

An exploration of the Induction Process in a not-for-profit environment

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AUTHORS DECLARATION

I hereby certify that this material, which I now submit for assessment of the programme of study leading to the award of BA (Hons) Human Resource Management, is entirely my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work

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ABSTRACT

The role of induction is a central one to the continued existence of an organisation as it is the process used to ensure that newcomers becoming functional members of the organisation. The induction of new members is also an important consideration for the future growth of an organisation.

The process of induction that newcomers experience as they enter an organisation will not only shape how these new members will do things in the future, but also why they will do things in a certain way going forward.

This case study focuses on the induction of new voluntary members in a not-for-profit environment and attempts to capture a vivid description of the induction process as they experienced it.

It is hoped that the findings from the study will add to the existing research of induction in the not-for-profit environment. In particular the findings will highlight that induction is a key human resource practice in the effective recruitment and selection of new volunteers.

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CHAPTER 1

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The induction process is a powerful Human Resource Management (HRM) practice that organisations can use to ensure that they get the most effective performance from a newcomer quickly, while attempting to create as positive an impression of the organisation as possible

A successful induction process should recognise and address the emotions that can be experienced by newcomers. It should also include the needs of both the organisation and the newcomers in its design and it should provide ongoing support to newcomers over a period of time

A negative outcome from an ineffective or non-existent induction processes can impact newcomer commitment and motivation, which can lead to ineffective performance

While this is true for all organisations, it is particularly relevant in the voluntary sector where organisations are often competing for scarce human resources i.e. volunteers, and who need to get the best possible performance from those who do volunteer

This research study documents the views of new volunteers in the South Kildare region of the organisation, regarding their recent experience of the induction process provided by the organisation

1.2 PURPOSE OF THE STUDY

The purpose of this study was to review the literature which contained the theories and models on induction and to compare it with what is actually happening in the induction process of the Scouting Groups

The literature also supports the relationship between the three Human Resource practices of recruitment, selection and induction. Consequently, this study also explores if elements of an effective recruitment and selection process for volunteers, exists in the Scouting groups

1.3 RESEARCH MOTIVATION

The motivation for this thesis originally stems from the researcher's exposure to the induction process within the voluntary organisation of Scouting Ireland. The informality of the induction process and the absence of a formal recruitment and selection process differed to prior inductions the author had experienced as a paid employee. This impacted the researcher's own initial performance as a voluntary Leader in the organisation and piqued the researcher's interest as an area to study

Interest in the area was further enhanced following an extensive literature review on induction. This review highlighted how successful induction processes are linked to other Human Resource Management processes, such as recruitment and selection.

1.4 RESEARCH CONTEXT

The primary research for this study will be carried out in Scouting Groups, located in County Kildare, which is in the South Eastern Province of the Scouting Ireland organisation. Scouting Ireland, is a not-for-profit organisation for young people, which has been in existence in Ireland for just over 100 years.

Scouting Ireland states that one of its fundamental creeds is to

“encourage the physical, intellectual, emotional, social, and spiritual development of young people so that they may achieve their full potential and, as responsible citizens, to improve society” (Appendix, 2)

Scouting Ireland enjoys a positive image in the wider community as an organisation which introduces children to outdoor pursuits and teaches them leadership skills. Demand for places within the different sections is high, which often results in long waiting lists as the organisation suffers from a shortage of volunteers. To appeal to as many volunteers as possible Scouting Ireland lists an array of areas on its website, in which their services could be utilised by the organisation, none of which involves having to spend a night under canvas.

The organisation portrays volunteering as an opportunity to enhance your social life by making new friends as you keep fit in the outdoors. The prospect of having fun while increasing your skills and building your self confidence is proffered as an additional

benefit While the Scouting Ireland organisation does employ paid staff, this research study is concerned with the voluntary section of the organisation, specifically the leaders who operate within the scouting groups

Full induction, in service training and ongoing support is promised to all those adults who volunteer (Homepage of Scouting Ireland, 2012)

1.5 RESEARCH QUESTION

An exploration of the induction process within a not-for-profit environment

1.6 RESEARCH AIM

This research project is a case study whose aim is to investigate the current induction process given to new leaders in scouting groups and to explore its links to the recruitment and selection process for volunteers

1.7 RESEARCH OBJECTIVES

The following objectives have been developed by the researcher

- To examine the current induction process which all new leaders in Scouting groups undergo
- To explore how the induction process relates to the recruitment and selection process of volunteer leaders in the Scouting groups
- To explore any other observations related to the induction process in Scouting Ireland

1 8 LITERATURE REVIEW

Following an extensive review of the literature the researcher presented the material on the induction process. The review includes the documented understanding of some of the generalities of the induction process to educate the reader. Definitions of induction, the theory behind induction, its importance in organisations, details of who needs induction and the consequences of poor induction are included. Methods used to deliver induction programs, training and development and knowledge management also form part of the review. The review then focuses on volunteer motivation, the recruitment of volunteers and the selection process. This is followed by a critical analysis of the literature and the theoretical framework was outlined which was based on the findings from the literature review.

1 9 RESEARCH POPULATION

The population to be studied in this research are seven (7) new volunteer leaders who undertook induction training during November 2011. A sample of four (4) leaders was chosen to be part of the research study.

1.10 RESEARCH METHODOLOGY

The development of a methodology which is capable of meeting the needs of the research objective is a critical success factor in any research study. The research methodology chosen by the author for this research is case study methodology. This methodology was

chosen as it “aims to gain a rich detailed understanding of the case by examining aspects of it in detail” (Thomas, 2009)

Case study methodology is an appropriate method to use to answer “how” questions which are contemporary in nature (Yin, 2009)

1.11 COLLECTION OF QUALITATIVE DATA

A number of methods of data collection methods were used in this study. These included semi structured interviews with the new leaders. Booklets, the new leaders received at their induction training as a source of future reference material, were considered as a source of primary data in this study. Self- reflection through personal note taking was the third method used in the capture of the relevant data. This multi-method of data collection resulted in methodological triangulation which increases the validity and reliability of the research (Collis & Hussey, 2009)

1.12 LIMITATIONS OF THE STUDY

The main limitation for this study was time, two factors influenced this, one was the multi- locations of the participants and the fact that the participants were volunteering more of their time for the interviews. The researcher consequently had to accept the timing and choice of venue for the interview based on when and where it most suited the participant interviewee. This led to unforeseen delays which may not have occurred had all the participants worked in the same location as paid employees.

1.13 OUTLINE STRUCTURE

The remainder of the thesis is structured as follows

Chapter 2 contains the literature review of the induction process and the role it plays in newcomer adjustment. This chapter reviews the links between induction and the recruitment and selection process for new volunteers.

Chapter 3 Data for the research was collected by using semi-structured interviews, a review of training documents pertaining to the organisation and self-reflection through personal note makings.

Chapter 4 contains the findings of the research results.

Chapter 5 contains the conclusions reached as a result of the findings and outlines recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents the results of a comprehensive critical review of the main academic literature in relation to the induction process. A brief introduction of the need for induction in the non-profit sector is detailed. This is followed by definitions, theory, the importance of induction and who needs it, the consequences of a poor induction and the methods used to deliver induction. Training and development is then explored, followed by the motivation of volunteers. The review then goes on to explore how the human resource practices of recruitment, selection and induction are interlinked as part of the employment cycle.

In the past non-profit organisations may have been regarded as trivial and inconsequential Perrow, (1986) (cited in Anheir 2000), with the non-profit sector receiving scant attention from management theorists in the UK due to its small contribution to that country's economic activity Batsleer (1995) (cited in Cunningham 1999).

Since the 1980's voluntary organisations have gone from simply "doing good", to organisations with a focus on the bottom line (Drucker, 1989).

From the 1990's on voluntary organisations having been under greater external pressures and the non-profit sector has undergone a revolution. Increased competition due to changes in how funding is distributed, increased growth in the sector and increasing demands for accountability have been a few of the driving forces in the revolution (Worth 2011)

One of the defining features of non-profit (third sector) organisations is the involvement of volunteers (Davis Smith, 1996). The values and the motivational structure of these volunteers are additional bottom lines for non-profit organisations and requires sensitive management approaches (Anheir, 2000)

Some question if formal management is appropriate for volunteers, as they give their time freely for altruistic, religious and personal reasons (Davis Smith 1996, Sheard 1996). The trend toward training, appraisals and opportunities for advancement is making the volunteer role similar to an employment role (Davis Smith, 1996). While feedback from a survey of volunteers (Low et al 2007) showed 65% of those surveyed did not think that receiving a formal activity role description would be a good thing.

However, with recent trends of static or declining volunteers (nfpSynergy, 2007) it is imperative that voluntary organisations continue to attract, retain and maximise the contribution of their voluntary staff to achieve their stated mission.

Sheard, (1996) informs us that volunteer disenchantment comes from poor organisation, inadequate support and back up, with too few opportunities to be involved in making meaningful decisions.

One way to offset volunteer disenchantment is to provide a model of volunteer management which includes elements that are regarded as good practice. These include providing written policies to govern the volunteer program, the creation of job descriptions for volunteer roles which assists the recruitment procedure and an induction programme for the new volunteers.

2.2 INDUCTION DEFINED

Seyfarth (1991, p 163) (as cited in Stirzaker, 2004) says that induction introduces newcomers to an organisation through a “series of planned activities”. Induction is also concerned with equipping newcomers with the knowledge, skills and attitudes they require to be effective in the organisation. Seyfarth (1991, p 163) (as cited in Stirzaker, 2004)

Davis (1994, p 25) says ‘Effective induction is concerned with motivating people to become productive in the shortest time and to stay with your organization’

2.3 INDUCTION THEORY

During the early induction stage the transfer of information plays a key role. The principal theory to assist organisations in the design of the transfer of information to organisational newcomers was developed by (van Maanen & Schein 1979). By presenting the information in a particular way, organisations can attempt to influence how newcomers will interpret and respond to the information (Cooper-Thomas & Anderson, 2006)

The theory proposes six different methods to use when inducting newcomers

- 1 Collective or individual (whether newcomers are trained as a group or individually)
- 2 Formal or informal (whether the training is off-line or on the job)
- 3 Sequential or random (whether stages/steps in learning the new role are specified or unknown, as in a random process)
- 4 Fixed or variable (whether a timeline is specified and known or not clearly defined)
- 5 Serial or disjunctive (whether role models or mentors are available or not)
- 6 Investiture or divestiture (whether positive social support is available to the newcomer or whether feedback is negative)

van Maanen and Schein's (1979) work was developed further by Jones (1986) who categorized the induction process as institutionalised (collective, formal, sequential, fixed, serial and investiture) or individualised (their opposites)

All three writers were focused on whether the outcomes of the induction process resulted in people displaying innovation or just maintaining the status quo. While according to Jones, higher commitment, job satisfaction and less of a desire to leave resulted from institutionalised programs of induction.

2.4 THE IMPORTANCE OF INDUCTION

Starting a new job with a new organisation can be a stressful experience (Wanous, 1992). Prior to and upon their entry into a new organisation people may experience feelings of anxiety or fear, which need to be addressed, as they can hinder a newcomer's adjustment into an organisation and consequently their effectiveness in their new role.

The induction process is concerned with assisting with the emotional adjustment of newcomers (Torrington, Hall & Taylor, 2005) and to help in allaying any fears they may have (Wilson & Pimm, 1996)

The induction process should provide an opportunity for the communication of basic information about the organisation and it should convey the appropriate cultural messages (Torrington, Hall & Taylor, 2005) Induction programs can also provide information on the broader organisation or on specific issues that are relevant within its organisation

The goals of an induction process include establishing a positive attitude so trust, loyalty co-operation and flexibility are developed (Wilson, 1996) A second goal should be to keep the newcomer enthusiastic and motivated for as long as possible, leading to a more effective performance in their new role (Sangale, 2007)

Another feature of induction is its ability to provide newcomers with opportunities to assimilate socially within the organisation Louis,(1980) proposes a model that captures how newcomers experience their entry into an organisation The mode contains two sense making inputs - 1 experience in the new organisation and 2 information from fellow employees- these will not be initially available to newcomers as they are only starting in the organisation Therefore it is the role of the induction process to provide these missing inputs, by fostering a “psychologically safe” learning environment for newcomers where mistakes can be made without fear of reproach and one which encourages interpersonal relationships to develop (Kennedy & Berger,1994) Newcomers need to be given opportunities to work and socialise with co-workers who are newcomer’s most important

resource during the induction process Louis, Posner & Powell (1983), Nelson & Quick (1991) (as cited in Cooper-Thomas, 2006)

The induction process can also be an important stage in the formation of a psychological contract between the newcomer and the organisation (Torrington, Hall & Taylor, 2005)

The psychological contract is the balance between how employees perceive their treatment by the employer and the subsequent effort they expend in their jobs (Raulapati, 2010) While most of the research on the psychological contract concerns the perceptions of paid employees, psychological contracts can exist in other settings (Rousseau & Wade-Benzoni, 1998) Results of a study by Accadia & Walker, (2009) show that the psychological contracts of volunteers are shaped by their experiences and the relationships they form with others within their work organisation The study also showed that the volunteers are more likely to continue to volunteer if they think their psychological contracts are being met

2.5 WHO NEEDS INDUCTION?

All newcomers to an organisation, both full-time and part time, need an induction programme Induction programmes should be tailored for those groups who have specific needs for example “graduate trainees, people returning from career breaks, long term absence or maternity/paternity leave, senior appointments, technical specialists and directors”(Daniels, 2011)

Meighan, (1995) suggests that promoted staff or those transferring to another department or taking up a new role in the organisation should also take part in an induction

programme He believes that induction is also vital for anyone starting a new career or changing their career

2 6 CONSEQUENCES OF POOR INDUCTION

Providing an ineffective induction programme or no induction programme can reduce productivity, increase dissatisfaction and incur costs due to higher staff turnover

(Sanders & Kleiner, 2002) Jean Barbazette (2001) (as cited in Hicks, Peters & Smith 2006) says poor induction can lead to a under –productive, confused newcomer who is prone to making mistakes and is “likely to leave the organisation within a year” (Sheard, 1996) informs us that volunteer disenchantment comes from poor organisation and inadequate support and back up Conversely 2008 research into U S organisations who are considered to have “best in class” induction programmes show they have considerably improved their retention rates and reduced their “time –to productivity rates”(Williams, 2009)

2 7 METHODS USED TO DELIVER INDUCTION PROGRAMS

Meighan (2000) details a number of methods which can be used when delivering induction programmes His list includes lectures, group discussion, shadowing, and literature leaflets Meighan (2000) also stresses that the methods used should be “participative and learner- centered” as it “can motivate the learner and improve learning”

Roberts (1997) advocates using a “buddy” system, as part of the induction process. This involves pairing the newcomer up with a work colleague who will be their main source for information and introductions to others during their initial time with the organisation. This arrangement can be informal or formalised by selecting a few suitable people who are trusted to give a good impression of the organisation.

2.8 TRAINING AND DEVELOPMENT

Organisations in the private sector spend considerable amounts of money on the training and development of their staff (Griffin, 2010), in order to meet their goals.

In an effort to positively influence, guide and teach newcomers to become effective in their new job role, formal orientation training is provided by most organisations (Saks & Ashforth, 1997), making it one of the most common types of training programs. Bassi & Buren (1998) (as cited in Klein & Weaver, 2000) Well trained staff can become your asset. Bartram & Gibson (2000) (as cited in McClelland, 2002)

In a study on newcomer training, Saks (1996) found that the amount and helpfulness of entry training had a positive relationship on job satisfaction, commitment to the organisation, ability to cope and lower intentions to quit. As training provided in the not-for-profit sector is considered to be “not all that different” from the training in the private sector (Lean 1984), similar outcomes should result from the training programs of volunteers.

Most orientation programs share similar elements in their designs and usually provide formal training programs or informal systems for example a “buddy” system (Louis, Posner & Powell, 1983) or contains element of both.

All well designed induction training programs should incorporate an evaluation process. By getting the views of the newcomers to the organisation, it is possible to uncover whether their needs are being met. The evaluation process should also determine if the needs of the organisation are being satisfied and should be adjusted where necessary.

In recent times an increased focus on the outcomes from training is evident (Harry 2008, Catt, Miller & O Barnes, 2010)

However, evaluations from attendees at formal induction training programs, find them “only modestly helpful” (Louis , Posner & Powell, 1983)

Their usefulness is questioned due to the general content of the training. Anderson, Cunningham-Snell & Haigh (1996), (as cited in Saks & Ashforth, 1997), while others say they did not assist them in doing a better job. Care Quality Commission (2009) as cited in (Griffin, 2010)

For new volunteers to Scouting Ireland the steps in their induction process and a suggested timeline in which their training should occur is outlined in the Welcome to Scouting document which all volunteers receive (Appendix 1)

Each new leader also receives the Woodbadge Personal Journey booklet (Appendix 3) which sets out the objectives of the six different training stages which leaders can undertake during the time in the organisation. Each training stage contains information on how things are done in Scouting, each stage building on the previous training undertaken.

29 KNOWLEDGE MANAGEMENT

Knowledge management is concerned with the processes and tools which an organisation uses to capture and share its data and the knowledge of its individuals in an effective manner (Ebrahim Randeree, 2006) The sharing of knowledge, skills and competences can assist organisations in gaining competitive advantage (Cho, zheng & Su, 2007, Yeon-Jin Kang, Seok-Eun Kim& Gee-Weon Chang 2008, Hume & Hume, 2008)

O'Dell (1998) lists organisations where new product revenues have increased by 50%, project timelines have been drastically reduced, comparing differing plant performances has indicated how profitability could be increased by 20% and all as a result of leveraging their internal knowledge

While organisations have the ability to manipulate knowledge once it's acquired, they can also lose this data (Berman, R & Woodland, J, 1999) if key employees leave the organisation Information technology is commonly used by many organisations in the capture and transfer of its knowledge (Lemons D, 2005) Those in the non-profit organisations know it can unleash great potential, when they can access the latest and best tools Blau, (2001) (as cited in McClelland, 2002)

According to Benson & Standing, (2001) capturing their well defined areas of knowledge, for example, who knows what, who knows where, who knows how, will result in more effective organisational learning and knowledge management All of which justifies organisational investment in information technology

2.10 VOLUNTEER MOTIVATION

Understanding the reasons why people volunteer can greatly assist those managers who are responsible for the recruitment, selection, placement and retention of volunteers Clary, Snyder and Ridge, (1992), Cnaan & Goldberg-Glen (1991), Esmond, (2001a), McCurley & Lyncg, (1994), Vineyard, (2001) (as cited in Dunlop & Esmond, 2004)

Clary and Snyder (1990, 1991) and Clary, Snyder and Ridge (1992) as cited in (Dunlop & Esmond, 2004), developed the Volunteer Functions Inventory (VFI) which identifies six psychological functions that prompt people to volunteer (Values, Understanding, Enhancement, Career, Social and Protective)

Research by Clary, Snyder and Stukas, (1996) and Okun, Barr and Herzog (1998) (as cited in Dunlop & Esmond, 2004) indicate that Values, Understanding and Enhancement are the most important functions for volunteers While nearly two thirds of the respondents said they have two or more motivations (Clary, & Snyder 1999)

Figures from a 2007 British survey (Low, et al 2007) list the most common motivators for volunteers - 53% want to improve things or help people, 41 % said the cause was important to them and 30% want to meet people or make new friends

2.11 VOLUNTEER RECRUITMENT

In not-for-profit organisations, the recruitment of volunteers is often fraught with difficulties (Wilson & Pimm, 1996). Volunteers are in short supply and appropriate volunteers with the necessary skills are also in short supply according to Gaskin and Davis Smith (1995) and Mc Curley and Lynch (1994) (as cited in Lynch, & Smith, 2010). But Wilson and Pimm (1996) still advocate that voluntary organisations should adopt the structured approach to recruitment that commercial organisations use, however they suggest that the job and person specifications would need to be more flexible for volunteers.

A range of recruitment measures can be used to recruit volunteers ranging from informal contacts - such as existing volunteers to specialist external assistance such as Volunteer Ireland. Wilson and Pimm (1996) suggest that word of mouth recruitment can be very effective, but Lynch and Smith (2010) propose that the success of informal recruitment depends on whether the attributes of the existing volunteers are positive to the organisation.

2 12 SELECTION PROCESS

Despite the scarcity of volunteers it is still important to have some form of selection process in place as an inappropriate recruit can have an effect on the turnover of existing volunteers

60% of voluntary organisations say they use interviews as their primary selection technique Gaskin and Davis Smith, (1994) (as cited in Lynch, & Smith, 2010) Interviews can be used to glean background information, to assess a candidate's personality and their motivation for volunteering, which aids where to place them within the organisation They can also be used as a screening tool by assessing the volunteer's demeanour, personality, attitude and enthusiasm during the course of the interview (Shin,& Kleiner 2003)

As part of Scouting Ireland's selection process all potential new voluntary Scout leaders must supply the names of two referees who can vouch for them and they must undergo a Garda vetting procedure prior to working with the children (Appendix 2)

2 13 CRITIQUE OF THE LITERATURE

The purpose of newcomer induction is to help them to adjust to their new role as quickly and successfully as possible The induction process is often the first formal experience of socialisation for the newcomer How their socialisation is managed will have an impact on how newcomers view the organisation and their role in the organisation, resulting in positively impacting newcomer commitment levels, retention rates and productivity levels (Williams, 2009)

According to Wilson and Pimm (1996) the purpose and benefits from a good induction process can result in similar outcomes for voluntary organisations. The author agrees with this theory but recognizes the financial and personnel restraints that not-for-profit organisations must overcome to put formal procedures in place and to maintain them. However, all organisations should strive to avoid the consequences of a poor induction which negatively impacts newcomer motivation and performance.

In the researcher's opinion, the informal practice of the "buddy" system could work particularly well when inducting new volunteers into Scouting groups. Designating one person to be the point of contact for the newcomer to introduce them to the "unwritten rules" and ways of doing things in the Scout group could be a very effective method in helping them to socialise. However, it is important that the person chosen will not negatively influence the new volunteer towards the Scouting group.

The linking of the induction process to the elements of the employment cycle was outlined in the review of the literature (Meighan, 2000). In organisations with the formal processes of recruitment and selection, induction often begins before the person starts in the company, for example by sending out pre-employment packs. In those organisations where the links between these processes are weak, it can result in greater pressures on the induction process to fill the informational void for the newcomer. They will eventually get all the information they need to perform, but in the researcher's opinion, this will affect their self-efficacy, which could result in a negative view of the organisation or in the development of a poor psychological contract.

In the researcher's opinion, any informational void could be filled by the use of information technology, for example, using websites to present the initial knowledge required by newcomers. However the content of the information must always be linked to the evaluation of the outcomes from the existing induction process.

2.14 THEORETICAL FRAMEWORK

From an extensive review of the literature it is clear the concept of induction is an important practice in newcomer socialisation in organisations. The literature also strongly links the concept of induction to the concept of recruitment and selection, particularly in commercial organisations. However, a scarcity of research into induction exists in the not-for-profit environment in general and the author did not find any study into the concept of induction within the Scouting Ireland organisation. This is the gap in the literature that the author seeks to fill with this study.

2 15 SUMMARY

In this chapter the author explored the induction process and the elements that should be included in an effective process. Despite some conflicting opinions in the literature the consensus appears to be that induction is of benefit to both the individual and the organisation. The chapter also explored the links between induction and the human resource management practices of recruitment and selection. It also explored how these HR activities when used collectively can ultimately impact organisational performance.

CHAPTER 3

METHODOLOGY

3 1 INTRODUCTION

This chapter outlines the methodology used in this research study. It outlines the approach to the research as qualitative research within a phenomenological paradigm. It describes the research problem and analyses data collection methods. The chapter then provides information on interpretivist methodologies and on the reasons why case study methodology was chosen. The data collection methods which were used in the study to collect primary and secondary data are outlined. Finally, the validity, reliability and generalisability considerations of the study are outlined.

3 2 RESEARCH PARADIGM

The goal of this study was to gain a deeper understanding of the experiences of new Scout leaders as they went through their induction process. Consequently, from the beginning of this study the most appropriate research philosophy to adopt was that of interpretivism.

The Positivist approach to research is that the only authentic knowledge is derived from research which is based on observable and measurable methods. It uses a deductive process and "is associated with quantitative research, the production and study of numbers and statistics" (Quinlan, 2011 p 13). This would have been an inappropriate philosophy to adopt for this study.

Interpretivism is a holistic approach to research, where the researcher enters into the social world of the study participants. It requires the researcher to be empathetic and to attempt an understanding of this world from the unique position of each participant (Saunders, Lewis & Thornhill, 2009). It is concerned with the interpretation of the findings, not with quantitative facts or numbers.

Positivism and interpretivism exist at two ends of the philosophical scale, which has other paradigms in between. Phenomenology is an example of such a paradigm. The phenomenologist paradigm allows for the world to be modelled using verbal, diagrammatic or descriptive models (Remenyi et al 1998). While "phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved" (Welman & Kruger (1999, p. 189) (cited in Groenewald, 2004)).

A phenomenological approach was chosen for this study as it is a good approach for raising issues to the surface and often provides valuable insights to organisations, resulting in changes to the status quo (Lester, 1999).

3.3 RESEARCH APPROACH

The approach adopted was an exploratory inductive approach. According to (Easterby-Smith, Thrope & Jackson, 2008) the research approach equips the researcher with the knowledge to make more informed decisions about the research design, to select an appropriate research strategy and to enable the adaptation of the research design, if necessary, due to constraints.

RESEARCH METHODOLOGY

Research methodology describes an approach to a problem that can be used in a research study and is formally defined by Leedy (1989) as cited in (Remenyi et al 1998) as “an operational framework within which the facts are placed so that their meaning may be seen more clearly”

The research strategy employed was case study, the research choice was mono method using semi-structured interviews, document analysis and a review of the personal notes created from self-reflection

As the researcher is currently a volunteer with the organisation, the research stance employed is one of practitioner- researcher The researcher encountered no difficulties in negotiating access and was given the full support of the organisation

The time horizon for this research study was cross sectional, also referred to as a “snapshot” time horizon by (Saunders, Lewis & Thornhill, 2009) The interviews were carried out with those volunteer participants who had undergone the most recent training in induction

3.5 RESEARCH PROBLEM

The research process is usually depicted as a multi- stage process Saunders, Lewis & Thornhill, (2009),Quinlan,(2011) with the initial stage involving a clarification of the

research topic The clarification of the topic sets the wheels of the research project in motion

The aim of this case study is to investigate the current induction process given to new leaders in scouting groups and to explore its links to the recruitment and selection process for volunteers The objectives of the study are

- To examine the current induction process which all new leaders in Scouting groups undergo
- To explore how the induction process relates to the recruitment and selection process of volunteer leaders in the Scouting groups
- To explore any other observations related to the induction process in Scouting Ireland

3.6 DATA COLLECTION METHODS

The principal research methods used in this study to collect data were interviews, analysis of internal training documents and a review of the personal notes created from self-reflection The data collected by a research method can be either primary or secondary data Secondary data is data which is available from secondary sources, in other words data that already exists (Quinlan, 2011) Examples of secondary data are data from an organisation's website or from the organisations' internal documents which can form part of the research data to be analysed Another example of secondary data is data from published materials by other authors such as journals This data formed the basis of this study's literature review Primary data is data that is created by the researcher themselves (Quinlan, 2011) and can be collected using surveys, interviews, focus groups or

observation Secondary data can be regarded as a source of primary data when manipulated by adding interpretative memos

3 7 CASE STUDY METHODOLOGY

A number of methodologies within the interpretivism philosophy could be used for this research study While no one approach is considered superior to another, the selected approach must be capable of supporting the research and of achieving the objectives of the study

Quinlan (2011) provides a comprehensive list of social science methodologies (Table 1)

A common belief held by qualitative researchers is that these methods can provide a “deeper” understanding of social phenomena than the results from quantitative data

(Silverman, 2000)

List of research methodologies

Survey	<i>Life History</i>
Case Study	<i>Phenomenology</i>
Experimental Design	<i>Narrative analysis</i>
Ethnography	<i>Semiotics</i>
Action Research	<i>Attitude Research</i>
Grounded Theory	<i>Image- based research</i>
Context analysis	<i>Archival analysis</i>
Discourse analysis	<i>Textual analysis</i>
Documentary analysis	<i>Meta- analysis</i>
Historical analysis	<i>Feminist research</i>

Table 1

Quinlan,(2011)

Following further exploratory reading about the nature of these methodologies within Quinlan, (2011), it was possible to discount the use of a substantial number of them quite easily as they were clearly not suitable to answer the research question. For example *Feminist research* was discounted as a potential method, as the research did not only pertain to female volunteers.

The methodologies that were considered as a possible fit for the research design were Ethnography and Case Studies. And while these methodologies share similar philosophies and data collection methods, ethnography involves participant observation as a data collection method and needs to take place over a longer time period than was available for this research.

The purpose of the case study is to represent the case, not to represent the world (Qi, 2009). According to Yin, (2009) case study is an important research methodology in the empirical inquiry category.

Case study methodology has been defined as follows:

“the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive and heuristic and rely heavily on inductive reasoning in handling multiple data sources”

Merriman, (1998 p. 16) (as cited in Qi, 2009)

“A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used”

Yin, (1984)

Case study research strives to capture “what the reality is like” in a particular situation by gathering rich and vivid descriptions from the individuals or groups concerned. In this type of research, the researcher becomes involved integrally in the case as they are charged with capturing the richness of the case when writing the report. The case study approach provides a chronological narrative of events and blends the description of events with an analysis of them (Hitchcock & Hughes 1995)

As this study involves examining how the participants experienced the induction process, the researcher believes that case- study design was the appropriate choice for this study.

A number of classifications of case studies exist and the one chosen will depend on the research objective, and will also be linked to the philosophical paradigm that underpins it.

According to Yin, (1984) there are three types of case studies,

- Exploratory - (finding out what is happening)
- Descriptive – (provide an accurate portrayal of events)
- Explanatory- (providing an explanation of the relationship between variables)

This research study was exploratory in nature and it sought to document the reality of the situation from the point of view of the participants.

The case study method also offers the researcher the choice of using a single-case or multiple-case method.

