership. I suppose the courses did teach me about Leadership, I say that because I'm a Grey Wolf, a Queen's Scout, and I did my ASM, and I can't be that bad a leader if I successfully did all the stuff involved in those three things..
- So so much!! Info on Scouting in general, how to successfully lead people depending on their platforms and quite a lot more!!

Selected quotes (from free-text field):

What was the LEAST useful thing you learnt at the course/s?

- History (as a member I'm already well versed in the history)
- I don't remember as it was obviously not interesting or relevant.
- Knots. Typical Scouting stuff that could have been taught during a normal meeting night.
- Processes - how to do specific administrative tasks, paperwork, procedures, forms etc.
- Scouting history in cub basic, I am a queen scout and it was covered in my online training.
- International Scouting I suppose but it is still important
- Repeating old stuff.
- I'm a Rover and Training as an Assistant Venturer Leader and I felt there was too much information about the other sections within my training. Without sounding too abrupt I have no use for a heap of info about the Joeys and Cubs sections.
- I really didn't like sitting through repetitive elearning
- I see the virtue of it all, but the personality testing was a bit useful.
- Sometimes they can be a bit boring
- Programming SPICES. Emotional/ spiritual night ... Really
- I can't remember much of it, so... Lots of it.
- There wasn't anything that was dismissive
- It was a long time ago when I did it so I don't know
- Lighting a fire (I know how to do that).
- Most of it
- How to run a section
- I don't remember
- The Patrol System... (That dodgy video that they've used for like, 10 years....)
- scout safe
- Most of the course to be honest, if you want to learn how to lead and leadership the best way to take up a leadership position.
- Nothing was useless at Mawson...
- Occasionally the course has been too theory intensive so that you lose focus towards the end of the
- Hard to answer both Q18 and 19. All three courses that I've done probably taught me more than I realise, but I didn't walk out of them thinking "I'm a great leader now", or anything like that. They did all help me "analyse" my quality as a "leader". As mentioned before, I think it comes down to definition of Leadership. I suppose the courses did teach me about Leadership, I say that because I'm a Grey Wolf, a Queen's Scout, and I did my ASM, and I can't be that bad a leader if I successfully did all the stuff involved in those three things..
- How to eat properly at a formal dinner.

Comparisons of three survey cohorts regarding leadership **qualities**.

Think about leaders in the community. What are the MOST IMPORTANT qualities you think a good leader should be able to demonstrate? (You may choose more than one answer.)								
General public			Young People in Scouting			Adult Scouting		
Good communication	17	65.38%	Good communication	112	84.8%	Good communication	165	71.74%
Leading by example	17	65.38%	Respectful of others	102	77.3%	Respectful of others	162	70.43%
Enthusiasm	16	61.54%	Organised	102	77.3%	Leading by example	153	66.52%
Honesty	16	61.54%	Positive attitude	101	76.5%	Positive attitude	143	62.17%
Positive attitude	16	61.54%	Leading by example	97	73.5%	Ability to inspire	142	61.74%
Respectful of others	15	57.69%	Confidence	96	72.7%	Open to change	140	60.87%
Good listener	14	53.85%	Good listener	95	72.0%	Honesty	138	60.00%
Ability to inspire	13	50.00%	Honesty	94	71.2%	Commitment	126	54.78%
Sense of humour	13	50.00%	Enthusiasm	93	70.5%	Enthusiasm	125	54.35%
Commitment	12	46.15%	Commitment	90	68.2%	Good listener	124	53.91%
Integrity	12	46.15%	Open to change	89	67.4%	Integrity	123	53.48%
Open to change	12	46.15%	Shows initiative	88	66.7%	Organised	120	52.17%
Creativity	11	42.31%	Ability to inspire	82	62.1%	Ability to delegate	118	51.30%
Good judgment	11	42.31%	Ability to delegate	79	59.8%	Shows initiative	110	47.83%
Organised	11	42.31%	Sense of humour	79	59.8%	Sense of humour	109	47.39%
Resourceful	11	42.31%	Resourceful	76	57.6%	Consistent	103	44.78%
Confidence	10	38.46%	Creativity	74	56.1%	Good judgment	102	44.35%
Consistent	10	38.46%	Good judgment	74	56.1%	Resourceful	99	43.04%
Shows initiative	10	38.46%	Consistent	62	47.0%	Confidence	95	41.30%
Emotional intelligence	9	34.62%	Integrity	52	39.4%	Creativity	87	37.83%
Ability to delegate	8	30.77%	Emotional intelligence	48	36.4%	Emotional intelligence	84	36.52%
Answered question	26		Other (please specify)	9	6.8%	Other (please specify)	21	9.13%
			Answered question		132	Answered question	230	

Comparisons of three survey cohorts regarding leadership **skills**.

