



# NATIONAL ADULTS IN SCOUTING STANDARDS



Adapted from the World Adults in Scouting Policy with permission  
April 2018  
© Scout Association of Australia  
August 2023

1. Contents

- 2. PURPOSE..... 3
- 3. BACKGROUND..... 5
- 4. DEFINITIONS..... 5
- 5. THE ADULT LIFE CYCLE ..... 6
  - 5.1 RECRUITMENT ..... 7
    - 5.1.1 Assessment of Needs ..... 7
    - 5.1.2 Attraction and Selection ..... 8
    - 5.1.3 Integration..... 8
    - 5.1.4 Mutual Agreement..... 9
    - 5.1.5 Appointment ..... 9
  - 5.2 PERFORMANCE..... 10
    - 5.2.1 Induction..... 10
    - 5.2.2 Training..... 11
      - 5.2.2.1 Training System ..... 11
      - 5.2.2.2 Recognition of Proficiency ..... 12
      - 5.2.2.3 The Wood Badge..... 12
    - 5.2.3 “On the Job” Support..... 12
    - 5.2.4 Performance Management..... 12
    - 5.2.5 Appraisal ..... 13
    - 5.2.6 Recognition..... 13
  - 5.3 DECISIONS FOR THE FUTURE..... 15
    - 5.3.1 Renewal..... 15
    - 5.3.2 Reassignment ..... 15
    - 5.3.3 Retirement ..... 15
    - 5.3.4 Retention..... 16
    - 5.3.5 Conflict Management..... 16
- 6. KEY PRINCIPLES OF THE WORLD ADULTS IN SCOUTING POLICY..... 17
- 7. POLICY IMPLEMENTATION ..... 18
- 8. POLICY/STANDARD REVIEW AND UPDATE..... 19
- 9. YOUTH PROGRAMME AND ADULTS IN SCOUTING ..... 19
- 10. STRUCTURES - ROLES AND RESPONSIBILITIES..... 20
- 11. ADULT MEMBERSHIP DEFINITIONS ..... 21

## 2. Purpose

The purpose of the Scouts Australia Adults in Scouting Standards is, as with many other Australian and World documents, to support the Mission of Scouting. This is achieved by developing the ways and means by which the quality of leadership at all levels can be improved through providing better support and management for all adults, resulting in the provision of better services for young people.

In general, we can say that Scouting could not have existed around the world without millions of adults, the majority of them volunteers that currently support the Movement by performing a wide range of roles or functions.

This Standard encompasses all the roles and functions undertaken by adults in Scouting, and all the areas of proficiency necessary to fulfil them.

The roles of these adults fall into three categories:

- those who support the design, development and facilitation of programs adapted to the different age groups, and to the specific conditions in which young people live
- those who operate directly with adults in management, leadership, training and support roles and functions
- those who establish and operate organisational structures, delivering the necessary logistical, financial and administrative support

Adults in Scouting is one of the three strategic areas that constitute an effectively functioning NSO<sup>1</sup> – Youth Program, Adults in Scouting and Organisational Development. The implementation of Adults in Scouting requires Scouts Australia's vision and leadership, and is integrated into the National and Branch strategic plans.

For instance, the area of Youth Programme establishes the requirements for the adults (e.g., functions) that work in this area, and determines the logistical requirements to develop the Program. Organisational Development establishes the organisational scaffolding that provides the administrative and financial support so that the Program can be developed.

Adults in Scouting 'translates' these functions into relevant proficiencies, and identifies the training experiences needed to develop these proficiencies. It also determines the logistics needed for this process to work properly (e.g., requirements to conduct the training experiences and, in general, to operate the whole adult management system), and requires the overall support of the organisation to do so.

Adults perform key roles and functions in making it possible to put our Mission into action. The quality of the Youth Program and the impact that Scouting will have on society depends on the quality of our adults – they make it possible to put our Mission into action.

The strategic outcomes of the implementation of Adults in Scouting are:

- better programmes by young people (Youth Program)
- improved effectiveness, commitment and motivation of adult leadership (Adults in Scouting)
- more effective and efficient organisations (Organisational Development)
- a competitive advantage and impact on social or external well-being

---

<sup>1</sup> NSO = National Scout Organisation (e.g., Scouts Australia)

The following diagram provides a summary of the outcomes of a well-developed Adults in Scouting Standard



At a World level the World Adults in Scouting Policy is conceived as a tool to strengthen unity in the Movement. The policy is based on the principle of voluntary adherence to WOSM<sup>2</sup>, expressed through the adoption of resolutions by the World Scout Conference. Similarly, Scouts Australia uses this Standard to guide and assist the development and management of our Adult Resources to enable Scouting in Australia to grow strong and meet the needs of our communities and society more broadly.

The Scouts Australia Adults in Scouting Standard is underpinned by a clear set of values regarding the involvement of volunteers. The Standard:

- recognises and enhances the youth-centred, volunteer-based and volunteer-led nature of the Scout Movement
- values the unique contribution of volunteers to achieving the purpose of Scouting
- acknowledges that volunteering is a beneficial experience for adults, young people and the wider communities in which they live
- reinforces our commitment to ensure equal access to high quality volunteering opportunities and equal treatment of volunteers in all our practices
- reinforces the need to be inclusive of all members, and to encourage, recognise and celebrate the diversity of our membership - adults and young people, and ensures that its membership reflects the composition of each of the local communities where Scouting operates
- provides a framework to be used to manage professional staff and recognises their contribution in supporting volunteers

---

<sup>2</sup> WOSM = World Organisation of the Scouting Movement

Unlike previous iterations, this Standard is not intended solely for the use of senior Commissioners and Managers of Scouts Australia nor is it intended to be an “operational” document. Instead, it seeks to provide perspective and guidance to all in Scouting as to the effective and efficient utilisation of adults in Scouting and the important role they play in the growth of Scouting and the benefit young people derive from being a member.