This research study is a single case, as according to (Siggelkow, 2007) a single case can be a very powerful example, and can be used to motivate a research question, inspire new ideas and illustrate causal relationships more accurately Siggelkow, (2001) offers a contemporary example of research using a single case study

As already stated the design of this study is an exploratory single case study which produce data which is “strong in reality” (Q1, 2009) The methods used in qualitative case study are according to Stake (1994) (as cited in Q1, 2009) methods for disciplining personal and particularized experience

3 8 IDENTIFICATION OF RESEARCH PARTICIPANTS

Scouting Ireland is divided up into six Scouting Provinces (Appendix 1), and the Scouting Units located in the county of Kildare are considered to be in the South Eastern Province The formal element of new leader’s induction training is usually scheduled within the province, but Scout leaders from South Kildare can attend training in any of the five provinces if for any reason they cannot make the scheduled training within their own province

In November 2011 the Stage 1 and Stage 2 formal induction training courses, the course content of which can be found in (Appendices 1 and 3) for new leaders took place in the Kilcullen and Newbridge Scouting Dens, respectively

The new leaders who attended this training form the population of this study These new leaders were chosen as they could provide the most current information regarding their experiences of the induction process within Scouting Ireland

When the researcher decided to base this study on the induction process within the Scouting Ireland organisation, permission was sought to interview leaders within the organisation and access was given by Scouting Ireland without hesitation (Appendix 4)

A list of the leaders who attended the November 2011 formal induction training in the South Kildare region was requested and received

The original list contained eleven names which included the researcher's name but as the researcher wished to remain outside of the population to be studied, the potential participants' number reduced to 10

These 10 participants represented three scouting units in South Kildare, the Kilcullen Newbridge and Naas units. Due to the time constraints of this study the researcher decided to interview a sample of the ten (10) participants

To try and gather information about the induction process from as diverse a sample as possible, the researcher decided to interview two leaders from each of the Kilcullen and Newbridge units and one leader from the Naas unit. Consequently the original sample size the researcher intended to interview was five (5)

The initial contact with the ten (10) leaders was by email (Appendix 5). When no reply was received from one of the leaders, the researcher contacted her section leader and was informed that she was working abroad for the entire summer and thus could not be interviewed. This meant that the Naas unit was not represented and consequently would not form part of the study

In addition, one of the listed participants informed the researcher that their name had been incorrectly placed on the list, as his induction training had actually taken place in 2010

Another of the listed participants declined to be interviewed. This took the total available participants who could be and were willing to be interviewed down to seven.

From these seven available participants the researcher chose to interview a sample of four (4) leaders - two leaders from the Kilmullen unit and two leaders from the Newbridge unit.

The two leaders from Kilmullen represented the Beaver section and the Cubs section of the unit, and the two leaders from Newbridge also represented their Beaver section and their Cubs section.

3.9 RESEARCH DATA COLLECTION METHODS

The two primary methods chosen for data collection in this study were interviews and analysis of internal training documents. A review of personal notes created from self-reflection was also used as a source of secondary data. Multiple methods of data collection help to develop triangulation. Triangulation increases the validity of the research findings as it provides more than one measure of the phenomena (Yin, 2009). A description of the collection methods used is detailed in the following sections.

3.9.1 INTERVIEWS

A primary source of data collection used by the researcher was the interview which Yin, (2009) considers as “one of the most important sources of case study information”

Goulding, (2005) advocates that the main method used to collect data should be through interviewing those who have actually experienced the phenomena being researched

According to Finlay, (2009) there is agreement among phenomenological researchers that they “aim for fresh, complex, rich descriptions of a phenomenon as it is concretely lived”

When deciding to use interviews the researcher was aware that the data they provide is subjective, but such is the nature of interpretivism Face- to face interviews elicits a different response from interviewees than their reaction to a questionnaire People can be energised to help by your physical presence and will want to give their opinions (Thomas, 2009)

The type of interview the researcher opted to do was a semi-structured interview This allowed for the exploration of similar areas in each interview but gave freedom to the interviewer to explore any new information that arose

To ensure the reliability of the data a set of questions was developed to ask each interviewee But as the researcher wanted people to feel comfortable during the interview by allowing them to speak as much as they wanted to, the questions were asked at different points in all the interviews The main issues explored by the interviewer are

contained in Appendix 7, however different probing questions were asked during the interview whenever clarification was needed. However, the researcher used the same questions as much as possible in each interview to keep consistency in the process.

The overall aim of the interviews was to get information regarding their motivation to join the organisation, what the recruitment process entailed, if they had received an interview, what their first experiences were like as leaders and what they thought of each of the formal training programs they had taken part in. The transcripts of all these interviews can be found in Appendix 8.

Prior to beginning each of the interviews, the researcher assured the participant that their identities would be kept anonymous and got them to sign a consent form. All the interviewees readily agreed for the interviews to be taped and notes were not taken during the interview as the researcher felt a better quality of data would be elicited by a more active listening style. The interviews were transcribed as soon as possible after the interviews and any notes were made at that point. A copy of the interview was then given to the interviewee to ensure the validity of the data.

The first interview was a learning experience for the researcher as it lasted much longer than was anticipated, which resulted in a lot of transcribing for the researcher. On listening to the recording while transcribing, the researcher was aware that due to her familiarity with the organisation, her personal bias was evident at times, but ultimately decided that it did not overly influence the first interview as plenty of opportunity was given to the interviewee to give her opinions. Also, after listening to the recording, the researcher was happy that no adjustment was necessary to the issues under exploration.

All this learning was taken on board and the subsequent interviews were shorter and more focused and the interviewer was more aware of her potential for personal bias, and they all provided rich data for the study

3.9.2 INTERNAL TRAINING DOCUMENTS DATA

The data contained in training documents given to all new leaders was also analysed as part of this study. Internal organisational documents are usually considered to be secondary data, but the researcher added interpretative memos when analysing the data and therefore considered it as a source of primary data.

The training documents analysed were

- the Welcome to Scouting document (Appendix 1) is given to people at their Stage 1 training session
- the Woodbadge Personal Journey booklet (Appendix 3) which they also receive at their Stage 1 training session and
- the Code of Good Practice booklet (Appendix 2) which is given to leaders who complete their Stage 2 training

The data contained in the Welcome to Scouting and the Woodbadge Personal Journey documents was analysed to determine the training content and the timeline of the induction process that Scouting Ireland offers its new leaders.

The Code of Practice document was analysed to determine Scouting Ireland's behavioural expectations of its leaders when they are working with children.

3 9 3 PERSONAL NOTES CREATED FROM SELF - REFLECTION

The researcher has 11 years experience in people management in an American multinational manufacturing facility Throughout those years the researcher would have interviewed people, ensured they were welcomed to their team, had responsibility for organising and overseeing their training and monitoring their performance on an ongoing basis Four of those years were spent working in the Human Resource department where the researcher's work experience included holding selection interviews, references checking, testing of candidates and delivering induction programs For this reason it was felt that the personal recall of the researcher own experience of the Scouting induction was relevant to this study as a method of triangulation

Prior to interviewing the participants, the researcher reflected on the induction process as she had experienced it The researcher attempted to recall as complete a version of events as possible, in order to capture other information which may not have been included in the theoretical framework

Throughout this process the researcher remained self-aware of any personal bias which could impact the research findings Finlay, (2009) advocates that subjectivity should be in the foreground during this process, to separate the researcher findings from the participants descriptions A copy of these personal notes can be found in Appendix 11

The results from all three data collection methods were analysed to determine how new leaders in Scout groups experience the organisations induction process from their initial

recruitment and selection through to their first experiences as a new Scout leader. The findings from this analysis are presented in chapter four.

3.10 SECONDARY DATA

The initial data gathered for this study was in relation to the literature review. Two factors guided this literature search, the organisation that the researcher had access to was in the non-for-profit sector and the research topic chosen would have to be applicable to the course being studied. The researcher was initially sceptical of finding information on the voluntary sector but was soon overwhelmed by the amount of research findings that were available.

The researcher predominately used the college's online research tools EBSCOhost databases and ProQuest and only searched for studies which were peer reviewed.

An initial keyword used was HRM which provided a lot of information in relation to HRM versus personnel, best practices versus best fit and how HRM bundles were linked to performance.

The researcher wanted to focus in on the topic of induction which is a HRM practice, however there were few peer-reviewed papers on this topic. However one of these papers linked induction to the socialisation process of new recruits. This led the researcher to use socialisation as a keyword and this provided a rich source of peer-reviewed studies for informational purposes.

Most of the studies on socialisation pertained to the private sector and the researcher could find no studies on induction in the voluntary sector. By using the keyword HRM and the voluntary sector significant amounts of data became available which helped the researcher to form the conceptual framework for the study.

It was an interesting topic to explore particularly as the research highlights that all newcomers to organisations, regardless of the sector they are in, have similar emotions and needs that must be addressed to get the best possible performance from them within the earliest timeframe.

3.11 LIMITATIONS OF THE RESEARCH DESIGN.

The research findings in any study must be able to stand up to the scrutiny of others who may ask how you know that the findings from the research are authentic. Collis and Hussey (2009) advocate using protocol and procedure to establish the authenticity of the findings.

This research study attempts to authentic its findings by including the entire research design in the methodology.

The reliability of this study's findings was not a major concern as it is harder to get repeat results under an interpretive paradigm. What is more important is that any repeat of the research follows the same process (Collis & Hussey, 2009).

The researcher attempted to enhance the validity of this study through the use of various methods of triangulation. Different methods of data collection were used – interviews, analysis of documents and personal notes were created from self reflection by the researcher.

The interview questions were devised to gain deeper insights of the phenomena of induction to gain deeper insights. Throughout the entire process the conceptual framework was always a consideration.

While the researcher did not intend the research results to be applied to other environments, it is feasible that the results of the study could be applied within other scouting groups within the Scouting Ireland organisation.

3.12 SUMMARY

The study used a qualitative approach within a phenomenology paradigm. A single exploratory case study was used to study the phenomenon of induction in a not-for-profit environment. The case study used various methods of data collection to increase its construct validity through triangulation. These methods included interviews, analysis of internal training documents and a review of the personal notes created from self-reflection.

The keywords and databases used when researching the literature review is provided. The limitations of the research design were discussed.

CHAPTER FOUR

FINDINGS

4 1 INTRODUCTION

The findings from the research are contained in this chapter. As the information gathered resulted from the interviews of new leaders, the findings are presented in a narrative format and no quantitative results are provided. To refresh the reader on the study, this chapter also includes a brief background to the study and its context. The method used to analyse the findings is detailed and the findings from the research are outlined in depth.

4 2 BACKGROUND TO THE STUDY

To recap on the findings from the literature review in chapter two, induction is the initial time period for newcomers to become familiar with the organisation. During their induction they are introduced to the norms and culture of the organisation. The most important aim of induction is to get newcomers to become effective members of the organisation as quickly as possible.

The purpose of this study was firstly to explore the current induction process that is experienced by new leaders in the Scouts groups. As induction is seen as an important stage in any recruitment and selection process, this study also investigated the links between these three processes for the new volunteers. The methodology chosen for the research was case study.

The aim of the research is to investigate the current induction process given to new leaders in scouting groups and to explore its links to the recruitment and selection process for volunteers

- To examine the current induction process which all new leaders in Scouting groups undergo
- To explore how the induction process relates to the recruitment and selection process of volunteer leaders in the Scouting groups
- To explore any other observations related to the induction process in Scouting Ireland

4.3 METHOD OF QUALITATIVE DATA ANALYSIS

The data analysis stage of the process involves analysing and understanding the data found during the research part of the process. The findings from the data come through the process of analysis. In this entire process the data must be “organised, scrutinised, selected, described, theorised, interpreted, discussed and presented to a readership”

Collis & Hussey (2009) describe data reduction as the main step in qualitative data analysis. Before any conclusions can be drawn the data must be grouped and interpreted, and all irrelevant data must be discarded.

Despite the volume of data contained in the interviews, as the researcher was typing them up an initial analysis was evolving, as it was possible to identify that some common themes were emerging. The researcher read and re-read the interview data to ensure familiarity with their content and to identify any the common themes.

Starting with the transcript of the first interview the researcher read the transcript line by line and divided the data into segments that made sense and then gave it a code. The researcher used Microsoft Excel matrices to help in this process. While qualitative data analysis software such as NVivo or ATLAS.ti is recommended for the task structuring and coding data these were not available to the researcher due to the cost involved.

As each new segment was given a code, a master list of the codes was kept which ensured that the same code was given to similar segments when they were encountered in any new data. The researcher noticed numerous instances of co-occurring codes, where the same data segment was given more than one code. The coding process was quite a laborious task and took a number of days.

The researcher then applied the same method to the analysis of the internal documents, the researcher's recorded personal notes and to the theoretical framework. A total of 42 codes were used in total.

Once the data was coded it was easier to organise it into themes and sub-themes. The emerging themes and sub-themes related back to the conceptual framework that resulted from the literature review. A sample coded interview can be found in Appendix and a copy of the themes and sub-themes can be found in Appendix.

4.4 ANALYSIS

From the analysis five main themes and six sub-themes were identified. These and other findings are detailed as follows:

Theme One Recruitment

Finding Recruitment seems to happen at a local group level in the organisation as all the interviewees were leaders in the group where their children were members. Most were actually working the same section that their child was in.

“my son joined the beavers I volunteered and they took me up on it”

“ I think I just volunteered to do what's his name Xxxx Xxxxxx”

“no I wasn't asked , my son was in the Beavers and I wanted to be in the Cubs section when he got there”

There are none of the usual elements of a recruitment process in evidence for example a job description for the role of the Leader. While the Welcome to Scouting document (Appendix 1, p4 and p5) gives a general overview of the role, responsibilities and the commitment required of the Leader, it does not offer any specifics on the tasks a leader is expected to perform the role.

Sub-theme Motivation

Finding All the interviewees are volunteering as a result of a family connection, that is, most are parents who have children in the organisation or wanted to get their child into the organisation and could only do so if they volunteered as a leader

“ my daughter wanted to join the Cubs and there was no female leader so it was a case of if I didn't do it she couldn't join”

This interviewee also mentioned that this was something she advised to another parent

“Mxxx , he really wanted his boy to join and I said he could if he became a leader and he went ok then”

Interestingly guilt was mentioned as a motivating factor by interviewee two

“ because two of them were involved I thought ah here I might be taking the mick a little bit so I felt I'd better help out a little”

This interviewee went on to also give an altruistic reason as her motivation for joining

“ and at the same time its nice to volunteer, its nice to volunteer for things and be involved with your children they are proud of you”

This altruistic motivation for joining was echoed by interviewee three

“my son joined the beavers and I would go in every night it was on and Gxxxx was doing the administration and she looked kinda busy so I said to her one night if she ever needed a hand with the administration to give me a shout”

The motivation to continue with the organisation can also be linked to their child’s interest in remaining involved

“my son decided last Christmas that he didn’t want to go back so I didn’t force him, I stopped myself then”

While others were now staying for additional reasons

“Initially I was there for my kid, but now it’s the twenty four kids not just my own”

“I really like being a leader We have good crack”

Theme Selection

Finding The selection process for Scouting Ireland is documented in two of the booklets which are given to new leaders at their stage 1 and stage 2 training (Appendix 1 pp18, Appendix 2, pp31) The stated procedures differ in the two documents in regard to the sequencing and content of the stages in the process. However, both mention the Group Leaders role in the process and the forms that need to be filled out

There is evidence from the interviews that the procedures with regard to the forms are being adhered to

“but she gave me the forms for the Garda vetting”

“No I just said it to Jxxxxxx and she got me the forms to fill out, you know the Garda forms, and that took a few weeks, longer than it should have cos I didn’t fill them out properly the first time , i’m not good with all that paperwork stuff”

“No I just spoke to him and he got me the forms – you know the references ones and the Garda ones”

However while the Group leader is stated as being the key contact in both documented procedures, the findings do not support that this is the reality of what actually happens. Most potential new leaders’ first contact is with a leader or a section leader within the section they are volunteering for

“Were you interviewed by anyone?”

No I just spoke to him and he got me the forms – you know the references ones and the Garda ones

Is he still the Beaver Leader there?

Yes he is a lovely guy”

“Can I ask you did you have an interview when you joined?”

No I just said it to Jxxxxxx and she got me the forms to fill out,”

“Did you have a formal interview?”

No I didn’t”

The researcher’s personal notes supports the evidence that the required forms are being used, the researcher recalled that there had been a delay in the process and this was also experience by another interviewee

“that took a few weeks, longer than it should have cos I didn’t fill them out properly the first time , I’m not good with all that paperwork stuff”

Theme· Insufficient induction

Finding The induction process for new leaders is not sufficient when they join their sections No interviewees expressed the view that they had experienced a formal process to welcome them as new leaders, in either of the scouting groups who formed part of this study

There was no evidence that even an informal system exists to welcome in new leaders, two interviewees received no introduction to the other leaders on their first night

BK Were you introduced to everyone?

Ans No, not that night

“I just arrived in the Den, there was very little time to say hello to anyone cos the kids starting arriving and it got noisy and well you know they were running around”

The researcher recalled a similar situation on her first night and also recalled being unclear about who was in charge and about being unsure of what to do

This sentiment was echoed in the interviews

“I did feel like what was I going to do or what did they want me to do

“Yes, so you try and help out but you really don’t know what to be doing”

“Yeah myself and the other girl who was helping as well – the two of us were at the same level kinda the blind leading the blind”

“I think I would have liked a chat at the beginning, you know about what was expected of me

Sub-theme Immediate start in the role

Finding New leaders appear to be expected to contribute on their first night but may not have received any advance warning that this will be the case or have been given any guidelines about how they are expected to contribute

From the demeanour of one interviewee when she was asked to recall her first night as a leader, it was apparent that the memory evoked all the anxiety she felt on the night in question

“Pxxx did put me on the spot by asking “have you got any games”

“I did make up some kind of game, but I was put on the spot and then it was like homework for me every week What will I do this week, just to have something up your sleeve that if you’re put on the spot”

Others felt lost which resulted in them feeling negatively about themselves

“I didn’t really know what to do, just standing around, then the other leaders got them into groups to do some kind of thing and asked me to work with them I did that but when that finished I stood around again feeling a bit useless”

“There’s a lot of information everyone else seems to know things like when the monies are due you know like insurance when the parents were asking me I didn’t even who to tell them to ask about it in the beginning”

Theme Consequences of poor induction

Finding One of the major consequences of a poor induction is the impact it has on the new leader’s confidence regarding their contribution to the section. They have volunteered and been accepted into an organisation that is concerned with the outdoor activities. However, many of them expressed that not having any scouting skills impacted their confidence level.

“Like I said I think the fact like you know I didn’t have scouting skills kind of made me stand back a little bit”

“ Or that it was ok that I didn’t have any scouting skills and what I could add, or even to ask what experience I had and how that would help”

“ And I felt a bit useless for awhile. If I’d have known that there were lots of ways for me to get stuck in I mightn’t have felt so foolish for the first few months”

In the absence of an opportunity to chat about the history of the group or its members, or to ask questions, the interviewees appear to have made assumptions about the experience levels of the other leaders in their sections.

“I suppose I thought everybody was further along in training than I was as well or that they all had scouting skills”

“Like some of the girls really knew loads about camping and stuff and I felt a bit useless for awhile”

When an opportunity arose to meaningfully contribute the confidence of one interviewee did appear to rise

“ until I went camping and helped out with stuff I am a dab hand in the kitchen on the camps and turns out that’s good enough (laughs)”

Sub-theme Knowledge Management

Finding New leaders seem to be searching for information from their first day in the role and the fact that there does not seem to be any central place to assess information from is causing them to be frustrated Also information about ideas for the section meetings is a need that isn’t being met for new leaders

“I mean if people had information in a one place you wouldn’t have to be constantly asking questions in the beginning And you could get ideas for your meetings”

“ I went on there (Scouting website) for ideas for games but I didn’t find any thing I could use, the ones on there didn’t really show you how to go about running the game”

Technology was indicated as a way of sharing knowledge

“ I mean everyone is using email and the websites more”

“It’s better to see it being done in real life, maybe videos would help”

One interviewee gave an example of how seeing something performed improved their recall of it when they got back home

“Like one time we went to Larch Hill and some guy taught all the beavers a song it was very funny but we still remember it and use it back at the den”

Inter- group sharing was highlighting as being difficult

“Even sharing with the sections of the group is hard cos we all meet up on different nights, then it’s up to Rxxxxxx as the leader”,

While another interviewee had a view on the sharing of information across the Scouting groups

“Scouting should share information more, between the groups like if one group does something really well there’s no opportunity to share it with the other group Like the time when the kids were hungry – how do you know if you have enough food – how did we know how much to bring A simple thing like a phone call would have sorted that out But its like we’re over here and you ‘re over there and that’s it”

This was supported by the personal recall of the researcher who formed an impression of the Scouting organisation as one where even groups who operated in close proximity to each other had little contact with each other

Sub-theme: Unacceptable leader behaviour

Finding The finding from one of the interviewees was regarded as a prime example of how the behaviour of the leaders can be impacted by experiencing a poor induction process

One interviewee admitted to shouting at the children sometimes

“I mean one or twice I’ve had to let a roar at them will you please shut up the first time I told the kids to shut up they were like you’re not allowed to tell me to shut up”,

The interviewee also proudly mentioned that her rebuttal to the kids was a learned response

“I robbed this off another leader” I’m old enough to buy a house, I’m old enough to drive a car and I’m old enough to tell you to shut up when you need to be told to shut up and they were like ok that’s a fair enough argument if you’re old enough to have a house and that’s all they clued in on (laughs)”

However, earlier on in the interview there was a sense that she was overwhelmed at times dealing with the kids when she first became as a leader

When there are 4 leaders and 24 kids it can become very over powering cos they’re all very opinionated you know, they think they’re right and who are these old people

Through using some techniques it was evident she was now more comfortable in her abilities and has replaced the shouting with a whistle which she did not have to use very often

“ I think for us that the best thing we ever did was we sat down and got the kids to draw up their own code of conduct and what they wanted out of cubs

*We never take a group and solely talk to the kids, we would always try to do it in pairs
So if one of us starts to struggle trying to explain something, the other one can step in cos we all know where we are going”*

The techniques seem to have been achieved through trial and error

“Yeah it’s just kind of stumbling, you know, you trip up so many times you just have to pick yourself up and get on with it”

While none of the other interviewees admitted to any kind of inappropriate behaviour themselves, they all spoke about witnessing these types of behaviour

In fact, the behaviour of the leader who admitted to shouting at the kids was mentioned as being an inappropriate behaviour by another interviewee involved in this study

“I didn’t like the behaviour of one of the leaders who is in the next level up They shout at the kids she tells them to shut up (raised voice mimicking the leader)

and she actually said it to me herself I had to tell him (son) to shut up

you wouldn’t expect your child to be spoken to like that”

Shouting and using bad language in front of the kids was also recalled by the researcher

Another interviewee mentioned other behaviours that she had witnessed and deemed to be inappropriate

“ inappropriate behaviours like swearing in front of the children, or even speaking about drinking”

The final interviewee had also overheard inappropriate language by another leader

“But as far as I’m concerned there is more chance of kids being abused from shouting at them or saying calling them stupid which I had heard this woman say”

One interview also highlighted how the poor induction of scout leaders does not embed respect for the organisations cultural norms

“I’m sure Scouting won’t be impressed when they hear me , I think what they charge for the uniform is ridiculous I told the parents to buy a round necked jumper in Dxxxxx for 6 50 euro and I ordered the 24 crests and we’ve made our own Scout jumpers”

Theme: Training

Finding Six stages of formal training are available for all new leaders with a suggested timeline for completion of all the stages of between 18 to 24 months (Appendix 1, pp16)

This allows for an average of 4 months between each stage at the maximum end of the timeline. Using this as the average, each new leader should have completed their first two training sessions within 8 months of joining. Taking the summer months out of the equation, the researcher puts the average time before all 4 interviewees completed their first two stages of training, at six and a half months.

Sub-theme Content of the Welcome to Scouting Training

Finding The sense of the feedback from the interviewees is that they were frustrated with the training content of the Welcome to Scouting training module, particularly as they had all been in the Scouting organisation for quite a number of months prior to attending the training. They all appeared to have expected a demonstration of the more practical skills they felt they required at this stage of their time as leaders.

“I kinda hoped it would show you that kind of stuff, you know how to deal with the, I suppose the nine to twelve year olds and on that the basics of scouts, you know you would be shown more how to run your programs better, you know. The training that night didn’t tell me anything more than I already knew about Scouts and programs”

“Well I actually went to the welcome to scouting training and I thought I was actually going to learn some scouting skills I suppose”

“I suppose I thought it would tell me things like camping and lighting fires stuff I didn’t know about. But I came away none the wiser about that stuff”

“The training went on a bit long and were we really taught anything? like sitting around and thinking of your teamwork or team building we were just sitting around”

The researcher’s personal recall also questioned the relevancy of the content in relation to time spent in the organisation. Other elements of the training were also recalled, for example effective training techniques were applied by the two trainers so experience in the trainer role was assumed. It was recalled that it was an opportunity for multi group socialisation and that training documents had been given to all the new leaders. Comments by other leaders attending on the night were recalled by the researcher which included the training was boring and was a waste of time and they thought it would be covering content they would find more useful at this stage of their time in the organisation.

Sub-theme Content of the Child Protection Training

Finding Scouting Ireland takes child protection very seriously, this is evident from the quality of the training that is provided to new leaders in the organisation. The training is given over a five hour period (Appendix 3, p 2) and a manual on good practice is provided to all who attend the course as a reference document for future use (Appendix 2) The Code of Good Practice document reflects the emphasis that Scouting Ireland adopts on child protection. It is a well presented, glossy and colour coded document which contains best practice guidelines for Scouters when dealing with a multitude of scenarios (Appendix 2, p 3)

The Scouting organisation reviews the code of good practice annually (Appendix 2, p 1) to include any best practice as it occurs.

One of the interviewees found the training content to be very thought provoking and seems to have influenced self –reflection on their part

it just made you stop and think about what you were actually getting yourself in for in relation to children if any of these issues came up It was very good training from that point of view it was a very serious side of possible things that could happen and how your had to protect the child and how you had to protect yourself , in regard to never being alone with them and how you behave

However, when the other interviewees were asked for their views on the training content it was harder to get a definite answer They appeared to be frustrated at times during the training as they were thinking of behaviours that they had witnessed and which they felt they couldn't raise that night

“I wanted to raise that as an issue but the person was there for starters on the course and how do you raise that as an issue when the person is there”,

This interviewee's frustration may have been increased by the fact that she felt unheard when she asked the question and had to repeat herself This is a issue which pertains to the delivery of the training

“I found it frustrating that night cos I was thinking of your woman back in cubs and I didn't want to mention any names and a couple of times I asked the question what do you do if someone isn't performing and eventually they said there was a procedure in place to follow if someone is unsuitable”

The last interviewee's frustration resulted from the fact she had done this type of training before but from personal recall Scouting Ireland requires that all new leaders partake in the child protection course that it runs

“even with the child protection course I felt the same , you know all that stuff I had done one before and with child protection you know the laws are there for that”

The interviewee also had an issue with the vagueness of the training which resulted from an incident she had had to deal with

“ although I think it very vague”,

“You know we had an incident on a trip to Belfast where one of the kids had the vomiting bug and I stayed with her in the tent, you're not supposed to but what do you do, you can't abandon the child and your mothering instinct takes over but at the back of your head your thinking I'm breaking all the child protection rules here There's a fine line you know between what you should do and what you know you have to do for that child

From recall interesting scenarios were put to the leaders that night to debate as a way of raising their awareness regarding a code of acceptable behaviour

One interviewee gave an example of a raised awareness following the training

And I did find myself on one of the days out with the children, walking to a toilet with two girls and thinking oh my gosh, should I have another adult with me, and I did stop another leader and ask, they said no there was 2 girls and your going to the ladies, its fine

4 5 OTHER FINDINGS

Finding Family ties

Although it was not surprising to find that all the interviewees have children in the organisation the personal recall of the researcher highlights the considerable involvement of one family in one of the Scout groups who formed part of the study. They had five adult members and five grandchildren in the Group. One of the adults was the Group Leader and had been for over 20 years and had a total of 30 years association with Scouting.

Finding. Senior Leadership

Two of the interviewees from one of the groups made references to their Group leader which were negative. However, one interviewee did refer to the Group leader negatively a greater number of times which suggests that she does not have faith in his abilities as a leader.

“I look at our unit leader and he is very set in his ways and it’s all the ways from when he started the scouts that’s the way it was and there wasn’t all the admin and there wasn’t all the child protection and insurance”

“I have said to my unit leader that I want to do the training and he said we haven’t got the money for it – but we have the money to buy more pots and pans for camping cos he wants to buy them”

“ she got quite aggressive and it was a difficult situation and nobody prepared us for that

Was the Group leader with you?

Ans He was but he is very quiet and doesn’t like conflict

Do you feel supported by your unit leader?

Ans No”

The second interviewee supported the view that the Group leader may be weak in certain skill sets

“how do you raise that as an issue when the person is there, and the person above that again wouldn’t know how to deal with it I know that for a fact and you’d probably be just cutting yourself off and the easier way for me was to just keep them out of it ”

Comments by one interviewee from the other group in this study also point to a level of frustration at times with their Group leader’s abilities to implement change. The group leader also needs to support those who are willing to do the work regarding these changes. Leaders will become de-motivated if they don’t feel they can contribute to the group in a way that has more meaning for them.

“I know that some people are frustrated by the way things are run, a bit old fashioned, and we could do things better but if the top people aren't ready to hear suggestions you're at nothing Everyone has skills but the Group leaders need to know what they are and if people are frustrated they won't want to use them”

Finding Peer support

Most of the interviewees commented that at least one leader had been particularly helpful to them during the first experiences in the section

“Yes he is a lovely guy he's very good”

“I knew Gxxxx ,she is very nice, so the first night I just did administration so Gxxxx was and still helping me, so it was grand Greta was there helping me and that was all I needed at the time”

“but mostly Axxx was really helpful to me Yeah Axxx told everyone who I was Only for Axxx – I pestered her so much thank god she didn't mind”

Further comments were made in the interviews regarding how their relationship with the other leaders has been building over their time with the section

“we are all in scouting just over a year but we get on really well together We have gone out for drinks together a few times and it's made us a lot closer so you don't really get a chance to know each other when we meet when the kids are there you know”

“ Our group of leaders is nice and the more I get to know them the better its getting”

“ the leaders are lovely and we have great laughs when we are camping and we’ve gone out for a few drinks a few times to get to know each other I really like being a leader We have good crack”

Finding Planning

Similar to any other organisation, for members of Scouting Ireland planning is an important activity that involves leaders at all levels. One interviewee commented on the amount of work that goes into being a Scout leader

“ they say it’s only for an hour each week, but there is so much more to it, you do your weekly meetings you have to get ready for those meetings, you have your group councils, there’s all the prep for your camps There’s an awful lot more involved in Scouts ”

From the personal recall it was noted that good meeting skills were in evidence in the Kilcullen group. Meetings were well structured and there was good follow up as the minutes were e-mailed during the following days

One interviewee alludes to the progression of implementing a structure within the planning activity that expresses a growing confidence in their abilities

““but now we are all trying to get things done the same way I mean we have budgets now so the Scouts (section)don’t get all the money like they used to and we have more control over tents and stuff ”

This growth in confidence is echoed in the comments of another interviewee when it was apparent that the section had planned well for their activity especially when compared to other groups

“we were really prepared but some weren’t So we must be doing something right (Laughs)”

4.6 SUMMARY

The data from the research was extensively analysed to capture the findings from the case study research. All the research data were used during the analysis process, the interview transcripts, the internal training documents and the personal recollections of the researcher.

