

***Learning for Life* and Exploring:
Re-focus in the
Smoky Mountain District**

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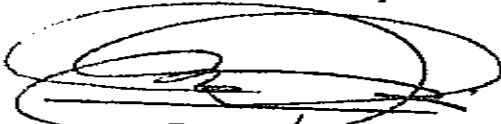
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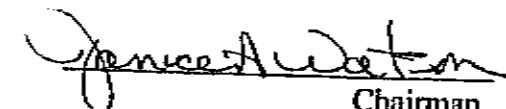
I am submitting herewith a Dissertation written by Carolyn H. White (Cardy), entitled "Learning for Life and Exploring: Re-focus in the Smoky Mountain District". I have examined the final copy of this report for format and content and recommend that it be accepted in partial fulfillment of the requirements for the Degree of Doctor of Commissioner Science.


Lloyd W. Swift, Advisor
May 18, 2001

We have read this Dissertation
And recommend its acceptance:


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Index
*Learning for Life and Exploring:
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Smoky Mountain District*

I.	Introduction - Goals	1
II.	Background - BSA Exploring and <i>Learning for Life</i>	2
III.	<i>Learning for Life</i> Program's Connections to Community Organizations	3
IV.	Design for <i>Learning for Life</i> and Exploring at the District Level: Dedicated Unit Commissioner and a <i>Learning for Life</i> Team	4
	A. Finance Team	4
	B. Program Team	5
	C. Marketing Team	8
	D. Service Team	9
V.	Smoky Mountain District - <i>Learning for Life</i> and Exploring	12
	A. Exploring - Then	12
	B. Exploring - Now	12
	C. Plans for the Future	13
VI.	Conclusions	16
VII.	Literature Cited	17

***Learning for Life and Exploring:
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I. Introduction

I was recruited to Scouting to be a Unit Commissioner "to Exploring" by a District Commissioner in 1996. I had no prior experience in Scouting, only an interest in the out-of-doors and a strong belief in the importance of adult role models for young men (and women) who are searching for their place in the scheme of things. After some four years of working in the Smoky Mountain District I have learned a few things -- about Scouting and about myself and the way Scouting business gets done in the District. As I describe below, changes have occurred in the structure of Scouting which re-defined Exploring.

Events about which we read in the newspapers and see on television have re-defined the way we all should be looking at the education of young people -- from Kindergarten (actually, early childhood) through the age that is the focus of the Explorer Program. The Scouting institution has, since 1991, worked to produce curriculum and other materials for the *Learning for Life* program and to put in place an overall structure for character building and career development.

It is my personal conviction that Councils and District Committees need to re-focus on the *Learning for Life* program as a tool that is very much needed by the community (urban or rural) for its young people. A Unit Commissioner for *Learning for Life* is needed in order to facilitate this re-focusing. This Commissioner should have a support committee of four people dedicated to marketing, service, program and finance of the *Learning for Life* program. The goal of this paper is to plead the value of this Commissioner position and of the committee and to give examples of *Learning for Life* successes and setbacks in the Smoky Mountain District. I will also suggest a direction for the future of the *Learning for Life* program in the Smoky Mountain District (Macon County, North Carolina).

II. Background -- BSA. Exploring and *Learning for Life*

In 1999 the career-oriented portion of Exploring as a program was moved from direct connection to the *Boy Scouts of America (BSA)* into a wholly-owned subsidiary program, *Learning for Life*. *Learning for Life* was created in 1991 separate from traditional Cub Scouting, Boy Scouting and Exploring. In 1999, the "high adventure" segment of Exploring was incorporated under a program called "Venturing", remaining under the traditional umbrella of BSA. The career oriented segment of Exploring was transferred to the *Learning for Life* program.

III. Learning for Life Program's Connections to Community Organizations

To succeed, *Learning for Life* must be connected to community organizations. The first link in this connection is partnership with schools. *Learning for Life* is designed to support schools in their efforts to prepare students to handle successfully the complexities of contemporary society and to enhance students' self-confidence, motivation, and self-esteem.¹ The program also helps to develop social and life skills, assists in character development, and helps students continue to formulate positive personal values. Participants are given opportunities to make ethical decisions that will help them achieve their full potential. There are *Learning for Life* materials (lesson plans and student recognition programs) designed for all ages, kindergarten through high school.

A second link is work-based learning, where partnerships are formed with community businesses, government agencies and/or professions. This link provides opportunities for work-based experience in the traditional Exploring format for young persons, male and/or female, ages 14 through 20. The fourteen year old must have completed the eighth grade.