### 3. Background

In 1990, the World Scout Conference (Resolution 05/90) agreed on an approach for the effective management of adults in Scouting, and in 1993 the World Adult Resources Policy was adopted with the key purpose of supporting adults in Scouting through a systematic program of adult resource management.

Since 1993 (Resolution 04/93), NSOs have adopted and implemented (fully or partially) the World Adult Resources Policy, though some encountered cultural and language difficulties. At the time, the Adult Leader Training policies and procedures became a natural part of the management of adult resources. The proposed amendments to the World Adult Resources Policy represented a change of emphasis towards an all-encompassing approach to the recruitment, training, personal development and management of adults within the Scout Movement.

In 2011 (Resolution 11/11), the World Adults in Scouting Policy provided an integrative and up-to-date understanding of the principles of Adults in Scouting, incorporating other relevant WOSM policies, encouraging a team approach to supporting all adults and building on the principles of learning organisations.

Closer to home, Scouts Australia adopted the principles of The World Adults Resources in 2003 and in 2014 conducted a review of the 2011 World Adults in Scouting Policy, releasing an updated policy in 2015.

At the World Conference in 2014, as part of the Triennium Plan, it was proposed to conduct a further review of the policy to provide more specific guidance and direction to NSOs. This work culminated in 2017 and, following the endorsement of the World Scout Committee, the revised Policy was published in April 2018.

This document represents Scouts Australia’s review of the new World Policy (2018) in the context of our existing practices. As such, it represents a new approach to policy formulation. That is; less operational in nature and more holistic in design. This said, the operational aspects of this Standard are referenced in both the National Policy & Rules (Policy) and various Branch administrative procedures, which are in alignment with this Standard.

### 4. Definitions

**Adults in Scouting** is a systematic approach for supporting adults to improve the effectiveness, commitment and motivation of the adult leadership so that better programmes are supported in the delivery by and for young people. Also, it enhances the overall effectiveness and efficiency of the organisation.

**Young leaders** are youth members delivering the Youth Programme to other youth members; supporting other adults in their role or function; or participating in organisational structures. In this case, ‘leader’ defines the role or function they are performing on behalf of the organisation. The Crew leaders, in the Rover Scout Section for example, do not fall under this definition. However, if they have another role or function as mentioned above, they could potentially be called young leaders.

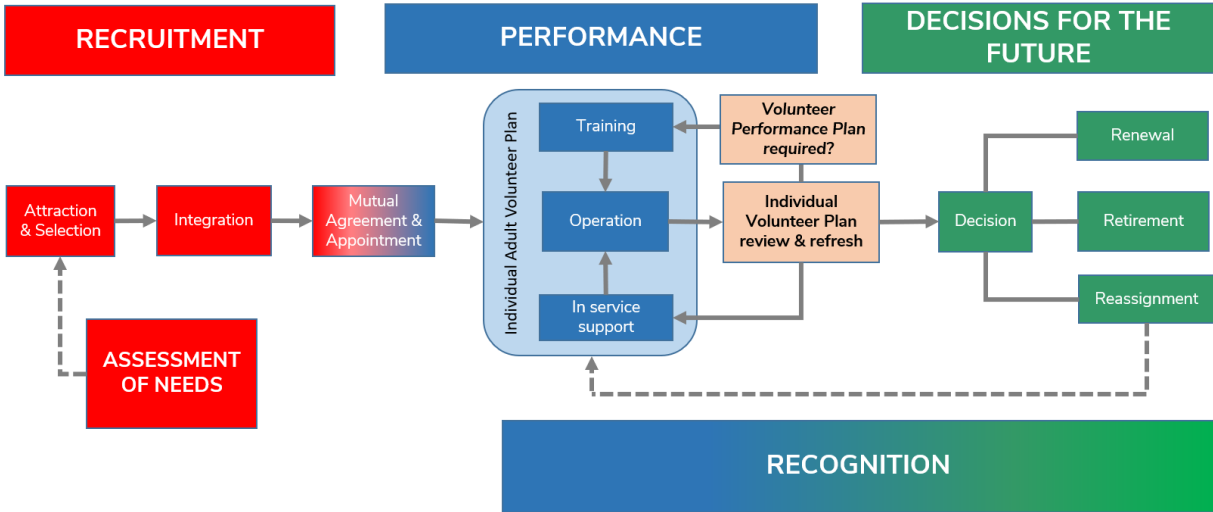
**Volunteers** are people involved in different activities without monetary remuneration (although the reimbursement of expenses may be allowed). This involvement is undertaken entirely of the individual's own free will. The benefit of this involvement is directed at supporting Scouting to achieve its Mission rather than at the volunteer (although the volunteer should also gain and develop from their involvement).

**Professional staff** are people recruited to serve Scouting in a specific role or function in a paid, and often full time, capacity. They may or may not have taken the Scout Promise, but they are committed to the Mission and values of Scouting, and the priorities of the Scout organisation they work for (e.g., National or Branch). In addition to carrying out their paid role or function, professional staff may support Scouting in volunteer roles or functions that do not conflict with their professional roles or functions.