What are the MOST IMPORTANT leadership skills that you think should be taught to young people? (You may choose more than one answer.)								
General Public - Combined Aug & Nov			Young People in Scouting			Adults in Scouting		
Problem solving	41	67.2%	Team leadership	101	78.9%	Problem solving	159	69.13%
Relationship building	35	57.4%	Problem solving	88	68.8%	Team leadership	158	68.70%
Team leadership	34	55.7%	Time management	81	63.3%	Relationship building	124	53.91%
Time management	34	55.7%	Running a project	75	58.6%	Responsible risk-taking	122	53.04%
Conflict management	29	47.5%	Organising/conducting meetings	73	57.0%	Listening techniques	121	52.61%
Listening techniques	29	47.5%	Public speaking	71	55.5%	Goal setting	115	50.00%
Goal setting	28	45.9%	Goal setting	71	55.5%	Time management	109	47.39%
Anti-bullying techniques	26	42.6%	Conflict management	69	53.9%	Conflict management	104	45.22%
Negotiation skills	23	37.7%	Listening techniques	69	53.9%	Anti-bullying techniques	99	43.04%
Public speaking	22	36.1%	Responsible risk-taking	68	53.1%	Negotiation skills	94	40.87%
Responsible risk-taking	22	36.1%	Anti-bullying techniques	62	48.4%	Running a project	76	33.04%
Emotional intelligence	19	31.1%	Delegation skills	61	47.7%	Delegation skills	75	32.61%
Running a project	19	31.1%	Negotiation skills	60	46.9%	Emotional intelligence	75	32.61%
Delegation skills	14	23.0%	Budgetting	58	45.3%	Public speaking	69	30.00%
Multi-tasking	14	23.0%	Relationship building	56	43.8%	Coaching/mentoring	61	26.52%
Budgetting	13	21.3%	Multi-tasking	55	43.0%	Multi-tasking	57	24.78%
Change management	13	21.3%	Coaching/mentoring	52	40.6%	Organising/conducting meetings	55	23.91%
Coaching/mentoring	13	21.3%	Written communication skills	43	33.6%	Written communication skills	42	18.26%
Written communication skills	13	21.3%	Change management	42	32.8%	Budgetting	38	16.52%
Organising/conducting meetings	7	11.5%	Emotional intelligence	39	30.5%	Change management	34	14.78%
			Other (please specify)	7	5.5%	Other (please specify)	13	5.65%
Answered question	61		Answered question	128		Answered question	230	

At which of these ages do you think leadership skills could be taught? (You may choose more than one answer.)													
	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	22-23	24-25	25-26	Over 26
Public	26.9%	34.6%	57.7%	76.9%	73.1%	61.5%	61.5%	53.8%	53.8%	53.8%	46.2%	46.2%	42.3%
Adults in Scouting	20.0%	29.1%	58.3%	63.9%	71.7%	67.8%	66.5%	57.0%	55.2%	50.4%	51.3%	51.7%	50.4%
Young people in Scouting	24.2%	33.3%	47.7%	60.6%	71.2%	67.4%	62.1%	55.3%	53.0%	47.0%	47.0%	44.7%	45.5%

APPENDIX F – HOW YOUTH LEADERSHIP IS HANDLED BY SCOUTING IRELAND¹³⁵

NB:

- Australian equivalents indicated in parentheses where applicable
- Text in blue indicates that there is no formal equivalent within Scouts Australia

Section	Individual	Team	Group	Program
Beaver Scouts ("Joeys")	The focus is working with others and doing jobs with someone else.	Lodge corner discussions led by Scouter and using games. Job of Lodge Leader ("Joey Helper") rotated on a regular basis.	Large group activities.	Given choices on activities and used to brainstorm ideas for adults to plan the programme.
Cubs	Take on responsibilities and small jobs. Individuals picked to be Sixers.	Most programmes done in Sixes with a Sixer to help manage the group. Sixer Council ("Pack Council") meetings quarterly.	Group activities but subdivided into their Sixes which are used as much as possible.	Sixes give feedback and make choices with adult supervision. Sixer Council used to brainstorm ideas.
Scouts	Scouts take on bigger roles and jobs. Every Scout should have a job which challenges them and lets them show their level of responsibility.	Patrols are the main focus of the Troop with Patrols doing their own programmes with some adult supervision.	Only in large group when Patrols come together to do activities. Patrol Leader Council ("Troop Council") is the conduit for Troop communication.	Patrols run the programme they want. Patrol Leaders Council is there to keep the standard of the programme high, as well as to ensure fairness and good order.
Ventures ("Venturers")	An individual's interests brought to the fore and shared with others.	Crews ("Venturer Crew") formed to follow a special interest with all the main decisions being made by the Crew.	General standards set in the Venture Unit, Crews must follow those standards.	All decisions on programme are made by the Crews. The programme is facilitated by adults. The programme should be getting more external.
Rovers	All members have the same level of responsibility.	Small groups decide all matters with major decisions approved by Group Council.	Very little, if any, large groups.	The programme is geared at the interests of individuals while encouraging working with others. There should be increased community focus in the programme.

¹³⁵ Scouting Ireland, *One Programme - Scouters Handbook*, Scouting Ireland, Dublin, 2014, p19

APPENDIX G – SUMMARY OF RESPONSES FROM FOCUS GROUPS/CONSULTATION MEETINGS WITH LEADERS

Six leader meetings were attended, with numbers of persons and their roles indicated below.

