

Organizing small-scale scout trip abroad

Camilla Rautala



Author(s) Camilla Rautala	
Degree programme Multilingual Management Assistant	
Report/thesis title Organizing small-scale scout trip abroad	Number of pages and appendix pages 43 + 17
<p>This thesis was commissioned by the Guides and Scouts of Finland (Suomen Partiolaiset – Finlands Scouter ry.) The thesis describes the organising process of a small-scale scout trip to the members of commissioning company. The Guides and Scouts of Finland directs the scout movement in Finland. The small-scale trips to national camps support the organisation's objectives of educating world citizens.</p> <p>The objective of this thesis project was to plan and implemented well-organised trip to Baltic Jamboree held in Estonia. The project objective was reached by following the project management processes. The project activities were planned and implemented in accordance with the scouting principles and commissioning organisation's procedures. The project leader worked in the project from December 2014 to January 2016.</p> <p>In accordance with the scouting principles, the project was conducted as volunteer work.</p> <p>The thesis follows the zipper-structure with a concise introduction to the project management model, its processes and project management leadership, and an overview of national Scout Method and pedagogical objectives. The project is discussed in phases that form the project life cycle. These phases are the initiation, the planning, the execution, and the closure. The final part of the thesis presents the main outcomes of the project and development suggestions.</p> <p>The research was conducted as a qualitative research in form of feedback questionnaires, informal interviews and discussion with the project team. The main result of this project was the trip to Estonia, which was completed by using the project management model and project team's experience. The project also revealed that efficient project team communication, involvement and training are key factors for successful scout project management.</p> <p>This thesis can benefit future project leaders and provide guidance for organising volunteer-based small-scale events.</p>	
Keywords Project management, scouting, project administration	

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1 Introduction

This BBA thesis is a project-based study that describes an organising process of small-scale scout trip to abroad. I am a member of The Guides and Scouts of Finland and had experience on organising scout events in Finland and abroad prior to this project. The position as a scout trip leader included variety of responsibilities and activities, starting from project objectives and planning to execution and evaluation.

The thesis describes the project management process by discussing the project management model, management and leadership skills, and the scouting principles that were applied in the organising process. The focus of the thesis is on the project outcome and development suggestions that can benefit future scout project leaders and project teams.

This chapter describes Scout Movement in general and the position of the Guides and Scouts of Finland as a national top organisation, explaining briefly its key objectives and operations. A short description of organisation's motives for initiating the event process is included. The chapter also covers project objectives, provides information on the thesis' scope and structure, and has a list of key concepts.

1.1 Scout Movement and the Guides and Scouts of Finland

The Scout Movement is a voluntary educational youth movement, which influences in over 200 countries and territories. The movement is non-political, non-governmental and open to all regardless of origin, gender, race, or beliefs. The aim of scouting is to educate young people and provide them an opportunity to grow to their fullest potential as individuals and global citizens as well as members of their local, national and international communities. (Scout, 2015a.)

In global level, the movement is governed by the World Organisation of Scout Movement (WOSM), the largest youth movement in the world with over 40 million boy and girl scouts, and the World Association of Girl Guides and Girl Scouts (WAGGGS), world's largest youth movement dedicated to girls and young women. These organisations direct the common scouting guidelines, which are the basis for the national scout programs, in which the national or regional scout organisations set age sections and appropriate objectives and activities for scouts of all ages. (Scout 2015a; WAGGGS 2015.)

1.1.1 Case company introduction

The Guides and Scouts of Finland is a member of the World Association of Girl Guides and Girl Scouts (WAGGGS) and World Organisation of Scout Movement (WOSM), and the only representative of global scout movement in Finland. It is the top organisation of Finnish scouting and responsible for directional strategy and objectives for activity planning, which are to be in accordance with the global scout principles and objectives.

In July 2014, there were over 52 700 registered scouts in Finland and 738 active local troops across Finland. The target group of this thesis project, scouts aged between 12-22 years, formed just under 27% of the registered scouts. (Kamppari 2015, 78-80.)

The organisation has a central office in Helsinki, which implements the decisions of the organisation's Board and committees through operational sectors; developing the scout program, regional activity, training, communication, international contacts, administration, and finance. At the moment, there are slightly over 20 employees at the Helsinki central office and in addition, all operational sectors have voluntary associates working for the scout movement through committees. (Guides and Scouts of Finland 2015a.)

International camp trips are under the domain of Committee of International Affairs, which is responsible for the organisation's international connections. The Committee is led by International Commissioners, who are the official representative connection to WOSM and WAGGGS. Besides world organisations, the Committee manages relationships to national scout organisations across the world through development cooperation, international camp trips and cooperation with nearby regions. (Guides and Scouts of Finland 2015b.) In practice, the Committee of International Affairs was the client and top supervisor of the thesis project. Therefore, all the main documents, such as project plan and final report, were approved by them.

1.1.2 Project environment

International scouting has become more popular during the last decade and the Guides and Scouts of Finland has responded to this by increasing their participation in international scout projects and campaigns and developed cooperation with guide and scout organisations around the world. In 2010, the Finnish scout program was reformed and especially the age specific programs of scouts over 15 years old now have many activities around internationality and multiculturalism. The organisation has also brought internationality to local troops with program emphasises; theme of 2014 was "I belong to the world" and theme for 2015 was "Cultures in contact."

Camp trips to abroad are significant part of the organisation's mission to steer young people to become responsible world citizens. The scouts can either participate to trips organised by the central organisation or ask assistance for travelling with local scout troop. The Guides and Scouts of Finland provide every year some international trips for example to national and international jamborees or regional camps. These affordable trips to nearby regions are usually targeted for scouts aged 12-17, and the Finnish project teams' organising responsibilities concentrate on the travel arrangements.

The Guides and Scouts of Finland have only few actual employees that coordinate scouting in Finland, which means they have no resources to organise events on their own, especially because the top organisation's events are usually annual meetings, training courses and seminars. The scouting is based on voluntary work and therefore it is natural that the organisation recruits voluntary members to plan and implement projects that bring variety to the scout program and allow scouts of all ages to come together.

The main scout event of 2015 was the 23rd World Jamboree in Japan, but due to the cost of about 3000-4000€ for participant, the organisation wanted to offer another opportunity to participate in international scouting. Baltic Jamboree was an opportunity for the organisation to offer a chance to experience international scouting in small-scale. Held in Estonia, the travel expenses were low and the culture and camp conditions similar to Finland. In other words, the Baltic Jamboree was perfect for young scouts to have their first international scout camp experience.

Furthermore, over the couple last years, the Guides and Scouts of Finland has increased and tightened cooperation with the Russian and Baltic area scouts. For instance, there have been trips to Estonian scouts' annual Saint George's camp in May and it has been possible for Finnish scouts to participate to scout courses in Estonia and vice versa. Due to cooperation with the Russian scout partners from St. Petersburg and Moscow, scout trips between Finland and Russia have also increased. (Scoutwiki 2012.)

1.2 Project objectives

The primary objective of the thesis was to describe and explain the process of planning, execution and evaluation of organising a scout trip to abroad. The thesis was written from the perspective of the project manager and aimed to provide guidelines for future project leaders organising similar events. Therefore, along detailed description of the project, I analysed the outcomes and successfulness of the project by elaborating the mistakes

made during the project processes. The thesis provides suggestions on preventing oversights and gives insight to scout project management process.

The Guides and Scouts of Finland organizes small- and medium-sized affordable scout trips to nearby countries every year. The objective for the Baltic Jamboree trip project was to provide a well-organised international scout experience for young scouts. The trip was organisation's way to provide an opportunity for the young scouts to participate to scouting activities outside their own troops and accomplish the age appropriate objectives defined in the scout program.

Thus, the main objective was to plan and implement a scout trip to international scout camp in Estonia.

Furthermore, the young scouts are a key asset for the organisation's aim to tighten the cooperation with the Baltic scout organisations and in general, increase Finnish scouts' interest to participate in global scouting. The purpose of this thesis project was to contribute these intentions. Therefore, the second objective for the thesis was to evaluate the processes and procedures of organising an international camp trip. This was done by presenting detailed description of the project, providing information on possible pitfalls and opportunities as well as giving development suggestions.

1.3 Scope and structure of the thesis

The thesis project involved a wide range of topics from global scout movement to national practices and to project management and leadership. Therefore, a general insight on all these areas was included but relevant topics were given more focus as the thesis shows project manager's own learning and highlights the aspects of scouting.

The phases of the project were based on the project management model provided by The Project Management Body of Knowledge (PMBOK). The PMBOK model consists of five Process Groups and ten knowledge areas, which are defined in chapters 3-6 along with the project description relevant to each domain. All knowledge areas were included into this thesis, but due to the nature and scale of the project, some processes only concisely.

The thesis project was to organise a small-scale event and several phases were done in accordance with the standard procedures of the Guides and Scouts of Finland. Due to the size and nature of the project, some of the processes and elements of the project management were irrelevant to the study. Therefore, the demarcation of this thesis excluded

some project management processes and the focus was on the discussion and improvement suggestions. I included descriptions of all project phases and processes, but concentrated on the processes the project management team had most influence on. The project team had no connection to the organising process of the Baltic Jamboree in Estonia. For that reason, the camp program and arrangements are discussed concisely and focusing on issues the Finnish project team influenced or should have considered.

The first part of the thesis provides an introduction to the general principles of organising scout activities and an overlook of PMBOK model. The thesis continues to describe the project management knowledge areas and their execution by following the project phases. The thesis ends with discussion section, which evaluates the project, gives improvement suggestions and assesses the project manager's own learning.

1.4 Key concepts

Project is a temporary endeavour undertaken to create a unique product, service, or result (PMBOK 2013, 3).

