

# Northern Lights Council Volunteer Development



## Basic Program Planning & Delivery For Venturer Advisors

## Pre-Workshop Workbook

### Scouts Canada Mission Statement

The mission of Scouting is to contribute to the education of young people through a value based 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.

## INSTRUCTIONS:

The material in this workbook **must be completed** before attending a Basic Program Planning & Delivery for Venturer Advisors Workshop. The knowledge learned in these assignments is necessary to successfully complete the workshop and to receive accreditation for and allow you to gain the knowledge, tools, and resources to successfully fulfill your responsibilities as a Venturer Advisor.

Each section of this workbook refers to reference material supplied with this package with the exception of:

- Scouts Canada Bylaws, Policies and Procedures [B.P.&P.]
- Scouts Canada Camping/Outdoor Activity Guide [COAG]
- Scouts Canada Duty of Care Document [DOC]
- Fieldbook for Canadian Scouting
- Venturer Advisor's Handbook
- Venturer Youth Handbook
- How to Protect Your Children from Child Abuse: A Parent's Guide
- National Program Standards

The above resources and many others are available at your local Scout Shop. The Camping/Outdoor Activity Guide (COAG) and Duty of Care Document DOC can be downloaded and printed from our Council Website; [www.nlr.scouts.ca](http://www.nlr.scouts.ca) or the Scouts Canada's National Website; [www.scouts.ca](http://www.scouts.ca). They are also available at a cost from the Scout Service Centre.

Please read the information at the top of each section carefully. This document **must** be returned to the Volunteer Development Committee, **postmarked 5 weeks before** the Workshop so that your facilitators can review it. Please ensure that all your responses are legible. Illegible replies will not be considered.

Answer all questions as completely as possible. If you require more room than is given, please insert a sheet clearly marked with your name and the question number it pertains to.

Scouts Canada is working towards the standardization of all Volunteer Development for Scouting in Canada to benefit both the Youth and Scouters. Your dedication to Scouting by undertaking the position of a Venturer Advisor is greatly appreciated. On completion of this workbook, the Council Volunteer Development Committee would be very interested in your feedback.

## PERSONAL INFORMATION

Name: \_\_\_\_\_

Address: \_\_\_\_\_ City/Town: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_ Group Name: \_\_\_\_\_

## TRAINING RECORD

Years in Scouting: \_\_\_\_\_

Woodbadge I: Beavers \_\_\_\_\_ Cubs \_\_\_\_\_ Scouts \_\_\_\_\_ Venturers \_\_\_\_\_ Rovers \_\_\_\_\_

Woodbadge II: Beavers \_\_\_\_\_ Cubs \_\_\_\_\_ Scouts \_\_\_\_\_ Venturers \_\_\_\_\_ Rovers \_\_\_\_\_

**\*\* Please attach a sheet with a listing of any other relevant experience \*\***

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## Section Specific Basic Learning Objectives for Venturer Advisors

| The Learner will:   | Requirements:   |
|---|---|
| <p><b>1. Ensure that programs are planned</b></p>               | <ol style="list-style-type: none"> <li>1. Apply each of the following methods for involving Venturers in decisions about company program choices: individually, by activity teams, by executives and through the company as a whole.</li> <li>2. Provide a seasonal plan developed by Venturers, in consultation with the leadership team, which integrates youth activities.</li> <li>3. Provide a meeting plan developed by Venturers, which clearly identifies how the activities meet the Venturer program goals and annual planning objectives.</li> <li>4. Apply coaching and mentoring to achieve a program plan.</li> <li>5. Provide an example of a back-up plan for a meeting or an outing.</li> <li>6. Describe how your program plan meets the National Program Standards.</li> </ol> |
| <p><b>2. Ensure that annual program plans are developed</b></p> | <ol style="list-style-type: none"> <li>1. Explain the planning process for creating nightly, monthly, three months, and annual program plans.</li> <li>2. Provide an example of a three-month and an annual program plan developed by the youth, that supports age-appropriate development, provides progressive challenge and minimizes repetition for the youth involved.</li> </ol>  |
| <p><b>3. Work with Venturer-aged youth</b></p>                  | <ol style="list-style-type: none"> <li>1. Apply the "Code of Conduct" described in Scouts Canada's <i>Duty of Care</i>.</li> <li>2. Describe or demonstrate how to reinforce positive behaviour.</li> <li>3. Read the chapter in the <i>Venturer Advisor's Handbook</i> entitled, "Venturer Aged Youth."</li> <li>4. Provide an activity for each program element, which accommodates the similarities and differences of young men and women.</li> <li>5. Apply positive discipline strategies to typical scenarios (e.g. lying, stealing, hitting others, swearing, showing disrespect, disobedience).</li> <li>6. Demonstrate positive coaching techniques for developing skills, knowledge and confidence.</li> </ol>   |