Branch Cub Council: Branch Commissioner (BC) – Cubs (1), Assistant Branch Commissioner (ABC) – Cubs (1), Program Advisors (PA) – Cubs (4)

Adelaide Foothills District Council: District Commissioner (DC) (1), Group Leaders (GLs) (12)

Mawson District – Wandara/Seeonee: Cub Section PA (1), 2 GLs (2), Cub Scout Leaders (CSLs) (4), Joey Scout Leaders (JSLs) (4)

Hills to Coast District—Seeonee: Cub Section PA (2), CSLs (10)

Basic Campcraft (Leader Training): Leader Trainers (6), JSLs (4), CSLs (6), Scout Leader/Venturer Scout Leader (6), Rover Scout (1), GL (1)

Branch Venturer Council (numbers not collected)

The following guiding questions were discussed at the leader meetings:

- “How would you define the meaning of leadership in Scouting?”
- “How up-to-date and relevant to today’s society is the leadership development provided through the Youth Program?”
- “What makes Scouting unique from a leadership development perspective?”
- “What personal example(s) can you share of learning leadership through practicing the Scout Method?”

Collated responses/notes from focus groups

“How would you define the meaning of leadership in Scouting?”

- Direction!
- Sixer and Seconder take some responsibility
- Pack councils, if properly managed, allow feedback on problems and mistakes.
- Leaders are quite keen to give opportunities for youth to take responsibility, but... program is quite restrictive which limits the opportunities.
- Learning by doing and passing it on
- Encouraging a group to follow
- It is sometimes innate in a youth member, but is very hard to teach properly (this was reinforced a number of times)
- Guiding/influencing
- Team/share/develop
- Helping others (especially old kids helping younger ones)
- “Leader for the moment”—everyone else is part of the group being led
- Recognition of the need for leadership
- Having responsibility
- Demonstrating initiative

- Empowering youth to “pass it on”
- Confidence
- More than just about Sixers and Seconds.
- Helps to give a Young Person confidence
- Leading by example
- Develops character through activities
- Taking responsibility
- Inclusive, not competitive
- Perseverance
- Encouragement
- Chance to be developed
- Scouts is welcoming
- Being responsible
- They get out of Scouting what they want
- Guiding
- A progressive from Joeys to Rovers
- Being self-sufficient
- They have to want to be leaders

“What makes Scouting unique from a leadership development perspective?”

- It is still seen as relevant, due to this uniqueness and limited opportunities elsewhere.
- Youth leaders and the ability to work in small groups is what makes scouts unique as a method to learn leadership, as it was seen (again) that school and sports don't provide as many opportunities to learn this (usually directed by adults).
- There were comments that people had seen many examples of different methods of teaching leadership, but it depends on how much responsibility adults are prepared to hand over. The adults need to be prepared for dinner to be burnt otherwise the youth won't learn from mistakes.
- "It is one thing we do better than other organisations".
- "People remember what they learn at Scouts, especially life and leadership skills"
- It's ok to “have a go”.
- A safe place to fail/make mistakes, and still remain a leader
- Keep trying – do your best
- It's not assessed
- There are different ways of resolving problems
- Tolerance
- Within the boundaries of safety, it's OK to make mistakes

“What personal example(s) can you share of learning leadership through practicing the Scout Method?”

- Pack Councils, if properly managed, allow feedback on problems and mistakes.
- It was also suggested that the whole team need to understand leadership to let the leader do their job.
- There was a lot of interest in fluid groups, where the groups vary depending on the activity. Some people had seen this at camps or at activities where the group was based on interest (rather than the same patrol). It allowed youth to get a good introduction into leadership without being a PL.
- There were other groups where patrols set the program for coming weeks, but this required a big handover of responsibility from the adults.

- At Cub level, it was commented that kids are keen to be Sixers/Seconders, but often couldn't handle the responsibility. The pushback from others in the group was that they needed to be given the opportunity to give it a go.
- Some leaders ensure that every Cub has the opportunity to be a Second, although not everyone will become a Sixer.
- Some leaders think that Cubs are being given too much responsibility at a young age, eg putting up tents (this led to a digression into whether Cubs should be camping under canvas and whether this has an impact on retention—ie they've "done it all" by the time they get to Scouts).
- The idea of electing Sixers and Seconders was floated—there was a concern that it may become a popularity contest.
- The idea of a "leader neckie" or similar symbol for YP running an activity was viewed positively.
- Canada's model of Trackers, Runners and Howlers was viewed with skepticism, especially for Cubs that join the program halfway through.
- Some JSLs give their Joeys the opportunity to be "leader" for a night, which was essentially the person people lined up in front of. This was cited as being "enough" to make the Joey excited about their role and curb boredom.
- One JSL uses a symbolic scarf for the youth "leader".

"How up-to-date and relevant to today's society is the leadership development provided through the Youth Program?"

