



VENTURER ADVISORS' HANDBOOK

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Revised Edition 1985

INTRODUCTION

This **Venturer Advisors' Handbook** is a new edition based on the last revision of 1979. Although the program has remained essentially the same, it has needed different presentation. Thus much of the material has been rewritten or rearranged, and updated where necessary. We hope that this new **Handbook** is more attractive and easier to use than its predecessor.

We have tried to make this **Handbook** as complete and detailed as possible while keeping its length modest. The chapters move in a logical sequence, but they can also be referred to separately for particular advice and direction so that both new and experienced Venturer advisors can easily find what they need.

Throughout the **Handbook**, there is a particular emphasis on the role and importance of the advisor in the success of the program. Leadership style is crucial in teaching young people how to develop themselves to their own best advantage and potential. All leaders need flexibility and understanding, but those who deal with adolescents must be especially sensitive to their needs; patience indeed has its perfect work — the young person whose life is influenced through sound guidance.

This **Handbook** has been edited by Paul Stanwood, Assistant Provincial Commissioner (Venturers) of the British Columbia and Yukon Council, for the National Program Committee. We welcome your comments and suggestions regarding it.

National Program Director — Venturers
Boy Scouts of Canada
P.O. Box 5151, Station "F"
Ottawa, Ontario K2C 3G7

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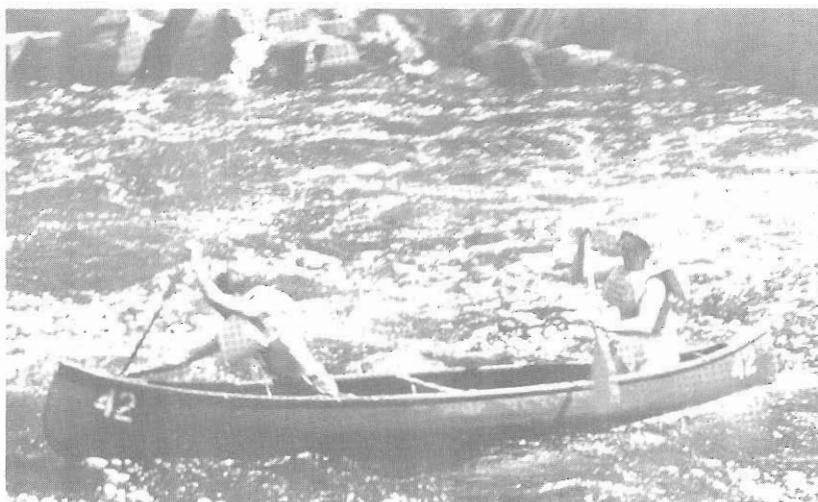
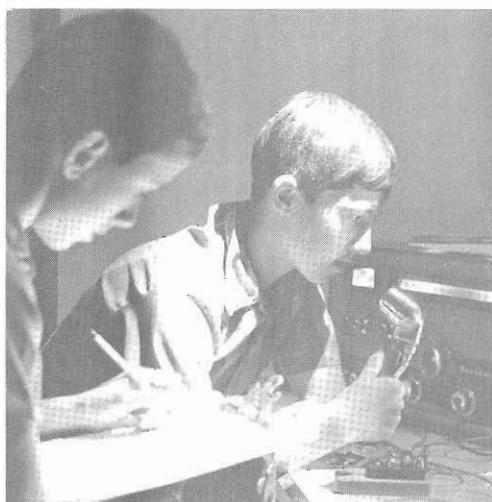
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CHAPTER ONE

WHAT VENTURING IS ALL ABOUT

Lord Baden-Powell, the Founder of Scouting, said that Scouting is a game. It is a game designed primarily to help young people develop into self-reliant, resourceful and responsible adults, or "good citizens." It is not a game to be won or lost and then forgotten; rather, it is a game to be learned and played when young, and then applied throughout a whole lifetime.

As a Venturer, one learns to work and play in the spirit of friendship and co-operation with others, regardless of their colour, racial origin, religious belief, or social status.

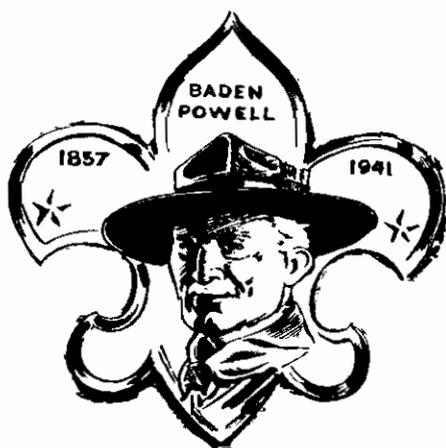
Scouting operates five section programs:

| | |
|-----------------------|------------------|
| Beavers (Colonies) | — 5, 6, 7 |
| Wolf Cubs (Packs) | — 8, 9, 10 |
| Scouts (Troops) | — 11, 12, 13, 14 |
| Venturers (Companies) | — 14, 15, 16, 17 |
| Rovers (Crews) | — 18 - 26 |

Some flexibility is permitted in the upper and lower ages between sections according to an individual's abilities, friends, and other special circumstances.

How the Scout Movement Began

The Scout Movement is inter-denominational, inter-faith, and non-partisan. It started almost accidentally, mainly as a result of an experimental camping experience conducted by the then Lieutenant General Baden-Powell on Brownsea Island in the English Channel in 1907. This camp was followed by a series of articles in a bi-weekly boys' magazine, which Baden-Powell based on his own adventurous life. Later Baden-Powell collected and published these articles as a book called **Scouting for Boys** (1908).



This series of adventure articles in **Scouting for Boys** had very wide appeal. Soon Scout groups were being formed all over England by youths who wanted to experience the fun of Scouting for themselves.

The Scout Movement quickly spread throughout the British Commonwealth and to the rest of the world. Later, other programs were developed for younger and older boys — Cubs, Rovers, Venturers,

and Beavers — and by the introduction of similar programs for girls in the Girl Guide Movement.

The Scout and Guide programs have had to be adapted to meet the needs of each participating country, with periodic reviews to keep the programs in tune with changing conditions. The basic aim and principles of Scouting, however, have remained unchanged since the beginning, irrespective of nationality. Scouting is unique among youth organizations in the wideness of its appeal.

The use of the term "Scouting" not only refers to the program of the Scout section, but also to all section programs collectively. But the section programs are also known by their own name, and so we may speak of "Venturing" or "Rovering," and so on.

What Venturers Do

Venturing covers a very wide range of skills and activities that are oriented towards various elements. There are six activity areas called Exploration, Fitness, Personal Interest, Service, Social and Cultural, and Vocational. The activities related to these areas vary from climbing mountains, to sky diving, from cycling to go-karting, from swimming to scuba diving, from service projects to learning about careers in child care. Activities in the Venturer program are centred around helping the young person acquire skills and knowledge which will be of benefit not only to personal development but to the community as a whole.

All activities in Venturing must provide opportunities for young people to work and play together in a spirit of co-operation and friendliness. Learning to get along well together will help Venturers to grow into responsible adults and better citizens — and in this point is the real purpose of Scouting. Baden-Powell, in summing up his book **Aids to Scout-mastership**, makes this idea clear. While writing of boys, what he says is equally pertinent for girls:

The whole object of our Scouting is to seize the boy's character in its red hot stage of enthusiasm, and to weld it into the right shape and to encourage and develop its individuality so that the boy may educate himself to become a good man and reliable citizen for his country.

Youth obviously will not join the Venturer section on the basis of their becoming better citizens. But they will join because they want to do things together, to go places, to learn about their community, and to help other people. Learning citizenship is the end of all Scouting, but the emphasis for youth is on action and fun, rather than on the philosophic basis of that action. "Learning by doing" — not looking — is fundamental to Scouting, and to the Venturer program.

The Venturer Section

The Venturer section became an official program of Boy Scouts of Canada in 1968. Before that time, the program had been tested in a number of communities in Canada.

The Venturer program was proposed as a means of offering young people in their early and mid-teens activities specifically directed to meet their needs. This plan has been well substantiated and justified by several studies which have taken place in the Scouting organization over the past few years.

The Scout section had previously included youth from 12-17 years of age. This age span proved too great, for the program tended to be geared to the younger boys with the older boys acting as leaders. The result was a large dropout of youth when they reached 15 years of age. But if the older Scouts were not interested in helping as leaders, other attractions in the community pulled them away from Scouting altogether. Venturing was intended to focus on the needs of these older youth, and not leave them mainly as leaders in the Scout program.



In November 1983, National Council of Boy Scouts of Canada opened the Venturer section to young women as a membership option, and at the same time provided for leadership by women.

Other countries, too, have developed older boy/girl sections, and most of them have been created within the last few years. These sections go under a variety of names: Senior Scouts (Japan), Explorers (United States), Venture Scouts (Great Britain), Pionniers (L'Association des Scouts du Canada). These older sections throughout the Scouting world provide opportunities for their members to plan exciting, challenging, and demanding programs.

Some Unique Aspects of the Venturer Program

The Advisor is always present to guide as much or as little as necessary.

- Venturers (not adult leaders) conduct the operation of a company: the principle of self-determination of the members is the corner-stone of Venturing.
- Venturers conduct business meetings with a chairman who uses an agenda, with reports from committees, and with procedures for making decisions common to adult organizations.
- Venturers are responsible for their own finances. They earn and spend money as they see fit and keep their own records, which should be audited annually by the group/section committee, or by the advisor.
- Venturers without exception should be all actively involved in choosing and planning activities. To be an on-looker and not a real participant is contrary to the Venturer program.
- Venturers don't need to earn badges or awards to meet their program objectives.
- Venturers are not children and they should be given the same respect and trust accorded young men and women.

The Advisor

Successful Venturing depends very much upon the advisor. The term "advisor" should mislead no one: it is not meant to suggest a person who rests benignly on elbows, thoughtfully putting in an occasional word of friendly but ignored advice. The Venturer advisor **must** be a strong and forceful leader, but one who understands the special kind of leadership which young people of this age require. Advising does not mean bossing; but it does mean the direct and tactful involvement in everything the company does. No Venturer company is really free to do as it likes, nor does any company function properly without adult guidance.

Venturers learn best by doing things for themselves. Your task is to encourage them in their efforts, to help them choose the activities they would like to do, and to help them accomplish what they want to do safely and successfully. Frequently, you will have to show them how to do things, or how to do them more effectively.

You need to know or to learn some basic skills in running a Venturer company. No one expects you to know everything, nor to do everything yourself. You and the Venturers form a team — you are the coach. Members can pass on knowledge and skills to each other and to you, and you to them; and your skills may be supplemented by those of other interested adults who will help out with the program. Venturers may acquire greater skill than you have in some areas; this is a sign that you are successful.



Venturing is part of a youth movement which you can promote and organize. But don't expect too much of the Venturers (or too little); keep your own standards realistic, and be flexible — firm, friendly, and fair. You will enjoy your work as a Venturer advisor if you really like working with teen-agers, trying your best to be understanding, sympathetic, patient, compassionate, trusting — knowing that you will often feel frustrated, but knowing also that you will just as often feel happy to have helped some young people learn more about themselves and their difficult world.

AIM, PRINCIPLES, PROGRAM OBJECTIVES AND EMPHASIS

Aim of Scouting

The aim of Boy Scouts of Canada is to help boys, youth and young adults to develop their character as resourceful and responsible members of the community by providing opportunities and guidance for their mental, physical, social and spiritual development. In these respects, the Scout Movement is also an educational one inasmuch as it supplements the work of home, church, and school. All of this is done by extending a young person's experience through a series of learning activities and situations based on a spirit of adventure as well as on appreciation of and respect for our environment.

Principles of Scouting

As part of the Scouting Movement, Venturing is based on the principles of our democratic way of life. Not only do these principles include the basic rights of all individuals, but also the responsibilities of these individuals to others and to society at large. Venturing is designed to help young persons to learn to understand the rights and freedoms of a democratic society, preparing them at the same time to give service to others.

Scouting is founded on the principles that man must, to the best of his ability

- Love and serve God;
- Respect and act in accordance with the human dignity and rights of individuals;
- Recognize the obligations on himself to develop and maintain his potential.

Scouting does not teach religion, but it does encourage its members to follow and practice the teaching of the faith to which they belong and to respect the religious beliefs of others. Scouting plays a positive role in the spiritual development of its members.

Program Objectives

Program objectives are statements which indicate the goals toward which the efforts of all program sections are directed. They provide direct guidance to the achievement of the aim, giving expression to the principles of Boy Scouts of Canada. They determine the content and method of the program, and provide a basis for its evaluation. The program which arises from these objectives must meet the needs and desires of a particular group of young people, in a particular environment, at a particular time.

The Program Objectives of Boy Scouts of Canada provide opportunities and guidance for members to develop and demonstrate a personal:

- understanding of God;
- ability to accept responsibility for themselves mentally, physically, socially, spiritually, and for the consequences of their actions;
- ability to respond to others in caring ways;
- awareness of and concern for the environment.

Program Emphasis

Each program section emphasizes meeting these program objectives at a level appropriate to the age range and capabilities of the members in that section. Together the programs for all sections combine towards the development of the whole person and an in-depth appreciation and commitment to the principles of Scouting.

To meet the program objectives of Boy Scouts of Canada in the Venturer program, emphasis is placed on activities which encourage Venturers to:

- show that they care and live according to their personal values and religious beliefs;
- develop and use the skills of communicating, solving problems and making decisions;
- explore vocational opportunities;
- participate in a variety of social, cultural and spiritual activities;
- give leadership to and work co-operatively in adult-like situations;
- participate in challenging physical and outdoor activities;
- become aware of and respond to needs of the community and the environment.

These program emphases can be easily realized through the regular activities of a properly operating company.

Some examples of Venturer programming are given elsewhere in this **Handbook**; but here it is appropriate also to mention projects and activities which support the program emphases. There is the Venturer company that builds sailboats and sells them to make money for needy children, or the company that makes canvas-covered kayaks and competes in white-water races, or the company that decides to get involved in mountain, search and rescue operations — its members have taken the St. John Ambulance Standard First Aid course and a course in basic fundamentals of rescue, and now they are able to assist any unfortunate sportsman who is in difficulty.



Venturers can hold dances, providing refreshments and music. They can organize and operate information booths to publicize Venturing at local fairs and exhibitions, or operate a service which provides guides for wheelchair patients who may be attending a special event; or Venturers can provide free babysitting service, and lost and found children centres for community functions.

Venturer companies can get involved in many outdoor events; camping, hiking, canoeing, sailing, and more. Camping should be more than just pitching a tent, for it should also encourage, for example, conservation projects or wildlife photography. Venturers can also camp as resource people for cuborees or camporees. Venturers can explore historic trails, or travel through the mountains on foot or on horseback, or explore Canada's waterways by canoe. The outdoors provides the chance for all of these and many more challenging physical activities.

Through all of these activities, the concern with vocational opportunities is present. Any of the activities a Venturer gets involved in can lead to an interest that becomes a vital, fascinating and challenging way of life. Business and industrial tours, too, open up any number of career ideas. Something as familiar as a visit to the fire hall, which may have thrilled a Cub or Scout with the simple roar of the engines and the wail of the siren, may become a chance for the Venturer to learn about public safety and to explore a vocation. The advisor and Venturers have unlimited opportunities to meet program objectives with the right kind of activities, for so many things are waiting just at hand to be done.

The Venturer Promise

Each section in Scouting has a promise that gives substance to the aim and principles of the Movement. In most cases, a young person subscribes to this promise when formally accepted into the section — at the "investiture."

The Venturer promise is:

*On my honour
I promise to develop myself so that I may better*

- love and serve my God,
- respect and help my fellowman,
- honour and render service to my country.

The outward sign of commitment to the Venturer company and to the organization of which it is part lies in this promise. Before a Venturer makes the promise, he or she should understand what it means, for there is no value in giving mere lip service to it. If a Venturer is having problems understanding the words of the promise or the importance of the commitment, he or she should discuss these difficulties with the company and the advisor rather than half-heartedly say the promise. Venturer-aged people should certainly be able to grasp the significance of this promise, and be able to reflect on its meaning in terms of their own values.

If time is taken for the Venturer to understand the principles expressed and the commitment being asked for in the promise, then an appropriate form of ceremony should be used to highlight the importance of the occasion when the promise is made. The Venturers themselves can help to design their own investiture ceremony (see Appendix 2).

Section Laws

Some of the sections in Boy Scouts of Canada have a section law that members learn and use as a guide for their behaviour. In the Venturer section, there is no such specific law. But if a company would like its new members to state their support directly to the company, this can be done by having the new member signify acceptance of the company by-laws. These by-laws are essentially the laws of the section, expressed in a particular place. In any event, new members should at some time formally declare that they will try to live within the rules established by the company which they are joining.

The Venturer Motto

The Venturer motto is: "*Challenge.*"

The Venturer Symbol

The Venturer symbol is intended to put the Venturer promise into a dynamic, pictorial form.



The large blue "V" rises out of the firm base that signifies the membership of Venturing; its two outstretched arms, rising and expanding outward, indicate the reaching out of Venturers to achieve the dual task of duty to self and duty to others.

The golden rocket-like shape shooting through the arms of the "V" is really the fleur-de-lis, international symbol of Scouting; it affirms Venturing's place in the world of Scouting and its support of Scouting's aim and principles.

The white shield indicates an unlimited field of opportunity in which each member may live the promise, and develop himself or herself to better love and serve his or her God, respect and help his or her fellowman, and honour and render service to his or her country.

The Venturer Sign and Salute

The Venturer, or Scout sign is used by Scouts around the world — and by Leaders — to indicate that they are members of the World Brotherhood of Scouting. The sign is usually used when Venturers are making their promise or when attending any

investiture. Sometimes, especially in other countries, the Scout sign is used as a greeting to another Venturer or member of Scouting when one is not in uniform or is bareheaded. It is also used on the following occasions:

- as a sign of respect;
- at the flag break or when the National (and/or Royal) Anthem is played;
- when the National flag is carried past in a parade;
- when a funeral procession passes.



The Venturer, or Scout salute is used only when one is in uniform and wearing a hat, and for all the same occasions as the sign. To make the salute, one places the fingers of the right hand in position to show the sign. Then one brings the hand to the head until the forefinger touches the brim of the hat (or the edge of the beret) with the palm of the hand facing forward. When the salute is complete,

one brings the hand down smartly to one's side.

The Venturer Handshake

The Venturer, or Scout handshake has an interesting origin. When Baden-Powell was in West Africa, he heard the legend of two tribes which lived next door to one another and which were always having trouble between themselves. This was disastrous for them both because of cattle thieving, and so on. The chief of one of the tribes, realizing how wrong this was, gathered his council, and together they decided to stop fighting and try to become friends with their warrior neighbours.

So when, after a time, the enemy advanced towards them, expecting them also to advance and start fighting, the army stood still instead of returning the attack. There was a Code-of-Honour which said that an unarmed man who could not defend himself was never attacked. The chief of the peace-loving tribe had dropped his shield and spear and walked slowly out ahead of his men. After standing alone for a moment, he walked towards the enemy, who had stopped with surprise at this unexpected turn of events. Holding out his left hand after flinging down his shield and spear, the chief said:

"I come unarmed and hold out my left hand to you as a sign of friendship and trust. We are neighbours and should not live as enemies. From now on we wish to live in peace and we trust you to do the same and to be friends."

Later, when Baden-Powell founded the Scout Movement, he suggested using this "secret sign" of shaking hands. The use of the left hand (which is closer to the heart) for shaking hands is a sign of trust and brotherhood.

The Venturer, or Scout handshake is made like a right handshake of greeting, except that Venturers use the left hand.

World Scouting

At an investiture ceremony, a Venturer is welcomed into the world-wide brotherhood of Scouts. This means that an individual joins an international movement with a membership of more than 16 million in over 150 countries and territories.



The Venturer company which is sponsored by your group/section committee is part of a district and/or regional council. These district/regional councils are part of a still larger organization called the provincial council. These provincial councils, of which there are eleven including the ten provinces and the Northwest Territories, are represented at the National Council, which is the policy-making body for Canadian Scouting. The National Council is a member of the World Bureau, whose home and secretariat is in Geneva, Switzerland.

The World Conference has an emblem and flag which the company may use. The emblem, or World Scout Badge, may be worn on the uniform, as directed by your provincial council, and the flag might be used at special events, such as an investiture. Both emblem and flag (available from your local Scout shop) are visible signs of the world-wide Scouting Movement.

One practical way of supporting the Scouting brotherhood is to contribute to a special fund that helps other members who are in need. Administered by the International Relations Committee of the National Council, the Canadian Scout Brotherhood Fund supports Scout programs throughout the world. The fund has helped such projects as Operation Amigo and Can-Carib, and it has given aid to Scouting in various parts of the Third World.

The primary source of money for the fund comes from the contributions of members of the Canadian Scouting family — people like yourself and your company. You may wish to have a special fund-raising project for the Brotherhood Fund, or to consider setting aside money for an annual contribution. Another way to help this fund is through donations made from the Trees for Canada project.

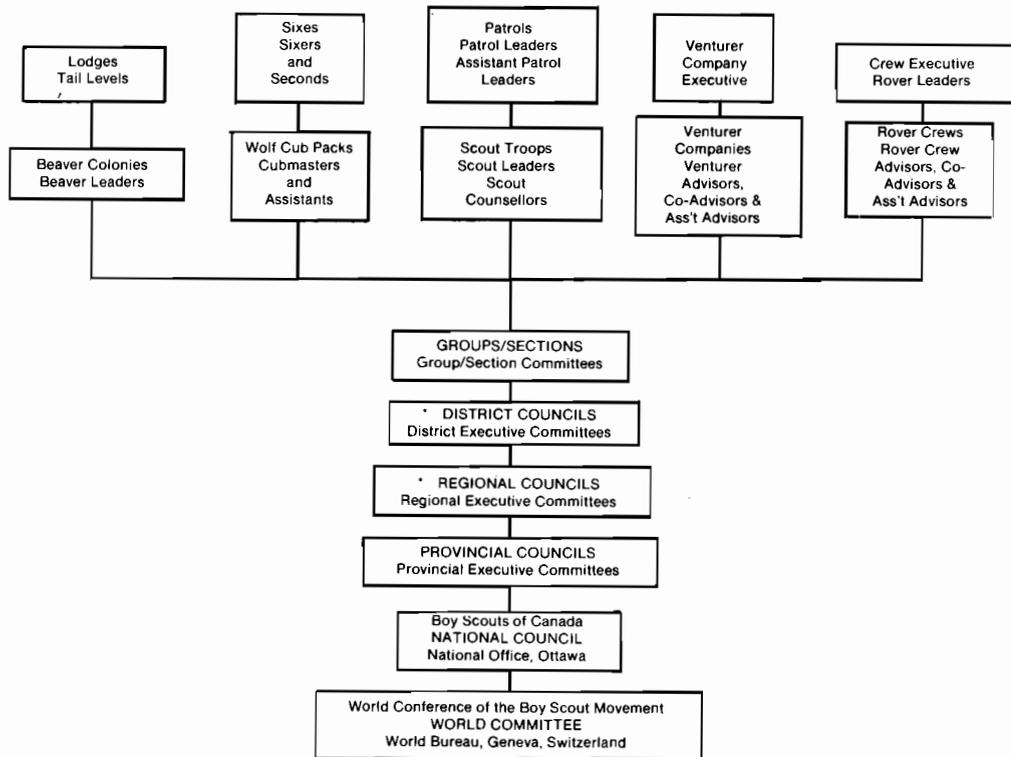


Contributions should be sent by cheque or money order to:

Canadian Scout Brotherhood Fund
Boy Scouts of Canada
P.O. Box 5151, Station "F"
Ottawa, Ontario K2C 3G7

Further information about the Brotherhood Fund may also be obtained from this address.

RELATIONSHIPS AND LINES OF COMMUNICATION WITHIN BOY SCOUTS OF CANADA



*Some parts of the country may not have a level known as "district council" but rather a service organization known as "division" or "area."
Similarly the term "regional council" may not be appropriate; where this is the case "local council" may be used.

THE VENTURER COMPANY

Membership

Young people wanting to join a Venturer company may come from various places. They may be Scouts moving up from the local troop or youth from the community at large, or friends of the Venturers themselves. But whatever the source, membership in a Venturer company is based on two major factors: age and personal interest.

Age

The Venturer program section, for persons from 14 to 17, is open to male and/or female members, as determined by the company, with the approval of the sponsor; and either men and/or women (over 21) may serve as leaders, that is, as advisors and co-advisors. An assistant advisor must be *at least* 18 (either men and/or women). Wherever possible, the company (however made up) should be involved in the selection of its leader(s) so that youth and adult interests may be similar. The Venturer program and its operation is the same for all companies, whether coeducational or not.

The age range is intended as a general guideline. The final consideration should always be what is in the best interest of the young person concerned, and this should be determined in consultation with him or her, with parents, and with others as necessary.

As chronological age itself is too limiting, an additional criterion to be applied is school grade. A

boy or girl who is younger than 14 may be permitted to join, and one who is over 17 may elect to remain in the section when he or she is in a school grade recognized to be within the "typical" age range. In other words, a company may have good reasons for extending membership to a youth of 13 or stretching the upper limit a little beyond the eighteenth birthday. Scouting allows for some flexibility, for it has always tried to adapt the program to fit the person.

Personal Interest

The other important factor to be considered is the personal interest of the young people. To create a positive group experience in Venturing, it is necessary that most of the youth forming a company have some common interests. The person who joins a company and finds that his or her interests are different from the rest of the company will soon drop out or become inactive. An advisor should help the company find its common interests at the beginning so that new people who wish to join really have some idea of what to expect.

It is important that each individual who applies for membership in an existing company is treated fairly by the company members. They must be generous and open minded and avoid cliques, for there is no point in recruiting new members unless they are made to feel welcome.



Company Types

There are two general types of Venturer company, and the advisor should have a clear idea about what kind of company he or she is leading. Neither one is better than the other, but each sort raises different expectations.

1. *One kind of company seeks to perpetuate itself through regular recruitment.* The members will be of various ages, with the company's survival depending to some extent on the number of Venturers enrolled. With this type of ongoing organization, it's up to you and your company to see that new members are coming in regularly to replace any who are leaving.

2. *Some companies operate on a term basis.* This means that the same persons who initially form the company remain together for three or four years, after which period that company disbands (or disappears), and a new one begins with young members. This kind of company, which is also known as "cyclical," is usually formed around close friendships and some strong common interests, and it usually does not try to recruit new members once it is established.

As the advisor, you must be comfortable with the kind of company you are leading. If it is an ongoing company, with a spread of ages, you will probably find that the younger Venturers have different needs and interests from the older Venturers. The 13 or 14 year old boy or girl who is riding a bike to school is much less mature than the 17 or 18 year old young man or woman who has a driver's license and may be starting a career or university. While they may have common points of interest, they may have many points of divergence, too. You may discover that the company is difficult to manage without the help of a co-advisor or some assistants; and you may sometimes feel that you are leading two or three companies at once.

But if you know that your tightly knit young group of Venturers is gradually growing older and not increasing its membership, you can look forward to starting a new company when your present Venturers have "graduated," or else you may help someone else start it. The instinct for strong peer groups during mid-adolescence is very great, but that feeling often fades in time. You should not feel sorry that your company, so keen this year, may be heading toward the end in another year or so; but accept this as one normal mode of life — the completion of a cycle which you can set going again.

Company Size

A Venturer company can range greatly in size, but usually it has between six and fourteen members. There must be a minimum of two or three, though so few would not allow for much group interaction; there is no maximum, except the ability of the advisor and the company to organize and provide a meaningful program for all. An easy — perhaps ideal — number for one advisor to work with is ten.

You and the company should decide on the size of membership, and recruit accordingly. But be sure you are practical when determining the size. Six, for example, might be too small unless the company is going to be founded exclusively on a small peer group. But the company which extends its

membership to a size larger than its meeting room, or beyond the programming abilities of the advisor is being unrealistic.

If your company is of the first type (with ongoing membership), it is important that you have a settled policy concerning new members. As an advisor, you must be prepared to help the company decide what its feelings will be about them. Once the company is well established, there is a strong sense of team spirit. Company members may not be enthusiastic about having others enter their company. But if the company is not founded on the term, or cyclical basis, then you must be very clear that membership is always open to those of the right age who are interested in the program, so long as there is room in the company.

In some groups, it is expected that Scouts will be accepted into the Venturer company when they have reached their fourteenth birthday. This understanding should be clarified with both the group/section committee and the Venturers so both parties realize the implications this has on company size. Let us suppose that you have decided to limit the company size to ten, and you have ten Venturers registered, active, and continuing, but six Scouts are eligible and want to join. Some arrangement will have to be made. Either you will have to expand the company membership, or else help the Scouts to form their own Venturer company.

The Company and Co-ed Venturing

Whether to admit girls to the membership of a Venturer company is a decision for each company to make, subject to the approval of the advisor, the group/section committee, and the sponsor. The policy of Boy Scouts of Canada provides for the establishment of co-ed companies as an option, but this is certainly not to say that companies have to be co-ed. The decision to open the membership to both girls and boys must, in every case, be made carefully and thoughtfully. Advisors must feel comfortable with the decision which they will have helped to make.



Members of an existing all male company should be given ample time to consider the matter, allowing time for discussion with parents, before reaching a final decision. Advisors will need to exercise careful judgment when their company is divided on this issue. If differences continue, a new company may have to be formed alongside the existing one, made up of those who wish to have co-ed membership.

In permitting companies to have co-ed membership, Boy Scouts of Canada is aiming to promote the development of social skills useful in a mixed society and to inculcate healthy attitudes of mind towards the opposite sex. Such aims should be looked at from the point of view of the girl as well as the boy. Continuous membership — that is, membership based on the same girls and boys who meet at regular intervals — may be the best way of achieving a happy and meaningful program.