| <b>The Learner will:</b>   | <b>Requirements:</b>   |
|--|--|
| <p><b>4. Ensure that the Venturer Program and Badge System are applied</b></p>   | <ol style="list-style-type: none"> <li>1. Provide Venturers opportunities to develop their own and collective goals and objectives for the company program.</li> <li>2. Review and encourage progress on these goals.</li> <li>3. Provide feedback.</li> <li>4. Make presentations of badges and awards.</li> <li>5. Apply the principle of 'best effort' in evaluating performance.</li> <li>6. Track Venturers' progress and encourage them to take responsibility for noting their own progress.</li> </ol> <p><b>Note:</b> The Venturers may have a company program, as prescribed in the Venturer program, and yet choose not to use the Venturer Badge System.</p> |
| <p><b>5. Ensure that spiritual emphasis / religious diversity is applied</b></p> | <ol style="list-style-type: none"> <li>1. Provide an activity to develop spiritual awareness of Venturers.</li> <li>2. Provide three examples of activities designed to develop Venturers' respect for others and increased appreciation of diversity in our society.</li> <li>3. Explain the opportunities for Venturers to develop their personal faith through participation in their religious community and the Religion in Life Award program.</li> </ol>  |
| <p><b>6. Apply company structure</b></p>   | <ol style="list-style-type: none"> <li>1. Provide training for the executive officers.</li> <li>2. Provide a description of the roles of the executive officers.</li> <li>3. Establish roles of activity coordinators.</li> <li>4. Provide company by-laws developed by the company.</li> </ol>  |
| <p><b>7. Ensure that company activities are applied</b></p>                      | <ol style="list-style-type: none"> <li>1. Provide an activity which: <ol style="list-style-type: none"> <li>a. allows all participants to interact throughout the activity,</li> <li>b. uses age appropriate materials and equipment,</li> <li>c. has clear instructions given,</li> <li>d. responds to the needs of the group,</li> <li>e. encourages participants to do their best, and</li> <li>f. provides a fun and meaningful experience.</li> </ol> </li> <li>2. Provide three reasons for conducting a company activity.</li> </ol>  |