Career oriented Explorer Posts may be formed under the authority of a Council District, such as the Smoky Mountain District. Careers on which Explorer Posts may focus include (but are not limited to): Arts and Humanities, Aviation, Business, Communications, Engineering, Fire and Emergency Services, Health, Law and Government, Law Enforcement, Science, Skilled Trades, Social Services².

IV. Design for Learning for Life and Exploring

A Unit Commissioner is necessary at the District level who is totally dedicated to the *Learning for Life* program. This person should chair the *Learning for Life* Committee recommended by BSA³ and encourage active participation of the committee members on the District committee. Such a person would be a solid link between the local *Learning for Life* program and the Scouting organization.

The *Learning for Life* Committee consists of volunteers recruited as needed to fill committee positions such as

- Marketing team chair
- Service team chair
- Program team chair
- Finance team chair

The functions of these positions is spelled out in the literature⁴ and will be discussed briefly below. The overall purpose of the Unit Commissioner and the *Learning for Life* Committee is to strengthen the *Learning for Life* program in the schools and the Explorer part of the program in various work settings throughout the community.

A. Finance Team

As an example of the benefit to Exploring in particular, consider the following: One of the constant concerns voiced by Posts sponsored by public organizations (such as EMS, or fire fighting, or law enforcement) is the difficulty of fund raising using traditional methods such as sale of products (pop corn, candy, etc). Many public agency employees are prohibited from sales to potential "customers" of the agency's services (such as citizens whose house might catch on fire, or whose business might be robbed, or who might require emergency medical transport). Also, public funds cannot be used directly to support the Post (such as financing field trips). A finance team for the *Learning for Life* program could advise and encourage Posts in their fund raising efforts, lessen the danger of competition among Posts for funds in a small community, and thus greatly improve Post functioning.

A Finance Team chair would in turn recruit volunteers to work with him/her as a sub-committee to handle all financial concerns of the *Learning for Life* program in the

District.⁵ The Finance Team of volunteers would have as their major functions the following:

- (1) Determine costs of operating the in-school and Explorer programs (participation fees per student/participant; certification fees for participating organizations; cost of program materials such as books, recognitions, special activities);
- (2) Determine funding sources (students; organizations such as schools and school organizations--PTA/PTO, civic clubs, foundations, product sales);
- (3) Develop a funding proposal to come to the District Committee (where approval of that Committee is built in to prevent conflict with FOS or other District fund-raising efforts);
- (4) Oversee the approved proposal's fruition;
- (5) Work with the District Committee's other financial arms such as Friends of Scouting (FOS) campaign, product sales, etc) when those efforts are underway.

B. Program Team

The Program Team chair is responsible for resourcing the *Learning for Life* program itself. Again, this person should create a sub-committee of volunteers to assist with planning, promoting and conducting activities and training⁶.

Examples of the functions of the Program Team are:

(1) Leader Training

The source of leaders in Explorer Posts is the sponsoring organization. Such leaders enter their Advisor roles without any familiarity with the *Learning for Life* program or BSA. Resources for training must be made available to adult leaders of Explorers. Youth in Exploring are expected to carry much more of a leadership role, and more leadership responsibility than traditional Scouting units, however, this does not lessen the importance of the knowledge, skill and initiative of their adult leaders. Training for the adults leaders, recruited by the

sponsoring organizations comes through the Program Team.

Youth Protection Training is a must. The ages of older Explorers and some adult advisors are not far apart and the fact that there are male and female Explorers means that discretion is a necessary attribute of adult leaders.

Working with older youth requires a maturity that knows when to lead with initiative and when to allow an Explorer to lead and make his/her own mistakes. Explorers need to learn by doing, but also may need direction on occasion. The training resources of traditional Scouting can be of great benefit to leaders of Explorers.

(2) Youth Training

The whole point of Exploring is to allow youth to experience as much as possible a career area in which he/she is interested; to learn from as intimate an approach -- hands-on -- as is possible in the particular field. The entire experience is training. However, there are certain basic aspects of any job which must be taught -- with focused intention. Expectations as to promptness, attitude, confidentiality of records, dress, etc. must be taught (and learned). Rules regarding operation of the Post must be learned (or written, for a new Post). Traditional Scouting has training programs available for Explorer leaders -- president, vice-president, secretary, treasurer, etc.

(3) Training for the In-school Program

The elementary school program in *Learning for Life* is for kindergarten through sixth-grade students. There are curriculum books available for each grade and should be the responsibility of the Program Team to familiarize school personnel with the use of these materials.