**Scouts Australia** is responsible for managing, developing and supporting Scouting in Australia. Scouts Australia designs the Scouting program (Youth and Adult) according to the needs of Australian society. Branches, representing the various States and Territories of the Commonwealth of Australia, deliver the program according to the Policy and Rules of Scouts Australia adapted where required by the legislative and societal needs of their local communities.

### 5. The Adult Life Cycle

The approach set out in the World Adults in Scouting Policy and adopted by Scouts Australia recognises the concept of a life cycle in every role or function undertaken by an adult in Scouting. It is a holistic and systematic in approach and gives careful consideration to all aspects of the management of adults in the Movement. It includes attracting the adults we need and supporting them in their role or function, assisting them in their development and in their choices for their future. One or multiple life cycles cover all stages and components in the lifespan of an adult in the Movement.



## 5.1 Recruitment

To fulfil our Mission, Scouts Australia requires adult leadership to develop and function effectively. To build this pool of adults and maintain them at an optimum level in terms of quality and quantity, Scouts Australia must have a clear view of its needs, recruitment procedures and undertake deliberate activities to attract adults for every role or function (e.g., targeted recruitment, concentric circle or ambiance recruitment<sup>3</sup> and warm body recruitment<sup>4</sup>).

This approach highlights the need for strategic planning, ensuring ongoing availability of adults at all levels with a set of proficiencies needed to implement a variety of roles to support Scouting.

Recognising the Mission of Scouting as dedicated to the development of young people, the adult leadership must include young people in roles or positions of responsibility. Furthermore, this involvement should be representative of all the different groups within each community.

Scouts Australia provides an environment for the development and sharing of responsibilities for men and women. This means we actively reflect on the paradox of gender differentiation and equality in its social and cultural context and we encourage integrated recruitment strategies, options that target women, especially where gender balance does not exist or is weak.

A special effort is made to improve the diversity of adult leadership with a strong emphasis on inclusion (to offer Scouting to all segments of the society) in line with WOSM's priorities. Scouts Australia has a responsibility to identify and address any areas where committees and other support structures do not reflect the composition of the local communities (e.g., different cultures, faiths and beliefs). It is only by doing this that Scouting will truly be available to all young people in each community.

### 5.1.1 Assessment of Needs

As part of our strategic plan, Scouts Australia regularly reviews our operations and structure to ensure it is meeting the expectations of the Scouting Movement and the broader Australian community. This is done by performing an assessment of needs, and establishing a complete list of roles or functions to be filled with required proficiencies, recognising that volunteers who may be supported by some professional staff, will fill the majority of the roles or functions. This assessment identifies permanent roles or functions as well as short term or temporary functions. Note: Branches within Scouts Australia conduct their own independent assessment of needs and plan their structures accordingly.

This list is then compared to the actual leadership situation (newly- identified roles and functions, vacancies, transfers or resignations), and taking into consideration the growth of the organisation, the short and medium term requirements for adult involvement.

Short term, temporary or 'job-share' roles or functions are offered to all adults who want to support Scouting in specific tasks or activities, but who may not have time, to volunteer full time.

The management of adults in Scouts Australia is based on a 'team approach' and therefore, allows some flexibility in terms of recruitment. Wherever they may operate – with young people at unit level or with other adults – adults work in teams and it is not expected that any individual will personally display all of the proficiencies required. These, however, should be collectively available from the entire team in which members complement each other.

---

<sup>3</sup> Concentric Circle or Ambiance Recruiting is the practice of recruiting one's friends or colleagues for a role

<sup>4</sup> Warm body recruiting is the practice of taking anyone who says yes!

### 5.1.2 Attraction and Selection

Scouts Australia adopts a proactive attitude and a systematic approach to adult recruitment. Recruitment takes place in accordance with specific functions based on role descriptions that clearly define the tasks and functions to be performed within a specific team of adults. Scouts Australia recognises the importance of recruiting those adults with an appropriate attitude and approach, as the skills and knowledge required for the role or function can be learned.

During the recruitment process, the adult is informed of what our expectations are, and in return given the opportunity to express their own personal expectations of Scouting. There is an interrelationship between the Mission of Scouting and the beliefs and values of the adult to be recruited.

The recruitment procedures and strategies take into consideration the diversity of adults within each community, and special effort is made to develop approaches and tools to attract and recruit members from specific segments of society (e.g., groups that are under-represented in membership) and also to respond to the expectations and interest of other adults.

It is the intention of Scouts Australia (and Scouting globally) to help young people to achieve their full potential through the Scout Method by providing an environment within which Scout activities can be implemented in a safe, non-discriminatory and respectful manner. A key function of the adult recruitment process in Scouts Australia is to ensure that only suitable adults are recruited.

Scouts Australia recognises the rights of adults. It is of great importance that adults, who are in relatively close contact with children and young people, are appropriately screened and given relevant and timely training so that they do not put themselves in situations which could lead to accusations of inappropriate behaviour. Scouts Australia recognises its responsibility to create the best and most appropriate conditions for adults to be able to play their role as educators, either as volunteers or professional staff.

A comprehensive framework for the protection of youth and the processes provided by Scouts Australia and its Branches to recruit appropriate adults is detailed in the Scouts Australia Child Protection Policy. Branches of Scouts Australia are accountable and responsible for the collection, assessment of information to form a view as to an adult's suitability and for treating all information confidentially with appropriate storage.