- It is still seen as relevant, due to this uniqueness and limited opportunities elsewhere.
- Emotional Intelligence needs to be looked at

General commentary (from Leaders) about leadership for young people within Scouting:

- Sixers running the night—awesome
- Rover/leadership training needs to improve
- Training should not just be about the qualifications, but about the personal qualities developed.
- Not enough Cub/Scout Leadership courses being run in the District. There aren't enough Adult Leader resources to do so.
- Digressed into talking about leadership courses. These have changed over time, from short courses to one day to weekend. Quality varies depending on who runs it. It was felt that there needed to be more direction about the structure of a leadership course.

APPENDIX H – SUMMARY OF RESPONSES FROM FOCUS GROUPS/CONSULTATION MEETINGS WITH YOUNG PEOPLE

Young people were visited at their section meetings (or, in one case, whilst on camp). A total of 78 young people participated in the sessions with the breakdown as follows:

	Youth	Positions
Lones Camp	28	Venturers (12), Scouts (8), Cubs/Joeys (8)
Angle Vale Venturers	6	VL (1), Venturers
Golden Grove Venturers	8	VL (2), Venturers
Mawson Lakes Cubs	24	CSL (2), Cubs
Aldinga Bay Cubs	12	Cubs
Totals	78	

At the meetings with young people, the youth members were asked questions that were tailored to their age range. The answers were collected in an informal 'brainstorming' fashion.

Scouts, Venturers and Rovers were asked:

- "What makes a good leader?"
- "What kinds of skills does a good leader have?"
- "How do you think learning leadership skills in Scouting can help you in the future?"
- "Which of these skills do you think you should learn as a leader in Scouts (eg Patrol Leader)?"
- "Which of these skills do you think you should learn in Scouts just generally (even if not in a position such as Patrol Leader)?"

Cubs and Joeys were asked:

- "Think of some ways to finish this sentence: "Good leaders are...."
- "Think of some ways to finish this sentence: "Good leaders can...." (the kinds of things that a good leader can do).
- "As Joeys and Cubs, are there things you can do to be a leader in your mob or pack?"

APPENDICES

The following results are collated from the 78 youth members for six focus groups. (NB: results are not presented in a hierarchy)

Scouts, Venturers, Rovers					Joeys, Cubs		
1. "What makes a good leader?"	2. "What kinds of skills does a good leader have?"	3. "How do you think learning leadership skills in Scouting can help you in the future?"	4. "Which of these skills do you think you should learn as a leader in Scouts (eg Patrol Leader)?"	5. "Which of these skills do you think you should learn in Scouts just generally (even if not in a position such as Patrol Leader)?"	6. "Think of some ways to finish this sentence: "Good leaders are....""	7. "Think of some ways to finish this sentence: "Good leaders can...." (the kinds of things that a good leader can do)."	8. "As Joeys and Cubs, are there things you can do to be a leader in your mob or pack?"
Lones Venturers					Lones Cubs/Joeys		
Courage	Public speaking	Get practice in leading a team	All of them	Problem solving	Nice	Understand the needs of their followers	Always try
Respect (giving and receiving)	Team leading (how to help your team)	Learn to be organised		Networking	Brave	Know what to do and what not to do	Help to make fun activities
General leadership skills	Communication (written, verbal)	Go to leadership courses to refresh skills		All of the above should be learned in Scouting	Willing	Show resilience	Choose people for activities
Confidence	Be knowledgeable in their topic	Learn communication			Not bossy	Interact with us	Try to help solve problems
Persistence	Ability to delegate	Learn confidence			Friendly	DO things	Help to prepare the group
Communication skills	Organisational skills	Queen's Scout contributes to SACE			Happy (try to be)	Don't get mad	Share stories/activity ideas
Enthusiasm	Ability to learn confidence	Put skills on resume			Give us lollies and icecream	Get respect	Help others when hurt
Sympathy/empathy	Patience				Smart	Have fun	Give hope
Open to everyone's ideas	Ability to make quick decisions				Wise	Are genuinely proud of us	
Doesn't display favouritism					Heroic	Don't lie	
Positive attitude					Generous	Always tell the truth	
Sets an example/hardworking					Not cowardly	Have knowledge	
Role model						Make cool stuff	
Assertive						Make funny/interesting things	

APPENDICES

Scouts, Venturers, Rovers					Joeys, Cubs		
1. "What makes a good leader?"	2. "What kinds of skills does a good leader have?"	3. "How do you think learning leadership skills in Scouting can help you in the future?"	4. "Which of these skills do you think you should learn as a leader in Scouts (eg Patrol Leader)?"	5. "Which of these skills do you think you should learn in Scouts just generally (even if not in a position such as Patrol Leader)?"	6. "Think of some ways to finish this sentence: "Good leaders are....""	7. "Think of some ways to finish this sentence: "Good leaders can...." (the kinds of things that a good leader can do)."	8. "As Joeys and Cubs, are there things you can do to be a leader in your mob or pack?"
Lones Scouts					Mawson Lakes Cubs		
They give you freedom to be able to do things (not "bubble-wrapped")	Listening	It's better to have more than one leader	How to keep calm	All of the above	Strong	Listen	Sit quietly
Give team the ability to take risks	Make things fun	Learn how to delegate	Listening skills	You don't have to be friends with everyone (but you still need to get along)	Friendly	Teach skills	Listen and help the leaders.
Freedom	Be able to lead (<i>interpreted as having the confidence to do so</i>)	Being calm during adversity	Utilise the skills of everyone in the team	Make sure everyone is having a good time	Honest	Encourage learning	Tell others to be quite
Be willing to demonstrate	People management (behaviour)	Learn how to lead whilst still remaining friends with people			Fun	Run games	Help with grand wolf
Lead by example	Keep people calm	Cope with people you don't like			Good with badge work	Help other people	Help clean up
Do practical things	Think on their feet	Making friends with your enemies			Nice to the leaders	Be in-charge	Help others
Let people learn/try for themselves	Learn from mistakes	Cooking			Older	Be nice.	
	Keep an open mind/level head	Teamwork					
	Show their limits	Pass on knowledge					