The data was then coded to help in understanding it more thoroughly. Similar data was then gathered together under particularly themes and sub- themes. The findings are discussed in chapter five.

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

5.1 INTRODUCTION

This chapter contains the researcher interpretation of the findings in the context of the literature review and the findings from the case study. The limitation of the research is detailed as are suggestions for future research. Recommendations which ensued from the conclusions are proposed.

5.2 DISCUSSION

This research was undertaken to investigate how new leaders experienced the induction process offering in Scouting Ireland. An extensive review of the literature formed the basis of the conceptual framework. In turn, the conceptual framework guided the research strategy as a case study. As the practice of induction had never been studied within the Scouting organisation this results from this study could add to the existing gap in the research.

A first objective of this study was

To examine the current induction process which all new leaders in Scouting groups undergo

In keeping with recent trends towards formalisation in the management of volunteers, Scouting Ireland has a formal induction programme in place for new leaders which is recommended as good practice volunteer management (Brudney, 1999)

Differences in the stated sequencing of the training stages were found, but there was agreement on the inclusion of the Group Leader as central being to the process

However the evidence shows little involvement by the Group Leaders with the form processing being delegated to other leaders

The formal off line training programmes which are offered to the leaders, and the timeline in which the training should take place, are set out in the training documents. However, the relevancy of the content of the stage one (1) training was raised as an issue due to the delay in receiving the training

The training did not provide the practical skills the new leaders feel they needed in their role. Their stated requirements were help in running programs, techniques for handling/controlling the children and an increase in their knowledge of "scouting skills"

Early access to these skills is required as the expectation is that new leaders contribute from day one. Longer serving leaders are perhaps mirroring their own experience of the induction process in this regard. Since their induction one of the four who took part in this

study has left the organisation which may have been the result of inadequate induction
Sheats (1991p 12) as cited in (Sturzaker,2004)

Not possessing or being able to access the skills they need to perform, on a timely basis,
has been found to be a source of anxiety for the new leaders. The opportunity exists to
manage the organisations knowledge more effectively, through the use of existing
technology

Evidence exists of inappropriate leader behaviour for example, inappropriate shouting,
name calling and swearing in earshot of the children. If people do not receive the right
training they can become the organisations biggest liability (McClelland, 2002). The
induction process also seems to be failing in its communication of the organisations'
appropriate cultural messages (Torrington Hall & Taylor, 2005). This is reflected in the
admittance of recommending a deviation from the uniform of the organisation to the
parents

A second objective of the study was

To explore how the induction process relates to the recruitment and selection process of
volunteer leaders in the Scouting groups

Family connection seems to be the main way people are recruited into the organisation.
Strong family connections were particularly evident within the Kildcullen Group. The two
groups had a Group Leader with a long service history in Scouting, one had over 30 years
association with the organisation

No evidence exists of the availability of a job description for new leaders. All have roles dealing with the children in the different sections. No evidence exists that any other organisational roles are available to them as outlined on the organisations website (Homepage of Scouting Ireland, 2012)

In the absence of a job description, fluid (Wilson & Pimm 1996) or otherwise, the initial confidence levels of new leaders in the role have been affected, as no other way to contribute outside of having scouting skills is presented to the volunteers

The checking of references and Garda vetting is a well established practice in the organisation. The process of obtaining and returning the forms gives the volunteer an opportunity to engage in some initial contact with the organisation. This process become even more important in the absence of an interview or informal chat, which would allow both sides an opportunity to ask questions, seek clarification or be evaluated (Lynch & Smith, 2010)

Without any of the typical elements of a recruitment and selection campaign the responsibility for filling any informational gaps falls heavily on the induction process. Long waiting periods before experiencing an irrelevant training session is not an indication of organisational support and can lead to new leaders perceiving a breach in their psychological contract (Accadia & Walker 2009)

In the interim a system of observing the activities of other leaders is advised as a way of developing in the leader role (Appendix 1, p 4). But whether the learning outcomes are

appropriate and positive in respect of the organisation will depend on the qualities of those leaders being observed

The last objective was

To explore any other observations related to the induction process in Scouting Ireland

A reliance on volunteer trainers and a shortage of funds will always understandably impact the timing of the delivery of the formal training sessions for new leaders

The impact of this delay makes the requirement of the senior leader of the Group to deliver the other stages in the induction process even more imperative. The evidence shows, however, that this process is not happening when new leaders join the organisation. This is a missed opportunity to enforce the psychological contract of the new leaders, to enhance the commitment of the volunteer and to just simply welcome them to the Group.

The length of service of the senior Leaders in the organisation may be a factor in the non-performance around this issue, if this is a new requirement there may be a reluctance to change or perhaps there is a training need that needs to be addressed.

5.3 LIMITATIONS OF THE RESEARCH

A limitation of this research is that it does not include the senior managements' point of view of the induction process in the organisation. It was only ever intended to get the viewpoint of the new starters. A more complete picture of the induction process may have been gained from their inclusion which would have further triangulated the data.

Using the interview method was not without its weaknesses, as stated earlier in chapter 3 the first interview was quite lengthy and difficult to control. When it was transcribed it was possible to see that the interviewee used the opportunity to vent all her frustrations with the Scouting organisation. This bias definitely influenced her recall of events surrounding the phenomena under review.

5.4 FURTHER RESEARCH SUGGESTIONS

This research only focused on the phenomena in two Groups of scouts in South Kildare. It would be interesting for the organisation to conduct further research incorporating all the Scouting groups in Ireland. Not-for-profit groups are becoming more formalised and professionalised (Cunningham, 1999) but yet are experiencing shortfalls in the effectiveness of their management of HR practices (Hay et al. 2001). The findings from further research could help the organisation decide which HR practices it needs to focus on.

5.5 CONCLUSIONS

The induction process in Scouting Ireland is not fit for purpose in its current format. Time delays in delivering the training and the consequential irrelevant content of the training sessions is a waste of everyone's time and the organisation's money.

Cohesion is required between the messages the organisation wants to send out, how the message is delivered to the local groups and how it is disseminated at the local levels to the leaders.

The current reality of the process of introducing the new leaders into the Group does not, as stated, revolve around the Group Leader Managers at similar levels in commercial environments are not usually charged with delivering inductions. They are however charged with ensuring the induction happens and are aware that the content reflects the vision of the organisation. Is this also what needs to happen in Scouting?

5.6 RECOMMENDATIONS

Survey based research which incorporates the country wide membership, needs to be undertaken to get an overview of all the issues around the induction process in Scouting Ireland.

The results from the survey should help to focus on the aspects of the training which need to be reviewed. The findings from this study would suggest a need to review the documentation, content and methods of delivery of the training. Additional research may highlight further areas for review. The introduction of an informal method of induction should be also be explored and implemented if necessary.

The existing Scouting Ireland website needs to become the hub to which leaders are directed as their first point of call for standardised information. Links to videos of scouting skills in action should also feature on the website.

5 7 SUMMARY

This research used a case study within a phenomenological paradigm framework to explore the current induction process of new leaders in Scouting Ireland. The research highlighted problems with the current process in regard to the timing of the training and how this impacted the training content. Also the near absence of any of the typical elements of a recruitment and selection process in the organisation puts additional strain on the induction process to fulfil an informational role. But all is not lost, the research shows they get to spend time with the own kids, who are the reason they joined in the first place, there are enjoying their new friendships and are picking up new skills along the way !

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APPENDIX 1- WELCOME TO SCOUTING



Stage 1

Induction

'Welcome to Scouting'



Congratulations on taking the first step in becoming a trained Scouter
Scouting Ireland needs people like you to help with our scout groups all
over the county, so thank you

Please note These notes should be read in addition to your Scouters
Handbook

Your Role, Responsibility, Commitment

When you take on an adult role in Scouting Ireland you will receive the
first level of training needed to give you an insight into our Organisation
and what is required of you It will also assist and support you in
performing the role that you have chosen

You will have chosen to either participate in a Programme Section or act
in an administrative/organisational role This will depend on the time
and skills you have at your disposal and what works best for you at the
present time

*Working with a Programme Section will involve facilitating
youth members in the delivery of that Section's programme,
applying your talents, skills & experience
and developing new ones*

Section age ranges within a Group are as follows –

Beaver Scouts	6,7,8 years
Cub Scouts	9,10,11 years
Scouts	12,13,14 (15) years
Ventures Scouts	(15),16,17 years
Rover Scouts	18,19,20 years

Administrative Role

To volunteer to act in an administrative/organisational role would give
you the opportunity to assist with the running of a Group (to become a
member of the Parents and Friends Support Group) or in a
County/Provincial role This would not only support young people but
also give much needed support to the Leaders

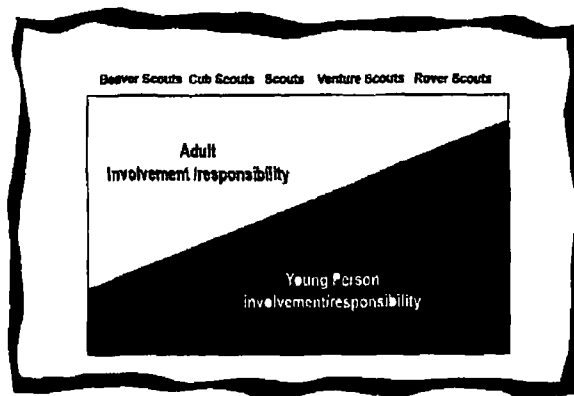


Co-Educational and Multi-denominational

Scouting Ireland welcomes both males and females as youth and adult members and is a multi denominational organisation

Your Role

The role of the Scouter in relation to the Youth Programme is similar throughout all of the Sections, although as the youth members move through the sections their ownership of the programme will increase. The amount of direct involvement you have in the programme will therefore change.



- To interact with youth members in your section
- As part of a team participate within a section
- Facilitate youth members in the delivery of your sections programme
- Apply your talents skills and experience and develop new ones
- To continue on your training journey

To work effectively in your role as a Scouter consider

- Your belief in Scouting
- Your sense of responsibility
- Your ability to communicate with and get a positive response from the young people in your care
- Your organisational ability



- Your sense of fun
- Your ability to work with other adults

You can develop these qualities through reading, observing the activities of others and by looking objectively at what you are doing yourself. Ask for feedback, listen and learn from your mistakes.

The appropriate formal training courses will always help you a great deal. The skilled and committed Scouter will not always appear to be leading. He/she will be a part of the group and will operate in a position of trust and understanding carefully built up with the young people.

The effective Scouter will encourage others to take the lead or to do things rather than dictate to them.

A Scouter must be sensitive to the needs, feelings and problems facing each young person in the Section. Time and effort must be allocated to individuals -to make them feel they belong and are wanted -to make them feel they are important and have a very definite contribution to make.

It is important for a Scouter to create within their Section a 'safe' environment based on trust and understanding that will enable each member to be helped and developed. It is within this framework that the young members of a Section can flourish and that the real benefits of Scouting can be gained.

This should be done in line with the guidelines set out in the Code of Good Practice.

Your Responsibility

Your responsibility as a Scouter is to

- Young people in your section
 - o To facilitate and oversee an active Scout programme suited to the abilities of the age group
 - o To be responsible for the safety and well-being of those in your care
 - o To help them to understand & do their best to live their Promise and Law



- To give them a sense of belonging
- To be aware of their needs, limitations and potential
- To ensure you have the appropriate training and relevant qualification

- Their parents
 - To be responsible for the young person's safekeeping while in your care
 - To be responsible for the moral, spiritual and physical welfare of their child while in your care

- Scouting Ireland
 - To uphold the Constitution and Rules of the Association
 - To be a good ambassador for Scouting at all times

- Others
 - To be friendly, courteous and kind, especially to those you are assisting, supporting or facilitating

- Yourself
 - To be cognisant of your own personal development
 - To do your best to live your own Scout Promise and Law
 - To be aware of your own limitations and potential
 - To balance family, work, Scout and other commitments appropriately

Your Commitment

The commitment required differs from role to role but there are some common elements to it, as a programme Scouter your commitment is

- Weekly section meetings
- Programme planning cycles
- Frequent weekend activities (including overnights)
- Attending training courses and completing your personal journey
- Group meetings and activities
- Scouting Ireland's Law & Promise



Scouting Ireland Glossary

Scouting Ireland is organised on the following basis

	Sections Scout Groups Scout Counties Scout Provinces National
Youth Member/Scout	Any young person who is availing of the youth programme of Scouting Ireland
Scouter	You, an adult facilitator to help young people achieve their full potential
Section	A Beaver Scout Colony, Cub Scout Pack, Scout Troop, Venture Scout Unit, Rover Scout Crew where the youth members operate
Scout Group	Normally made up of a a number of sections (as per above) and other adult helpers
Group Leader (GL)	A scouter elected by the Scout Group Council for a term of three years to oversee the running of the Scout Group who sits on the Scout County Management Team and represents the Scout Group
Group Council	The collection of Programme Scouters and Group Officers together with the Group Leader who are responsible for the administration and support of Scouting in the Scout Group



Parents & Friends Committee	Provide support and assistance to the Scout Group and is responsible to the Scout Group Council
Scout County	A collection of Scout Groups within a geographical area
County Commissioner (CC)	A Scouter elected by the Scout County to oversee the running of a Scout County who sits on the Provincial Management Support Team and represents the Scout County
Scout County Management Committee (CMC)	The County Commissioner with the officers of the County - (Treasurer, Secretary & Chairperson) together with the Group Leader from each group in the Scout County who manage and support the Scout County
Scout County Board	All members of the County Management Committee along with all Scouters from Scout County and Youth Fora representatives
Scout County Youth Fora	Provides for the expression of views and formulation of recommendations for young members to discuss issues of interest to them and to make recommendations on and to learn the skills necessary to empower them to take part in decision making in our Association. There is a youth fora for each of the Scout, Venture Scout and Rover Scout sections. Representatives from the Scout County Fora will attend the National Youth Fora once a year.
County Programme Coordinator (CPC)	The County Programme Coordinator leads a Scout County Programme Team to provide assistance and guidance on



the delivery of programme to the Scout Groups and their Programme Sections within the Scout County

County Training Coordinator (CTC)

The County Training Coordinator manages the training needs of the scouters within a scout county to ensure suitable and timely training courses are provided

Scout Province

Comprises of a number of Scout Counties within a geographical area and is led by the Provincial Commissioner and supported by the Provincial Management Support Team

Provincial Commissioner (PC)

A Scouter elected by the Province to oversee the running of the Scout Province who sits on the Board of Scouting Ireland and represents the Province on the National Management Committee

Provincial Management Support Team (PMST)

The Provincial Commissioner together with the Provincial Youth programme Representative (PYPR), the Provincial Training Co-ordinator (PTC), Provincial Adult Resources Representative (PARR), Treasurer, Secretary and the County Commissioners from all of the Scout Counties within the Province sit on the PMST to support the Scout Counties and Scout Groups within the Province

Provincial Support Officer(PSO)

A full time staff member of Scouting Ireland who provides support to the Scout Province Provincial Support Officer

Group Support Facilitator (GSF)

A full time staff member of Scouting Ireland to provide support directly to the Scout Groups within the province



National Council (NC)

The ruling body of Scouting Ireland

National Management Committee (NMC)

Elected representatives who manage the day to day running Scouting Ireland on behalf of National Council


National Office (NO)

Our National Office, home to the paid staff members who support the workings of Scouting Ireland, from Finance to Programme, administration and the Child Protection Officer **Contact details** Scouting Ireland, Larch Hill, Tibradden, Co Dublin 01-4956300



Provinces

There are six Scouting Provinces

- Northern Scout Province (NP)
 - Dublin Scout Province (DSP)
 - North Eastern Scout Province (NEP)
 - South Eastern Scout Province (SEP)
 - Southern Scout Province (SP)
 - Western Scout Province (WP)
- 

Details for each of the Scouting Provinces, including useful contacts, county listings and individual Scouting homepages can be found on www.scouts.ie

Provincial Support Staff	E-Mail
Dublin Metropolitan	gsmith@scouts.ie
North Eastern	gickey@scouts.ie
Northern	kferguson@scouts.ie
South Eastern	chealy@scouts.ie
Southern	ncollins@scouts.ie
Western	jdoherthy@scouts.ie



The Scout Promise

On my honour I promise that I will do my best,
to do my duty to God, to serve my community,
to help other people and to live by the Scout Law

Gealltanais na nGasog

Geallaim ar m'onóir go ndéanfaidh me mo dhícheall,
mo dhualgas do Dhia a chomhlíonadh,
fónamh a dheanamh do mo phobal,
cabhru le daoine eile agus Dí na nGasóg a choimead

OR the following variation

On my honour I promise that I will do my best
to further my understanding and acceptance of a Spiritual Reality,
to serve my community, to help other people and to live by the Scout
Law

Geallaim ar m'onóir go ndéanfaidh mé mo dhícheall,
mo thuiscint agus mo ghlacadh den Realtacht Spioradálta a chur chun
cinn, fónamh a dheanamh do mo phobal, cabhru le daoine eile agus Dí
na nGasóg a choimeád

The Scout Law

- (a) A Scout is to be trusted
- (b) A Scout is loyal
- (c) A Scout is helpful and considerate to all
- (d) A Scout has courage in all difficulties
- (e) A Scout makes good use of time and is careful of possessions and property
- (f) A Scout has respect for self and others
- (g) A Scout respects nature and the environment

Dlí na nGasog

- (a) Bíonn Gasóg iontaofa
- (b) Bíonn Gasóg dílis
- (c) Bíonn Gasóg cabhrach agus tuisceanach do chách
- (d) Bíonn misneach ag Gasóg i ngach deachracht
- (e) Bainneann Gasóg leas as a c(h)uid ama agus tugann aire d'airí agus do mhaoin
- (f) Bíonn meas ag Gasóg air/ uirthi fein agus ar daoine eile
- (g) Bíonn meas ag Gasóg ar an duirra agus ar an timpeallacht



Support Directory

Scouting Support Structure

For up-to-date contact details and further information, supports and programme ideas check out the Association's website at www.scouts.ie

National Office 01 495 6300 - questions@scouts.ie
Outdoor Adventure Store Uniforms 01 872 2212 - info@oas.ie
Outdoor Adventure Store Equipment 01 872 5177 - info@oas.ie

National Officers/Commissioners

Chief Scout chiefscout@scouts.ie
Chief Commissioner (Adult Resources) ccar@scouts.ie
Chief Commissioner (Youth Programme) ccyp@scouts.ie
National Secretary natsecretary@scouts.ie
National Treasurer ntreasurer@scouts.ie
National Spiritual Advisor/Chaplin questions@scsouts.ie
Training Commissioner training@scouts.ie
International Commissioner international@scouts.ie
Child Protection Officer cpo@scouts.ie
Public Relations communications@scouts.ie

Association Campsites Number e-mail

Larch Hill 01 493 1410 info@larchhill.org
Lough Dan 01 281 8137 loughdansteve@gmail.com
Mount Mellary 058 54322 info@mountmellary.com
Killaloe 085 174 3343 carl.dolan@wateractivities.ie



Other Services

Organisation	Address	Phone	Web & E-Mail
Irish Water Safety Association	Irish Water Safety The Long Walk Galway	1890 420202 091 564400	www iws ie info@iws ie
Order of Malta	St Johns House www orderofmalta ie 32 Clyde Road firstaid@orderofmalta ie Ballsbridge Dublin 4	01 6684891	
St John's Ambulance	26 Upper Lessons St Dublin 4		01 6688077
St John's Ambulance	35 Knockbracken Healthcare Park Saintfield Road Belfast BT8 8RA	028 90799393 districthq@ni sja org uk	www ni sja org uk
Civil Defence	Ratra House Phoenix Park Dublin 8 jennifer.gallagher@defence ir/gov ie	1890 251890 01 8042539	www defence ie
Red Cross	16 Merrion Square Dublin 2	01 6765135	www redcross ie info@redcross ie
Red Cross	87 University St www redcross org uk Belfast BT7 1HP	028 90246400	
ENFO	17 St Andrews St Dublin 2	01 8882001	info@enfo ie



**Vocational Education Committees –
Republic of Ireland**

Office	Number	Office	Number
Dublin	01 6680614	Co Dublin	01 4515666
Dun Laoghaire	01 2850666	Carlow	0503 31813
Cavan	049 4331735	Donegal	074 61600
Kerry	066 7121488	Kildare	045 879502
Laos	0502 21352	Limerick	061 417688
Longford	043 46493	Louth	0429 334047
Mayo	094 24188	Meath	046 9021447
Monaghan	047 30888	Tipperary	052 21067
Waterford	058 41780	Waterford City	051 874911
Westmeath	044 9348389	Wicklow	0404 50460

Education and Library Board - Northern Ireland

Belfast Education and Library Board	028 90564000
North Eastern Education and Library Board	028 25653333
South Eastern Education and Library Board	028 90566200
Southern Education and Library Board	028 37512200
Western Education and Library Board	028 82411411

Calling Northern Ireland from the Republic, change the area code from 028 to 048 and dial the rest of the number

Calling the Republic from Northern Ireland dial 00353 and drop the 0 from the area code



Your training journey

Why Training?

Successful Scouting is totally dependent on the quality, enthusiasm and commitment of the adult leaders involved. With training and commitment you will be empowered to be part of the team that delivers a varied and balanced programme of activities with the young people in your care.

In conjunction with training related to programme delivery other areas of personal development are also covered.

Training supports your work within the team. It will enable you to share new skills and ideas with others and support those with special needs. It will help you to manage others and to be aware of their needs in turn. You will be introduced to the techniques to some of the core skills relevant to outdoor activity.

Holistic Development

Service within Scouting Ireland has implications beyond the immediate leadership or organisational role. Working as a member of a team and with young people develops confidence and new skills, both practical and managerial.

It could be worthwhile to mention to an existing or potential employer the formal training you undergo, the experience gained and the skills acquired during your time within Scouting Ireland.



The Overall Scheme

Here is an outline of your journey, and you've already starting on the path

Stage 1	Welcoming you to Scouting Ireland
Stage 2	This module gives a basic awareness of issues surrounding Child Protection and Welfare and how we as adults keep a safe Environment
Stage 3	This module provides a broad range of knowledge and skills to deliver quality Scouting within your section Gilwell Woggle awarded at stage 3
Stage 4	This module provides Scouters with a basic awareness of skills required to support their section programme in a practical setting
Stage 5	This interactive module is designed to provide the scouter with event planning skills in a step by step process It also looks at the practical application of games, ceremonies and creative skills
Stage 6	This module is the final stage in the journey it looks at personal development of the scouter At this stage you will complete the review your personal journey in training

Training is continued over about 18 to 24 months subsequent to approval and clearance of Adult Membership



Goal Setting

Along your training journey you will be asked to set some goals for yourself, goal setting is a powerful process for thinking about your future and for motivating yourself to turn your vision of the future into reality

The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that would otherwise lure you from your course.

Properly-set goals can be incredibly motivating, and as you get into the bit of setting and achieving goals, you'll find that your self-confidence builds fast.

By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals. You can see forward progress in what might previously have seemed a long pointless journey but by setting goals, you will also raise your self-confidence, as you recognise your ability and competence in achieving the goals that you have set.

Goal Setting Tips

The following broad guidelines will help you to set effective goals.

- State each goal as a positive statement
- Be precise. Set a precise goal, putting in dates and times so that you can measure achievement. If you do this, you will know exactly when you have achieved your goal, and can take complete satisfaction from having achieved it.
- Set priorities. When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by too many goals, and helps to direct your attention to the most important ones.
- Write goals down. This gives them more force.
- Set realistic goals. It is important to set goals that you can achieve.
- Ensure all goals are SMART.



SMART goals

A useful way of making goals more powerful is to use the SMART mnemonic –

S	Specific
M	Measurable
A	Attainable
R	Realistic
T	Time bound

Goal setting is an important method of

- Deciding what is important for you to achieve in your life
- Separating what is important from what is irrelevant, or a distraction
- Motivating yourself
- Building your self-confidence, based on successful achievement of goals

*Benjamin Franklin said,
"Do you love life? Then do not squander time, for that's the stuff that life
is made of"*

Next Steps

- ✓ Meet with Group Leader
- ✓ Attend Welcome to Scouting (with group rep)
- Complete the application form, references and Garda Vetting Form
- Meet with group leader to confirm commitment, submit forms
- Forms received by Scouting Ireland
- Book onto stage 2 – Child Protection Awareness

If you are normally known by a name other than your official name eg PJ Bono, etc If you are known as P J You should put your full names on the form i.e Patrick Joseph

This should show the city / town of your birth

Maiden name if normally using Married Name

If you have given a maiden Name above tick Yes

If you have given a Maiden name above Re-Enter it here

This must show the year of birth i.e 1960

There can be **NO** gaps in the addresses disclosed

If you do not know a previous address or cannot remember a previous address you **MUST** give an explanation on the form

PLEASE note the following instructions carefully for the completion of GARDA Vetting Form to prevent it having to be returned to you

You **MUST** Disclose your Date of Birth

You **MUST** Disclose EVERY full address from DOB to Present

If you have change your name by deed poll or because of divorce tick yes and state former name

NOTE TO APPLICANT

- > The Enquiry Form must be completed (Please state N/A if details are not applicable)
- > Writing must be clear and legible
- > Return the completed form to Scouting
- > Do not send this form to The Garda Commissioner

To be completed by the applicant

SURNAME: _____ PREFIX: _____ (if any)

FORENAME: _____ ALIAS: _____ (if any)

DATE OF BIRTH (dd/mm/yyyy): _____ PLACE/CITY OF ORIGIN: _____

HAVE YOU EVER CHANGED YOUR NAME? Yes No

IF YES PLEASE STATE FORMER NAME: _____

Please state all addresses from year of birth to present date

No.	Year of Birth	Address	Year
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Please Continue Overleaf



Have you ever been convicted of an offence in the Republic of Ireland or elsewhere?
 No Yes Please provide details

DATE	COURT	OFFENCE	COURT OUTCOME

DECLARATION OF APPLICANT
 I the undersigned who have applied to work as a _____ hereby authorise Scouting Ireland to furnish to Scouting Ireland a statement that there are no convictions recorded against me in the Republic of Ireland or elsewhere, or a statement of all convictions and / or prosecutions, successful or completed, in the State or elsewhere as the case may be.
 Signature of Applicant: _____ Date: _____

To be completed by Scouting Ireland only
 Authorised Signatory _____ (Scouting Ireland)
 PLEASE PRINT ALSO (_____)
 Registration Number _____

To be completed by the Garda Central Vetting Unit
 According to Garda records there are no previous convictions recorded against the above named applicant:
OR the attached convictions appear on Garda Records
OR the attached prosecutions are pending

NOTE Checks were carried out by this office based on the information supplied.
 The convictions supplied may apply to the subject of your enquiry
 Please verify information disclosed with the applicant

Signed _____ Member I/C CVU

You **MUST** tick one of These Boxes

If you Tick YES to the Box you **MUST** give details

Date **MUST** be Current

You **MUST** Sign the Form Here

This section is only to be signed by Scouting Ireland National Office

PLEASE note the following instructions carefully for the completion of GARDA Vetting Form to prevent it having to be returned to you

APPENDIX 2- CODE OF GOOD PRACTICE

Scouting Ireland
Code of Good Practice

Scouting is a Movement of Young People, which helps them to achieve their full potential through a programme based on fun, friendship, challenge, and adventure.

Young People in Scouting are supported, encouraged and led by adult volunteers, all of whom should appreciate the responsibility and trust placed in them by parents and guardians.

The encouragement of self-awareness in its members, as individuals and as members of Groups, is fundamental to Scouting. A natural result of this should be that an environment is created where all our members, regardless of age, feel comfortable in expressing their concerns or criticisms and in having those concerns or criticisms dealt with in a clear and structured way.

Scouters, parents and professionals have developed this Code of Good Practice to support a wholesome environment where it is hoped young people and adults can participate in their Scouting activities in a manner that is safe, secure and enjoyable for all.

Purpose statement

It is the intention of Scouting Ireland to provide an environment within which Scouting activities can be enjoyed in a safe, non-discriminatory and respectful manner.

Scouting Ireland intends that this Code of Good Practice should be of benefit to others outside the Association, including and particularly the parents of its youth members, in understanding the Aims of the Association and the behaviours and practices to be used by Adult members of Scouting and.

Objectives

- I. That every Scouter and adult member of Scouting Ireland be made aware of their responsibilities towards children in their care.
- II. That all Scouters and youth members be made aware of their responsibilities.
- III. That good behaviour be encouraged through self-discipline, respect for others and for property, in accordance with the Scout Law.
- IV. That best practice in leadership skills and behaviours be implemented and maintained in Scouting Ireland.
- V. That all Scouting activities be run safely and in accordance with the appropriate guidelines.

Commitment

When applying for membership of Scouting Ireland adults will declare and confirm in writing that they have read, understood and will implement the Code of Good Practice.

All Committees or Teams proposing new policies, procedures or programme will confirm that these comply with this Code of Good Practice and the Association's Child Protection Policy statement, as outlined on page 5.

The Code of Good Practice should be reviewed annually by the National Management Committee to ensure fitness for purpose and to take best practice into account as it emerges.

John Brennan
Chief Commissioner (Adult Resources).