Project management is the application of knowledge, skills, tools, and techniques to make the project activities meet the project requirements. Project management is accomplished through initiating, planning, executing, monitoring and controlling, and closing. (PMBOK 2013, 5.)

Project management leadership is a process, which the project manager uses to guide, direct and influence the behavior and work of the project team towards the project objectives. Effective project management leadership requires appropriate leadership skills and styles as well as project management systems. (Burke & Barron 2014, 1-3.)

Volunteering is a commitment of time and energy to work for the benefit of others, such as society, community or environment. Volunteering is matter of choice, usually organised, and without financial gain. (Dekker & Halman 2003, 1-3.)

2 Project overview

The idea of the project came from the Coordinator of Baltic Area, who received an invitation to the Baltic Jamboree and negotiated the limit of Finnish participants allowed to participate to the camp. The idea was then approved by the Committee of International Affairs.

I started to work in the project in December 2014, after the commissioning party's Coordinator of Baltic Area at the time contacted me through common scout contact and inquired possibility to take the position of project leader. I had experience on organising scout events in local and regional level, as well as one experience as team leader in scout trip to Denmark. However, the tasks and responsibilities in this project were wider than earlier.

Once I agreed to work as a project manager, the initial stage of planning started together with the commissioning party's Steering Team of international scout trips. The initial planning was done already before the project became a thesis project and therefore the decisions were made based on the experience of the project manager and the Steering Team instead of theoretical framework of project process. By the time the project was approved to be a thesis topic, I continued the work by following the project phases, researching event and project management, and completing the project plan.

The recruitment of project management team was done through personal connections and the adult team leaders were found through the same marketing as the participants. The total size of Finnish contingent was 58 scouts, from which 56 took a trip from Helsinki to Tagametsa, Estonia and back 13.-19.7.2015. The contingent travelled by ferries and bus, stayed one night in Tallinn, visited town of Paide and participated Baltic's traditional scout jamboree. During the trip, the contingent was divided into five groups, led by one or two adult team leaders. The team leaders took responsibility on their groups during the travelling and in the Jamboree, where the contingent was spread into five sub camps.

The thesis project did not end to the return from the trip but continued with finance reporting and writing of final report to the Committee of International Affairs. Due to sudden illnesses, two scouts cancelled their participation with short notice, which led to refund process. Furthermore, the project budget showed surplus after the trip and therefore after the cancellation refunds and approval of final report, all the participants had an opportunity to claim their participation fee partially back. The research continued with additional qualitative research in form of feedback questionnaires and event evaluation with the project management team, which gave the basis for developmental recommendations.

3 Project management overview and research methods

The PMBOK model was used as the main guideline to plan and execute trip to abroad. The model's project management processes were adopted throughout the project, but the scout aspect was also considered in all phases and activities.

The research was conducted by collecting secondary data concerning project and human resource management. The primary data collection was carried out through the Steering Team and project management team meetings, in which the members provided expert judgment and experience.

3.1 Scout program and method

The Guides and Scouts of Finland launched a renewed national scout program in 2010, which includes all the what, why and how about scouting. This subchapter presents and explains briefly the relevant age specific pedagogical objectives and the Scout Method considered in the project.

The target group of the project was scouts aged 12-22, who according to the Finnish scout program belongs to three different age sections; Scouts (12-15 years old), Venture Scouts (15-17) and Rover Scouts (18-22). In addition, adults were a target group from which we needed team leaders in order to implement the trip.

3.1.1 Pedagogical objectives of Scouting

In scouting, the pedagogical objectives are to concretize the objectives of scouting by illustrating today's scout and the versatile and progressive entity of scouting. The objectives are bound to time and culture, and because the portrait of "decent person" varies between times and cultures, the objectives are defined nationally. In another words, the pedagogical objectives describe what sort of people the movement desires to educate in today's Finland. (Niilo-Rämä 2008, 18; 98.)

In Finland, there are two types of pedagogical objectives of scouting: common objectives and age section objectives. The common objectives describe the goal to educate proactive and responsible individuals by supporting personal growth while considering human development stages and individual characteristics. The age section objectives specify what the common objectives are in different age levels. In a way, the objectives are challenges that continue through the scout journey. (Niilo-Rämä 2008, 98.)

The common objectives are:

1. Duty to self
2. Duty to others
3. Duty to society
4. Duty to environment

Duty to self refers to scout's aim to develop as a person and to build a view of life. This includes for example endeavour to balanced life with healthy lifestyle, creating a perception of right and wrong, and having courage to face new situations and challenges. Duty to others emphasizes the relationship and appreciation of others, the ability and willingness to empathy, and acting with integrity. Ability to act and engage in all kinds of groups and organizations as well as conception of being part of communities are the core ideas of duty to society –objectives. Duty to environment refers to very hands-on skills to act in nature; interest on one's living environment and being aware of the sustainable development principles. (Niilo-Rämä 2008, 98-100.)

The scout program divides the common objectives across the age sections in a way that the development and challenges continue through the whole scout path (Guides and Scouts of Finland, 2009a). For the thesis project, the most relevant objectives were duty to self, duty to others and duty to society, from which the latter two focusing on the skills to understand and appreciate disparity and other cultures. The goal was to expose the participants to multiculturalist environment in which they would have to take responsibility on their actions and actively face new situations. The camp environment for the Scout and Venture Scouts allowed them to work in multinational patrols, but still having an adult nearby. The International Service Team (IST) gave Rover Scouts an opportunity to participate the camp even more independently and take a minor position in the camp organisation. The specific age section objectives wished to been accomplished during the project are shown in table 1.

The common pedagogical objectives apply for adult scouts too, but there are no specified age section objectives. In scouting, the role of adults (over 22 years old) is to provide support and act as enablers for younger scouts. The adults lead with an example and create a safe environment where the young scouts can grow into leaders. Their mission is to educate the young scouts in accordance with the pedagogical objectives and offer age appropriate activities. (Guides and Scout of Finland, 2009b.) The adults' role as team leaders fulfilled this mission during the project. They were both enablers and supporters, who encouraged the participants to active participation and personal growth through learning by doing.

Table 1. Summary of age section objectives related to thesis project (Modified from age section objectives of Guides and Scouts of Finland, 2009a)

Objective	Scout	Venture Scout	Rover Scout
Duty to self	Survives with a friend or with support even alone under different conditions. Daring to jump into new experiences.	Survives in the new and different situations alone. Dares to throw himself into new experiences but also knows how to stop.	Survives independently in life. Accumulates knowledge, skills and the will to do things. Dares to put himself on the line.
Duty to others	Understands that different backgrounds and characteristics affect how people act and live.	Able to create a variety of relationships. Apprehends preconceptions and aims to get rid of them.	Appreciates people and humanity, even if not agreeing to all of the other actions, opinions or values.
Duty to society	Manages acting in small groups. Wants to act for the common good.	Deepens understanding of and experience in a small group.	Dares to commit to appropriate projects or positions.

3.1.2 Scout Method and application in the project

Scout Method is a combination of procedures and policies, which lead towards the objectives of scouting. It is a tool that scout leaders utilize to plan and evaluate scout activities. Completing activities in accordance with the Scout Method elements will lead to fulfilment of the pedagogical objectives. It is important that all elements actualize in the activities, but not necessarily at the same event or activity. The Finnish Scout Method includes eight elements and is based on the methods of WOSM and WAGGGS. Figure 1 shows the Finnish Scout Method, in which all elements represent an important part. (Niilo-Rämä 2008, 101.)

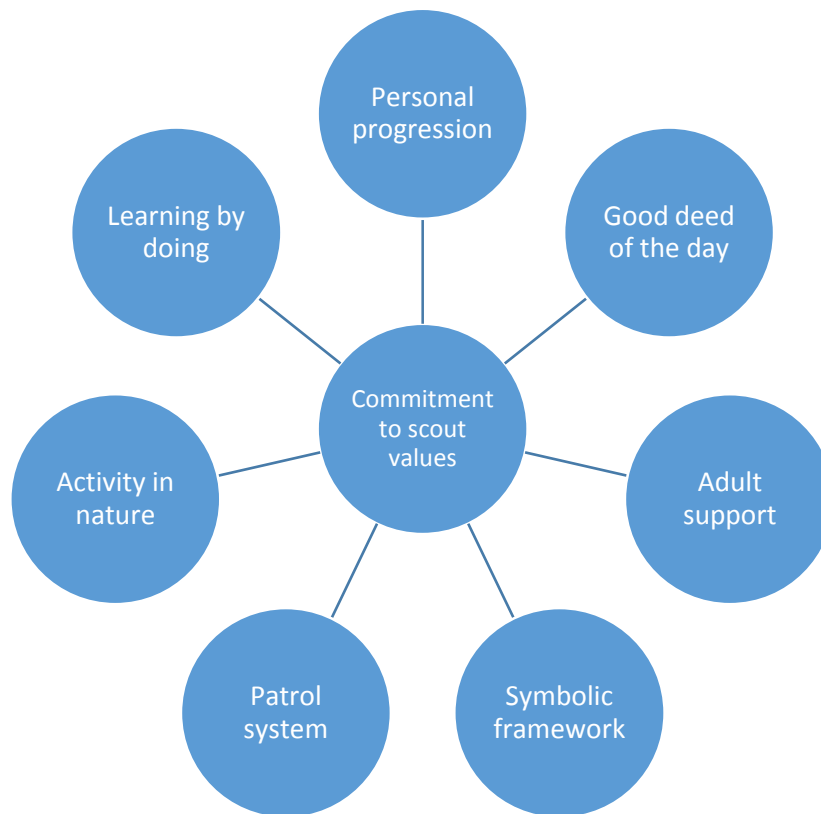


Figure 1. Elements of Finnish Scout Method (Modified from Niilo-Rämä 2008, 101)

The core is the element of commitment to scout values, which in practice actualises through scout promise and law. Being a scout is a personal choice and the promise and law guides to live in accordance with the scout values. Symbolic framework includes practices that have commonly understood meaning and makes scouting look scouting. These practices vary from international practices, like the use of scout uniform, to national and local practices, such as troop flags. Scouting can be an adventure, and especially for young scouts, earning and displaying batches represent achievements and progression. (Niilo-Rämä 2008, 101-103.) The terms of participating to the Baltic Jamboree trip stated that the participants were expected to behave in scout manner, which referred to the commitment they have made through scout promise. The participants wore uniforms in camp's main events and the Finnish contingent was wearing the blue and white scout scarfs of Guides and Scouts of Finland, which are used in international scouting events.

