**Inclusiveness**

***Learning Objectives***

* Understand a basic definition of Diversity and Inclusiveness.
* Recognize the importance of Inclusiveness to a team.
* Understand how Inclusiveness might work for you.

***Change***

* Scouting is navigating a sea of change
* Every scout leader faces tough sailing through the rough waters of change
* Being a group of individuals rather than an individual group threaten a successful voyage
* While Diversity helps us to see the differences in the crew…the Wood Badge vision of Inclusion creates the unity of effort for a sound, seaworthy plan
* Adopt Inclusiveness into your vocabulary and as your final destination

***What is Diversity and Inclusiveness?***

For the purpose of this discussion, **Diversity** is any dimension that can be used to differentiate groups and people from one another. **Inclusiveness** is the deliberate action to help someone become a part of a group.

***Why Is Inclusiveness Important?***

* Demographic shifts
* Increase in more specific diagnosis of disabilities
* As diversity increases, complexity of being inclusive increases

***What happens when Diversity and Inclusiveness meet?***

* As diversity increases, complexity of being inclusive increases
* Experience is RICHER FOR ALL
* Everyone feels VALUED & APPRECIATED

***What happens when Diversity without Inclusiveness exists?***

* Isolation
* Hostility
* Lack of Communication & Cooperation
* Conflict

***How might we make Inclusiveness work?***

* Provide opportunities to contribute
* Consider our leadership style and work together help “round-out” our approach
* Take time to show you care
* Recognize individual and team achievements
* Reach out and learn something from everyone

***What are some indicators that Inclusiveness is working?***

* Does everyone agree on what success looks like (The Goal)?
* Do you actively sense how team members are doing and do something about it?
* Are you teaching each other skills so all can more fully participate?
* Does the team support each other during times of conflict?
* Does the team work to ensure everyone is performing at their best?
* Do you celebrate individual success as a group?
* Does everyone feel like they are contributing something to and getting something out of the group?

***How can I diagnose problems when they surface?***

G-R-P-I is a planning tool that can help ensure a high performing team. While it should be used to make sure a plan is well defined, it can also be used as a diagnostic tool when team members may not be getting along. Simply ask the questions in the order they appear - the four steps function as follows:

1. **G**oal – Is the goal clearly defined? Define the team's mission and establish objectives that conform to the "SMART" approach
2. **Roles** – Are the roles clearly defined? Define clearly each team member's function and the interrelationships between individual and team roles, objectives, and processes; **80% of disputes lie here!**
3. **P**rocess – How are the activities and their sequence supposed to work?

Identifies and defines processes inherent in and essential to the project

1. **I**nterpersonal Relationships – How are people getting along? Ensures open communication between team members, encourages creative and inclusive contributions from all members

***How will you include Inclusiveness into your ticket?***

* Consider the diversity in your Pack/Troop/Crew and how you might leverage inclusiveness
* Investigate the diversity you might bring to other areas to serve such as your district or council

***Powerful Concepts, Simple Behaviors***

Diversity and inclusiveness are powerful concepts.

Make them work and the team will grow!

Make them work and you will grow!

***Inclusive Information Leadership Sources***

**For Council and District Scouters**

* *Scouting for Youth With Mental Retardation* (BSA Supply No. 33059A)
* *Scouting for Youth With Physical Disabilities* (Supply No. 33057B)
* *Scouting for Youth With Emotional Disabilities* (No. 32998A)
* *Scouting for the Hearing Impaired* (No. 33061A)
* *Scouting for the Blind and Visually Impaired* (No. 33063B)
* *Scouting for Youth With Learning Disabilities* (No. 33065A)
* *Torch of Gold Certificate*—for local council use in recognizing adults for outstanding service to youth with disabilities (No. 33733)
* *Woods Services Award*—for council to nominate one person for the national award (No. 89-258)
* *Council Advisory Committee on Youth With Disabilities* (No. 89-239A)

**For Cub Scout Packs**

* *Understanding Cub Scouts With Disabilities* (No. 33839)

**Resources for Adult Leaders**

* BSA publications available through council service centers: "Scouting for Youth With Learning Disabilities" (BSA No. 33065B); "Scouting for Youth With Emotional Disabilities" (No. 32998D); and "A Guide to Working with Scouts With Disabilities" (No. 33056C).
* The "Working With Scouts With DisAbilities" (WWSWd) Web site, www.wwswd.org.
* "Cub Scouts and Autism Spectrum Disorders," an article in "The Spectrum," newsletter of the Madison (Wis.) Area Chapter of the Autism Society of America, available online at www.asw4autism.org/Madison/jun01.htm.
* Autism Society of America Web site, www.autism-society.org.
* OASIS—Online Asperger Syndrome Information and Support Web site, [www.aspergersyndrome.org](http://www.aspergersyndrome.org/).
* http://www.glasgowdisabledscouts.org/spage-sections-cub\_pack.html