In addition, it is a requirement of membership that all adults undergo specific Child Protection training and that this is renewed every three years to ensure currency of knowledge.

### 5.1.3 Integration

The recruitment process aims to not only enable adults to discern on their vocation, role and contribution to the Mission of Scouting and the expectations of Scouts Australia, but also to consider the specific context in which the adult will operate.

The integration period presents an opportunity for every adult to discover and learn about the role they may have in Scouting, identify opportunities for development and personal growth, and promote a better understanding of the role to be performed.

Ultimately, this is achieved by providing the adult with the opportunity to be in direct contact with the real context (e.g., the team as well as the local group and community). Appropriate advice and support is necessary to ensure a full integration of the adult into the Movement.

Adequate time is allowed for this to happen and flexibility is offered to ensure the adult feels they have been adequately trained and supported.



### 5.1.4 Mutual Agreement

Mutual agreement is based on the principle of negotiation and allows Scouting and the adult to set out a clear agreement concerning the time limits, reciprocal obligations and rights and responsibilities of the adult and the role Scouting plays.

The mutual agreement highlights the common commitment to pursuing Scouts Australia's goals through a culture of mutual support and shared values where individuals' motivation, expectations and issues are properly addressed.

It also entitles the Adult to have explained to them the policies, regulations and rules (internal and external) that all members must follow. This is especially so at the local (i.e., Group) level.

Scouts Australia ensures that the agreement is two-way so that it is clear what the adult has a right to and is responsible for in Scouting. The mutual agreement sets out the level of commitment to be expected as well as the training obligations and support that will be available. It provides the basis for performance management.

### 5.1.5 Appointment

Branches of Scouts Australia are responsible for nominating, appointing and registering adults to positions (other than National Appointments) in accordance with the following general principles:

- Only responsible officials within Scouting are authorised to appoint an adult for any function within the organisation.
- Every appointment is made on the basis of a reciprocal commitment between the organisation and the person recruited.
- Every appointment is made for a specified duration (usually three years) and in accordance with the membership definitions in Policy and Rules (P3.1 and P3.2) – refer table later.
- The Individual Adult Volunteer Plan Phase 4 process (refer later) enables the reviewing and, if necessary, terminating each appointment. Any conditions regarding the decisions for the future of the appointee (renewal, reassignment or retirement) should be stipulated.



## 5.2 Performance

Scouts Australia is responsible for designing and operating a system for the training and development of adults in Scouting, encompassing all roles and functions (uniformed and non-uniformed) and at all levels. The training system is designed to be appropriate for all adults and takes into consideration the differences and diversity of individual members of society.

This system:

- includes the integration of the new adult, formal (initial and specific) training, informal and ongoing learning, and support for the entire duration of the term of appointment
- includes not only the acquisition and development of the knowledge and skills necessary for accomplishing each function, but also the personal development of adults
- is flexible and allows for previous experience and proficiencies to be taken into consideration
- recognises current and relevant proficiencies acquired outside Scouting
- allows for the acquisition of additional skills and knowledge to facilitate the transfer from one function to another
- provides a monitoring framework of performance, providing regular feedback and guidance
- provides follow-up training opportunities and support for adults who have successfully completed a training scheme

The personal development of adults in Scouting is explicitly included as part of the training to be provided. Emphasis must be put on the flexibility of the system used to provide training.

To facilitate the process of “performance” end-to-end, the Adult will complete an Individual Adult Volunteer Plan (IAVP) which has four phases:

Phase.1 - for establishment and ongoing support for a new or transitioning Adult to achieve their Certificate of Proficiency

Phase. 2 – for the ongoing support for an Adult to attain their Wood Badge or equivalent level of training

Phase.3 – for the reflection of performance, annually

Phase.4 – where required, a Performance Plan tool to assist Adults and their Team Leader to discuss, agree expectations and document actions where the performance has not met previously agreed expectations.

### 5.2.1 Induction

The Scouts Australia Adults in Scouting Standard requires a systematic induction period, during which adults will understand the responsibilities of their role or function and the need for training. This implies that all those supporting other adults are trained in the techniques essential for the implementation of the Standard.

During this induction period, the adult will be introduced to the role. Training, support, assistance and guidance will be provided as the individual is integrated into the team. The needs, expectations and challenges require that guidance and support is provided to every adult. This guidance and support should be agreed between the new adult member and their Team Leader and documented on the Individual Adult Volunteer Plan Phase 1. The person who held the role previously should also be involved in this process where possible.

A settling in period is helpful in providing an opportunity to assess the suitability and progress of the placement, and allowing any problems to be resolved at an early stage. Branches are accountable for policies to ensure consistent implementation of the procedure and reassurance for new adults as to the reasons for such a measure.

## 5.2.2 Training

The purpose of the training offered to adults is to provide them with the means to make a significant contribution to the accomplishment of the Mission of Scouting through the role they seek to hold. Training is to be adapted to each role or function and to each individual on the basis of a detailed analysis of that individual's training needs and previous experience.

It should be considered as a continuous process and the adult's regular contact and activities within their team must be considered as part of the learning process. In addition, Scouts Australia encourages the use of local training meetings (i.e., Seonees, Mindari's, etc.) to help facilitate this growth and learning.