Scout activities are completed in patrols, which are a basic organisational structure in scouting. Patrols consist of scouts of one age section, in which decisions are made together, responsibilities are divided and one is acting as a leader. Operating as a team gives scouts experience on social and leadership skills, but also valuable feeling of belonging to a group. The role of the peer leader depends on the age section, but all patrols have an adult as a leader or a supporter. In fact, the element of adult support means

adults' role as enablers, who support scouts' growth and participation, and ensures the proper application of Scout Method. (Niilo-Rämä 2008, 105-107; Scout 2015b.) The team leaders' role represented the adults' role in scouting. Without them, the project could not have been performed and they had a major role in encouraging the scouts to participate to activities and to build friendships over national and language borders. Both the Finnish contingent and the Jamboree organisers utilised the patrol system. The contingent was divided into five groups, and then to tent groups, who had common equipment to acquire and to take care of. The camp organisers divided the sub camps into activity patrols, which were mix of nationalities and troops, and in which the scouts took part into activity fields.

Being part of multicultural patrol also represented the element of personal progression, giving participants an opportunity to accomplish pedagogical objectives while exposing themselves into new situations in a new companion. Niilo-Rämä (2008, 103) explains the personal progression as age appropriate challenges, which support the scout to develop as individual according to his interests and recognising this progress. The common age section programs and activity levels promote personal progress, but the time and manner of application requires evaluation of individual and group levels.

The elements of learning by doing and activity in nature represent the learning methods and environment of scouting. Learning by doing reflects scouting's active and practical approach to education. The scout develops skills while experimenting and evaluates the achievements and consequences of his actions. The nature is experiential activity and learning environment to apply the Scout Method and while the scout learns to act in nature, awareness of its diversity and desire to protect it increases. (Niilo-Rämä 2008, 105-108; Scout 2015b.) The project team excluded these elements from project planning, since they actualized in the Jamboree location and program. Most visible aspects of activity in nature were sleeping in tents and performing nature related activities, and all the activities from national dances to climbing fulfilled the characteristics of learning by doing.

3.2 PMBOK Project Management Model

In this thesis, I followed the Process Groups of project management model by Project Management Body of Knowledge (PMBOK). The model comprises of Progress Groups, which give an overall picture of the project phases and activities. The PMBOK model also has knowledge areas, which describe the management processes involved and skills needed in the project. This subchapter presents concisely the phases and Process

Groups that were used as a basis for the structure of the following chapters. A short introduction to the knowledge areas is included, but the processes relevant for the thesis project are explained in more detail in chapters 4-6 together with the project description.

3.2.1 Event phases and Process Groups

Table 2 sets the PMBOK Process Groups into traditional event management phases: Initiation, Planning, Execution, and Closure. Along with the phases, the table shows the main outcome or processes of each Process Group. In real life, the Process Groups are not completed in line with the project life cycle, but to describe the thesis project in stages that follow timeline, the processes are divided into event phases. The PMBOK's Process Group of Monitoring and Controlling is showed as its own unit, because it continues throughout the project and does not fall logically into any phase of event management.

Table 2. PMBOK Progress Groups with key processes (Modified from PMBOK 2013; Lewis 2011; Mohtaseb 2012)

PMBOK Process Groups	
INITIATION Project charter Identification of Stakeholders	MONITORING AND CONTROLLING Monitoring progress against plan Performing actions necessary to ensure the progress of the project
PLANNING Identifying the work tasks Developing policies, procedures and other documentation that define the project	
EXECUTION Applying and managing labour and materials to develop the product	
CLOSURE Closing project Closing procurements	

The purpose of the initiation phase is to create a project concept, define the initial scope and financial resources as well as identify the stakeholders. Planning phase processes specify the ideas and develop strategies required to complete the project, which includes documentation concerning all areas of the project, such as time management and stakeholder engagement. The third phase, execution, consists of operations and application of labour and material resources to develop and execute the project and to perform actions necessary to keep the project on track. The final phase is closing the project, where feed-

back is collected, the project is evaluated and appropriate documentation of project activities is produced and accepted. The processes of monitoring and controlling are performed in order to examine the ongoing project, to identify areas in which changes are needed, and to initiate the corresponding changes. (PMBOK 2013; Lewis 2011, 58-59.)

3.2.2 Knowledge areas

The knowledge areas of PMBOK model consists of management skills that the Project Management Institute (PMI) considers important for the project manager in order to work professionally. Hence, the processes are what needs to be done and the knowledge areas are what is needed to know to implement the processes. The knowledge areas are combination of theoretical and practical techniques used to manage projects. There are ten knowledge areas, which group together the 47 processes involved in Process Groups.

The knowledge areas defined in the PMBOK are:

1. Project Integration Management
2. Project Scope Management
3. Project Time Management
4. Project Cost Management
5. Project Quality Management
6. Project Human Resource Management
7. Project Communications Management
8. Project Risk Management
9. Project Procurement Management
10. Project Stakeholder Management.

Due to the small-scale and nature of the project, the demarcation of this thesis left out some of the knowledge areas and processed fully or partially. The most relevant areas for this study were Human Resource Management, Communication Management and Procurement Management, because the project manager and the project team had most influence on them and therefore had an opportunity to evaluate and test existing methods and suggest new approaches. These and other appropriate knowledge areas are described in detail in chapters 4-6 together with the description of how they were part of the organising process.

3.3 Management versus leadership

In business, the people in charge are usually called managers, but for example in scouting, projects and groups have leaders. The difference between management and leadership can be vague. Many leadership theorists acknowledge leadership as part of management, but also recognise distinctions between them. In general, leadership theorists consider that project managers focus on systems whereas project leaders focus on people. However, an effective project management requires both systems and people.

Harvard Professor John Kotter recognises management and leadership as two different and complementary systems of action, which have their own functions and characteristic activities. The function of management is about coping with complexity and by contrast, leadership about coping with change. Both systems of action include creating an agenda, developing networks of people and relationships that can accomplish the agenda and trying to ensure those people execute the plan. The differentiation is in the ways the tasks are accomplished. (Shriberg & Shriberg 2011, 134-136; 142-144.)

Project management concentrates on setting up systems and controlling the project throughout the project life cycle. These include detailed planning and setting short-term goals, establishing structure for accomplishing plan requirements and staffing that structure with skilled individuals with clear reporting relationships. Managers have formal position in organisational hierarchy, which they rely on to gain authority to assign tasks to their subordinates. Managers use policies and procedures to control the project and to make it as fail-safe and risk-free as possible. The outcome of management is to bring order to complex organisations and projects and to produce key results expected by the stakeholders. (Burke & Barron 2014, 143-145; Shriberg & Shriberg 2011, 134-135, 143-147.)

Leadership is about coping with a change. This means developing a long-term vision for the future and creating strategies for producing the changes required to achieve the vision. Instead of management process of staffing, leadership approach concerns with aligning people to develop a network for achieving the agenda. The network involves anyone affecting the implementation of the vision and strategies. Instead of formal authority, leaders motivate and inspire the team members to participate and collaborate by satisfying basic human needs for achievement, recognition and a feeling of control over one's life. The leaders involve their team members in deciding how to achieve the vision and encourage them to take control on the project and to create strategies and activities to accomplish the tasks. (Burke & Barron 2014, 143-144; Shriberg & Shriberg 2011, 134-148.)

As mentioned earlier, in scouting projects are taken on by leaders and especially in local level, they need the leadership skills defined above. Firstly, scouting is voluntary activity. Therefore, people need to be motivated in order to maintain their interest to participate and give their effort to scouting projects. Secondly, the purpose of every scout project is to guide the scouts towards the scout vision by applying the Scout Method. The scout program provides a progressive activity chart, but the leaders are responsible for creating a learning environment, where the scouts can develop their skills and satisfy their needs for

achievement. The patrol system is one way of allowing scouts to take control in the activities and involving all troop members in choosing and planning activities encourages participation and increases awareness of the scout vision, values and objectives. However, running scout projects also require management skills, because there is a complexity of procedures and activities to plan and control.

In this thesis project, the head organiser was titled project leader in accordance with scout principles. However, the position required a mix of management and leadership skills. The project was planned, controlled and evaluated through management processes and the project utilised the commissioning company's structure and systems. Leadership approach was followed to delegate tasks, to guide and motivate the project team and to lead the participants. For these reasons, this thesis uses the titles project leader and project manager as equals.

3.4 Research methods

The primary data collection was carried out through informal interviews and discussions with the project management team and the Steering Team. The team members had experience on executing scout projects, participating to international scout events, and knowledge on the practices and procedures of the Guides and Scouts of Finland. The head of the Steering Team or the project manager draw up agenda for each meeting, and informal notes were shared for all members. The Steering Team met three times during the project and the project management team five times.

I was able to utilise the commissioning company's historic data, such as budgets, in the project. The data was accessed through the International Coordinator and the Camp Trip Coordinator, who had material from the earlier scout trip leaders and projects. The other theoretical data was collected through desk research during the spring and summer 2015.