The Advisor and Co-ed Venturing

A co-ed activity should not be regarded as an activity in itself; that is to say, the sole objective of the activity should not be simply to have co-ed activity for its own sake. What is already being done in the Venturer program will still be done by a co-ed company; for there is no "gimmick" in co-ed companies, no special program requirement. The main principle is to apply common sense to all situations, to follow the generally accepted standards of etiquette and social behaviour, and to apply in practical terms the promise "to carry out the spirit of the Scout Law."

It is natural that some boy/girl partnerships will form, if they do not already exist. From experience we know that there is no need to make explicit rules about such pairings; but there is one unwritten rule that must always apply. Boy/girl relationships should never be allowed to interfere with the smooth running of the company as a whole. If all members of the company are clearly aware of this rule, they will exercise appropriate discipline among themselves. The honest keeping of this rule is undoubtedly one of the most effective means toward creating properly balanced relationships within the co-ed company.

For some advisors, the move to a co-ed company may seem to create problems. But an optimistic, positive, and flexible approach will answer most difficulties; and others will fade in the light of a ready willingness to accept Venturers as individuals rather than as male or female.

Advisors will have an awareness of the general biological, mental and physical differences between the sexes and between individuals in the Venturer age group. Advisors will want to refer to some of the publications that are commonly available on this subject of adolescent development, attitudes, and concerns.

Parents and Co-ed Venturing

Good communication with parents is essential. The parents of all Venturers (both girls and boys) who take part in overnight co-ed activities, such as any kind of camping, should be previously consulted and their permission obtained. Boy Scouts of Canada policy states that responsible adult participation must be arranged by the company advisor for those co-ed activities which, in the opinion of the advisor, necessitate adult participation.

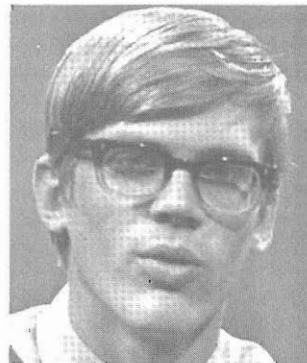
Parents are entitled to expect that sound common sense be exercised by advisors in providing suitable adult supervision and direction. This does not mean that only registered advisors may participate in an event, but, depending upon the activity, any qualified persons — parents or other adults — could also take part.

The Company Program and Co-ed Venturing

The average company program is typically based on outdoor, or other physically demanding activities. But no program requires that every member of the company participate in every activity. Thus a Venturer might decide to skip out on an activity that he or she feels is too difficult, or else for some personal reason inappropriate. This kind of selective approach applies equally to individuals in co-ed as in non-co-ed companies.

With co-ed membership, emphasis on certain company activities might change; but by and large, girls join Venturing because they are attracted by the existing activities — including strenuous hiking and adventurous journeys — and changes are unnecessary. Physical limitations or disadvantages, as well as strengths and special abilities, occur in one sex as much as in the other. Therefore, it is important not to stereotype people because of their sex; indeed, it is absurd and wrong to do so.

Youth Leadership in the Company



One of the objectives of the Venturer program is to help youth develop by working towards adult activities and by learning skills which everyone recognizes as being at an adult level. This objective is reflected by the opportunities which are provided in the company for youth leadership.

The Venturer program allows for a company executive (that is, president, vice-president, secretary, treasurer), and activity or project leaders (or chairmen). Within these positions, Venturers should learn how to conduct themselves in an orderly fashion and learn something about leadership. You will want to make sure that as many of the members as possible get a chance to take on some leadership role, and you may need to caution the company not to keep re-electing the same person to the same job. One idea is for the company to agree to a by-law that limits the term of office in an executive position to six months or a year, and the number of times one may serve as a project leader within the same period.

The Company Executive

One of your responsibilities as an advisor is to ensure that the company is set up to operate in an efficient manner. One of the ways to do this is through the company executive.

When starting up a Venturer company, there are different ways to organize an executive.

1. The advisor appoints an interim executive to carry on the company business until an election can be held. This method has the benefit of getting things started quickly, but it also has some traps. Appointing certain Venturers right away may put them in a position of authority they do not want, or else cannot fill. There is the chance the appoint-

ments may be seen by others as favouritism. But if the Venturers understand these are not "lifetime" appointments and elections will be held, the problems can be overcome.

2. Another option is to hold an election as soon as possible. The company can determine the size of the executive, then hold the elections to fill the posts. The advantage of this method is that Venturers themselves choose their executive. One of the problems this can create for the advisor is that the Venturers elected are the popular ones — not necessarily the best for the job.

3. Finally, the last, most difficult, and perhaps best option. Since it is important that a new company be built from the ground up, starting with a basic understanding of the role of the executive, the advisor, in this option, takes the initiative and gives strong guidance, which is, given the situation, quite appropriate. The advisor starts a training program to show all the company members what an executive does, the jobs of the individual executive members, and the powers of the executive. This may take two or three weeks; but all the members should gain an understanding of the positions. Thus they will be able to make sound decisions as to who can best do what job. Also, the members who would not naturally seek these leadership positions might do so once they know what their peers will expect from them. The company might even devote part of a weekend camp to the subject of understanding the executive. The benefits derived from such an understanding certainly outweigh your time and trouble.

The Power of the Executive

Once the company has established its executive, two things can happen. The selected few can assume a great deal of power in terms of solving problems and making decisions for the company. This sometimes creates a clique, and the executive may start to grow away from the company. Members of the company begin to feel that they are no longer, in control of their company, and they believe that the executive is the power base. This feeling tends to set up competition for the executive positions which may prove to be destructive of company spirit. It is your responsibility to ensure that the company executive works for the company, and that the power of the company remains with all its members, not just the few.

A positive effect can happen: the executive begins to understand that they are in a service role for the company. The president provides service with the agenda and helps the company to make decisions. The secretary and treasurer provide service in keeping the company informed and up-to-date about its business. When executive members realize their role is to serve and help the group, the power base remains with the company.

There may be times when the executive will have to make decisions and act on behalf of the whole company. But you can encourage them to plan carefully and keep independent decisions to a minimum. There is a greater degree of commitment from company members if they feel that they are part of every important decision. When an executive tends to

make decisions for the company, commitment within the membership declines.

Size of the Executive

A rule of thumb indicates that the number of members on the executive should not exceed one quarter of the total membership. If there are sixteen members in a company, then there should be four members of the executive. Another way to determine the size of the executive is first to have the company decide what the executive is to do, then decide how many Venturers will be needed to do the required jobs.

In any event, the executive should not grow so large that the company worries about finding more leadership roles for those who are not on the executive. An example in a company of ten: if four members are on the executive and two more hold important project positions, then there are four people who may feel left out and want to fill some position, too. In the life of any company, not all members can be leaders at the same time.

Balance

The advisor should ensure that the executive reflects the character of the company. If there is a mixture of new and experienced members, then the executive should reflect this fact. You will also want to be sure no one group of Venturers dominates the leadership of the company. This is the way that cliques form. New and young company members will drop out if they do not feel they can obtain a leadership role at some time during their stay in the company, or feel at once some sense of acceptance and importance.

Executive Meetings

Executive meetings are held for two main reasons. One is for you the advisor to make sure that the program is being carried out by the company, and the other is for you to train the executive members in their tasks. Executive meetings should be held at least once a month, where a review can be made of the program and any problems which might be facing the company.

During the executive meetings, the advisor can work with the secretary and treasurer to check if they are keeping up-to-date records. Monthly checks also allow you to make any necessary suggestions if you feel the records do not adequately reflect the events which have occurred in the company. During executive meetings the president can be coached on how to prepare an agenda and help the company to make decisions. And if there is a new member of the executive, you will have a chance to give on-the-job training to him or her.

The advisor should impress upon the executive that they also set an example to other members of the company in terms of personal behaviour, the wearing of the uniform, and participation in activities.

Company Resource Books

There are several resource books to help the company executive do their jobs efficiently. The advisor should make sure that each member of the

executive has the book related to his or her position. When a new member of the executive takes over a job, a new book should be provided.

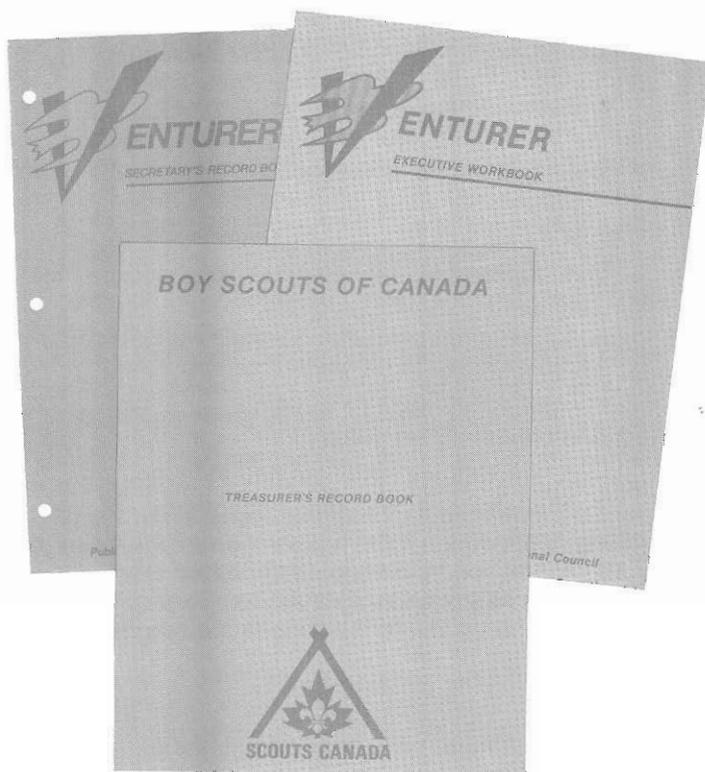
Executive Workbook

The *Executive Workbook* is for use by the president of a company. It gives direction on how to conduct executive and regular meetings of the company; it also gives an outline for preparing agendas.

The company president should recognize that one of his or her primary responsibilities is to organize company meetings. Having a well thought out agenda in advance of meetings can help make any meeting run more smoothly and save time. It is through the agenda that the president can be sure that every subject will be covered, and he or she can also use the agenda to control the time limit on meetings.

Secretary's Record Book

The company secretary plays an important role in looking after its records and keeping track of its decisions and actions. Sometimes young people do not understand the significance of a secretary, and you will have to show how important it is to have good records — and also to have useful minutes of company meetings. The *Secretary's Record Book* gives much practical advice, and it provides helpful forms and outlines.



Treasurer's Record Book

This book is provided for anyone in the Scouting organization who is charged with looking after funds. The *Treasurer's Record Book* provides guidelines, rules from *By-Laws, Policies and Procedures*, and general financial statements for the treasurer to use.

The advisor, along with the treasurer and another member of the company (usually the president),

should be the signing officers for the company bank account. The group/section committee should know the account number, the location of the bank, and who the signing officers are.

The treasurer should give a financial statement at each business meeting of the company, and this report should give the current balance and also a detailed description of income and expenditures. The company will be deciding on activities, and it will want to consider how much money is available. If used properly, the Record Book helps the treasurer to present an up-to-date accounting of company funds.

When a new treasurer joins the executive, the advisor should meet with the retiring treasurer and the present treasurer to audit the last treasurer's transactions and to help the new treasurer learn the job.

About Camping

The *About Camping* workbook is a camp planning guide. In many cases, an activity leader is chosen to organize a camp and to arrange a program for the camp. This workbook helps such an activity leader, for it provides a checklist of things to do. The advisor or an experienced company member can work with the camp activity leader to check off each item within the book.

Company Log Book

One member of the company should have the responsibility of maintaining a company log book. The log book provides valuable information for the company as it plans its yearly program. A log book kept current will record who attended activities, which activities were popular, which were not. Your company might wish to design a report form which would be completed by each activity leader, indicating participation and other important details. The log also becomes part of the tradition of a company and if done properly, with pictures and colourful descriptions, it will be a worthwhile history.

Any loose-leaf binder with pages that can be added will serve as a log book.

Activity and Project Leaders

Through its program, the company provides leadership roles. But as an advisor, you may have to spend some time training the new Venturer who has just been given the role, for example, of organizing a camp. One plan is to have an older Venturer serve as assistant, thereby passing on knowledge to the new person.

The more times members of the company are allowed to help organize activities — whether camping or something else — the more proficient they become. This gaining of experience through practical effort is important, and eventually the advisor should be able to see the Venturers organizing their own activities largely without his assistance. In the beginning of a company's life, the advisor will have done much of the planning and organizing; but even then, he is training the Venturers in the skills which guarantee a successful activity.

If the company uses long range planning and sets out its activities for the year, then a list of Venturers

should be drawn up to show who will be responsible for which activities. Knowledge and experience will grow together as the year moves forward, and everyone should be able to learn and to share.

Company By-Laws

Like most groups, a Venturer company will want a set of written rules or by-laws to govern its day-to-day operation.

Boy Scouts of Canada is incorporated by Articles of Association granted by Parliament, and in turn the National Council has formulated *By-Laws, Policies and Procedures* governing the Scout Movement. The Venturer company should have a copy of these *By-Laws*, for they provide guidelines for most of the company's activities.

Scouting's *By-Laws* thus spell out in broad terms the aim and objectives of the Venturer section, but they obviously cannot recognize the uniqueness of each of the many Venturer companies in Canada. For this reason, each company is encouraged to formulate its own by-laws, though of course, these will contain nothing contrary to the *By-Laws* of the National organization. One role of the advisor is to see that this does not happen.

A Means to an End

The process by which the company determines its by-laws is more important than the by-laws themselves, for the Venturers have been going through a learning process about the nature of law and the principles of organization. It is in the writing of by-laws that company members begin to recognize the difficulty of setting standards for the behaviour of company members. They also begin to recognize that by-laws must be realistic and not include rules which cannot be enforced, or which are trivial and bound to be short-lived.

Nothing can be so discouraging to the life of a Venturer company than the dogged desire of a few members, or of the advisor, to write by-laws just for the sake of having them. A Venturer company does not need a set of by-laws immediately, and some Venturer companies manage without having any written by-laws at all. It is most important that the Venturers themselves decide that they would like to have by-laws to govern the day-to-day operation of the company.

You should not push the company into drafting by-laws; but rather, through the course of company activities, point out situations where by-laws might have given direction in making a decision. As the company begins to take on the task of writing by-laws, you should then find the necessary resources to help them do a good job. Perhaps a visit by a lawyer who would talk about drafting by-laws might be beneficial, so long as the legal advice is practical and related to the experience of young people. Also, a court visit might show how laws are interpreted. The point is that rules are important for the effective conduct of organizations — and countries; but young people need to learn the sense of this idea before they can profitably embark on setting up their own rules.

One method of drafting by-laws is to have the company executive set up a special committee from the membership just for this job. The committee would act on the suggestions of the executive, other

members, and the advisor. Perhaps one regular meeting (but no more than one!) might be devoted to discussing the kind of by-laws members wish. But you should be careful that the meeting doesn't break into conflicting conversations, bickering, or boredom.

Drafting By-Laws

By-laws should reflect the views of the entire membership. In their final form, they should be acceptable to all; this acceptance may then become a condition of membership. The company may decide that after making the Venturer promise, a new member must also make a statement that he or she agrees to live according to the by-laws.

By-laws should be reviewed annually, generally at the beginning of a new Scouting year, and amended as necessary. They should also include an amending formula so that they can be altered at any time, providing there is a thoughtful desire to do so and some advance warning. By-laws should not be lightly changed once they are established.

Some features of a good set of by-laws include the following points:

1. The name of the company and its sponsor.
2. A statement that the company is part of Boy Scouts of Canada and subscribes to its *By-Laws, Policies and Procedures*.
3. A statement on the number and titles of the officers of the company, that is, those who will make up the executive.
4. Basic statements on the duties of these officers.
5. A statement on election procedures for officers.
6. A statement on the term the officers serve.
7. A statement on election procedures for officers.
8. A statement on resignations, and how replacements are to be elected or appointed.
9. A statement on meetings.
10. A statement on dues.
11. A statement on uniform and activity dress.
12. A statement on the acceptance of new members.
13. A statement setting forth other items considered important, such as a method for amending the by-laws.

The writing of by-laws can be a good learning experience for Venturers; through this exercise, they may come to have a greater sense of fair play.

The advisor should be satisfied that the final product — the well-written by-laws — are a source of pride to the whole company. The advisor might suggest to the company that their by-laws be approved by the next senior body, that is, the group/section committee. In taking the by-laws to this committee (an optional but valuable course of action), the advisor and the company lets the committee (and the parents who sit on it) see the rules which the Venturers have made for their own operation. In giving approval to the company's by-laws, the committee reinforces and supports the effort of the company.

Decision Making in the Company

The company that can make sound decisions is operating effectively. Companies are regularly making decisions — when and where to meet, how to organize, how to divide up time, what procedures to use in discussions, and what course of action to take towards accomplishing goals. Sometimes a company seems unaware of how it is making decisions, but at other times it will spend a long time discussing what procedure to follow in reaching a decision.

There are different methods a company can use to arrive at a decision; circumstances will dictate which method is most useful and what will be the likely outcome of applying it.

Effective Decisions

Venturers want to make effective decisions. After defining a problem or issue, thinking over alternative actions, and weighing them all, an effective company will use some method to decide on an alternative — consciously or not. But in this process, you and the company might have profited from knowing in advance what decision-making method you would use.

An effective company decision will be the result of well-considered and well-understood discussion, and the product will be realistic action directed towards the activity everyone wants to do. There are five major characteristics of an effective decision:

1. The personal resources of the company members are well used.
2. Company time is not wasted.
3. The decision is a good one.
4. The decision is put into effect fully by all of the company members.
5. The problem-solving ability of the company is enhanced.

A decision is effective to the extent that these five areas are realized.

Some Venturer companies will have a hard time making decisions, and they will not agree on what to do for one or more of the following reasons:

- fear of the consequences of the decision
- membership loyalties to other groups that undermine a commitment to the company
- conflict among Venturers that destroy their ability to reach decisions co-operatively
- rigid methods of decision making that do not suit the immediate situation

In order for the advisor to help the company to arrive at effective decisions, he or she must try to make sure that the company avoids these factors which inhibit good decision making.

Methods of Decision Making

There are many ways in which a company (as any group) can make a decision, and some of the major ones are described below. The advisor should be careful not to pre-judge one method and claim its superiority over another; for each method has its uses and is appropriate under the right circumstances — though decision by consensus remains an ideal.

Each way of making a decision also has its particular consequences for the company's future operation. Thus an effective company understands these consequences well enough to choose the method that is best for

- the type of decision it has to make,
- the amount of time and other resources available,
- the past history of the company,
- the nature of the task being worked on,
- the kind of atmosphere the company wants to establish,
- the type of setting in which the company is working.

Decision by Consensus

Consensus may be defined as the collective opinion arrived at by the company members working together under conditions that permit open communication. The company climate will be sufficiently supportive so that everybody feels he or she has had a fair chance to influence the decision.

The most effective method of company decision making is by consensus, but it also takes the most time. Perfect consensus means that everyone agrees on the decision. But this is often impossible to achieve. There are degrees of consensus, any one of which leads to a higher quality of decision than, let us say, a simple majority vote.

When a decision is made by consensus, all company members understand the decision and are prepared to support it, and all can rephrase the decision to show that it is understood. All company members also have had a chance to tell how they feel about the decision; and those members who continue to disagree or have doubts will, nevertheless, say publicly that they are willing to give the decision a fair try.

To achieve consensus, time must be allowed for all company members to state their views and, in particular, opposition to each others' views. Everyone should have the sense that his or her views are clearly understood. Company members, therefore, must listen carefully and communicate effectively.

In reaching consensus, differences of opinion need to be seen as a way of gathering additional information, clarifying issues and forcing the group to seek better alternatives. Decisions made by consensus are usually sound because everyone in the group works together.

There are some basic guidelines to help in reaching a consensus. You should be aware of them, and when appropriate, make them understood to the company.

1. People should not blindly argue for their own individual judgments. They should be encouraged to present a position as clearly and logically as possible, but listen to other reactions and consider them carefully.
2. Company members should be cautioned not to change an opinion simply for the sake of reaching an agreement without conflict. The members should be encouraged to support solutions which they feel they are at least able to agree with, and yield only to positions that have objective and logically sound foundations.

3. In reaching consensus, there are bound to be some conflicts. The group should be careful not to find an easy way out, such as tossing a coin or giving in to "railroading."
4. The company should be encouraged to seek out differences of opinion, trying to involve everyone in the decision process. Disagreements can be helpful in working towards a final decision.
5. A decision is not a win or lose situation. The group should look at the next alternative most acceptable to all members.
6. The company should listen carefully to one another and encourage the participation of all members in reaching the decision.

The best way an advisor can help the company understand the consensus method of decision making is to have them experiment with it.

Decision by Majority Vote

Majority vote is the method of group decision making most often used. A group discusses an issue only as long as it takes at least 51% of the members to decide on an alternative. This method is so common in our society that it is often (wrongly) assumed to be the natural way for any group to make decisions.

But in a vote the majority rules. This means that those who voted in the minority may have little commitment to the ruling decision.

Decision by Minority

Minorities (or less than half of the company) can make the company's decisions in several ways, some legitimate and some rather less so. One legitimate method is to have the company executive make all but the most major decisions for the whole company. Another way is for the executive, or else the company as a whole, to form temporary committees to consider special problems and direct what action the company takes.

Illegitimate methods include railroading. For example, two or three company members will come to a quick agreement on a course of action, challenge everybody else with a sudden "any objections," and if no one replies fast enough, proceed with "let's go ahead, then." Such railroaded decisions may have some virtues, such as speed and clarity; but the company should be able to tell when they are being railroaded.

Decision by Averaging Individual Opinions

Another method of making decisions is for someone to canvas each company member for his or her opinions and "average" them. When the company president, for example, calls each member on the phone to ask for an opinion on some subject, then takes the most popular opinion as the company's decision, he is using the averaging method. This procedure is like majority vote, except that the company's decision could in fact be determined by a minority. The most commonly expressed opinion is not necessarily held by more than half of the membership, and of course the lack of direct discussion amongst members may result in poorly informed opinions.

Decision by Chance

Decision by chance can be determined by a coin flip, but this is a poor way of deciding anything. The real problem occurs in the lack of company commitment towards the decision, which could become significant if the issue is an important one, such as holding a fund raising event or a big activity.

Decision by Force

Decision by force means the full use of authority by a single person. If the company is not careful, the president could become such a person and make all decisions for the group. In such a case, very few people will have thought about the decision, lack commitment to it, and act out of fear or habit or disinterest. The company would be acting ineffectively.

See David W. Johnson and Frank P. Johnson, *Joining Together: Group Theory and Group Skills* (Englewood Cliffs, N.J.: Prentice-Hall, 1975), pp. 55, 58-60, 62-63.

Starting the Planning Process

While it is important that every company member participate in planning, the process may have an awkward or tentative beginning. Planning the big event, or some significant activity is one way of looking ahead. But there may be many meetings and a lot of months to work through before that event happens. This is why the company needs to become involved in the regular planning of all its meetings, and not just the one or two major projects of the year — though these can certainly be a focus of much activity and interest.

In some companies, the executive begins the planning process. Together with the advisor, the executive meet to assemble the plan for the next three, six or twelve months, then present it for consideration at a regular company meeting. A preliminary step might be to have a brainstorming session where company members can put out ideas for activities that they would like to do during the year.

Once a suggested plan has been put together, the company examines it, asks questions about it, and makes suggestions. Now the plan can be amended or expanded, and then it becomes the agreed upon one for the year ahead, with each member having helped with its direction and approved it.

Your company may want to develop its own approach to the planning process. For example, some companies hold weekend camps at the beginning of the Scouting year to put together their plan. When they leave from the weekend, they know exactly their program for the year, and which members will be responsible for specific events and activities.

But no plans, however carefully and enthusiastically they may be initiated, should dare to be inflexible. New events and people turn up; people change their minds; some move away or drop out. The rule is to stick to your plans so far as reasonable, but allow for change, or even dramatic shifts of interest, and take what comes in stride.

Company Planning

Young people join Venturers for a variety of reasons: to have fun, to be with friends, to expand old skills, to learn new ones, to visit new places and to add to their growing store of knowledge.

All of these reasons for joining turn into expectations. But the things which young people wish to accomplish require planning, and in every kind of planning the advisor must play a very active role.

Most Venturers are capable of individual planning, but the company needs the useful contributions of everyone, along with a thoughtful advisor, to plan almost any kind of joint activity. You can help company members become aware of the different stages of group planning — and help each person to have a part in the whole plan.

There are five steps in putting a plan together:

1. Assessment
2. Setting objectives
3. Setting guidelines
4. Budgets
5. Evaluation

Assessment

Before any planning starts, the advisor needs to know that an assessment has taken place which will establish the company's health. Some criteria for assessment:

- Is the company busy?
- Are members having fun?
- How well is the program running so far?
- Can it be improved?
- Is the company taking advantage of the advisor's and members' skills in putting together the company plan?
- Are you getting help from your group/section committee, service team, and company membership?

Such questions as these will help you to discover where the company is working now, and you will be able to move on to the next step.

Setting Objectives

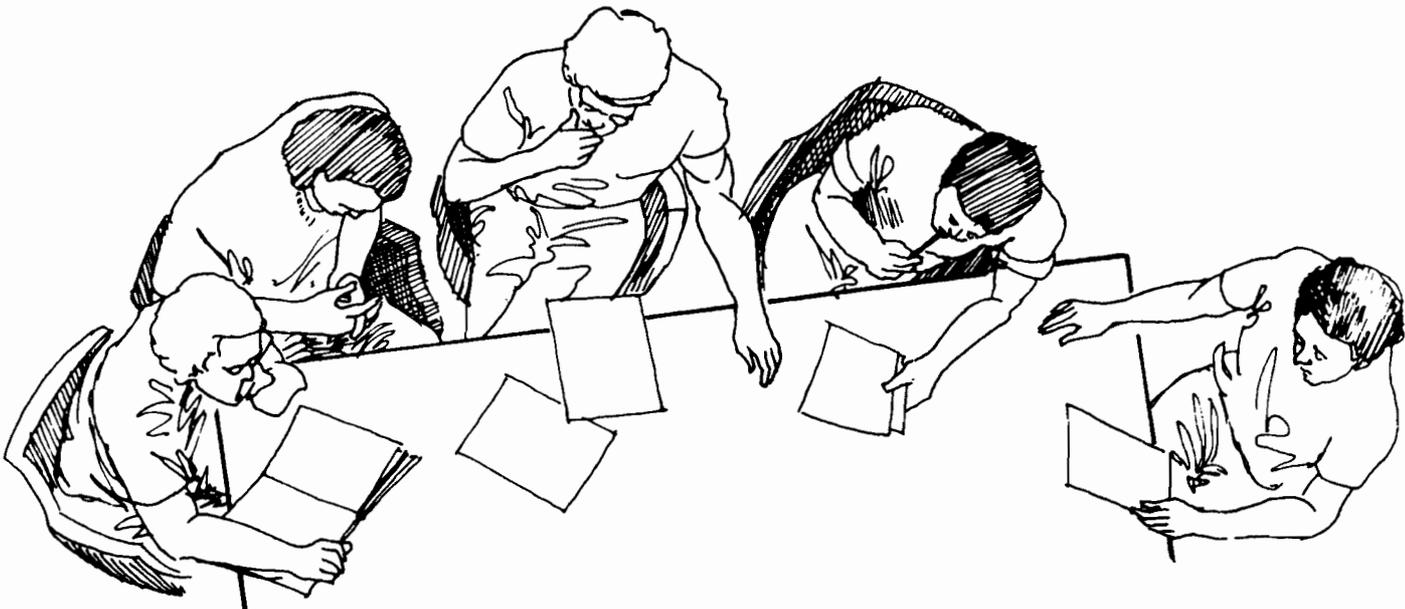
Objectives are the goals toward which the company wishes to aim — they might be distant and describe the year end position. They may not need to be elaborate, but express simply the carrying out of certain activities, or having so much money in the bank, or the achievement of an award. The advisor can help by showing the company what goals are realistic and can actually be accomplished within the Venturer program.

Company objectives need also to be within reach of individual members and within the means of the company. Is a ten day wilderness canoeing trip feasible for the two Venturers who can neither swim nor pull a paddle? Does it make sense for a Vancouver company to plan such a trip in northern Ontario with only \$50.00 in a savings account and poor prospects for large fund-raising? Perhaps a three day bike hike on the May long weekend to the Gulf Islands would really make most sense.

An advisor has a difficult task in matching the enthusiasm of the company with their true potential; he or she wants to help the Venturers to build some real challenge into their projects, and also to keep the plans varied from year to year. But the advisor must learn how to turn youthful idealism and excitement into action; and this action must take account of all company interests. Is it fair to a company of ten to ignore the five who can't go on the big trip?

Setting Guidelines

Let us suppose that objectives are clearly and realistically set, and that everyone is involved in the action. Often companies will stop here. But it is up to the advisor to ensure that action is taken so that the planned events really do take place. The advisor should do his or her best to get someone to do the planning; then others must feel that this planning is going forward. Thus, there needs also to be some kind of responsible overseeing by the company executive, or by all of the members (as a "committee of the whole"), or else by a group specially appointed to work on the project.



The company should always keep the advisor informed about what is being planned, and the advisor should be satisfied that his or her opinions and suggestions are taken into account during all of the planning.

The advisor needs to be alert to several more points: Can the project be done in the time that was originally allowed? Will the experience be a satisfying one for everybody? Is everyone following through on his or her commitment? Let's not forget that the workload should be shared, and each company member should enjoy the responsibility of working and sharing in a joint undertaking. All of these planning guidelines, once established, need to be kept.

Budgets

Whatever objectives and events the company plans, it will need to consider costs and how to budget for them.