### 5.2.2.1 Training System

Scouts Australia's training systems is regularly reviewed for all adult roles and functions. This will include all the proficiencies required for these functions and the personal development of these adults. The training system is used as a strategic tool involving all adults within all the structures in the training processes to improve the collective proficiencies.

Building on the principles of learning organisations, the training system not only focusses on internal needs but also recognises and responds to trends in the community and in wider society. This approach develops a growth strategy.

The system is flexible and ensures access to training opportunities in terms of their frequency, proximity and conditions for registration. This requires the decentralisation of training, and needs the participation of many people, including young people, in sharing their proficiencies with others.

As part of Adults in Scouting, the National Commissioner, Adult Training & Development is responsible for the organisation and coordination of training at all levels and identifies and organise training teams, designs the 'training of trainers' program, ensures the provision of training, and develops and manages the training resources required. This translates to a better gender balance, diversity of adults and opportunities for young leaders to participate.

The training system is considered as a continuous cycle, consisting of defining training objectives, carrying out training needs analysis, delivering training, assessing reactions to training, measuring the bottom-line effects of training and training system renewal. Structurally, the training system is delivered through a blend of On Demand Learning, On the Job Phases, and face-to-face learning experiences (both Course based and one-to-one) and other forms as identified from time to time. Membership growth and retention can be considered as key indicators of the effectiveness of training in supporting the delivery of quality Scouting.

Opportunities for continuous development must be offered to all adults so that they can maintain and complement the knowledge, skills and attitudes necessary to perform in a role or function. Continuous development is part of training and development activities.

After the achievement of a Certificate of Proficiency, continuous learning (especially towards achievement of the Wood Badge) should be facilitated throughout the adult life cycle. It is here that Phase 2 (IAMP) is completed. This process focusses on the personal development of adults, which may include any reasonable personal aspirations to other roles and functions in the future.

In specialised areas, training may be provided through Scouts Australia recognised external organisations (e.g., St John Ambulance). Generally, these recognised relationships are negotiated at either a National or Branch level.

### 5.2.2.2 Recognition of Proficiency

A Certificate of Adult Appointment (CoAA) for a role or function is issued on the basis of demonstrated and currently used proficiency, clearly stating the role to which the individual has been appointed and a validity period with a specific date of expiry. This function is performed by Branches.

The CoAA may be renewed on the basis of demonstrated and updated proficiency and for the same or a limited period of time.

Records of attendance and/ or completion of training activities are issued, validated and noted at both a National and Branch level to form a continuous history of the individual's Scouting journey. In the case of an individual completing all required elements of the Proficiency Standard for the first time, a Certificate of Proficiency will be issued. This function is (also) performed by Branches.

It is the responsibility of each Branch to maintain data records of all proficiencies of their members. Adults may choose to keep a personal record of their proficiencies. In the case of Adventurous Activities, it is usually a requirement to maintain a "log book" for all activities / events undertaken as a means of evidencing currency in a certain area of competency along with satisfying qualifications requirements as outlined in the National Adventurous Activities Framework.

### 5.2.2.3 The Wood Badge

The Wood Badge is used as recognition of training completion as prescribed by Scouts Australia (refer Scouts Australia Policy and Rules). The use of the Wood Badge symbols (i.e., Leather lace with beads and the Gilwell Scarf) are a sign of unity of the Movement.



### 5.2.3 "On the Job" Support

Each adult must receive direct and adequate support – technical, educational, material, moral or personal – when it is needed to enable them to perform their role and function in Scouting. Adults are expected to feel comfortable with their tasks, to perform efficiently and to implement successfully the activities for which they are responsible.

This means that each adult must be encouraged, listened to, guided and supported. They need to be organised by those in their current teams as well as by other adults. Through regular meetings, they can strengthen their motivation, modify their behaviour, alter their approach to problems and overcome their difficulties by identifying the necessary training and development opportunities. Another Leader is often assigned as a mentor to provide this support.

Branches are also encouraged to develop an understanding of specific needs that may be expressed by adults belonging to groups within each of their communities and to ensure that their practices recognise those needs and become inclusive of all members.

### 5.2.4 Performance Management

For the effective management of adults in Scouting, evaluation of what has been done is necessary for a full understanding of what has been learned and achieved. It is essential to understand what adults are doing, to help them to develop greater autonomy in their role or function and so become responsible for their own development and performance.

Performance management is a continuous, comprehensive and natural process of management that clarifies mutual expectations and the support required.

Performance management is based on a three-phase process:

- 1 Planning phase (adults' contribution is planned)
- 2 Developing phase (adults develop proficiencies with training and support)
- 3 Performing phase (adults perform the tasks of their role or function)

It also emphasises the support role of those directly managing other adults and their teams who need to facilitate the process, acting as advisers rather than just implementing formal assessments. Performance management focuses on planning for the future and supporting the individual.

Developing the performance of adults and teams is essential for improving the success of Scouts Australia. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and proficiency requirements. It is here, that the Phase 4 (IAVP) – Adult Performance Plan acts as a tool to facilitate this review process.

Performance management also increases the understanding of what is to be achieved, and clarifies expectations in terms of role responsibilities and accountabilities, skills and behaviours. This approach helps increase the motivation of adults and enable them to take responsibility for the development of their own proficiencies and contributions to the Movement.

### 5.2.5 Appraisal

Appraisals are regular elements in the management of the organisation's adults. The appraisal process provides an opportunity to assess the extent to which the adult is meeting the requirements of their role or function, their motivation level and whether adjustments to the role are required.