APPENDICES

Scouts, Venturers, Rovers					Joeys, Cubs		
1. "What makes a good leader?"	2. "What kinds of skills does a good leader have?"	3. "How do you think learning leadership skills in Scouting can help you in the future?"	4. "Which of these skills do you think you should learn as a leader in Scouts (eg Patrol Leader)?"	5. "Which of these skills do you think you should learn in Scouts just generally (even if not in a position such as Patrol Leader)?"	6. "Think of some ways to finish this sentence: "Good leaders are....""	7. "Think of some ways to finish this sentence: "Good leaders can...." (the kinds of things that a good leader can do)."	8. "As Joeys and Cubs, are there things you can do to be a leader in your mob or pack?"
Angle Vale Venturers					Aldinga Bay Cubs		
Courage	Good Communicator Can get people to follow them.	Careers	All of them	Creativity	Responsible	Help you	Helping people
Respect		Life		Relationship Skills	Caring	Respect	Corporation
Encouragement		Friends and Family		Communication Skills	Caring	Stop bullying	Think of ideas
General leadership skills		Sports		Problem solving	Trustful	Teaching	Make sure you're doing the right thing
Confidence				Leading Skills	Nice	Listen to you	Truthful
Trustworthy					Respectful	New things	Tell you something
Honest					Honest	Make relationships	Cares for the environment
Golden Grove Venturers					Helpful	Control	Loyal
Respect	Problem Solving Skills Leadership Communication Skills Knowledge of what they're leading.	Careers	All of them	Honesty	Helpful	Being fun	Obedient
Communications		Family		Communication	Considerable	Not being judgmental	Trustworthy
Friendly		Job		Team Work	Friendly	Cooperative	Congratulates people
Trustworthy		Friends		Respect	Cooperative	Responsible	Helpful
Thoughtful		School		Problem solving skills	Loyal	Welcome new people	Respectful
Interesting		Learning		Courage	Environment	Including new people in	Cheerful
Likeable		Public Communication		General Leadership Skills	Desirable	Being brave	Thrifty
Courageous		Day to Day life.			Artistically	Speaking up	Interest in other people
Good Leader					Fun	Team work	Not to bully
Honest					Relationship	Remember	Help people
				Reliable	Cooperation	Design program	



APPENDICES

Scouts, Venturers, Rovers					Joeys, Cubs		
1. "What makes a good leader?"	2. "What kinds of skills does a good leader have?"	3. "How do you think learning leadership skills in Scouting can help you in the future?"	4. "Which of these skills do you think you should learn as a leader in Scouts (eg Patrol Leader)?"	5. "Which of these skills do you think you should learn in Scouts just generally (even if not in a position such as Patrol Leader)?"	6. "Think of some ways to finish this sentence: "Good leaders are....""	7. "Think of some ways to finish this sentence: "Good leaders can...." (the kinds of things that a good leader can do)."	8. "As Joeys and Cubs, are there things you can do to be a leader in your mob or pack?"
Angle Vale Venturers					Aldinga Bay Cubs		
					Strong	Obedient	Joint nights
					Funny	Different ideas	Including other people
					Brave	Adventurous	Good ideas
					Obedient	Keeping quiet	Fun a night/ pack
					One person speaking at a time	Truthful	Knowledge
					Neat	Cheerful	Safe
					Organized	Careful	Welcome
					Not judgmental	Energetic	Make sure people are ok
					Corsages	Makes progress	Help people that have fears
						Skill	Accepts in people
						Helping you	Talent
						Ideas	Loyal
						Helping each other	Safe
						Teaching others	Energetic
						Concentrate	Trustworthy
						Being ready	Congratulates people
						Sign off badges	Helpful
						Cooperation	Respectful

APPENDIX I – EXAMPLE LEADERSHIP SCOPE AND SEQUENCE

Stage	Skills for development (adult leaders to facilitate learning using the Scout methods— learning by doing). ¹³⁶	Attitudes to begin development (correlate with the developmental stages for the Promise and Law).	Outcomes: Sample activities to earn badge at that Stage NB: Focus to be on the YP <u>doing their best</u> , not on measures of quality. Plan-Do-Review.	Context: adapted from ACARA – Personal and Social capability learning continuum: Social Management. ¹³⁷	Indicative school year
1	Giving clear instructions Listening to others Leading by example Helping others	Empathy Honesty Community Respect	Run three games Be a helper to an adult leader for a section night three times Providing ideas for activities to the adult leader Using manners	Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers Identify cooperative behaviours in a range of group activities Practise individual and group decision making in situations such as group meetings and when working in pairs and small groups Practise solving simple interpersonal problems,	Typically by the end of Year 2