Michael John Skinnick Chief Commissioner (Adult Resources 2007 - 2008)
Brendan McNicholas Chief Commissioner (Adult Resources 2005 - 2007)



Glossary	Adult Member	For the purposes of this code, an 'adult member' is any member who is not a child, including Scouters, associated members, supporters and friends groups and honorary members.
	The Association	Scouting Ireland.
	Child	For the purposes of this code, a 'child' means anyone who is under 18 years of age. This includes young people. In Ireland, the Child Care Act (1991) and the Protection of Children and Vulnerable Adults (NI) Order (2003) define a child as any person under the age of 18 years, excluding a person who is or who has been married.
	Children/Young People/Youth Member	Child members of the Association.
	Child Protection Officer	The Child Protection Officer (CPO) is the title given to the designated person in the Association appointed to respond to child protection concerns reported by volunteers, employees, youth members or others.
	Employees	Paid staff of Scouting Ireland or subsidiary companies of Scouting Ireland.
	Scouter	A Scouter is a uniformed adult member who delivers the Youth Programme of Scouting Ireland or who holds an Appointment. All Scouters make the commitment to the Scout Promise.
	Scout	A Scout is a uniformed youth member who receives the Youth Programme of Scouting Ireland. All Scouts make the commitment of the Scout Promise.
	Statutory Authorities	These are An Garda Síochána, Police Service of Northern Ireland, the Health Service Executive and the Health and Social Services Trusts. They are obliged under the law to investigate and assess in child abuse cases.
	Statutory Guidelines:	<p>ROI: Children First – National Guidelines for the Protection and Welfare of Children September 2004. Code of Good Practice - Child Protection for the Youth Work Sector, 2nd Edition May 2003. Our Duty to Care Code of Ethics and Good Practice for Children's Sport, 2003.</p> <p>NI: Co-operating to Safeguard Children, May 2003. Standards for Protecting and Safeguarding Children in Sport, January 2003. Safer Organisations: Safer Children, October 2002.</p>
	Volunteers	Unpaid voluntary workers in the Association.

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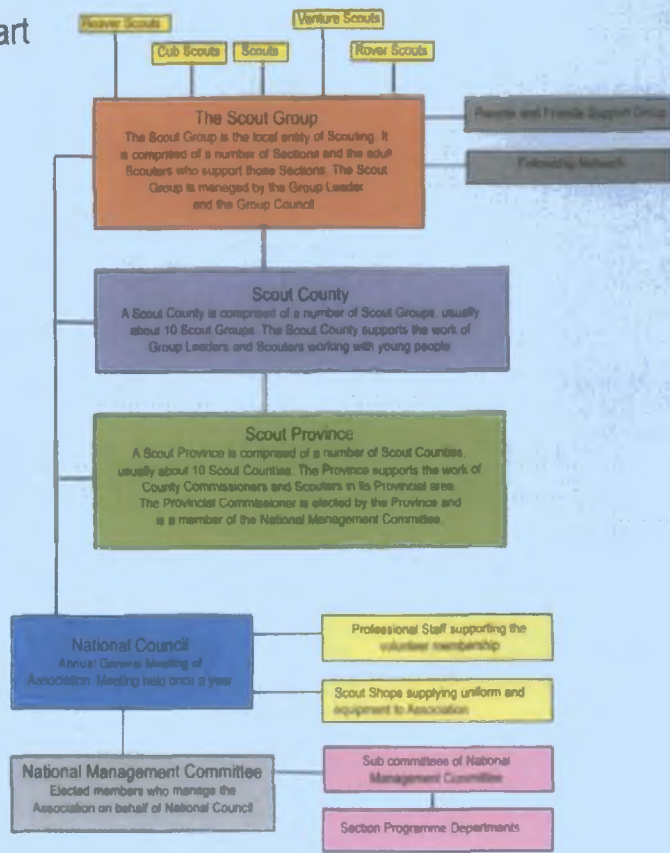
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Organisation Chart



The Aim of Scouting Ireland is to encourage the physical, intellectual, emotional, social and spiritual development of young people so that they may achieve their full potential and, as responsible citizens, to improve society.

Aim of Scouting Ireland

The Scout Method

Scouting Ireland achieves its Aim through a system of progressive self-education, known as the "Scout Method", the principal elements of which are:

- Voluntary membership of a group which, guided by adults, is increasingly self-governing in its successive age groups.
- Commitment to a code of living as expressed in the Scout Promise and the Scout Law, the meaning of which is expanded as the member grows towards maturity.
- The provision of a wide range of attractive, constructive and challenging activities, including opportunities for adventure and exploration both indoors and outdoors.
- The provision of opportunities for leadership and responsibility.
- Learning by doing.
- Encouragement of activity in small groups.
- An award scheme, which encourages participation in its full range of activities and provides recognition of individual and group achievements.

The Scout Method is used and the programme delivered on an age-appropriate basis. The programme age structure ensures that young members can achieve the challenges of the programme without placing them in a position that is beyond their abilities.

The Association will use its best endeavours to ensure that the young members' ages, abilities and potentials are measured against the event or activity, allowing the young member to operate in a safe and secure environment.

Scouting Ireland Child Protection Policy Statement

The welfare and safety of its youth members is the foremost priority of Scouting Ireland. Our Scouters should endeavour to ensure that children and young people are protected and kept safe from harm while taking part in the programmes of Scouting. In law a child is defined as someone under the age of 18 years, who is not or has never been married (Child Care Act 1991, Children Order 1995). Scouting Ireland's Code of Good Practice and Child Protection Policy are designed to protect children and young people from neglect, physical, sexual and emotional harm or abuse. Scouting Ireland provides its Scouters with information to help them understand the various categories of child abuse, what situations might constitute reasonable grounds for concern and advice on how to respond to disclosure.

Other forms of unacceptable behaviour and the Child Protection Reporting Procedure are outlined in Appendices 1 and 2 of this document.

Scouting Ireland's Code of Good Practice is based on and consistent with the current child protection guidelines and legislation in the Republic of Ireland and in Northern Ireland.

Scouting Ireland is committed to listening to children and young people and recognises that "each child has a right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure" (UN Convention on the Rights of the Child, see Appendix 4). The UN Convention on the Rights of the Child should be respected in all aspects of Scouting.

Scouting Ireland has a procedure for vetting adults who apply for membership of the Association. This procedure is subject to regular review to ensure compliance with best practice. Scouting Ireland



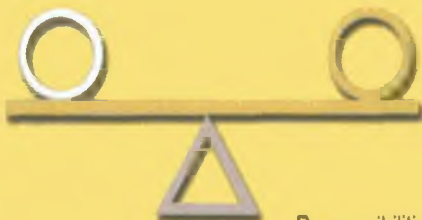
'The Aim of Scouting Ireland is to encourage the physical, intellectual, emotional, social and spiritual development of young people so that they may achieve their full potential and as responsible citizens, to improve society.'



requires its adult members to attend specified training courses, which include child protection modules, relevant to the Appointment they wish to hold and to commit to future training as may be required.

Scouting Ireland provides training which it is hoped assists its adult members on familiarity with the recognition of child abuse, how to respond to disclosures made to them by a young person, and how to report such disclosures in accordance with the Association's procedures.

Information on Child Abuse, How to respond to a Disclosure and Scouting Ireland's Reporting Procedures are set out in Appendices 1 and 2.



Responsibilities within the Child Protection Policy

All members of Scouting Ireland are responsible for the implementation of the Child Protection Policy, however there is a particular onus on adults to do so.

It is the responsibility of all such adults to ensure that:

- their behaviour is appropriate at all times.
- they observe the guidelines established for the safety and security of young people.
- they follow the reporting procedures as outlined in Appendix 2 following suspicion, disclosure or allegation of child abuse.
- they recognise the position of trust in which they have been placed and maintain a policy of transparency with the members of Scouting Ireland and their parents / guardians.

In law a child is defined as someone under the age of 18 years, who is not or has never been married (Child Care Act 1991, Children Order 1995)

Equality Statement

Scouting Ireland respects and values the diversity of its members and of society. It is committed to creating and maintaining an environment that does not discriminate, directly or indirectly, on grounds of gender, marital status, family status, sexual orientation, religious belief, political opinion, disability, age, race or ethnic origin, and membership of the traveller community. Scouting Ireland is committed to treating all members in an equitable and fair manner. Members with disabilities should be involved in Scouting activities in an integrated way, thus allowing them to participate to their potential alongside others.

Youth Participation

Scouting Ireland promotes the concept of meaningful youth participation in the programme and life of the Association at all levels. For further information, please refer to our Youth Participation Policy, SID 14/03.

The partnership of the Scouter and youth member is a key success factor in the implementation of meaningful youth participation. The Scouter brings to the partnership much experience, which is matched by the youth members' enthusiasm, resulting in a more balanced overall partnership.

Youth members are encouraged to participate in the running of the Association at all levels - Section, Group, County, Provincial and National. Scouting Ireland recognises that it is not sufficient just to let youth members express their opinions but that they are encouraged to participate fully in decision-making and in the running of the Association.

Scouting Ireland recognises that young people need support to get fully involved and to contribute to the running of the Association; they require help to cope with what may be perceived as awesome structures and procedures. Scouting Ireland envisages that this will result in its youth members not only contributing to the Association, its Aim and principles but also in their development and training for effective and constructive participation in society.



Best practice for Scouters

Central to the Scouting Method is the notion that young people naturally form groups. From within these groups emerges a leader for the group. So why do we have adult Scouters?

Adult Scouters are involved to support young people in taking responsibility appropriate to their age in the running of the Programme Section. It is the Scouter's responsibility to guide and help them to take up these responsibilities. This can be a challenging and fulfilling role providing a wonderful opportunity to positively contribute to the overall development of the young person.

Involvement in Scouting as a Scouter, should be part of a broader healthy adult lifestyle that balances commitments to one's personal life, work and Scouting. Such a lifestyle should include social engagement with adults of one's own age.

As an adult Scouter some behavioural limits are different from those outside of the Scouting environment e.g. some language that is acceptable in a workplace is not acceptable within a group of young people. Appropriate behaviour between adults and young people is determined by society and as a Scouter one should act, and be seen to act, appropriately at all times.

Scouting enjoys widespread respect in the community because of its positive contribution to the lives of young people. It is important that this respect is maintained by exercising the correct personal behaviour that society expects of adults working with young people.

General Principles

By their behaviour Scouters should endeavour to ensure that at all times they:

- Are capable of fulfilling their responsibilities to provide a safe and secure environment for the young people in their care.
- Do provide a safe and secure environment for young people in their care to enjoy and benefit from Scouting.

Scouters should be familiar with and conscious of the various forms of child abuse, and know how to respond to a disclosure made to them. Scouters have a duty to bring any child protection concerns to the attention of the Association's Child Protection Officer and should be aware of the Association's Reporting Procedures [Information on recognising child abuse and its various forms is set out in Appendix 1: Scouting Ireland's Reporting Procedure is set out in Appendix 2].

Adults by their example should be a positive influence on the behaviour of young people in respecting themselves, other Scouters, parents and youth members and the property of themselves and others.

Youth members should treat their Scouters with dignity and respect, recognising the time and input that is being contributed to their personal development. Please refer to National Youth Programme Committee guidelines. Scout Groups should consider drawing up a Code of behaviour for their Programme Sections in conjunction with the youth members of those Sections.

A Code of Behaviour

Actions such as comforting a distressed child should be guided by the needs of the child. Scouters need to be aware that particular actions if taken out of context could be negatively interpreted and may allow unfounded accusations of impropriety to be raised against a Scouter.

Scouters need to be aware of the dangers of a too casual and unthinking familiarity with the young people in their charge and should endeavour to ensure that their attitudes and actions will at all times:

- Never lead to a betrayal of the trust of young people, parents and fellow Scouters.
- Never impart inappropriate knowledge or interact with a child in a manner that is unwanted and will result in hurt to the child.
- Never seek to control and create dependence in a child.
- Respect the personal and sexual boundaries of others.
- Do not engage in sexually provocative games, talk or actions.
- Do not engage in inappropriate touching of any form
- Never make sexually suggestive comments, even in fun.



7 points of behavioural awareness



1. Act in an open and visible manner

When working with young members, Scouters should ensure that an open environment exists. If a situation arises where a certain amount of privacy is required (eg. a disciplinary issue or treatment of an injury) always have someone with you or make sure that others are informed, are within vision and, preferably, within earshot. However sincere the intentions, a Scouter should not be a 'one - man - band' and run a meeting/activity on his or her own. It is imperative that there is another adult present, in itself to comply with the Association's rules for the safety of the young members, as well as for the security of being less likely to be accused of doing something improper.

2. Sometimes it's better not to join in

There is, and always has been, the situation where Scouters join in games 'to make up the numbers' or to greater encourage participation or to add to the novelty of the game or activity. While everyone is having fun and no harm is done, there is a certain element of risk associated with such an activity. All it takes is for a young person to be hurt, or suggest that they had been inappropriately touched for the 'fun' to be taken as 'serious'. Scouters should not engage in horseplay with youth members. So, the simple advice is – organise, supervise or monitor and enjoy watching the fun!



3. Be positive in your conversation

The way you speak to young people about themselves or others can create a positive and supportive atmosphere. Improper comment, suggestion or inappropriate humour can result in creating hurt and confusion in a child. Avoid making suggestive or salacious remarks in the presence of young people. Keeping your conversation at the appropriate level for the age of the child will help avoid causing hurt and misinterpretation of your intentions and will provide a positive example to the child.

4. Mixed gender Sections should have mixed gender leadership

It is good practice to have mixed leadership to be able to cope with emergencies, accidents or arguments, so that no accusations of impropriety can be levelled at any Scouter when dealing with the opposite gender. In some situations young people will feel more comfortable having the support of a Scouter of the same gender.

5. Be alert to your own emotional feelings and the feelings of others

Young people can sometimes 'hero - worship' a Scouter or develop a 'crush' on a Scouter. This type of situation needs to be handled sensitively without causing a feeling of rejection or of encouragement. Use the support of other Scouters to deal with such situations, as this will help to avoid any perception of encouragement on your part. Our emotions can fluctuate due to trauma, stress, bereavement and many other causes. If support is required talk things through with another trusted adult. Avoid involving young people in your emotional problems.

6. Consider the situation

This may be the most important point of all: consider each situation. While your intentions may be based on the most innocent and altruistic of motive, if in doubt about how your actions might be interpreted then adopt a safer course of action.

7. Protect your good name

While your good work as a Scouter may have earned you respect this may provide little defence in the event of any allegation of improper conduct being made against you. It is therefore important that your motives are understood to be guided by the needs of the child and that your actions are open and positive

Some Do's and Don'ts

DO:

- Ensure that there are always an adequate number of Scouters and/or adults or trained instructors (as may be necessary) present at all activities. Ratios may vary depending on the age of the group, the level of ability and the nature of the activity. Scouters should refer to and observe the relevant programme guidelines.
- Be aware of what is appropriate physical contact and engage in this contact only.
- Respect the personal and sexual boundaries of others.
- Discuss any uncertainties with the Child Protection Officer, Group Leader or another adult member.
- Remember that Scouting is a hobby and maintain proper balances between your personal and work commitments and Scouting activities.

DON'T:

- Spend time alone with a young person if it can be avoided.
- Give car lifts on your own to youth members, unless it is unavoidable.
- Make jokes of a sexual nature in the presence of young people, even in fun.
- Become over involved with one particular young person.
- Tolerate favouritism, exclusion or harsh disciplinary regimes.

Communications with young people

When speaking with young people a Scouter should maintain the conversation at the appropriate level for the age of the young member. This provides a positive experience to the young person and helps avoid causing misinterpretation of your intentions.

Scouters should speak respectfully of others Scouts and Scouters and not involve young people in conversations that are critical of others.

Adult – Youth Relationships

A Scouter holds a position of trust. Consequently Scouters have responsibilities in respect of their relationships with and behaviour towards youth members of all ages. In addition, these responsibilities extend towards parents, the scout group, and the Association.

It is a criminal offence in both the Republic of Ireland and in Northern Ireland for anyone to engage in, or attempt to engage in, sexual activity with anyone under the legal age of consent. The legal age of consent to sexual activity in the Republic of Ireland is 17 years (Criminal Law (Sexual Offences Act) 2006). In Northern Ireland the legal age of consent is 16 years (Sexual Offences (NI) Order 2008).

Because of the position of trust and authority that they hold, it is inappropriate for a Scouter to form, or seek to form, a personal relationship with a youth member who is over the legal age of consent. Scouters should be aware that if they break this trust their suitability to work in the Association may be called into question. (See rules 25-28 of Scouting Ireland's Rules of Association).

A person between the ages of 18 years and 21 years may be simultaneously registered as both a youth member and as a Scouter. In such a circumstance, as the individual is regarded as an adult in law, their conduct should at all times reflect the responsibilities and behaviour expected of a Scouter.



Substance Abuse

The use of drugs, alcohol, and tobacco should be actively discouraged as being incompatible with a healthy approach to Scouting activity. The 'Healthy Living' promotional material available from Health authorities and other agencies should be used to continually reinforce the positive benefits of a healthy lifestyle. Receptions and celebrations should be organised in a manner that is suitable for the age group concerned. At adult events where alcohol is available it should be consumed in a manner that shows respect for self and for others. The laws governing the purchase and consumption of alcohol and tobacco should be observed and the example of Scouters doing so provides positive role models for the young members. Use of alcohol or tobacco by youth members is not to be tolerated.



Scouters should not smoke in front of youth members.

Youth - Youth Relationships

The emotional, social and spiritual development of young people are key elements in the Aim of the Association. It is important that Scouters are aware of the responsibility they have, within their role, of helping young people who are developing relationships. The key Scouting principle that Scouters should emphasise when talking about relationships is respect for others and for oneself.

In adolescence, young people become increasingly aware of their own bodies and their sexuality, and emotional attachments can begin. It is important for Scouters to help some young people to understand the nature of public and private behaviour, and the need to respect other people's privacy and personal space.



When giving advice Scouters must uphold the law - sexual intercourse under the age of consent is illegal. For the purposes of criminal law the age of consent in the Republic of Ireland, and in Northern Ireland, is 17 years of age.

Friendships form an important part of scouting for young people and it would not be uncommon that these friendships develop into more personal relationships. There may be occasions however when Scouters will need to advise and explain to young people that how they conduct personal relationships in scout settings may be inappropriate. Should a difficulty persist in this regard parents may need to be informed and their support enlisted.

When giving advice Scouters must uphold the law. For the purposes of criminal law the age of consent to sexual activity in the Republic of Ireland is 17 years of age, and in Northern Ireland, is 16 years of age. The law on consent to sexual activity applies to young people as well as to adults.

Communications

In our social interaction with others the words we use to express ourselves and the way we express those words in both tone and emphasis lets others sense our sincerity and respect for them and their views

When speaking with young people a Scouter should maintain the conversation at the appropriate level for the age of the young member. This provides a positive experience to the young person and helps avoid causing misinterpretation of your intentions

Scouters should speak respectfully of others Scouts and Scouters and not involve young people in conversations that are critical of others

A positive relationship between Scouters and parents/guardians should be nurtured and maintained through open communication in both directions. Ongoing good communication with parents develops a better understanding by parents of the positive benefits of Scouting for their child and of what is expected of both their child and themselves to improve their experience of Scouting. Ensuring that parents feel comfortable to talk with Scouters will provide the opportunity to get a better insight into the young person as well as allowing parents to openly voice any concerns or queries that they may have.

Communications with parents

The communication process with parents begins at the start of the young person's journey with the scout group, and it is fostered and built upon as that young person progresses. When a young person joins a group their parents should be made aware of how the group operates and what they can expect in terms of communication from the group in relation to their child and to group activities. They should also be made aware of policies and procedures that operate in the group (e.g. anti-bullying policy, procedures for dealing with disruptive /challenging behaviour) as well as Scouting Ireland's policy and procedures in relation to child protection.



The relationship with parents needs continuous attention. The following pointers are helpful:

- Scouters should appreciate the trust which parents place in them.
- Listen carefully to what parents say about their children.
- If parents are expressing a concern, don't be defensive, try to understand it from the parents' perspective and seek to establish a common ground.
- Inform parents of any accidents and how they happened. Parents are understanding and accept scrapes and bumps occur.
- Should a difficult issue or misunderstanding arise with a parent always use calm, respectful, and supportive language when communicating with them to avoid the situation becoming confrontational. Small issues can easily turn into a stand-off situation and, when this occurs, it is the young person who is caught in the middle and who loses out.
- Introduce parents to the Code of Good Practice and the Child Protection Policy statement, as set out on page 5.
- Provide a fact sheet and hold an open night/induction meeting to brief parents of new members as soon as they join the Programme Section. Don't assume that when a Cub Scout moves to the Scout Troop the parents know what happens in the Scout Troop.
- Ensure that anything you distribute to parents in writing is accurate and clearly stated. Be accurate on times, dates and location and avoid the use of Scouting jargon.
- For notes, consent forms, requests and explanations of Scout activities, use a form of reproduction that is easy to read.
- Send your communication to the parents far enough in advance so that they can consider it and act, if you expect a response.
- Keep a copy of written communications.
- Share good news of activities in the Section and Group through such activities as an annual general meeting, a Section parents meeting, an annual report etc.

A positive relationship between Scouters and parents/guardians should be nurtured and maintained through open communication in both directions. Ongoing good communication with parents develops a better understanding by parents of the positive benefits of Scouting for their child and of what is expected of both their child and themselves to improve their experience of Scouting. Ensuring that parents feel comfortable to talk with Scouters will provide the opportunity to get a better insight into the young person as well as allowing parents to openly voice any concerns or queries that they may have (See also the sections on Bullying and Dealing with Challenging /Disruptive Behaviour for further advice on communication with parents)



Dealing with Challenging / Disruptive Behaviour

Creation of a positive environment through discipline

Young people in Scouting need to learn to become responsible for themselves and to accept themselves and others. Discipline should always be positive in focus, providing the structure that allows young people to learn to set their own goals and strive for them.

Where possible the main form of discipline should be through praise for:

- a. effort; and
- b. social skills as well as traditional Scout skills.

Youth members should be helped to understand the responsibilities and implications of the freedom to make choices and decisions.

Expectations of behaviour should be positively stated, agreed and communicated clearly to all involved in any activity.

Sanctions are an important element in maintaining discipline. However, Scouters should have a clear understanding of where and when particular sanctions are appropriate.

Sanctions should be used in a corrective way designed to help young people improve now and in the future. Where possible Scouters should always endeavour to make good use of the Court of Honour, Patrol Leaders' Council, Watch Leaders' Council or Venture Executive Committee in the application of sanctions. A Code of Conduct devised in conjunction with the youth members and one which they themselves have agreed to, can be a particularly effective device.

Sanctions should not be used to retaliate or to make the Scouter feel better.

Sanctions should be fair, and in the case of persistent offences should be progressively applied. The following steps are suggested:

- Statement and agreement of a Code of Conduct.
- Warning or sanction (e.g. temporary exclusion from the activity) if the Code of Conduct is broken.
- An interview if the Code is broken again. Youth members can request a parent or another member be present. Record the date, those in attendance and outcome of the interview.
- Longer term exclusion for continued breaking of the Code and involvement of parents / guardians.

Sanctions should:

- Be used sparingly.
- Be administered in a consistent way.
- Not include any form of corporal punishment or physical force.
- Not expose a young person to embarrassment or disparagement by use of negative remarks about the young person or his/her family.



Scouting Safely

The safety of each member of Scouting Ireland is paramount, the importance of this fact is enshrined in Article 9 of the Constitution of Scouting Ireland, which states;
"Scouting Ireland recognises the safety and welfare of its members and leaders as a foremost priority."

Scouters should endeavour to ensure:

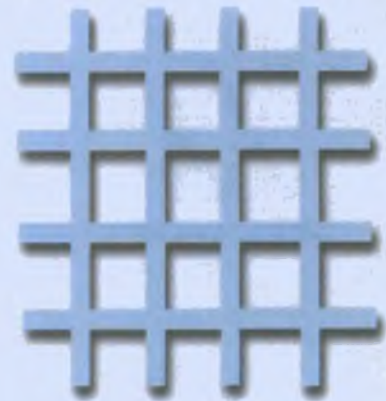
- that the activity being planned, or undertaken, is suitable for the age, experience and ability of the member(s) concerned.
- that activities are led by suitable persons with the necessary skills.
- that Scouters follow the guidelines for all activities in place by Scouting Ireland.
- that youth members leading activities are competent and are supported in doing so.

Risk Management

The management of risk and safety should be a priority of all Scouters engaged in Scouting activities. Risk assessments should be carried out prior to activities in order to eliminate (or reduce to an acceptable level) the potential risks to young people.

The assessment of risk involves a number of steps in the planning of an activity, some of which include:

- Looking for hazards.
- Determining the level of risk involved.
- Deciding who might be harmed and how.
- Putting in place measures that can minimise any identified risks.
- Reviewing and risk assessment on a continuing basis throughout the activity.



Accidents/Incidents:

All Scouters are expected to have knowledge of First Aid and ideally should hold a suitable qualification in First Aid.

Should an accident/incident occur, all the facts, contact details of all concerned and medical/other intervention (if such was necessary) should be accurately recorded and forwarded to National Office as soon as possible. (see Appendix 7)

Scouters should make contact with their Group Leader, Commissioner, Provincial Support Officer or with the staff at National Office if there is any doubt, or advice needed on the procedures that are to be followed in reporting accidents or incidents.

Scouters should refer to the Association's Safety & Risk Management guidelines for more comprehensive information on safety and risk management for programme activities.

Transport

As a general rule, the responsibility for getting children to and from scout activities lies with parents / guardians. However, at times the group may take responsibility for organising transport to events or activities (e.g. a county challenge). It is always preferable that a reputable bus company be engaged on these occasions.

See **Guidance Sheet 1** at the back of this document for further guidelines on transport.

Camps and overnight activities

On camps and overnight activities all Scouters should endeavour to ensure that:

- Scouts and Scouters are separately and suitably accommodated.
- Appropriate sleeping and washing arrangements are in operation to protect personal and gender boundaries.
- There are always an adequate number of Scouters, adults and/or trained instructors (as may be necessary) present. Scouters should observe the relevant programme guidelines in this regard.
- The personal gear of Scouts is adequate for the programme activity.
- The food is adequate for the programme and dietary requirements of the participants.
- Relevant medical information relating to Scouts be requested from parents/guardians using the appropriate forms.
- Written parental consent is obtained.



Campfire singing is an intrinsic and enjoyable part of any Scout camp. The content and performance of songs sung by Scouters and young people on any Scout activity should be in keeping with the values and ethos of Scouting.

Scouters should observe the Association's Policy and Procedures on Camping and the Out of Doors.

Exchange Visits / Home Hospitality

When participating in exchange visits / home hospitality, be it national or international, Scouters should take special care to vet the suitability of the host group, programme and arrangements. Scouters should be familiar with the child protection reporting procedures of Scouting Ireland and those of the partner association. The appropriate programme guidelines should be adhered to. Further advice, guidelines and checklists are available on request from National Office. Scouters should obtain written parental consent prior to departure.

Medications

Parents/guardians have primary responsibility for the medical needs of their children.

All youth members under the age of 18yrs must have an Activities Consent Form completed for them by their parents / guardians who should be made aware of why the medical information requested on the form is needed, and of the importance of giving full and accurate medical details on their children. Most sections will have young people who either take medication on a long-term basis (e.g. children with epilepsy or cystic fibrosis) or have to take it for a defined period of time (e.g. a course of antibiotics). Young people who have severe asthma may need daily inhalers but may also need additional doses in the event of an attack.

Scouters may therefore be asked by parents to hold or administer medications.

Guidance Sheet 2, at the back of this document, sets out guidance around handling and administering medications. These procedures should ideally be developed in partnership with parents and they should take account of the comfort level of Scouters in taking on such a role as well as the level of training or expertise required for more complex interventions (e.g. administering an adrenaline injection).

Use of technology

Continuing advances in technology, e.g. mobile phones, email, internet, have broadened the means and speed by which people can communicate and share information. These technologies have also brought the need to ensure that they are used for their positive benefits and to minimise the potential negative or harmful uses for which they can be used.

Sensible use of mobile phones

A mobile phone can be a great communication method and a potentially safety tool for everyone, including children.

However, Scouters need to be aware of the potential difficulties associated with communicating with a young person via the young person's personal mobile phone. There is always a potential for phone calls or text messages to be misinterpreted by the young person or by their parents.

Scouters are advised that other methods of communication are available. Communications about scouting arrangements can be made through a parent's mobile phone. Alternatively, groups can explore using a Group Text service (e.g. Tacu Text for Parents).

Prior parental consent should be obtained for children to be contacted directly on their mobile phones about scouting activities.

Mobile phones can be used by some people to bully others by sending threatening and unpleasant text messages, and picture messages, either directly to their victims or to spread malicious rumours. This is not harmless and should be treated in the same manner as any other form of bullying.

Children should be advised to save any scary messages or offensive pictures and to always tell an adult (e.g. parent, teacher, Scouter) immediately. If messages are stored, it is usually possible to trace the culprit so that they can be quickly identified.

Scouters should advise children of the need to use mobile phones with care, not to be tempted to use their phone to bully others and not to allow others to use their mobile phone.

Mobile phones can be a safety tool particularly when on outdoor activities such as hill walking. However it can happen in the event of an emergency that the mobile phone may not work due to bad reception so the reliance on a phone should never replace the skill competencies required for specific activities.

If a Scouter gives his or her mobile as the contact phone when on activity then ensure that the facility to keep the phone constantly charged is available and that the phone is maintained in credit!

Camera Phones

Camera phones should be used safely and responsibly

Respect Others.

Pictures can be very powerful and stir up strong emotions. Camera phone users should respect the private lives of others and not take or distribute pictures of other people if it could invade their privacy.

Scouters and Scouts should not send pictures that are obscene, indecent or menacing and should be sensitive about other people's gender, colour, religion or personal background.

Children should be advised to avoid sending a picture or video to someone they don't know very well. Apart from not being sure what that person will do with it, a picture may contain something that could help them trace or find out more about the child. Clues in the picture may be in the background – number or front of a house, a street name, school uniform and these snippets of information may help those who want to harm children.



Use of Email and Social Networking Sites

Email and social networking sites have enormous benefits but can also be used for harmful or abusive purposes.

It is advised that Scouters do not email youth members as individuals when disseminating information in relation to events but do so as part of a disclosed list, having received prior permission to disclose in group email. Disclosed lists should be used for sending group information via a designated, registered and vetted Scouter. Group emails should give recipients the opportunity to have their contact details removed from the list by including a statement such as: "If you wish to be removed from this email list please contact the administrator".