Curriculum for seventh and eighth grades is also available in the form of workshops and an interactive computer game called "*Life Choices*"

*Character Program.*⁷ The seventh and eighth grade program is designed to help students:

- Develop positive attitudes and behaviors
- Relate academic skills to occupations in the real world
- Develop positive relationships with adults
- Learn and use conflict-resolution techniques and skills
- Demonstrate effective listening and communication skills
- Experience various career clusters
- Recognize school and community needs
- Reflect on peer and social challenges⁸

Appropriate materials for the high school grades are also available. There are 24 *Character Education Activities* available for the classroom teacher to utilize. These activities focus on problem solving situations, including the following personal skills: ⁹

- Promoting productive conflict
- Exercising polite disagreement
- Listening to new ideas
- Understanding other people's perspective
- Working toward a solution that the group involved will support and implement

Materials are also available for working with Special-Needs programs. These materials are age-appropriate/grade-specific and focus on character development (kindergarten); mastering daily skills (for students with mental disabilities); personal and career development and career awareness for preparation of older (high school) students.¹⁰

Materials are available for planning career seminars and workshops for high school students.

(4) Promotion of National/Regional/Local Activities that offer Opportunities for Learning

Exploring in particular has developed a nation-wide network of annual competitions in which various Explorer Posts participate. These include rallies for EMS Posts in Gatlinburg, Tennessee, and for Law Enforcement Posts at various locations. Participants compete for individual and post recognition in events that test and prove their skills

and demonstrate what they have learned. There are costs involved, but the learning and development opportunities are worth the costs according to the evaluations of these events.

(5) Promotion of Opportunities for Recognition and Awards

In addition to the above events where participants can be recognized and awards given, there are other recognition opportunities such as The Congressional Award¹¹, various awards for Explorers and senior high school *Learning for Life* participants including the Career Achievement Award Program¹², Leadership Award for Youth and Adults¹³, and others¹⁴.

C. Marketing Team

"*Learning for Life* is a program that community organizations use to serve youth. These organizations include businesses, industries, professions, associations, schools, institutions, governmental agencies, parents' groups, and civic organizations."¹⁵ The marketing team chair with the help of his/her volunteer recruits is responsible for making community organizations aware of the *Learning for Life* program and must also determine what the youth "market" is for *Learning for Life*. The team uses the interest survey and other tools which are available (Needs Assessment and School Partner Profile, Cultivation Event).¹⁶

(1) Needs Assessment and School Partner Profile

The Needs Assessment and School Partner Profile process is used with the school district superintendent. The Assessment/Profile will serve as the basis for a series of questions to ask the potential customer, to gather facts about the schools willingness and ability to participate in and support *Learning for Life* programs. Funding and other resources are touched upon in addition to the school system's self-awareness as to the need for the kinds of opportunities for students that *Learning for Life* can offer. The Marketing Team should build a strong base of support with key education professionals to undergird a program in the schools.

School principals and an influential school board member could be such individuals with whom to begin, one-on-one, to explain the principles of the *Learning for Life* program.

(2) Interest Survey

The traditional, annual survey of high school students is a very useful tool for discovering the interests of students. From the survey results, lists relevant to each Exploring avenue may be created for follow-up by the existing units and to indicate need for additional units around career choices not already being addressed by an Explorer Post. The Commissioner and the Marketing Team chair can then take proper action to refer potential recruits to the respective Posts or to seek to create new Posts to meet expressed interests.

(3) Working the Survey.

The Marketing Team chair should monitor recruitment efforts in each Post to be sure that appropriate effort is made to contact interested students. Post advisors should invest personal effort in the recruitment effort and not leave it to the sole efforts of the member Explorers. A successful recruitment effort seeks to inform and involve the parents of prospective Explorers. Some of the youngest potential recruits are dependent on parents for transportation. If parents are not aware of the value of the Exploring program, they might not be available to get a youth to meetings or for other support. It is probably less important to involve the parents of older Explorers (i.e. college age, or even senior high school students who have drivers' licenses.)

The Marketing Team has a strong role in our future plans (see the two sections on building the links to the schools and to community businesses below).

D. Service Team

The *Learning for Life* Commissioner and the Service Team chair give strong leadership to a structure of volunteers (the Service Team) who visit and help every *Learning for Life* program. The size of the team of volunteers depends on the number

of programs (school groups and posts) in a District. There should be no more than five (5) program units per volunteer. One way to look at the Service Team would be to equate the Team members (volunteers) to the Scouting Unit Commissioners on the District Committee. The Service Team volunteers would serve essentially the same functions that a Unit Commissioner serves with a cluster/group of Scout Troops.