¹³⁶ Progression of leadership skills adapted from: The University of Adelaide, *Professional Staff – Core Capability Dictionary*, PDF, viewed on 5 February 2015, <https://www.adelaide.edu.au/hr/docs/core-capability-dictionary.pdf>

¹³⁷ Adapted from: Australian Curriculum, Assessment and Reporting Authority (ACARA), 'Learning Continuum – Personal and Social Capability' in *Personal and Social Capability*, viewed on 5 February 2015, <http://www.australiancurriculum.edu.au/generalcapabilities/personal-and-social-capability/continuum#layout=columns&page=6>

Stage	Skills for development (adult leaders to facilitate learning using the Scout methods— learning by doing). ¹³⁶	Attitudes to begin development (correlate with the developmental stages for the Promise and Law).	Outcomes: Sample activities to earn badge at that Stage NB: Focus to be on the YP <u>doing their best</u> , not on measures of quality. Plan-Do-Review.	Context: adapted from ACARA – Personal and Social capability learning continuum: Social Management. ¹³⁷	Indicative school year
				recognising there are many ways to solve conflict Discuss ways in which they can take responsibility for their own actions	
2	Appreciating the support of others Helping to plan a section night Helping others younger than oneself	Showing enthusiasm for activities Confidence	Participating in “New Chum” day as a buddy to linking younger members Doing a good turn for others who have provided support Plan 3 activities for section nights Be a buddy to a linking younger member for six months		
3	Helping to plan an activity Sharing ideas Planning a section night Adapting behaviour based on feedback	Relating well to others Taking responsibility for own work Cooperation	Assisting to lead a group in current section Gathering ideas from peers for activities Help to plan a day hike Plan 3 section nights (produce program) Gather feedback for own activities	Identify communication skills that enhance relationships for particular groups and purposes Describe characteristics of cooperative behaviour and identify evidence of these in group activities	Typically by the end of Year 4



Stage	Skills for development (adult leaders to facilitate learning using the Scout methods—learning by doing). ¹³⁶	Attitudes to begin development (correlate with the developmental stages for the Promise and Law).	Outcomes: Sample activities to earn badge at that Stage NB: Focus to be on the YP <u>doing their best</u> , not on measures of quality. Plan-Do-Review.	Context: adapted from ACARA – Personal and Social capability learning continuum: Social Management. ¹³⁷	Indicative school year
				<p>Contribute to and predict the consequences of group decisions in a range of situations</p> <p>Identify a range of conflict resolution strategies to negotiate positive outcomes to problems</p> <p>Discuss the concept of leadership and identify situations where it is appropriate to adopt this role</p>	
4	<p>Leading a small group</p> <p>Identifying problems, looking for solutions</p> <p>Thinking “outside the box” to make activities fun</p> <p>Planning a hike for a small group</p> <p>Setting short-term goals</p>	Giving constructive feedback	<p>Leading a small group in current section</p> <p>Running a planning meeting</p> <p>Incorporating ideas from peers into planning</p> <p>Lead a day hike</p>		

Stage	Skills for development (adult leaders to facilitate learning using the Scout methods— learning by doing). ¹³⁶	Attitudes to begin development (correlate with the developmental stages for the Promise and Law).	Outcomes: Sample activities to earn badge at that Stage NB: Focus to be on the YP <u>doing their best</u> , not on measures of quality. Plan-Do-Review.	Context: adapted from ACARA – Personal and Social capability learning continuum: Social Management. ¹³⁷	Indicative school year
5	<p>Encouraging others</p> <p>Understanding differing skills sets/backgrounds in others</p> <p>Using tools to manage time effectively</p>	Learning tolerance and tact	<p>Participating in a ScoutCraft camp as a buddy to linking younger members</p> <p>Be a buddy to a linking younger member for six months</p>	<p>Identify and explain factors that influence effective communication in a variety of situations</p> <p>Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects</p> <p>Identify factors that influence decision making and consider the usefulness of these in making their own decisions</p> <p>Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations</p> <p>Initiate or help to organise group activities that address a common need</p>	Typically by the end of Year 6

Stage	Skills for development (adult leaders to facilitate learning using the Scout methods— learning by doing). ¹³⁶	Attitudes to begin development (correlate with the developmental stages for the Promise and Law).	Outcomes: Sample activities to earn badge at that Stage NB: Focus to be on the YP <u>doing their best</u> , not on measures of quality. Plan-Do-Review.	Context: adapted from ACARA – Personal and Social capability learning continuum: Social Management. ¹³⁷	<i>Indicative school year</i>
6	Identifying problems, developing solutions Helping to plan short-term (eg term program) Keeping people informed Dealing with conflicting demands Adapting to change	Encouraging collaboration	Assisting to lead a group in current section Gathering ideas from peers for activities Incorporating ideas from peers into planning Participating in a planning meeting Assisting to lead group in current section		
7	Leading a large group Planning a camp or overnight hike for a small group Delegating Dealing with negative behaviour Awareness of own personal strengths/weaknesses Involving others in planning Speaking confidently Planning short term (eg term program)	Welcoming ideas for improvement	Leading a group in current section Running a planning meeting Producing a term program	Analyse enablers of and barriers to effective verbal, nonverbal and digital communication Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives Assess individual and group decision-making processes in challenging situations	Typically by the end of Year 8