Scouters should not contact young people through chatrooms or social networking sites (e.g. Bebo, MSN, and Twitter) and they should not give young people access to their personal social network account/page/ blog.



"When assessing the potential risk in the use of images, the most important factor is the potential for inappropriate use of images of [Scouts]"

(Child Protection in Sport Unit, 2001).

Photographs and images of children

Guidelines in relation to the use of images of Scouts on web sites and publications are outlined below. Scouters should be aware of them and apply them as and when necessary. Where possible try to use illustrations when promoting an activity and avoid using the first name and surname of individuals in the photograph. This reduces the risk of inappropriate, unsolicited attention directed at Scouts appearing in photographs.

on occasions, national or local newspapers may request that the names of young people accompany photographs to be published. Such requests should only be granted at the discretion of, and with the permission of, the Group Leaders. In such circumstances the group Leader should ensure that no other identifier apart from the name(s) and the Group is printed, and that all other guidelines as set out below are followed.

Rules to guide use of photography:

- If the Scout is named, avoid using their photograph.
- If a photograph is used, avoid naming the Scout.
- Ask for the Scout's permission to use their image.
- Ask also parental/guardian permission to use the Scout's image.
- Only use images of Scouts in appropriate dress to reduce the risk of inappropriate use.
- The content of the photograph should focus on the activity not on a particular child.
- Where photographs are to be used on a Scout website the permission of parents/guardians should be specifically requested. Avoid using names of young members when posting photographs on a website.
- The inappropriate use of images should be reported to the Child Protection Officer.

Amateur photographers and film or video operators (including members, non-members and parents/guardians) wishing to record an event or activity should seek accreditation from the Scouter-in-charge. The Scouter-in-charge should also provide them with a clear brief on what is considered appropriate image content and the behaviour expected of them while taking images, and following their production.

When commissioning professional photographers or inviting the press to an activity the Scouter-in-charge should ensure they are clear about Scouting Ireland's expectations of them in relation to child protection. Professional photographers/film/video operators wishing to record an activity should seek accreditation from the Scouter-in-charge by producing their professional identification for the details to be recorded. The Scouter should then:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour.
- Issue the photographer with identification which should be worn at all times.
- Keep a record of accreditations
- Inform Scouts and parents that a photographer will be in attendance at the activity and check that they consent to both the taking and publication of films or photographs.
- Not allow unsupervised access to Scouts or one-to-one photo sessions
- Not approve/allow photo sessions outside the activity or at a Scout's home

Anyone concerned about any photography taking place should discuss his or her concerns with the Scouter in charge or the Child Protection Officer.

Camera phones can be used to make children safer. Older children, for example using a taxi, can send a picture of the car's registration to a friend before they begin the trip, or can simply use the phone to show parents where they are. (Source: Oz Child Protection).

Phones on activities

Groups should, with parents and young people, develop a policy on the use of mobile phones during Scout activities. This policy should be communicated to all parents and youth members.

The policy could include:

- Confirmation that when on activities the Scouter is the primary point of communication and is to be contacted if there is an emergency or change to previously agreed arrangements.
- That the usage of mobile phones including text messaging or playing games cannot be allowed to be a distraction from a safe awareness of the environment.
- That the usage of mobile phones including text messaging or playing games cannot be allowed to interfere with full participation in the activity.
- That when on camps or overnight activities there is a stated preferred time period when parents may make contact if they wish. Parents should be advised that contact outside of this time may not be possible due to the nature of the activities.



Appendix 1 Recognising Child Abuse and Responding to Disclosure.

Categories of child abuse.
Reasonable grounds for concern.
How to respond to disclosure.
Other forms of unacceptable behaviour.

Appendix 2 Reporting Procedures.

Reporting Procedure - any child protection concern.
Reporting Procedure - allegation made against a volunteer / staff member.
What to do if an allegation is made against you.
Reporting procedure overview.
Scouting Ireland Child Protection Reporting Form.

Appendix 3 Bullying and How to Respond.

Appendix 4 What Rights do Children Have?

Appendix 5 New Scouter Induction Process and Training.

Appendix 6 List of relevant web sites, publications and legislation.

Appendix 7 Scouting Ireland Accident/Incident Report Form.

Appendix 8 Notice for Display in Scout Dens.

Role of the Designated Child Protection Officer.
Important contact details.



Recognising child abuse and responding to disclosure

All Scouting experiences and contexts should be guided by what is best for young people. It is not always easy to acknowledge that child abuse may take place in youth organisations or within families. It is important that Scouters, professional workers and other approved adults within Scouting Ireland are aware of the possibility that abuse may take place within and outside the Association. Scouters should be familiar with and implement the Code of Good Practice.

It is essential that Scouters, professionals and other approved adults are aware that mechanisms exist to address Child Protection concerns. Every adult in the organisation of Scouting Ireland has a duty to convey any child protection concerns that they have to the Child Protection Officer (CPO) who in turn should report to the Health Service Executive or Social Services Trust if appropriate.

In the Republic of Ireland an immunity from civil liability exists for any person who reports child abuse "reasonably and in good faith" to designated officers of the Health Service Executive or any member of an Garda Síochána. In the case of Northern Ireland it is unlikely that a civil case would find credence in the courts provided the report of child abuse was made in good faith and to the appropriate authorities.

Scouters should promote an environment that encourages young people to convey their concerns. All necessary measures to protect youth members from unnecessary risk should be taken. The safety and welfare of the Scout should always be the paramount consideration for Scouters.



Categories of child abuse

Child Abuse can be categorised into 4 types:

1. Neglect.
2. Emotional Abuse.
3. Physical Abuse.
4. Sexual Abuse.

(Children First: National Guidelines for the Protection and Welfare of Children, 1999 see Appendix 6).

A child may be subjected to more than one form of abuse at any given time.

NEGLECT is normally defined in terms of an omission, where a child suffers significant harm or impairment of development by being deprived of:

- Food.
- Clothing.
- Warmth.
- Hygiene.
- Intellectual stimulation.
- Supervision and safety.
- Attachment to and affection from adults.
- Medical care.

Whether the harm caused is 'significant' is determined by the child's development as compared to that which could reasonably be expected of a child of similar age.

EMOTIONAL ABUSE occurs when an individual suffers harm as a result of being intimidated, being exposed to constant degradation or verbal attacks or when their needs for affection, approval, consistency and security go unmet.

Examples of emotional abuse are as follows:

- Inappropriate "initiation" practices.
- Inappropriate "rite of passage" e.g. from Scouts to Venture Scouts.
- Persistent criticism, sarcasm, hostility, or blaming.
- Unsupported, unrealistic or inappropriate expectations of a child's capacity to understand something or to behave and control him/herself in a certain way.

PHYSICAL ABUSE is any form of non-accidental injury that causes significant harm to a child, or injury that results from willful or neglectful failure to protect a child.

Examples of physical abuse are as follows:

- Shaking.
- Use of excessive force in handling.
- Hitting and kicking.
- Burning or scalding.
- Deliberate poisoning.
- Suffocation.
- Allowing or creating a substantial risk of significant harm to a child.

Risks assessments should be carried out prior to activities in order to eliminate (or minimise) the potential risks to children.

SEXUAL ABUSE occurs when a child is used by another person for his/her gratification or sexual arousal, or for that of others. Every child has a basic right to be cared for and protected at all times.

Scouters should also be alert to the possibility that abuse can take place in a context of peers or that it may be organised.

PEER ABUSE occurs in cases where the alleged abuser is also a child. It occurs when they engage in any form of sexual activity with another individual that they have power over by virtue of age, emotional maturity, gender, physical strength, intellect, and where the victim in this situation suffers a sexual exploitation and betrayal of trust. Physical and emotional abuse can also occur in a peer context. In these situations the Child Protection procedures should be adhered to for both the victim and the alleged abuser.

ORGANISED ABUSE occurs when a person moves into an area/institution and systematically entraps children for abusive purposes or when two or more adults conspire to similarly abuse children using inducements.



Reasonable grounds for Concern

It is important that Scouters are alert to the possible signs of abuse, or indicators which constitute reasonable grounds for concern. Examples of these include:

- Disclosures by the child in question or someone else.
- Age inappropriate sexual play or knowledge.
- Injuries or patterns of injuries that lack an adequate explanation.
- Consistent indication over time of neglect, for example failure to gain weight appropriate to age, withdrawal or behaviour out of character.

(Children First: National Guidelines for the Protection and Welfare of Children, 2004)

For a more comprehensive list of examples of signs and symptoms please refer to Children First pp 93-98, see Appendix 6).

Possible indicators of inappropriate behaviour by Scouters or other adults:

- Paying an unusual amount of attention to children and provides them with presents, money or 'favours'
- Seeking out vulnerable children.
- Seeking opportunities to spend significant amounts of time alone with a single child or a small Group of children on a regular basis.
- Encouraging secretiveness about their activities and time spent with children.
- Taking a child/children to his/her own home.
- Being vague about previous employment.
- Having an unusual amount of physical contact with a child or children.
- Touching children in an inappropriate manner.
- Talking to children in an inappropriate manner.
- Avoiding close supervision and management of work

(Safer Organisations Safer Children, 2002, see Appendix 6).

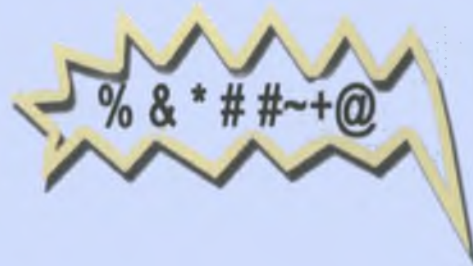
How to respond to a disclosure

In the event that a young person discloses a child protection concern to a Scouter or to another young person:

DO:

- React calmly and listen carefully.
- Reassure that it is right to tell.
- Try to record the exact words expressed and the demeanour of the individual.
- Ask questions only for the purpose of clarification.
- Sign and date the record.
- Explain to the child what may happen next – age appropriately.
- Pass the information to the Child Protection Officer (CPO) of Scouting Ireland.

If a member fears that a young person might be in immediate danger they should directly contact An Garda Síochána or the PSNI as a matter of urgency, following this, report to the CPO.



DON'T:

- Promise to keep the information a secret.
- Ask leading questions or seek intimate details beyond those volunteered.
- Express any judgmental opinion on the alleged abuser.
- Investigate.

When a child protection concern arises it is important that everyone follows closely the agreed reporting procedure as outlined in the 'Reporting Procedure' contained in this document. (see Appendix 2).

Confidentiality

Anyone with a child protection concern should remember that the safety of the child is paramount, and that the alleged abuser is innocent until proven otherwise. They should treat the information confidentially and share only with those people that need to know. Information should be stored in a safe and secure location.

Other forms of unacceptable behaviour

Other forms of unacceptable behaviour for which Scouters should be on the alert that may be harmful to or undermine the confidence of young people, include:

VERBAL ABUSE can include name-calling, sarcasm and criticism, making reference to some physical characteristic, destructive criticism, derogatory remarks and gestures. This is the least recognised form of harm done to young people, yet the long-term psychological effects may be traumatic to the individual.

BULLYING behaviour can be defined as repeated aggression, be it verbal, psychological, or physical that is conducted by an individual or group against others. Examples of bullying include:

Teasing, Taunting, Threatening, Shouting, Hitting, Extortion.

Bullying behaviour may take place in any setting. In the first instance, it is the responsibility of Scouters/professionals to deal with bullying which may take place within the Association. Scouters should be aware of Scouts who become quiet, withdrawn or who wish to leave the Group. Scouters should maintain attendance sheets and note patterns of irregularity. Scouters need to be alert for signs of any physical, behavioural or any indirect signs that may indicate some of the above abuses. The more extreme forms of bullying behaviour would be regarded as physical or emotional abuse, and are reportable to the statutory authorities. Bullying incidents should be dealt with immediately and not tolerated under any circumstances. [More detailed guidelines on dealing with bullying are included in the 'Bullying and how to respond' – Appendix 3 and in Factsheet 1 at the back of this document]



Reporting Procedures

(Where any child protection concern is raised)

SID 38/05

Anyone, youth member, adult member or parent/guardian can and should be facilitated in raising a child protection concern with the Scouting Ireland National Office.

The onus is on everyone involved with Scouting Ireland to raise any child abuse concern or suspicion that they have to the Child Protection Officer (CPO). This may be done verbally or in writing. A completed Scouting Ireland internal reporting form should follow (this form is reproduced at the end of this Appendix). Discussing any such concerns with the CPO is not regarded as making an accusation against another person.

Any member of Scouting Ireland, who receives or knows of an allegation of child abuse in relation to a youth member, should report this to the Child Protection Officer (CPO) without delay. The CPO should inform the Child Protection Management Team (CPMT) of the reported concerns.

Any allegation, suspicion, or concern of child abuse that gives rise to reasonable grounds for concern will be reported to the Health Service Executive or Social Services Trust.

If a member fears that a young person might be in immediate danger they should directly contact An Garda Síochána or the PSNI as a matter of urgency, following this, report to the CPO.

The Child Protection Management Team (CPMT) is comprised of the CPO, Chief Executive Officer (CEO), Chief Commissioner - Adult Resources (CC-AR), and Chief Commissioner - Youth Programme (CC-YP) or their designated nominees in the event of their absence. The Chief Commissioner - Adult Resources is the Chairperson of the Child Protection Management Team.

The Child Protection Management Team has responsibility to manage Child Protection concerns so as to:

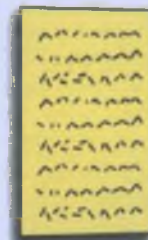
- Ensure that no child is left at unnecessary risk.
- Seek advice from the Health Services Executive or Social Services Trust.
- Liaise, where deemed necessary, with the appropriate volunteer at local level.
- Keep a factual record.

They may consult the Health Service Executive or Social Services Trust on whether a formal report to them is necessary and on the appropriate actions to take.

If, following consultation with the Health Services Executive or Social Services Trust, a formal report is not required, the CPO on behalf of the CPMT should inform the person who first raised the concern of the decision not to make a formal report and the reason(s) supporting this decision. The person should also be advised that if they wish they can pursue their concerns with the Health Service Executive or Social Services and should be provided with contact details of the relevant authorities.

If a formal report to the Health Service Executive or Social Services Trust is required ...

The CPO should be responsible for ensuring that a Standard Reporting Form for the relevant statutory agency is completed and submitted without delay. The CPMT should designate the most appropriate person to inform the parents/guardians of the child, unless doing so might place the child at greater risk. The manner in which this is done should be based on the advice of the statutory agency. Responses



Where an allegation is made or a concern is raised against an adult member or employee*

should be noted and included in the formal report.

The designated individual should also be responsible for keeping the parents/guardians updated on the progress of the procedure in Scouting Ireland.

The onus is on everyone involved with Scouting Ireland to report child protection concerns or suspicions relating to any adult involved in Scouting activities to the Child Protection Officer (CPO). This may be done verbally or in writing. A completed Internal Reporting Form (reproduced at the end of this Appendix) should follow.

Discussing any such concerns with the CPO is not regarded as making an accusation against another person.

If a concern is raised or an allegation/disclosure of child abuse is made against any member of Scouting Ireland who is over 18 years of age they will be expected to abstain, with a presumption of innocence, from participation in all Scouting activities.

Any member of Scouting Ireland, who receives or knows of an allegation of child abuse against an adult member/employee, should report this to the Child Protection Officer (CPO) without delay. The CPO will inform the Child Protection Management Team (CPMT) of allegations or concerns against an adult member / employee.

Any allegation, suspicion, or concern of child abuse against an adult member /employee that gives rise to reasonable grounds for concern will be reported to Health Service Executive or Social Services Trust.

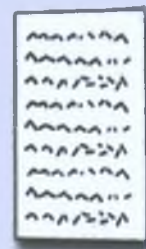
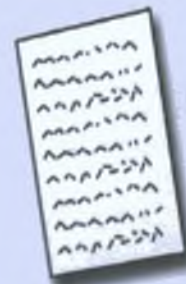
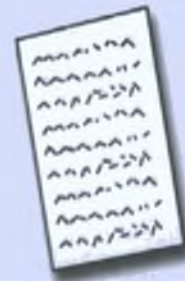
If a member fears that a young person might be in immediate danger they should directly contact An Garda Síochána or the PSNI as a matter of urgency, following this, report to the CPO.

* Where a child protection concern relates to an employee it should be reported to the National Secretary. In such an instance the National Secretary undertakes the role of the CPO as outlined in this reporting procedure.

Where an allegation is made or a concern is raised in relation to Peer Abuse.

Peer abuse is where both the alleged perpetrator and victim of the abuse are children (i.e. under 18yrs).

In a situation where child abuse is alleged to have been carried out by another child, the child protection procedures should be adhered to for both the victim and the alleged abuser; that is, it should be considered a child care and protection issue for both children (Children First: National Guidelines for



What to do if an allegation of abuse is made against you:

Adults in Scouting may feel vulnerable to accusations of abuse. If an allegation is made, the adult should:

- Stay calm.
- Co-operate with the investigation.
- Abstain from Scouting activities, under the presumption of innocence, while the allegation is being investigated.
- Seek advice from, where appropriate, your Group Leader, Commissioner, National Office or a professional organisation, family or friends.
- Keep clear records of any meetings attended, discussions or correspondence about the allegations.
- Not discuss the allegation with the person who has made the allegation.

Where an allegation is made against an adult member (where the child is a member of Scouting Ireland) National Office will provide details to the adult on accessing Scouting Ireland's Group Legal Protection Insurance.

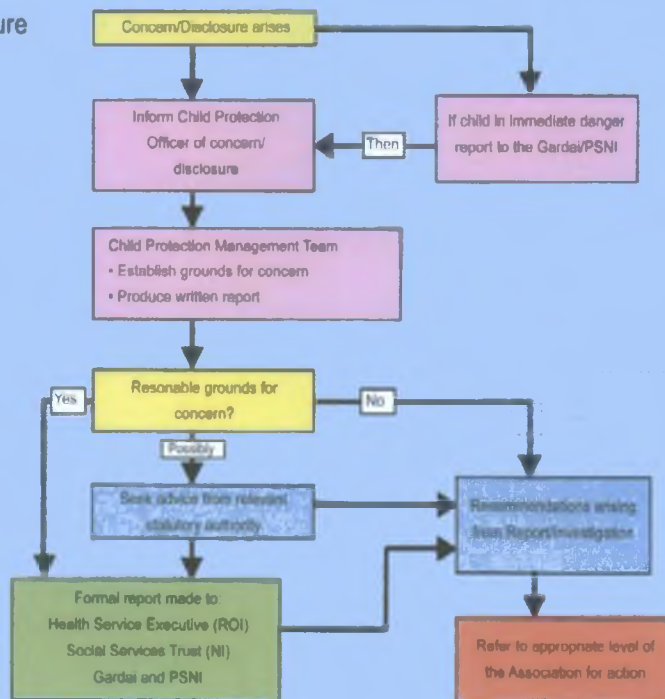
Information on appropriate counselling services should be made available from National Office if requested by either or both parties.

Recommendations for improvement in practices and procedures

Whether a formal report to the statutory authority is made or not the Chief Commissioner - Adult Resources may make recommendations to the appropriate level of the Association to address any issues identified in the report. Such recommendations could address:

- Shortcomings in training.
- Interpretations of Policies and Procedures.
- Practices not in line with the Code of Good Practice.
- Updating of the Code of Good Practice.
- Suitability of the adult in a leadership role.

Reporting Procedure Overview



Scouting Ireland Child Protection Internal Reporting Form *



Date _____

Time _____

Name of person reporting _____

Group _____

County _____

Child's Name _____

Address _____

Age _____

Name of person allegedly causing concern _____

Address _____

Relationship to child _____

Details of incident

Details of witnesses

Any Action Taken

Signature _____ Date _____

* This form should be completed with as much detail as is known and returned marked 'confidential' to the Child Protection Officer, Scouting Ireland, Larch Hill, Dublin 16. Continue on a blank sheet where appropriate.

Bullying and how to respond

Bullying has no place in Scouting. Scouters should promote a positive anti-bullying ethos in their Programme Section and raise awareness, amongst other Scouters and youth members, that bullying should not be tolerated. By emphasising the Scout Law and Promise, Scouters should create an environment in which youth members are valued as individuals with rights and are encouraged and affirmed.

What is Bullying?

Bullying can be defined as repeated aggression be it verbal, psychological, or physical conducted by an individual or group against others. Bullying is intentional and it includes behaviours such as teasing, taunting, exclusion, tormenting (e.g. hiding possessions, threatening gestures), threatening, spreading rumours, hitting and extortion, by one or more persons against a victim.



"Given the atmosphere of fear and secrecy which surrounds bullying, and the fact that adult intervention is almost always necessary to stop it, it is crucial that the confidence placed in a [Scouter] by a [Scout] is reciprocated by an unequivocal response".
(NEHB, 2002)

Bullying contains 7 key features;

- i. An intention to be hurtful
- ii. The intention is carried out
- iii. The behaviour harms the target
- iv. The bully overwhelms the target with his or her power
- v. There is often no justification for the action
- vi. The behaviour repeats itself again and again
- vii. The bully derives a sense of satisfaction from hurting the target

(NYCI, 2008)

Developing anti-bullying procedures

It is advised that local Scout Groups develop their own anti-bullying Charter as well as procedures to be followed should a bullying incident occur. The anti-bullying Charter and procedures should be developed with age appropriate input from youth members. All youth members, Scouters and parents/guardians should be made aware of the policy.

Guidance Sheet 3 at the back of this document provides;

- A sample anti-bullying Charter
- Practical steps to prevent and counter bullying
- Guidelines on dealing with parents in instances of bullying

The Effects of Bullying

The effects of bullying can last for some time and can significantly effect an individual's wellbeing, causing poor social development and depression. The outcomes of bullying can include:

- Physical injury, headaches, stomach aches.
- Stress symptoms such as sleep or eating disorders and panic attacks.
- Loss of confidence and self-esteem.
- Lowered academic achievement.
- Exclusion and isolation.
- Consideration of suicide.

It is important for Scouters to take a pro-active role in investigating whether bullying is occurring because many Scouts will not tell. However, a Scout may confide in anyone so everyone should be aware of how to handle such a confidence.

What can you do if a Scout tells you she/he is being bullied?

1. Listen ...

Calmly and accept what is said. If possible there should be two Scouters present (but this should be determined by the needs of the child), if not leave the door open so passers-by can see the Scouter but not the Scout.

2. Take notes following the conversation...

Keep on file as this forms the basis of the bullying report. Notes should include nature of incident, date, time, location, names of those involved, witnesses, relevant history and Scouter's response.

3. Reassure...

That help is available, action will be taken, the Scout was right to tell, it is not his or her fault and it could happen to anyone.

4. Negotiate confidentiality ...

Be clear you'll only tell people who need to know.

5. Ensure the Scout's safety ...

The Scouter should be aware that the safety of the youth member is paramount and this can be maintained through appropriate supervision. Liaise with the parents / guardians in relation to a solution and possible actions.

6. Tell the Scout that you'll keep her/him informed ... And how you intend to proceed.

7. Make an intervention ...

All actions should be guided by the needs of the child:

- Inform the Section Leadership team of your concerns.
- Decide who to consult with: Patrol Leader, Group Leader, County Officers, Child Protection Officer, parents, guardians.
- Decide who to interview: witnesses, alleged bullies, and uninvolved scouts.
- Find out: what, where, when, who, how, why? Act in a non-confrontational manner.
- Resolve the problem: Make bullying the responsibility of the Group – follow the 'No Blame' group approach (details may be obtained from National office by contacting the CPO).
- Alternatively, approach the victim and the bully (explain why the bully's behaviour is wrong, how it makes the victim feel and request an apology); parents and bully (if sanctions linked to the behaviour are to be employed, request the parents to reinforce these).
- Keep the Group Leader informed and updated.
- Refer on in difficult cases: if it remains unresolved at the Group level it should be referred to the County level.

8. Make a record ...

Of facts rather than opinions. Include details from the bullying report (i.e. nature of incident, date, time, location, names of those involved, witnesses, relevant history and Scouter's response), details recounted by others involved, any agreements made, an account of action taken and suggestions for follow up and monitoring.

It is advised that local Scout Groups develop their own anti-bullying procedure with age appropriate input from youth members and endeavour to ensure that youth members and parents/guardians are aware of the policy.

[You will find a Bullying Record Form at the end of this Appendix.]



Some helpful tips

- Agree and implement a procedure to counteract bullying and be approachable to receive reports of bullying.
- Involve the Court of Honour, Patrol Leaders' Council, Watch Leaders' Council or Venturer Executive in developing, implementing and monitoring the anti-bullying procedure.
- Reinforce the principles of fair play.
- Develop positive leadership skills among youth members e.g. Sixers, Patrol Leaders, Watch Leaders, Venture Executive Officers.
- Ensure that roles and responsibilities are shared among as many youth members as possible.
- Allocate roles and responsibilities to match the physical and intellectual capabilities of the youth members.



Bullying – Sample Group Record of Bullying Form

Date _____

Time _____

Scouter _____

Group _____

Names of those involved

Details of Incident(s)

Action Taken (Warning, Agreement, Mediation, Sanctions, Referral, Other)

Suggestions for follow up

Signature _____ Date _____

What Rights do Children Have?

A substantial number of rights are contained in the UN Convention of the Rights of the Child. Significant rights as they relate to Youth Work are:

- Children have a right to a say in their education.
- Protection of the environment in which children live.
- Reasonable standards of living.
- Protection from violence, abuse and exploitation.
- Protection of children cared for away from home and for children with a disability.
- Children being able to use their own language, enjoy their own culture and practice their own religion.
- Reasonable standards of health and development.
- Children suspected of a crime and children convicted of crimes shall be treated in a way that promotes their sense of dignity and worth and aims at reintegrating them into society.

Children's rights may be summarised under the following headings:

Provision

Rights to minimum standards of health, education, social security, physical care, family life, play and recreation, culture and leisure, and adequate standards of living.

Protection

Rights of children to be safe from discrimination, physical, sexual, emotional abuse and neglect, exploitation, substance abuse, injustice and conflict.

Participation

Rights of children to a name and identity, to be consulted and taken account of, to have access to information, to have freedom of speech and opinion, and to challenge decisions made on their behalf.

(From Code of Good Practice – Child Protection for the Youth Work Sector 2nd edition May 2003 Para' 3.4)

Article 19 - United Nations Convention on the Rights of a Child states:-

'Parties shall take all appropriate measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of a child.'



Recruiting and selecting Scouters

Scouting Ireland is committed to taking all reasonable steps to ensure that only suitable people work in the Association. This includes a focused selection procedure, training, consistent management and support. Scouting Ireland will endeavour to support the essential work of volunteers and their ability to deal with young people in a fair and ethical manner.

This will be achieved through:

- v The provision of an induction training programme and further training (see Appendix 5).
- v The use of the introductory time period that also allows time for both the volunteer and the organisation to decide if they are suited to each other.
- v Clearly defining the roles and responsibilities of Scouters to the volunteer.
- v The completion of the 'Declaration for Scouters' contained in the Adult Membership/ Appointment Application Form (SIF1) of Scouting Ireland (see Appendix 5).

Adults taking up Leadership roles shall undergo a vetting process that shall take into account the fact that adults should have the appropriate background and competence to undertake their role. Vetting includes specific questions and the checking of references relating to their suitability to work with young people and to previous work with young people. Formal vetting (PSNI and Garda) is carried out both in Northern and Southern Ireland through the relevant statutory vetting services.

Induction Process for new Scouters

The Group Leader has responsibility for managing this process, which should take approximately 6 weeks to complete. The process is comprised of 5 key sessions and is complemented by a number of follow-up procedures.

During Session 1 the applicant is introduced to the Code of Good Practice, the History of Scouting and the Aims of Scouting. The Application for Membership/Appointment (SIF1) is completed. This includes the signing of a 'Declaration for Scouters' and the provision of referees' details. Access (NI) vetting in Northern Ireland and Garda vetting in ROI is requested at this stage. The Group Leader should also verify the identity of the applicant before moving to the next step.

In Session 2 the applicant visits the different Programme Section Meetings and they are introduced to SQS – System for Quality Scouting.

Session 3 involves an explanation of the responsibilities of adults in Scouting, discussion on the Code of Good Practice and an outline of the structures of Scouting Ireland. The applicants are also made aware of the help and support that should be available to them.

As part of Session 4 the applicant agrees a commitment to deliver a quality programme, to participate at Group, County, Provincial and National levels and to undertake training.

By session 5 references should have been checked by the Group Leader, the Mutual Agreement is completed. The prospective Scouter may be invited to undertake further training.

Application follow-up procedures include:

- Membership/Appointment Application is sent to National Office
- National Office checks that all sections are completed, with a random re-check of references.
- Acknowledgement letter sent to applicant.
- Garda Vetting/Access NI forms sent by National Office to relevant agency.
- All applications are notified monthly to the National Management Committee, County Commissioners and Provincial Support Officers for information

Applicants who progress through the 6 week induction process and who undertake further mandatory training within a 6 month period are notified to their County Commissioner for approval of their Appointments. Membership and ID card is then sent to the applicant

Adult Training

If you take part in a sport, you train to improve your game. It is just the same with being a Scouter. Training helps you to build on your own strengths as a person and to improve your understanding of the skills and information needed to put the Scout Method into action.

It is up to you to train to ensure that the young people you lead get the best care and attention, to improve your leadership abilities and your enjoyment of Scouting activities.

The Association, through its volunteer Training Team, provides appropriate training at all levels from local to National. Scouters are expected to undertake training through the Woodbadge Scheme, which consists of a number of stages. Additional training is available for specialist needs.

This Code and the area of Child Protection are included in the early stages of the Woodbadge Scheme. Such training is intended to introduce you to the Code of Good Practice; to give you opportunities to ask questions about its contents; to understand what is appropriate conduct for Scouters; and your particular responsibilities in responding to a child protection concern.

The first training stage is called "Welcome to Scouting" which is an induction into Scouting Ireland. You should be presented with your copy of the Code and can seek any clarifications you may require with your Group Leader or Mentor.

The next stage of training is the "Child Protection Awareness Programme" which you should attend with other new Scouters. The programme will provide information and training on the various forms of child abuse, the possible indicators of abuse; the method of dealing with child protection issues that you may become aware of and our reporting mechanisms. You should also become more aware of the appropriate ways for a Scouter to behave when interacting with children.