Financial budgets involve overall anticipated costs of the event against income, and then try to balance the two. Every activity should "break even," but it is always wise to plan for a modest surplus — people drop out, costs increase, contingencies arise.

The company members need to be aware that their own pockets are likely to be affected by the projects they plan. The company that really earns enough to pay for everything it wants to do is unusual; there is always a demand on each Venturer to contribute something to his or her own special costs above what the company as a whole earns.

While some Venturers may work and have some income, others may not work and have a very small allowance from their parents (if any at all). How can everyone's needs be accommodated?

Evaluation

As the company completes a project, it should review the event to see what worked well and why. What went poorly? What should be left out in a future event or could be improved for another time? The advisor should take the chance to encourage company members to evaluate everything they do, for much can be learned through constructive evaluation.

A good rule to remember whether your company is planning for a year or a weekend: you the advisor need to be consulted and involved in the planning — it will not happen without you — and so also should resource people be brought in who can help with the special aspects of a project. And of course, all members of the company should be involved in some way, though obviously some persons usually get more involved than others.

Business Meetings

The company should meet regularly; otherwise, it will begin to lose momentum and direction. Most Venturer companies meet once a week, but some

meet only twice a month. This meeting occurs in a school auditorium, a church hall, at the home of one of the members, or in a local Scout building. One meeting a month will normally deal with the formal business of the company: the admission of new members, elections, installation of officers, giving of awards, planning and organizing future events. The other meetings may be "activity" oriented, with the meeting outdoors for a game or a "ramble"; or an expedition — a trip to a museum, to a business or industry; or a meeting to give service — to visit a seniors' residence, for example, or to take a course in first aid.

But at the monthly business meeting, the company deals with reports, correspondence, finances. Here the company will decide on fund-raising projects and how they will be planned, and they will talk over their "action" meetings (and weekends) coming up during the rest of the month. Whatever the items, the business meeting should be conducted in an orderly manner, but it should not be boring.

The advisor, who may sit near the president and give encouragement but most certainly does *not* preside, may be frustrated by the inclination of the meeting to become either very silly or very dull, but he or she should remember that the young people are still learning what really is rather sophisticated behaviour; many adults, indeed, function very awkwardly at meetings, often breaking down into wrangling and counter-productive talking across the table. No Venturer business meeting should ever be dull, but some might be too long — keep to an hour or less and use a final twenty minutes or so for a social time.

Meeting Places

The sponsor is responsible for providing a regular meeting place for each one of its sections; but the company need not meet in the sponsor's hall or facility every time it gets together. It may really be best for the company to meet in the hall just for business meetings, and then get out into the community for the other meetings.

A company that becomes tied to a habitual meeting place, such as a church hall, may find that it spends all of its time talking business or planning and little time carrying out activities or projects. You will want to encourage the company to get away from the regular meeting place frequently — at least two out of three or four times in every month.

You might also encourage the Venturers to make arrangements for the use of special facilities such as a gym, a hockey or curling rink, a swimming pool. Venturers should become experienced in arranging for special places and equipment. They should not use the meeting room in a church for loud or rough games.

THE VENTURER PROGRAM

Balanced Programs

As a Venturer advisor, you will want to make sure that the company plans and conducts a balanced program. The Venturer program emphasizes give you general direction about where to go in attaining the aim of the organization. They do not tell you or the Venturers what exactly goes into a company program.

There are basically four elements in a balanced company program. Each of the four elements support, in overlapping ways, the four areas of development expressed in Scouting's aim: mental, physical, social and spiritual.

The elements are:

1. Leadership
2. Company organizational
3. Lifestyle/spiritual
4. Activity — made up of six parts
 - (a) Exploration
 - (b) Fitness
 - (c) Personal interest
 - (d) Service
 - (e) Social and cultural
 - (f) Vocational

will happen as they serve on the company executive or provide leadership for a fund-raising activity. This element is an important one, for Venturing should provide youth with an opportunity to test their leadership abilities; through this means, they learn how to communicate and work effectively with people.

An active leadership program within the company places emphasis on communication and task skills. You should encourage Venturers to assume leadership roles, and to help them if they are willing but inexperienced. Some indicators that show a company has considered leadership are:

- Venturers are providing leadership in outside organizations such as schools, parks or hospitals,
- most Venturers are providing leadership,
- decisions are made as a company,
- a few Venturers do not consistently dominate the group,
- the company encourages members to take on leadership.



In developing a company program, you and the Venturers will be working primarily with these six parts of the activity element; and you will try to aim for a balance of them, while weighing also the needs and interests of everyone.

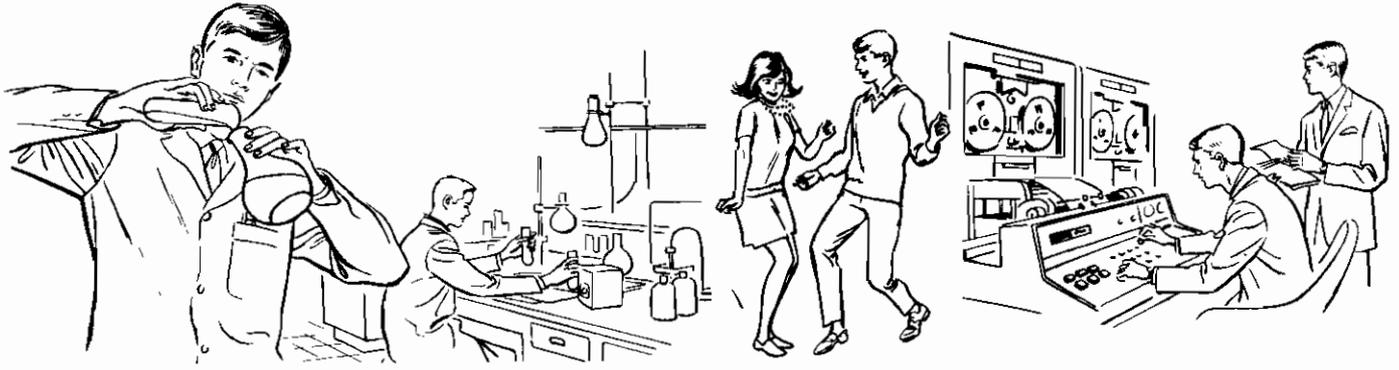
The Leadership, Organization and Lifestyle/Spiritual elements should be present in each of the specific activities planned by the company. Below is some explanation of these elements and activity areas and how they can be used to plan a balanced company program.

1. Leadership Element

As many Venturers as possible should be able to take on leadership roles within the company. This

2. Company Organizational Element

This element emphasizes the Venturer's ability to solve problems, make decisions and plan and conduct activities. As Venturers work on specific projects and activities, they will gain experience which will help them in their future. The company which maintains an effective operation reflects the presence of this element in its program. Venturers should be motivated to improve on their ability to plan and make decisions. These are ongoing learning experiences and must constantly be reinforced. Some of the indicators which show that a company has considered organization are:



- a meaningful and accepted set of by-laws,
- a job description for the executive,
- a long term plan of activities and events,
- effective, business-like meetings.

3. Lifestyle/Spiritual Element

As part of establishing an identity, a young person collects from a variety of sources the things needed for a philosophy. As maturity develops so does the philosophy. With the young Venturer, you are helping to establish the groundwork for his or her first adult-like experiences.

Scouting's aim speaks about promoting spiritual development. In keeping with that development, all Venturers and advisors promise to love and serve their God and do their duty to God. Our religion thus expresses our way of life, for it speaks about the values we hold.

Because duty to God is part of our lifestyle, it is not something we can program, or turn on and off at various times. It is a fallacy to regard the spiritual aspect of Scouting as if it were an item that occupied a time slot in a meeting program alongside creative activities, games and other instruction. Another false notion is one which sees the spiritual as simply surrounding or being on the circumference of the program.

Probably the clearest picture of the spiritual in Scouting is to see that it permeates the whole program. Because you believe and live in 'a certain way, the spiritual belongs to everything. It holds up the whole program.

So an opening or closing prayer, yarns on "love and serve God," Bible readings or worship services are not in themselves the spiritual times. They are worthwhile formal recognitions of what God is continuously doing in the lives of Venturers and advisors. Baden-Powell wrote about religion in Scouting: "If it were treated more as a necessary matter of everyday life it would not lose its dignity and would gain a hold."

Advisors need to set a sound example of a lifestyle which their Venturers can see. This means the example is not only for times with the Venturers, but also for one's whole life. Indicators which show spiritual/lifestyle emphasis are:

- members of the company are encouraged to earn their Religion-in-Life award,
- Venturers try to respect and help their fellow Venturers,
- the company is involved in service projects,
- members of the company are aware of the implications of their promise.

4. Activity Element

This element provides a wide range of opportunities for Venturers to become involved in activities of their own choosing. These activities can increase knowledge, improve skills, and also encourage participation in the planning and operation of the events. They can also provide opportunities for Venturers better to understand themselves and other people and to develop healthy mental attitudes and an interest and concern for every race, colour and creed.

a) Exploration Activity Area

Venturers ought to explore the out-of-doors, and plan and participate in challenging, adventurous activities. Also, Venturers can use outdoor skills to gain a better understanding of Canada's natural resources.

Some indicators which show a company has made use of the exploration activity area in its program are:

- the company plans and conducts camps on a regular basis,
- camping skills demonstrated by Venturers at camps are of high quality,
- participation by Venturers at camps is high,
- company members are involved in different sorts of camping such as back-packing, canoeing and cross country ski trips.

b) Fitness Activity Area

These activities encourage Venturers to improve their physical growth by being involved together as a team or individually. Through fitness activities, Venturers should realize that it is important to establish a



pattern of keeping fit when they are young. The fitness area is related to other areas such as exploration and those personal interests which take physical exertion. Some indicators that a company has considered the personal fitness activity area are:

- the company participates in team events,
- members of the company understand the dangerous effects of drugs, tobacco and alcohol,
- members of the company are involved in physically active programs.

c) *Personal Interest Activity Area*

These activities are used to encourage Venturers to pursue some satisfying personal interest or hobby of their own choosing, over a specific period of time. It is also the intention of this activity area to encourage Venturers to become involved in, and gain knowledge of, some satisfying leisure pursuit with a view of being able to demonstrate or speak with authority on a chosen subject. This activity area also provides a chance for a Venturer who wishes to work on an interest which is not receiving a strong emphasis within the company program. As an example, if a company enjoys the out-of-doors and spends a great deal of time backpacking, a Venturer may decide to work on his own personal interest of bird watching. The interest still fits into the general program of the company, but it allows the Venturer to work on an individual subject.

Some indicators that a company has considered the personal interest activity area are:

- members of the company are permitted to demonstrate their specific interest to the company,
- the company provides time within its own program for Venturers to work on their own interests,
- the company actively encourages members to keep up their personal interest.

d) *Service Activity Area*

This activity area emphasizes the importance of helping others without the thought of financial reward. Also, it encourages Venturers to develop specialized skills which they can use to help others.

Some indicators that service is part of a company program are:

- Venturers have a keen respect for the basic rights of others,
- the company becomes involved in service projects,
- company members feel they are of some value to their community through their service projects,
- Venturers have taken the initiative to get specialized training in order to provide service.

e) *Social and Cultural Activity Area*

This activity area encourages Venturers to involve themselves in a variety of activities with different groups of people. Through these activities, Venturers will begin to know and understand people of different ages and social backgrounds. Programming in this area also encourages Venturers to look into their own historical background and into that of various ethnic groups in Canada. Indicators which show a company has made good use of the social and cultural activity area are:

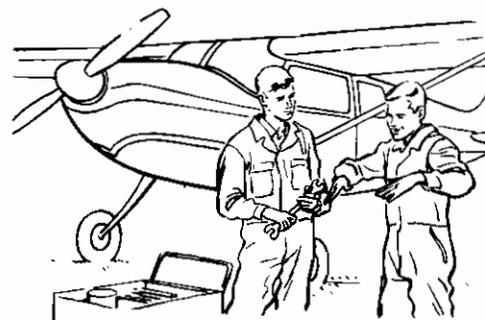
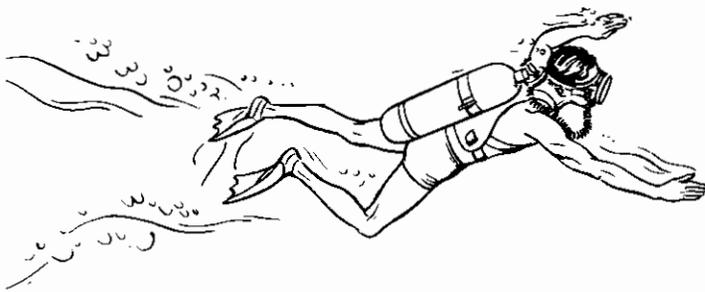
- the company has participated in activities with other groups,
- Venturers are aware of the ethnic background of company members or of people in their community,
- Venturers plan activities which expose them to the different cultural areas of their community.

f) *Vocational Activity Area*

Many young people today are taking a hard look at where they want to go in the working world. They are concerned about availability of jobs and careers. This activity area emphasizes the need for Venturers to investigate (and practise where possible) a variety of vocations. Also, Venturers should be encouraged to become familiar with a number of vocational opportunities as they plan their own future.

The choice of vocation in a rapidly changing world is one of the most important decisions Venturers will ever make. They should be encouraged to spend time investigating the various possibilities which will help them to make this decision with confidence. Indicators that a company has considered this activity area are:

- visits have been made to different businesses where discussions have occurred about occupations and types of work,



- the company has heard speakers from business, industry and the professions,
- the Venturers are gaining a better understanding of Canada's social, economic and governmental systems.

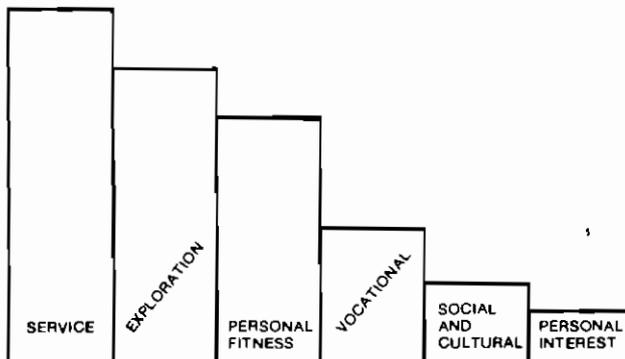
Using Activity Areas

A balanced company program will make use of each of the six activity areas. At the same time, the advisor will want to ensure that each of the other three elements are present when the company is planning and conducting its activities.

Venturer company programs are all different. It is very difficult to compare one company with another because their programs are designed to meet particular needs. But every company can be measured in terms of the elements (and activities) which it should have in its program. Below are two examples of company programs which show all the activity areas in a balanced program. Each of the activity areas represents a large store house of learning and activity. Based on the needs and interests of Venturers, companies will draw on some activity areas more than on others. Note how these companies have designed their programs around specific needs and interests.

Company A

When Company A was formed, the interest of the company members centred in the area of search and rescue. They wanted to learn more about search and rescue techniques for they lived in an area where many people got lost. When they developed the company program, it looked like this:

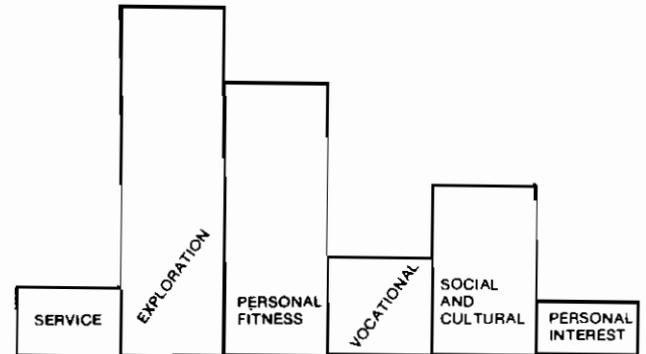


As the diagram illustrates, this company spends most of its time in the service area. It is through service activities that the Venturers learn about search and rescue techniques, St. John Ambulance first aid skills, and the operation of C.B. radios. But as one can see, the company has also allotted program time for the other activity areas.

Company B

This company was formed in a large urban area where the company had a keen interest in camping and outdoor activities. When this group planned its program, it emphasized exploration activities. The Venturers also knew that in order to be good campers, their personal fitness had to be up to an acceptable level, and so they also placed emphasis

on fitness activities. Although this company does a lot of canoeing, backpacking and winter camping, it still has other sorts of activities in the program:



Super Activities

A "super activity" is a challenging event that requires extensive planning, preparation and funding. It gives company members a long-range goal—a program highlight to look forward to. It must have the interest and commitment of the majority of company members and the advisor.

VOCATIONAL VENTURING

Vocational Venturing offers a special program emphasis. This program is developed by local community organizations such as businesses, industries, professional organizations, churches and civic groups. Their interests should match those of the young people. One example is of a computer centre or "high tech" company which could design a program involving computers, computer research, or data processing for Venturer age youth with these interests.

The program of each vocational Venturer company is based on an inventory of the adults (and facilities) of the sponsor and of its special interests. During the setting up of the company, the district, regional or provincial service team member (as appropriate), who has an interest in Venturing, prepares a list of the facilities, programs and equipment the organization is willing to share with the company. As many adults as can reasonably be contacted are asked if they are willing to provide the company with a program about their careers, hobbies, skills, contacts, or procedures.

All of this information is maintained by the company and may be called the "Program Capability Inventory," which is an essential resource to the success of a vocational Venturer company. Young adults joining the Venturer company will know exactly what they can expect from the sponsoring organization. Other adults, parents, and organization members are contacted by the Group/Section Committee; they, too, are invited to assist in helping provide program resources for the company.

The advisor and company executive use the "Program Capability Inventory Worksheet" to plan company programs; they select subjects of greatest interest to the members. As always in the Venturer program, a primary objective is to match the interests of youth with concerned adults.

PROGRAM CAPABILITY INVENTORY

I want to assist our young adults in the Venturer program. I understand that if they decide they want to explore my profession or hobby interest, an appointment will be made with me well in advance.

Name _____

Address _____

Town _____ Postal Code _____

Phones (Home) _____ (Business) _____

Occupation _____

Position _____ Name of Business _____

Avocation/hobbies (boating, fishing, golfing, photography, etc.) _____

Memberships (clubs, associations, fraternal groups, etc.) _____

Contacts (men or women you know who would be willing to share their business or hobby interests) _____

Thank you for your willingness to assist young men and women in exploring new fields of interest.

Please return to: _____



ACTIVITY IDEAS

Some companies, as we have seen, may wish to specialize, or to focus on a particular interest. This may be done while still providing for a varied program that makes use of all six activity areas. Another example is given here: **Sports**. The category is obviously very wide, and it could be narrowed greatly. The variety of possibilities provided within each area is also very broad. But these are guidelines; the intention is for you to think of the different ways that a special interest can be related to many other interests, for you to avoid letting a special interest become a narrow one.

At the end, there is a list of other program areas. Find a company focus from among one of them (or from another that is important to you and your company), and try to expand it into the different activity areas. Your planning will clearly cover a year or even more time.

Finally, you should keep in mind that Venturing can be related to vocational and career interests, and provide a bridge to business, industry, and the professions. Three types of vocational companies can be formed:

(1) the Vocational Venturer company (a career club) might meet during school or "off" school time when one would learn about a variety of vocational opportunities through seminars or field trips; (2) the Specialty Vocational Interest company is for those with similar interests such as ecology, medicine, law, law enforcement, auto mechanics, and so on; (3) the Work Experience Vocational Program lets participants in a company find part time employment in summer jobs or in one's career choice. Moreover, Venturers may become volunteers in service-work related projects.

A "super activity" may come at the end of the year (or perhaps sooner) — it is the high point of your planning.

SPORTS

Benefits to Venturers

Learn a sport, see behind the scenes of a sport. Learn small and big business management related to sports. Develop a sense of sportsmanship.

Interest/Activity Areas

Player — professional or amateur; talent scout, coach, administrator, trainer, statistician, publicist, talent agent, groundskeeper, electronic journalist, photographer, advertising specialist, scorekeeper, sports columnist, umpire, concessionaire, physical education specialist, recreation specialist.

Potential Support Organizations

Sports clubs and associations, stadium and arena management, coaches' associations, sports equipment manufacturers, sports retail stores, ball clubs, hockey clubs, military bases, physical education or athletic department of a high school, college or university, community athletic club, local recreation department of city or town council.

Exploration

- Play a sport in each season.
- Organize a winter weekend ski trip.
- Explore the growing interest of jogging. Know the hazards for certain people. Set up a jogging schedule for each member of the company based on the physical needs of the individual members.
- Organize a district or regional sports meet or other sports competition.
- Organize a bike safety course for Beavers, Cubs and Scouts in the local community.
- Explore the community on bicycles, developing safe routes to community interest points.

Personal Fitness

- Investigate the role of high school and university sports as psychological and sociological pressure valves, e.g., distraction of students and community from pressures not under their control; creating a sense of community identity; cohesion of various groups.
- Talk to Beaver, Cub and Scout groups about competitive attitudes, sportsmanship and sports etiquette.
- Investigate licensing rules. What are the physical examinations required to play certain sports? What are the minimum health requirements for each sport in which the company is interested.
- Know the hazards of chosen sports — how to avoid them and how to treat possible injuries. Take a first aid course.
- Explore the area of violence in sports. What does this present as you try to teach sportsmanship and fair play to younger people? Ask psychologists to give you their thinking.

Personal Interest

- Check into the role of sports in the economics of a community, city, province — ticket sales, image, tourism, taxes, politics.
- Explore the function of sports in a high school or university — fund raising among alumni, attractor of students, for public relations.
- Explore how sports have been used to bridge the language and ideological differences among nations. Learn a sport that is popular in another land.
- Look into the role of sports in making social mobility possible for some, e.g., through athletic scholarships for the disadvantaged; expanding opportunities for female athletes.
- Compare the differences in athletic programs in Canada with those in countries in which sports are subsidized by the government.
- Know the regulations with which an amateur in a sport must comply. Know what is required to turn the amateur into a professional.

Social and Cultural

- Put on a sports "clinic" in your neighbourhood. Try to bring in experts.
- Find out about amateur community sports groups — what they are and what they do.
- Promote sports as a beneficial way to spend leisure time — for health and getting people together.

- Work for more bikeways in your community. Help with the registration of bicycles in your community. Help plan and conduct bike safety programs for young children.
- Invite other Venturer companies to join in your sports and athletic events and outings.

Service

- Teach a sport to the handicapped. Organize competitions suited to their capabilities.
- Serve as timers, caddies, ushers or scorekeepers for community sporting events.
- Learn to coach Scouts in archery, golf, rowing, skating, skiing, sailing and swimming.
- Teach a sport at a Cub ramble or day camp.

Vocational

- Learn to play a variety of sports. Read the rules and regulations. Read biographies of players. Be knowledgeable about the rules, facilities and equipment for each sport.
- Become reasonably proficient in a sport for each season.
- Look into the job of a talent scout — those who are hired by the major clubs or minor leagues, as well as the use of unpaid local 'tipsters.' Know how they identify talent and potential.
- Explore the training of officials and umpires.
- Investigate the skills needed to be an electronic journalist (radio and television announcer, technician, photographer) and those needed to be a newspaper columnist.
- Explore the role of the publicity person: press meetings, public address systems, statistics, scorekeeping, condition of players.
- Know the role of the coach: preparation for the job, relating to players, building team spirit, coaching for individual sports.
- Ask a trainer to talk to the company about his or her career — education needs, part of club's management staff, different training needs of males and females in the same sports.
- Explore behind the scenes of a sports event: ticket and program printing and sales; publicity; food concession; traffic and parking arrangements; guards; insurance; licenses; electricity; stands and grounds maintenance; effects of adverse weather conditions; players' contracts; equipment purchases, depreciation, replacement; medical services for players and audience; first aid station.
- Look into the possibilities of turning a hobby sport into a profession. Ask someone who made the transition to explain the advantages and disadvantages; recognize the small percentage of those who make it to the top in sports.
- Become familiar with the electronic equipment that is now part of many sports — from keeping score to a mechanical partner for practice.
- Know how to care for and repair different types of sports equipment.

Super Activities

- Organize a tournament for other Venturer companies in your district or region in a sport of your interest. Establish rules, age and skill

classifications. Invite a well known player to give his or her name to the event. Design and print tickets and program. Write publicity releases or draw posters. Arrange other details — first aid, suitable location, refreshment stand, etc.; make it a mini version of a major sporting event.

- Search out former sports figures and athletes in your community. With the help of newspaper sports editors try to locate them. Compile biographies on them. Become familiar with their records as athletes.
- Plan a district or regional function to which they are invited as honoured guests. Ask some to speak of their past and to tell what they are doing now, as well as the role that sports played in their lives.

Major Project Ideas

- a) Develop plans for a community playground for handicapped children or see that a few of the playground equipment items are especially suited for the handicapped. Look into their special needs, such as a ramp to a low slide instead of steps; swings that can be operated by hands and the strength of the upper torso.
Study the capabilities of a particular handicap and then design, test and build a piece of play equipment that would be practical, safe and fun. Ask the help of a local architect or engineering association to support your efforts.
Enlist the help of the business community to donate dollars or equipment to make the playground a reality.
- b) Survey all the buildings and stadiums in which athletic events are held. Check to see if there are facilities that enable the handicapped to attend. Where needed, make recommendations to owners to make the necessary adaptations.

Other Suggested Program Resource Areas:

Animal Care
Astronomy
Automotive
Child Care
Computer Science
Data Processing
Energy Conservation
Fire Fighting
Fire Science
Language and Linguistics
Law and Law Enforcement
Medicine
Microbiology
Oceanography
Photography
Social and Community Services
Veterinary Medicine

You will have noticed from the illustration of SPORTS that activity areas sometimes overlap and include items you might expect elsewhere. It is often best not to categorize too quickly, or else to regard the same event in more than one way. Occasionally, for example, "exploration" can seem like "fitness," and "social and cultural" will take a "vocational" emphasis.

Special Activities

Amory Adventure Award. This annual, competitive award encourages Venturers to use their initiative in conceiving, planning and executing an out-of-doors adventure activity. Information about this national award is in the *Canadian Venturer Handbook*.



Jamborees. Jamborees provide adventurous and exciting activities, along with good fellowship with many other Venturers. National and World Jamborees are now occurring at regular intervals. Advisors can find more information by reading local Scout bulletins and *The Leader* magazine.

Venturer Forums. In some places, Venturer forums are used to bring together representatives from companies to plan district or regional activities. Sometimes forums are organized to bring Venturers together for discussions on matters of importance to them.

Open House Canada. Open House Canada is a program of support for reciprocal exchange visits between groups of young people, such as Venturer companies, across Canada, administered by the Office of The Secretary of State.

Open House Canada provides an opportunity for young Canadians to discover and understand other parts of Canada by encouraging them to meet and make friends with Canadians from different regions of this country. Information may be obtained from:

Open House Canada
Department of the Secretary of State
Ottawa, Ontario K1A 0M5

The Duke of Edinburgh's Award in Canada

The Duke of Edinburgh's Award in Canada is a program of activities designed to encourage young people between the ages of 14 and 25 to make the

best possible use of their leisure time. While this is not a Scouting award, it is one Venturers are encouraged to work towards. Inherent in the program is Prince Philip's challenge to show how good a young person really is.

Most requirements for the award can be followed as a normal part of the Venturer program, allowing one to earn recognition both in Venturing and in the Duke of Edinburgh's Award scheme. To gain an award, one must select an activity from each of the four sections:

- a) Service,
- b) Expeditions and explorations,
- c) Skills,
- d) Physical fitness,

and complete the requirements for the award at bronze, silver or gold stage depending on one's ability and the age range set for that level.



On completion of the requirements in all four sections, the advisor, through the Provincial Award Office, arranges for the presentation of the award pin and certificate of achievement. Bronze awards are presented by the advisor, or a local official such as the mayor of the Venturer's municipality, silver awards by the Lieutenant-Governor of the province, and gold awards traditionally by Prince Philip himself. A crest is available from the local Scout shop for wearing on the Venturer uniform.

Venturer companies interested in participating in the Duke of Edinburgh's Award Program may obtain a free information kit by writing:

National Program Director
The Duke of Edinburgh's Award in Canada
86 Overlea Boulevard, Suite 203
Toronto, Ontario
M4H 1C6

Duke of Edinburgh's Award staff (not the same as Scouting personnel) will be pleased to visit with your company to explain how best you can take advantage of this award. The National Office in Toronto can provide details and put you in touch with a Provincial Award Director.

CHAPTER FIVE

THE ACTIVITY AREAS

A. EXPLORATION ACTIVITY AREA

Many join Venturing because they want to explore the out-of-doors. All company programs, therefore, should have activities which place a strong emphasis on this activity area. The term "out-of-doors" is a broad one and means more than just camping. Activities in exploration can include canoeing, skiing, touring and cycling. Activities should be of an adventurous nature, improve outdoor skills and knowledge and create a better understanding of Canada's resources.

The exploration activity area bears a direct relationship not only to the leadership and organizational elements, but also to the other activity areas. Fitness and service can form a large part of the company's outdoor program; social and cultural suggest a variety of areas for investigation; many aspects of the out-of-doors are logical areas for vocational research; and of course, some Venturers will have personal interests that have an outdoor orientation.

Activities should provide opportunities for Venturers to understand and love their country and all of the out-of-doors. The advisor should encourage them to test self-sufficiency and self-confidence, their mental and physical toughness as well as their ability to stand up to some rugged situations.

The activities the company chooses should be challenging and should test its abilities whenever possible. In each successive project, Venturers should be encouraged to increase the demands made on them by adding a little more challenge. How these activities are organized will do much towards member satisfaction.

The following three areas can provide a lot of program ideas.