The project management team received valuable oral feedback from the participants throughout the project. After the trip, written feedback questionnaires were conducted for the team leaders and participants. The questions concentrated on issues relevant in project organising process. The questionnaires were designed to benefit both the organisation and the thesis project. Most questions had Likert-scale, meaning the respondents specified their level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements. In addition, the respondents had an opportunity to specify their answers in free writing and few questions were basic open questions. Attachments 6 and 7 presents the feedback questionnaires and results.

4 Initiation of the project and project concept

The project begins as a concept, meaning that there is a need for something. There is a problem and the project aims to solve the problem and meet the need. The initiation phase defines the project by developing a problem statement and a vision statement for what the result should be. The purpose of initiation phase is to create a shared understanding of project objectives and project boundaries. The phase processes include for example defining initial scope and financial resources, and identifying stakeholders.

(Lewis 2011, 51-54; PMBOK 2013)

This chapter describes concisely Project Integration Management and Project Stakeholder Management, which consist of processes closely related to defining project concept. Due to the circumstances in the beginning of the project, the processes defined in these PMBOK knowledge areas were not actually considered in the initial defining process, but the processes performed involved similar elements.

4.1 Vision statement and authorizing the project

Project Integration Management includes processes used to coordinate all the areas of project. The purpose of integration management is to ensure that the various project management activities within the Project Management Process Groups come together and that the project performance conforms to the intended completion. (Lewis 2011; 59.) In the PMBOK model, the integration management has a major role in the initiation phase through the process of creating a Project Charter. PMI defines the project charter as document that formally authorizes the existence of the project by stating the problem statement and empowers the project manager with the authority to apply organisational assets to project activities. The charter creates a basis for the project by stating what will be done, why the project is being undertaken, and how the project performance is measured. In the thesis project, the content of the project charter was determined in first Steering Team meeting in December 2014, although the process did not follow the PMBOK model.

Project of organising a scout trip to Baltic Jamboree was initiated in early December 2014, but the project became a thesis project in January 2015. The project schedule was very tight at the beginning, because within a month, the marketing needed to be launched and enrolment opened, in order to gather the list of participants before the end January 2015. Therefore, the project concept was largely defined in the first planning meeting in December 2014.

The meeting began with a recruitment conversation between the representative of the commissioning organisation and the project leader. This conversation followed the standard scouting recruitment discussion, which authorised the project manager to lead the project and apply organisational assets to project activities. The Guides and Scouts of Finland requires written recruitment discussion with all project leaders. The discussions are normally performed between the project leader and the Camp Trip Coordinator.

The meeting stated that the primary objective for the project was to offer a safe and successful scout experience for scouts over 12 years old, focus being in the Scouts and Venture Scouts age sections. The outline of the project strategy was formed in the meeting by stating the control relationships within the project and defining the resources available for the organising processes. Due to the tight schedule, marketing communication, budget, registration process, and preliminary trip itinerary were also discussed in the meeting.

4.2 Project Stakeholders

A stakeholder is anyone who has an interest in the project or will be affected by the project objectives, actions and policies. Stakeholder can refer to individual, group or organisation and they do not necessarily have an equal position in the project. (Haughey 2015.) Project Stakeholder Management consists of process to identify all stakeholders, their interest and influence to the project, and developing and following appropriate management strategies to engage stakeholders throughout the project. For the initiation phase, the important stage is to identify the stakeholders and their potential impact on the project success, in order to determine the appropriate focus for each stakeholder. (PMBOK 2013, 393-398.)

The preliminary stakeholder identification of the thesis project took place at the initiation meeting in December 2014. However, although the meeting recognized all the potential stakeholders, the influence and interest of only project team stakeholders, Finnish participants and Estonian Jamboree organizers were discussed in detail. Others were looked at more closely during the planning process.

The stakeholders were divide into two groups.

1. Project team, which included anyone related to the planning and controlling of the processes and execution.
2. All others, who were influenced by the project activities and policies, and those whose actions and procedures affected the planning and execution of the project.

4.2.1 Project team

A project team includes the project manager and group of individuals who act together in performing the work of the project to achieve its objectives (PMBOK 2013, 35.) Moreover, a project team is unique by nature, because it is created to accomplish a specific task or objective. The advantage of project team is that the individuals bring a variety of knowledge and skills to problem solving. (Shriberg & Shriberg 2011, 177-178.) This thesis project involved several volunteers, who carried out work in different levels. The core project management team consisted of project manager and two project staff members, who made the substantial amount of planning and executing. As a project manager, I was responsible for the outcome of the project as a whole, but the work was divided among the three core members. The task division of project management team is discussed in chapter 6.5.1.

Another important group was the members of the Steering Team, which represented the Guides and Scouts of Finland, the client of the project. In accordance with the commissioning organisations' policy, the Steering Team consisted of project leader, the Camp Trip Coordinator of the Committee of International Affairs, Scout Office representative (International Coordinator) and one of the International Commissioners of Guides and Scouts of Finland. The Steering Team's duty was to guide the project manager and management team throughout the planning and execution, supervise the project and report for the Committee of International Affairs about the project progress. The Steering Team approved proposals given to the Committee, including the members of project management team, project plan, budget and participant fee, terms of participation, and final report. (Guides and Scouts of Finland 2014.)

The third vital part of the successful performance of the project were the adults participating the trip as team leaders. Already at the initiation stage, it was almost certain that Finnish participants would be separated to several sub camps at the Jamboree. Therefore, the project management team would need help to supervise and support the young scouts at the camp. The team leaders' impact on the project outcome was considered significant, but due to the tight schedule, they were mostly excluded from the planning processes and their role focused on the execution phase. The amount of team leaders and their tasks were specified during the planning processes when the number and age distribution of participants were confirmed. The role and responsibilities of team leaders are described in detail in chapter 6 under Human Resource Management.

4.2.2 Participants and other important stakeholders outside the project team

The project's target group, aka the Finnish participants, were the stakeholder group having great interest in the outcome of the project but also having influence on the planning and execution parts. Through the collected feedback, the participants' experience was considered in the project evaluation and development suggestions. Since the whole project was undertaken in order to engage this stakeholder group, the project concept and strategy was mainly built in accordance with their possibilities to experience scouting in appropriate way and scale for their age sections. For this reason, Scouts and Venture Scouts were to participate in the camp program as campers and Rover Scouts as part of the International Service Team (IST), meaning the Jamboree organisers would assign them work, and adults as team leaders, enabling the experience for younger scouts.

Since the majority of the target group were scouts under 18 years old, the guardians were considered second stakeholder group with interest, but also involvement in the project. Underage scouts need written permissions to participate to scout camps, but for a trip abroad, the permission is even more vital and it is required by the Guides and Scouts of Finland, but also most transportation companies require signed permissions. Naturally, the guardians were interested in all the travelling details as well as camp conditions and therefore the camp letters were directed both to participants and to their guardians.

The trip would have not taken place without the Estonian Scout Organisations, who invited us to their Jamboree. The procedures and policies of the camp organisers needed to be acknowledged in most of our decisions, which made them a stakeholder with great influence on the project. The areas most affected by the Jamboree organisers were

- budgeting, since the camp had fixed fee for international guests and required travelling to location
- scheduling, because there were set dates for example about informing the number, age distribution and personal information of Finnish scouts and payment due date
- risk management, because the Finnish contingent had limited possibilities to bring equipment or prepare for major risks on our own
- general guidelines concerning equipment, preparations and camp conditions.

Besides affecting areas mentioned above, the Jamboree organisers were consulted while requesting proposals from hostel and traveling companies and choosing travel routes.

The final major stakeholder group having influence on the project consisted of travelling and hostel companies. This group included Tallink shipping company, Monk's Bunk hostel in Tallinn and Taisto bus company. All the companies had an impact on the project success through their suitability, pricing and services. The need, the choosing process and the performance of these companies are discussed in subchapter 6.4.

The Estonian scout organisations originally gave permission to bring 100 Finnish scouts to the Baltic Jamboree. A troop from Vantaa had expressed their desire to organise a trip to the camp on their own. The Guides and Scouts of Finland gave them a permit of exception to participate the Jamboree outside the official Finnish contingent, and the allowance of 100 Finnish scouts was divided 50-50 between Vantaa troop and Finnish contingent. The project manager was in contact with the Vantaa troop's leader and the parties shared information for example about equipment, travelling companies and information received from Estonia through personal contacts. Due to some unexpected conditions at the Jamboree, Vantaa troop leaders and our project management team worked together to upgrade the Finnish scouts' experience by sharing equipment.

Stakeholders that had no impact on the project, but may be influenced by its processes, are the future trip leaders and project team members as well as every scout who may participate to a scout camp abroad. The recommendations provided at chapter 8 are aimed at project teams and by affecting their decision-making, this project can also have an influence on the future participants. Moreover, the purpose of posting travel updates on public scouting pages is to encourage new scouts to take interest on international scouting.

5 Planning and execution of knowledge areas

The thesis project was a small-scale trip and the project team had no influence on the organising of Baltic Jamboree. Nevertheless, nearly all knowledge areas of PMBOK model were covered in the project. The majority of activity planning was done by the project management team, who sought advice and expertise from the Steering Team and other existing networks when needed. The execution was carried out with a help of the whole project team and in addition, required assistance from the Scout Office workers. This chapter discusses the PMBOK knowledge areas and how they were considered, planned, implemented, and controlled during the scout trip project.

5.1 Risk management

The objective of risk management is to increase the likelihood and impact of positive actions and decrease the likelihood and impact of negative actions in the project. In order to accomplish this objective, the project management must complete processes consisting identification and analysis of risks, response planning, and controlling. The project management team can apply several tools for planning risk management, for example categorising the risks, using different analysis tools, and utilising historical data and expert judgement. Detailed identification and analysis of risk provides the project management information on the extent of risks, which is required to respond and manage the causes of actions. (PMBOK 2013, 309; Raftery 1994, 5-9.)