| The Learner will:   | Requirements:   |
|---|---|
| <p><b>8. Teach skills</b></p>                                   | <ol style="list-style-type: none"> <li>1. Describe three approaches to teaching and reinforcing a skill.</li> <li>2. each a skill where the:               <ol style="list-style-type: none"> <li>a. Skill is demonstrated,</li> <li>b. Skill is demonstrated step by step,</li> <li>c. Venturers try the skill,</li> <li>d. Adviser or qualified Venturer checks progress and encourages Venturers to do their best,</li> <li>e. Adviser or qualified Venturer guides and coaches for progress,</li> <li>f. Venturers try again until successful,</li> <li>g. Adviser or qualified Venturer praises and affirms progress according to each Venturer's capabilities, and</li> <li>h. Adviser or qualified Venturer challenges Venturers to use new skills appropriately.</li> </ol> </li> </ol> |
| <p><b>9. Tell stories</b></p>                                   | <ol style="list-style-type: none"> <li>1. Provide five reasons for using stories in your Venturer program.</li> <li>2. Tell a story that achieves its purpose.</li> </ol>   |
| <p><b>10. Ensure that company challenges are conducted</b></p>  | <ol style="list-style-type: none"> <li>1. Provide two company challenges, developed by Venturers, which allow Venturers to practice and develop co-operation, problem-solving, decision-making.</li> <li>2. Coach a Venturer on 'how to encourage other Venturers.'</li> </ol>  |
| <p><b>11. Ensure that Venturer ceremonies are conducted</b></p> | <ol style="list-style-type: none"> <li>1. Participate in the following: Opening, Closing, Advancement, and Investiture according to the description in the <i>Venturer Advisor's Handbook</i>.</li> <li>2. Explain the meaning behind the left handshake, Scout sign, and Scout salute.</li> </ol>  |

| The Learner will:  | Requirements:   |
|--|---|
| <p><b>12. Ensure participation in regular weekly meetings in the outdoors</b></p>  | <ol style="list-style-type: none"> <li>1. Identify the objectives of holding a regular weekly meeting in the outdoors (Category I Activity) as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>.</li> <li>2. Identify the implications of taking the program outdoors.</li> <li>3. Participate in the organizing of a regular meeting outdoors according to the policies and guidelines for Category I activities as described in the Scouts Canada <i>Camping and Outdoor Activity Guide</i>.</li> <li>4. Participate in a regular weekly meeting in the outdoors.</li> <li>5. Participate in the evaluation of a regular weekly meeting.</li> </ol>   |
| <p><b>13. Ensure participation in an outdoor activity away from the regular weekly meeting place and a short-term camp of three nights or less</b></p> | <ol style="list-style-type: none"> <li>1. Identify the objectives of an outdoor activity away from the regular weekly meeting place or a short-term camp of three nights or less for Venturers.</li> <li>2. Read the Scouts Canada's <i>Camping/Outdoor Activity Guide</i>.</li> <li>3. Participate in the organizing of: <ol style="list-style-type: none"> <li>a. Two outdoor activities away from the regular weekly meeting place and,</li> <li>b. A short-term camp of three nights or less according to the policies and guidelines for Category II activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>.</li> </ol> </li> <li>4. Participate in the evaluation of these activities.</li> </ol> |
| <p><b>14. Ensure that linking activities are conducted</b></p>   | <ol style="list-style-type: none"> <li>1. Explain how linking activities contribute to the development of youth.</li> <li>2. Conduct a linking activity which: <ol style="list-style-type: none"> <li>a. broadens Venturers' awareness of the other sections of the Scouting family,</li> <li>b. promotes advancement to the next level of Scouting, and</li> <li>c. involves Venturers in the program of the Rover section.</li> </ol> </li> </ol>   |

| The Learner will:   | Requirements:   |
|---|---|
| <p><b>15. Ensure that Venturer meetings are conducted</b></p> | <ol style="list-style-type: none"> <li>1. Describe the benefits of Venturers conducting company meetings on a regular basis.</li> <li>2. Describe an example of a meeting agenda and the meeting minutes, utilizing the key elements in the <i>Canadian Venturer Advisor's Handbook</i>.</li> <li>3. Coach the President on running the meeting agenda and keeping it effective, dealing with such situations as dominant speakers, arguments in meetings, soliciting opinions from quiet Venturers.</li> <li>4. Describe the benefits of youth control and involvement in the decision making process.</li> <li>5. Provide three examples of when it may be necessary or appropriate to modify the meeting plan.</li> <li>6. Explain how to respond to each of the above situations.</li> <li>7. Identify the religious and cultural considerations affecting program planning for your section.</li> </ol>  |
| <p><b>16. Ensure that section programs are managed</b></p>    | <ol style="list-style-type: none"> <li>1. Describe or demonstrate how to structure a weekly meeting to meet the varying energy levels of the youth.</li> <li>2. Describe or demonstrate how to adjust the program activities to accommodate the different ages, skills, and abilities of the youth.</li> <li>3. Incorporate special needs of participants into the program plan, such as diets, medication, allergies, and special supervision, for a regular meeting or day outing.</li> <li>4. Describe or demonstrate how to include the youth in establishing Section Rules or Code of Conduct.</li> <li>5. Conduct a regular meeting outdoors according to guidelines for Category I Activities as described in the Scouts Canada Camping/Outdoor Activity Guide.</li> <li>6. Conduct an outdoor activity away from the regular meeting place or a short-term camp of 3 nights or less according to guidelines for Category II Activities as described in the Scouts Canada Camping/Outdoor Activity Guide.</li> </ol> |