Our training framework in the area of Child protection will be developed in co-operation with other agencies/voluntary organisations to ensure best practice.

Information and details on further training stages are available from the following:

- County Training Co-ordinators.
- Provincial Training Co-ordinators.
- National Office.
- The Association Website www.scouts.ie which includes the current Training Calendar.

List of appropriate web sites and relevant publications

Code of Good Practice: Child Protection for the Youth Work Sector (2003).
Department of Education and Science, ROI.

Our Duty to Care: principles of good practice for the protection of children and young people (2000).
Department of Health and Children (ROI)

Children First: National Guidelines for the Protection and Welfare of Children (2004).
Department of Health and Children, ROI.

Co-operating to Safeguard Children (2003).
Department of Health, Social Services and Public Safety, NI.

Safer Organisations, Safer Children (2002).
Department of Health, Social Services and Public Safety, NI.

Code of Ethics and Good Practice for Children's Sport (2003).
Sports Council Northern Ireland and the Irish Sports Council.

Standards for Safeguarding and Protecting Children in Sport (2003).
Child Protection in Sport Unit, England.

Child Safety and Youth Exchange Programmes: Guidelines for Good Practice (2004).
An international collaboration available from Léargas.

Child Protection Guidelines (2004).
National Youth Federation, ROI.

Choosing to Protect (2005).
Department of Health and Social Services (NI) - www.volunteering-ni.org

Managing Medicines in Schools and Early Years Settings (2005)
Department for Education and Skills, London, UK

Useful websites

Scouting Ireland - www.scouts.ie
Scout Association UK - www.scoutbase.org.uk
Access NI - www.accessni.gov.uk
World Organisation of the Scout Movement - www.scout.org
Irish Society for the Prevention of Cruelty to Children - www.ispcc.ie
National Society for the Prevention of Cruelty to Children - www.nspcc.org.uk
Barnardos - www.barnardos.ie
United Nations <http://www.unicef.org/crc/crc.htm>

Legislation

- ROI: Child Care Act (1991).
- Domestic Violence Act (1996).
 - Non-fatal Offences Against the Person Act (1997).
 - Protection for Persons Reporting Child Abuse Act (1998).
 - Criminal Law (Sexual Offences) Act (2006)
 - Child Trafficking and Pornography Act (1998)
 - Sex Offenders Act (2001).
 - Children Act (2001).
- NI: Children (NI) Order (1995).
- Sex Offenders Act (1997).
 - Sexual Offences (NI) Order (2008)
 - Family Homes and Domestic Violence (NI) Order (1998).
 - Criminal Justice (Children) NI Order (1998).
 - Criminal Justice (NI) Order 1998.
 - Human Rights Act (1998).
 - Protection of Children Act (1999).
 - Protection of Children and Vulnerable Adults (NI) Order (2003).

International: UN Convention on the Rights of the Child (1992).

Copies of the Incident Report Form can be obtained from National Office or downloaded from Association website www.scouts.ie

Incident Report Form

ACCIDENT / INCIDENT REPORT FORM
SIF 10/5
CONFIDENTIAL

This form should be completed by the Group Leader or County Commissioner in the case of a County activity. It should NOT be completed by or returned to the injured person or any person acting on their behalf. The form should be returned to National Office within 7 days. If all the information is not in hand, please return the form immediately and forward the information later.

Unit No. _____

Member of Justice? Yes No If no, was injured person helping run the activity? Yes No

Injured Person (Full name, initials, address) _____

Home Address: _____ Occupation: _____

Phone No. _____

Date of Birth: _____ Type of Activity: _____

Date & Time of Incident: _____

Location of Incident: _____

(Full address please)

To whom was incident reported? _____

Address & Phone No. _____

Date Reported: _____

Give full description of incident (What was the cause? What happened? Continue on a separate sheet if necessary)

Nature and full extent of injury (Specify body parts)

Did injured person require medical attention? _____

Name of Doctor _____

What hospital? _____

Please specify _____

CONFIDENTIAL

Names of Witnesses

Name: _____	Name: _____
Address: _____	Address: _____
Phone: _____	Phone: _____

Who was in charge? _____ Position: _____

Address: _____

Was the incident caused by any defect in machinery, equipment or premises? Yes No

If yes please specify _____

(Please retain any equipment involved in the incident pending further instructions from National Office.)

How can a re-occurrence of incident be prevented?

Name, address & telephone number of Leader or other person who can be asked, if necessary, for further information: _____

I certify the particulars supplied herein to be true to the best of my/our knowledge and belief

Signed: _____ Date: _____

(Group Leader / County Commissioner / other Person in Charge)

Address: _____

Phone No. _____

GRN1 - Mar 04

Notice for Display in Scout Den:

ROLE OF THE DESIGNATED CHILD PROTECTION OFFICER

Scouting Ireland employs a full-time Child Protection Officer to promote awareness of child protection issues and good practice in the Association.

Scouting Ireland's Child Protection Officer is responsible:-

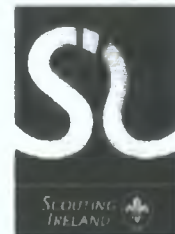
- for acting as a source of advice on child protection matters,
- for co-ordinating action within the organisation, and
- for liaising with Health Service Executive/Social Services Trust and An Garda Síochána / PSNI and other agencies about suspected or actual cases of child abuse"

(Our Duty to Care, Dept. of Health and Children, ROI).

The Child Protection Officer can be contacted at National Office

- By telephone: 01 4956300
- By post: Child Protection Officer, Scouting Ireland, Larch Hill, Dublin 16
- By email: cpo@scouts.ie

LOCAL GARDA / PSNI STATION:



When it is pre-planned in a group that Scouters transport children to or from an activity / event, there are a number of issues that need to be considered. Scouters should be *mindful* that;

- Parental consent has been obtained.
 - They have appropriate insurance cover. It is advised that Scouters check with their Insurance provider that their insurance policy is adequate.
 - Vehicles used have appropriate child safety restraints and booster seats / cushions.
 - They ensure that children and adult passengers wear a seat belt at all times.
 - They ensure that children are restrained in the appropriate booster seat / cushion for their weight and height (see <http://www.rsa.ie/childsafetyincars/> for further information.)
 - Appropriate adult / youth supervision ratio is maintained.
 - They have a point of contact and mobile phone should they break down.
 - Parents are informed of the place and time that children are to be collected.
 - Arrangements are put in place for the possibility of 'Late Collections'. Scouters should have contact details for parents and parents should have contact details for drivers so that contact can be made in relation to emergencies or late collections.
 - Scouters should be fully registered members and therefore have gone through the Reference checking and Garda/Access NI vetting process.
 - Children should be made aware in advance of what adults they will be travelling with and should be comfortable about the arrangements. If a child exhibits or expresses discomfort with the transport plans then alternative arrangements should be made for that child.
- Scouters making private arrangements with other parents to give car lifts to their child(ren) should also be mindful of their responsibilities in relation to the above issues.
 - It is recommended that Scouters always have another Scouter/adult present if giving car lifts to children. Should an unplanned circumstance arise where this is not possible it is advisable that there be a minimum of two children present for the entire journey.
 - Should an emergency situation arise where it is unavoidable that a Scouter must make a journey alone with a child, this should be recorded, and the child's parent and the Group Leader should be informed as soon as possible.
 - Parents, who are not Scouters, may cooperate to organise transport for their children to and from activities or events. This would constitute a private arrangement between the parents and the responsibilities in relation to those arrangements lie with them.
 - Scout groups that have their own mini bus should also ensure that there is appropriate insurance cover, that drivers have the appropriate license to drive the vehicle and have been through the reference checking and vetting processes, and that vehicles are fitted with appropriate safety restraints and are in a roadworthy condition. Drivers should ensure that seat belts or other safety restraints are worn by children and other passengers.

When holding or administering medications for young people it is advised that;

- Procedures are agreed with parents around managing prescription medication for their child. These will by necessity depend on the comfort level and/or experience of the Scouters involved, and may vary from group to group. Key issues include:-
 - Clarity around the role of Scouters in relation to holding medications, administering medications, or supervising the self-administration of medications.
 - The agreed circumstances on children carrying and self-administering medication.
 - The necessity for prior written parental consent for any medicines to be given or self-administered.
- Scouters should never give non-prescribed medicine to a young person unless there is prior parental permission, which should be recorded. Aspirin or medicines containing 'Ibuprofen' or 'Paracetamol' must never be administered to someone under the age of 16 unless prescribed by a doctor.
- Parents be required to check with their General Practitioner if unsure as to whether their child can self-medicate.
- If a young person refuses to take their medicine Scouters should not force them to do so but should record the refusal and notify parents immediately. Procedures should be agreed in advance with parents for such a situation and these should be implemented.
- Appropriate arrangements should be made for the safe storage of medicines on camps/trips.

Parents should inform the Scouters in charge of their child about;

- The type of medication their child is taking.
- The amounts to be taken and at what intervals.
- If the young person is managing / self-administering, and the amounts of medication that they have with them.
- Any pre-administration requirements (e.g. the need to take food before the medication).
- Any known side effects of the medication.
- What might constitute an emergency in relation to the medication.
- What action to take in an emergency and who to contact.

When holding medicines Scouters should ensure that the medicines are provided in the original container as dispensed by a pharmacy and include the instructions for prescription. It is advisable that Scouters check the container to ensure that the details include;

- The name of the child.
- The name of the medicine.
- The dosage to be taken.
- The method of administration.
- The frequency of administration.
- Potential side effects (e.g. drowsiness, rash, headaches).
- The expiry date.

The management of medications on meetings, trips or camps should always form part of the risk assessment carried out by the group in advance of the activity.

These procedures should be reviewed and updated regularly, and before every away trip.

The material in this Guidance sheet has been adapted from 'Our Duty to Care' (Department of Health and Children, 2002) and from 'Lets Beat Bullying' (NYCI, 2006).

Bullying

Bullying is usually carried out secretly and in an atmosphere of fear. A youth member who is being bullied may be too afraid to tell anyone about it or may have difficulty communicating that they are being bullied for a variety of reasons. It is important then that Scouters should be aware of the signs that might indicate a scout is being bullied.

Potential Indicators of Bullying;

- Physical signs (unexplained bruises or scratches).
- Damage to personal belongings.
- Having money or personal belongings stolen.
- Frequent loss of subs or pocket money.
- Having few friends.
- Frequently the target of jokes.
- Cyber Bullying – receiving threatening/abusive texts, emails or comments on social networking sites.
- Hesitant of coming to meetings or taking part in activities.
- Fearful behaviour (fear of walking to meeting, taking a different route or asking to be driven).
- Unexplained changes in behaviour (stressed, withdrawn, stammering, moody, irritable, upset, distressed).

- Not eating.
- Anxiety (indicated by nail biting, fearfulness).
- Attempting suicide or hinting at suicide.

NB: There are other possible reasons for many of these indicators.

Preventing Bullying – A whole group approach;

An anti-bullying charter and the group's responses to bullying incidents should be agreed with young people, Scouters and parents. A range of possible responses are outlined below. A whole group approach is recommended. This means working with the bully and with the group of young people to help everyone understand the hurt that the behaviour causes. This makes the problem a 'shared concern' of the group. A whole group approach, where the behaviour and its consequences are discussed by everyone in the group, helps to avoid driving the problem underground or escalating it, as might occur by solely taking a 'punishment of the bully' approach. This is called the 'No blame approach' (see below).

Developing an anti-bullying Charter

An anti-bullying charter is a clear statement that bullying of any form is unacceptable in the group. The charter should be drawn up with the input of scouts and it should be framed in simple language.

Sample Charter

- The '.....' Section is a place where every member can feel secure.
- The '.....' Section is a place where everyone is respected.
- We do not tolerate physical violence.
- We do not tolerate name calling or verbal abuse.
- We do not tolerate threatening behaviour.
- We do not tolerate nasty jokes, comments or rumours.
- We do not tolerate bullying by text or e-mail.
- We will take bullying seriously and will report any bullying we see to a Leader.
- Tackling bullying is the responsibility of everyone in our section.
- Every member of our section will be treated equally and fairly.
- Every member of our section will be supported and listened to.

Practical Steps to Prevent and Counter Bullying

- Use scouts as a resource in countering bullying and to foster a "permission to tell" culture in the group.
- Let scouts know who they should tell if they are being bullied themselves or if someone else is being bullied.
- Reassure scouts that they will be listened to and that an intervention will be made if they are being bullied.
- Teach scouts to co-operate, negotiate and help others, particularly new or different children.
- Include stories and role plays on how to deal with a bully in ordinary group activities.
- Never tell a scout to ignore the bullying or to take the law into their own hands by retaliating.
- Make every scout aware of how a bullying incident will be dealt with in the group. Parents and guardians should also be made aware of this.
- Apply these procedures fairly and consistently.

The following strategies can be used to respond to an incident of bullying;

The No Blame Approach

This approach focuses on the feelings of the bullying target rather than on blame and punishment. It allows the group to think about the effect of bullying on the target and to come up with a solution to the bullying to prevent it from happening again.

- Talk to the target and allow them to express their feelings.
- Ask their permission to allow their feelings to be shared with the group and reassure that their name will not be revealed.
- Meet with everyone involved – perpetrators and bystanders.
- Ensure the severity of the topic is understood by everyone.
- Share the feelings of the target with the group without identifying the target.

- Ask them to express how they would feel if the bullying was happening to them.
- Ask them for suggestions as to how the bullying can be overcome and prevented from happening again – note all positive responses.
- Hand over responsibility to the group – give them a time frame to implement the solutions proposed and arrange a follow-up meeting.
- Follow up with the group and with target to ensure the plan has been implemented.
- Continue to monitor the situation through on-going dialogue with the whole group.

Additional strategies / interventions may be required depending on the seriousness of bullying incidence, the outcome achieved with the no-blame approach, the involvement of parents, or other particular circumstances that may arise.

Separate the Parties

If it is possible, the perpetrator might be removed to another section for a period while further action is taken. Separating the perpetrator and the target for a time allows for an opportunity to address the situation while ensuring the target is not at risk of continued bullying. This strategy might be used in the more serious incidents of bullying.

Denial of privileges (with the opportunity to redeem one's self)

Loss of privileges (e.g. withdrawal of permission to participate in a particular activity or trip) might be used to reinforce the message for the perpetrator that bullying is unacceptable behaviour and that it has consequences. The hope would also be that the perpetrator would, as a result of loss of privilege, understand the impact of their actions or behaviour on the target.

Support Peer Bystanders

Bystanders are those who are not directly involved in bullying behaviour but are aware that it is taking place. Bystanders may do nothing about the bullying out of fear that they themselves may become a target.

Although not directly involved in the behaviour, bystanders may intentionally or unintentionally condone the bullying by providing positive reinforcement to the perpetrator by passively observing the bullying, making encouraging gestures, or laughing.

Bystanders play a vital role in creating an anti-bullying environment, therefore everyone in the group should be encouraged to speak up if they observe bullying behaviour or are aware that it is taking place. Bystanders should also be encouraged to befriend the victim of bullying behaviour.

Parental Involvement

If a young person is being bullied their parents / guardians should be made aware of the situation.

Dealing with the parents of a target of bullying;

1. Invite the parents to meet to discuss what has happened based on the information available.
2. Assure the parents that you are pleased that they have taken the time to see you.
3. Allow the parents to express their feelings, uninterrupted.
4. Accept their feelings on the bullying, even if these feelings may seem excessive to you. Use calm supportive language.
5. State categorically that bullying is not acceptable and that you intend to act positively. Assure the parents that you will keep in touch to update them on progress.
6. Keep a record of any meetings and action taken in response to the issue.

(*Let's Beat Bullying', NYCI, 2006)

Dealing with the parents of a perpetrator of bullying

Consideration needs to be given around informing the parents of a perpetrator of bullying as this may make the situation worse or result in excessive parental discipline for the perpetrator. If in doubt advice should be sought from colleagues or support staff.

1. Invite the parents to meet to discuss what has happened based on the information available.
2. Assure the parents that you are pleased that they have taken the time to see you.
3. Inform the parents in a clear objective manner about their child's behaviour.
4. Ask the parents if they know of any reason for this alleged behaviour e.g. a recent bereavement or home circumstances.
5. Begin with a summary of the group's anti-bullying policy and emphasise the parents agreement to it.
6. Seek the parents help in communicating the seriousness of the incident to their child and enlist their co-operation.
7. Where necessary, and based on the seriousness of the bullying behaviour, inform the parents of the consequences that the group considers appropriate (e.g. verbal warning, loss of privileges) and enlist their cooperation.
8. Keep a record of any meetings and action taken in response to the issue.

(*Let's Beat Bullying', NYCI, 2006)

Note: Careful on-going monitoring of the situation will be required whatever strategy is used.

Suspension or expulsion of the perpetrator

It should be made clear in an anti-bullying policy that, as a last resort only, suspension or expulsion may result for the perpetrator.

If all other efforts made to combat and prevent the perpetrator from bullying others have failed, suspension or expulsion may be the only way to secure the welfare and safety of the target. This should be communicated clearly to everyone – scouts, parents and Scouters.

*(See also Scouting Ireland's Rules of Association)

APPENDIX 3- WOODBADGE PERSONAL JOURNEY



Dear Scouter

I am delighted to welcome to your woodbadge journey, which I hope is the start of some wonderful experiences in your Scouting life. You bring with you a wealth of existing knowledge and experience and we would like to recognise them and allow you to add some more to them.

On the woodbadge journey we aim to record the major milestones in your scouting life, make some plans of things you would like to do or achieve and allows you to review what progress you have made since you started on your journey.

The woodbadge journey has some courses that you should attend to get some information on Scouting and how things are done. Altogether there are recognised stages in the woodbadge journey which have different emphasis and different durations.

Stage 1	<i>2 ½ hours</i>	Welcome & Induction
Stage 2	<i>5 hours</i>	Child Protection Awareness
Stage 3	<i>7 hours</i>	Foundations in Scouting
Stage 4	<i>- 7 ½ hours</i>	Practical Skills in Scouting
Stage 5	<i>- 7 hours</i>	Event Planning & Creativity
Stage 6	<i>15 hours (residential course)</i>	Personal Development

Just as important, if not more so, is the experiences you gain between each stage we have included in the workbook some suggestions of what you might achieve between each stage – it really helps to put things into practice.

Use this workbook as your record of your journey through scouting, add notes, pictures, photos and plans to it as you go, bring it with you to all your courses and it will be signed at the back by the course leader – at each stage we will help you review your progress and help you make plans for the future. This workbook will be your personal record and you will decide what to share with others from it.

During your journey you will meet lots of people who will want to help and support you along your journey, please feel free to ask questions or look for help from anyone you meet – the trainers you meet along the way are especially interested in your progression and are always there to help – all you have to do is ask.

I wish you all the best and hope you really enjoy journey.

Yours in Scouting

Training Commissioner
Scouting Ireland

Stage 1

AIM The aim of this stage is to create a positive atmosphere to introduce potential scouters to Scouting ideals and Scouting Ireland

OBJECTIVES

At the end of this session the participant will:

- ❑ Be able to state the Aim of Scouting Ireland and how we achieve it
- ❑ Be able to list the Role, Responsibility and Commitment of a Scouter
- ❑ Be able to define the structure of Scouting Ireland
- ❑ Have been introduced to the Code of Good Practice
- ❑ Have an awareness of the programme offered by Scouting Ireland
- ❑ Have explored their reasons for volunteering
- ❑ Have the ability to set SMART goals

Content:

Welcome, Introductions, Aims & Objectives
Scouting Movement
What, Why & How of Scouting
Your Role / Responsibility / Commitment
Code of Good Practice
Self Reflection
Programme & Outcomes
Goal setting
Open Forum & Next Steps

STAGE 1 > STAGE 2

DO

Having completed stage 1, you should now be preparing for stage 2. As the vetting process for adults is being completed, you should not work in the section (*without supervision*) but you can prepare by completing the suggestions below.

- Meet with your group leader to agree commitment and complete application forms (if not completed – this should be completed within 2 weeks of Stage 1)
- Decide on your time commitment to Scouting
- Read Scouting Ireland's Code of Good Practice
- Decide which section you wish to work with (if you have not already done so)
- Explore the Scout Method and its relevance to your scouting life

Once your application forms have been received by Scouting Ireland your Group Leader/Group Trainer should book onto your stage 2 Course.

Stage 2

AIM **The aim of this stage is to give participants a basic awareness of the key issues in relation to Child Protection**

OBJECTIVES

At the end of this stage the participant will:

- Have an understanding of the relevance of child protection to your work;
- Have explored a range of attitudes in relation to Child Protection
- Be aware of the definitions of child abuse;
- Be aware of how Scouters might become aware of/have concerns about abuse.
- Have an understanding of the characteristics which might render an individual suitable/unsuitable for working with children/young people;
- Explored possible responses to dealing with disclosures/concerns/suspicious;
- Be able to state Scouting Ireland Reporting procedures
- Explored the use of a code of behaviour including the key elements
- List the Child Protection guidelines specifically around overnight activities

Content:

Expectations & Concerns
Legislation & Guidelines
Exploring Attitudes
Definitions & Indicators of Abuse
Suitability exercise & Recruitment Pathway
Dealing with Disclosures
Scouting Ireland Reporting procedures
Code of Good Practice

STAGE 2 > STAGE 3

DO

Having completed stage 2, you should now be preparing for stage 3.

In order to help you prepare, we have suggested some things you should complete before you get to stage 3.

- Your Garda/Access NI vetting should now be returned, you should check with your Group Leader before commencing activities within your section.
- Look at the Scout Method again and how it applies to scout meetings/activities
- Participate in a minimum of 4 section meetings
- Lead part of a weekly meeting ie: game, prayer, notices etc.
- Review contents of Code of Good Practice in particular pages 8-9 and how they relate to you.
- Identify 3 things you would like to learn.

Now you should speak to your Group Leader/Group Trainer to book you onto your

Stage 3

AIM The aim of this stage is to give participants grounding in the knowledge required to support Scouting in their section.

OBJECTIVES

At the end of this stage the participant will:

- Have taken part in a review of their journey so far
- Be able to list the stages of development of a Child
- Be able to state the main uses and key points of playing games in a Scouting context.
- Be able to state the Aim of Scouting Ireland and the 8 elements of the Scout Method.
- Have explored the programme opportunities for young people within Scouting Ireland
- Have discussed how to use scout meetings to best effect
- Be able to list the main elements of forming positive relationships with young people
- Be able to define the woodbadge scheme and their next stage

Content:

Personal Journey Review
Stages of Child Development
The Why & How of Scouting
Working the One Program: Personal Journey, Adventure Skills, Special Interest Badges, Chief Scout Award, Use of Handbooks.
Successful Scout Meetings
Engaging Young People
Woodbadge Journey & Next Steps

STAGE 3 > STAGE 4

DO

Having completed stage 3, you should now be preparing for stage 4.

In order to help you prepare, we have suggested some things you should complete before you get to stage 4.

- Participate in a full programme cycle (Plan – Do – Review) with your section.
- Identify 3 things you have done as a scouter that you hadn't done before.
- List 3 times where you have lived the Scout Law.
- Identify 3 times you have applied the Scout Method
- Identify 3 things you would like to learn/achieve as a scouter and set in place a plan on how you might achieve them.

Now you should speak to your Group Leader/Group Trainer to book you onto your next course.

Stage 4

AIM The aim of this stage is to give participants a basic awareness of the practical scout skills required to support their section

OBJECTIVES

At the end of this stage the participant will have taken part in practical demonstration & use of:

- Ropes / Knots / Lashings
- Maps / Compass / Grid References / Route Cards
- Tents / Sleeping Equipment / Clothing
- Fires / Cooking / Backwoods
- Camp Layout / Equipment
- Axe / Saw / Knife / Woodmanship

Content:

Personal Journey Review
Navigation
Tent Care & Maintenance
Ropes, Knots & Lashings
Fires & Cooking
Camp Craft
How to instruct
Next Steps

STAGE 4 > STAGE 5

DO

Having completed stage 4, you should now be preparing for stage 5.

In order to help you prepare, we have suggested some things you should complete before you get to stage 5.

- Spend at least one night outdoors under canvas with any programme section/or in a training experience.
- Identify 3 skills you feel you require to fulfil your role in Scouting and put in plan in place on how you will achieve this
- Have applied some of the skills learned in stage 4
- Have instructed one of the skills gained to some young people in your section

Now you should speak to your Group Leader/Group Trainer to book you onto your next course.

Stage 5

AIM The aim of this stage is to give participants an awareness of the steps required to plan overnight activities; it also introduces some practical applications for ceremonies and creative skills.

OBJECTIVES

At the end of this stage the participant will:

- Have taken part in a review of their journey so far
- Have participated in a step by step process for planning activities
- Be able to list the elements of effective ceremonies
- Have designed an appropriate ceremony for their section.
- Be able to state the steps to take for a child centered approach
- Have explored the use of creativity within their section
- Have discussed their next steps

Content:

Personal Journey Review
Overnight Planning
Ceremonies
Child Centered Approach
Creativity in your section
Woodbadge Journey & Next Steps

STAGE 5 > STAGE 6

DO

Having completed stage 5, you should now be preparing for stage 6.

In order to help you prepare, we have suggested some things you should complete before you get to stage 6.

- Participate in a programme cycle leading up to and including an 'annual' overnight expedition appropriate to your section
- Have participated in a least one Group Council
- Have participated with your section in a scouting activity with young people from another scout group.
- Have at least 9 months experience as a Programme Scouter in a section
- Review and update your personal journey folder.

Now you should speak to your Group Leader/Group Trainer to book you onto your stage 6 module.

Stage 6

AIM The aim of this stage is to give participants some interpersonal skills which can be applied both in a Scouting context and in everyday life.

OBJECTIVES

At the end of this stage the participant will:

- Have taken part in a review of their journey so far
- Have explored the area of time management
- Have looked at the concepts of teamwork
- Have assessed their own leadership styles
- Have started to build some negotiation skills
- Have considered some ways of communication with other adults
- Have explored their own culture and looked at some cultural diversity issues in Ireland
- Have explored a range of attitudes in relation to health promotion and 'Whole Health'

Content:

Personal Journey – Review & Recall
Balancing your Time
Team Building
Your Potential
Leadership Styles
Negotiation Skills
Core Values
Conflict Management
Spiritual Reflection
Intercultural Diversity
Whole Health
Setting your next Goals



Your Journey

Stage 1: Date: _____
Course Number: _____
Course Leader: _____

Stage 2: Date: _____
Course Number: _____
Course Leader: _____

Stage 3: Date: _____
Course Number: _____
Course Leader: _____

Stage 4: Date: _____
Course Number: _____
Course Leader: _____

Stage 5: Date: _____
Course Number: _____
Course Leader: _____

Stage 6: Date: _____
Course Number: _____
Course Leader: _____



Well done on completing your journey – remember there are always other things to learn in Scouting.

APPENDIX 4

COPY OF E-MAIL GRANTING ACCESS TO SCOUTING IRELAND LEADERS

Sent 27 May 2011 23:08
To 'Caroline xxxx'
Subject RE: A Project for College

Caroline

No problem with her talking to Leaders, if she wants any backup information the CCAR or the National Training Commissioner would be delighted to help. They would also be very interested in the outcome of her research. She can give me a call if she needs anything.

Regards

Joe Marken
Manager Support Staff
Scouting Ireland,
National Office,
Larch Hill,
Dublin 16

T 00353 (0)1 4956300
F 00353 (0)1 4956301
www.scouts.ie

APPENDIX 5

INTRODUCTORY E-MAIL TO NEW LEADERS

My name is Barbara Kavanagh and I am a student in the National College of Ireland, studying towards a BA (Hons) degree in Human Resource Management. As part of my final year of study I am undertaking a project which looks at how Scouting Ireland recruits, selects and inducts, new scout leaders into the organisation.

Scouting Ireland has provided me with a list of those people who went through their initial training in November 2011 in the South Kildare region and has given me permission to conduct interviews with these new leaders.

As you have been identified as one of these leaders, I would appreciate it if you would agree to partake in a short interview – approx 30 minutes- to answer some questions regarding your experiences when you first joined Scouting Ireland.

Any answers you may give will be kept confidential and your name will not appear in the written report without your permission.

If you are willing to participate in the research, I would appreciate it if you would supply me with your telephone number so I can contact you to schedule a time for the interview. Or alternatively, you can contact me at xxxxxxxxxx to agree a time that suits you.

If you have any questions or queries regarding the research, please do not hesitate to contact me by e-mail or by phone at xxxxxxxxxx.

Kind Regards,

Barbara Kavanagh

APPENDIX 6

INFORMED CONSENT FORM

I agree to participate in the research being conducted by Barbara Kavanagh through the National College of Ireland. I understand that this participation is entirely voluntary, that I can withdraw at any time without penalty and that I can refuse to participate in any other way.

As part of my consent, I understand the following:

1. The research is focused on learning more about the induction of volunteers.
2. The published results will not be associated with my name without my permission and without the permission of my organisation.

Name _____

Date _____

APPENDIX 7

INTERVIEW QUESTIONS

How were you recruited into scouting?

Did you have a formal interview?

If yes with whom?

If no – reflecting on your experiences to date would you have liked to have one?

In your opinion what benefit would an interview have been to your section leader?

In your opinion what benefit would an interview have been to you?

So what did the selection process entail?

Formal Training consisted of welcome to scouting and child protection training

What were your expectations regarding this training?

Welcome to Scouting training

What was your impression of this training?

Was there too much information or too little information?

Did it answer any questions you had?

Was sufficient time given to this training?

Is there anything you would like to see included in this training for future recruits?

You received a booklet at this training – did it help you during your first months?

Have you ever logged on to the Scouting Ireland website? If yes did you find it useful?

Child protection training

What was your impression of this training?

Did it answer any questions you had?

Is there anything you would like to see included in this training for future recruits?

You received a Code of Practice booklet at this training – was it helpful to you?

Was sufficient time given to this training?

Did the training you received prepare you to lead a group of children – did you expect that I would?

Socialisation

So your first night in the den as a new volunteer – could you talk me through that – how did you feel?

Did you know everybody?

Were you introduced to everyone?

Were you made to feel welcome?

Was there any system in place to help during your first few weeks e.g. were you assigned a buddy?

Were you introduced formally to the other leaders in the group?

Did you receive feedback at any stage about how you were doing as a leader?