1. Discovery

Have the company define an area for exploration. Then have the company decide how to conduct this exploration. Make a log of the activity. The company should consider: landmarks, national, provincial or local parks, historic monuments and buildings, battlegrounds, historical sites, craft centres, caves, churches, wilderness trails and conservation areas.

2. Skills and Knowledge

Venturers will usually have some skills and knowledge before becoming involved in this activity area so they should attempt to improve them. They should also plan events that will enable them to learn new skills, and they should also make use of the out-of-doors to practise a variety of personal interests such as photography, bird watching and so on.

Some Outdoor Skills are:

Cooking, food preservation, axemanship, knotting, weather knowledge, orienteering, campsite selection, tent pitching, first aid, self-care, hiking, snowshoeing, canoeing, cycling, climbing, sailing, swimming, general physical development, living off the land, fishing, gathering berries and edible plants.

Different types of camping the company can try are:

Backpacking, cycle camping, minimum gear camping, mountain camping, survival camping, winter camping.

Venturers can look at nature skills for the personal interest area. This area presents many interesting subjects for exploration and study: Observing wildlife such as animals, their tracks, where they live; birds, nesting habits, eggs and territory; insects, how they live and survive; plants, edible and non-edible; trees, their life cycle, leaf formation and other areas such as astronomy and weather.

The company should look for people with skills in any of the above areas and learn from them.

3. Conservation

This area will help Venturers understand the conservation of Canada's natural resources by exploring and gaining knowledge about: the air, fresh water, top soil, ground cover, minerals, the sea, plant, animal and human life, ecology, environmental conservation, government regulations.

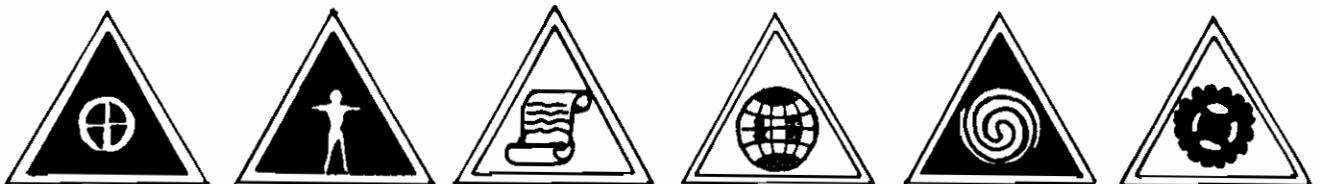
It is important that Venturers have an idea of all the items listed above and how they affect our daily lives. For instance, what can happen if soil erosion goes unchecked? What is the value of the ground cover?

What kind of minerals are in the land around your community, how are they mined and how is the earth left after mining?

Have Venturers look into air and water pollution and try to find out what is being done to protect the sea and life in it. They should get to know government regulations on hunting, fishing, dumping of waste, and also what is likely to happen in international terms over "acid rain," or ocean use.

Here are some examples of exploration activities:

1. Have Venturers assist parks and recreation leaders in conducting outdoor games for young children.



2. Have the company plan and conduct a two week canoe trip.
3. Have Venturers learn about orienteering and then enter some local competitions.
4. Bring in an expert to talk about survival camping; then plan a weekend based on this type of camping.
5. Have the company spend a weekend at a forest lookout station.
6. Have the company take part in bird-banding operations.
7. Have the company plan and conduct a bike hike to a local historical site.
8. Have Venturers work with Scouts to earn their World Conservation badge.
9. Encourage Venturers to take younger children on learning experience trips to an arboretum, to an agriculture school, to an experimental or display garden.
10. Have Venturers plan and conduct a weekend cross country ski hike.

Camping and Outdoor Activities — Policy

Advisors should have an understanding of the policy of Boy Scouts of Canada as it pertains to camping and outdoor activities.

The policy of Boy Scouts of Canada states:

- that the outdoors provides an ideal setting for personal growth and recreation,
- that responsible citizenship imposes upon man an increasing obligation to live in harmony with his natural environment.



Because of these beliefs, camping and outdoor activities are essential parts of the Venturer program. Each Venturer has the right to the opportunity to participate in camping and outdoor activities. These activities must meet the needs of Venturers for fun and challenge and comply with recognized health and safety practices.

Boy Scouts of Canada has established some objectives which can be reviewed by the Venturer company to test whether or not it is meeting these objectives in its present camping and outdoor activities. The overall objective is that participation in camping and outdoor activities will help individuals to develop:

- interdependence with others and the environment,
- physical growth and co-ordination,
- practical skills,
- utilization of personal resourcefulness,
- awareness and appreciation of the natural environment through exploration and understanding.

Regulations

Venturers may hold short-term camps (i.e. of three nights or less) without adult leadership, **providing** they have obtained their parent's or guardian's permission **and** the approval of their advisor.

A Venturer company may hold a long-term camp (i.e. of four nights or more) with an advisor. The provision for an advisor in camp may be waived by the group/section committee after consultation with the advisor and the approval of the Venturers' parents or guardians.

Planning

• Adventure

Camping and outdoor activities in Venturing are group experiences which ensure:

- exciting and memorable experiences,
- fun and action,
- initiative and challenging activities.

• Fitness

Camping and outdoor activities provide an opportunity to promote and maintain personal fitness by developing:

- co-ordination and muscle tone,
- physical and emotional strength,
- new physical skills.

• Social Skills

Camping and outdoor activities are by nature "learning by doing," and therefore they should be explored to the fullest by:

- experiencing, coping with and solving problems,
- adapting to unique or unexpected situations,
- developing new skills.

• Living in Harmony with the Environment

What does this really mean? Our present camping practices urge "no trace camping." This means the use of small tents, no unnecessary fires, no cutting of trees for camp gadgets, and taking out all garbage.

• Venturer Camping

To the young Scout it is fun just to go to camp. For the Venturer, camping is often essential to a major activity. In other words, company members might go on a fishing or an exploration trip, and they camp while en route and at their destination. During their camping, they attempt to develop outdoor skills to a high degree of proficiency.

Venturer camping should be challenging, both mentally and physically, and provide the opportunity to test one's limitations in a safe and exciting atmosphere.

- **Organizing Camps**

It would be difficult to outline all that is necessary to organize a camp. It is suggested the company obtain the Scouting publication *About Camping*. This will provide outlines of menus, suggest equipment, and offer some program advice.

- **Camp Program Ideas**

Venturer camps and outdoor activities should be innovative and challenging. Below are some suggestions from which to choose an exciting direction for camping activities.

- Activity camping — camp facilities may be used for eating and sleeping but with emphasis on outdoor activities such as boating, swimming, sailing, mountain climbing.
- Adventure camping — advanced camping for special activities such as survival, voyaging by canoe, and rafting.
- Pioneer camping — emphasis on skills required for backwoods camping.
- Travel camping — camping done en route during an exploration trip.
- Theme camping — camping that attempts to recall the methods of Indians, voyageurs, lumbermen, and so on.
- Recognition camping — camping designed in order to reach certain award requirements, as the Outdoorsman Award or the Canadian Trails Award.

These camps can be organized with some ease, involving the imagination and participation of all company members. Organizing a recognition camp can be done by following the requirements of the appropriate award (see the *Canadian Venturer Handbook*).

- **Spiritual Observances**

Simple observances at camp such as a "Scouts' Own" and grace at meals might be practised by the company.

If the company wishes to have some form of religious observance during a camp, a copy of the book *Let's Celebrate*, published by Boy Scouts of Canada, is a good resource.

- **Personal and Company Equipment**

Some company members may not have had any previous camping experience; others should be aware of this and help any new campers on their first expedition. Depending on the type of camping or activity the company is going to do, the necessary equipment will vary. Below is a suggested personal kit which covers only the basic items required. Individuals will have to decide what their carrying capability is and what they wish to take.

- **Personal Kit**

Clothes

- appropriate to the season and terrain
- extra clothing should include
 - shirt

- pants
- socks
- shoes
- waterproof coat and pants
- handkerchiefs or tissues
- swim trunks
- change of underwear
- neckerchief

Sleeping Bag

- suitable for weather conditions
- ground sheet or plastic
- blankets, if necessary

Eating Utensils

- knife, fork, spoon, plate, cup, bowl
- small cooking stove

Toiletries

should include small first aid kit

- waterproofed matches
- compass, maps
- soap, towel, washcloth, toothbrush and paste
- comb, needle and thread

- **Company Equipment**

A company usually has equipment to be used by all members. Depending on the type of camping being planned, the company may have to have certain cooking utensils.

Cooking Equipment

- pots, frying pans, measuring cups, food containers, cooking implements are necessary for a standing camp. If the company uses lightweight camping gear, appropriate items should be obtained for each individual, but on a smaller scale.

Camping Equipment

- axe, saw, camp shovel, cord, tent repair kit, first aid kit, water carriers, garbage bags.

Tents

- lightweight tents are best for they can be used with any type of camping done by the company.

It is suggested if the company owns camping equipment that it keep an up-to-date inventory of every item and have a member (as Quartermaster) make sure all camping gear is in good repair.

Basic Equipment

Venturers may approach you for advice regarding their basic equipment. In most cases it will be either about boots, sleeping bags, pack frame, stoves and tents. Some information on these items is found in the *Resource Book*.

- **Some Last Thoughts**

The company is planning an outdoor program. Here are a number of guidelines to help make the camp a success.

- Challenge — a few challenges or "crazy ideas" will provide those never forgotten memories of camps.
- Flexibility — situations change and the program must adapt to new conditions.
- Involvement — the more people helping in the planning, the more acceptance and enthusiasm.

- Look wide — there are always new ideas and new ways to try things and new places to go.
- Time to relax — just doing nothing is becoming a rare treasure in our busy world.
- No trace camping — companies should be practising this at all their camps.
- Safety — always should be a major consideration for *any* outdoor activity.

B. FITNESS ACTIVITY AREA



If you asked your Venturers to define fitness their answer most likely would use the word "physical." To many people this is all that fitness means.

Fitness in its true sense is composed of many parts. It is more than the building of muscles, strength and endurance. It includes how Venturers feel about things, how they think and act and how they get along with others.

As an advisor you should be concerned with the all-around fitness of the Venturers. Their personal fitness will dictate their ability to take part in lengthy camping trips and their general cleanliness and their attitude towards drugs. There are several factors Venturers should know concerning their personal fitness.

1. *Health* — Venturers should be encouraged to take care of themselves. They should have a physical checkup once a year so they can tell you whether or not they can participate in sports and other rugged activities.
2. *Cleanliness* — You will notice some Venturers are clean and tidy even at camp. They tend to take care of themselves. Others, though, will show up at meetings dirty and untidy. You should not hesitate to say something. Your advice may save the Venturer some embarrassment later on in life. There is no excuse for being "dirty" even at camp.
3. *Eating habits* — Experts today indicate teenagers eat too many "junk foods." An advisor will find Venturers bringing chocolate bars, potato chips and soft drinks to camp. There may be two reasons for this. One, the Venturers are lazy and do not want to cook proper meals. Two, they do not know how to choose proper food. The advisor should carefully watch the quality of food at camp and point out the pros and cons of the foods selected by Venturers.
4. *Sun and fresh air* — Venturers tend to be outdoors a great deal, so this aspect of fitness may not be so critical. An advisor, though, may have to encourage Venturers to be active in the outdoors rather than sit and do nothing.
5. *Sleep* — Most teenagers feel they can live on six hours of sleep. This is not adequate and

Venturers really need at least eight hours. Some Venturers will fall asleep at meetings, others will stay up all night at camp playing cards. In both cases they cannot contribute, due to lack of sleep, as it affects their mental as well as their physical well being.

Physical Challenges

Venturers will always want to be testing themselves physically. It may take the form of a rugged football game, play fighting or even "taking on the advisor." You should yourself be in good physical shape. The program will make demands on you. The 50 km hike, the five day canoe trip or even the friendly hockey game will demand sound fitness on your part.

Venturers can be challenged physically through team sports, orienteering, skiing and games.

Drug Abuse

Much has been said about drug abuse in today's society. As an advisor you should be aware of the problems about drug abuse, the effects of smoking, drinking and drugs. One valuable source is:

The Council on Drug Abuse
56 Esplanade St. East, Suite 303,
Toronto, Ontario
M5E 1A7

Boy Scouts of Canada, because of its aim to develop youth physically and mentally, is opposed to any form of drug abuse.

This means youth must be discouraged from using smoking, drinking or drugs as a means to solving boredom, confusion or problems. The Venturer program is designed to help youth work through these problems, therefore lessening the need to use drugs.

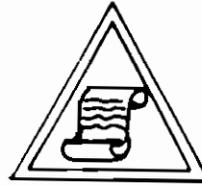
Venturers are not legally permitted to take alcohol or drugs to camp. Specific rules regarding smoking, for safety reasons, should be established. When smoking, Venturers should learn to respect the rights of those who do not smoke. Some companies forbid the use of tobacco at any event.

An advisor should encourage the company to place a statement in its by-laws regarding alcohol and drugs.

Here are some examples of personal fitness activities:

1. Have each member of the company achieve the silver level of the Canada Fitness Award.
2. Have Venturers paddle 160 km over a five-day period.
3. Have the company plan and participate in a district floor hockey tournament.
4. Encourage the company to organize an athletic event suited to children, the handicapped, or the elderly.
5. With a dietician or nutritionist, study the particular nutritional needs for youth of Venturer age.
6. Have the company learn about blood pressure, then conduct a testing station at a local mall.
7. Encourage Venturers to help Scouts pass their Personal Fitness Award.
8. Have a discussion on drugs and invite local experts to talk about drugs.

C. PERSONAL INTEREST ACTIVITY AREA



Throughout this *Handbook* great emphasis has been placed on “team spirit” and doing things as a company. But company interests should not override individual interests. Opportunities for Venturers to “show off” is useful so far as they allow other Venturers to see the varieties of interests within the company.

An advisor should encourage Venturers to pursue some satisfying personal interest. Venturers should become involved in and gain knowledge of a leisure

pursuit with a view to being able to demonstrate or speak with authority on their chosen interest.

One way an advisor can find out if Venturers have interests not common to the company is to review the results of the *Interest Questionnaire* (see Chapter Six). He or she may find an interest only one Venturer chose. The advisor can find out if the Venturer actually practises this interest and then encourage the Venturer to continue. Below is an index of interests.

- | | | | |
|--|--|--|---|
| <p>A Aeronautics Agriculture Aircraft modelling Aircraft recognition Amateur radio Anthropology Aquarium keeping Archaeology Archery Architectural appreciation Astronautics Astronomy Athletics Athletics — Officiating Automobile — Driving Automobile — Maintenance</p> | <p>D Debating Diving Dogs — training and handling Drama Drawing</p> <p>E Ecology Electricity Entomology</p> | <p>L Lampshade making Languages Lawn tennis Leatherwork Lettering and calligraphy Librarianship Lifesaving Local and historical survey</p> | <p>R Radio construction Railway affairs Railway modelling Reading Relief modelling Religions of the world Riding Rifle shooting Rock climbing Ropework Rowing</p> |
| <p>B Backpacking Badminton Basic mountaineering Basketry (canework) Beekeeping Bible study Biology Boat building Boatwork Bookbinding Bowling Boxing Bridge</p> | <p>F Fancy ropework Fencing Film production Fine and applied arts and design Fishing Folk music appreciation Forestry</p> <p>G Gardening Geology Geometrical and technical drawing Gliding Golf Guitar — classical/folk Gymnastics</p> | <p>M Magazine production Map making Metalwork Meteorology Microscopy Motion picture communication (TV and Film) Motorcycles and scooters — riding — maintenance Music — general (playing an instrument and singing) Marksmanship</p> | <p>S Sailing Screen printing Scuba diving Sheep Ship recognition Ships — modelling Signalling Skating (ice and roller) Skiing (snow/water) Snowmobiling Sound Speech Squash Swimming</p> |
| <p>C Cacti growing Canoe building Canoeing Cars — modelling Caving and potholing Chemistry Chess Church architecture appreciation Cinematography Civics Classical music appreciation Clay modelling and sculpture Clay pigeon shooting Coastal navigation Criminology Cycling</p> | <p>H Ham radio Handwriting Handyman Heraldry Hiking Horsemanship</p> <p>I Industrial visits</p> <p>J Jazz Jewelry making Judo</p> <p>K Karate Karting Keep fit Keeping of pets</p> | <p>N Natural history Numismatics (coins)</p> <p>O Orienteering Ornithology</p> <p>P Painting and design Palaeontology Pan playing (steel band) Philately (stamps) Phillumeny (match boxes) Photography Pigeons Pigs Plant study Popular music appreciation Pottery Poultry Power boating Printing Public speaking</p> | <p>T Table Tennis Tape recording Taxidermy Team games Ten pin bowling Theatre Trampolining</p> <p>U Umpiring and refereeing Underwater swimming</p> <p>W Weaving Weightlifting Wind instruments (brass and wood) Wood carving Woodwork Wrestling Writing</p> <p>Z Zoology</p> |

D. SERVICE ACTIVITY AREA



When young people become Venturers, they should, through company and personal action, provide service to their community.

Service is an attitude, and its outward signs are not necessarily the completion of short, service oriented activities. In order for Venturers to acquire a good attitude towards service, it is necessary for them to enter each project without reservation. If Venturers begrudgingly become involved in a service project, this feeling will be reflected in a poor job. But to do more than is expected, and to do the task for the sake of its benefits should be the feeling; then a true service attitude has been established.

In trying to realize the fundamental nature of the "Spirit of Service," a Venturer must realize that the concept of service can be both "caught" and "taught." It can be caught by the manner in which the company enters into activities and by the example of the Venturer advisor. It can be taught through discussions, talks and activities.

Planning a Service Project

When a company decides to become involved in a service project, a fair amount of organizational time should be provided for in the long range plan of the company and tasks should be picked up during weekly meetings. If a service project fails, a lot of people will be affected.

Following is a step-by-step process a company can use to carry out a service project.

- Step 1 — Determine the *type of service* project the company wishes to become involved in. Find out the needs within your community so the company does not duplicate the efforts of other service groups. Local agencies, city hall and local community leaders will be able to help the company determine the type of service project needed.
- Step 2 — Once you have decided on a needed service, some company members may need to develop *special skills* in order to be effective. The outline of the project should include the time it will take to gain these necessary skills.
- Step 3 — It is important to consider the *time* the company members are willing to give to any service project. Some projects last six months, while others may go on for two years. Be sure of the commitment of all the company members who are interested in participating. Remember that long service projects tend to lose enthusiasm.

Step 4 — Have enough willing and eager company members to *undertake* the project and manage it. It would be advisable to keep a log of the project so that the project can be reviewed and evaluated at the end.

Step 5 — Once a project has finished, the Venturers who participated should receive some sort of *recognition* for the service they have rendered. Also, evaluate the service project to see where improvements can be made and the benefits that have been derived. This is where a log of the project proves useful.

Service Activities

Following are two outlines of service projects. One deals with a Blood Donor Clinic, the other with a clothing drive for crippled persons. These are both large in scope, and it might be worthwhile to ask other companies to help if you attempt them.

Blood Donor Clinic

Purpose:

- To participate in Red Cross Blood Donor Clinic by
- assisting in the organization of clinics and by
 - promoting the clinics through canvassing a predetermined neighbourhood seeking donors.
- This service provides an opportunity for every Venturer and advisor to learn about, and be part of an important life-saving community project.

Personnel:

A company member is responsible for the event, plus one more member for planning purposes.

During the drive itself, the total company must become involved.

Preparation; Plan Well Ahead:

75 days

- Contact the Red Cross Blood Director to explore the possibility of company participation and determine the dates of the next residential clinic.

60 days

- Hold first meeting with Blood Donor Director and review the time schedule dealing with each subject on the schedule:
 - Area to be covered;
 - Canvassing for donors (approach);
 - Distribution of promotional material;
 - Telephoning — donors;
 - Publicity — local papers, radio, etc;
 - Actual clinic commitment.

50 days

- Notify company members about their expected participation.

45 days

- Determine next meeting with the Blood Donor Director.

30 days

- Meeting to be held — discuss the following:
 - Area to be covered by each group;
 - Hand out promotional material;
 - How promotional material is to be used
 - explain that Venturers are to deliver cards, talk about the clinic, get a prospective donor to fill in the stub and

- d) return the card to the company organizer.
The importance of telephone followup to prospective donors.

NOTE: The Red Cross will supply the donor pledge cards, educational pamphlets, prepared sheet of canvassing instructions, flyers and posters. They are also prepared to show a film at company meetings.

7 days

- Contact local newspaper and give them the details. Make sure all cards are turned in to the Red Cross office.

0 days

- **THE DAY** — If the company is not assisting at the clinic itself, then the work has been completed. However, if the company is assisting at the clinic, then listed below are some of the tasks they might arrange to undertake:

1. Assisting with unloading and setting up of equipment;
2. Greeting of donors at clinic;
3. Registration;
4. Escort of donors;
5. Assisting at rest beds;
6. Coffee area;
7. Dismantling of clinic and reloading equipment.

Windup:

by + 7 days

- Notify local Scouting officials about the success of the drive;
- Notify local newspaper about success — a photo or two would be welcome;
- Make sure all participants are thanked.

Crippled Persons Clothing Drives

Purpose:

To participate in a Clothing Drive in co-operation with the Society for Crippled Civilians.

Personnel:

A company member responsible for the event; one member for planning purposes; plus, during the drive itself, the total company must be involved.

Preparation; Plan Well Ahead:

60 days

- Determine if the company would like to become involved in a community-wide clothing drive. If so, and if good participation is promised, then proceed.

50 days

- Call Crippled Civilians office, and let them know you're planning a Crippled Civilian Clothing Drive, and discuss;
- Preparation of notice to be delivered to homes the week prior to collection;
- Area to be covered;
- Trucks required to pick up collection and where they are to be, at what time, etc.
- There is a Good-Turn Award available which will be presented to the company by the

Society for Crippled Civilians. Make sure the society has the proper name of your company in order to have the award ready on completion of your drive.

30 days

- Complete your plan. Streets to be covered, number of members for each street, drivers, supervision, etc. Notify local newspapers of your drive.

20 days

- Make sure company members understand the reason for the clothing drive. Arrange for a speaker to visit the company to explain the work of the society.

7 days

- Deliver notices of collection to homes in the area to be covered.

0 days

- **THE DAY:** All members in uniform, good supervision by drivers to make sure no homes are missed. Have bags checked before removing them from verandas, etc. There have been instances where Venturers have removed items which were *not* intended for a clothing drive. Follow the plan.

Windup:

by + 7 days

- Notify local Scouting offices about the success of the drive;
- Notify local newspapers about success — a photo or two would be welcome;
- Make sure all participants are thanked;
- Make sure the company receives the award from the society.

Possible Areas for Service

Service to the Community

- pollution cleanup
- conservation of natural resources
- reforestation
- leadership for Boys' & Girls' Clubs, church groups
- collecting material for sheltered workshops
- game-bird count
- cleaning up church grounds
- canvassing for United Appeal or other charities

Service to the Aged, Blind or Infirm

- snow removal
- lawn mowing
- leaf raking
- hedge trimming
- storm window installation and removal
- window washing
- garbage removal
- home nursing
- running errands
- entertaining by reading, playing cards and other games

Service to the Family

- fire prevention
- poison control
- babysitting
- home nursing

Service to the Handicapped

- leadership for camping
- arts and crafts
- games, story telling
- raising funds for wheelchairs, special equipment, etc.

Service to Scouting

- assisting your sponsor
- troop counselling — teaching Scouting skills
- pack leadership
- first aid instruction
- water safety instruction
- Activity Leader — Scouter-in-Training

Acts of service in some cases require special skills. The company may wish to gain proficiency in some of the following:

- water safety instructor — Canadian Red Cross Society
- first aid — St. John Ambulance Association
- leadership training in Boy Scouts of Canada
- lifesaving — Royal Lifesaving Society

E. SOCIAL AND CULTURAL ACTIVITY AREA



The Social and Cultural Activity area encourages Venturers to look into their community and to meet people in it. Today communities are made up of different ethnic, social and economic groups. It is important Venturers learn about these groups as well as the different cultures, government and social agencies which are located in their community. As an advisor you will find it difficult to motivate Venturers into this area — they feel they already know everything about their community. But you can encourage the Venturers to look at their large provincial and national communities.

The basic aim of Scouting is to help the Venturer to develop mentally, physically, socially, and spiritually. Without this aim in mind, the company's approach to the home and the community will be at least a "hit and miss" affair. The company will have no criteria either for choosing or for evaluating the effect of the many possible "community" activities open to it.

But an awareness of the need to help themselves develop socially makes the scene different. The company programming acquires a sense of purpose. The company should be able to go beyond merely fitting a series of unrelated activities into convenient time slots. It should become possible to introduce broad themes into the long-range program, to set definite goals, and to pick and schedule activities in a way to reach these goals step-by-step.

Whether the company is in camp, in the meeting hall, out in the local community, or anywhere else, it will continually find many occasions to develop social awareness.

The Changing World

The young people with whom you work are growing up in a time of rapid change. There remain few similarities between today's world and the era when Scouting was first introduced to Canada more than 75 years ago.

It is important to remember that youth is a product of environment. Some of the things which influence youth are: family, community, school, friends, religion, the media, recreation, human rights and government. Not one of these have remained untouched by our changing world.

The Family

The family still exerts the strongest influence on the development of a Venturer. But the families of the Venturers with whom you will work are not the kind of families in which many of you grew to adulthood. The family has not remained isolated and immune from the processes of change.

Some of the most important changes in family life are:

- a change in the amount of time spent by members of the family within the home; home is barely a stopping place.
- families are smaller; a few decades ago the family included more than two generations — parents and grandparents living with one of the children after the child was married.
- increased mobility; one in four families move every year.
- one parent families; one in five have only one parent in the home.
- most families live in metropolitan areas of 100,000 population, or more.
- many parents are continuing their education through extension and evening courses.
- more parents are concerned and sometimes confused about how to raise their children today.
- the role of the father appears to have lost its dominant position.

As Scouting includes within its aim a concern for the mental, physical, social and spiritual growth of youth, it must see itself in partnership with parents for whom these are primary concerns. Changes in the nature of the family have important implications for Scouting:

- with the continuation of learning through evening and extension courses, parents represent an ever growing source of assistance for programs.
- as more people move to large cities and as cities become larger, the problem of getting Venturers into natural settings for outdoor programs increases. On the other hand, outings for companies should include the many wonderful and interesting places to visit in a large city.

The Community

Venturing's emphasis on citizenship training has always tended to think of this "citizenship" as being exercised in a relatively small and well-defined community. In recent years, however, the concept of community has been enlarged from a purely geographical concept to one which includes the social interaction of the people who make up the

community. In other words, the new concept of community is a group of people sharing a common territory and way of life.

Communities have also felt the influence of change. They have tended to become rootless because:

- people tend to move more frequently,
- the place of work and place of residence become widely separated,
- forces outside of the community tend to exert stronger influences on local organizations and local patterns of life,
- schools have become consolidated and children often travel away from the community to attend school.

An essential idea of Venturing is that the company is free to adapt the program to meet the needs of the particular community which it serves. There will be other organizations, institutions and groups working with youth in the community. Some of these are common to all communities, e.g. the school, the church, recreation and sporting organizations. Venturing must be prepared to work with all of these because they all share a common concern for the Venturer's development.

Scouting will serve Venturers more effectively if the company takes the time to know how many of its members are involved and what they are doing in other institutions and organizations. There are direct relationships between Venturing activities and elements in the school curriculum. The church usually has a program for youth, and is also a primary aid for advisors concerned with spiritual development. Sports organizations are not rivals to Venturing, but partners in the area of youth development.

The School

Many of a Venturer's waking hours are spent in school, and because of this it may be almost equal to the family as a formative influence. Of necessity there will be similarities, duplications and overlaps in the content of the Venturer program and the school curriculum. Without being formally organized or even recognized, the teachers in their day-to-day classroom activities are important resource people for the company. Where award requirements coincide with school activities, you should be prepared to give recognition of work done in the classroom.

If you have not already taken advantage of their special training, much can be learned about instructional techniques from teachers.

The following items emphasize the relationship between Venturing and the school:

- schools have Venturers under their influence longer and more continuously during the week than any other institution, including the home;
- the aim of Scouting shares many points in common with traditional statements of educational aims;
- changes in curriculum content and teaching methods should be reflected in the Venturer program;
- school groupings of Venturers by age and ability will exert strong influences on the company.

One of the most important changes in education has been the shift of emphasis from memorizing facts to the development of a capacity to learn.

The role of the teacher has changed from one who primarily transmits knowledge to one who also helps students to enquire. This change has had an important influence on the philosophy from which the Venturer program has developed.

The Church

One direction of change in the church is toward deeper social awareness. Stress today is being laid on human concerns, personal problems and public issues, emphasizing such areas as love, sex, progress, profit, war and peace, and the search for identity.

Changes which are taking place both in Scouting, Venturing and the Church suggest a basis for a more effective partnership. A church which is living and in touch with the world can speak with authority and renewed power to youth who are looking for satisfying answers about the meaning of life.

Changes in the outlook of the church are reflected in revised Religion-in-Life Emblem requirements. You should encourage Venturers to work on these requirements. Seek out the local clergy and involve them in this area of the Venturer program. During the adolescent years, Venturers are working out a philosophy of life which will remain with them for the rest of their lives. In partnership with the clergy of your community, you may be able to help young people to develop a philosophy based on the enduring principles of love and service to God and concern and respect for their fellowman.

Social Values

Scouting seeks to instill certain social values in its youth members. We wish our Venturer advisors to develop kindness, tolerance, trust, loyalty, and a desire to help others. And we expect Venturers to learn to do their best to love and serve their fellowman. In this way Scouting makes its most important contribution to a Venturer's social development.

There are two broad categories into which we can divide social development of Venturers. They must *learn to live together* in peace with their fellowmen, and they must *develop a sense of responsibility* toward them. These two categories encompass between them your aim as a Venturer advisor in helping your Venturers to develop socially.