Besides controlling of the risks, all other risk management processes of PMBOK model were done during the planning phase. These processes included identifying risks, performing qualitative risk analysis, and planning risk responses. The outcome of these processes were based on project team's expert judgement and organisations' historical data. The internal risks of the project included risks related to the actions and policies of the Guides and Scouts of Finland, project team and participants. Environmental and political risks, problems at procurement management and risks related to the actions of Jamboree organisers and other camp participants were considered as external risks. The risks of each knowledge area or phase are discussed in the relevant subchapters.

5.2 Scheduling and monitoring

One key factor for successful project outcome is effective time management, which includes processes ensuring the timely completion of the project. In a small-scale project such as this thesis project, defining activities and activity resources, sequencing activities, as well as developing schedule model are tightly linked. Therefore, they are viewed as

single process, which may require only one person to perform the process over relatively a short time period. The status of each project activity is monitored to recognise deviations from the plan and to take corrective actions to achieve the plan. (PMBOK 2013, 141, 185.)

Due to the scale of this project, as well as the tight schedule in the beginning of the project, the project manager defined the preliminary project activity timeline as a simple chart. The activities were placed under month in which they needed to be executed. The timeline was updated and tasks divided after recruitment of project management team. In each Steering Team and project management team meeting, the project schedule and status of project activities were reviewed.

Unfortunately, not all activity deadlines were met. Many project activities, such as communication toward participants and planning itinerary, were highly depend on the information flow from the Estonian camp organisers, which was slow and required additional calls for information on several occasions. There were also technical issues with the register and communication tool Kuksa in the invoicing process, but fortunately, the procurement bookings and payments were not affected.

5.3 Estimating and enquiring financial and material resources

Project Cost Management includes all processes dealing with cost planning, estimating, financing, funding, and controlling. The output of cost management at the planning phase is budget, which is a result of estimating project costs and can be used to monitor and control the project performance. The environmental factors considered to have most impact on this project were the market conditions, meaning what was available regionally, and the organisational culture and structure. The most valuable organisational assets were historical information, financial control procedures, and existing cost estimating and budgeting related policies and guidelines. (PMBOK, 193, 204-208.)

The Guides and Scouts of Finland is a non-profit organisation, meaning the organisation is not looking for monetary profit and in case the budget shows major surplus at the end of the project, the participants will receive refund of minimum fifty euros. The organisation does not provide direct financial support for camp trips, but the project teams can apply for monetary contribution from different funds. Furthermore, according to organisation's guidelines, the project leader's share is paid if the number of participants is over twenty. The fee of other members of the project management team may be reduced if the number of participants exceeds forty.

The preliminary project budget was based on the realized budget of Saint George's Day's trip to Estonia in 2014, the fixed Baltic Jamboree camp price, Scout Office's fixed payments, average ferry prices, and estimation on possible fund contribution and other expenses. For unexpected costs, the budget also included a back-up fund. Based on these factors, the cost and funds were calculated and the entry fee determined. Since the goal was to have 50 participants, the preliminary budget and the calculation of entry fee included free participation for the project leader.

The camp trip was funded by the participation fee collected from the participants and funding granted from The Folke Bernadotte Memorial Foundation for International Exchange. The foundation promotes international youth understanding through exchanges with young people in other countries. The Folke Bernadotte grant is available for applying for scout trips, which include cooperation with foreign scouts, the target group is 7-22 year old scouts and the project team actively applies funds from different sources. The project manager must apply for the grant with a standard form. (Guides and Scouts of Finland, 2016.) The estimation of receiving Folke funding was based on the historical data and expert judgement of International Coordinator, who had processed Folke applications and given dispensation proposals to the Committee of International Affairs in previous years.

Participating a camp requires camp equipment. The Guides and Scouts of Finland has limited camp equipment resources and the organisation's main international investment of 2015, Jamboree in Japan, overlapped with our trip. Considering the scale of our trip and the amount and variety of equipment being very low, we thought all needed equipment could be accessed through the participants' local troops. The project management members also verified what equipment they could borrow from their local troops if needed. For these reasons, the budget did not include acquiring of any major camp equipment.

As discussed at the beginning of this subchapter, the Guides and Scouts of Finland does not fund camp trips directly. In addition, the project finances have to be scheduled in such manner, that the participant fees are collected prior to purchase payments, such as camp fees or travel costs. (Guides and Scouts of Finland 2014, 7.) The terms of participation and cancellation were attached to the first camp letter, because in order to participate to the trip, the terms had to be signed and returned to the Scout Office. The terms included the organisation's standard participation, validity and cancellation policies. The purpose of the form was to decrease the likelihood of negative financial performance by stating clear terms for collecting the fees and possibilities to claim refunds.

The project management team can apply for advance payment to use during the trip. This was a small-scale trip and the Scout Office personnel paid the main costs, such as camp fees and ferry payments, directly from the project account. Therefore, the project management team did not apply for contingency fund in advance but agreed that the project leader and vice-leader would use their personal credit cards for purchases. The project manager also reserved some cash for small purchases. Both the cash and credit cards were utilised for purchasing food, hygiene products and gift for the Estonian organisers.

5.4 Procurement management

Managing resources is fundamental part of project management, and in most instances, some of those resources are obtained from external sources and partners. Procurement management processes consist these acts of acquiring goods, services and results from outside the project team. For successful procurement management, the project team must practise contract management and change control practices, which enable the development and administration of contracts and purchase orders issued by the project team members. In business environment, the contracts are usually formal and written and the organisations have to consider for example the varying social, legal and financial aspects of procurement processes. (PMBOK 2013, 355; Dinsmore & Cabanis-Brewin 2014, 9.)

The travel arrangements were central part of the project, because the successfulness of this part of the procurement management had a major impact on the outcome of the project. The estimation of need and costs of transportation, catering and accommodation began at the initiation phase by determining that the official camp trip would start and end in Helsinki and the bus service would be purchased from Estonia. Calls for tenders were send to multiple ferry, bus and hostel booking companies based on initial price research and recommendations from the Estonian coordinators. All contracts were made electrically and the communication was done via e-mail and phone.

5.4.1 Ferry and bus arrangements

The contract with ferry company Tallink included crossing, 4 cabins for equipment, and buffet for both directions. The price estimation was done before the registration and originally did not include buffet. However, the actual amount of minors was eventually greater than expected and Tallink provided good group discount, which led us to ask another offer with buffet. In the end, the project management team decided that the buffet would be convenient, allow less tight schedule in Tallinn, and fit into budget. The main reason for choosing Tallink was departure and arrival times, and especially the schedule reliability. The other possible companies had less convenient arrival times or the connections were

too reliant on weather conditions. The schedules for payments and confirming travellers' amount and age were also suitable for the project, allowing the amount of travellers to be changed until two weeks prior the trip. The ferry company required signed guardians for all minors, and therefore all adults beside the project manager acted as guardians.

Estonian international coordinator recommended few bus companies to consider. Several calls for tender were send out, and they included request for bus with seats for 58 people and extra space for equipment, and preliminary trip routes and schedule for Tallinn-Paide-Tagametsa 14.7. and Tagametsa-Tallinn 19.7.2015. Based on these and competitive price, the choice was Estonian Taisto Bussid, which was also the first option in coordinator's recommendation list. Due to location and schedule issues, a schedule change was requested for return trip with one-day notice, and for only minor extra cost, the bus company approved the change.

Upon contract agreement, the bus company also offered to look for catering service in Paide, where the contingent was planning to stop on the way to Tagametsa. The project manager had already done some research, but the bus company had a connection through which they offered a well-priced and all-around suitable lunch offer. Organising the lunch via Taisto Bussid also made arrangements easier for the project management team, because both services were included to one contract, payments were completed through same route and the bus company coordinated the trip schedule with the restaurant.

The cost of the bus was only about 20 percent of what was budgeted for it and therefore the bus price was the biggest single purchase to affect the budget outcome. The initial estimation was based on Saint George Day's trip to Estonia in 2014. However, the contingent was then much smaller, and therefore the bus smaller too, and the bus price is based more on the route than the amount of travellers. Perhaps for these reasons, the price per person was greater in 2014. Of course, our initial estimation was also rounded up to avoid negative financial outcome.

5.4.2 Accommodation in Tallinn

The hostel was booked via group booking site, which makes cooperation with several Tallinn hostels. The call for offer was made in the beginning of February 2015, but Monk's Bunk hostel was the only one with enough room and suitable price. For extra fee, the hostel also provided breakfast, which was on the request list. Down payment of 10% was made along the booking and the remaining amount was paid at the hostel.

Monk's Bunk hostel was booked, because there were no other suitable options, but the hostel was the least successful element of the project. As mentioned above, the price fit the budget and the breakfast serving saved effort and money, but the environment was not appropriate for scout trip with minors. The hostel had a bar in common area, which meant the area was closed for minors after eight, and the participants had to spend their evening in the rooms. Furthermore, the noise from the bar and street reached almost all rooms, causing sleeping troubles for many.

5.4.3 Additional purchases

The additional project expenses included purchases that were not specified in the preliminary budget as single items or were unexpected costs. A gift for the camp organisers was discussed already at the budget-planning phase, but not documented because the gift was planned to be something from the Guides and Scouts of Finland's official material. The gift from the company was a Väiski hat for the camp leader, but due to major budget surplus, Finnish sweets were added to the gift. Additionally, the spare money was used to purchase extra hygiene and medical equipment, such as disinfectants.