## Section 1 – About Venturing

Using any resource you feel appropriate, answer the following questions:

- 1.1 Give one (1) example of how each of the following methods for involving Venturers in decisions about company program can be incorporated:
  - a. Individually
  - b. by activity teams
  - c. by executive
  - d. through the company as a whole (When you are doing this one answer this-) If joint projects are going to be successful, a company needs all its members including the adviser to contribute to the planning. To set a plan in motion, you need to;
    - i.
    - ii.
    - iii.
    - iv.
    - v.
- 1.2 State the Promise and Law for this section.
  - i. What are the three (3) broad principles Scouting is based on?
  - ii. Social, mental, spiritual, and physical development areas are what we try to balance in the Scouting Mission Statement. Name four elements of the Venturer Program that help you do just that.

1.3 What are the six (6) activity areas in Venturers?

1.4 The adviser must realize that two (2) company styles exist and understand which one she/he is helping to lead. What are they?

1.5 What five (5) objectives can develop in an individual when camping or doing outdoor activities?

1.6 Knowing this, describe a backup plan for a nature outing

1.7 You, as an adviser, don't need to complete any training other than introduction to Scouting in your first year.

a. True

b. False

1.8 Define the following:

a. Opening

b. Closing

c. Investiture

d. Advancement

e. the meaning behind the Scout sign

1.9 Why do Venturers need challenging activities?

## Section 2 – Working with Venturer aged Youth

2.1 The Code of Conduct described in Scouts Canada's Duty of Care is important.

- a. In this age group, youth spend more time formulating \_\_\_\_\_
- b. Youth will accept rules only if \_\_\_\_\_ at this age.
- c. As the Venturers run their own program, they can smoke in front of other youth.
  - i. True
  - ii. False
- d. In a co-ed group, what provisions are made travelling from your area to B.C. when using tents?
  
- e. Give one more example that may crop up in this age range and how your company deals with it.
  
  
- f. What coaching technique do you show a Venturer executive (president) trying to encourage another Venturer in planning an activity?

2.2 Give two (2) examples of how to reinforce positive behaviour.

2.3 Explain an activity that is age appropriate and accommodates the similarities and differences of young men and young women for each program element.

2.4 Give examples of how to apply positive discipline strategies to the following scenarios:

- a. Lying
  
  
  
  
  
  
  
  
  
  
- b. Stealing
  
  
  
  
  
  
  
  
  
  
- c. hitting others
  
  
  
  
  
  
  
  
  
  
- d. swearing
  
  
  
  
  
  
  
  
  
  
- e. showing disrespect
  
  
  
  
  
  
  
  
  
  
- f. disobedience

2.5 Explain six (6) positive coaching techniques for developing skills, knowledge and confidence.

2.6 What is linking? How does it help Venturer youth?

### **Section 3 – Program Elements**

Using any resource you may feel appropriate, answer the following questions:

3.1 Spiritual Emphasis is included in the program for the Venturers. Tell of an activity that promotes this awareness.

3.2 Give three (3) examples of activities designed to develop Venturers' respect for others and increased appreciation of diversity in our society.