Would you have liked to get feedback /guidance on your performance?

One year on how do you feel in the organisation?

One year on what plans are in place for you to receive additional training?

If a friend of yours was joining scouting what advice would you give to them?

APPENDIX 8 INTERVIEWS

Transcript of interview with S. on the 5th July at 7.00pm in interviewees own house

BK Thanks for taking the time to help me out with my project as I have already explained to you in the e-mail I am doing a project as part of my degree HRM through the National College of Ireland I am doing the project on the induction process in Scouting Ireland I have a consent form here for you to sign and you can see I cannot use your name without your permission

Shall we begin?

BK **How long have you been in scouts?**

Ans I started last April

B K **Oh so you had the welcome to scouting training several months after you started**

Ans Yes it was November we had one in Kilmullen and then the other in Newbridge

BK **How did you get into scouting in the first place?**

Ans My daughter wanted to join Cubs and there was no female leader so it was a case of if I didn't do it she couldn't join

BK **So you were nicely coerced into it?**

Ans (Laughs) Yeah something like that As well as that my husband was the Cub leader and he wanted to move out of Cubs into Scouts so as there was no female leader that was the section I joined

BK *Was he there with you for awhile?*

Ans Yes and then he went to Scouts and no-one else wanted Section Leader so we doddled along for a couple of months and then at the end of the day when we were sitting down and sorting out the section properly they all said to me you just came in and you did everything and you know what you're talking about , I mean you have a

fair idea , not that I know exactly what I'm doing you're taking over section leader and I said there's supposed to be a vote on this and they all went (puts her hand up in the air)

BK *I would have difficulty standing up in front of a group of six, seven and eight year olds, I don't think I would have the skill set*

Ans Yeah I know what you mean, I kinda hoped it would show you that kind of stuff, you know how to deal with the, I suppose the nine to twelve year olds They are just that little bit more difficult you know – 6, 7 , 8 year olds are not too bad they listen, but when they get to cub age they are starting to come into their own and they wont When there 4 leaders and 24 kids it can become very over powering cos there all very opinionated you know, they think they're right and who are these old people

BK *You thought that was what you were going to be trained on at the welcome to scouting training?*

Ans Yes, and on that the basics of scouts, you know you would be shown more how to run your programs better, you know, Scouts has totally changed since I was in it, it's a long time ago- you know to be shown what to do or the program explained to you better The training that night didn't tell me anything more than I already knew about Scouts and programs and that's the one thing I find, even with the child protection course I felt the same , you know all that stuff I had done one before and with child protection you know the laws are there for that You know we had an incident on a trip to Belfast where one of the kids had the vomiting bug and I stayed with her in the tent, you're not supposed to but what do you do, you can't abandon the child and your mothering instinct takes over but at the back of your head your thinking I'm breaking all the child protection rules here There's a fine line you know between what you should do and what you know you have to do for that child

It's kind of a case where you sit with the child give them a hug and make them feel a little bit better even though there are sick or you just abandon them and they never come back to you

BK *Yeah protection is a difficult one, the company line has to be what's laid down in the law, but you have to use your common sense*

Ans Yeah and we have a couple of parents who want to come on trips with us and they need to do the training before they are allowed out with us , but trying to organise the training , its very hard I mean Scouting Ireland wants everything in place but there're not helping ya and then you're trying to find out when is there a course available and can you go to a different region to do it ah no you have to do it in your own province but some can off to Athlone to do the course- can we not go to Athlone to do the course no you have to do it in your own province That's just the way it is

BK *What did you think of the actually child protection training itself did you think it was good?*

Ans I did although I think it very vague, you know because you know the weekends when you do go away with the kids your in such close proximity to them and because of their ages and they are so vulnerable and you put a situation like the Belfast one up to them, you were getting an answer, very standard I know the rules are there for a reason, but I think they need to be able to say to you, use your parenting instinct in some situations There is some situations that you know are definitely a no –no but there's other ones – but you do kinda get a bit paranoid after doing that child protection course

BK *It's all contained in the Code of Practice – but that book does not include other behaviours like swearing in front of the children have you ever had to deal with a situation like that?*

Ans You mean people cursing in front of the children, no not so much, you see our group – no I mean don't get me wrong the odd time when the kids come in and – one week you will get loads of work done the next is like they've all had blue smarties for dinner and I mean one or twice I've had to let a roar at them will you please shut up and pause I robbed it off another leader - the first time I told the kids to shut up they were like you're not allowed to tell me to shut up, and there's one kid and he is one of these really bright sparks Knows everything can quote you out of the child protection book He told me I wasn't allowed to tell him to shut up himself and the other children I turned around to him and said you see when you come up here and your parents drop you off at that door , you're my responsibility now and I'm telling you to shut up and something else I want to tell you now 'm old enough to get married , I'm old enough to buy a house , I'm old enough to drive a car and I'm old enough to tell you to shut up when you need to be told to shut up and they were like ok that's a fair enough argument if you're old enough to have a house and that's all they clued in on (laughs) Now very rarely, we tend to use a whistle instead and when they see the whistle coming they know

BK *How many leaders have you in Cubs*

Ans Before I joined there were 24 kids and 2 leaders, when Pat left to go to scouts 2 new leaders joined me The unit leader told me I didn't need 4 leaders for 24 kids but I told him that they need to break up in 4 groups of 6 and we need a leader per group And you know have been trying to put a program in place I think for us that the best thing we ever did was we sat down and got the kids to draw up their own code

of conduct and what they wanted out of cubs. And they made up a code of conduct and what we did was we gave them 2 copies one to be brought back to the den and one for them to keep at home and we had a meeting with the parents, got them to read through it, told them to get back to us if there was anything they disagreed. Told them it wasn't law but it's what the kids want and they signed it and we are strict about enforcing because we say they are not our rules, don't get me wrong we did gear them towards certain things but there are their rules and every time we meet someone goes up and reads the code of conduct. We had one child whose parents wouldn't sign it and that was another thing that we don't get any help with dealing with the parents.

BK *What do you mean?*

Ans We had a situation when a parent wouldn't accept what we were saying about her kid and she got quite aggressive and it was a difficult situation and nobody prepared us for that.

BK *Was the Group leader with you?*

Ans He was but he is very quiet and doesn't like conflict.

BK *Do you feel supported by your unit leader?*

Ans No.

BK *Can I take you back to something you said earlier, when you joined cubs you obviously knew your husband, but did anyone bring you around and introduce to anyone?*

Ans No- there was nobody – I mean I wasn't brought around and introduced to anyone else in the unit. I mean Scouting Ireland is determined to the like of us, you know, leaders do their stage one and their stage two. Our group leader is set in his ways – like last year for county camp we were all going you know beavers, cubs and scouts.

and then at the last minute he decided the scouts weren't going because they had been to Germany in July – I had gone with the scouts cos I get caught for all the trips cos there are so few female leaders in Newbridge and I said to him only 12 scouts went to Germany you know – parents didn't have the money or whatever, I said to him its not fair on the other scouts and he said the decision is made

BK *By him?*

Ans By him and like there was murder over it and you know you're getting your training off scouting Ireland and your conscious of what they're saying are the rules and regulations and then you're met with (facial gesture signifying defeat)

BK *Do you think that this makes people leave?*

Ans Yeah I know in Newbridge they do – I think they need to go back to the older guys that are there forever- I look at our unit leader and he is very set in his ways and its all the ways from when he started the scouts that's the way it was and there wasn't all the admin and there wasn't all the child protection and insurance

BK *Life has moved on*

Ans Life is totally changed and its changed based around the unit – you know like when we came back from Germany this year, we went back to Germany this year – I turned around cos – I got a phone call – I (emphasis on the word I) got a phone call off XX about the overseas to get the report form when you come home, and he goes you will you make sure that that was done this year cos that was never done last year when ye got home So I rang the group leader and I said em is there a form to be filled out because we were abroad and he goes ah yeah sure that's grand and I went I'm after getting a phone call to make sure it was done And he said why did you get a phone call and I said maybe because you didn't fill it out last year and he's like , we don't need to be filling out all these forms

BK *And what was the form about?*

Ans It was just to make sure that everybody went safe and everybody came home and that there were no incidents on the trip you know for insurance purposes

Another thing we are meant to store the information about the kids for a certain period of time, say in relation to last year when we asked that boy to leave, 3 others had left because of him it came out later, and the unit leader had put the paperwork in the bin Just in case anything ever came back

The mother of that child actually reported me to Scouting Ireland cos I was the section leader and they rang me and asked what the situation was and why had I got rid of the child We all had spoken to the parents and our reason was that the parent had withheld vital information and when I told them what it was and they went oh well that's enough this wont be going any further that that parent did wrong and put the whole of kids in jeopardy

BK *According to the woodbadge book (showed the book to interviewee) the induction time for leaders in 18 to 24 months Have you done you're stage three training yet?*

Ans No and I think its up to us to push for it, I have said to my unit leader that I want to do the training and he said we haven't got the money for it – but we have the money to buy more pots and pans for camping cos he wants to buy them

BK *Did you ever have an interview with him?*

Ans No

BK *Do you think it would be a good idea to have an interview or at least a chat, so he would be aware of your skills*

Ans Yes and I think we should interview the parents cos I set up a fundraising group last year, my big thing is I want to bring the kids to the jamboree in 2013 and its so

expensive so I went around to ask the parents for their help and most said they didn't want to do camping out but would be happy to help with bag packing etc so we got six mums who are willing to do it and I said great I don't have the time for fundraising but I will go camping with your kids. One of our parents works for Sony and got us a television to raffle off. I mean everyone is feeling the pinch I'm sure Scouting won't be impressed when they hear me, but even the uniform, I think what they charge for the uniform is ridiculous 30 euro for a cub jumper that shrinks and fades, you wash it three times and it's too small for the kids. What I told the parents to do this year was to buy a round necked jumper in Dunes for 6.50 euro and I ordered the 24 crests and we've made our own Scout jumpers. A euro for the badge and we got a jumper for 6.50. And I have a big issue with 50 euro insurance, our kids only pay 8 euro a year for insurance in school.

BK *That's you showing your influencing skills*

Ans Thanks, but our unit leader doesn't do things – he just waits to get money off the Lyons club cos even with the bag packing they did recently he didn't give people enough notice so only a few were available and they only collected 500 Euros in Tesco's. I just think that the older people in Scouting need to get back into the training.

BK *You sound very frustrated are you the only one who is frustrated?*

Ans No its not just me- but I do get a lot out of being a leader, but at the end of the day I'm there for the kids initially I was there for my kid, but now its not, I mean when those 3 kids left last year I was devastated, but now it's the twenty four kids not just my own.

BK *So how many leaders do you have in cubs?*

Ans Four we are all in scouting just over a year but we get on really well together We have gone out for drinks together a few times and it's made us a lot closer so you don't really get a chance to know each other when we meet when the kids are there you know

BK *What way besides coercion (laughs) do you recruit leaders?*

Ans Sometimes they use local papers, last year I wanted to raise some awareness of what we do and I know the girl who writes for the parish newsletter and she promised us two pages, but the politics came into it and the unit leader said he needed all the details and they had to go through the secretary The article came out but I wasn't pleased with it I thought it could have looked a lot better

BK *Did you get any recruits as a result of the article?*

Ans No I think most of the leaders join to get their kids in, I know that's the way it was for me and one of the other cub leaders was the same, Mxxx, he really wanted his boy to join and I said he could if he became a leader and he went ok then

BK *A year on – how do you feel about the organisation?*

Ans I don't know- they tell you have to get your training done and then there doesn't seem to be much of a back up system you try and ring the office and its leave a message

BK *What would you do differently for new leaders*

Ans I would have them come up for a couple of weeks, and show them the ropes, I don't think you could cover it all in one week Because they could come down the week that the kids are all – I want to do scouting stuff and the next week they could be like they (kids) had the blue smarties for their tea They may find a child difficult to deal with and say no that's not for me I think they need a couple of weeks to see what it's like before they can commit and bring them to a group council I think all

that needs to be done before they can commit. You know they say it's only for an hour each week, but it's not there is so much more to it, you do your weekly meetings but you have to get ready for those meetings, then you have your group councils, or you might do a bag pack here, you know. And there's all the prep for your camps. There's an awful lot more involved in Scouts, so I ask people to come down for a month and let them see how it is.

BK *The reality?*

Ans Yeah the reality, I mean you don't get a true picture until you've done for awhile.

BK *How would you prepare them to stand in front of kids?*

Ans Well I don't think the welcome to Scouting training prepares you for that. Well when we are talking to the kids we always know where we want to go, we're lucky that we've a really good team- cos if I started spluttering – someone will take over cos they know what way I'm trying to go with the conversation in front of the kids. But we always do it in pairs. We never take a group and solely talk to the kids we would always try to do it in pairs. So if one of us starts to struggle trying to explain something, the other one can step in cos we all know where we are going.

BK *Did someone teach you those skills or did you do it on your own?*

Ans Yeah it's just kind of stumbling, you know, you trip up so many times you just have to pick yourself up and get on with it.

BK *Has anyone ever come back to you and said you're doing a good job?*

Ans (Looks very surprised) No – no – the only thing we need now, and you need to hear the good stuff as well. What we did was on our last night for the Cubs we invited all the parents round for a barbeque and we put on a slideshow showing them photos from all the things we had done during the year and some of it was photos of nights in the den. We tried to incorporate so much, it showed the parents what we had

done cos kids don't always go home and tell them what they do, and then at the end of the slideshow the amount of parents who walked up to us and went oh my god I had no idea the amount of stuff you did It made them aware of what we were doing and we didn't do it fishing for compliments but the parents and the kids appreciated it

BK Thank you for your time in doing this interview it has been most helpful in my research

Transcript of interview with J on the 9th July at 7.30pm in interviewee house

BK Thanks for taking the time to help me out with my project as I have already explained to you in the e-mail I am doing a project as part of my degree HRM through the National College of Ireland I am doing the project on the induction process in Scouting Ireland I have a consent form here for you to sign and you can see I cannot use your name without your permission

Shall we begin

BK *When did you join scouting?*

Ans After xmas so in January so long ago its hard to remember (laughs)

BK *Why did you join ? Were you asked to join ?*

Ans No I wasn't asked, my son was in the Beavers section and I just wanted to be in the Cubs section when he got here to mind him

BK *To mind him ?*

Ans Yes well it's ok to talk about her now cos she's gone but the woman who was in charge of the Cubs was well let's just say she should never have been left in charge of children Thankfully she's gone now

BK *Can you give me a reason why she should not have been left in charge of children?*

Ans She just talked too much to the children and didn't do enough stuff with them I knew one of the other leaders who worked with her and they were all frustrated with her, but they couldn't seem to get her to change

BK *Was the Group Leader aware of how everybody felt do you know ?*

Ans Yeah the other leaders told him, but there was nothing done about it, and I know kids left because of her, it was so boring for them

BK *So you joined to be with your son when he got to Cubs?*

Ans Yes, but as it turned out I didn't need to as that woman is gone her mother is sick so she has to take care of her so she is too busy But I had made the decision to join so I went ahead with it so I will be with my son in the cubs this September I used to be in Guides myself and my brother was a Scout oh years ago so I knew a little about it
- I actually like being a leader so I'm glad I joined

BK *Good Can I ask you did you have an interview when you joined ?*

Ans No I just said it to Jxxxxxx and she got me the forms to fill out, you know the Garda forms, and that took a few weeks, longer than it should have cos I didn't fill them out properly the first time, I'm not good with all that paperwork stuff (Laughs)

BK *But you were vetted eventually?*

Ans Yes – turns out I'm an honest citizen (laughs) Its funny though I was worried even though I had nothing to be worried about until the forms came back

BK *If no to a formal interview – now when you think back would you have liked one?*

Ans It depends on who would have been interviewing me, if it was your woman, no way cos I wanted as little to do with her as possible

BK *It's hard to separate the two- but if you could –just try and think back now on how you felt and how someone new coming in might be feeling- do you think an interview might have helped ?*

Ans Yeah – sorry about that- no I would think that I did feel like what was I going to do or what did they want me to do – that would have helped Like some of the girls really knew loads about camping and stuff and I felt a bit useless for awhile until I went camping and helped out with stuff I am a dab hand in the kitchen on the camps and turns out that's good enough (laughs)

BK *Well done you*

Ans Yeah to answer your question if I'd have known that there were lots of ways for me to get stuck in I mightn't have felt so foolish for the first few months. There's a lot of information everyone else seems to know things like when the monies are due you know like insurance when the parents were asking me I didn't even know who to tell them to ask about it in the beginning. Only for Axxx – I pestered her so much thank god she didn't mind so yeah if there was an interview for someone new they should go through things like that with them.

BK *Do you remember how your first night went as a Leader ?*

I just arrived in the Den, there was very little time to say hello to anyone cos the kids starting arriving and it got noisy and well you know they were running around. I didn't really know what to do, just standing around, then the other leaders got them into groups to do some kind of thing and asked me to work with them. I did that but when that finished I stood around again feeling a bit useless. The next few nights were like that, but then we had a planning meeting and I got a few things – I had to – you know make eh do a crafty thing with them. Then I kinda knew what we would be doing with the kids but I still I thought I should know more camping type stuff you know. Mostly I learned from watching the others and what they did to keep the kids quiet (interviewee start laughing). Then you get to know the kids and them you and you feel more comfortable. But that age need to have things – you need to have lots of things prepared cos they jump from Billy to Jack so you gotta keep doing new stuff every 10 mins.

Formal Training consisted of Welcome to Scouting and Child Protection training

BK *Did you have any expectations regarding the Welcome to Scouting training?*

Ans No – I just know we had to do the training, I suppose I thought it would tell me things like camping and lighting fires stuff I didn't know about. But I came away

none the wiser about that stuff I didn't think much of the training to be honest with you It should be given earlier cos by the time I went i was, I knew about what they were telling me and I wanted to know other stuff like I don't know the camping stuff lighting fires or even a few games to play Maybe that's just me but I thought it was boring

BK *No you perfectly entitled to your opinion So you thought it should have contained different information?*

Ans Yeah like I said maybe it would have been better if it was more practical and teach us about the stuff we need to know in the beginning of scouting

BK *Did you read the booklet that was given to you that night?*

Ans Booklet? oh you mean the training notes nah I never read it, I'd say it's in the back of the wardrobe somewhere I must take it out now after talking to you

BK *No problem The other training you got was the Child Protection training what did you think of this training?*

Ans I found it frustrating that night cos I was thinking of your woman back in cubs and I didn't want to mention any names and a couple of times I asked the question what do you do if someone isn't performing and eventually they said there was a procedure in place to follow if someone is unsuitable But I felt that they didn't get where I was coming from and were only interested in talking about protecting children from sexual abuse But as far as I'm concerned there is more chance of kids being abused from shouting at them or saying calling them stupid which i had heard this woman say Mind you now i know there is a procedure in place I will use it quicker the next time but still they shouldn't allow those kinds of people in the first place

BK *You mean they should have a selection process? How do you think that should work ?*

Ans Well the Garda vetting only show you up if you are if you abuse children sexually You should have to have references for people who see you with children or even your own kids teachers someone who can say you are not crazy

BK *They do have reference checks in place, but I think what you're saying is how can it be ok to shout at the kids or call them stupid How do you think you could stop this from happening again do you think?*

Ans Well that's a hard one I suppose I should speak up if I heard it happen really- I mean I'm the one with who has the problem with it But- I don't know – I don't want any hassle – it would be hard You know you just want to go to the meetings and not have any bad vibes

BK *Maybe you could talk your group leader about it ?*

Ans yeah maybe (interviewee did not seem convinced)

BK *What about the rest of your leaders are they ok?*

Ans Oh God yes, I mean I was only talking about one rotten apple , but still one is all it takes but the rest of the leaders are lovely and we have great laughs when we are camping and we've gone out for a few drinks a few times to get to know each other
I really like being a leader We have good crack

BK *Maybe you could speak with one of them about it and try and come up with a way to stop it happening again Maybe a code of conduct among the leaders might do the trick*

Ans Yeah I might try that, thanks

BK *Just to return to the Child Projection Training you received a booklet that night called a Code of Practice was this helpful to you*

Ans It is a good booklet but I still don't think it has all the you know all the stuff that people can't do needs to be in there like not shouting at the kids or calling them names, what we were just saying But I think it's even too late by the time the training comes round, that's something that people should know about from their first day, I think

BK *Did you have enough time at the Child Protection Training?*

Ans Yes I was tired that night but I did think it was good – except for what I said earlier that needs to be in it But overall it was good

Socialisation Questions

BK *So could you talk me through your first night in the cubs as a potential leader – how did you feel?*

Ans Well I was on high alert because of your woman I mean I had heard about her before I went in and I wondered what I would say to her if I saw her doing anything like shouting

BK *Was she nice to you?*

Ans Yeah she was ok, but mostly Axxx was really helpful to me

BK *Were you introduced to everyone else in the section and the unit?*

Ans Yeah Axxx told everyone who I was, but it took awhile to meet all the other leaders, that happened when we had meetings or went on camps People came up and introduced themselves to me or I said hello to them Now I know everyone and they're all really nice I found the meetings funny at first cos I didn't know what they were for at first but now we are all trying to get things done the same way I mean we have budgets now so the Scouts don't get all the money like they used to and we have more control over tents and stuff Cxxxx does that Even when we went camping last year, we had other kids from another group coming to our tent for food

- the kids were hungry because I was talking to one of their leaders they didn't take enough supplies, we were really prepared but some weren't So we must be doing something right (Laughs)

BK *One year on how do you feel about the Scouting Organisation?*

Ans I feel grand, especially since they got rid of your woman, but when I was thinking what I would say to you at this interview I did think that I wanted to say that Scouting should share information more, between the groups like if one group does something really well there's no opportunity to share it with the other group Like the time when the kids were hungry – how do you know if you have enough food – how did we know how much to bring A simple thing like a phone call would have sorted that out But its like we're over here and you 're over there and that's it Even sharing with the sections of the group is hard cos we all meet up on different nights, then it's up to Rxxxxxx as the leader I mean everyone is using email and the websites more I mean if people had information in a one place you wouldn't have to be constantly asking questions in the beginning And you could get ideas for your meetings While its all about the kids and them having a good time it gets frustrating when things aren't organised properly when with just a little work we could run better

BK *Can you give me an example?*

Ans Well its like when you asked earlier if they had interviews or told you what was expected it would be good for them I know that some people are frustrated by the way things are run, a bit old fashioned, and we could do things better but if the top people aren't ready to hear suggestions you're at nothing Everyone has skills that could be used, not just camping skills, but the Group leaders need to know what they are and if people are frustrated they won't want to use them like if someone

was an accountant then you would think they would be a great help to the group with budgets and all that. But if no-one asks them then they won't volunteer the information especially if they think it's not wanted.

BK *Does that happen much I mean are there many people you know who have skills which are not being used?*

Ans Yeah I know they are, we have people who do lots of jobs during the day like that could be helpful. Pxxx does websites so he could look after ours, I asked him too but Rxxxxxx never did so it's not my place that's what a leader is for, and we have an accountant but they won't be used. And there's probably lots of other people that I don't know about or that the Group leader doesn't know about cos they've never asked. If I was them I would find out and use them to do things for us, you know.

BK *Good suggestion*

Thank you for your time in doing this interview it has been most helpful in my research.

Transcript of interview with H. on the 10th July at 7 00pm in interviewee's house

BK Thanks for taking the time to help me out with my project as I have already explained to you in the e-mail I am doing a project as part of my degree in HRM through the National College of Ireland I am doing the project on the induction process in Scouting Ireland I have a consent form here for you to sign and you can see I cannot use your name without your permission

Is it ok to start?

BK *When did you join scouting?*

Ans I started helping out last September

BK *How were you recruited into scouting?*

Ans My son joined the beavers and I would go in every night it was on and Gxxxx was doing the administration and she looked kinda busy so I said to her one night if she ever needed a hand with the administration to give me a shout And that is what she did for the following September, she rang up and asked me if I was still interested in helping out and I said I was and I started doing the administration You know just taking the good deeds books and the money off the parents and because there was money involved I felt that I'd rather go through the Garda Vetting system and so I did and then because I'm Garda vetted now I can be a leader and so I've gone on and done the training and now I'm a beaver leader

BK *Did you have a formal interview?*

Ans No I didn't em like I was familiar with the faces, turns out Mxxxx was the section leader it took awhile to figure that out, but she gave me the forms for the Garda vetting And em I would have had coffee with Michelle in my house or hers to

discuss admin related stuff but no there was never any formal interview I really felt a bit of a fraud because I wasn't bringing any scouting skills to the table

BK *If no to a formal interview – reflecting on your experiences to date, would you have liked to have had one?*

ANS Em – maybe not an interview but I think I would have liked a chat at the beginning, you know about what was expected of me Or that it was ok that I didn't have any scouting skills and what I could add, or even to ask what experience I had and how that would help I think that might have been helpful to me as well as to them

BK *What benefit would it have been to you or the section leader?*

Ans Like I said I think the fact like, you know, I didn't have scouting skills kind of made me stand back a little bit They were happy enough with the admin I was doing but em, I just found, or I suppose I thought everybody was further along in training than I was as well, or that they all had scouting skills And maybe to have had that explained to me, you know about their histories, might have been good You know the group that I was actually joining

BK *So what did the selection process entail*

Ans Like I said I volunteered and then they took me up on it and then I went through Garda vetting so Just chatting with people every Monday night, we all seemed to get on, went to one or two meetings we had to plan the activities for the year, so that was it really (laughs)

Formal Training consisted of Welcome to Scouting and Child Protection training

BK *Did you have any expectations regarding the Welcome to Scouting training?*

Well I actually went to the welcome to scouting training and I thought I was actually going to learn some scouting skills I suppose I was the only one from the Beavers

in Kilocullen that was there that night , so I got to meet em leaders from actually another troop over in Newbridge and I think there was, or now I know, there was another leader from Kilocullen cubs there that night but that actually wasn't em you know really explained that night But the welcome to scouting training was where I met other people

BK *What were your impression of this training?*

Ans Ah em impressions, it was grand, it was sociable, there wasn't an awful lot asked of us You know it was, I just remember one exercise we did, we had to decide who was the centre, the leaders or the children, as far as scouting Ireland is concerned the children are at the , its an inverted pyramid and the children are at the bottom, and from that everybody else supports it But I think we are equal- or should be, I mean if there were no leaders there could be no children

BK *At the training do you think you got enough information or too much or too little information?*

Ans Neither, I think it was just right , we had a couple of hours and we did a few exercises, you know I think people felt very able to ask questions, there was a nice atmosphere there Em they handed us , they gave us a book on this One training that's coming on board throughout scouting where you know children can start in Beavers now and go all the way up to Rovers or Adventurers and work on the same set of skills , no more badge system I mean I'm not familiar with the old system so for me this is what I will be dealing with in the future

BK *Did the training answer any questions you had did it fulfil your expectations?*

Ans For me , I thought I was going to come away with, you know, skills about standing up in front of a group of children (laughs) which I find terrifying and you know

playing a few games or how to access games or you know, it was different So no to be honest it was a bit boring because it wasn't telling me anything useful but it was good for meeting other leaders that's about all really

BK *Is there anything you would like to see included in this training for future recruits?*

Ans Maybe if we got an overview before we went of what was actually involved or on the night then, you know, they could ask us I suppose, did the training have what we expected it to have or what kind of stuff should be in there So a lot of the people at the training had been scouts previously as well , so I'm thinking that they felt that they had scouting skills , that would have been where my mind was at, I'm not sure where their minds were at But at the same time for me , I think it's a whole different set of skills to stand in front of 6,7,8, year olds , than standing in front of a group of say parents or adults, which I would be well used to doing I wouldn't have a problem with that So personally it's my own eh – pause- fear (titter)

BK *You received a booklet at this training – was it helpful to you?*

Ans To be honest I don't think I even looked at it Or if I did it didn't have any information which I needed – I suppose or otherwise I would have used it more I think I would anyway

BK *Have you ever logged on to the Scouting Ireland website? If yes did you find it useful?*

Ans I have, yeah I had to go on it to download medical forms for when we were bringing the kids off on camp So yeah, it's nice and modern, but I went on there for ideas for games but I didn't find anything I could use, the ones on there didn't really show you how to go about running the game It's better to see it being done in real life, maybe videos would help Like one time we went to Larch Hill that's the national

headquarters and some guy taught all the beavers a song it was very funny but we still remember it and use it back at the den

BK *The other training was the Child protection training what was your impression of this training?*

Ans Oh that kinda freaked me out, that training, well you know, I suppose I hadn't really thought about it, it just made you stop and think about what you were actually getting yourself in for in relation to children if any of these issues came up It was very good training from that point of view It was an opportunity I suppose to think God is this really, it was a very serious side of possible things that could happen and how your had to protect the child and how you had to protect yourself , in regard to never being alone with them and how you behave We did some exercises around that as well, it was particularly say for working with the scouts, older children There was one exercise where this girl was kissing a leader, who was a young leader, what would you do And I found myself thinking (said with a laugh) ah sure like she's 15 , 16 , you know I was kissing boys when I was that age But as an adult scout leader you have to take a different approach and you know it was serious training and it did make me think about the expectations around my behaviour This is no bad thing Not that I was ever going to do anything rude, but I guess it just made you feel like you are getting this, this is , you know , you are seen as this person, by the parents, by the children and is that what you are prepared to do

BK *Is there anything you would like to see included in this training for future recruits?*

Ans No I think its very good like I said, I didn't discuss with other people on the night what they got from it , but for me it was serious, I hope I never actually address the

issues that came up but if I do , I will know how to do that And I did find myself on one of the days out with the children, walking to a toilet with two girls and thinking oh my gosh, should I have another adult with me, and I did stop another leader and ask, they said no there was 2 girls and your going to the ladies, its fine Like I said it was thought provoking

BK *You received a Code of Practice booklet at this training – was it helpful to you?*

Ans I read it I have to say, I think it should include a section in relation to other inappropriate behaviours like swearing in front of the children, or even speaking about drinking I think those are inappropriate behaviours too, but I don't know if I am the only one who does I don't do any of these kinds of things in front of my children and I don't want them to be around people who use language I know Irish people tend to swear a lot but I think we should be more aware But about the book I keep it with me in my folder – my older for Beavers- in case I ever have to use it

BK *Was sufficient time given to this training?*

Ans Yes I wouldn't have liked it to go on any longer it was quite heavy going at times, we had enough time yeah

BK *So how would you say you benefited from this training?*

Ans I was impressed by the training- like I said before it brought it home to me about how serious it is and how seriously scouting takes it, the trainer said that other organisations use their training for themselves Awareness is no bad thing so I was well impressed

Socialisation questions

BK *So your first night in the den as a potential leader – could you talk me through that – how did you feel?*

Ans A little bit awkward, you know at the beginning of the night I knew Gxxxx and she is very nice, so the first night I just did administration so Gxxxx was still helping me, so it was grand. A lot of the parents were still talking to Gxxxx, so I was just trying to find my way without stepping on people's toes. They all seemed to know each other really well, now I know they are friends outside of scouting as well. I was familiar with their faces because I had been dropping my son off there for a year but they did smile at me and Jxxx came over to talk to me, it was just finding your place, now I'm grand.