Food became the biggest unexpected cost of the project. In accordance with preliminary plans, snacks and fruits were bought for the evening in hostel, because otherwise the time between dinner at ferry and breakfast at hostel would have been very long. Due to the budget surplus, ice creams were purchased for the whole contingent from the camp café while taking official contingent picture. However, the risks discussed at the planning stage did not include food shortage during the camp, because the camp program showed several meals in a day and according to the project team's experience, camps in similar size and location as Baltic Jamboree has not had significant problems with food service.

The camp program was surprisingly physical, the meal times were not always accurate and the kitchen actually ran out of food in few occasions. For these reasons, extra food was bought for the contingent twice during the camp. The troop from Vantaa had a van with them and since they had same problem as us, one of our project management team members accompanied their leader to grocery store. During the last days of the camp, the project management team heard from team leaders that some sub camps actually had had extra snacks on some days. Few sub camp leaders had just forgotten to tell about the snacks to the national leaders on their sub camps. Nevertheless, the Finnish scouts appreciated the extra food, and it received positive feedback already during the camp and in the feedback questionnaires.

5.5 Communication management

Effective and appropriate communication management is key for successful project execution and outcome and it consists of all processes related to handling project information. The purpose of communication management is to ensure that the relevant information is communicated appropriately and timely throughout the project. The processes include for example the planning, collection, creation, distribution, control and disposition of project information. The communication management plan describes how these processes are executed and controlled by specifying the channels, the form and style, and the need of information in separate project phases and activities. (PMBOK 2013, 287.)

The organisational assets of the Guides and Scouts of Finland and the project team's experience were the basis for the project's communication management plan. The project utilised the organisation's existing communication channels and procedures. The style of the communication varied between stakeholders.

Few years ago, the Guides and Scouts of Finland introduced a new member registration system Kuksa. The system includes contact and scouting information of all Finnish scouts. Kuksa is a communication tool, which is used to register to trainings, camps and events, sending membership and participation invoices, and sharing information through e-mail for local or specified target groups. In this thesis project, Kuksa was utilised for registration, invoicing, and sending electrical letters for participants.

However, as useful Kuksa was, the system is a new and still under development, which caused few unexpected issues. Firstly, the system relies heavily on the activity of local leaders and guardians to keep information updated. The first camp letter was decided to send by mail, because based on the Steering Team members' experience, the postal addresses are usually correct, although the e-mail addresses would not be and some people are not actively looking their electrical mailboxes. Secondly, the Steering Team was not aware that camp invoices for minors are still send via post mail, which caused additional inquiries to project manager, but were fortunately clarified by contacting the Scout Office's finance personnel.

5.5.1 Communication plan

Organising a scout trip abroad involves many stakeholders, as presented in the chapter 4. Since the interest and impact of these stakeholder groups are different, the information they need and how it should be delivered differ. Therefore, the communication of the the-

sis project was divided into categories based on when, what kind of and how the communication was to be completed. The communication channels and style was divided between the official and informal communication.

The communication among project management team was mostly informal and completed through simple and familiar channels, such as meetings, e-mail and Facebook. For management and follow-up purposes, all the notes and documents related to project were stored in Drive folder with edit rights for all project management team members. The main continuous information channel toward the Steering Team were meetings and e-mail, from which the change of e-mail was informal way of asking expert judgement and advice in all project phases. Since the Steering Team served as project authority, all the official information documents had to be approved by the Steering Team before sharing them to participants. Scout Office employees assisted in the sharing of information through the organisation's established communication channels, such as internet pages and member registration system Kuksa.

The communication with the Committee of International Affairs was mostly done through the Steering Team. The official documents, such as the project plan and the final report were partly completed in cooperation with the Steering Team and then approved by the Committee of International Affairs. In addition, as requested by the International Coordinators, the project manager gave an informal, oral overview of the project to the Committee of International Affairs at the end of the planning phase.

The goal for the communication towards the participants and their guardians was to provide accurate and current information throughout the project phases. Traditional mailed camp letter and e-mail were used for the official communication. The marketing was done through the organisation's internet and social media channels. Since the targeted scout group was youngsters, social media, like Facebook, was planned to be utilised to lift the spirit before the trip as well as to share the experience with both the participants and other groups during and after the trip. The participants could also get to know each other before the trip through a common Facebook group. Some scout trip projects have a pre-gathering event for participants, but due to the physical distribution of the participants, the project team decided not to organise this sort of event.

The figure 2 below shows the preliminary communication management plan timeline towards the participants, their guardians, team leaders, and other scouts. The complete plan is found in attachments. Kuksa was utilised for sending electrical letters and the informal communication was practiced through social media and personal discussion. The

timeline of the communication was based on the registration and payment dates set by the Jamboree organisation, as well as their preliminary schedule of publishing camp program and sending detailed information.

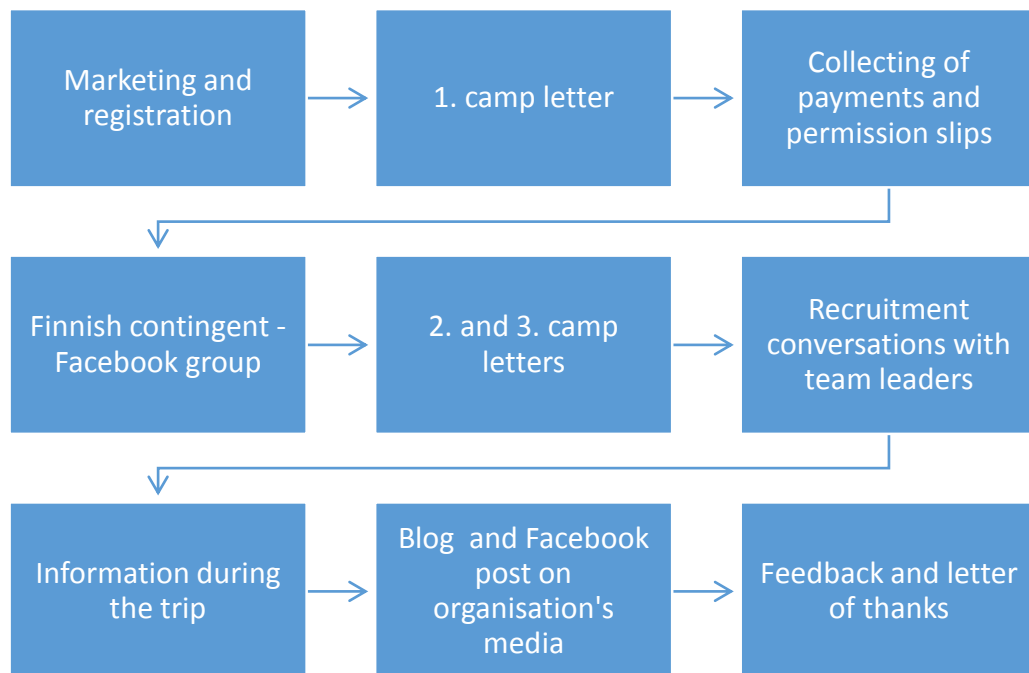


Figure 2. Preliminary communication management timeline

5.5.2 Marketing strategy and enrolment process

The marketing and enrolment process were done by utilising the organisational assets of the Guides and Scouts of Finland. The marketing and enrolment planning and execution processes were completed within two months, from which the marketing material and enrolment form were open just over a month. The enrolment form was a standard document, which gave short introduction of the trip and requested personal information relevant for the project. The form was set up to Kuksa by Scout Office workers, who also gave the project manager updates on the enrolment situation.

Originally, the size of the Finnish contingent was to be maximum 50 scouts, consisting mostly scouts aged 12-18 years. The scout trips have tendency to fulfil quickly and although the goal was to have 50 attendants, there was a hope that we would not have to decline many participants. Therefore, the marketing was done in small-scale and using only the organisation's established electrical channels. The channels chosen were the official internet site of the Guides and Scouts of Finland and the organisation's electrical international affairs newsletter. The advertisement at the official site was then linked to the official Facebook page of international scouting of Finland.

The advertisement draft was written by the project leader and sent for comments and alterations to the Steering Team, and then forwarded to Scout Office worker, who had an authority to post it online. The same advertisement was posted on all marketing channels. The advert included a short outline of Baltic Olympic Jamboree, defined the target group and set the price for the trip. The advert is found in the attachments.

At the end of the enrolment period, there were 58 enrollees at Kuksa, including the project management team. Since Vantaa troop had informed the Scout Office that there would be maximum 35 participating from their troop, the Steering Team allowed all enrollees to become part of the Finnish contingent. Furthermore, the age distribution of the enrollees was ideal, consisting eight adults, and two rover scouts interested in IST jobs. Once the size of the contingent was approved, the first camp letter was sent, accompanied with additional leaflets for participants aged 18-22 about IST and a brief summary of team leader position for adults.

5.5.3 Camp letters and use of social media

Camp letters were written on the organisation's official letter model and based on the information on current situation of the project and knowledge received from the Jamboree organisation. The first camp letter provided an overview on the trip plans and Jamboree arrangements, information on payment, and terms of participation and cancellation. The participants were also asked to inform the project manager on their tent situation, whether they had no agreed tent space or they had extra room in their tent. The letter was sent by post, in case the contact details in Kuksa were not correct and the letter included additional leaflets for possible ISTs and adult team leaders. The first letter included a request to check contact information posted in Kuksa and it stated that the second camp letter would be electrical. The second letter had a detailed itinerary, current Jamboree information and the personal equipment list. The letter also included Jamboree and ferry permission documents required to be signed before the trip. The camp letters are found as attachments 3 and 4.