Living Together

Learning to live in peace with one's fellowman is hard to program. But the concern runs through everything — a game, a company meeting, a car ride together, a camp, an executive meeting, a trip to a plant, and so on. In pursuit of this goal — of helping Venturers to learn to live together — you will find yourself doing everything from settling disputes to convincing the company to accept an unwanted member. You will often despair at ever achieving anything, and yet experience joy over the smallest signs that the company is progressing — even in the same day.

In Scouting we use a method for teaching Venturers to live together in peace and harmony. This method is based on a set of practical and proven ideas which are meant to guide you in your

work and to help you achieve the aim of Scouting; it promises the best chance of success. Highlights of this method include:

- *the company system*: working with and getting to know Venturers in a small group;
- *the peer group*: letting the Venturers form into a natural group according to friendship, similar age and school grade, and common interests;
- *youth leadership*: whenever possible, giving the Venturers as much responsibility for choosing, planning, and operating their own program as they are capable of handling;
- *shared leadership*: operating so that every member of the company can be called upon to lead at some time;
- *learning by doing*: "teaching" Venturers with a minimum of telling and a maximum of practical application, and letting them find out for themselves;
- *recognition for achievement*: using awards and personal satisfaction to encourage Venturers to develop themselves within the company.

Sense of Responsibility

The Scouting Movement's history, its methods, and its driving spirit all point to the central position that "responsible citizenship" has in the Venturer program.

Citizenship has no meaning unless it is placed in the context of a community. Tolerance, trust, a sense of duty, loyalty, and helpfulness — the key characteristics of good citizenship — all relate to how we act toward our fellowman. And whether good, bad, or indifferent, our relationships with others develop within a community.

To avoid confusion, we should spell out what we mean by "community" and "citizenship." Our definition of community is a broad one. We assume that we are all members of many communities at one and the same time. We belong to a world community, to the Canadian and provincial communities, to our rural or urban local community, and to the immediate community with which we interact regularly. For Venturers, the immediate community includes their company, their church and school, their friends and neighbours, and their families.

Since we have responsibilities to each level of community, we can also speak to citizenship at any level, be it the world or our immediate community. When we aim to help our Venturers develop as responsible citizens, we must consider their role in each and every one of the communities to which they belong. In Venturing, good citizenship as a company member is no less a concern than is citizenship as a loyal and proud Canadian.

Learning Citizenship

Let's discuss briefly the process by which a sense of responsibility to their communities can be encouraged among Venturers. There are three stages in the process. First, your Venturers must have some *knowledge* of the community, and be more than just aware of its existence. Second, they must be *involved* in the community, and feel that they are participating in it. Third, and only after the first two conditions are met, your Venturer must develop a feeling of *concern* for the community.

Your Venturers will be at different stages of citizenship development for each level of community. They will be knowledgeable about, involved in, and have already developed a rudimentary sense of responsibility (such as loyalty) to their immediate neighbourhood or town. But they may hardly know a thing about the world community.

Venturers who set out to learn about their obligations to help poor people half way around the world should realize that they cannot expect to feel much responsibility toward a community they hardly know about. In the same manner, they cannot expect new company members to show much company loyalty or trust until they have had a chance first to get to know one another and to participate in activities together. Only later will signs of responsible company citizenship become apparent.

The Venturer program should allow Venturers to develop citizenship gradually in relation to each of the different community levels. This will involve different types of activities for each level.

Your Venturers might have to plan a citizenship training program which would gradually build up their knowledge of provincial, national, and world communities. For their local community, they would have a program which would involve them in visits, participation in community events and service projects. And with their immediate community, they might move into discussions, projects and activities which develop a responsible concern toward their company, family, and so on.

Later on they will gradually shift to the next level of community. After three years in Venturing, we might expect a Venturer to have progressed in his knowledge and experience of "community."

So, to summarize: In order to encourage citizenship development among Venturers, the company must deal with several levels of community — from the immediate neighbourhood to the world at large. For each community level, they pick the appropriate stage of citizenship development (community knowledge, involvement, or concern) which they intend to emphasize. Then the company chooses activities which will help to fulfill these goals.

Some Company Activities

1. Attend a concert or theatre performance.
2. Invite another company along on a short canoe trip.
3. Invite local Rangers to participate in a service project.
4. Plan some joint activities with either Rangers or C.G.I.T.
5. Attend an ethnic group meeting to learn more about its culture.
6. Investigate the share of the tax dollar that goes for social service programs. Do this for the city, province and country. Compare the portion with other areas of the tax dollar.
7. Have company members secure training from experts on how to deal with friends who are troubled by family or living situations, school, friends, self.
8. See if the company can plan and conduct community seminars on drugs, alcohol, parent-child relationships.

9. Have the company develop a directory of sources of help. List health care services alphabetically, followed by the names, addresses, phone numbers, and hours where assistance is available. Update the list as necessary.
10. Learn the pack and troop sports badge requirements in order to coach Cubs and Scouts.
11. Have a lawyer visit the company to talk about how the law affects our lives. Then have the company visit a court session.

F. VOCATIONAL ACTIVITY AREA



One of the biggest questions always facing young people is "What am I going to do to earn a living?"

In Venturing we recognize this concern through one of the program objectives, that of helping youth develop through vocational activities. You should encourage the company to plan and conduct a significant number of vocational activities. Using the Vocational Section of the *Interest Questionnaire*, the Venturers can show the different occupations they would like to investigate. Through their program Venturers can explore and practise skills in occupations they may want to pursue in adult life.

Planning activities about occupations is generally quite simple, and the benefits to the Venturer are great. Finding resources is not often a problem. If the company wishes to explore careers in medicine, local doctors can be contacted. In most cases, professionals are happy to explain their career, the schooling necessary and the day-to-day routine of their work.

Your company should plan some vocational activities. Below are a few examples:

1. Have Venturers look into the work of several public service agencies. What is the career ladder? What high school courses are best suited to these types of careers? Is a four year college education required or are two years of vocational training sufficient?

2. Invite a forester to talk about his role in:
 - protecting water and wildlife resources,
 - guarding forests against disease, insects and fire,
 - managing forests and campgrounds,
 - forest utilization.
3. Invite a wildlife biologist to attend a meeting and talk on environmental careers.
4. Have some fathers talk about their work.
5. Visit a factory to study the various jobs available there.
6. Let the Venturers discuss with a social worker careers available in that area.
7. Have Venturers interested in teaching collect information on teachers' colleges: admission standards, tuition and residence costs, board of education accreditation, curricula. Have the company invite an admissions officer.
8. Have Venturers interested in professional photography learn the work of the commercial photographer who takes pictures of machinery, merchandise, interiors, exteriors, fashions and models.
9. Have Venturers interested in engineering determine the difference between an engineer and an engineering technician. What are the needed aptitudes, education, requirements, job availability, salaries of both professions?
10. For those Venturers who enjoy cars, have them prepare a list, then visit a business representing each component of the automotive industry: manufacturing, distributing, servicing, and use of motor vehicles.
11. Have Venturers look into the various specialized accounting areas: general accounting, cost accounting, finance record keeping, budgeting and budget control systems, auditing, preparation of tax statements.
12. For those Venturers interested in advertising, get them to consider one aspect of an advertising agency. Spend time in the department learning the function, then share knowledge during a discussion. Functions include: writer, artist, television and radio, buyers of space and time, merchandiser, product packaging and market research, sales, business management, typographer, engraver.

CHAPTER SIX

PROGRAM PLANNING

Part of your job is to encourage your company to plan activities for the year in order to achieve the objectives of the Venturer program.

Planning is also necessary to ensure that these objectives are met through a variety of program activities. Venturers should also have a sense of commitment, know what leadership positions they must fill, and what jobs they are expected to perform.

Planning provides a direction for the company throughout the season; a sense of satisfaction and achievement for all members; and for advisors a sense of accomplishment in seeing Venturers growing in knowledge, skills and interests.

Planning is necessary in order to use your time and the resources available to you to the best advantage. The company needs to establish how many resource people are available, how much money is required to finance the program, and how much time is available.

Who Does the Planning?

Venturers, assisted by their advisor, should plan a company program together. In a new company the advisor may find he or she is giving a great deal of direction about program activities and how they can be placed into a plan. As Venturers mature in their ability to plan and conduct activities, the advisor can lessen his direction. He or she may find that with a mature company, more time is spent with individual Venturers in advising specific projects.

The company will have to decide whether it will plan on a week, month, three month or annual basis. But the best place to start looking for ideas, suggestions and talents is with the Venturers themselves.

What Should the Company Plan Include?

Each company should strive towards having a balanced program which meets the needs and interests of the Venturers. There are some basic ingredients which go into such a program. These are:

- balance, in terms of having all six activity areas reflected in the company program,
- continuity, in terms of activities supporting each other,
- fun, because this is the real reason why young people join Venturing,
- variety, in terms of the activities which are planned,
- theme, in terms of special interests which the members of the company might want to spend more time on,
- achievement, in terms of gaining recognition and having a sense of achievement,
- super activity, which the company sets as its major target for the year,
- participation in district/regional/provincial/national events.

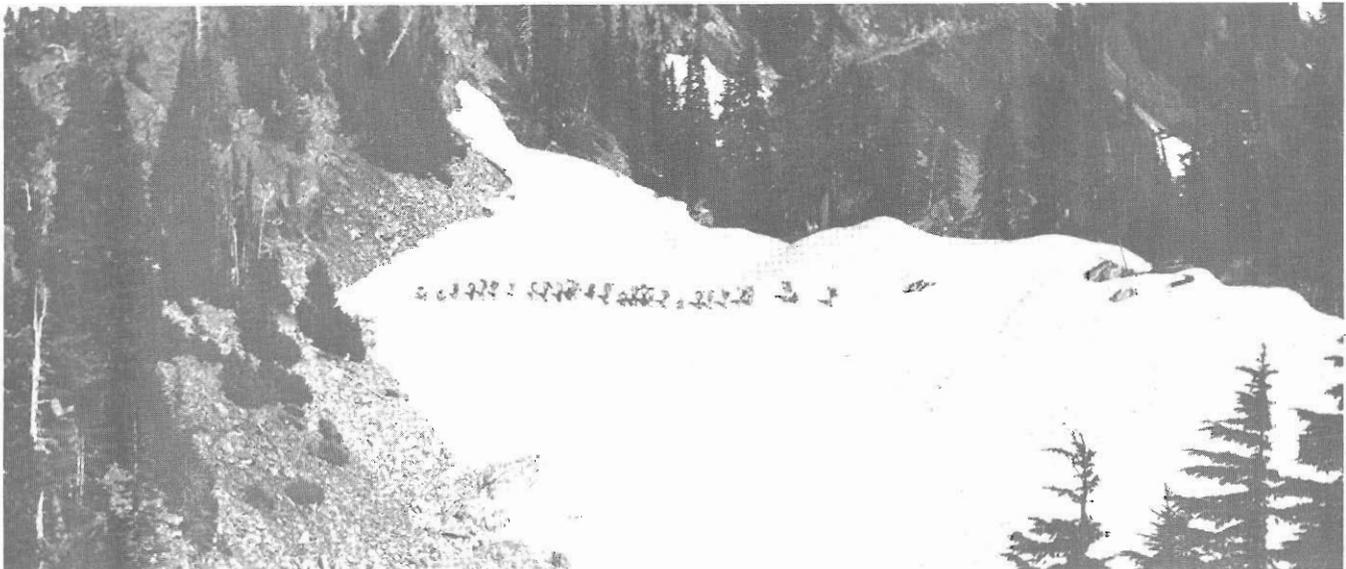
Program Planning Process

The following planning process has been used very successfully amongst Venturer companies in Canada. It places emphasis on the interests of the individual company members and helps them to direct their attention on those interests which they really want to follow.

Step 1

Advisors hand out the *Venturer Interest Questionnaire* (Example 1) to each member of the company.

Venturers are instructed to: Read the activities in each section and then repeat, circling those activities that really interest them. Then write the activities (or their numbers, if you are using a computer to tabulate results) in order on the spaces to the right. Place the activity that they want to get involved with most at the top, scoring 5 points for it and choose four more activities putting them in order. Now list each of the activity areas in order 6-1, using the activities rating space provided.



EXAMPLE 1

VENTURER INTEREST QUESTIONNAIRE

NAME _____

Read the activities in each section. Read it again, circling those activities that really interest you. Then write the activity numbers in order on the spaces to the right, placing the activity that you want to get involved with most at the top scoring 5 points for it and choose four more activities putting them in order. Now rate each of the 6 activity areas in order 6 - 1.

EXPLORATION ACTIVITIES

- 1 CANOEING
- 2 CAR RALLIES
- 3 CAVE EXPLORING
- 4 CLIFF CLIMBING
- 5 CYCLING
- 6 LIGHTWEIGHT CAMPING
- 7 MOUNTAIN CLIMB

ACTIVITIES RATING

- 11 SKI TOURING 5 x "" =
- 12 HIKING 4 x "" =
- 13 KAYAKING 3 x "" =
- 2 x "" =
- 1 x "" =

OTHER EXPLORATION ACTIVITIES YOU WOULD LIKE TO DO _____

FITNESS ACTIVITIES

- 1 ARCHERY
- 2 BASEBALL
- 3 BASKETBALL
- 4 BOXING
- 5 BOWLING
- 6 X-COUNTRY SKI
- 7 CYCLING
- 8 DANCING/BALLET
- 9 DOWNHILL SKI
- 10 FENCING
- 11 FLOOR HOCKEY
- 12 GOLF
- 13 GYMNASTICS
- 14 HANDBALL
- 15 HOCKEY
- 16 HORSEMANSHIP
- 17 JUDO
- 18 KARATE
- 19 ORIENTEERING
- 20 RACKETBALL
- 21 SCUBA DIVING
- 22 SPEED SKATING
- 23 SQUASH
- 24 SWIMMING
- 25 TENNIS
- 26 TOUCH FOOTBALL
- 27 TRACK AND FIELD
- 28 VOLLEYBALL
- 29 WATER SKI
- 30 WATER POLO
- 31 WEIGHTLIFT

ACTIVITIES RATING

- 32 SAILING 5 x "" =
- 33 WRESTLING 4 x "" =
- 34 WINDSURFING 3 x "" =
- 35 SNORKELLING 2 x "" =
- 36 RIFLERY 1 x "" =
- 37 TRAMPOLINE

OTHER FITNESS ACTIVITIES YOU WOULD LIKE TO DO _____

PERSONAL ACTIVITIES

- 1 AQUARIUMS
- 2 ART/PAINTING
- 3 ASTRONOMY
- 4 AUTOMOBILES
- 5 BILLIARDS
- 6 BOAT BUILDING
- 7 BRIDGE
- 8 CERAMICS
- 9 CHESS
- 10 CLAY MODELLING
- 11 COINS
- 12 DOG HANDLING
- 13 DRAWING
- 14 DRIVER EDUC
- 15 GLASS BLOWING
- 16 GLIDING
- 17 GO-CARTING
- 18 HORSE RACING
- 19 ICE GLIDING
- 20 LEATHERWORK
- 21 MAP MAKING
- 22 METALWORKING
- 23 MODELS
- 24 MICROLIGHTING
- 25 MOTORCYCLING
- 26 POWERBOATING
- 27 SIGNALLING
- 28 SILKSCREENING
- 29 FISHING
- 30 SNOWMOBILING
- 31 STAMPS
- 32 WOODCARVING
- 33 WOODWORKING
- 34 COMPUTERS
- 35 PHOTOGRAPHY

ACTIVITIES RATING

- 5 x "" =
- 4 x "" =
- 3 x "" =
- 2 x "" =
- 1 x "" =

OTHER PERSONAL ACTIVITIES YOU WOULD LIKE TO DO _____

SERVICE ACTIVITIES

- 1 ADDICTION CNTR
- 2 ADDICTION RSRCH
- 3 CAMP ASSISTANT
- 4 COOK FOR CHILDR
- 5 EMERGENCY CNTR
- 6 ENVIRNMT. CLNUP
- 7 HELP HANDICAPPED
- 8 HOME NURSING
- 9 HOME VISITING
- 10 HOSPITAL VOLTR.
- 11 LEADERSHIP/COACH
- 12 LIFE SAVING
- 13 POISON CONTROL
- 14 REFEREEING
- 15 ST. JOHN AMB
- 16 SEARCH/RESCUE
- 17 SENIOR CITIZENS

ACTIVITIES RATING

- 5 x "" =
- 4 x "" =
- 3 x "" =
- 2 x "" =
- 1 x "" =

OTHER SERVICE ACTIVITIES YOU WOULD LIKE TO DO _____

SOCIAL/CULTURAL ACTIVITIES

- 1 ART GALLERIES
- 2 BAND MUSIC
- 3 CLASSICAL MUSIC
- 4 CULTURES - WORLD
- 5 FORMS OF GOVT
- 6 JAMBOREES
- 7 JAM SESSIONS
- 8 DANCING

ACTIVITIES RATING

- 9 TEEN PARTIES 5 x "" =
- 10 THEATRE 4 x "" =
- 11 WORLD RELIGION 3 x "" =
- 2 x "" =
- 1 x "" =

OTHER SOCIAL/CULTURAL ACTIVITIES YOU WOULD LIKE TO DO _____

VOCATIONAL ACTIVITIES

- 1 ACCOUNTING
- 2 ADVERTISING
- 3 AERONAUTICS
- 4 AGRICULTURE
- 5 AIRLINE PILOT
- 6 AIRLINE STEWARD
- 7 ANTHROPOLOGY
- 8 AQUACULTURE
- 9 ARCHAEOLOGY
- 10 ARCHITECTURE
- 11 ASTRONAUTICS
- 12 ASTRONOMY
- 13 BOTANY
- 14 BROADCASTING
- 15 BUILDING TRADES
- 16 CHEF
- 17 CHEMISTRY
- 18 CINEMATOGRAPHY
- 19 COMMERCE
- 20 COMMUNICATIONS
- 21 COMMUNITY PLAN
- 22 COMPUTER SCIENCE
- 23 COSMETICS
- 24 DIETICIAN
- 25 ECOLOGY
- 26 ELECTRONICS
- 27 ENGINEERING
- 28 FASHION DESIGN
- 29 FIRE SERVICES
- 30 FLORIST
- 31 FOOD MANAGEMENT
- 32 FORESTRY
- 33 GEOLOGY
- 34 HAIR STYLING
- 35 HEAVY EQUIP. OPER.
- 36 HOME ECONOMICS
- 37 HOSPITAL ADMIN
- 38 HOTEL MANAGEMT.
- 39 INSURANCE
- 40 INTERIOR DECORT
- 41 JOURNALISM
- 42 LAB TECH
- 43 LANDSCAPING
- 44 LAW
- 45 LIBRARIAN
- 46 MARKETING
- 47 MATHEMATICS
- 48 MECHANICS
- 49 MEC. DRAFTING
- 50 MEDICINE
- 51 MEDICAL TECH.
- 52 METAL FABRICATG
- 53 METEOROLOGY
- 54 MICROBIOLOGY
- 55 MILITARY
- 56 MODELLING
- 57 NURSING
- 58 OCCUP THERAPY
- 59 OCEANOGRAPHY
- 60 PARK MANAGEMENT
- 61 PHARMACY
- 62 PHYSICS
- 63 POSTAL SERVICES
- 64 PRINTING
- 65 PSYCHOLOGY
- 66 REAL ESTATE
- 67 TEACHING
- 68 TOOL & DIE
- 69 TRANSPORTATION
- 70 VETERINARY
- 71 ENTERTAINER
- 72 RECREOLOGY
- 73 PROFES SPORTS

ACTIVITIES RATING

- 5 x "" =
- 4 x "" =
- 3 x "" =
- 2 x "" =
- 1 x "" =

OTHER VOCATIONAL ACTIVITIES YOU WOULD LIKE TO DO _____

On a blank questionnaire, the recorder adds up totals for every activity that received a score, but only the top 5 get preference. The top 5 totals in each line get a corresponding identification number in the space at the right next to the total.

For further information see the "Venturer Advisors' Handbook" Chap. 6 — Program Planning.

Step 2 — Tabulation for Individual Venturers

The tabulation for individual Venturers is done this way. After choosing five activities in each activity area and ranking them in order of five to one, Venturers then put the activity areas into order, six to one, giving the value of six to the area in which they want to become most involved. The Venturer then puts the number on the appropriate line (Activities Rating) and takes the figure (6 to 1) and multiplies each activity chosen by that figure to form the "combined value." See example 2 below.

EXAMPLE 2 Exploration Activities

| | | | | | |
|---------------|------------------|-----------------------|--------------------|----------------|-----------------------------------|
| ① CANOEING | ③ CAVE EXPLORING | 5 CYCLING | 8 SNOWSHOEING | 11 SKI TOURING | ACTIVITIES RATING <u>4</u> |
| 2 CAR RALLIES | 4 CLIFF CLIMBING | ⑥ LIGHTWEIGHT CAMPING | 9 SURVIVAL CAMPING | ⑫ HIKING | 1 5 x = 20 |
| | | ⑦ MOUNTAIN CLIMB | 10 TRAVEL TOURS | 13 KAYAKING | 12 4 x = 16 |
| | | | | | 7 3 x = 12 |
| | | | | | 6 2 x = 8 |
| | | | | | 3 1 x = 4 |

OTHER EXPLORATION ACTIVITIES YOU WOULD LIKE TO DO _____

FITNESS ACTIVITIES

| | | | | | |
|-----------------|------------------|------------------|--------------------|----------------|-----------------------------------|
| 1 ARCHERY | 8 DANCING/BALLET | 16 HORSEMANSHIP | 24 SWIMMING | 32 SAILING | ACTIVITIES RATING <u>3</u> |
| ② BASEBALL | 9 DOWNHILL SKI | 17 JUDO | 25 TENNIS | 33 WRESTLING | 2 5 x = 15 |
| 3 BASKETBALL | 10 FENCING | 18 KARATE | ②⑥ TOUCH FOOTBALL | 34 WINDSURFING | 26 4 x = 12 |
| 4 BOXING | ⑪ FLOOR HOCKEY | 19 ORIENTEERING | 27 TRACK AND FIELD | 35 SNORKELLING | 11 3 x = 9 |
| 5 BOWLING | 12 GOLF | 20 RACKETBALL | | ③⑥ RIFLERY | 21 2 x = 6 |
| 6 X-COUNTRY SKI | 13 GYMNASTICS | ⑫ SCUBA DIVING | 28 VOLLEYBALL | 37 TRAMPOLINE | 36 1 x = 3 |
| 7 CYCLING | 14 HANDBALL | 22 SPEED SKATING | 29 WATER SKI | | |
| | 15 HOCKEY | 23 SQUASH | 30 WATER POLO | | |
| | | | 31 WEIGHTLIFT | | |

OTHER FITNESS ACTIVITIES YOU WOULD LIKE TO DO _____

As shown above, each activity in the exploration area has a value of 20 for the highest down to 4 for the lowest. If the fitness area was chosen third, then each value for the activities would range from 15 down to 3 and so on for each area. Have the Venturers do this for each activity area.

Step 3 — Tabulation for Company

Once Step 2 has been completed the tabulation for all company members can take place. This is done by taking each activity area one at a time. The advisor has one Venturer read off his/her personal selections, circling those interests which have been named. See example 3. Each member reads off any activities that are different, making sure the advisor circles the activities named.

EXAMPLE 3 Exploration Activities

| | | | | | |
|---------------|---------------------|-----------------------|-----------------------|------------------|--------------------------------|
| 38 ① CANOEING | 15 ③ CAVE EXPLORING | 5 CYCLING | 8 SNOWSHOEING | 30 ⑪ SKI TOURING | ACTIVITIES RATING _____ |
| 2 CAR RALLIES | 4 CLIFF CLIMBING | 6 LIGHTWEIGHT CAMPING | 44 ⑨ SURVIVAL CAMPING | 65 ⑫ HIKING | Hiking 5 x = 65 |
| | | ⑦ MOUNTAIN CLIMB | 33 ⑩ TRAVEL TOURS | 13 KAYAKING | SURVIVAL 4 x = 44 |
| | | | | | CANOE 3 x = 38 |
| | | | | | TRAVEL TOURS 2 x = 33 |
| | | | | | X-SKI 1 x = 30 |
| | | | | | <u>210</u> |

OTHER EXPLORATION ACTIVITIES YOU WOULD LIKE TO DO _____

After all activities in one area (such as exploration) have been circled, the advisor then asks the Venturers, who chose an activity in that area, to read aloud the "combined value" which they have given to that particular activity. Then the next Venturer would add his value to the previous value and so on until everyone who has given a value to that activity has had his score added to the total. Note the total on top of the activity (see example 3). Choose the five activities that received the highest points and place in order on an unused Interest Questionnaire. Total all the points given for these top five interests.

Proceed through each activity area and record the five top interests in each. After completing the whole Interest Questionnaire, total the value of each activity area. Remember that you have already made

a total of the top five interests in each activity area, so total these six figures.

Step 4

In order to determine the areas in which the company wants to spend most of its time, take a percentage for each of the activity areas. This is done by taking the total of the six activity areas, dividing each into the value for that activity area multiplied by 100; and this will give a percentage. This is the percentage of time the company would like to spend in a given activity area.

To illustrate to the company what has happened, have each Venturer turn to the program guide. Each cross on the left hand side of the chart represents units of ten. Draw a line for the appropriate percentage for each activity area.

Special Events
Council, Community, etc.

Super
Activities

Major
Activities

Focus

Company
Meetings

Executive
Meetings

| | Executive Meetings | Company Meetings | Focus | Major Activities | Super Activities | Special Events Council, Community, etc. |
|-------|--------------------|------------------|-------|------------------|------------------|--|
| Sept. | | | | | | |
| Oct. | | | | | | |
| Nov. | | | | | | |
| Dec. | | | | | | |
| Jan. | | | | | | |
| Feb. | | | | | | |
| Mar. | | | | | | |
| Apr. | | | | | | |
| May | | | | | | |
| June | | | | | | |
| July | | | | | | |
| Aug. | | | | | | |

SAMPLE

Annual Planning Chart

Step 6

The company should now determine whether it will be planning a program for a year, three months or weekly. There are benefits to long-range plans as they take in the activities which have been generated from the questionnaire and also those other activities such as fund raising and district or regional events. Venturers should be encouraged to place all their activities into a long-range plan. They should be flexible and prepared to adjust their plan according to available resources and time. The Venturers may have selected more activities than will be possible to accomplish in one year and therefore may have to select certain activities over others.

To help the Venturers construct their yearly plan, have a Scout calendar available which contains holidays. Use the planning chart which is illustrated.

Step 7

Once the program with all its activities and events has been planned, it is time to make sure someone is assigned to plan and conduct these activities and events. It is important that members of the company recognize their commitment to each of the interests by taking on the leadership for their events. Once the program has been planned and Venturers know which events they will be accountable for, the company must then determine what resources it may need for any special events or activities. This can be anything from getting a speaker to having the necessary funding for a super activity.

Once all of this has been done, it then becomes the responsibility either of the Venturer company executive or an appointed member of the company to make sure the program is followed through. Generally the company should have at least three weeks notice before an event. During these three weeks the Venturer accountable for the project reports and gives information on how the members will be involved.

Step 8

Evaluation is a very important tool. It helps us to determine whether events and activities which are conducted are meeting the needs and interests of company members. Evaluation of each individual activity or project should occur so the company has a record which can help them with the next year's planning. Also, at the end of the Venturer year, your company should take the time to sit down and evaluate its plan of the previous year. Things which can be looked for: how many people participated in all the events; was the company able to acquire all the necessary resources; where can improvements be made? The company also should take the time to evaluate the process used to plan the program. Was it effective and did it do the job?

HOW TO GENERATE PROGRAM IDEAS

Involve all Venturers and advisors in planning the program of the company. However, there will be times when both you and the Venturers will need help in coming up with ideas that are fresh, exciting and creative. There are many ways of doing this.

Brainstorming

Brainstorming is one of the most commonly used methods. All company members are asked to suggest ideas; these are all written down on a blackboard or flip chart. The secret of successful brainstorming is to avoid any judgments or discussions in the first step and write down all ideas.

The company strives at this time for quantity rather than quality. In the next step, the ideas are analyzed, combined, split and otherwise played with to come up with usable program ideas.

Themes

The use of themes is another very useful way to produce ideas for a program. By combining the "theme" with any or all of the elements of the Venturer program, a number of ideas can be generated.

Alphabet System

This system is simply a matter of running through the alphabet and listing program ideas beginning with each letter. Or you can take your key word for a program and go through the alphabet to develop ideas in rhyming variations of the word.

Like and Dislike

Have the Venturers list their likes and dislikes about the program and then use these to encourage further ideas.

Turn the Pages System

Use any current magazine or newspaper and turn the pages slowly, looking at each page to see what ideas come to mind.

Question and Answer Game

Bring in some outsiders, young people or adults, and have them ask questions about the program. The less they know about Venturing the better. Then ask them questions. You will usually understand a great deal more about your program than you did before you started, even if they do not.

Now you have a variety of methods for listing ideas. Try them all at some time to find which one method or combination of methods work best for the company. The purpose of all these systems is not to constrict or to tie you down to any mechanical process. Rather, they aim to stimulate, inspire and expand your thinking.

QUICK PROGRAM IDEAS

Live-In

The company spends a full day (maybe a weekend) in a round-the-clock institution, such as a hospital or community health centre, observing and working as orderlies' aides. This is an introduction to some of the joys and sorrows that take place in one

of our most important institutions. Make arrangements with the administrator. Have a clear understanding of what your members can and cannot do — how they can help and who will supervise them.

Municipal Office Visit

Your Venturers are approaching the age when they will be able to vote and hold office. They should be informed about the workings of local government. Spend an evening or two at the meetings of your local council or other public body to see government in action. Try to arrange for a brief talk with the presiding officer afterwards.