(1) Direct Contact with Sponsoring Organizations

Regular, personal contact with school officials, and organizations which sponsor Explorer Posts are extremely important in keeping a finger on the pulse of the *Learning for Life* program.

(2) Direct Contact with School Programs

A person-to-person communication link between the District Committee and school groups is essential to success. Service Team volunteers are that link. Teachers who use *Learning for Life* program materials in their classrooms must have regular visits and opportunities for one-on-one conferences with a Service Team volunteer. Volunteer team members offer assistance and encouragement to teachers, try to resolve concerns, questions and problems, or to bring concerns back to the Commissioner and the District Committee.

(3) Direct Contact with Explorer Posts

There are tools available to assist the Service volunteer with contacts with the Explorer Posts in a District. These include:

- Post Visit Guidelines¹⁷
- Service Team Worksheet (Post)¹⁸
- Troubleshooting Guide¹⁹
- Post Program Checklist²⁰
- Annual Post Inventory²¹
- Service Team Volunteers Annual Worksheet²²

(5) Oversee Recruitment, Enrollment, Retention of Participants

Another of the major tasks for a Service volunteer is to help the Explorer Posts with recruitment and enrollment of new participants in the program and to also assist with ideas for retention of participants. The

Marketing Team's focus in recruitment is a more general one of overseeing the career interest survey in the schools and identifying potential Explorers. The Service Team's responsibility would be focused on the individual student, once he/she was identified and the student's name referred to the appropriate Explorer Post. The Service Team volunteer would have responsibility in equipping the Post leadership to pursue the referral. The Service Team volunteer would be expected to teach the specific "how to" of recruiting an individual student, such as appropriate parent involvement, use of other students in interviewing, hosting potential Explorers at "guest night" events, etc. Guidance is provided in the literature for these tasks.²³

(6) Evaluation of Existing Programs (Schools and/or Posts)

Evaluation of existing programs (in schools or in a Post) fall under the auspices of the Service team.²⁴ Tools that are provided include the Post Review Inventory and Inventory Worksheet mentioned above.

V. Smoky Mountain District -- Learning for Life and Exploring

A. Exploring - Then

Smoky Mountain District of the Daniel Boone Council has been involved in the Exploring program for some time. When I joined the District Committee, I was a Unit Commissioner assigned to the Explorer Posts. At the time there were two Posts: Law Enforcement with the Franklin Police Department and Emergency Medical Services with Macon County EMS. A third Post, a History Post with the Macon County Historical Society, was started. This Post lapsed when the advisor, spouse of the then current District Executive, moved with her spouse to another state. Efforts to revive the Post failed. The EMS Post continued strongly, with active involvement in regional competitions, continuous renewal of recruitment efforts, and active program support by the sponsoring organization. The Law Enforcement Post declined in members and interest after the officers changed to 12 hour shifts. Fewer volunteers were found to work actively with the Explorers.

This was the status of Exploring in the Smoky Mountain District when the realignment of Exploring occurred in 1998-1999.

The *Learning for Life* program was barely existant. The Franklin Rotary Club was the sponsor of the program at Franklin High School. The Club paid the fee for the school to participate in *Learning for Life* and provided speakers for various vocational classes at the school. Rotarians offered opportunities for shadowing in their businesses on an individual basis at the request of the school.

B. Exploring - Now

Three Explorer Posts are currently active in the Smoky Mountain District. There were four in 2000, but one has had its organizational sponsor withdraw and we are looking for a replacement. The strongest and longest "running" is Post 265, our EMS Post sponsored by the Macon County EMS. There are two new posts: Post 230 Health Care sponsored by Angel Medical Center; Post 204 Law Enforcement sponsored by the Macon County Sheriff's Office which replaced the post sponsored by the Franklin Police Department. The post for which we are seeking a sponsor is Post 298 Aviation formerly sponsored by the local Fixed Base Operator (FBO), Franklin

Aviation.

C. Plans for the Future

Three major components must be considered in order to actualize *Learning for Life* in the Smoky Mountain District. These components are:

(1) Component One -- Designation of Unit Commissioner and Recruitment/Training of *Learning for Life* Team.

Smoky Mountain District should designate a Unit Commissioner position (my position) to be the *Learning for Life* Commissioner position as a first step in the first major component of our future plan. The Commissioner's role would be to focus resources available to recruiting and training a *Learning for Life* Team of volunteers to handle the functions described above in Marketing, Finance, Program and Service. Functions of some teams might be combined initially (such as Marketing and Service) as the *Learning for Life* Program is brought to life. The training required should leave no unanswered questions on the part of the recruited volunteers as to what the *Learning for Life* Program is; what is expected of them; and where the resources are for them to do their job. These first two steps should be accomplished as soon as possible in the new Scouting year beginning July 1. These two steps comprise the major component of our plan -- getting started.