3.3 What is a Scout's Own? Give two opportunities for Venturers to develop their personal faith through participation in their religious community and the Religion in Life Award program.

3.4 What members are parts of the executive council? What training can be given to them?

3.5 Give a description of the roles of the executive officers?

3.6 Name three (3) activities that require a coordinator? What roles can you describe for the activity coordinators?

3.7 Answer the following questions:

- a. In the By-Laws, Policies, and Procedures, what two (2) policy statements concerning fundraising for Venturers are stated as money is required in operating a Venturer Company.
- b.

- c. State six (6) by-laws the company can develop.

3.8 Explain an activity which:

- a. allows all participants to interact throughout the activity,
- b. uses age appropriate materials and equipment,
- c. has clear instructions given,
- d. responds to the needs of the group,
- e. encourages participants to do their best, and
- f. provides a fun and meaningful experience.

3.9 Give three (3) reasons for doing a company activity.

3.10 Give three (3) reason why is it important to hold Venturer meetings on a daily basis.

3.11 Why should the Venturer Company hold business meetings?

3.12 Business Meetings need to last two hours.

a. True

b. False

3.13 Give an example of an agenda.

3.14 Explain three (3) ways to teach and reinforce a skill.

3.15 Give five reasons why story telling is used in your Venturer program.

3.16 Give one example of a challenge developed by your company to practice and promote co-operation, problem solving, and decision-making.

3.17 In the progressive program, outdoors is used as a learning tool. Identify three (3) other implications of taking the meeting outdoors.

3.18 Explain the difference between long term and short term camp?

3.19 In the outdoors, in the course of time, Venturers will gain personal resourcefulness, interdependence with others and the environment, skills, physical growth, coordination, understanding of their natural surroundings through exploration.

a. True

b. False

3.20 What are the six (6) guidelines that can make a camp more successful and enjoyable?

3.21 When the company is planning a menu, what factors must be taken into consideration?

3.22 Match the various outings below (Column 1) with the correct corresponding forms (Column 2).

- |   |   |
|---|---|
| a. Bike tour from local area to Jasper        | a. Tour permit                            |
| b. Meeting place to Vancouver B.C.            | b. Camping & Outdoor Activity Application |
| c. Visit to local museum                      | c. Physical Fitness Certificate           |
| d. Overnight at local camp or Provincial Park | d. Parent/Guardian Consent Form           |
| e. Regular meeting                            | e. Safety Checklist                       |
|   | f. First Aid Kit Usage Log                |

3.23 Adult supervision can only be provided by the adviser on an outdoor activity, camping, or trip.

a. True

b. False

3.24 Identify three (3) objectives in holding an outdoor activity away from normal meeting place of or a short term camp.

3.25 Explain the need for nightly, monthly, three months, and annual program plans.

3.26 Give three (3) examples of when it may be necessary to modify a meeting plan.

3.27 How would you respond to each of the above situations?

3.28 What cultural or religious consideration may affect your program plans?

3.29 In planning a year's program that is age appropriate, select one section from each activity area to be included. What are some of the goals and objectives your youth would clearly define in your program? Take it one step further and tell us if your program plan meets the National Program Standard.

3.30 Describe at least three (3) benefits of youth control and involvement in decision-making.

## **Section 4 – Manage Section Programs**

Using any resource you may feel appropriate, answer the following questions:

4.1 Describe how to structure your weekly meetings to meet the varying energy levels of the youth.

4.2 Describe how to adjust the program activities to accommodate the different ages, skills, and abilities of the youth.

4.3 Describe how to incorporate special needs of participants into the program plan for a regular meeting and a day outing to include:

a. Diets

b. Medication

c. Allergies

d. special supervision

e. other

4.4 Describe how to include the youth in establishing Section Rules or Code of Conduct.

## **Section 5 – Venturer Program and Badge System**

Using any resource you may feel appropriate, answer the following questions:

5.1 Explain two (2) opportunities where Venturers can develop their own collective goals and objectives for their program.