Bike Hike

Plan a bike trip of 15-25 km (more if everyone is in good shape) with a definite destination — a provincial park or historical site, museum, or sports event.

After Dark

Arrange for your company to spend all or part of the night with one of the agencies or industries that never close. Perhaps try the police station, or visit a bakery or a newspaper plant, or radio station.

Car Trip

How about an expedition by car to a sports event in another city or to a band concert or road rally? Keep the costs in mind and include everyone.

Ecology Weekend

For a camping weekend, mixing fun and outdoor education, have an ecology workshop. It can be held at your local Scout camp or a provincial park or in any area that will improve everyone's knowledge of the delicate balance of nature. You will need to brush up on what to look for but, better still, invite some knowledgeable person to spend the weekend with you, or get in touch with your conservation officer.

Operation Coffee Break

In many areas of our country, traffic travelling on the highway, particularly during holiday weekends, is very heavy. Your company could set up a roadside coffee booth in some congested area and supply motorists with hot coffee and make cold juice for the younger passengers. A break for coffee often helps motorists to stay alert, so you will be doing your bit for traffic safety. Talk to your local police about this. They may be able to suggest sponsors who would supply the coffee, cream and sugar. If not, then a nominal five or ten cents could be charged to offset expenses. While cars are stopped, you could learn something about the people and perhaps form new friendships.

Progressive Dinner Party

This is an evening event where you travel from one member's house to another. At the first stop, you get soup or juice, at the second, a salad course; at the third, the main course; at the fourth, dessert is served, then coffee at the fifth house; and a speaker/musical event or a sports show on TV to top off the evening at house number six.

Golf Practice

Go to a driving range to practise shots. Borrow clubs from parents and, if you have an expert among them, have one come along to show style, swing and correct grip.

Night Court

Visit a night court. Watch justice at work at an elementary level. Your Venturers will be most interested in the type of cases dealt with and how witnesses, police officers, lawyers and judges behave.

Host a Company

Heard of any other companies who have been doing some special activities or who have just returned from an exciting trip? Invite them over, have them talk about their activities or show slides. Treat them to juice and cookies at the end.

Election Night

Elections coming up in your community for school board, local council or the mayor's office? Meetings will be held locally so that candidates can present themselves and their platforms. Go and sit in on one or two of these meetings and ask questions if you feel some issues are not made clear.

Show-A-Film Night

Many other organizations need items to fill their own programs. Your company can help them by showing a film on first aid or some other subject, and incidentally, can promote Venturing.

Equipment Repair Night

Have all the company equipment overhauled; tents repaired, stoves cleaned, pots and pans shined and handles replaced, and get ready for the next trip.

And More . . .

- Make and distribute simple toys and games for hospitalized children.
- Plan a field trip for children in a child-care institution.
- Have a community arts and crafts show in a parking lot or park area.
- Bring in an expert on canoeing to learn skills in packing canoes, portaging and canoeing skills.
- Plan and conduct a children's play for a hospital, extended care facilities, orphanage or similar organization.
- Visit a college or university centre offering degrees related to early childhood education.
- Arrange to visit or observe demonstration classrooms, meet the faculty members and students, and note how their lesson plans are specifically designed for the ages of the children.
- Plan and carry out a family party or celebration.
- Plan an activity for a Beaver colony or Cub pack.
- Go on an animal or insect control tour.
- Take part in forest regeneration; site preparation, nurseries, cone collection, aerial seeding, hand planting, containerized planting.
- Participate in forest mapping and surveying. Study aerial surveys.
- Plan a picnic in the forest for families.

- Have Venturers look into the skills needed to be an electronic journalist (radio and television announcer, technician, photographer) and those needed to be a newspaper columnist.
- Do tree thinning as a money-raising project.
- Improve wildlife habitat around the community.
- Study the medical, dental, health, educational and recreational services available to children in the community and undertake a program to inform parents of these services.
- Visit a senior citizen home.
- Assist in the canoeing program at the local Scout camp.
- Take Scouts on a weekend canoe trip.
- Work with a landscape architecture firm to improve the community area.
- Provide support to forest fire fighting units.
- Plant trees to reforest a cutover area.
- Be hosts for a forest campout by other sections and introduce them to nature.
- Read to or write for those who are unable to do so.
- Make recordings for the blind.
- Be a day camp counsellor.
- Tutor children.
- Volunteer with a community action group.
- Serve as a librarian in a settlement house. Organize a book-collection project.
- Be a receptionist in a clinic.
- Escort people to places where they need to go for social services.

A Fitness Test

Most advisors feel their Venturers are in good shape, just because they are young. But fitness is unrelated to age. Many young people between the ages of 14 and 17 are physically unfit.

A Venturer needs to be in good physical shape as well as in the right frame of mind for all activities. The body's effectiveness is determined by strength, muscular endurance, stamina and power.

Strength is the ability of the muscles to exert force. Muscular endurance is the ability of the muscles to keep on providing that force. Stamina is the ability of the heart and lungs to supply the muscles with the energy necessary for the work they are doing, and power is the rate at which the work is done.

If you take each of these aspects of fitness, you can see how it is possible to gauge the condition of the body.

Strength is measured against an external force such as a weight or a spring. Different muscles do different jobs. Someone who milks cows daily will have a stronger hand grip than someone who does not, just as a person who walks a lot will have stronger, more developed leg muscles than a person who drives his car everywhere. To determine accurately the relative strength of several people, you must ensure that each one is using the same set of muscles.

Leg muscles are tested more severely when climbing uphill with backpacks while other muscles are working to carry the pack on your back. Someone who can easily lift a heavy pack on the day of the event may not be able to carry a much lighter pack for days. Muscular endurance, which is more important than mere strength, depends upon the effectiveness of the blood supply to the muscles and the suppleness of the muscle tissue.

Equipment and Method

You will need a box, 20 inches high, a watch with a clear second hand, and a companion.

Stand erect in front of the box. Put one foot on it, then step up and stand on the box with both legs straight. Put one foot down and then the other. Stand erect on the floor. Time yourself to take one second to step up and one second to step down. A complete cycle should take two seconds to bring you back standing erect on the floor. Now do this for five minutes without stopping — 150 times up and 150 times down. Then sit on the box. After one minute sitting down, your companion should count your pulse rate for half a minute. Allow another half minute rest; count again for half a minute. Allow a further one and a half minute rest and count again for half a minute. The timing and action should be:

| | | |
|-----------------|----------------|--|
| a) At zero time | and for 5 min. | for 5 minutes — Step up and down 150 times doing one step up each second and one step down each second. |
| b) At 5 min. | and for 1 min. | Rest on box. |
| c) At 6 min. | and for 1 min. | for ½ minute — Count pulse for 1st time (i.e. no. of pulse rates in 30 sec.) this will probably be between 55 and 75. Rest on box for remaining ½ min. |
| d) At 7 min. | and for ½ min. | Count pulse for 2nd time (no. of pulse rates in 30 sec.) this will probably be between 50 and 70. |
| e) At 7½ min. | for 1½ min. | Rest on box. |
| f) At 9 min. | and for ½ min. | Count pulse 3rd time (no. of pulse rates in 30 sec.) this will probably be between 45 and 55. |

Index of Fitness

The index of fitness is obtained by dividing 15,000 by the sum of the three pulse rates. If the number obtained is:

- below 75 — not fit
- 75 - 80 — barely fit
- 80 - 88 — average
- 88 - 95 — reasonably fit
- 95 - 110 — good
- over 110 — excellent condition

If a company conducts the **Harvard Step Test** and finds its overall fitness is not as good as expected, then the group may want to concentrate on some activities which will help to condition themselves. Suggest to your Venturers that they can chart their progress while trying to gain a better overall index of fitness.

CHAPTER SEVEN

WORKING WITH YOUTH

How You See Young People

A Venturer advisor trains, guides and coaches with little ordering or preaching. Think of yourself as a team coach — your company is the team you work with. The idea is to train and coach this team so that they can become successful.

- Venturer advisors should
- genuinely like young adults,
 - recognize their talent and potential,
 - approach youth with humour and patience, but not sarcasm,
 - overlook their immaturity and “growing pains,”
 - take an interest in their problems and concerns,
 - guide them towards self-discovery rather than give them the answers,
 - listen to what they have to say and respect their opinions — if they are wrong, guide them towards understanding,
 - be honest and sincere. (Do not make promises you cannot keep. Build a trust level with your company.)

How Young People See Their Advisor

- “He always takes a personal interest in me.”
- “We can share our concerns with him.”
- “He makes me feel that I am somebody.”
- “He never ignores us.”
- “He understands our problems and is patient.”
- “He shows me that he believes in what he is doing.”
- “The only reason for his being a Venturer advisor is to work with us.”
- “He likes us.”
- “We can talk to him. He'll listen.”
- “He says, let's do it together.”
- “He never complains or blames others.”
- “He is a man that you can trust.”
- “He doesn't play favourites.”
- “He is fair.”
- “He's knowledgeable and shares himself with us.”
- “He's dynamic — and enthusiastic — realistic — respectful.”
- “Our advisor is the kind of person we would like to become.”

How You See Yourself

“If you want to feel young, work with youth. If you want to die young, try to keep up with them.”

Working with young adults is a unique and challenging adventure — and can be most rewarding. Some of the time you will deal with them as equals; some of the time as a coach or counsellor and even some of the time almost as a parent. The most effective way to balance these roles is simply to be yourself. You are asked to become a Venturer advisor because your character is a positive example for youth. It isn't necessary to be “one of the gang.” As a matter of fact, adults who try to act or buy their way into the young adult world usually lose their respect. The major reason given by those Venturers who stay in the program is the role played by their advisor. An exciting company program often comes in second.

These young adults are searching for models on which they can pattern their lives — heroes, if you will.

They want and expect adults to stand up for their beliefs. They may challenge you, disagree, or seemingly reject your values, but your stand for what is right and good may have a profound effect on their future.

Some Basic Thoughts

We must encourage rather than impede the growing tendency of youth to see themselves as a force for change. But we must help them to make this a constructive force. We must help them to see their present as well as their future potential. This will enable them to move from their apparent isolation in society towards a positive self-image.

We must encourage young people to have opinions and to help them, through practice, to develop the skills to express them. We must help them to find constructive causes to champion and provide places from which they can proclaim them. This will enable youth to interpret themselves to the “establishment.”

We must help youth to understand the full meaning of free speech and the grave responsibility which its use imposes upon them as a prelude to independence.

We must help youth to think clearly and acquire the beginnings of good judgment: this is the first step towards responsible action.

We must see adolescents as individuals at varying stages of development, with different needs and interests. We must keep our program relevant to and in tune with these needs and interests.

We must increase the opportunity for youth to understand mature adults. This will relieve their feeling of isolation while building confidence, and increase the willingness and capability of the adult world to help them grow without smothering them.

We must see the things young adults are doing against the background of circumstances that surround them.

We must provide opportunities for young adults to explore the working world. Formal education tends to postpone this experience.

Above all else, youth must be able to identify with Scouting as an organization that knows them, likes them, and challenges them. Venturing must be flexible enough to meet young people on their own ground and move with them from that point toward their goals — and ours.

Venturing is an exciting program for young adults and it is the way Boy Scouts of Canada claims a piece of the action, a share of their time. Venturing is a vehicle to help you share the opportunity to influence young adults as they begin to make decisions that will affect their lives.

Venturing concerns the needs of young adults at a time in their lives when there are nagging doubts, feelings of extreme isolation, rebellious ideas, and

when there is a searching of identity, a reaching for independence, and a groping for religious and moral values.

Participation in the Venturer program provides young adults the group acceptance they require. It helps to meet this need in an adult-like setting where honour and achievement are the acceptable standards.

Venturing represents for us, as adults in Boy Scouts of Canada, the way we can meet the needs and wants of our young adults. It proves that we are interested in their problems, their conflicts, their causes; but we are also interested in their unlimited opportunities.

What Makes Them Tick

As an advisor you do not select your Venturers; you will have to work with the youth who happen to join the company — and sometimes this requires great skill. You do not have to be a trained social worker, but it helps a lot if you can understand some of the things that make young people “tick.”

Youth of Venturer age are passing through a period of life from young adulthood and into the world of the adult. It is a confusing but wonderful time of life. It is a time of life when youth wants to try everything and go everywhere. In particular, youth of Venturer age like:

Organization: But they don't want too much organization; they want to be in control and to have fun.

Action: Doing things they dream up themselves and not adult ideas which are thrust upon them.

Variety: In the things they do; but they don't like sudden change in their routine.

Fun: Laughter or practical jokes of their own; harmless jokes against adults are great fun; but adult sarcasm directed at them will be deeply resented.

Security: In a certain amount of regular routine; something with which they are familiar and in which they can feel at home — providing it is not boring, unnecessary or overdone.

Challenge: Particularly of the type which stretches their physical and mental abilities or in which they can identify themselves with others who achieved enviable recognition, e.g. sports or TV stars.

Recognition: For them it is important that they can measure up to the expectations of their friends as well as the adults with whom they come in contact.

Youth of Venturer age equally dislike favouritism, sarcasm, unfairness, to be let down, not to be trusted, and “know-it-alls.”

In some respects Venturers will try to imitate you in what you do and say. For this reason, it is important that you as an advisor set a good example, both in and out of the Venturer setting.

Venturers As Individuals

As you work with your Venturers, you will soon realize there is no such thing as the “typical Venturer.” Each of your Venturers will have a very distinct personality. Because the Venturer age span takes in middle adolescence, youth in Venturing will

show a very wide range of differences, for this is a period of mental and physical change. It is your awareness of the ever-changing needs of the individual Venturers that will help them to enjoy and get the most out of their Venturing experience.

Getting to know your Venturers is not an easy job. Although they may be about the same age, they will differ in physique, stage of growth, abilities, attitudes, likes and dislikes. Some of your Venturers may be difficult to get to know well. Some just don't seem to fit in at all with the company and you may well wonder how to cope with them.

The Venturer and the Company

The basic grouping within the Venturer program is the company. It is important, then, for the advisor to understand how a boy or girl relates to other Venturers within the company.

We know a Venturer is at an age of trying to find oneself and to understand one's role in life. The approval of others his or her own age may at times seem to be more important than the approval of parents or other adults. The Venturer develops a sense of loyalty to the age group. This group can be a powerful force in helping him or her to develop and in determining success and happiness in later life. It is here that Venturers are able to try out new ideas, test values, form opinions, and gain confidence in their own judgment.

The Venturers' close contact and association with a company their own age provides them the opportunity to try out various forms of behaviour and thus discover the dividing line between the acceptable and unacceptable. Through this experience, the Venturer is able to develop a realistic picture of himself/herself and to develop the type of behaviour which is associated with a well-adjusted person. If the company experience is satisfying, it results in an approved ability for one to get along with others and gain a greater degree of acceptance by them.

What do we know about the makeup of natural youth groups? We know that they tend to be:

- made up of people at about the same level of physical maturity
- made up of people with similar interests
- variable in size
- influenced in their selection of leaders
- influenced in their selection of leaders by physical or mental ability
- conformists to the group in the way they dress and in their behaviour
- variable in play or activity leadership

A leader in one activity may be a follower in another. Venturers tend to recognize and accept leadership from the group member with the highest skill in a specific area.

In order to be a positive influence in the life of a Venturer, his or her company must have at least the following characteristics:

1. Recognized Group Membership

Members must know who is in or out of the company.

2. **Group Consciousness**
Members of the company think in terms of “we” and they have a conscious identification with each other. This is sometimes referred to as company spirit.
3. **Shared Purpose**
Members of the company have a common idea of what they are doing and why and have a say in decisions involving the company.
4. **Meeting Specific Needs**
The specific needs of the individual Venturer within the company — for recognition, for status,

- for the opportunity to lead or to be a follower — are being met from within the company.
5. **Interaction**
Venturers within the company talk to each other, listen to each other, and influence each other.

A fundamental philosophy of Venturing is to provide youth with a positive group experience. This occurs when the Venturer advisor understands youth and can help them with their behaviour. Advisors will find their basic life experiences will provide them with most of the skills needed to handle each situation as it arises.

QUESTIONING AND LISTENING

Being able to communicate effectively with a group of young people such as a Venturer company takes skill and practice. Below are some question and listening hints you might want to consider.

One method of classifying questions is by the activity or type of action they can provoke in a company discussion.

| TYPE OF QUESTION | ITS PURPOSE | EXAMPLES |
|-----------------------------|--|--|
| 1. INITIATING | To suggest or provoke ideas, facts, or information. | <ol style="list-style-type: none"> 1. All the “W” questions: what, where, why, who? 2. “How do we go about this?” |
| 2. GATEKEEPING | To create openings for participation and encourage free expression. | <ol style="list-style-type: none"> 1. “How about some thoughts from this side of the table?” 2. “Roger, I sense you have some feelings on this.” |
| 3. CLARIFYING OR JUSTIFYING | To interpret facts, clear up confusion, get reasoning and proof. | <ol style="list-style-type: none"> 1. “Why do you think so?” 2. “In what way is this important?” |
| 4. STANDARD SETTING | To set bench marks for progress. | <ol style="list-style-type: none"> 1. “Where should we be by 10.00?” 2. “What are our ground-rules?” |
| 5. EVALUATING | To generate feedback on group progress toward its goal. | <ol style="list-style-type: none"> 1. “Well, it’s 10.00 o’clock, have we met our deadline?” 2. “After seeing me in action today, would you guys say I talk too much?” |
| 6. SUMMARIZING | To pull related ideas and feelings together, to review and synopsise — both during the discussion and at its conclusion. | <ol style="list-style-type: none"> 1. “Would someone tie together our ideas to date?” 2. “What have we agreed to?” |
| 7. PRINCIPLE EXTRACTING | To generalize “rules of thumb” that may apply in other situations. | <ol style="list-style-type: none"> 1. “What other situations can be solved this way?” 2. “What have we learned?” 3. “Why are we bothering to extract principles?” |

It's one thing to be hard of hearing — but often we suffer from an ailment that can be worse — that is, we are hard of listening. The effective advisor must concentrate on what is being said in the company and make best use of it. Here are some things you can do to show you understand and are interested in what is being said.

| TYPES | BASIC IDEA | PURPOSE | EXAMPLES |
|-----------------|--|---|--|
| A. NEUTRAL | Use non-committal words. Don't agree or disagree with person. | <ol style="list-style-type: none"> 1. Convey idea or interest. 2. Keep person talking. | <ol style="list-style-type: none"> 1. "I see." 2. "Uh-huh." 3. "That's very interesting." 4. "I understand." |
| B. EXPLORATORY | <ol style="list-style-type: none"> 1. Who 2. What 3. Where 4. Why 5. When 6. How | <ol style="list-style-type: none"> 1. Gather additional facts. 2. Help them explore all sides of a problem. | <ol style="list-style-type: none"> 1. "Who was near the machine at the time of the accident?" 2. "What do you feel the real problem is?" |
| C. RE-STATEMENT | Restate all or part of person's last sentence, or basic <i>idea</i> . | <ol style="list-style-type: none"> 1. Show them you are listening and understand what they are saying. 2. Encourage them to talk. | <ol style="list-style-type: none"> 1. "If I understand, your idea is ..." 2. "This is your decision and the reasons are ..." |
| D. REFLECTIVE | Similar to re-statement — but you reflect the <i>feeling</i> that has been expressed. | <ol style="list-style-type: none"> 1. Show you understand <i>how</i> they feel about what is being said. 2. Encourage them to talk and explore the problem. | <ol style="list-style-type: none"> 1. "You feel that." 2. "It was a shocking thing as you saw it." 3. "You felt you didn't get a fair shake." |
| E. SUMMARIZING | Add up the ideas and/or feelings; and re-state and/or reflect. | <ol style="list-style-type: none"> 1. Serves as a check-point for further discussion. 2. Brings problem into perspective. | <ol style="list-style-type: none"> 1. "Are these the key ideas you have expressed?" 2. "If I understand how you feel about the situation ..." |

ROLE OF THE VENTURER ADVISOR

The role of the Venturer advisor is so vital to the success of a Venturer company that the importance of his/her relationship to the company cannot be overstated. Youth of Venturer age can be a fairly independent group, able to do a great many things for themselves. But a capable advisor can help them do many things better and stretch their abilities farther than they themselves imagine is possible.

Get Involved

A good advisor doesn't retire to a corner during meetings, speaking only when spoken to. He must be in the centre of the company activities at all times — with a word here, a question there, a joke when the occasion calls for it, a story to illustrate, a suggestion that by writing here or calling there an activity can be considered from a new angle.

A name dropped into a discussion at the right moment can set a whole chain of events rolling — perhaps it could lead the Venturers to find a speaker or tour a plant or institution or simply send for some literature to help them find out some new facts.

An advisor in a company of younger Venturers may have to provide a lot of direction in the early stages of the life of a company. Company members just up from a troop and used to a "laid on" program can become discouraged if they find there is nothing happening; and it is all too easy for a disinterested member to rapidly become a non-member.

But while a directive approach may be necessary in the beginning to get things rolling, as soon as the company matures enough to be able to handle its own affairs it should be encouraged to do so. A Venturer advisor is there to help develop the leadership qualities and initiative of the company members, not to take over. An advisor is always aware of the increasing maturity, ability and integrity of the Venturers; he/she treats them with respect, in turn earning their respect and admiration.

A Venturer company will present a constant challenge to an advisor, because the youth who make up its membership are at an age where everything is a challenge. Venturers will ask questions, offer suggestions and new theories, often only to test the advisor's reactions or those of the other members. But many more of the questions represent a real search for information, security or identity in the world of ever-changing values — that is the "now" of young people today. This places a serious responsibility on the shoulders of anyone who takes on the role of Venturer advisor.

The Advisor's Leadership Style

The leadership style you will use with the company will vary from one situation to another. Over the life of a company different kinds of leadership will be needed in order to help the Venturers have a positive experience in the Venturer program. Situations will vary from providing leadership for a camp to providing leadership to help the company decide on its by-laws. In any event you

have to decide the type of leadership needed in each specific situation.

There are two important dimensions which make up your leadership style — task behaviour and relationship behaviour.

Task behaviour is the extent to which you engage in one-way communication by indicating what the company is to do as well as when, where and how to do it — in other words, providing direction. Relationship behaviour is the extent to which you engage in two-way communication with the Venturers by providing support, encouragement, explanations and positive reinforcement for success — generally, facilitative actions. Your leadership style is determined by the amount of task and relationship behaviours you use in any given situation. By combining different degrees of these behaviours, four basic leadership styles can be identified as shown in Figure 1.

Figure 1

STYLE OF THE ADVISOR

| | |
|--------------------------------|---------------------------------|
| High Relationship and Low Task | High Task and High Relationship |
| Low Relationship and Low Task | High Task and Low Relationship |
| (Low) | (High) |

Task Behaviours

While each of us tends to have a preferred style — one we use most easily — it may or may not be effective depending upon the situation in which we use it. This situation approach to leadership says that the style or amount of direction and support you provide should be determined by the "maturity" level of the company or the readiness of the company to assume its own leadership. Therefore, there are two skills to learn:

- 1) the skill of being able to change your leadership style when the situation demands;
- 2) the skill of assessing the maturity or readiness of the company.

Company Maturity

How does an advisor determine the maturity of the Venturer company? First, it is important to understand that maturity is related only to the specific tasks, job, function or objective that you and/or the company is attempting to accomplish. So for example, a company may be mature when it is

setting up tents in a camp situation but immature when it comes to working together to plan its camp program. People tend to have varying degrees of maturity depending on the specific task or objective that a leader is attempting to accomplish through their efforts.

What determines maturity or readiness? Maturity consists of two factors:

1. The **ability** — skills, knowledge, experience — of the company to do a specific task.
2. The **willingness** — motivation, commitment, security, confidence — of the company to carry out a specific task.

As indicated in Figure 2, there are four levels of maturity going from immature to mature.

Figure 2
LEVELS OF MATURITY

| | | | |
|------------------|--------------------|--------------------|----------------------|
| Able and Willing | Able and Unwilling | Unable and Willing | Unable and Unwilling |
| High | Moderate to High | Low to Moderate | Low |

Over its four year life, a Venturer company, it is hoped, will develop more overall maturity, a state necessitating adjustments in your leadership style.

A new company will generally be less experienced and more unsure, and therefore, in many, but perhaps not all of its tasks, it will be immature. Even a very experienced company, although mature in relation to many of its tasks, may from time to time be required to do something for which it is less able and/or willing. Willingness has to do primarily with feelings of confidence or commitment to doing certain tasks or achieving certain objectives.

These same levels of maturity can also be applied to individual Venturers. Your leadership with a new Venturer of little skill and unknown commitment will be different from the established Venturer who is able and willing. The maturity of a group or individual is not always easily determined. But the first step in determining the most appropriate leadership style is to assess the level of maturity of the individual Venturer according to the four levels in Figure 2. The two key questions to ask in making the assessment are: In relation to this specific task or objective:

- 1) Is the company **able** and
- 2) Is the company **willing**?

Maturity and Leadership

According to this Situational Leadership Theory, as the level of maturity of the Company continues to increase in terms of accomplishing a specific task, the advisor should begin to reduce task behaviour and increase relationship behaviour. This should be the case until the company reaches a moderate level of maturity. As the company begins to move to an above average level of maturity, it becomes appropriate for you to decrease not only task behaviour but relationship behaviour as well. In this case, the company members can provide their own supportive or reinforcement behaviours, so that a great deal of socio-emotional support from the advisor is no longer necessary.

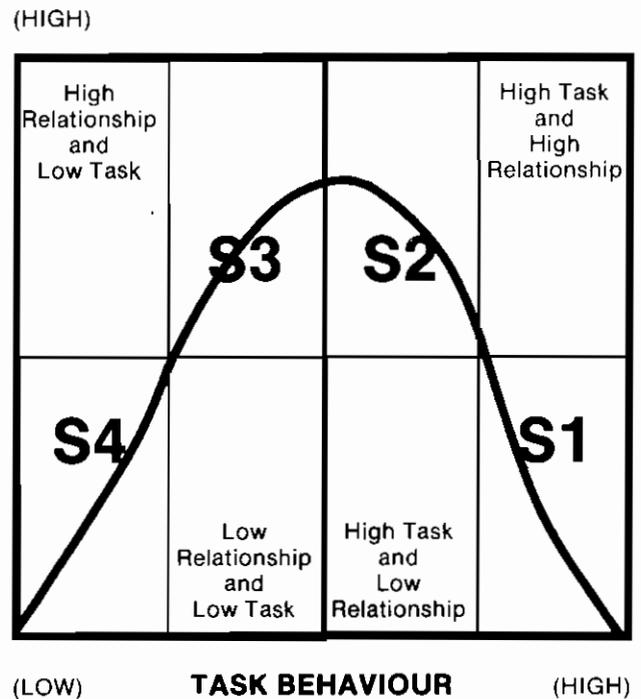
Thus, Situational Leadership focuses on the appropriateness or effectiveness of leadership styles according to the task relevant maturity of the follower(s). This cycle is illustrated by the bell-shaped curve superimposed upon the four leadership style quadrants (S1 to S4) as shown in Figure 3.

The maturity level of the company is depicted in Figure 3 below the leadership model as a continuum ranging from immature to mature (M1 to M4). This shows the relation between the four levels of maturity and the four styles of leadership.

What does the bell-shaped curve in the style-of-leader portion of the model mean? It means that as the maturity level of the company develops along the maturity continuum from immature to mature, the appropriate style of leadership should move accordingly along the curve in order to assure a higher probability of effectiveness.

Once you have determined the maturity level of your company along the continuum in Figure 3 in relation to any specific task, you then match it with the appropriate leadership style from the leadership model above.

Figure 3
STYLE OF THE ADVISOR



| | | | |
|-----------|-----------|-----------|-----------|
| HIGH | MODERATE | | LOW |
| M4 | M3 | M2 | M1 |

MATURITY OF THE COMPANY

Application

To get a better idea of what all of this means, use Figure 3, along with a brief description for each of the four levels of maturity (M1 to M4) and their corresponding appropriate leadership style (S1 to S4).

Leadership-Maturity (M1 - S1)

In this stage we find the company members with little ability and little willingness. They have joined to do things but do not have the skills or confidence to do them. They are looking to you for leadership. In order to get things going you will have to provide direction which will get the program moving.

Your leadership is high task and low relationship. As your personal experiences will confirm, the use of direction here is an effective leadership style. Low relationship does not mean no one communicates; for now it is most important to get things moving and an advisor must tell the company what options are best.

This is referred to as a *telling* style of leadership, because it is characterized by one-way communication in which you tell the Venturers what, how, when and where to do various tasks.

Leadership-Maturity (M2 - S2)

In stage two the company members are gaining in confidence and are willing to take on responsibilities but still lacking the skills to do the job. It is important that everyone pull together as a team because commitment is increasing. The leadership needed will be high in the relationship behaviours. At the same time, leadership will still have to be high in the task behaviours.

This means you will have to give attention not only to activities but also to how the group works together. You should be supportive and reward sound group decisions.

With commitment increasing, company members will be keen to learn new skills in order to become more mature in their ability to plan and conduct activities. The leadership here is high task and high relationship. This style of leadership is referred to as a *selling* style. You still give direction but you engage in more two-way communication, giving more explanation as to the 'why' of your decisions so the Venturers will buy into them.

Leadership-Maturity (M3 - S3)

At this stage the company is now able to carry out the job of running the company or doing certain tasks but as you reduce your task behaviours or direction, members may experience some increased feelings of insecurity or a lapse of confidence. Since we know they can do the job, you need to emphasize your supportive behaviour by giving them encouragement and being facilitative. You are sharing the decision making with the company and are joining in with them as a member of the group. As a result this is often referred to as a *participating* style of leadership. You are providing low task behaviour but still giving a high level of relationship behaviour — lots of two-way communication.