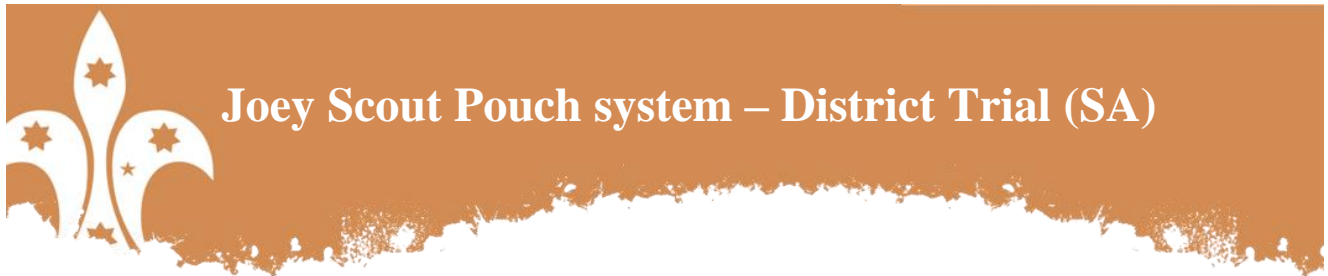
Stage	Skills for development (adult leaders to facilitate learning using the Scout methods—learning by doing). ¹³⁶	Attitudes to begin development (correlate with the developmental stages for the Promise and Law).	Outcomes: Sample activities to earn badge at that Stage NB: Focus to be on the YP <u>doing their best</u> , not on measures of quality. Plan-Do-Review.	Context: adapted from ACARA – Personal and Social capability learning continuum: Social Management. ¹³⁷	Indicative school year
	Setting a budget for an activity Setting long-term goals			Assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations Plan Scouting and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals	
8	Solving problems independently Encouraging and supporting others Setting expectations Prioritising Building team resilience		Helping to run a younger section (overall) for six months Participating in a VentureCraft camp as a mentor for linking members Assist with induction of linking Scouts at section meetings Be a mentor to a linking younger member for six months		
9	Helping to plan long-term (eg year-long program) Leading change if required	Managing own emotions	Actively participating in planning meetings Giving a talk to a younger section	Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks	Typically by the end of Year 10

Stage	Skills for development (adult leaders to facilitate learning using the Scout methods—learning by doing). ¹³⁶	Attitudes to begin development (correlate with the developmental stages for the Promise and Law).	Outcomes: Sample activities to earn badge at that Stage NB: Focus to be on the YP <u>doing their best</u> , not on measures of quality. Plan-Do-Review.	Context: adapted from ACARA – Personal and Social capability learning continuum: Social Management. ¹³⁷	<i>Indicative school year</i>
	Presentation skills			<p>Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks</p> <p>Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making</p> <p>Generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts</p> <p>Propose, implement and monitor strategies to address needs prioritised at local, national, regional and global</p>	

Stage	Skills for development (adult leaders to facilitate learning using the Scout methods—learning by doing). ¹³⁶	Attitudes to begin development (correlate with the developmental stages for the Promise and Law).	Outcomes: Sample activities to earn badge at that Stage NB: Focus to be on the YP <u>doing their best</u> , not on measures of quality. Plan-Do-Review.	Context: adapted from ACARA – Personal and Social capability learning continuum: Social Management. ¹³⁷	Indicative school year
				levels, and communicate these widely	
10	Motivating others Leading by collaboration Giving effective feedback to others Planning long-term (eg year-long program) Paying attention to the environment to recognise when change is required Working collaboratively with other groups Supporting others to take on new challenges		Leading current section Running planning meetings Producing a year-long program Being a Youth Helper and associated CII training Being an adventurous activity leader Inducting linking members Assisting to run, another section Assisting at Basic Leader of Youth training course (by engaging in activities)		
			The below are only within scope of this project if YPR decides to continue leadership 'badges' past this level, or revert to training via SAIT		
11			(Gilwell woggle training) and associated CIII training Reconciling budgets for activities Section meeting KPIs		

Stage	Skills for development (adult leaders to facilitate learning using the Scout methods—learning by doing). ¹³⁶	Attitudes to begin development (correlate with the developmental stages for the Promise and Law).	Outcomes: Sample activities to earn badge at that Stage NB: Focus to be on the YP <u>doing their best</u> , not on measures of quality. Plan-Do-Review.	Context: adapted from ACARA – Personal and Social capability learning continuum: Social Management. ¹³⁷	Indicative school year
			Guide level adventurous activity leader (2 units TAE)		
12			(Wood badge training) and associated CIV training Advising one or more mentors Running a District/Region/Branch activity Mentoring a younger person who is running a youth section		
13			Instructor level adventurous activity leader (3 units TAE)		

APPENDIX J – JOEY SCOUT 'POUCH' PROPOSAL



Background

There is strong evidence that youth are maturing at an earlier age and some Joey Leaders observe that the young people are ready to take on a little bit of responsibility and structure. Some Joey Mobs have an overall "helper" for the evening, however a small-team system has been proven to work best for youth involvement and engagement.