BK *Were you introduced to everyone?*

Ans No not that night, but Greta was there helping me and that was all I needed at the time.

BK *Were you introduced formally to the other leaders in the unit?*

Ans The other leaders started talking about this group council meeting and I wasn't sure what it meant but one day I got a email saying when it was and Michelle asked me was I going so I thought I'd better go, turns out its just a meeting of all the leaders from the different sections and they give an update on where things are in each section, that when I met other leaders but I wasn't formally introduced but now I know most of them. You know a few fundraising nights have happened since and we've had scout leaders at our beavers camps so that's when you really get to know other people.

BK *You didn't know what Group Council Meeting meant?*

Ans No sometimes everyone else was talking about things and you wouldn't know what they meant like, group council, but even things like – I remember not knowing what the shield meant or the Gaisce award or I used to confuse Larch Hill with Lacken, it took while before everything made sense.

BK *Are you happy in Scouting as a Leader?*

Ans Yeah I looking forward to going back in September, probably because I know more this year, and life will be a little less hectic as I'm not working anymore so I can give more time –I mean that I can be more focussed on it – I mean last year I didn't even look up games and have one I could do with the kids but I have more time to find some now and will try them out this year Our group of leaders is nice and the more I get to know them the better its getting and the more I feel I know what I'm talking about the better that is too

BK Thank you for your time in doing this interview it has been most helpful to me in my research

Transcript of interview with A on the 15th July at 7.00pm in interviewee's house.

BK Thanks for taking the time to help me out with my project as I have already explained to you in the e-mail I am doing a project as part of my degree HRM through the National College of Ireland I am doing the project on the induction process in Scouting Ireland I have a consent form here for you to sign and you can see I cannot use your name without your permission

Will we make a start ?

BK *Just to remind you we did the training last November (2011) but when did you actually join the Scouts?*

Ans The year before that

BK *And you were only doing the training last November (incredulous)*

Ans Yes and oldest son was involved the year before so I kinda had a little clue as to what they were, you know they were coming home with the arts and crafts and that kinda of thing He did two years there as a Beaver

BK *Were you asked to join as a leader?*

Ans Well my middle son it was his turn really and I wanted to encourage him to go along, but he was a little bit young and my oldest son was still in Beavers, so he didn't kinda start in Sept, he started after xmas because I wanted him to have his older brother there with him and because the two of them were involved I thought ah here I might be taking the mick a little bit so I felt I'd better help out a little

BK *So did anyone ask actually asked to join?*

Ans I can't remember actually (pause) – no I think I just volunteered I had time on my hands but very quickly I had no time, because of their extracurricular, all the others things they are doing

BK *So you volunteer, who was the Leader you volunteered to?*

Ans Ah what was his name (pause) Pxxx Xxxxxxxx

BK *Were you interviewed by anyone?*

Ans No I just spoke to him and he got me the forms – you know the references ones and the Garda ones

BK *Is he still the Beaver Leader there?*

Ans Yes he is a lovely guy – he has four children so he is involved there about five years, it's probably six years now His children are kind of going up the ranks so even when Dxxxxx my middle child, got involved, or when I got involved, he still had a younger child coming up as well That kind of kept his interest I suppose

BK *Do you tend to stay involved because of the children?*

Ans You do, now whether he stays after they move on now I dunno know But he's very good

BK *So your first night in there as a leader –can you tell me what that was like for you ?*

Ans Yeah I was kinda like what am I doing here - you're kind of reliant on the person that's doing it

BK *The leader?*

Ans Yes, so you try and help out but you really don't know what to be doing Pxxx did put me on the spot by asking "have you got any games"

BK *The first night?*

Ans Yeah and I think I just made something up

BK *Fair play to you I think I would have just frozen*

Ans I kind of shy by nature and my voice doesn't carry so (laughs) so it is hard, but I did make up some kind of game, but I was put on the spot and then it was like

homework for me every week. What will I do this week, just to have something up your sleeve that if you're put on the spot

BK *Where did you find these things*

Ans I used to go onto actually my sister-in-law was, she probably still is involved in Brownies and she gave me a list of websites

BK *But Pxxx didn't give you a list of websites or say if you were stuck for a game here we go?*

Ans No, no and actually sometimes I'd get a phone call on the Wed I won't be able to make it tomorrow and your left to – Now the other thing that kinda of- there was another mum that started the same time so we

BK *pulled together?*

Ans she's actually in Kxxx and we used to ring each other and (interviewee made panic sounds) and I remember being –pause- he'd put you on the spot a few times by – I'm not bad mouthing him cos he was very nice

BK *I understand what you're saying*

Ans If he wasn't able to make it I felt it was quite short notice that we had to kinda run with it

BK *Sure*

Ans Now we did kinda get into a flow of meeting sitting down outside of the Beaver slot and planning – but that didn't come until maybe Xmas of the first year

In the second year a lot of dads starting getting involved and the other mum well she didn't want – she had enough volunteering she didn't want to do it anymore and then there was another woman who I really liked but she couldn't continue for health reasons, she'd come every other week, then maybe every third or fourth week

then she kinds stopped altogether So I was there with the dads really (laughs) so you know

BK *Yes having a good social interaction is one of the reasons that makes volunteering fun*

Ans Yes but sometimes you'd come out and your ears are actually buzzing from the kids the noise levels in there you know

BK *So nobody actually interviewed you?*

Ans No but I was given the forms pretty early on

BK *Garda vetting form?*

Ans Yeah but you know the way you're busy and you try and get the things filled in so I mean it was a long time before I actually, it was months before I – cos I was actually kinda of, I was kinda holding off as well thinking I want to see if I like doing this stuff before going gung ho into it

BK *I think that's a good idea*

Ans But I wasn't Garda vetted then and I don't think you're meant to be with them

Interview paused as child needed attending to

Interview resumes 10 minutes later

BK *So we were talking about whether you wanted to continue with the Scouts*

Ans Yeah myself and the other girl who was helping as well – the two of us were at the same level kinda the blind leading the blind (big laugh at this), we used to be playing off ideas with each other and you know

BK *Looks like you were lucky to last as long as you did?*

Ans (Laughs)

BK *No I don't mean anything by that it's just I can imagine it was hard for you at times*

Ans Yeah she was a whole full term – from September until the June or whatever And then I was debating for the whole summer about whether to go back and then I'd kind of think well if she goes back she might need me you know the way

BK *Sure*

Ans And at the same time its nice to volunteer, its nice to volunteer for things and to be involved with your children My son actually wanted me – they are proud of you

BK *But your son is not in Beavers anymore is he?*

Ans No he got bored with it He got bored with it cos it was his second year – he actually joined starting after Christmas it wasn't a September start for him – so Christmas to – was it two Christmases like two cycles of it and after Christmas he just got fed up I don't want to go back to Beavers I think it was just getting- I mean I was actually finding you know when you're doing your meetings - we did this last year (voice goes up) but the leaders didn't seem to be bored of this I was just thinking I'd never be a teacher – the repetition would be a problem for me (Laughs) I was kinda of thinking can we not do, try something else You know They were like – ah the bird feeders they were fine but I was like yeah but the bird feeders – I put the bird feeders out there (pointing to the garden) and not a bird came Can we try a different bird feeder?

BK *And what happened when you said that? Were you shouted down?*

Ans Em not in a – no there wasn't any of that power kind of thing I didn't mind that at all But I was trying not to be overpowering either (voice goes up at the end of the sentence as if to ask a question) you know sometimes you just have to go with the flow

BK *So there wasn't opportunities to present new ideas?*

Ans I was trying to introduce, we did paper mache one time and I think they did that a number of years ago and I know now why they don't do it regularly because it was chaos (laughs) Flicks through her paperwork – yeah here the list of activities – we just changed the dates from one year to the next One year one of the leaders organised a table quiz and he got me and the other mum to write down the questions and he was on the mike, how easy was it for him to run that that night and we did all the hard work (Laughs)

Yeah I carried that idea – so on wed night a text message I wont be there tomorrow – I said oh god what will I do and I was technically the most experienced leader there that night because the two other dads that were volunteering – they'd no kind of - that was their first year, they were only involved about a month So I said right, I sat down Wed night thinking up twenty five questions (laughs) you know it's

BK *That's a pressure isn't it?*

Ans Yeah, there was one time – I was absolutely up to my eyes we had the kids were maybe sick, and your running around the place and the school runs text and the text message late on the Wed and I'm like I don't believe this and you know I just replied back we'll just cancel it tomorrow so and then the text message back well so and so and so will open up and help out , this would be kind of the leaders of all the leaders, I mean how much help would that be That kind of thing is just like You were put on the spot well I mean i'm being negative there was a lot of fun as well

BK *It's hard when it not in your nature to be put on the spot*

Ans Yeah I haven't a loud voice so I be like come on lads, then (lightly raised voice) can everyone hear me – can anyone hear me? (Laughs)

BK *When did you leave then?*

Ans My son J decided last xmas that he didn't want to go back so I didn't force him I stopped myself then- I didn't go back this September Anyway mentioning no names but I didn't like the behaviour of one of the leaders who is in the next level up They shout at the kids she tells them to shut up (raised voice mimicking the leader) The other leader is lovely and she is actually the way I would picture she has loads of patience and she's good with the kids but the other one is like a sergeant major and would say anything to them and you wouldn't expect your child to be spoken to like that There was one night my son came home from Cubs and she actually said it to me herself I had to tell him to shut up, you know he would be giddy especially with his friend, but what happened was they were separated into different groups and he was deliberately moved from his friend cos I know they are giddy and he started losing interest then And em I just said as soon as he wants to leave I'll just let him cos I don't like the way she speaks to them and I knew my son Dylan was fine cos he was with me and I can kind of keep an eye on him and the whole lot but I don't think I even wanted him to go up to the next level Anyway he had another year to go of the whole programme being repeated all over again From this September he would still be in Beavers because they changed the age and sure he was bored of it by Christmas of this year

BK *Speaking of conduct what did you think of the Code of Practice training?*

Ans Was that the second training course we did?

BK *Yes*

Ans I wanted to raise that as an issue but the person was there for starters on the course and how do you raise that as an issue when the person is there, and the person above that again wouldn't know how to deal with it I know that for a fact and you'd

probably be just cutting yourself off and the easier way for me was to just keep them out of it

BK *Is that the reason you left?*

Ans Well he lost interest, Jxxx lost interest because he and his friend lost interest then as well – he's gone, because they were separated and his friends mum was of the same opinion about the leader – she was just a battleaxe Which is terrible isn't it?

BK *Yes it is terrible*

Ans But I would avoid the person then you know kind of in that network, avoid them

BK *What did you think of the Welcome to Scouting Training?*

The training went on a bit long and were we really taught anything, like sitting around and thinking of your teamwork or team building we were sitting around

BK *Did you receive any feedback about your performance?*

Ans No

BK *Do you think there should be feedback?*

Ans That might put people off though because my feeling volunteering is oh your volunteering come on in and its all very welcoming and em just do your best and that's kind of the attitude isn't it and pick it up as your go along you know No maybe because it's informal it kind of works

BK Thank you for your time in doing this interview it has been most helpful in my research

APPENDIX 9 : SAMPLE INTERVIEW DATA CODING

CODE	THEME	COMMENTS	SUB THEME
1	Training	Long interval between joining and stage 1	
2	Prior Knowledge	Existing	Beaver Meeting content
3	Motivation for joining		Guilt
4	Recruitment methods	None	Volunteered
3	Motivation for joining		Had the time
4	Recruitment methods		volunteered
5	Commitment	Ongoing	Family ties

QUOTE

Just to remind you, you did the stage 1

training in November 2011 When did you actually join the Scouts ?

The year before that

My oldest son was involved the year before so I kinda had a little clue as to what they were, you know they were coming home with the arts and crafts and that kinda of thing He did two years in the Beavers

Well my middle son it was his turn really- because two of them were involved I thought ah here I might be taking the mick a little bit so I felt I'd better help out a little

No - I think I just volunteered

I had time on my hands but very quickly I had no time because of their extracurricular, all the other things that they were doing

I had time on my hands but very quickly I had no time I volunteered to ah what was his name Xxxx Xxxxxx

He has four children so he is involved about 5 years he still had a younger child coming up as well That kind of kept his interest I suppose

CODE	THEME	COMMENTS	SUB THEME
5	Commitment		Family ties
6	Induction	none	
7	Consequences	unsure	Unclear role
7	Consequences		feeling anxious
7	Consequences		anxiety
34	Immediate start		
34	Immediate start		
8	Section Leader support	None	
9	Materials	none	Unclear information gathering outside of organisation
9	Materials Section		
8	Leader support	poor	
10	Peer support		
11	System of work		Planning

QUOTE

You tend to stay involved because of the children

The first night your kind of reliant on the person that's doing it

Yes so you try and help out but you really don't know what to be doing

I am kind of shy by nature and my voice doesn't carry so it is hard , but I did make up some kind of game, but I was put on the spot

Then it was homework for me every week What will I do this week, just to have something up your sleeve that if you're put on the spot

Pxxx put me on the spot by asking "have you got any games"

but I did make up some kind of game, but I was put on the spot

Pxxx put me on the spot by asking "have you got any games"

No Pxxx did not give me any directions for websites or give me any games

actually my sister-in-law , who is involved in Brownies gave me a list of websites

sometimes I'd get a call on the Wed "I won't be able to make it tomorrow and your left to cope"

There was another mum, she's actually in Kxxxx and we used to ring each (interviewee made panic sounds at this point)

Now we did kinda get into a flow of meeting sitting down outside the Beaver slot and planning

CODE	THEME	COMMENTS	SUB THEME
12	Planning		Timing of planning
10	Peer support		Friendships
13	Selection process		
13	Selection process	long interval	Current process
10	Peer support		
10	Peer support	indecision	Friendship
3	Motivation		
14	Beaver meeting content	lack of variety	training

QUOTE

But that didn't come until maybe after xmas of the first year

Then there was another woman who I really liked but she couldn't continue for health reasons, she'd come every other week and then she kinda stopped altogether
No nobody interviewed me but I was given the forms early on

Yeah but you know the way you are busy and you try and get the things filled in so I mean it was a long time before I actually, it was months before I- cos I was actually kind of, I was kinda holding off as well, thinking I want to see if I like doing this stuff before going gung ho into it

Yeah myself and the other girl who was helping as well- the two of us were at the same level - the blind leading the blind(big laugh at this), we used to be playing off ideas with each other and you know

Then I was debating for the whole summer about whether to go back and then I 'd kind of think well if she goes back she might need me , you know the way

And at the same time its nice to volunteer, its nice to volunteer and be involved with your children My son actually wanted me- they are proud of you

My son is not in Beavers anymore, he got bored with it cos it was his second year I mean I was actually finding you know when you're doing your meetings- we did this last year- but the leaders didn't seem to be bored of this

CODE	THEME	COMMENTS	SUB THEME
14	Beaver meeting content		training
15	Opportunities to contribute		teamwork
14	Beaver meeting content Section Leader Support	lack of variety	training
8	Section Leader support	poor	Pressure
8	Section Leader support	poor	Pressure
16	Senior Leadership	no confidence	

QUOTE

I was kind of thinking can we not do, try something else
They were like- ah the bird feeders they were fine but I
was like yeah but the bird feeders- I put the bird feeder in the
garden and not a bird came Can we try a different bird feeder ?
No there wasn't any of that power kind of thing I didn't
mind that at all But I was trying not to be overpowering
either you know, sometimes you have to go with the flow

Yeah here is the list of activities- we just changed the dates
from one year to the next

I carried that idea forward(a quiz night) - so on the wed
a text message I won't be there tomorrow- I said God what
will I do and I was technically the most experienced leader
there that night because the two other dads that were
volunteering- they had no kind of - that was their first year,
they were only involved about a month So I said right, I
sat down Wed night thinking up twenty five questions

There was one time- I was absolutely up to my eyes we had
the kids sick, and your running around the place and the
school run text and the text message late on the Wed and
I'm like I don't believe this and you know I just replied back
we'll just cancel

The text message came back so and so will open up and
help out, this would be kind of the leaders of all the leaders I mean
how much help would that be

CODE	THEME	COMMENTS	SUB THEME
17	Performance	lack of training	Training related
17	Performance		Training related
17	Performance	uncertainty	Training related
17	Performance	lack of training	
18	Decision to leave		family ties
19	Leader behaviour	unacceptable	
19	Leader behaviour	acceptable	
19	Leader behaviour	unacceptable	
19	Leader behaviour	unacceptable	

QUOTE

Yeah myself and the other girl who was helping as well- the two of us were at the same level - the blind leading the blind(big laugh at this), we used to be playing off ideas with each other and you know

I said God what will I do and I was technically the most experienced leader there that night

The first night your kind of reliant on the person that's doing it

Yes so you try and help out but you really don't know what to be doing

My son Jxxx decided last xmas that he didn't want to go back so I didn't force him I stopped myself then

Mentioning no names but I didn't like the behaviour of one of the leaders who is in the next level up They shout at the kids and she tells them to shut up

The other leader is lovely and she is actually the way I would picture she has loads of patience and she's good with the kids

The other one is like a sergeant major and would say anything to them and you wouldn't expect your child to be spoken to like that

There was one night my son came home form Cubs and she

CODE	THEME	COMMENTS	SUB THEME
7	Consequences		impact on children
7	Consequences		impact on children
14	Beaver meeting content		
6	Training		beaver meeting content
20	Code of practice training	incomplete content	content
16	Senior Leadership		
7	Consequences		isolation
18	Decision to leave		family ties
7	Consequences		broader environment

QUOTE

actually said it to me herself I had to tell him to shut up
He was deliberately moved from his friend cos I know they
are giddy and he started losing interest then I just said
as soon as he wants to leave I'll just let him cos I don't like
the way she speaks to them

I knew my son Dxxxx was fine cos he was with me but I
don't think I even wanted him to go up to the next level

Anyway he had another year of the whole programme
being repeated all over again and sure he was bored of
it by Christmas of this year

Anyway he had another year of the whole programme
being repeated all over again and sure he was bored of
it by Christmas of this year

I wanted to raise that (shouting and telling the kids to shut
up) as an issue but the person was there for starters on the
course and how do you raise that as an issue when the
person is there

and the person above that again wouldn't know how to
deal with it and I know that for a fact

You'd probably be just cutting yourself off and the easier
way for me was to keep them out of it

Well he lost interest and his friend lost interest then as
well- he's gone, because they were separated

His friend's mum was of the same opinion about the leader- she was
just a battleaxe Which is terrible isn't it?

CODE	THEME	COMMENTS	SUB THEME
17	Performance		
19	Leader behaviour		unacceptable leader management
16	Senior Leadership	no awareness	leader management
16	Senior Leadership	no teambuilding	leader management
21	Welcome to Scouting training		content of course
17	Performance		feedback
6	Training		
22	Resources		
6	Training		skills required
6	Training		skills required

QUOTE

She was just a battleaxe

She was just a battleaxe

She was just a battleaxe

I would avoid the person then you know, kind of in that network, avoid them

The training went on a bit long and were we really taught

anything ?

No I received no feedback about my performance

That might put people off though because my feeling is volunteering come on in and its all very welcoming and

just do your best and that's the kind of attitude isn't it and pick it up as you go along you know No maybe because it's informal it kind of works

just do your best and that's the kind of attitude isn't it and pick it up as you go along you know

but I did make up some kind of game

I'm kind of shy by nature and my voice doesn't carry so it is hard

your ears are actually buzzing from the kids the noise levels in there

CODE	THEME	COMMENTS	SUB THEME	QUOTE
24	Knowledge Management	none	knowledge sharing	No Pxxx did not give me any directions for websites or give me any games

APPENDIX 10· THEMES AND SUB-THEMES

Theme/Sub/Theme	Description	Finding
Theme	Recruitment	Recruitment seems to happen at a local group level in the organisation as all the interviewees were leaders in the group where there children were members Most were actually working the same section that their child was in
Sub-theme	Motivation for joining	All the interviewees are volunteering as a result of a family connection, that is, most are parents who have children in the organisation or wanted to get their child into the organisation and could only do so if they volunteered as a leader
Theme	Selection	The Scouting organisation has two formal stages included in the selection process each potential new leader must provide 2 references and if they pass this stage they must be Garda vetted as they will be working with children This helps to protect them and the children in their care
Theme	Insufficient induction	The induction process for new leaders is not sufficient when they join their sections No formal process exists in the Scouting Group to welcome in new Leaders No formal support system exists for Leaders during their initial time in the organisation Neither is there any evidence of an informal induction process
Sub-theme	Immediate start in the role	New leaders are expected to contribute on their first

		night but may not have received any advanced warning that this will be the case or be given any guidelines about what they are expected to do
Theme	Consequences of poor induction	New leaders experience feelings of anxiety because they are not clear of what is expected from them
Sub-theme	Knowledge Management	New leaders seem to be searching for information from their first day in the role and the fact that there does not seem to be any central place to assess information from is causing them to be frustrated
Sub-theme	Unacceptable Leader behaviour	Shouting at children was admitted to and this was not acceptable to other leaders Other behaviour, like smoking in front of the children, was also deemed inappropriate by another leader It is actually stated in the Code of Practice that Scouters should not smoke in front of children
Theme	Training	Six stages of formal off site training are offered to new leaders with a suggested timeline for completion of all the stages of between 18 to 24 months
Sub-theme	Content of the Welcome to Scouting Training	Due to the timing of the initial training the content of the training did not meet the leaders expectations
Sub-theme	Content of the Child Protection Training	The child protection training is considered to be of paramount important to the Scouting Organisation It is intensive and lengthy training and appears to get the Scouters taking the issue very seriously

APPENDIX 11 - PERSONAL NOTES ON THE INDUCTION PROCESS

Recruitment

I informed a Beaver leader that I was available to volunteer as a leader before the section broke up for the summer. She rang me closer to September and asked if I was still interested and I informed her that I was still interested. I volunteered because my son was in the beavers and I had the time to give to the organisation.

THEMES. Family connection, Altruistic motivation, Time delay between volunteering and being contacted

Selection process

I received the reference forms, got them filled in and returned them to the section and then I received the Garda vetting forms to fill in. I returned them to a leader and she informed me that I needed to include 2 photographs. I brought these in the following week and gave them to the leader who told me she would post them to the necessary department. I received notification from the national office that I was to inform the Group Leader that I had been cleared by the Gardaí.

During the time I was going through the above process I did not receive a formal introduction to the Group Leader nor did I ever have any conversation with him.

I didn't have an interview with anyone and I attended the meetings on the Monday nights while I was waiting for my Garda clearance.

THEMES formal procedures, delay due to form filling problem, no contact from Group leader

Induction – the experiences of the first 6 weeks

A woman who had interacted with me when I was volunteering was my point of contact on that first night. The first night I did not receive any formal introduction to the other leaders in the section. One of the other leaders came over to me during the night and introduced himself. It was unclear to me who was in charge that night. I was unclear what to do that night and so I just observed.

I did not have any outdoor skills which I could pass on to the children. The other leaders did so they did that kind of work with the kids. I helped out with craft work or when a game was being played.

I did not always understand what people were talking about, for example, place names, events, pieces of equipment, awards and competition names.

THEMES no formal introduction, unclear how to contribute, unexplained terminology.

Leader Behaviour

Over the next few Monday nights I made the following observations at the Beaver section meetings.

At the beginning of the meetings unless the section leader was in the room the children ran wild as the other leaders chatted to each other.

The meeting did not begin until the section leader came into the room.

I witnessed leaders shouting at the kids and using bad language in earshot of the kids.

Two of the leaders went out to smoke at least once during every hour long meeting.

Leaders would leave the room for unexplained absences and for extended periods without informing the other leaders.

From conversations held between the three male leaders in the section in my presence it was possible to denote that they spent a lot of time together socially outside of the Beaver meeting time.

The leaders interacted well with the parents.

The leaders interacted well with children, some leaders really excelled at this.

THEMES unacceptable behaviour, lack of peer support for section leader, friendships, good relationship between leaders and parents, good relationship between leaders and children

Section Planning meeting

In the first few weeks I attended a planning meeting with all the other leaders from the section. It was held in a local bar on a night when the Beavers section was not meeting.

The section leader chaired the meeting and systematically went through all the upcoming dates when the Beavers would meet and proceeded to fill out the meeting content for each night, participation was encouraged from all the leaders regarding ideas for entertaining the children.

The section leader assumed responsibility for the administration tasks regarding the activities e.g. making enquiring phone calls, making calls to book venues.

THEMES: planning, opportunities to contribute, little delegation

Group Planning Meeting

After about a month the section leader informed me about a Group Council meeting and told me the date, time and venue for the meeting if I wanted to attend.

I did not understand what the meeting was about but because the section leader asked if I wanted to attend I went to the meeting. The meeting was held in the kitchen of the Scout Den. Cups of teas and coffees were made and biscuits and cakes were produced by the Group's treasurer and were consumed during the meeting. I did not receive any formal introduction to the other leaders who were there that night. The Group leader sat at the head of the table and opened the meeting by reading the minutes from the last meeting. There was a good structure to this meeting. Each section leader, starting with the Beaver group and working up to the section leaders of the older groups, spoke about their recent activities and their outcomes and they spoke about their future planned activities. There was a lot of focus on money at the meeting.

There was opportunity given to any other issues that any leader wanted to bring up.

The meeting ended and the leaders hung around and spoke with each other, I spoke with our section leader and then went home. The minutes of the meeting were e-mailed to me during the following days.

THEMES: unexplained meeting, planning, inter group socialisation, no formal introduction, good meeting skills,

Family Connections

I observed a lot of family connections within the Scout group. Within the Beaver section out of a total of 7 leaders, 6 had a child in the section, while the 7th had a child in scouts. Of the 6 who had children in Beavers, 2 also had another child in a different section within the Group.

The Group leader's wife was the group treasurer, one of his sons was the section leader in the Scouts, another son and daughter in law were cub leaders and they had four grandchildren in the group: 2 in scouts, one in cubs and 1 in beavers. The Group leader had over 30 years' association with Scouting Ireland and had been the Group leader for 20 years.

THEMES considerable Group involvement by one family, commitment,

Formal Training- Stage 1 training

I was informed in October that there would be 2 training sessions for new leaders in November: Level 1 training and Level 2 training, and I was urged to attend this training by the training co-ordinator for Scouting in South Kildare, who was also the Scout section leader and the son of the Kildare Group Leader.

I attended the level one training 'Welcome to Scouting Training', which was held in the Kildare Den. I did not recognise anyone else at the training except our Group Leader. Name tags were given out and the trainer asked everyone to introduce themselves. During the course of the training I was seated beside other new leaders from several other scout groups in the Kildare area. During our conversations it became apparent that a number of them had been involved in Scouting for an extended period of time prior to this training. The training was given by 2 trained scouting volunteers. Training techniques were used to keep up interest levels during the training and to impact learning. The content covered an introduction to the Scouting organisation. The content of the training did not cover any practical skills to use when working with children. The content of the training did not cover any scouting skills like for example, how to pack a bag for a hike. During a break for tea/coffee several leaders voiced their disappointment to me with the content of the

training They expressed to me that they thought it was boring and a waste of their time and they had thought they would be covering other content which would be of use to them at this stage in the role as a leader When questioned it transpired that they had been leaders in the organisation for quite a lengthy time and that this was their first time attending any formal training The trainer directed us to the Scouting Ireland website as a resource We received a Welcome to Scouting booklet which contained elements we had covered during the training session We all received our Woodbadge Personal Journey booklet The Welcome to Scouting training took approximately 2.5 hours with a break for teas and coffees during the training

THEMES: good delivery of training, multi group socialisation, training content not relevant due to its timing, delay in receiving the training, training documents

Formal training- Stage 2 training

The following week I attended the level 2 training, the Child Protection Training in the Newbridge Den I recognised some of the other leaders as they had attended the level one training the week before Two trained volunteers took us through the module, one of the trainers present had delivered the level one training in Kilcullen This training was scheduled to take 5 hours so the training started promptly at 6pm

During the training course the trainer mentioned that Scouting Ireland's training course in child protection was recognised for being a superior course and other organisations sent their representatives on the Scouting Ireland training course It was also mentioned that all new leaders had to undergo the Scouting Ireland training regardless of any previous courses they may have done in other organisations,

The content offered interesting scenarios for the leaders to debate in order to steer their thinking about the correct Code of Good Practice to employ at all times when dealing with children Leaders also got an opportunity to share their experiences of incidents they have had to deal with on camps This led me to observe that these were experienced Leaders but were only undergoing their Level 2 training at this point in time The training was tiring due to the length of the training but also due to the serious nature of the topic All the leaders received a booklet called the Code of Good Practice, it is provided as a reference booklet for leaders as they work with young people

THEMES: long training session, serious training content, delay in receiving the training, training documentation

Interactions with other scouting groups

During the initial weeks of my induction my observation of the Scouting Ireland organisation was that it operated in small cells and there didn't seem to be any interactions between the groups not even with groups who were located within 3 miles of our group
Cross group outings outside of county camps do not happen

On a county camp Groups tend to stick to stick with their own members, games are not organised on an inter team basis I did not encounter any of the other leaders I met at the training in my first months with the organisation

THEME few opportunities for knowledge sharing

Effective Skills Set in the Group

I observed examples of excellence in these skills sets in the Kilcullen scout group

Planning and organising of camps

Photography skills

Advanced computer skills

Administrative skills

Budgeting skills, Coaching, Teamwork, Meeting skills

Empathy with children

Areas where skills set need improvement

I have observed examples of skill areas that need improvement

Visioning from the Group Leader

Communication within the group

Reviewing activities and recognising areas for improvement

Recording details of the well executed plans for future reference

Conflict resolution by the Group Leader

Team Building within sections

Feedback from the Group Leader