The project manager created a Facebook group for the Finnish contingent and the first camp letter encouraged the participants and guardians to join it. The site was used as secondary information channel, to which all the camp letters and attachments were posted. The main purpose of the site was to offer the participants a channel to get to know each other little before the trip, especially because there were no pre-event. The site also allowed the participants to contact the project team promptly and informally. During and after the trip, the site was used as platform for sharing photos and experiences.

5.6 Human resource management; planning and recruiting

In business environment, human resource management (HRM) consists of processes related to recruiting, training, appraising and compensating employees. It involves the development and evaluation of performance standards and determining what type of people are needed in the organisation. The purpose of HRM is to plan and organise the work force in efficient way. With a use a tools and techniques, good HRM enables the managers to choose the right employees and motivate and engage them toward organisational objectives. After all, the core idea of managing is to getting results and those results can only be reached through people. (Dessler 2011, 30; PMBOK 2013, 255.)

This thesis project was mostly accomplished with voluntary based work and recruiting processes followed more the scouting principles than project management guidelines. Therefore, the material compensation of employees or formal hiring processes were not part of the project. The voluntary nature of the project work meant that leadership skills, such as encouraging, training and engagement of project team were the key points of successful HRM and thus requirement for overall successful project outcome. However, the HR management of the project also included managerial approach, since it utilised the PMBOK knowledge area of human resource management processes of planning HRM and acquiring, developing, and managing project team. The preliminary HRM planning for this thesis project included recruiting a project management team with 2-4 members, who would plan and implement all major procedures and activities. Second intention was to take extra adults to trip as team leaders, who could help the project management team to support and supervise the young scouts during the trip.

The HRM planning began with recognising the need for volunteers and Scout Office workers to complete the project activities. In accordance with PMBOK (2013) HRM processes, acquiring the project team involved confirming human resources available. The resources included applying the knowledge and effort of coordinators and finance staff of the Scout Office. The other part was recruitment of project management team members with experience on similar projects and team leaders willing to participate the project as adult support.

The thesis project consisted a wide range of tasks, which were planned and executed through delegation. The APM Body of Knowledge (2012, 5) defines delegation as a practice, in which a person or group is given an authority to perform the responsibilities of, or act on behalf of, another. Burke and Barron (2014, 280) suggest that delegating work has two significant benefits. Firstly, delegating tasks allows the project manager to control his

or her time and focus on issues that require manager's participation. Secondly, delegation is a sign of trust from the project manager and provides team members an opportunity to develop their knowledge, skills and abilities. However, delegating requires planning, since the project manager needs to confirm the team members have the skills to complete the tasks and identify ways to monitor progress and results. In this project, the project manager delegated tasks throughout the project to save time, but also because especially the execution activities required physical distribution of project management team and team leaders. The following subchapters describe the nature of the tasks the project manager delegated to the project management team and team leaders.

5.6.1 Recruitment and task division of the project management team

The project management team was composed in very informal manner. The team consisted of project manager and vice-leader, who conveniently was organisation's Coordinator of Baltic area and International Commissioner of WOSM, and agreed to be a team member already at the initiation meeting. The third member was recruited by contacting her directly due to her prior participation on scout trip to Estonia. The project manager held recruiting discussions with the team as required by the Guides and Scouts of Finland. The team met frequently and shared information actively through e-mail, Facebook and Drive, where all the project documents were filed and shared.

The team members had specific task areas, in which they made research and formed recommendations. The division of main responsibility areas is summarised next, but the overall vision, policies and plans, such as itinerary, were formed in meetings. The Coordinator of Baltic Area had connections to the Estonian scout organisations through her position and therefore she took responsibility on communication with the international coordinators of Baltic Jamboree prior to the trip, which mostly meant inquiring answers and comments to concerns and questions the project team and Finnish participants had. The procurement preparations were divided between the project leader (hostel, bus) and the third member of the team (ferry). The project manager was responsible for the application of Folke Bernadotte fund and draft versions of documents including project plan, budget, advertisement, camp letters, and crisis communication plan. Many of these documents were based on the materials and information provided by the organisation or the project manager's material from earlier scout events.

The decision-making was based on common agreement, and the project manager appreciated team members experience and knowledge on organising events. Fortunately, the project management team had a common vision of the organising process and activities throughout the project. Throughout the planning and execution processes, the project

team considered the project objectives, the participants' expectation as well as the organisation's guidelines.

5.6.2 Search for team leaders and defining their role in the project

The need for team leaders was clear from the start of the project, but the actual number was unclear before the end of enrolment period. According to organisation's policy, there have to be one adult per ten minors. Besides this policy, we based our need for the announcement of Jamboree organisers, that the Finnish contingent would be divided into several sub camps. Five sub camps in a camp with around 600 participants and aim for international experience meant that there would be Finnish scouts in all sub camps. Therefore, the project manager and the Steering Team agreed that the appropriate number of adults was two per ten minors, which was also stated in the advert as a part of selection criteria. This way, there would be enough adults for team leaders and the project manager would not need to take team leader role, but could focus on the project management and directing the team leaders.

The HRM process of developing project team consists of improving the team members' competencies, interaction, and overall team environment to enhance the project performance. These can be achieved for example through interpersonal skills, training and ground rules. (PMBOK 2013, 273-279.) According to DiTullio (2010, 29-30), a critical factor for team success is to have unmistakable roles and work assignments. This means that team roles and responsibilities are clearly defined and communicated, and roles are clarified with clear lines of accountability and reporting relationships. In this project, the key team development activities included defining the roles and responsibilities and enforcing them as well as acknowledging concerns through the recruitment discussions.

Team leaders were not involved in the initial planning phase or procurement processes, but their role and responsibilities were defined during the planning processes. Most importantly, the team leaders represented adult's key role in scouting of being enabler and providing support. In practice, their key responsibilities included

- time management, meaning guiding the group in accordance with trip and camp schedule to activities and locations
- supervision of rules and guidelines set by the Jamboree and trip organisers, and being guardians during the ferry cruises
- adult support, meaning for example practical help with equipment and language, and encouraging participation towards activities and possibilities to make new scout friends
- contact in sub camp, meaning they would participate to sub camp meetings and be a link between the sub camp leaders and project management team when necessary.

Once the adults had agreed to act as team leaders, the project manager tried to settle a common recruitment discussion and sent the discussion agenda for the adults via e-mail. The physical locations of the project management team and the team leaders were around Finland, which led to use of Skype. Due to time issues, the recruitment discussions were held in three sessions, from which only one was participated by two management team members and three team leaders. Other two were held between the project manager and one team leader at a time.

The recruitment discussions followed the scout recruitment discussion model. The briefing began with general personal introductions, focusing on past scout positions and experience, followed by discussion on key responsibilities and the expectations of the team leaders. Since the discussions were held in June, the completed itinerary was reviewed along the responsibilities the team leaders would have in each phase of the trip.

The contingent's internal and external communication was also discussed, for example by going through the crisis communication plan and requesting a permission of sharing team leaders' contact information to the guardians of scouts in their group. Common camp equipment was also discussed briefly, mostly because the team leaders had special equipment they wished to take. Possibility of taking a car from Finland was mentioned but rejected because the amount of required camp equipment was fairly low. After all recruitment discussions a summary was sent for project management team and team leaders, including trip rules and guidelines and crisis communication plan.

Additional management issue specified in the recruitment discussions was the use of intoxicating substances. Requirement for "scout like behaviour" includes behaving in accordance with law, meaning the minors promised not to use or acquire such substances. The project manager agreed separately with individuals of project management team, team leaders, and other participants over age 18 that the trip would be alcohol and drug free.

Team leaders' contact information was given forward to the sub camp leaders, because it was expected the sub camp leaders would provide information on the sub camp programs beforehand. Only few days prior to departure, the team leaders received messages from the sub camp leaders about the sub camp colours and hopes for having traditional Finnish program at the sub camp fires. The information was forwarded to the groups in order for them to supply themselves with sub camp colours, but due to the short notice, the possible programs were discussed and created during the trip.

6 Trip description and project closure

This chapter describes concisely the travelling and camp events and activities. The focus is on the issues considered most relevant for future reference, caused remedial actions or were otherwise commented by the project team and participants through feedback.

6.1 Travelling and Jamboree

The trip to Baltic Jamboree took place 13.-19.7.2015. The participants arranged their transportation to Helsinki, Tallink terminal, where the official camp trip began and ended. The boarding, baggage storage to cabins, buffet lunch/dinner and leaving the ferry was all done in groups with the lead of team leaders. The participants had some free time at the ferry between buffet and arrivals. Due to the amount of baggage, a taxi was taken from Tallinn harbour to hostel to transport tents and other loose equipment. Project leader and one team leader went with the taxi. While the rest of the contingent walked the about 2km way to hostel, the project manager checked the group into the hostel.

The contingent was divided into six rooms, mostly based on the group division but all males slept in one room. Fruits and other small snacks were bought from nearby store to offer participants something to eat in the evening. Due to the bar, the hostel common area was closed from minors already at eight and the participants had to spend the evening in their rooms. Unfortunately, the noise from the bar and street kept many awake through the night. The breakfast offered by the hostel was basic and adequate.

The bus arrived to the hostel in schedule and after packing, the journey to Tagametsa began. The bus stopped in town of Paide for few hours for lunch and sightseeing. The lunch was organised through the bus company, and the restaurant offered small buffet while considering all special diets. After lunch, team leaders took their groups for sightseeing and shopping. The drive to Tagametsa camp area was utilised for sharing information concerning the arrival, unpacking of bus and settling into the camp.

The contingent was divided right after arrival to Tagametsa and the team leaders had to take control over their groups. The project manager registered the whole contingent. The first day program was mostly setting up the camp, and team leaders guided their groups in accordance with sub camp leaders' directions. The day ended with grand opening.

