



FOR THOSE WHO HELP OTHERS

**Group Commissioners; Group Committees;
Council Commissioners; Service Scouters;
Coaches / Mentors and
Trainers**

ADVANCED LEARNING OBJECTIVES

Scouts Canada – Mission Statement

The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

National Program Services Committee
Approved May 2004

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Developing Competencies

Scouts Canada's **Volunteer Recruitment and Development (VRAD)** Strategy recognizes the attitudes, skills and knowledge volunteers bring to their role in Scouting. Volunteers naturally acquire additional knowledge and skills for their roles from their first contact with Scouting through to retirement in a variety of self-initiated and organized learning situations. This development may come from both Scouting and non-Scouting sources. The strategy promotes a very flexible approach to developing and recognizing a volunteer's competencies.

Learning Objectives For Those Who Help Others

Adults recruited to help others require certain common basic knowledge, skills and attitudes in order to be able to provide effective service and support for our leaders. A Scouter performing this role must demonstrate that he or she has met the following **Learning Objectives** in each of the following subject areas:

For Those Who Help Others Advanced		
Scouting Philosophy	Leadership	Administration

Scouters who accept this role are expected to achieve the For Those Who Help Others - ADVANCED Learning Objectives after completion of the Basic Learning Objectives – For Those Who Help Others.

Objectives of For Those Who Help Others – Advanced

Given a variety of learning activities, the learner will provide effective service and support to leaders through:

- Applying Scouts Canada's Mission, Principles, Scout Method/Practices, policies, procedures and Program Standards;
- Developing/building positive relationships with those for whom they provide service and support;
- Assisting leaders with acquiring/developing required knowledge and skills for their position using coaching/mentoring/training;
- Assisting leaders in evaluating programs and attaining Scouts Canada's Program Standards.

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Developmental/Learning Activities

Typical developmental and learning activities may be undertaken in one or more formats, including on-the-job training and experience, self-study, peer interaction, being coached, or by participating in training modules or a formal development course.

These activities may include such methods as the following, appropriate to the learning objectives:

- Demonstration,
- Reading,
- Pre-course study,
- Individual assignment,
- Role play,
- Lecturette,
- Case study,
- Working in pairs,
- Peer coaching,
- Mentoring relationship,
- Expert panel discussions,
- Simulation,
- Small group discussion, and
- Audio, visual or interactive media.

Evaluation

The learner and one or more competent evaluators designated by the appropriate Commissioner will evaluate the successful completion of the For Those Who Help Others – Advanced Learning Objectives. Typically, Scout Councils may appoint evaluators from among the following roles:

- Experienced peers,
- Service Scouters,
- Group Committee members, and
- Outside resource people.

Completion and Recognition: For Those Who Help Others – Advanced

Scouters complete their development in For Those Who Help Others – Advanced by demonstrating competence in each of the learning objectives. Those who complete the Advanced have essentially completed their Trainer I as well as Woodbadge Advanced and should therefore be presented with the Gilwell neckerchief, two beads and their Trainer I certificate. Scouters are encouraged to continue their personal development. It is not necessary to complete objectives in a particular order. Anyone completing learning objectives should be recognized promptly for their achievement.

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SCOUTING PHILOSOPHY	The Learner will:
<p>Mission and Principles: At its most basic level, the Aims and Mission of Scouts Canada are about character development of youth based on three broad principles; Duty to Self, Duty to Others, Duty to God.</p>	<ol style="list-style-type: none"> 1. Identify how the activities in a section's program plan will enable Scouts Canada to achieve its Mission. 2. Provide an example of how the above program incorporates each of Scouts Canada's three Principles.
<p>Practices and Methods: Scouting Practices and Methods are defined as a system of progressive self-education including: Promise and Law; Learning by Doing; Membership in small groups; Progressive and stimulating programs; Commitment to the values of doing one's best; Contributing to the community; Respecting and caring for others; Contributing as a family member; and Using outdoor activities as a key learning resource. These Practices and Methods identify how Scouts Canada contributes to the education of youth.</p>	<ol style="list-style-type: none"> 1. Identify at least two program examples in the above program plan, which incorporates each of the Practices and Methods.
<p>Organizational Structure: Scouts Canada's structure is designed to provide service and support for the leaders who work directly with youth.</p>	<ol style="list-style-type: none"> 1. Describe your role in providing service and support. 2. Identify/assess service and support required to achieve Scouts Canada's Program Standards. 3. Ensure that the required service/support is provided. 4. Follow up to ensure that appropriate action was provided. 5. Conduct at least four visits to a section, focussing on providing service and support to assist leaders in achieving Scouts Canada's Program Standards.
<p>Program: Scouts Canada's offers seven programs designed to meet the needs of Canada's youth. Each program focuses on age appropriate activities, which enable the organization to achieve its Mission.</p>	<ol style="list-style-type: none"> 1. Provide service and support through coaching, mentoring and/or training which provides opportunities for leaders to further develop their skills and abilities, and share successes. 2. Provide developmental opportunities in a manner which best suits an individual's needs. 3. Provide required service and support to ensure that the outdoors is used as a key learning resource.

