



Document 10

21st Century Leadership in Scouting

40TH WORLD SCOUT
CONFERENCE
CONFÉRENCE MONDIALE
DU SCOUTISME

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SCOUTS
Creating a Better World

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21ST CENTURY LEADERSHIP IN SCOUTING

SUMMARY OF TRIENNIAL OUTCOMES

Note: For a more detailed report on the activities of the 21st Century Leadership during this triennium and its outcomes, please see the Triennial Report 2011-2014, Chapter 2.

Concept Paper (contained in full below)

Key tenets:

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

Regional Conferences

Workshops run at all six WOSM Regional Conferences and other Regional events, engaging NSO leaders in developing the Concept Paper - in line with the "bottom-up" approach requested in Resolution 4/11.

Other Events

- Roverway, Finland – 2012
 - Activity tent run for participants aged 16-22
 - Role-plays, mock project plans, video testimonials, exploring leadership in different cultural contexts.
- 14th World Scout Moot, Canada – 2013
 - Activities exploring specific leadership skills.
 - *Envisioning skills* identified as key area.
 - *Leadership skills* targeted as key educational objective of overall Moot programme.
- 1st World Scout Education Congress, Hong Kong – 2013
 - Workshop run with 55 NSO leaders from 30 countries attending.
 - Featured items: concept paper, NSO self-assessment of youth programme, success stories, video testimonials from young people.
 - Webcast live worldwide with YouTube recording still available.

NSO “best practices”

- Fact sheets documenting good work done by several NSOs in the area of leadership and providing helpful tips for others.
- Available via scout.org and as part of pre-Conference documentation.

21st Century Leadership consultants’ workshop, June 2014

- Workshop exploring *leadership development* as a key outcome of a successful Youth Programme.
- Volunteer consultants from all six Regions in attendance.
- Youth programme projects at NSO level expected during next Triennium

Pilot Project, Italy

- Contribution to training session for adults supporting Scout Age section in Italy (11-15-year-olds).
- Key focus on *envisioning skills*.
- Seen as a pilot for future actions to support NSOs in the area of leadership development through WOSM’s Global Support system.

CONCEPT PAPER ON LEADERSHIP DEVELOPMENT IN SCOUTING

Approved by the World Scout Committee, March 2014.

INTRODUCTION

This Concept Paper summarizes WOSM's understanding of leadership and its development in young people through the Youth Programme, and suggests some further areas of focus and development for National Scout Organizations (NSOs) looking to develop their Programme. In focusing on the development of leadership capacities through the Youth Programme, this document does not consider adult leadership training or organizational leadership.

The Concept Paper covers the following questions:

- Why is development of leadership in young people relevant for Scouting?
- What is the meaning of leadership, as developed in the Youth Programme?
- How is leadership developed in the Youth Programme?
- How can leadership development in the Youth Programme be improved?

The Paper lays down the fundamental framework for how to understand leadership development in Scouting, and on a high level touches upon the development of Youth Programme to offer opportunities for young people to learn leadership capacities. The Paper does not aspire to give detailed guidance on the development of NSO Youth Programme, nor recommendations on specific activities for common adoption. While the fundamentals of leadership in Scouting (based on the Mission of Scouting and the Scout Method) are shared globally, the specific skills, behaviours, and attitudes of leadership, as well as the methods for developing these, will depend on social and cultural context and hence vary across different societies.

As per the responsibilities laid out in the World Scout Youth Programme Policy, NSOs are charged with offering a Youth Programme that fully caters to the needs and wants of young people today and in the future. The WOSM leadership model offers guidance on what fundamental leadership capacities young people should develop through Scouting in order to be able to act as active and responsible citizens in society, to hence fulfil the mission of Scouting. The details of how to most efficiently realize this in practice are left to the individual NSOs.