It is based on a series of pre-established objectives known to the adult, and is constructive, participatory, transparent and supportive so that they can learn from the experience and develop the proficiencies needed.

The appraisal seeks to identify what an adult needs to develop and how, including the proficiencies related to their role or function and personal development. This information is used to restructure their performance planning by providing appropriate training and support.

Phase 3 (IAVP) is the approach used to facilitate this review, which is conducted at least annually.

### 5.2.6 Recognition

The uniqueness of Scouting is its biggest advantage when it comes to recruiting and retaining adults.

The importance of creating opportunities for more people to receive recognition and acknowledgment for their contribution to Scouting in volunteer or professional roles or functions should not be underestimated.

By 'recognition', this Standard refers to the management of the processes of informal and formal recognition in a flexible and expedited way, which are adapted to individual needs. Timely informal and formal recognition are normal and permanent processes are to be undertaken by and within Scouts Australia and its Branches.

**Informal recognition** does not require special regulations or standards. This type of recognition should be used every time we gather to recognise the contributions of individuals, teams and work groups. We must communicate on a regular basis to our volunteers and professionals, our permanent attitude of genuine gratitude for a task well done.

Recognition of members should be fair, significant and motivating to adults in the organisation and should serve to send a message to society about our values and the commitment shared amongst ourselves.

The adult life cycle calls for the recognition of all members who have successfully delivered on their agreed commitment to their role or function. This recognition can be informal but there will come a time when informal recognitions will not be enough and a more substantial acknowledgement of the contribution made is required.

**Formal recognition in Scouts Australia** is provided through the Adult Recognition Awards scheme which is documented, openly disseminated and reviewed periodically to ensure adequacy, appropriateness and usefulness. A full description of the scheme is contained within Scouts Australia Policy and Rules. In addition to this Scouts Australia provides awards for:

- Recognition of Service
- Gallantry
- Meritorious Conduct

These awards are available to all members of Scouts Australia (uniformed and non-uniformed). An important point is that recognition in Scouting is not based on 'position' or 'career moves', rather based on demonstrated performance and proficiency, and is critical for increasing members' engagement, leading to higher retention in the long run. Recognition is not only based solely on awards and, mostly, is not material. Additionally, Branches may implement their own formal recognition mechanisms.

Finally, it may be appropriate to recommend individuals for *Civil Awards*. These could be through local, State/Territory or the Australian Honours Systems. Branches have established processes to review and support requests to the relevant authorities where the nomination relates to Scouting achievement.



## 5.3 Decisions for the Future

The Scouts Australia National Adults in Scouting Committee (NAISC) coordinates the overall management and operation of Adults in Scouting and reports to the National Operations Committee. It is common that at Branch level, individuals or teams may also be appointed to help facilitate the local deployment of Adults in Scouting Standard.

To ensure mobility and flexibility across roles and functions, the Scouts Australia Adults in Scouting Standard advocates for the decentralisation of processes and a limit of terms for all positions. This places the emphasis on networking rather than hierarchical systems; to provide more flexibility, more opportunities to participate at all levels.

Decisions are factually based with appropriately documented evaluations and focus on the performance of the adult, relative to the functions of the role they have been performing.

Better programmes for young people, membership growth and retention are indicators of a quality adult management system. These outcomes are only possible in a system that is well-functioning, flexible to needs, with a high emphasis on support to all adults in Scouting.

### 5.3.1 Renewal

The renewal of an adult's role or function happens after a satisfactory appraisal and a discussion with the person or team responsible for making their appointment (often their team leader). In this process, the adult will receive constructive and timely feedback and advice about their future within Scouting.

Scouts Australia encourages the support and training of the people in charge of the appraisal process to help them to avoid mistakes and difficulties.

### 5.3.2 Reassignment

Reassignment of one or more Individuals to another role or function within Scouting is used as a means of refreshing the team, a developmental opportunity for the individual or an attempt to find a role or function better suited to the individuals' skills, talents or commitment level.

The reassignment of an adult to a new position or function happens after a satisfactory appraisal, as a personal decision or in case the appraisal was not satisfactory. None of the reasons for a reassignment should be based on major non-conformities. As part of the process, the adult submits candidacy for another position or function and is selected.

### 5.3.3 Retirement

In some circumstances, retirement may be the best option for an adult. The retirement of an adult from the organisation may happen because:

- the adult took this decision voluntarily (e.g., they wish to do other things or they don't consider themselves suitable for a role in Scouting)
- the organisation and the adult responsible for follow-up and appraisal determine that there are major non-conformities
- the position or function ceased to exist

### 5.3.4 Retention

Retaining Members in Scouting is crucial. Scouts Australia adult management system includes key retention strategies. WOSM has identified five major elements influencing the likelihood of retaining adults in Scouting:

- *Adults need to trust the organisation and feel that they are trusted, respected and supported.*
- *Adults need to feel a sense of commitment to their National Scout Organisation.*
- *Adults need to access learning opportunities on a regular basis.*
- *Adults need to continuously develop leadership proficiencies.*
- *Adults need to receive a sense of achievement from their role or function in Scouting as well as being recognised for it.*

Scouts Australia supports the following retention strategies:

- meaningful regular recognition of adults
- providing training and offer opportunity for continual personal development for all adults in Scouting
- screening at the induction process and matching volunteers' knowledge, skills and attitudes to the task - "Right person / Right role"
- providing regular supervision, open communication and ongoing feedback
- providing written policies and role descriptions
- maintaining systems that provide appropriate resources (i.e., Scout Central)
- remaining contemporary and matching technology and resources to future needs and being open to change.