Often during linking Joeys are reportedly "a little lost and feel out of their depth standing on the Pack circle". Usually there are 3 or 4 Sixes (teams) plus individual youth leaders Sixers) that expect the linking Joey to listen to them, when the Joey is used to one large Mob with an adult leader.

To assist with the linking process our Joey Section could offer a small-team structure, in particular with opening and closing ceremonies that run in a similar fashion to other sections within Scouting (Cub Packs and Scout Troops).

The system below has been trialled for several years in one SA District, with the following positive outcomes reported:

- If there are not enough leaders to help out in the Mob then parents may be delegated to help. This gets the parents involved and gives them a sense of purpose without being overwhelmed with all the children so it works particularly well in large Mobs. Leaders have reportedly been recruited in this way.
- It is easier to manage small groups and Joeys are more likely to stay focused. Whole-of-Mob activities and games still occur.
- The transition/linking process is improved: Cub Leaders report that the Joeys moving up to Cubs after being involved in the trial are more prepared for life in the Cub Pack, as they are already used to the small-team system.
- Leadership skills are beginning to be developed from an early age.
- Due to the success of the trial, some of the Joey Mobs in the trial district have continued to use this system beyond the trial period.

Method

The Joey Mob is broken up into small groups called "Pouches". The system is similar to the Cub "Six" system, with each Pouch having a Pouch Keeper and Pouch Assistant Keeper. 4-6 Joeys are assigned to each Pouch, and each Pouch is assigned a name and colour. The Joey Scout Pouch system could work for a Mob with as few as eight members (ie two Pouches of four young people).

Pouches are used for parade and also small groups when doing activities. Some Mobs use the small groups for a lot of Round Robin activities.

The "Pouch Keeper" is an older, more experienced Joey and will act as the leader of their Pouch. The "Assistant Pouch Keeper" assists the leader of the Pouch.

New youth members are assigned to an older Joey to "look after them" for the night.

The Pouches consist of a mix of older and younger, more and less experienced Joeys. There should also be a mix of boys and girls (depending on mix of gender within the Mob).

Each Pouch has a specified area on the circle at parade so that Joeys know exactly where their Pouch is and where they need to stand. The Pouch Keeper and Assistant Pouch Keeper are placed at either end of their Pouch similar to the Cub Pack Six and the Scout Troop Patrol.

A "Duty Pouch" each night is responsible for duties such as leading the "Hop In" ceremony, breaking the flag, giving out drinks and giving thanks (prayer).



As part of the symbolic framework, kangaroos wallabies with relating colours are used for the follows:



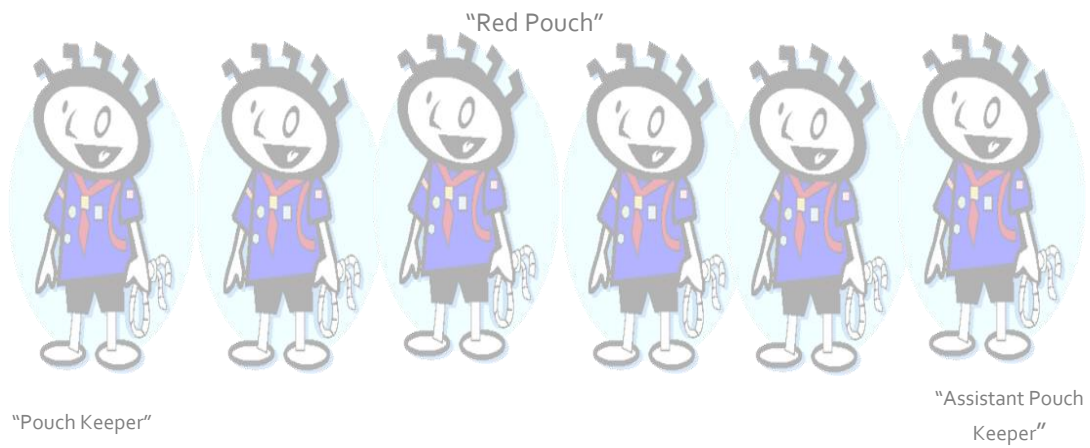
and pouches as

- Yellow: Yellow-Footed Rock Wallaby
- Red: Big Red Kangaroo
- Grey: Eastern Grey Kangaroo
- Brown: Tammar Wallaby



Membership of each Pouch is signified by the Joey wearing a corresponding badge on their uniform (as for Cub Sixes and Scout Patrols).





Adapted from:

A Wright and H Walker, *Scouts (SA Branch) Heysen District – Joey Scout Pouch Proposal*, MS Word, June 2013