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SCOUTING PHILOSOPHY	The Learner will:
<p>Membership: Youth and adults benefit from being a member of the organization by developing themselves and those around them, and providing a service to their community and country. Providing our program for as many of Canada's youth as possible is critical to achieving our Mission.</p>	<ol style="list-style-type: none">1. Closely monitor membership statistics. Identify groups with increases and decreases and provide appropriate recognition and/or support.2. Provide appropriate service and support to groups with declining membership.3. Gather demographic statistics for your community. Identify new areas to promote and introduce Scouting, paying particular attention to diverse cultural communities and religions.

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LEADERSHIP	The Learner will:
<p>Leadership: Each of Scouts Canada's programs provide ample opportunities for youth and adults to develop leadership skills.</p>	<ol style="list-style-type: none"> 1. Name three basic leadership styles. 2. Explain the characteristics of the different leadership styles. 3. Demonstrate effective use of each of the three leadership styles.
<p>Communication Skills: Providing effective leadership, service and support for other adults requires excellent communication skills.</p>	<ol style="list-style-type: none"> 1. Communicate regularly with leaders and adults who help others, providing information, and identifying opportunities (needs assessment) to provide service and support. 2. Further develop the following communication skills: listening, paraphrasing, interpreting body language and providing feedback. 3. Establish and present learning activity/event outcomes (goals and objectives) in an appropriate manner. 4. Demonstrate effective presentation techniques. 5. Demonstrate effective use of audio and visual aids. 6. Develop small group learning activities that encourage active participation by all members. 7. Check and monitor to ensure that information has been received and understood, providing clarification when necessary. 8. Provide recognition for achievements and successes.
<p>Facilitation Skills: Providing effective leadership, service and support for other adults requires excellent facilitation skills.</p>	<ol style="list-style-type: none"> 1. Assist leaders and other adults in establishing and achieving personal development goals. 2. Meet regularly with leaders and other adults to identify/assess program-related goals and objectives. 3. Establish approaches/plans for assisting others in achieving personal development goals and/or program objectives.

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LEADERSHIP	The Learner will:
<p>Coaching/Mentoring/training: Providing opportunities for adults to acquire skills and competencies required to perform their role in Scouting is often best achieved through coaching, mentoring and on-the-job training. Learning under the guidance and direction of a coach/mentor while conducting the program requires little extra time of the new leader and the coach/mentor.</p>	<ol style="list-style-type: none"> 1. Establish and maintain a positive rapport with leaders and other adults for whom you provide service and support. 2. Create/provide opportunities for adults to acquire and develop skills and competencies in a manner which best suits the learner's needs. 3. Provide coaching, mentoring and on-the-job training for adults new to their role. 4. Create activities and present information in ways which encourage active participation. 5. Ensure that coaching and mentoring becomes an on-going practice within the groups and that coaches/mentors receive appropriate support and recognition for their efforts.
<p>Conflict Resolution: Identifying potential areas of conflict and methods for preventing these and/or resolving conflicts is critical to providing leadership, service and support for others.</p>	<ol style="list-style-type: none"> 1. Identify potential areas for conflict and take appropriate action to prevent situations from arising or escalating. 2. Consult others to objectively gather facts and information relevant to issues. 3. Consult/involve others to establish the best course of action to resolve conflicts. 4. Follow up to ensure that conflicts have been fully resolved. 5. Describe how resolving conflicts in this manner reflects Scouts Canada's Aims and Principles.
<p>Attitude: Scouters providing leadership, service and support for others are seen as role models and therefore set the tone or attitude modeled by others. Being conscious of this and establishing positive, helpful attitudes is critical to being successful as a Scouter helping others.</p>	<ol style="list-style-type: none"> 1. Set and model a caring, compassionate and positive attitude for others to follow. 2. Address negative attitudes appropriately by listening to issues/concerns. 3. Help people develop and present a positive, supportive attitude.