WHY - LEADERSHIP DEVELOPMENT IS RELEVANT IN SCOUTING AS A MEANS TO EMPOWER INDIVIDUALS TO PLAY AN ACTIVE ROLE IN SOCIETY

Scouting's purpose is to contribute to the education of young people, supporting them to become self-fulfilled individuals and active citizens

- Scouting is an educational movement that contributes to the education of young people through a system of continuous progressive self-education based upon a value system, which empowers individuals to achieve their full potential and become autonomous, supportive, responsible and committed people.
- Scouting's commitment to "Creating a Better World" (community involvement) is hence an indirect outcome of contributing to the education of youth. Thus society benefits from the Scout Movement in two different ways. One is the education of young people; the other their empowerment as responsible and committed citizens.

Leadership is an important means for enabling active citizenship, and hence a relevant part of the Youth Programme in order to address the purpose of Scouting.

- To play a constructive role in society according to the shared Scout values implies that individuals use their ability to envision how society should be like and, as responsible citizens, contribute to make it reality through their individual and collective action
- Here, in order to help build a better world (be it the group, community, country, or globally), leadership is needed – the capacity to realize opportunities for positive change and to create common commitment and action towards a shared goal through the action of responsible individuals

WHAT – LEADERSHIP IS UNDERSTOOD IN SCOUTING AS THE COLLABORATIVE PROCESS OF ESTABLISHING A VISION, ENGAGING AND EMPOWERING OTHERS, AND FACILITATING CHANGE TOWARDS THE SHARED PURPOSE

In Scouting we understand leadership as a collaborative process. This process has three main aspects:

- **Establishing a vision.** Deliberate betterment of society – in line with the purpose of Scouting – is dependent on a view of what the desired future looks like in contrast to the present. This does not mean that the vision has to be fully formed before taking action, nor that it is developed by one individual only (before engaging others). Rather the implication is that leadership requires setting a direction, to enable its pursuit through deliberate action.
- **Engaging and empowering others.** Communicating and refining the vision with others, and creating joint commitment to fulfilling it. Leadership is consequently defined as involving more than one person, and the people involved could play several different roles during the process.
- **Facilitating change towards the purpose.** The purpose of Scouting assumes a realized betterment of society through concrete change. Leadership hence requires action.

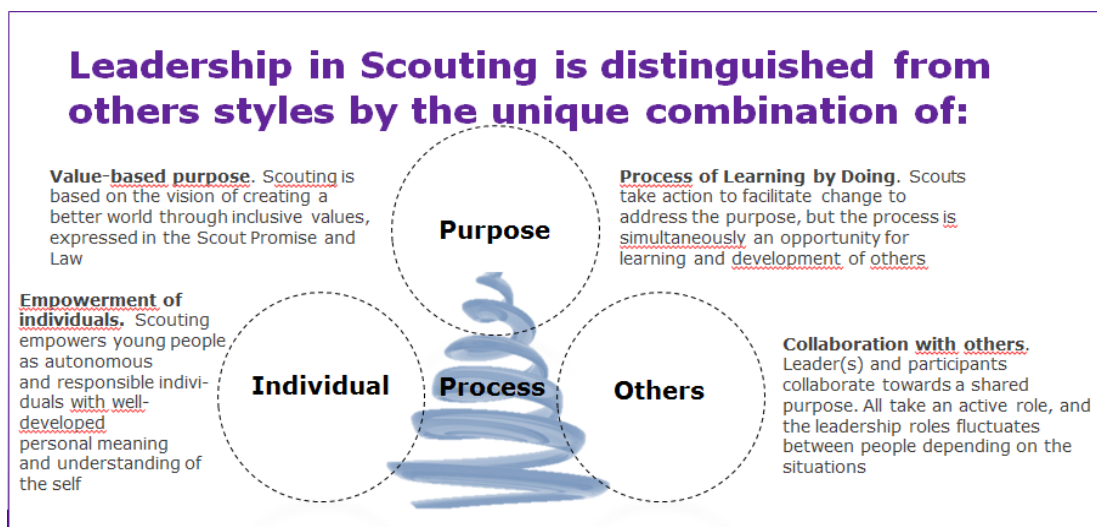


The leadership process emerges through the interplay of three fundamental elements, whose interactions determine the nature of the leadership process:

- **Purpose.** The objective to be achieved. In the leadership process, this is set by establishing the vision
- **Individual.** At a given moment in time, an individual in the group can take on the leadership role by exerting influence on the surrounding group. It is important to note that the individual here acts as leader momentarily at most, before the role passes on when other group members exert their influence in turn. This implies that people holding formally assigned leadership positions are not the only ones facilitating the process forward
- **Others.** By definition, the leadership process involves more than one person. This does not mean that these “others” are passive followers, subjected to the views and direction of any individual “leader”. Rather, interplay constantly exists between any single individual and the others, with actors taking turns to influence the dynamic of the group. Given that a common vision exists, these influences will all work to collectively move the group towards the shared purpose

Leadership in Scouting is distinguished – vs other leadership approaches – through a unique combination of the following characteristics:

- **Values-based purpose.** Scouting is based on the vision of creating a better world through its inclusive values. These values are both embedded in and expressed through the Scout Promise and Law, and guide the actions of Scouts in their undertakings
- **Empowerment of individuals.** Scouting empowers young people as autonomous and responsible individuals, with well-developed personal meaning and understanding of the self. This also includes executive functions such as conscientiousness, self-confidence, persistence, resilience, and self-discipline, among others
- **Collaboration with others.** People with leadership roles and the other participants collaborate towards a shared purpose. All take an active role, and the leadership roles fluctuate between people depending on the situation
- **Process of Learning by Doing.** Scouts take action to facilitate change towards the purpose, but the process is simultaneously an opportunity for learning and development of others



Implications – Breaking assumptions on leadership

- **Leadership is not only about adults.** Leadership in the Youth Programme is not a discussion about adult educators, but about how to support young people to develop leadership skills to be able to create change, in line with the Mission of Scouting
- **Leadership is for everyone.** Scouting develops a basic level of leadership capacity in all Scouts, as one of the means for enabling them to create change and act as active citizens in their societies. Individual Scouts can choose the level of responsibility and extent of formal leadership positions they want to take in every situation, but all Scouts will develop basic readiness for leadership (in the spirit of 'Be prepared')
- **Leadership is not only about innate skills.** Like many other human characteristics, leadership traits are both innate and acquired. Leadership can be practiced in very different ways, which means that different people can learn, improve and develop leadership skills that match their own preferences
- **Leadership is not only exercised by the formal leader.** In order to reach an effective leadership process, both participants and leader(s) need to take an active, empowered role, and collaborate towards the shared purpose
- **Leadership is not limited to giving orders.** Whereas some situations (of emergency) require fast decisions and capacity to command, most leadership situations entail instead the leader(s) pointing out an objective for change and engaging others to work together to realize the envisioned purpose

- **Leadership is more than just efficient management.** To be able to design, facilitate and implement a process is important for effective leadership. But leadership is more than the capacity to deal with processes and to organize people; it requires visualization of a vision for change and the active involvement of others towards it
- **Leadership is more than just communicating a vision.** Ability to formulate and communicate a vision is important for effective leadership. But leadership is more than envisioning how the future could be; it requires skills for engaging people and facilitating the process to realize the vision
- **Leadership is not only about action;** it is also about reflection, to provide meaning to the endeavour. That means to critically revisit actions (reflection-in-action) and trying to understand their *why* and *what for*, allowing for personal self-development and identification of personal values and purposes

HOW IS LEADERSHIP DEVELOPED IN THE YOUTH PROGRAMME?

The Youth Programme develops leadership hands-on through practice and experience rather than as an intellectual exercise. The term "learning by doing" indicates an element of trial and error, but carried out properly is much more than that, as will be further explored below.