When I joined the Scouting program in 1996, I was untrained, uncertain, and unaware to a great extent of the scope of the institution to which I had committed myself. Strong leaders require tools to support the job they are asked to do. Training in the goals, methods, resources, of any program is essential to the program's and its leaders' success. Such training is needed for *Learning for Life* volunteers. Training comes before any demands to accomplish anything are made.

(2) Component Two -- Building the School Partnership Link

Building a strong connection with the local school system is the second large component in our plan. To increase the support for *Learning for Life* in the schools of Macon County, I plan to enlist the

support of three school principals (an elementary, a middle school and a high school principal) and possibly a school board member to pave the way for our approach to the Macon County School Superintendant to win county-wide support for the *Learning for Life* program.

The first steps -- contacting the principals -- should be pursued during the summer months leading up to the opening of school in the fall of 2001.

It is possible that a grant recently awarded the school system to support student teachers could be utilized to pay these student teachers who, as part of their practicum, could use *Learning for Life* resources in the County Schools. This idea will be pursued with the School Superintendant as a second step in this component, when support of the principals is secured.

The support of the District Executive, Mike Shook, is strong. He has encouraged expansion of the involvement of the school system in the larger *Learning for Life* program. The support of the program in the schools at present is the activity at Franklin High School (FHS). The High School administration cooperates each year with the student interest survey and has used the *Learning for Life* materials in classrooms. The *Learning for Life* program offers a structure for a much broader partnership with Scouting than most communities have put in place. It would be beneficial for the *Learning for Life* Marketing chair to maintain a continuous relationship with local Boards of Education to let them know the resources that are available from BSA for the *Learning for Life* program: Lesson Plans for elementary through high school for various topics such as critical and creative thinking, ethical decision making, interpersonal relationships, practical living skills, building self-esteem, writing and other language arts, and participating citizenship. A family involvement component is part of each lesson plan. The use of such resources has been generally neglected in our community, and probably elsewhere.

(3) Component Three -- Strengthening the Business Community Link

The third major component in our plan to enhance the *Learning for Life* Program is to strengthen and, where needed, to build the Business Community link. The business community needs to be made aware of Exploring and the whole *Learning for Life* Program, of the mentoring/shadowing opportunities as well as of the need that students have for these contacts with the business world. We will create stronger links with organizations in which the business community is already involved as our first step in this component. Greater involvement with the Rotary Clubs - - Highlands and Franklin in our specific case -- and their existing avenues of Vocational Service. Outreach that is very intentional by the *Learning for Life* committee members (Marketing Team in particular) to the business community will be made through publicity, personal contacts and programs at club meetings. The Marketing team must make itself aware of the existing interests of civic clubs in vocational development (similar to Rotary's Vocational Service activities), and other pro-active means. This activity will occur throughout the year once begun around October 2001.

VI. Conclusions

The place in Scouting's District Committee for *Learning for Life* and its best known embodiment -- Exploring -- is the Unit Commissioner position. There should be at least one Unit Commissioner position devoted exclusively to *Learning for Life* and Exploring. The *Learning for Life* program in the past has been successful only to the extent that an overworked District Executive had time for it. The re-focusing of the Smoky Mountain District Committee's *Learning for Life* program with a specific Unit Commissioner will provide the attention necessary to bring the available resources to light and into practice.

A *Learning for Life* committee as described above should also be put in place and the chairs of the Teams should be encouraged to attend and to participate in District Committee meetings. It is not, in my view, possible for one person (whether the DE or a Unit Commissioner) to handle all of the aspects, to front all of the possible avenues of community involvement available through this program.

The committee structure is very important to success. Success is measured by the school system's buying into and using the *Learning for Life* programs in its classrooms, by the development and soundness of Explorer Posts, and by the reflection in the local media of the community's awareness of what the program is doing for the community's benefit.

Involvement of more people in the community in volunteer activity related to Scouting is a benefit to Scouting in general. The Team chairs on the *Learning for Life* Committee in turn must recruit additional volunteers to assist with their various tasks. Successful recruitment to these jobs increases the pool of volunteers involved in Scouting in the community.

This paper outlines a starting point for Macon County, the Smoky Mountain District, to develop a vital *Learning for Life* program. In turn, support of the Exploring Program component will be strengthened.

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