Leadership-Maturity (M4 - S4)

As the company reaches a high level of maturity where it is both able and willing to conduct its own affairs or do specific tasks, i.e. planning, making decisions and conducting activities, then the company should be given the freedom to do so. In this case, all of the necessary leadership (task and relationship) behaviours will be provided by the

members themselves. In essence you are turning things over to the Venturers to run their own show and therefore this is referred to as a *delegating* style of leadership. You are low in both task and relationship behaviour. If you use this style before a company is ready for it, then you are abdicating, not delegating.

SUMMARY

As stated, the maturity of a company and its members will change. Even if over time a company gains in its general maturity it can slip back or run up against a task which it is unable and/or unwilling to do. An infusion of new members, a loss of older members, a crisis, a new task — any of these events can affect the maturity of the company. This will necessitate you as the advisor to be aware of and adapt your leadership style to the demands of the situation.

Remember, part of your role is to help the company develop in its maturity so that it can be self-directing through leadership from within. This requires patience, an ability to assess accurately the maturity of the company, and the flexibility and skill to perform different leadership styles. Providing too much direction when Venturers are able and willing or too little direction when they are unable and unwilling can both lead to problems.

Leadership is a process of influencing others to achieve certain tasks or objectives. You need to use your influence constructively by providing the right balance of direction and support so that your Venturers grow in their ability and confidence to set their own goals, make their own plans, and carry them out.

Boy Scouts of Canada are indebted to Dr. Paul Hersey and Dr. Kenneth H. Blanchard of the Center for Leadership Studies, 230 W. Third Ave., Escondido, California, 92025 who developed the theory of Situational Leadership and the training materials that make application of this theory possible.

The use of the materials was donated by Dr. Paul Hersey because of his belief in the goals of Scouting.

These materials on Situational Leadership are available commercially from the Center at the above address.

ACCOUNTABILITY AND RESPONSIBILITIES

Leadership in Scouting is based on some concepts which set out how the organization would like you to lead. These concepts can nearly always be adapted by most adults working in Scouting. But concepts are only one element of leadership. The other elements are the practical accountability and responsibilities the advisor has in the running of the company.

Accountability

A Venturer advisor is accountable to:

- A group/section committee for achieving the sponsor's purpose and observing any special conditions the sponsor may have.

- Boy Scouts of Canada, usually through a district/regional commissioner, for the application of the aim and principles and the appropriate running of the Venturer company.
- Parents of the Venturers for health and safety.
- The members of the Venturer company to meet their needs and interests through positive growth experiences.
- Himself or herself to do one's best and be true to one's own values.

Remember that an advisor cannot delegate any of his accountability.

Responsibilities

The advisor of a company is responsible for many things. His greatest responsibility is to ensure that the company operates within the *By-Laws, Policies and Procedures* of Boy Scouts of Canada.

The advisor in charge of the company should have terms of reference or a job description, which spell out responsibilities. These indicate the limits of the advisor's authority in his job. It is important not to abuse this authority by being overcontrolling or overreaching. For example, an advisor is responsible for the health of Venturers during camp and will therefore see that they eat well and appropriately, but he does not have the power to make a Venturer eat something he doesn't like.

Your role, then, as an advisor is a very responsible one with many components. Here are some of them which you should consider.

Youth Components

- To help Venturers at a personal level by establishing sound relationships which make it easy for Venturers to talk with you.
- To provide a sound personal example in order for Venturers to learn about and test their values.

Program Components

- To help Venturers to identify their interests.
- To encourage Venturers to plan, conduct and evaluate company activities.
- To ensure that company activities are part of a balanced program.
- To identify and provide resources to the company in order for them to carry out their program.

Organizational Components

- To ensure meetings of the company and executive are held regularly.
- To train Venturers in the duties and responsibilities of being executive and company members.
- To ensure the company is organized to run in an effective manner.
- To ensure the company has the necessary funds in order to carry out its activities.
- To ensure funds are properly raised, used and recorded.
- To make sure the company is registered annually.

Relationship Components

- To establish sound relationships with the sponsor, group/section committee, parents and community.
- To encourage the company to participate in district/regional/provincial/national activities.

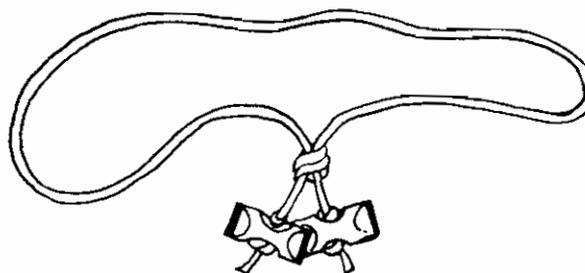
Advisor Components

- To participate fully in company activities.
- To better yourself through training.

It is important to note that responsibilities can be shared with the Venturers and with other adults involved in Venturing.

Adult Leader Training

Boy Scouts of Canada makes available a continuing program of training for Scouters in the belief that training can help adults develop the knowledge, attitudes and skills required to be effective in their work in the organization.



All leaders in Boy Scouts of Canada are expected to take Part One Wood Badge training within their first year.

The adult training program is provided by authority of the National Council. The responsibility for the design, conduct, operation and evaluation of training is decentralized to the provincial, regional and district area council that should most appropriately offer the training. National training material, guidance and some specialized training experiences are provided to facilitate this operation.

For the advisor there is training recognition available called the Wood Badge. The Wood Badge is separated into two parts, and as stated above is run by the level which can most effectively train section leaders. Recognition for completion of the Part I Wood Badge is a Gilwell Woggle. Successful participation in Part II Wood Badge is recognized by the Wood Badge beads and parchment.

Although the Wood Badge is the recognition of completed formal training, an advisor should recognize that training is continuous. No one ever stops learning. Advisors should make a point of checking to see if there is any other type of training available to help them do a better job.

Advisors may wish to consult with their local Scout council to find out when and where courses will be available for Wood Badge or other specialized training.

Two is Better

Enthusiastic Venturers, with a well laid out program of activities, can make a great time demand on one advisor. If you are working alone in a company, no matter how small or large it is, you will

want some help. Another adult working as a co-advisor can be very supportive for you. Working as a team, you can support each other's efforts, use a team approach to solve problems, and provide your company with continuous leadership — no matter how demanding the time.

Advisors in a Venturer company may be of either sex, but they must be at least 21 years of age. An assistant advisor (not a co-advisor) must be at least 18 years of age.

Involve Others

Advisors will recognize the need to involve as many adults as possible in their company program. One of the responsibilities of an advisor is to identify and provide resources for the company. Parents, businessmen and many other adults in the community are prepared to help the company. These other adults are important to you as you cannot provide all the necessary resources yourself.

Reporting

Your group or section committee should be kept informed regarding the progress and plans of the company. This will likely be handled in the form of brief verbal reports at the regular meetings of the committee.

Once a year, a formal report should normally be submitted. This will assist the group or section committee to prepare its report for your sponsor's annual report. The report is submitted by the Venturer company through the advisor.

A good report should be:

- factual — deal only with the subject based on facts, not supposition;
- clear, concise and complete — written in simple language, brief and to the point;
- tabulated logically — headings and sub-headings facilitate reading and understanding;
- written in the third person — unless otherwise demanded. The company's annual report should include:

Membership

1. *Additions to membership*
 - a) Transfers
 - b) Recruits — from Scout Troops
— from friends of Venturers
2. *Losses in Membership*
 - a) Advancement to Rovers
 - b) Transfers
 - c) Dropouts (with reasons if possible)

Progress Toward Meeting the Objectives of the Venturer Section

1. *Meetings and Leadership Opportunities*
 - a) Company meetings
 - b) Executive meetings
2. *Outdoor Activities*
 - a) Day outings
 - b) Hikes — both one day and overnight
 - c) Standing camps - short and long term
 - d) Special events
3. *Social Activities*
 - a) Special nights
 - b) Parent and son (or family) banquets
 - c) Activities with other organizations
 - d) Service to others

Meeting Facilities

Advisors

- 1) Training
- 2) Recognition
 - a) Awards
 - b) Long service

Company Equipment

- 1) Present state of equipment
- 2) Projected equipment required

Financial Report

Thanks

Signed
(Advisor)

UNIFORM, EMBLEMS AND INSIGNIA

Scouting began as a Movement in which boys wore a simple but distinctive uniform.

The uniforms of each program section have evolved from this original Scout uniform and have a number of purposes among which are the following:

- to identify the wearer as a member of Boy Scouts of Canada and of the worldwide brotherhood of Scouts;
- to encourage pride of belonging to this brotherhood;
- to provide a common dress in which members from all segments of Canadian society can meet as equals.

It is expected that section members, activity leaders, Scouters-in-training, Scouters and Executive Staff members will wear uniform or alternate activity dress on all appropriate Scouting occasions and activities.

The Advisor's Uniform

Wearing the uniform properly begins with, and is maintained by you. Our uniform represents a history of dedication, of standing up for our beliefs, and of reaching out to help other people. Wear it correctly and with pride.

Your Venturers will look to you as a model; hence, it is important that you are in full, correct uniform for all Venturer functions.

Venturer advisors are not to wear the Venturer uniform, including the Venturer epaulet boards, or any youth badges or awards. As an adult in Boy Scouts of Canada, you must wear the adult uniform which shows a visual distinction between your responsibility and accountability and that of the Venturers.

Emblems and Insignia

Emblems and insignia are worn on the uniform to identify the section you are working with, your group, district, region and province. Insignia also identifies your length of service, training and any outstanding service.

The following insignia are authorized for wear on the uniform:

- *Venturer Leader's badge* — A cloth badge with light blue fleur-de-lis emblem to be sewn on the left shirt pocket.
- *Group badge* — Name and number of your group in a design approved by your group or section committee. The badge is worn on the right sleeve immediately below the shoulder seam. Only the badge of the group in which you are currently active should be worn.
- *World Scout emblem* — This is a white fleur-de-lis on a purple background. It is worn on the right breast pocket or as directed by your provincial council.
- *Provincial emblem* — Worn on the right breast pocket or as directed by your provincial council.
- *Regional and district emblems* — Worn as directed by the appropriate council.
- *Service stripes* — You may indicate your total

length of time in Scouting (including time as a youth) by wearing service stripes on your uniform. These are in the form of silver or gold coloured cloth bars. These indicate:

silver — 1 year
gold — 5 years

The bars are worn horizontally on the left sleeve 2.5 cm from the top of the cuff. On rolled sleeves, they should be 2.5 cm above the fold, with the gold stripes below the silver.

- *Training insignia* — The Gilwell Woggle, a turk's head woven from a leather thong, may be worn on your neckerchief when you have completed Part 1 Wood Badge training.

Subject to local conditions and on completion of Wood Badge training, the Gilwell neckerchief may also be worn as an alternative to the group neckerchief.

- *Honours and awards* — Scouting recognizes outstanding service or courageous conduct through a number of formal awards. Scouting award emblems are worn over the right breast pocket.

Ribbons representing Canadian and military honours and awards are worn over the left breast pocket. Full details of the types of awards and when and how they are worn are detailed in *By-Laws, Policies and Procedures*.

The Venturer Uniform

Much of what has been said regarding your uniform applies to the Venturer's uniform. It has been designed for use in regular Venturer activities while yet providing a degree of smartness for ceremonial occasions.

Encourage your Venturers to wear the full uniform. Have new Venturers read the uniform section in the *Canadian Venturer Handbook*.

| VENTURERS | |
|--------------|---|
| Headwear | Loden green peaked field cap with Venturer Badge |
| Neckwear | Loden green tie or group neckerchief |
| Shirt | Tan |
| Pants/Shorts | Navy blue shorts or longs Kilt |
| Stockings | Knee length-navy blue with green tops with shorts |
| Garter tabs | Green for wear with knee length stockings |
| Belt | Brown |
| Shoes | Black or brown |

SCOUTER UNIFORM OPTIONS

| WORN WITH THE GREEN SHIRT OR BLUE SEA SCOUTER SHIRT ONLY | | WORN WITH THE GREY SHIRT ONLY | |
|--|---|--|--|
| MALE SCOUTER OPTIONS | FEMALE SCOUTER OPTIONS | MALE SCOUTER OPTIONS | FEMALE SCOUTER OPTIONS |
| Headwear: Green beret, green peaked cap, Sea Scouter's officer cap, Coby style hat * each with appropriate hat badge | Headwear: Green beret, green peaked cap, green streamer hat, Coby style hat*. each with appropriate hat badge | Headwear: Maroon beret, Coby style hat *, each with appropriate hat badge | Headwear: Maroon beret, maroon streamer hat, Coby style hat *, each with appropriate hat badge |
| Neckwear: Group neckerchief, National section neckerchief, Gilwell neckerchief | Neckwear: Group neckerchief, National neckerchief, Gilwell neckerchief | Neckwear: Group neckerchief, National section neckerchief, Gilwell neckerchief, maroon tie | Neckwear: Group neckerchief, National section neckerchief, Gilwell neckerchief, maroon tie |
| Pants: Navy blue long, navy blue short, kilt | Slacks/Skirt: Navy blue slacks, navy blue shorts, green skirt, navy blue skirt, green one piece uniform | Pants: Grey longs, grey shorts, kilt | Slacks/Skirt: Grey longs, grey shorts, grey skirt, grey one piece uniform |
| Stockings: Navy blue - green tops. worn with shorts or kilt | Stockings: Navy blue - green tops, worn with shorts, neutral coloured hosiery with skirt or one piece uniform | Stockings: Grey with maroon tops worn with shorts | Stockings: Grey with maroon tops worn with shorts, neutral coloured hosiery with skirt and one piece uniform |
| Garter tabs - green | Garter tabs - green | Garter tabs - maroon. | Garter tabs - maroon. |
| Belt - black/brown | Belt - black/brown | Belt - black/brown | Belt - black/brown |
| Shoes - black/brown | Shoes - black/brown | Shoes - black/brown | Shoes - black/brown |
| | | Maroon blazer - optional | Maroon blazer - optional |

NOTE: Neckerchief — Group neckerchief design, colour and material to be determined by the group/section committee and approved by the next senior council.
Or, at the option of the group/section committee the National neckerchief for appropriate section or Gilwell neckerchief when not representing the section or group. As determined by the supervising council, Service Scouters may wear a Scout green neckerchief, the National neckerchief, council neckerchief or the Gilwell neckerchief.

* Only Beaver leaders may wear the Coby hat and Beaver neckerchief.

RECOGNITION AND CEREMONIES

Venturers like to be recognized for achieving certain standards. Recognition usually means a job well done and motivates people to do even better the next time. More important, recognition tells a person they have made a contribution. Therefore, one feels of some worth to the group to which he or she belongs.

Venturers are at an age where they want to try adult oriented activities. They will want to know how well they have done and whether or not their success was of an adult standard. The Venturers will first look to you to test the success of their activities. You should be honest, pointing out successes and commenting on those things which could be improved. An advisor can recognize effort by a pat on the back or by having another qualified adult recognize the effort.

The advisor is responsible for making sure adequate recognition is given to company members.

Common sense must be exercised in this matter, for obviously no substitution can be made in the requirements set out by agencies, such as St. John Ambulance, Red Cross, or Hunter Safety Association, or in those areas requiring a specific skill.

Although Venturers may not wish to work on the requirements, these may still be used as part of the company program.

The awards available recognize the activity areas of the program:

- Exploration Activity Award
- Fitness Activity Award
- Personal Interest Activity Award
- Service Activity Award
- Social and Cultural Activity Award
- Vocational Activity Award

Award Scheme

The Venturer program provides for an award scheme. Some Venturers may wish to participate in this scheme while others may not. The measurement of good Venturing is not in how many awards have been earned, but rather the effort given and knowledge gained.

Advisors may find it easier to convince Scouts who have joined the company to participate in the scheme. Older Venturers and youth who join from the community tend to enjoy learning skills, but they do not necessarily want the award recognition. In fact, in many cases Venturers have qualified for awards but do not know it. The advisor should point out the accomplishments leading up to attaining the award, and then allow the Venturers to decide whether or not they want the formal recognition.

Requirements for the award scheme can be found in the *Canadian Venturer Handbook*. It should be noted that a great deal of care has been taken to ensure that the requirements for all of the awards are both realistic and achievable by most Venturers interested in pursuing them.

It must also be recognized, however, that some Venturers in some areas may, through a lack of local resources or their geographical location or for other extenuating circumstances, find some requirements impossible to achieve.

In such circumstances, the advisor in consultation with the company may draft alternate requirements of an equivalent level, and substitute them for those listed in the *Handbook*.



Some awards recognize either the total effort of a Venturer or a specific interest.

These awards are:

- 1) *Venturer Award* — recognizing participation in all the activity areas.
- 2) *Outdoorsman Award* — recognizing special individual effort in outdoor activities.
- 3) *Canadian Trails Award* — recognizing company participation in adventurous outdoor activity that involves advance planning, the use of camping skills and an interest in historical investigation.
- 4) *World Conservation Award* — recognizing the learning of skills related to the environment.



Queen's Venturer Award



The highest award for recognition in Venturing is the Queen's Venturer Award. This is awarded to a Venturer who has acquired competence and skills that will be of considerable use to himself/herself, his/her company, and the community.

Blue and Gold Award

The Blue and Gold Award is an annual award for total company effort. It is presented to a company to recognize achievement in two of the experience elements — leadership and organization.

A member of your service team or commissioner staff will be pleased to visit your company to see if it qualifies for the award. This form of recognition is a positive reinforcement of the company program.



To qualify for this award the company has to have:

1. A set of by-laws, meaningful and understood by the members.
2. A full slate of officers for the current year as outlined in the company by-laws.
3. Held an election of officers for the coming term.
4. Conducted a training session for its officers elect.
5. Had its members regularly plan and participate in the company program.
6. Completed a year's program that has included some activity in each of the six activity interest areas.
7. Met on at least two occasions with the chairman and/or members of the group or section committee to advise them of company progress.
8. All its members registered, with registration fees and dues fully paid.
9. An advisor actively participating in the full operation of the company.

Ceremonies

Ceremonies are part of our daily life and are carried out on many different occasions — weddings, graduations, athletic or academic presentations, and so on.

The Venturer company will find numerous occasions when a ceremony will help to make an event more meaningful and memorable, such as for new members joining or old ones leaving, installation of officers, recognition of achievement, starting and ending meetings.

Ceremonies should be short to avoid boring the audience or embarrassing the participants. For example, in admitting a new member, the main element is the giving and receiving of the Venturer promise. If the ceremony is too long or complicated the purpose can be lost or hidden by unnecessary detail.

Any ceremony must have real meaning, make the Venturers feel important and avoid false notes or procedures. Each ceremony should be prepared with care to ensure its smooth running from start to finish.

Usually the president and officers will be the ones to officiate. Sometimes you will have a role, and when it is appropriate other members may also take a part.

Ceremonies within the company will usually be for the benefit of the members only, rather than public displays. They should not be looked upon in a secretive way, however, as this can have a bad effect on the whole affair.

Some Venturers may wish to have their family or friends present for special ceremonies while others may prefer the select company of the members. It is important to check this matter and to ensure that the wishes of the members are respected.

The customary dress for most ceremonies will probably be the official uniform; however, a camp setting and informal dress may be quite appropriate and just as meaningful.

The development of ceremonies is a company responsibility. An example of an investiture ceremony is given below, along with the by-laws that support it.

Investiture Ceremony

• *By-Law Requirements*

In order to become a full member, a new recruit must know:

- the company by-laws, its leadership and decision making methods,
- understand his responsibility to participate in all aspects of the company's program,
- and understand the Venturer promise.

A new recruit must serve a three week probationary period and on the night of the investiture have a Venturer shirt. The investiture ceremony is held on the fourth week.

To help a new recruit meet the admission standards, a sponsor shall be assigned to the new recruit. A new recruit may choose his/her own sponsor. If a new recruit does not want to choose, the president or his appointee shall assign one.

A sponsor must be a registered member or an advisor. The sponsor is accountable to the company to help a new recruit meet the admission requirements.

• *Sample Investiture Ceremony*

The company president, members of the executive and the sponsor shall be responsible for conducting the investiture ceremony.

All registered members of the company and the family of those being invested may attend the ceremony.

In most cases the ceremony will be held in the meeting room. If a camp is being held near the date of investiture, the ceremony can be held in a camp setting.

The Ceremony

Setting

The company shall be seated in a horseshoe with a table at the top of the horseshoe. The horseshoe will be opened at the bottom in order to let the new recruit enter. The Canadian flag shall be on the left side of the table and the Venturer flag on the right. On the table shall be a pen, a set of by-laws, the original by-laws, company scarf and appropriate badges.

Procedure

New recruit and sponsor enter the room and stand at the opening in the horseshoe.

President:

(Standing behind table) I would like to welcome the new recruit (name of person) and his sponsor to the ceremony. Also, at this time I would like to welcome all visitors. Would everyone please stand. (Name of sponsor), you have been (name of recruit) sponsor; are you satisfied that (name of recruit) has achieved the admission standards as set down by the company?

Sponsor:

(Name of president), I am satisfied that (name of recruit) has met the requirements as set down by the company's by-laws.

President:

(Name of recruit), please step forward into the horseshoe. As required by our admission standards, you must know and understand the Venturer promise. Are you prepared to take your promise at this time?

New Recruit:

Yes, I am. (Executive members take flags and cross them so the president and new recruit can hold both of them. This is done in front of the table.)

President:

Please take the flags in your left hand and make the Venturer sign with your right. I will now ask you to repeat your promise after me. (President and recruit say the promise.) (After the promise) Please remove the flags. These are the colours of our company and I know you will wear them with pride and distinction. (President presents scarf). Now that you are an invested member of the company, are you prepared to live within the by-laws as set down by the company?

New Recruit:

Yes, I am.

President:

(handing pen) As a sign that you will try to live up to the company by-laws, please sign your name to them (member signs). I now ask the Secretary and Treasurer to present you with your copy of the by-laws and your badges.

Secretary and Treasurer:

(Separately, each makes the presentation and gives congratulations.)

President:

I now invite all the members of the company to congratulate our new member. (New member goes around horseshoe and shakes hands.) I now invite everyone to share in some refreshments. I officially close this ceremony.

APPENDIX 3a

LEADERSHIP SKILLS QUESTIONNAIRE

Instructions

This questionnaire deals with some skills of leadership that can lead to effective company operation.

The answers will show to the company how well it uses these leadership skills.

For each question, there are five answers listed. Place an "x" on the line beside the answer that comes closest to the situation in the company.

The questionnaire should take about 10 minutes. Each member of the company should complete it.

- | | | | | | |
|--|---|-----------------------|--|--|-----------------------|
| 1. New company members are interviewed to learn specifically why they joined the company... | <input type="checkbox"/> always <input type="checkbox"/> most of the time <input type="checkbox"/> occasionally <input type="checkbox"/> seldom <input type="checkbox"/> never | 4 3 2 1 0 | 9. Activity chairmen are appointed to give leadership to the company's program, meetings, activities, and events... | <input type="checkbox"/> always <input type="checkbox"/> most of the time <input type="checkbox"/> occasionally <input type="checkbox"/> seldom <input type="checkbox"/> never | 4 3 2 1 0 |
| 2. The company conducts an interest questionnaire... | <input type="checkbox"/> annually with update <input type="checkbox"/> once a year <input type="checkbox"/> interest questionnaire over a year old <input type="checkbox"/> company doesn't use I.Q. <input type="checkbox"/> I don't know what it is | 4 3 2 1 0 | 10. The members feel free to discuss personal and company problems with the company executive and advisors... | <input type="checkbox"/> always <input type="checkbox"/> most of the time <input type="checkbox"/> occasionally <input type="checkbox"/> seldom <input type="checkbox"/> never | 4 3 2 1 0 |
| 3. The company executive surveys, the program desires of the members... | <input type="checkbox"/> before each executive meeting <input type="checkbox"/> at least quarterly <input type="checkbox"/> at least twice a year <input type="checkbox"/> less than twice a year <input type="checkbox"/> seldom if ever | 4 3 2 1 0 | 11. Of the total registered membership, the attendance at regular meetings averages about... | <input type="checkbox"/> 80% or more <input type="checkbox"/> 65% to 80% <input type="checkbox"/> 55% to 65% <input type="checkbox"/> 40% to 55% <input type="checkbox"/> less than 40% | 4 3 2 1 0 |
| 4. The company has a list of the occupations and interests of the members' parents... | <input type="checkbox"/> all of them <input type="checkbox"/> most of them <input type="checkbox"/> some of them <input type="checkbox"/> very few of them <input type="checkbox"/> none of them | 4 3 2 1 0 | 12. At district, regional, provincial meetings the company is represented at... | <input type="checkbox"/> every meeting <input type="checkbox"/> most meetings <input type="checkbox"/> occasionally <input type="checkbox"/> seldom if ever <input type="checkbox"/> what are these meetings? | 4 3 2 1 0 |
| 5. The company keeps a list of career interests, skills, hobbies, and outside activities of its members... | <input type="checkbox"/> all of them <input type="checkbox"/> most of them <input type="checkbox"/> some of them <input type="checkbox"/> very few of them <input type="checkbox"/> none of them | 4 3 2 1 0 | 13. The company meetings seem to include lots of questions, open discussion, and a free exchange of ideas... | <input type="checkbox"/> almost always <input type="checkbox"/> most of the time <input type="checkbox"/> occasionally <input type="checkbox"/> seldom <input type="checkbox"/> almost never | 4 3 2 1 0 |
| 6. After each activity, the company reviews the event to see how it could have been improved... | <input type="checkbox"/> always <input type="checkbox"/> most of the time <input type="checkbox"/> occasionally <input type="checkbox"/> seldom <input type="checkbox"/> never | 4 3 2 1 0 | 14. The company executive are careful to see that new members are given an activity assignment as soon as possible to get them involved... | <input type="checkbox"/> always <input type="checkbox"/> most of the time <input type="checkbox"/> occasionally <input type="checkbox"/> seldom <input type="checkbox"/> never | 4 3 2 1 0 |
| 7. The company plans its basic program... | <input type="checkbox"/> six months in advance <input type="checkbox"/> three months in advance <input type="checkbox"/> one month in advance <input type="checkbox"/> from meeting to meeting <input type="checkbox"/> little planning evident | 4 3 2 1 0 | 15. About super-activities; the company... | <input type="checkbox"/> held one last year and one is planned this year <input type="checkbox"/> none last year but one planned for this year <input type="checkbox"/> one last year but none planned this year <input type="checkbox"/> none held nor planned <input type="checkbox"/> don't know what a super activity is | 3 3 2 1 0 |
| 8. The company executive meets as a group... | <input type="checkbox"/> on a monthly schedule <input type="checkbox"/> on a schedule less than monthly <input type="checkbox"/> when we need to meet <input type="checkbox"/> infrequently <input type="checkbox"/> seldom if ever | 4 3 2 1 0 | 16. The company involves resource people in its program meetings and activities... | <input type="checkbox"/> most of the time <input type="checkbox"/> frequently <input type="checkbox"/> sometimes <input type="checkbox"/> seldom <input type="checkbox"/> almost never | 4 3 2 1 0 |
| | | | 17. Students at the local high school seem to know about the company and what it does... | <input type="checkbox"/> almost all of them <input type="checkbox"/> most of them <input type="checkbox"/> some of them <input type="checkbox"/> few of them <input type="checkbox"/> almost none of them | 4 3 2 1 0 |

18. Activity information gets to the members by . . .
- word of mouth 0
 - the above plus announcements at meetings 1
 - the above plus postcards 2
 - the above plus personal followup 3
 - the above plus a company newsletter 4
19. The members seem to be reasonably well satisfied with the company program . . .
- almost all of them 4
 - most of them 3
 - about half (attendance is spotty) 2
 - some are, most aren't (attendance slipping) 1
 - only a few members left 0
20. The company members know each other by name
- all of the members 4
 - almost all of the members 3
 - most of the members 2
 - some of the members 1
 - almost none of the members 0
21. The company executive are effective in their leadership of the company . . .
- almost all of the time 4
 - most of the time 3
 - some of the time 2
 - seldom 1
 - they are ineffective 0
22. The members seem able to sense the moods and feelings of the company members and adjust accordingly . . .
- almost all of the time 4
 - most of the time 3
 - some of the time 2
 - seldom 1
 - very rigid 0
23. The members seem to understand and try to follow the company's by-laws . . .
- most of them 4
 - some of them 3
 - few of them 2
 - we have no company by-laws 1
 - I don't know what by-laws are 0
24. The company meetings are reasonably orderly and seem to accomplish what they set out to do . . .
- always 4
 - mostly 3
 - usually 2
 - occasionally 1
 - seldom if ever 0
25. The members of the company generally seem to "look up" to the company executive . . .
- always 4
 - mostly 3
 - usually 2
 - occasionally 1
 - seldom if ever 0
26. Members seem willing to pitch in to make the programs and activities successful . . .
- always 4
 - most of the time 3
 - usually 2
 - occasionally 1
 - seldom 0
27. The company keeps a file of past activities and programs to assist with future planning . . .
- always 4
 - mostly 3
 - usually 2
 - occasionally 1
 - seldom 0
28. The advisor and/or the company executive report the company's progress to the sponsoring body. . .
- frequently 4
 - two to three times a year 3
 - annually 2
 - seldom 1
 - I don't know 0
29. At the planning meetings, the company reviews past activities to see how the program could have been improved . . .
- always 4
 - usually 3
 - occasionally 2
 - seldom 1
 - never 0
30. The company program touches on most of the activity areas. Exploration, personal fitness, personal interest, service, social and cultural, vocational . . .
- always 4
 - mostly 3
 - usually 2
 - occasionally 1
 - seldom if ever 0
31. The company executive lead by example rather than by orders and directions . . .
- almost always 4
 - mostly 3
 - usually 2
 - occasionally 1
 - seldom 0
32. Members and advisors seem to take a personal interest in each company member . . .
- almost always 4
 - mostly 3
 - usually 2
 - occasionally 1
 - seldom 0
33. The advisor and company executive are willing to listen to the concerns, suggestions, and complaints of company members . . .
- almost always 4
 - mostly 3
 - usually 2
 - occasionally 1
 - seldom 0
34. The company executive as a group are at the forefront of the company's activities . . .
- always 4
 - most of the time 3
 - usually 2
 - occasionally 1
 - seldom 0
35. The members feel that the executive and advisor will do what they say they'll do . . .
- all of the time 4
 - most of the time 3
 - usually 2
 - occasionally 1
 - seldom 0

Scoring Instructions

This questionnaire is an attempt to measure how your company applies ten, well recognized skills of leadership.