### 5.3.5 Conflict Management

Scouts Australia and its Branches have in place processes for:

- Resolving conflicts between adults
- Resolving grievances of members, parents, carers, supporters, and/or the community, and
- Addressing unacceptable behaviour by members, particularly adult members

A national guideline for addressing issues surrounding grievances and disputes as well (if needed) suspension and termination is in place. However, active reporting of inappropriate behaviour ("whistle blowing") is everyone's responsibility. Where something is not appropriate Branches need to be informed.



## 6. Key Principles of the World Adults in Scouting Policy

WOSM has identified **12** key principles in the selection and ongoing management and support for adults in Scouting. Scouts Australia supports and openly adopts these principles. They are:

- **Congruence:** The systems in place complement the main principles of the organisation (Promise and Law, values), and is in accordance with other policies (e.g., Reaching out, Safe from Harm, etc.) and strategies.
- **Youth involvement:** Promoting and encouraging young people who fulfil the requirements and who have the necessary proficiencies, giving them access to roles or functions.
- **Gender equity:** Distribution of roles and functions is based on proficiency and not gender. This principle addresses any imbalances on the allocation of resources, programmes and learning and development opportunities based on gender. Consequently, aims at changing organisational practices that hinder the participation of women or their access to any role or function. Equally, age should not be a restriction.
- **Sustainable leadership:** The development of succession practices leads to the overall stability and sustainability of the organisation. Organisational structures should become matrix instead of hierarchical, and adults should be encouraged to take 'lateral moves' instead of vertical. It is essential to design organisational structures and roles or functions so that the mentoring of young leaders can take place and personal advisory processes can be implemented.
- **Proximity in decision-making:** Decision-making processes must take place at the nearest level to the adult, meaning the local level should take as many decisions as possible before referring 'up the line' for someone else to make the decision for them. Proximity in decision-making (e.g., management and training) helps to generate trust within all levels of the organisation.
- **Learning organisation:** Individual and organisational learning are part of a cycle, when people learn and develop, the organisation itself also learns and develops. The learning process of adults is enhanced by the day-to-day interaction with other members of the organisation, strengthening the individual, group and the organisations learning capacity.
- **Meaningful learning:** Training and development opportunities should focus on the knowledge, skills and attitudes needed for practical action within a variety of roles or functions (particularly for those supporting young people on meeting their needs and aspirations). It is important to ensure that every adult is closely accompanied and supported in their personal learning and development process throughout their life cycle.
- **Accessibility and flexibility:** The system must be able to respond to the needs of the individual and of the organisation at all levels, and encompass different learning models and strategies. All adults must be able to access a variety of learning and development opportunities, internal and external to the organisation, and be encouraged to do so. A variety of methods to develop proficiencies should be available.
- **Competency-based:** Distribution of roles and functions are based on demonstrated proficiency (knowledge, skills and attitudes). It is expected that all adults are provided with equal opportunities for acquiring, developing, updating and renewing proficiencies on a continuous basis.

- **Personalisation:** Management and training must adjust to the profile of each individual, equally considering personal development needs and functional performance. Recognising (prior) individual attainment, experience and proficiencies that meet role descriptions and organisational needs.
- **Participation:** Involving and encouraging active participation of every adult in their own learning and development as well as in management processes throughout the life cycle. Shared decision-making processes will increase mutual understanding, trust and transparency throughout the organisation.
- **Technology-oriented:** Technology provides great opportunities for good management practice in Scouting. Developing online recruitment strategies, delivering training, using membership data systems for adult management (e.g., profiles storage or training logs), accessing distance learning and development opportunities, and coaching and team management – are just a few examples.

## 7. Policy Implementation

Scouts Australia, through open and clear communication develops strategies to ensure members and stakeholders are informed of the policy implementation and in accordance with WOSM policy makes an undertaking to adhere to:

- adopting a National Adults in Scouting policy and standard that is consistent with the World Adults in Scouting Policy
- adopting management and administrative procedures in harmony with the National Adults in Scouting policy
- convening a National Adults in Scouting Committee (reporting to the National Operations Committee) that works closely with the National Youth Program Team and National Training Committee
- ensuring the National Adults in Scouting Committee is inclusive and representative of the composition of the organisation (e.g., gender, different segments of society, etc.) and led by a leader with significant experience in managing and developing the Adults in Scouting approach
- allocating appropriate resources to the implementation of its National Adults in Scouting Standard
- providing all relevant stakeholders with the opportunity to contribute input on the implementation and review of its National Adults in Scouting policy
- planning events aimed at supporting the implementation of the policy at all levels
- designing a plan to monitor, evaluate and report progress on the implementation of the National policy

## 8. Policy/Standard Review and Update

Scouts Australia has a process that ensures this Standard will be reviewed at least every five years or at more regular times should circumstances arise (e.g., a change in the World Adults in Scouting Policy).