Scouting builds leadership capacity by developing relevant knowledge, skills, and attitudes in young people across all the elements of the leadership process

Leadership consists of several elements, and so does the learning process. Scouting builds leadership capacity by developing *knowledge, skills* and *attitudes* in young people across the four elements of leadership – *purpose, individual, others* and *process*. The result can be visualized in a matrix, outlining the various components of leadership that Scouts acquire by taking active part in the Youth Programme. The table below presents a non-exhaustive overview, with detailed components dependent on local context:

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

All the twelve areas are important aspects of leadership in Scouting and without one or several, the leadership capacity of the Scout is limited. Below is an example of consequences for when certain *skills* are missing, though the example can also be applied to *knowledge* or *attitudes*.

Missing skill	Consequence
Envisioning skills	Without vision, leadership lacks a clear direction and the work can easily turn into a "social club" without an explicit purpose
Self-management skills	A leader unable to manage him- or herself easily for example burns out or becomes dependent of other people's opinions
People skills	Without ability to engage, motivate and empower others, a leader may become a lonely figure without followers
Management skills	Without delegation, organization and systematic follow-up, the leadership process may waste resources and fail to reach set objectives

In society at large, explicit leadership development programmes often reach people who are already interested in leadership from the start. Scouting stands out because it reaches and encourages all its members to develop leadership knowledge, skills and attitudes, through the correct application of the Scout Method. Regardless of whether an individual wants to take on formal leadership positions or not, (s)he will have learned the necessary basic skills and attitudes to do so, as well as readiness to exercise leadership if so required by the situation. This readiness ('Be prepared') is part of being an active citizen.

In Scouting, the leadership capacity of young people is built through learning experiences based on the Scout Method:

- The Youth Programme provides Scouts with a broad spectrum of learning experiences, based on which they can reflect, draw conclusions and generalize to other parts of their lives. Therefore in Scouting, the young person's "educator" is primarily him- or herself. This is because each young member is considered a unique individual who has the potential to develop in all dimensions and to take responsibility for his or her own development—what we call "self-education"
- The Scout Method—as a system composed of seven elements forming an integrated whole – makes that self-educative action progressive, through elements such as experiences, assuming responsibility, development of confidence in oneself, group life, trusting others, and particularly providing "capacities both to cooperate and to lead"
- The processes by which different aspects of leadership (knowledge, skills and attitudes) are learned and developed vary, but all are instilled through the Scout Method. While many of the skills are learned through instruction, exploration, trial-and-error etc, the attitudes (values) are developed from having active role models, by immersion in the symbolic framework and from personal reflection. All seven Scout method elements play a role in developing leadership skills:
 - *Scout Promise and Law:* The fundamentals for any leadership purpose are provided by the code of living that the Scout Law represents; furthermore, the commitment towards it through the Scout Promise builds the integrity of the young person. For example, when organizing an action for community service, Scouts envision the outcome and required participant behaviours based on their shared values
 - *Learning by doing:* The movement's practical approach to education enables the acquisition of skills and meaning through life experiences. When a Scout is in charge of organizing an activity, she is not "taught" leadership: she experiences it through action, assuming a collective responsibility and involving others towards the shared goal
 - *Team system:* Working and living in small teams generates a collaborative approach, engagement, and shared leadership. In small groups the interchangeable roles of leaders and participants stand out, the former empowered by the later, the later as involved as the former
 - *Symbolic framework:* The sense of belonging to a collective and the reminder of the shared values are intensified through the common symbols and narratives. Wearing the uniform or the scarf in public actions helps Scouts remember their shared values
 - *Personal progression:* The increasing capacity to take responsibility and to be the key player of one's own development is the result of individual progression. The same child, who was hesitant on what to do the first week in the Scout group, could later stand up to be the one promoting an event and making it happen
 - *Nature:* The scenario where everything is possible, where the individual gets empowered and the group multiplies the self-confidence and trust of its members. The decisions that Venture Scouts have to take when doing a mountain crossing are important for reaching the destination safely, but they also make all the participants main, empowered characters of the activity
 - *Adult support:* Playing the older brother/sister role, adults in Scouting help to grow in young people a sense of self-security, confidence, and trust. Unlike environments where adults play the role either of overprotection or of undervaluation, in Scouting adults give support and encouragement to the experimentation and assumption of responsibilities of the Scouts. In doing so, they also act as role models.