These skills of leadership are listed below. They are followed by the numbers of the questions that could measure the use of these skills. You will note that some questions measure more than one skill. Finally, there is a box for your company's score for each skill.

As you took the questionnaire, you noticed a number from 0 to 4 just to the right of each possible answer. This is the score for that answer.

Add up the scores for the questions that relate to each of the skills and put that total in the box provided.

For example: Questions 1, 11, 30, 33, and 35 relate to the skill "Understanding and meeting the needs and characteristics of the company members." Add up your scores for questions 1, 11, 30, 33, and 35. Enter this total in the box marked "Score A." Now repeat this for each of the remaining nine skills.

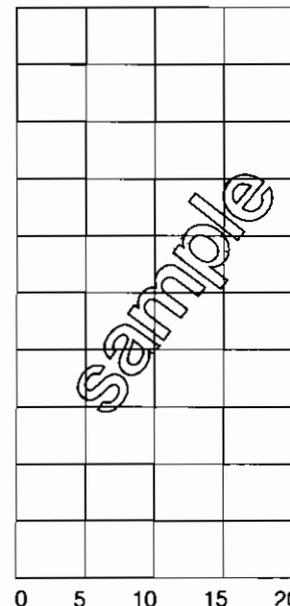
Skills of Leadership

| | | |
|---|-------------------------------|-----------|
| A. Understanding and meeting the needs and characteristics of the company members | Questions 1, 11, 30, 33, & 35 | Score "A" |
| B. Knowing and using the resources of the company | Questions 2, 4, 5, 16, & 26 | Score "B" |
| C. Communications — getting and giving information. | Questions 8, 13, 17, 18 & 33 | Score "C" |
| D. Planning | Questions 7, 15, 27, 29 & 30 | Score "D" |
| E. Evaluation | Questions 6, 19, 27, 29 & 30 | Score "E" |
| F. Control | Questions 19, 20, 22, 23 & 24 | Score "F" |
| G. Setting the example | Questions 20, 25, 31, 34 & 35 | Score "G" |
| H. Sharing leadership | Questions 5, 8, 9, 14 & 32 | Score "H" |
| I. Counselling | Questions 1, 19, 21, 32 & 33 | Score "I" |
| J. Representing the company | Questions 3, 12, 28, 33 & 35 | Score "J" |

Leadership Skills Profile

Here is how to evaluate how the company is using the ten leadership skills by developing a profile. Enter the scores from the Leadership Skills Questionnaire on the chart below. The result should be a bar graph.

SCORE "A"
(Needs & Characteristics)
SCORE "B"
(Resources)
SCORE "C"
(Communications)
SCORE "D"
(Planning)
SCORE "E"
(Evaluation)
SCORE "F"
(Control)
SCORE "G"
(Example)
SCORE "H"
(Sharing Leadership)
SCORE "I"
(Counselling)
SCORE "J"
(Representing Company)



The company may have scored well in some skills —others may show low scores. The skills that are most effectively used should be reinforced. Help may be needed to make better use of skills that did not score well.

APPENDIX 3b

FOCUS ON VENTURING

This guide is to assist advisors in taking a look at what they are doing and to help them in planning for the year ahead.

The Guide

This guide is designed to make it possible for the advisor to determine if the company program is to the benefit of the Venturers.

The purpose of the guide is to explore various topics rather than answer questions.

There is no set time of the year to do this guide although it is probably most effective early in the season. It is best used on a continuing basis.

Criteria

What follows represents a set of criteria for advisors to use in assessing whether the company activities are meeting member expectations and achieving Scouting's purposes. These criteria can serve as "talking points" in discussions with company members at program planning time.

It should be remembered that the nature of Scouting's programs encourages flexibility, and this

will mean there will be differences between what you do and what you are asked. Individual companies differ and what is seen as "good" for one company may be seen quite differently for another. Therefore, in applying a set of criteria, a good deal of common sense and discretion needs to be exercised. Specific cases involving safety, firm direction must be given.

Leadership

1. Do you attend meetings regularly? Yes ___ No ___
2. a) Are you aware of the Adult Training scheme? Yes ___ No ___
- b) Do you have a personal training objective? (i.e. Part I; Part II; Special Skills)? Yes ___ No ___
3. Are you willing to try new ideas? Yes ___ No ___
4. There is a need for regular meetings of the company executive for the purpose of program planning, discipline and

- general routine matters. Does your executive meet regularly? Yes ___ No ___
5. Have you met with your company executive in the last four weeks to review their duties and responsibilities? Yes ___ No ___
6. Are the Venturers having a variety of leadership opportunities through the activities provided? Yes ___ No ___
- If yes, are these experiences provided through:
- a) activities Yes ___ No ___
- b) special interest group activities Yes ___ No ___
- c) project groups Yes ___ No ___

Programming

1. To "Love and Serve God" is one of the basic principles of Boy Scouts of Canada. Do you feel the company has achieved some progress in recognizing and meeting the Venturers' spiritual/lifestyle needs? Yes ___ No ___
2. Does the company program use the following:
- a) Company organizational element Yes ___ No ___
- b) Leadership element Yes ___ No ___
- c) Spiritual/lifestyle element Yes ___ No ___
- d) Exploration activity Yes ___ No ___
- e) Fitness activity Yes ___ No ___
- f) Personal Interest activity Yes ___ No ___
- g) Service activity Yes ___ No ___
- h) Social and Cultural activity Yes ___ No ___
- i) Vocational activity Yes ___ No ___
3. Does the company have a long term program plan (12 months)? Yes ___ No ___
4. Does the company have a short range program plan as part of the long range plan (the next one or two months)? Yes ___ No ___
5. Does the company have an immediate program plan which fits as a part of the short range and long term plan (next week's meeting)? Yes ___ No ___
6. Do all of the Venturers participate in the activities planned? Yes ___ No ___
7. Is there evidence of buoyancy and spirit, and esprit des corps? Yes ___ No ___
8. Are the Venturers having fun — do they want to plan more? Yes ___ No ___
9. When a Venturer stops attending meetings, do you find out why? Yes ___ No ___
10. At meetings, attendance averages . . .
- 95 to 100%
- 85 to 94%
- 75 to 84%
- below 75%.

11. Circle one of the following: 0 to 25%; 26 to 50%; 51 to 75%; 76 to 100% of the Venturers who were members last year, re-registered this year. Yes ___ No ___
12. Is the regularity of weekly meetings interrupted? Yes ___ No ___
13. How many meetings have been cancelled this year _____
14. Could these cancellations have been avoided? Yes ___ No ___
15. What types of special event meetings have been planned and conducted (Christmas party, dance, etc.)? Yes ___ No ___
16. Is there pre-occupation with fund raising events over program activities? Yes ___ No ___
17. Ceremonies play a part in the program. Do you use . . .
- Meeting opening
- Investiture
- Badge presentation
- Going up
- Recognition of youth leader
- Other.
18. Has the company planned a super activity? Yes ___ No ___

Uniform

1. Are all Venturers and advisors in complete uniform? Yes ___ No ___
2. What is done to encourage the wearing of the uniform? _____
3. Is assistance provided for the Venturers who cannot afford uniforms? Yes ___ No ___

Camping and Outdoor Programming

1. What outdoor activities are conducted during the spring, fall and winter months? _____
2. Are outdoor activities (not camping) conducted during the months of June, July and August? Yes ___ No ___
3. Are parents involved in the special outdoor activities? Yes ___ No ___
4. Each Venturer company should plan and execute at least three outdoor activities during the year — does yours? Yes ___ No ___
5. Is camping a regular part of the company program? Yes ___ No ___
6. A well conducted camp means good planning. Are the following considered:
- Reservations required at camp grounds, district camps, etc.
 - Finances involved, personal and group
 - Program
 - Training of Venturer advisors
 - Publicity, forms, parental consent

- Rules and regulations, health, safety
- Condition of equipment

Achievement

1. Are up-to-date records maintained showing individual achievement? Yes ___ No ___
2. *Company*
 - a) Have any of the Venturers completed at least one Activity Award this year? Yes ___ No ___
 - b) Have any of the Venturers earned the Venturer Award? Yes ___ No ___
 - c) Is the Venturer company working towards earning the Blue and Gold Award? Yes ___ No ___

Relationships

1. *Parental Involvement*
 - a) Are parents kept informed of Venturer activities? Yes ___ No ___
 - b) How many company events or activities in the last year involved parents? _____
 - c) Are parents encouraged to visit company meetings and is the program explained to them? Yes ___ No ___
 - d) Parents are resources. Are their skills and knowledge known and used? Yes ___ No ___
2. *Community Relations*
 - a) Are community service and projects within the community a part of the program? Yes ___ No ___
 - b) Are service projects a regular, occasional, or no part of the program?
3. *Internal Relations*
 - A) *Group/Section Committee (G.C./S.C.)*
 - a) Do you attend G.C./S.C. regularly? Yes ___ No ___
 - b) Are company activities reported to G.C./S.C.? Yes ___ No ___
 - c) Are company needs known to G.C./S.C.? Yes ___ No ___
 - d) Does the company actively participate in group/section fund-raising events? Yes ___ No ___
 - e) Is there a waiting list? Yes ___ No ___
If yes, what is being done about it? _____
 - B) *Inter-section*
 - a) Are there good relationships between sections within the group? Yes ___ No ___
 - b) Do leaders visit with other sections within the group? Yes ___ No ___

- c) What activities are held with other program sections within your group? _____
- d) Are transfers within the group handled effectively? (i.e., going-up ceremonies for troop to company) Yes ___ No ___
- e) What is done to encourage boys to move from one section to the next? (i.e. Scout to Venturers) _____

C) District

- a) Does the company regularly participate in district events? Yes ___ No ___
- b) Do you make use of district commissioner's staff or service team when they visit or when needed? Yes ___ No ___

Administration

1. *Finance*
 - a) Is a company budget on a annual basis drawn up in consultation with group/section committee? Yes ___ No ___
 - b) Are detailed records maintained of all financial transactions? Yes ___ No ___
 - c) Is an annual report prepared and audited for the group/section committee? Yes ___ No ___
2. *Communications*
 - a) Are all adult members registered and receiving *The Canadian Leader* and local bulletins? Yes ___ No ___
 - b) Is there an up-to-date list kept of Venturers and advisors? Yes ___ No ___
3. *Inventory and Equipment*
 - a) Is there an accurate equipment inventory and is it kept up-to-date? Yes ___ No ___
 - b) Is equipment readily available and properly maintained? Yes ___ No ___
4. *Registration*
 - a) Is annual registration completed as required? Yes ___ No ___
 - b) Are additional registrations and transfers completed as they occur (the same week)? Yes ___ No ___

APPENDIX 3c

GUIDELINES FOR ASSESSING THE COMPANY'S OPPORTUNITIES FOR LEADERSHIP

All members should be concerned with improving leadership. Some things to consider:

- 1) Are the members of the executive committee doing a good job? Are other company members being groomed for future consideration?
- 2) Are the members all getting opportunities to act as activity or project chairmen, and are they getting help to do the work on these projects?
- 3) Have the officers participated in training to better fit them for their duties?
- 4) As part of their leadership experience, as well as a service project, are the Venturers encouraged to spend some time with a pack or troop?
- 5) Do the members spend time instructing new members about the ins and outs of the company? Are new members made to feel welcome?
- 6) Do the members all have a good idea of what the duties are for each elected office?
- 7) Are the members supporting the group in fund raising efforts?
- 8) Have the members acted as leaders or resource people at a camporee, bicycle rodeo, troop hike or similar type of community event?
- 9) Are you, as the advisor, active in the affairs of the company? Is your advice and guidance being sought? Are you consulted and informed of the company's plans?

These are just some of the many ways in which you can keep a check on how well the company is doing in providing leadership opportunities for its members.

GUIDELINES FOR ASSESSING YOUR COMPANY'S ORGANIZATIONAL ABILITY

Earlier statements have indicated that the more efficient the organization of the company, the better it will run, and the greater the satisfaction of the members.

The following guidelines may help to check just how well the company is going.

1. Does the company have by-laws and are they supported by the members?
2. Has the company decided how many members it will have and is it recruiting to meet that figure?
3. At the end of a year's operation, are Venturers attending at least 75% of the meetings?
4. Does the company hold at least thirty meetings or events per year?
5. Has the company held at least five major activities this year?
6. Has the company held a really super activity this year?
7. Have the company officers met with the group/section committee at least twice this year to discuss the program?
8. Has the treasurer's book been audited by the group/section committee at least once this year?
9. Did the company hold an election for officers and has it planned an election of officers for the next term's operation?
10. Are the dues collected regularly, and have the annual registration fees been paid in full?
11. Have the Venturers arranged for guest speakers on interesting topics?
12. Has the company sat down together to evaluate the program for last year, and is it ready with a plan for the coming year?
13. Has the company considered any activities with other companies?
14. Has the company visited or been visited by a Rover crew?
15. Are you the advisor fully participating as a member of the company? Are you kept fully informed?

APPENDIX 4

SIMPLIFIED PARLIAMENTARY PROCEDURE AND SAMPLE BY-LAWS

The setting out of the following rules of order is intended to provide members with a guide to the efficient use of time during business meetings and to set out a logical and practical way of coping with the affairs of the company.

No member should feel that he or she cannot speak to any subject that is before the company; rather, everyone should be encouraged to participate to the fullest extent.

The guidelines will help all of the participants stay in bounds and get through the meeting with more satisfaction.

1. Order of Business

- a) The meeting is "called to order" by the president.
- b) The minutes of the preceding meeting are read by the secretary.
 - i) May be approved as read.
 - ii) May be approved with additions or corrections.

- c) Any correspondence is read by the secretary.
- d) Monthly statement of treasurer is "received as read and filed for audit."
- e) Reports of activity committees are called for by the president.
- f) Reports of special committees are called for by the president.
- g) Unfinished business is next in order at the call of the chair or of the meeting.
- h) New business. (May include a speaker, a presentation, a talk or a discussion of new ideas).
- i) Date of next meeting.
- j) Adjournment.

2. Minutes

The minutes of an organization should contain a record of what is done and what is said.

Minutes should contain:

- a) Date, place and time of meeting.
- b) Whether it is a regular or special meeting.
- c) Name of person presiding.
- d) Name of secretary. The names of those present should be recorded and also those who send regrets for absence.
- e) Financial transactions and balance on hand.
- f) All main motions, whether adopted or rejected.
- g) The names of the persons making the motions.
- h) Points of order and appeals, whether sustained or lost.

Note: A motion which was withdrawn should not be recorded.

3. Motions

A motion may be made by any member except the president. It may be seconded by any member except the president. The motion should be restated by the president, then discussed by the members. The motion may be passed by majority vote, rejected by a majority vote. Amendments must be voted on before voting on the main motion.

4. Voting on a Motion

When the business of the company requires a vote by the membership, it is usually settled by a majority, either for or against the proposed action.

A "majority" must be at least one more than half the number of members present.

5. By-laws

To change the by-laws requires a vote of at least two-thirds of all the members who are entitled to vote. For more information on this subject see:

Robert's Rules of Order, NFB film, *Parliamentary Procedure*.

Sample By-Laws

These samples are used by two companies located in different parts of Canada. It is not intended that your company necessarily follow them but simply recognize the by-laws some Venturers felt they wished to have for their own companies.

EXAMPLE #1

Article No. 1

Executive Committee

- a) The Executive Committee of the company shall consist of:

- President
- Vice-president
- Secretary
- Treasurer
- Immediate Past President.

- b) Duties of Executive Committee:

- President
 - chairs all committee meetings
- Vice-President
 - in charge of organizing ceremonies
 - gives advice to president when necessary
- Secretary
 - keeps all records of meeting of company
- Treasurer
 - keeps all accounts of company

Article No. 2

Election of Officers

- a) The election of officers shall take place annually in the month of September. The term shall be for a period of one year.
- b) Election shall be by closed ballot and shall be governed by a majority vote. The immediate Past President automatically becomes part of the executive.
- c) A vacancy occurring in any of the elective offices during a current year shall be filled by appointment by the President, subject to the approval of the Executive Committee.
- d) Any officer of the executive may for just cause be relieved of his duties by a majority vote of the company.

Article No. 3

- a) Procedure at General Meetings:
 1. President calls the meeting to order.
 2. Introduction of new members.
 3. Reading of minutes of previous meeting by Secretary.
 4. Summary of group activities by President (or appointee).
 5. New business.
 6. Special activities (i.e. investiture, awarding of badges).
 7. Activity for the night.
 8. Adjournment.
- b) Procedure at Executive Meetings:
 1. President calls the meeting to order.
 2. Reading of minutes of previous Executive Meeting by Secretary.
 3. Reading of bills and correspondence.
 4. Treasurer's report.
 5. Unfinished business.
 6. New business.
 7. Adjournment.
- c) Procedure of Business Meetings:
 1. President calls meeting to order.

2. Introduction of new members.
3. Reading of minutes of previous meeting by Secretary.
4. Summary of group activities by President (or appointee).
5. Treasurer's report on expenditures.
6. New business.

Article No. 4

Visitors

Members sponsoring visitors to any company activities shall be responsible to the Executive Committee for the behaviour of such visitors.

Article No. 5

Parades

- a) The church parade shall be the company's regular parade each year.
- b) The Executive Committee has the right to call a parade.

Article No. 6

Flags

- a) Shall be kept by the Vice-President.
- b) The National Flag and the Venturer Flag shall be displayed on all parades, and at investitures and presentation of awards.

Article No. 7

Company Stamp

- a) To be kept by the secretary.
- b) The stamp shall be put on all the company's official documents (letters, cheques).

Article No. 8

Files

- a) The company files are to be kept by the Secretary.
- b) All letters, receipts and correspondence shall be kept in the files.
- c) The files shall be brought to all Executive Meetings and Business Meetings.
- d) There shall be three (3) copies made of company letters — one for the files, one for the President, one for the advisor.

Article No. 9

Dress — Members of the company shall wear the following uniform:

- a) Green peaked field cap.
- b) Company neckerchief — gold and green — with Venturer crest on back.
- c) Regulation tan shirt.
- d) Venturer belt.
- e) Regulation slacks.
- f) Shoes or running shoes of neat appearance.

Article No. 10

Bank book, cheque book

- a) The bank book and cheque book and all financial correspondence shall be kept by the Treasurer.
- b) Both these books must be presented at all Executive Meetings and Business Meetings.

- c) All cheques must be signed by any one of the two appointed executive members and by the advisor.

Article No. 11

Correspondence

- a) All company correspondence must have been read by the President.
- b) A copy of all correspondence must be kept in the files.

Article No. 12

Procedure for activities

- a) Will be organized by a committee.
- b) A report will be given afterwards by that committee.

Article No. 13

Venturer Program

The company will endeavour to live up to the Venturer promise, the aim and principles of Boy Scouts of Canada and design activities that will enable the members to achieve the Venturer objectives.

Article No. 14

Revision of the By-laws

- a) The by-laws are to be reviewed annually.
- b) Amendments or annulments to the by-laws are to be approved by a two-thirds majority of the members.

EXAMPLE # 2

Section 1

The Legislative Body

1. The governing body of the Venturer company shall be known as the 'Executive Council.' The Executive Council shall consist of a President and Vice-President, elected from the membership. The Executive Council shall meet once every week to discuss matters concerning the company and to prepare the agenda for the forthcoming meeting. The Executive Council has the power to suspend members of the company.
2. Also on the Executive Council shall be a Secretary, a Treasurer and a Quartermaster; these offices shall be filled from the membership.
3. The duties of the Executive Council are as follows:
 - a) The President shall:
 - be responsible for the preparation of the weekly agenda,
 - preside over the company and executive council meetings and in due course ensure that parliamentary procedure is followed as closely as is practical,
 - co-ordinate the activities of the company, working closely with the Vice-President and the advisor,
 - advise the Secretary, the Treasurer and the Quartermaster.

- b) The Vice-President shall:
 - be responsible for the activities undertaken by the members,
 - look after the recruiting and the discipline in the company,
 - assist the President in all possible ways.
 - c) The Secretary shall:
 - keep a permanent record of each company meeting and shall read it at each subsequent meeting,
 - be responsible for handling the company's correspondence.
 - d) The Treasurer shall:
 - collect, bank and control the distribution of the company's funds,
 - keep an accurate record of all the company's financial matters
 - present a financial report to the company at meetings.
 - e) The Quartermaster shall:
 - be responsible for the drawing of the stores for camps,
 - maintain an adequate supply of necessary books and badges,
 - turn over all funds realized from the sale of badges to the Treasurer.
4. The term of office for the company's Executive Council shall not exceed six months. The members of the Executive Council may not be re-elected to their former offices.

Section 2

The Franchise

1. All invested members of the company shall have the right to entertain a motion to be voted upon.
2. Matters concerning the company may be voted upon by all invested members except the President and the advisor. Only in the event of a tie vote will the President vote.
3. A quorum, consisting of at least two-thirds of the total company membership, must be present before any financial motion is entertained. However, in the event of an emergency situation, the Executive Council may deem it appropriate and necessary to make a purchase; the Executive Council must account for its purchase at the next company meeting.

4. The Executive Council shall have the power of veto over any popular motion, which in its opinion would be detrimental to the company. In order to achieve this veto power, two-thirds of the Executive Council must support it. After the veto of a motion, the Executive Council shall be allowed two weeks in which to prepare a brief accounting for its action; if its reasons are unacceptable to the company the same motion may be entertained and if passed by two-thirds of the total membership, it becomes law.

Section 3

Recruiting

1. New recruits must be fourteen to seventeen years of age.
2. New recruits shall read the *Canadian Venturer Handbook* and attend four consecutive company meetings before they may be considered for admission.

Section 4

Administration Functions

1. The Executive Council shall formulate all policies and present them to the members for consideration. They shall be responsible for the maintenance of the highest possible standards.
2. In the event of dissatisfaction within the company with the Executive Council, a member may make a motion of 'non-confidence' in the Executive Council; a quorum, consisting of two-thirds of the total company membership, must vote in the affirmative for the said motion for it to pass. If the motion is passed, the Executive Council must resign and new elections shall be scheduled for the next meeting of the company.
3. The signing authority for the company's bank account shall be given to one advisor, the President and the Treasurer. Any two may sign cheques.
4. The Executive Council members shall have keys to the company's hall.
5. The President, the Quartermaster, and advisor shall have keys to the stores.
6. In order to keep the company hall in a respectable condition, certain members shall be responsible for cleaning it on a stipulated date, alternating with the other members each month.

NOTE: For a further example of by-laws see *Canadian Venturer Handbook*, pp 24-26.

FUND RAISING

Operating a Venturer company, like most operations, requires a certain amount of money. A camping trip, first aid course, equipment, super activity or training for advisors must be financed.

Some money comes from weekly or monthly dues, but this will not be enough to finance the company. The company will have to decide whether the members will pay for each activity or whether the company, as a whole, will raise funds to support its activities. This is the first decision a company must make regarding financing.

Policy

In the finance section of *By-Laws, Policies and Procedures*, there are two important policy statements concerning fund raising activities by Venturer companies.

1. The spirit of the Movement is that, as far as possible, funds required for Scouting purposes shall be earned.
2. In the financing of Scouting, due regard must be given to the effect which the method to be used might have on the reputation, good will or integrity of Boy Scouts of Canada.

It is the responsibility of the advisor to assure that any fund raising activity falls within the limits of the total policy.

An advisor must be aware that many councils have their geographic area subdivided into definable areas. Each company is assigned an area within which fund raising activities may be carried out. When conducting a fund raising activity, Venturers must be encouraged to respect any agreements with other agencies or Scouting groups and try not to violate other people's boundaries. If the company would like to use someone else's area, be sure it gets permission. This can be done by contacting the local group/section committee.

Here is a short check list which you can use to see if in fact the fund raising activity fits within the policy of Boy Scouts of Canada.

1. Do you have the appropriate approval to operate this fund raising project?
2. Are all your plans made so that your project or the dates planned for it are not in conflict with your sponsor's agreement with any other local charitable drive? (United Appeal, Heart Fund).
3. Is your project in harmony with local municipal by-laws and your own company by-laws?
4. If selling a product, is it full value for the money you are asking?
5. Will this fund raising project appeal to the general public or will you have to rely on parent and/or committee support to make it pay?
6. Have you considered the boundaries of other Scouting groups and will you respect them?
7. Are you certain that people who need work will not suffer from your company's plan?
8. Will your project protect the good name of the Venturer and Boy Scouts of Canada?
9. Have you attempted to provide a service to your community through this project?
10. Do you really need the money earned for a worthwhile company activity?

Commitment

For any project or activity to be successful, there must be high commitment in the planning and conducting stages. This is especially important in fund raising activities. The advisor should make sure every company member realizes that he or she must pull his or her weight in fund raising activities. Hard feelings can surface in a company if a few work hard to earn money while others just appear to be happy spending it. The effort by each member is important.

But not only will commitment be needed for fund raising projects conducted by the company but also for those projects the group or section committee will run for the Scouting group as a whole. Venturers should recognize that their participation in group/section committee fund raising activities is important. This shows their support for Scouting as a whole and indicates their willingness to be helpful. An advisor should encourage members to take an active role in fund raising events planned by the group/section committee.

Planning

A successful fund raising activity must be well planned. Here are some suggestions.

- Have Venturers check out the community for the types of fund raising activities it will support.
- The company should elect a fund-raising chairman who, with the help of others, can make recommendations for fund raising activities.
- Each suggested activity should be studied for profit versus time demand, initial cost to the company and how many company members are prepared to commit themselves to carry out the activity.

Example 1 — Selling Fire Extinguishers Door to Door

The project has two main purposes; to better protect the community against fire and to raise funds for the company. Planning and conducting such an activity will take two and a half months, but the time and hard work will pay off in good community relationships and provide money to support company programs.

This is not a small project; therefore, it will take a fund-raising chairman and two or three other Venturers to co-ordinate the drive. These Venturers should contact a fire extinguisher distributor and their local fire department for advice and support. Here is a suggested outline:

Meeting No. 1

- Appoint chairman who will look into distributors and get prices.
- Contact local fire chief for advice and approval of project and product.

Meeting No. 2

- Recruit two or three people to help work with the chairman.
- Committee plans for the drive, meets with the fire chief, and suggests prices and targets.

Meeting No. 3

- Company reviews and refines the approach to be used for the drive.
- Company sets date, advertisement program and targets. Company and individual targets should be realistic.

Meeting No. 4

- Set up an article for local newspaper. Have a picture taken with the fire chief.
- Decide who will write the article and when it will appear.
- Draft an announcement flyer for delivery to homes in your fund-raising area.

Meeting No. 5

- By now the following items should be completed:
 - the newspaper article,
 - announcement flyers ready for delivery,
 - map routes given to each Venturer,
 - if possible, a demonstration model for each Venturer,
 - a brief discussion on good salesmanship.

Method

A Venturer delivers the flyer on his route the day the article is to appear in the newspaper. That day starts the drive. Each Venturer is responsible for delivering his flyers, going door to door selling fire extinguishers, collecting a deposit for each unit, placing his orders, delivering and collecting the balance of the money. Selling the fire extinguishers should be done for at least twenty days or until all the fund-raising routes are covered.

The fund-raising committee and the company treasurer should set up procedures for receiving funds and paying bills.

Accounts of what is ordered, sold and paid for is the responsibility of the committee chairman. He presents a report at the end of the campaign, which should show a total amount for fire extinguishers ordered, sold and paid for, plus individual tallies for each Venturer. He would also send letters of thanks to the fire chief and distributor.

Some Hints:

- the door-to-door flyers should be attractive and contain all necessary information,
- get a slogan: Buy Your Home a Gift for Xmas,
- be sure to get a deposit for each unit.

Example 2 — Babysitting Bureau

Venturers make good, qualified babysitters. This service can be used as a fund raising activity and it can be conducted very simply, but will need some specific training.

Step One — Organize

- train members in child care through a St. John Ambulance course.
- set a fee structure which can be advertised.

Step Two — Advertise

- let the community know you exist through radio, newspapers and special flyers,
- let the public know you are a qualified group, specially trained in this area.

Step Three — Capitalize

- do the job well and people will tell their friends or rehire you.

Example 3 — Bean Dinner or Pancake Breakfast

The organization for this type of fund raising activity should be done at least two months before the date of the meal. The task is to:

- begin work at least six weeks before the day of the meal,
- consult with the company and advisors as they are planning,
- arrange for a place to hold the event,
- establish a date,
- establish price per person and per family, in relation to costs, expected profits and what people will pay,
- arrange for tickets to be printed,
- establish an economical, but effective advertising program.
- establish an advance ticket program,
- purchase supplies at best possible price.

Everyone will have to help at the time of the event.

Here are some of the jobs which will have to be done:

- have one or two uniformed persons to collect and sell tickets at the door,
- four to six Venturers in the kitchen preparing food,
- uniformed Venturers acting as coat checkers, ushers and servers,
- after the meal, a clean up crew.

Extra Tips

- thank people for coming when they leave,
- check with people during the meal to be sure that they have had enough and are satisfied,
- within a month of this meal, plan the next one,
- normally one bean supper and one pancake breakfast are sufficient in any one-year program,
- thank all those who helped,
- a short entertainment program will help also,
- don't forget transportation of supplies, etc.

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