5.2 What are two (2) of the program goals? Explain how to encourage and review the progress they have made on these goals.

5.3 Each camp, activity, or goal is evaluated. Is the feedback important, and if so, why?

- 5.4 Although not all Venturers will want to become a Queen's Venturer, some will.
- a. What awards besides the six activity ones, are required to become a Queen's Venturer?
  
  - b. What is the Amory Adventure Award and Canadian Trails Award?
  
  - c. Des this section have an environmental award? If so, what is it?
  
  - d. What is the Blue and Gold Award?
  
  - e. Who has say in the youth getting the Venturer Award?
- 5.5 Give an example of a ceremony to present the award to the youth. Is it important to have a presentation?

5.6 Explain how to apply the principle of 'best effort' in evaluating performance.

5.7 How can you track the youths' progress and how can you get them to track their own?

## Section 6 - Time Management Skills Test

One of the greatest factors contributing to stress is our inability to manage time. Conversely, good time management skills allow us to organize our lives and be more productive, both at work and at home. The following quiz will help identify trouble spots and guide us toward the goal of becoming successful time managers. A scoring key at the end will indicate how far you need to go.

Assign a numerical number to the following questions with:

1=always      2=usually      3=sometimes      4=never.

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | I find that I have enough time for myself - to do the things I enjoy doing. |
| <input type="checkbox"/> | I'm aware of deadlines and schedule my work to meet them in time.           |
| <input type="checkbox"/> | I write down specific objectives in order to work toward goals.             |
| <input type="checkbox"/> | I use a calendar to write down appointments, deadlines, and things to do.   |
| <input type="checkbox"/> | I feel in control of time while at work and at home.                        |
| <input type="checkbox"/> | I plan and schedule my time on a weekly and/or monthly basis.               |
| <input type="checkbox"/> | I make a daily to-do list and refer to it several times per day.            |
| <input type="checkbox"/> | I set priorities in order of importance & then schedule time around them.   |
| <input type="checkbox"/> | I'm able to find time when I need it in case something important happens.   |
| <input type="checkbox"/> | I'm able to say no when I'm pressed for time.                               |
| <input type="checkbox"/> | I try to delegate to others in order to make more time for myself.          |
| <input type="checkbox"/> | I organize my desk and work area to prevent clutter and confusion.          |
| <input type="checkbox"/> | I find it easy to eliminate or reschedule low priority items.               |
| <input type="checkbox"/> | I try to do things in a way that cuts down on duplicated effort.            |
| <input type="checkbox"/> | I find that doing everything myself is very inefficient.                    |
| <input type="checkbox"/> | I try to shift priorities as soon as they change.                           |
| <input type="checkbox"/> | I find it easy to identify sources of time problems.                        |
| <input type="checkbox"/> | I find it easy to eliminate or reshuffle unnecessary paperwork.             |
| <input type="checkbox"/> | My meetings and activities are well organized and efficient.                |
| <input type="checkbox"/> | I know what I'm capable of and try not to overextend myself.                |
| <input type="checkbox"/> | I find it easy to keep up with changes that affect my schedule or workload. |
| <input type="checkbox"/> | I try to schedule the most difficult work during my most productive times.  |
| <input type="checkbox"/> | I know what my responsibilities and duties are at all times.                |
| <input type="checkbox"/> | I try to get only the pertinent information before making a final decision. |
| <input type="checkbox"/> | I finish one job or task before going on to the next.                       |
| <input type="checkbox"/> | <b>TOTAL</b>  |

**Scoring key:**

- 25 –40 = Excellent time manager
- 41 – 55 = Good time manager
- 56 –100 = Poor time manager