Those tasked with reviewing this Standard will consider the following:

- Has the legal environment or regulations changed in a way that impacts the Standard? At a minimum, they will review standards and legislation on volunteering, child and youth protection, data protection, health and safety, human rights and labour law (in the case of professional staff).
- Has the Standard been effectively implemented?
- How effective has it been in dealing with issues and challenges within the organisation?
- Has current academic and practical research by formal and non-formal education experts and institutions shown relevant evidence that will effect changes in the Standard? The cycle for the review will take account of any review of the Youth Program.
- What kind of feedback has the volunteers and professional staff provided on the Standard?
- Is the Standard accomplishing the objective for which it was intended?

Any changes at a WOSM level will be kept informed through a triennial progress report, if applicable.

## 9. Youth Programme and Adults in Scouting

The Youth Programme is implemented through a partnership between young people and adults, based on the young person's interests, needs and abilities. An effective Youth Programme, one which appeals to young people and is perceived to be relevant to the social reality in which it is offered, will also attract adults committed to "support" its implementation. In Scouts Australia this is referenced as "Youth Leading / Adults Supporting".

From an organisational perspective, the area of Adults in Scouting therefore supports the implementation of the Youth Programme by:

- identifying the needs of the organisation in relation to the Youth Program
- clearly setting out the tasks required to support the area of Youth Program
- establishing specifications for the different roles that are required; recognising that adults working with the different age groups require different profiles
- promoting the recruitment of adults who represent different groups within each local community
- actively training adults to recruit and to fill the roles, looking as widely as possible towards different segments of societies
- from the role description, identifying the proficiencies that are required to undertake the tasks in relation to the Youth Programme
- assessing the current proficiencies of adults and then exploring learning opportunities, internal and external, to help them to improve their proficiencies
- providing flexible learning opportunities by delivering training that meets the specific needs of the Youth Program

- providing adults with appropriate and continuous support
- undertaking regular appraisals with adults to identify potential issues and ways to overcome them

It is important therefore, that adults involved in developing, facilitating and delivering the Youth Program work in close cooperation with those responsible for managing and supporting adults. If the Youth Program is developed in isolation, it cannot be adequately supported.

Likewise, the adults involved in managing and supporting other adults in the organisation must work in close cooperation with those supporting Youth Program to ensure that the focus of Scouting remains an educational Movement for young people.

## 10. Structures - Roles and Responsibilities

Scouts Australia has structures in place to ensure a coordinated approach to enable the:

- development of tools and providing training which are inclusive to all areas and levels of organisations in the recruitment and retention of adults, through short and long term approaches, targeting all segments of society
- training and supporting adults according to the organisation's needs as well as personal development expectations
- continuous management of adults, including decisions for the future

In accordance with the Mission of Scouts Australia, these structures will include people at all levels, gender and age balance (including young people), those with special needs and/or belonging to different segments of societies. Scouting is a movement open to all.



## 11. Adult Membership Definitions

In accordance with Policy & Rules (P 3.1 & 3.2) this table outlines the classification types for adults, being those people 18yo and over;

- Rover Scouts and 18yo Venturer Scouts recognised as primarily participants in the youth program,
- commitment made by the individual,
- wearing of the uniform,
- training requirements, and
- eligibility for awards.

Classification:	Venturer Scout (18yo)	Rover Scout	Adult Leaders (including Commissioners, Advisers <sup>5</sup> )		Fellowship <sup>6</sup>	Life or Honorary Members	Adult Supporters <sup>7</sup>	Staff	Contributors and Visitors <sup>8</sup>
<b>Adult Member</b>	Yes	Yes	Yes		Yes	Yes	Yes	Yes	No
<b>Commitment</b>	Scout Promise & Law	Scout Promise & Law	Scout Promise & Law		Scout Promise & Law (R10.2)	Scout Promise & Law or Values (P3.9)	Scout Promise & Law or Values (P3.9)	Values (P3.9)	NIL
<b>Code of Ethics / Code of Conduct</b>	Yes	Yes	Yes		Yes			No <sup>#</sup>	No
<b>Uniform</b>	Yes	Yes	Yes		Branch Chief Commissioner Decision (P3.6)				No
<b>SP CHILD &amp; SP WHS</b>	Yes	Yes	Yes		Yes	Yes	Yes	Yes	No
<b>Wood Badge Training Curriculum</b>	No	No*	YPL	PSL	Adult Supporter <sup>9</sup>	Adult Supporter	Adult Supporter	Staff	NIL
<b>Service Decoration ~</b>	No	No	Yes		Yes	Yes	Yes	Yes	NIL
<b>Adult Recognition Award Path</b>	NIL	Leader <sup>^</sup>	Leader		Supporter	Leader	Supporter	Supporter	NIL
<b>Adults in Scouting</b>			Yes		Yes	Yes	Yes	Yes	No

\* Rover Scouts may undertake Wood Badge training if desired or if required to fulfill a role within the Section. Rover Scouts may undertake Youth Program Leader and/or Program Support Leader training towards achieving the Wood Badge.

~ Sometimes referred to as "Long Service Awards"

# Captured within the respective employment agreement

^ includes Rover Service Award

<sup>5</sup> Note that Adviser (*er* -Germanic suffix) and Advisor (*or* - Latin suffix) are both correct

<sup>6</sup> Not holding a Certificate of Adult Appointment

<sup>7</sup> May hold formal roles within a committee (eg Chair, Secretary, Treasurer) or may provide support to Adult Leaders at all levels.

<sup>8</sup> Contributors may be persons or organisations. Visitors are defined in the National Child Protection Policy

<sup>9</sup> Does not preclude attaining a Certificate of Proficiency (YPL or PSL)