Scouting is particularly effective at developing leadership capacity in young people because it combines empowerment with the opportunity to practice and gain leadership experience in a safe learning environment.

- Certainly, leadership development is found in many institutions and levels of each society. What makes leadership development to work particularly well in Scouting is the combination of its double role:
 - It empowers young people to “paddle their own canoe”, with confidence, self-security, skills and capabilities for life, teamwork, values for positive change and community involvement
 - It provides young people with a safe training ground of trial and error to take responsibility and decisions, build projects, practice how to design and facilitate processes, and learn from the experiences how to create a better world both from individual and collaborative action
- That is why Scouting education creates awareness of the importance to take responsibility for action, to collaboratively involve other people in the process, and to bear in mind the potential consequences of the action, in all levels of life

HOW CAN LEADERSHIP DEVELOPMENT IN THE YOUTH PROGRAMME BE IMPROVED?

Development of leadership knowledge, skills, and attitudes should be intensified through the continuous renewal of Youth Programme, with a focus on leadership capacities required in modern society

- The 32nd World Scout Conference (1990) adopted the principle of a World Scout Programme Policy (updated in 2014), based on the idea that the Youth Programme is not something to be defined once and for all, but that it should be adapted to the needs and aspirations of the young people of each generation and in each country
- The world of young people has dynamism of its own, focusing on diverse and constantly changing interests. The World Scout Programme Policy states that each National Scout Organization is responsible for developing its own educational objectives, methods, and concrete learning opportunities for young people, and also should regularly revise this Programme, in order to adapt it to the evolving world of young people and of society as a whole
- The Youth Programme should offer learning opportunities for developing all the aspects of leadership– *Establishing a vision, Engaging and empowering others and Facilitating change towards the purpose*. The detailed knowledge, skills, and attitudes required for successful leadership in modern society vary depending on society characteristics and also change over time. To remain relevant, NSOs must continuously renew the leadership development elements of their Youth Programmes. This may be done through continuous monitoring of social trends and needs of young people, and the consequent renewal of the Youth Programme

CONFERENCE RESOLUTION ON 21ST CENTURY LEADERSHIP IN SCOUTING

The following text is proposed by the World Scout Committee to be adopted by the World Scout Conference.

The Conference

- recalling Resolution 4/11 of the 39th World Scout Conference, "Be Prepared: Leadership for Life"
 - noting the outcomes achieved in the area of the 21st Century Leadership as part of the WOSM Triennial Plan 2011-2014, as outlined in Conference Document No. 10
 - welcoming the development of the Concept Paper on Leadership Development in Scouting by the World Scout Committee
 - noting the strategic priority on *Social Impact* proposed as part of the new Strategy for Scouting and the related actions proposed within the framework of the WOSM Triennial Plan 2014-2017
 - welcoming the introduction of the new World Scout Youth Programme Policy, which highlights Scouting's contribution to developing leadership and promoting active citizenship in young people
 - re-affirming the importance of Scouting providing young people with challenging opportunities to develop their leadership capacities
- endorses the World Scout Committee's Concept Paper on Leadership in Scouting, as contained in Conference Document 10
 - requests the World Scout Committee to carry out the actions relating to leadership proposed as part of the WOSM Triennial Plan 2014-2017 under the heading of *Social Impact*
 - requests National Scout Organizations to continuously review their Youth Programmes so as to ensure that they provide young people with challenging opportunities for leadership and personal development within and outside Scouting.