If you scored above 55, you have lots of work to do in order to become an effective time manager and avoid the stress that leads to productivity problems, stress, burnout, and disease. The most common areas to look for are:

- Not prioritizing tasks
- Not scheduling daily, weekly, or monthly activities
- Not delegating responsibility
- Not being able to say no
- Not writing down objectives in order to meet deadlines
- Not using a calendar or notebook to organize commitments
- Not shifting priorities to make room for more urgent matters or tasks
- Not reducing clutter and/or unnecessary paperwork
- Not being able to give up total control
- Not being able to avoid procrastination

## **Appendix 1 – Venturer Advisor Job Description**

Venturer Advisers (Male/Female) must be over 21. Assistant Advisers must be at least 18 of age. Whenever possible, youth members should help select their adviser(s) so the Venturers' and adult's interests are similar. Remember, you are a part of a leadership team.

How true this next statement is taken from the Adviser's Handbook on page 3 -- Venturer advisers **MUST** be strong leaders- team players who understand the special kind of leadership which young people of this age require. It means directly and tactfully being involved in everything the company does.

And if the company falls flat on its face every once in awhile - **SO WHAT?** - just pick yourselves up and learn from your mistakes. Always encourage with positive means your company's endeavors.

Allow your youth to decide events for themselves with you actively participating, but do not taking over. You and the company will find it very rewarding.

### **Attitudes Required By a Venturer Adviser**

"Appropriate training", "chosen by the Venturer Company", and "selective recruitment" are key factors for bringing in and keeping volunteers who will provide quality program opportunities to the youth in all five sections. New Scouting leaders and advisers are brought in because of their attitudes. Those involved in this recruiting process must be satisfied that the individual is:

#### **Prepared To:**

1. Accept, and demonstrate personal values in line with Scouting's Mission and Principles.
2. Subscribe to the Venturer Company program goals.
3. Be able to let go of the reins when the Company is ready to plan their own program and still remain a very active team member.
4. Ensure that the Venturers experience the outdoors on a frequent basis.
5. Be accountable for his/her actions.
6. Follow Scouting 's policies and procedures.
7. Be a good role model.

#### **Willing to:**

1. Acquire the knowledge and skills appropriate to his/her volunteer role in Scouts Canada.
2. Work co-operatively with the youth company members and other advisers.
3. Allow mutual respect. Be flexible, open and honest. Above all—have a sense of humor.
4. Be objective in evaluations.
5. Be able to let the reins go when the company is ready to start planning their own program, but be ready to play an active role as a part of the team.
6. Provide a guiding hand for appropriate adult behaviour that will be expected of your youth by living them.
7. Wear your Scouting uniform with pride.
8. Participate in, and support, Scouting's volunteer screening measures.

#### **Accountable to:**

Group Chair

**Average Time Required:**

Depending on the Company, the meetings will be twice a week, once a month, or weekly, perhaps the meeting will be held at a camp. An active company will meet weekly for 2 hours, have one weekend camp a month, group committee meeting for 1 to 1½ hours a month, and then any training being taken.

**Major Area of Responsibility**

1. A primary concern is to ensure that health and safety of all members is maintained continually.
2. Encourage and help the company to plan a challenging and exciting weekly program from September to June with monthly outings or camps (or a yearly program if the company does not close down for the summer.)
3. Help the youth become a well- rounded individual by actively experiencing events from all program elements.
4. Maintain good working relations with parents/guardians, encourage parental co-operation and involvement in company programs, working relationship with group committee, other sections, other members of the team share in the planning and executing of the meeting, and with the community at large. Attend group committee meetings.
5. Support and participate in special meetings and activities, including outings and camping experiences.
6. Know and use resource material available, including various handbooks.
7. Encourage recruitment of members, and help the group committee recruit other leaders.
8. Take training for the position, including special interest and outdoor activity skills.
9. Meet specific requirements of the sponsoring body, where applicable.