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ADMINISTRATION	The Learner will:
<p>Administration: To provide for the safety and security of our youth and adults, Scouts Canada has established By-Laws, Policies and Procedures and Administrative Practices for members to follow.</p>	<ol style="list-style-type: none"> 1. Keep current with Scouts Canada's Program Standards, Policies and Practices.
<p>Planning: Assess needs by consulting with youth and adults. This will help adults providing leadership, service and support, identify and plan programs to meet the needs of members and those of Scouts Canada.</p>	<ol style="list-style-type: none"> 1. Assess needs and establish goals and objectives which reflect the needs of members and achieves Scouts Canada's Mission. 2. Develop plans with clear goals, objectives and timelines. 3. Develop plans which identifies specific tasks and the person responsible for each. 4. Describe reporting and accountability lines. 5. Monitor and assess progress made and evaluate outcomes. 6. Make appropriate adjustments as required.
<p>Time Management: Recognizing and appreciating the time provided by adults is critical. Making the most effective use of this time is also critical. Ensuring that the majority of this time is focused directly on providing the program or support for the program will maximize the use of people's time.</p>	<ol style="list-style-type: none"> 1. Plan visits and meetings to maximize the use of people's time.
<p>Meetings: Conducting meetings to plan and organize programs and administrative responsibilities is essential to the success of groups. Doing this in an effective timely manner, which maximizes the use of people's time, is also essential.</p>	<ol style="list-style-type: none"> 1. Plan and conduct an effective meeting.
<p>Risk Management: Identifying and assessing potential risks and hazards associated with conducting programs is critical to ensuring the safety of those involved. Risk management essentially means conducting programs within the knowledge skills and abilities of those involved.</p>	<ol style="list-style-type: none"> 1. Describe how Scouts Canada ensures that opportunities are provided for youth to experience age-appropriate, adventurous activities under the guidance and direction of competent leaders. 2. Provide opportunities for youth and leaders to further develop outdoor skills. 3. Explain Scouts Canada's policy and rationale around the signing of waivers.

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ADMINISTRATION	The Learner will:
<p>Assessment/Evaluation: Closely monitoring the programs ensures that leaders have the necessary service and support to achieve Scouts Canada's Program Standards.</p>	<ol style="list-style-type: none"> 1. Gather and analyze data, i.e. membership, Program Standards, retention, and personal development. 2. Maintain objectivity when gathering and reviewing data. 3. Consult members when gathering data (youth, parents, leaders, partner). 4. Review data gathered and identify strengths, weaknesses, opportunities and trends (SWOT). 5. Highlight, recognize and share successes and achievements. 6. Provide appropriate recognition for achievements and time volunteered (Scouts Canada's Honours and Awards). 7. Identify areas requiring additional service and support. 8. Develop action plan to ensure that service and support is provided. 9. Follow up to ensure service and support has been provided. 10. Record data gathered for future reference. 11. Review Group annual financial audits. 12. Seek personal feedback (through debriefing) related to your roles and responsibilities. 13. Provide constructive feedback to others.
<p>Forms/Records: Scouts Canada has developed various forms and applications to track and record members and activities. These forms and records are critical to Scouts Canada's Risk Management processes.</p>	<ol style="list-style-type: none"> 1. Describe how forms and records can be used to identify strengths, weaknesses, opportunities and trends (SWOT). 2. Explain how forms and records are critical to Scouts Canada's Risk Management Process.
<p>Registration: Ensuring that all youth and adults are registered is critical to ensure that members receive all of the rights and privileges accorded to them.</p>	<ol style="list-style-type: none"> 1. Describe the benefits provided through membership. 2. Follow up with group membership audits to ensure that all youth and leaders have been registered. 3. Work with groups to ensure that new members are welcome at any time. 4. Describe benefits of spring registration.
<p>Finance: Providing programs for youth costs money. Developing a plan for financing the program and the support for the programs is critical. Scouts Canada provides three National Fund-raisers which allow groups to raise money for the group and provide support for the organization as a whole.</p>	<ol style="list-style-type: none"> 1. Identify benefits of participating in Scouts Canada's three fund-raisers. 2. Promote and actively participate in each of Scouts Canada's fund-raisers. 3. Describe how Scouts Canada is funded.

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Resources:

- A Guide to the Honours and Awards of Scouts Canada *
- Application for Membership and Appointment of Adults *
- Basic and Advanced Learning Objectives (Leaders) *
- How to Protect Your Child from Child Abuse: A Parent's Guide *
- Mission presentation
- Program Standards *
- Scouts Canada's Volunteer Recruitment and Development Handbook *
(includes job descriptions)
- Section Leader Handbooks
- By-Law, Policies and Procedures (contains Duty of Care & Camping/Outdoor Activities) *
- Group Committee Handbook *
- Robert's Rules of Order

* Available on Scouts Canada's website, www.scouts.ca