The Jamboree program was divided into two themes, traditional Olympic camp, and folklore and customs of Baltic people. Baltic States organised the activities together and each

state was responsible for organising theme activities on one chosen day. The theme activities were connected to the heritage and culture of Estonia, Lithuania and Latvia, and in practice, it was mostly folkdances. The camp program had three main activity days divided into theme activities and to activity fields. The activity fields provided the campers opportunities to test their abilities in sports, nature and mind games. The theme activities gathered the whole camp together and the sub camps were divided for activity fields, where scouts were divided into patrols. To enhance the international aspect of the camp, the activity patrols consisted of scouts from different nationalities and local troops. The camp program is found as attachment 9.

The sub campfires varied a lot between the sub camps, but the purpose was to make new friends, present different cultures and to share scout habits and games. Some sub camps had detailed plans and the leaders had requested local and international troops to prepare program, whereas some sub camp leaders trusted the campers' abilities to come up with songs and games at a spot. For instance, the project management team accommodated in a sub camp, where the sub camp leader made no effort for the campfire. The project management team utilised their experience on leading campfires and requested different local troops to prepare songs or games typical for their country or troop to present for the whole sub camp. Fortunately, the sub camp had scouts who participated the campfires actively and were willing to share their scout traditions.

The Fair & Grill –activity gave the participants an opportunity to plan and execute their own fair stall and gather “money,” which was then used in a camp equipment auction. The stall offerings included for example games, treatments and selling of scout materials. The Finnish scouts set up two stalls; one offered face paintings and pictures with Santa Claus whereas the other provided massages and hairdos. The ending fire was combination of traditional scout games and songs, and all sub camps prepared a short play to show.

The ending ceremony was official ending for the camp and included formal recognition of the Jamboree team members. The project leaders gave the Finnish contingent's thanks to the camp organisation by presenting gifts and inviting all Baltic Scout organisations to Finland's national jamboree Roihu in summer 2016. The project manager had asked a special permission for the Finnish contingent to have lunch after the ceremony, because we had preponed our leave from the camp in order to avoid the bus rush. The reason for re-scheduling the leave was that the road to camp area was narrow, the parking lot small and we rather had extra time at Tallinn harbour than stressing over possible delay on the road.

The bus trip to Tallinn was utilised for recognising the team leaders' contribution to the project, as well thanking the participants as a whole. The International Commissioner also informed the participants about future international scouting opportunities, such as camps and trainings. At the harbour, the groups had time to explore the nearby shopping centres while the project management team guarded equipment and executed check-in. As mentioned earlier, the official camp trip ended to Helsinki ferry terminal, in which the participants reported to the project management team one last time before leaving. The project management team members left the terminal last and continued to guide few participants to railway station before going on their own directions.

6.2 Communication and control during the Jamboree

Part of managing project team is to track team member performance and to provide feedback (PMBOK 2013, 279.) The roles and responsibilities of team leaders discussed earlier defined the team leaders would guide their groups in accordance with camp schedule and support the scouts in all situations. Furthermore, the core of being adult in a scout trip is to assure the younger scouts are participating into program and in an international camp that includes solving communication and culture issues. Our team leaders completed these roles with care, and it seemed that Finnish adults were the only leaders to participate to activities with their groups, whether as assisting with language or being part of activity patrols. Our adults also concluded that the English language level of Finnish scouts was quite good, but especially the younger Baltic scouts were reliant on their friends and leaders, who were not always present at the activity fields and situations. Therefore, our team leaders' performance aided more than their own groups.

The project manager visited the camp's international coordinator frequently and when needed. The internal information flow was quite slow at the camp and the directions given by the coordinators sometimes differed from the sub camp leaders' guidance. This naturally caused problems for the team leaders, who received overlapping information, and resulted in additional work for the project manager trying to provide accurate and updated information for her team.

The project manager met daily with all team leaders either in the program or by visiting the sub camps. In the PMBOK (2013, 285), these kind of informal observations and conversations are listed as tool to track member performance, but also to resolve issues and manage changes to optimize project performance. From leadership point of view, these sort of discussions can be utilised to motivate and inspire the team members and give recognition for their efforts. In these conversations with team leaders, purpose was to share information both ways, since the project manager received general information from the camp

coordinators and the team leaders could share possible problems or interests. The project manager also wished to show the team leaders that they had the project management team's full support and their work was appreciated. However, according to the feedback questionnaire, the team leaders would have wished more information and support from the project management team during the camp, although they recognised the slow information flow was caused by the actions of Jamboree organisers not the project management team's actions.

6.3 Closing procedures

According to PMBOK guide (2013), the key benefit of closing processes is the agreements and documentation for future reference. As mentioned in several occasions, this project was largely based on the historic data gathered from past scout projects, and one of the objectives for this project was to provide additional data. Therefore, the questionnaires were based on what kind of information would be useful for the organisation as well as for the thesis process. Two questionnaires were created in webropol, one for participants and other for team leaders. In addition to general questions, the team leaders were asked to evaluate the project management process. The questionnaire links were sent two weeks from trip arrival through Kuksa with thanking note. The feedback questions and answers are found as attachments 6 and 7. Based on the feedback, the participants were overall satisfied with the trip, and interested in participating international scout events in the future.

At the same time with the questionnaire, the project leaders completed the financial reporting by requesting refunds against receipts through the organisation's finance system, and sending last invoices to the Scout Office. Since two scouts cancelled participation, the project manager advised the guardians to send the medical certificates to Scout Office, from which they were further used to claim refunds from the ferry company. The Scout Office personnel performed the refund process and calculated the amount of refund based on the cancellation policy stated at the terms of participation.

After payments, the project manager completed the actualised budget and wrote preliminary final report. The project management team then had last meeting, in which the trip, feedback and budget were discussed and the project outcome and performance assessed. Special attention was given to issues that caused problems, could have been done differently and what wanted to be passed for the next project teams. The findings are discussed in the next chapter.

7 Discussion

This chapter contains key findings and outcomes of the project, in which I compare the project objectives against the performance. Development suggestions include the main pitfalls, risks and issues that should be considered or completed for successful small-scale scout project. The chapter continues with evaluation on my personal performance and learning as project manager.

7.1 Key findings and outcomes

The execution of scout trip to Baltic Jamboree in Estonia was successful and reached its objectives for providing an international scout experience for Finnish scouts and tightening the cooperation with the Baltic scouting organisations. The project team executed the travel and event arrangements by following the project management processes, starting with initiation and planning, implementing the plan, participating the camp, and finally evaluating the project activities.

The main objective of the project was to organise a small-scale scout trip abroad, which would give young scouts international scout experience in low cost. I believe this objective was achieved, because according to the feedback the participants were satisfied with the trip and interested to participate to international scout trips in the future. The participants also felt they had gained new friends both from the Finnish contingent as well as from the other troops and countries. Furthermore, the contingent's efforts to promote Finland's national jamboree Roihu were successful, because all the Baltic States showed interest to implement a trip to Finland next summer. The participants also appreciated the low participation fee already before the announcement of refunds and the project leader received positive feedback from few participants on how low the final fee was.

The communication was truly the key to the outcome of the project. Using Kuksa register as communication tool towards the participants worked mostly well, although the system is fairly new and help was required occasionally. The use of social media was effective due to the age of participants. Having an informal, easily accessible channel made it possible for participants to express concerns pre-camp and the project team to share answers for the whole group instead of responding to multiple e-mails. The social media platforms also worked well in marketing and sharing pictures and experiences after the trip.

The communication with the Estonian scout organisers was partly problematic due to cultural differences and the division of information sources. The slow and layered information

flow in the camp complicated the project management's goal to manage Finnish contingent. However, the vice-project leader's personal relationship with the Estonian coordinators was definitely a benefit in the pre-camp communication.

7.2 Development suggestions

The project was a result of teamwork and benefitted from the project team members' expertise, skills and networks. However, the team also faced common teamwork barriers. Shriberg and Shriberg (2011, 174-178) identifies conflicts, interpersonal problems and poor communication as significant barriers for effective teamwork. In project teams, especially the dysfunctional interpersonal relationships can a barrier, because the group may not have enough time to form group identity and the members may not have a sense of belonging with the team. Moreover, individual diversities can lead to ineffectiveness because the members prefer to work with those similar to their own personalities, opinions or work methods.

The gathering of our project team was not ideal for forming a group of individuals whose skills and knowledge would complement each other. The Steering Team and project management team members were chosen based on their positions and experience and both teams had opportunities to meet and change ideas throughout the planning phase. The common understanding of objectives and strategies, as well as continuous communication made these teams effective. Furthermore, the core administration tasks were divided only among the three project management team members, which helped the task monitoring and controlling.

However, the project leaders were chosen solely based on their interest to participate the trip as adult leaders. There were no prior relationships and due to the physical distribution of the project team and time constraints, the group had no possibility to meet as whole before the trip. Moreover, some of the team leaders had little or no experience on international scouting or organising scout events outside local troops. Therefore, their expectations and ideas of organising processes and execution were sometimes conflicted with the project management team and camp organiser's plans. DiTullio (2010, 30-31) defines common understanding of objectives and every team member's ability to answers the question "What are we doing?" critical for the success of project. Therefore, it would be important to take all the leaders actively involved in the project as early as possible and provide them an opportunity to affect. This way the team members would have more time and opportunities to create working team dynamics and become a high-performing team, in which everyone supports each other and each can answer, "What are we doing?" as well as how, are, and did we do it?

Some of the team leaders and participants had problems to adjust for different kind of camp culture and management. The project team cannot predict all situations or be aware of all cultural or local habits, but the team members should discuss the expectations they have about the project and event. Furthermore, although scout project leaders are expected to have at least some leadership training, all projects and all project team members are different. Shriberg and Shriberg (2011, 179) suggest that in order to manage the diversity of the project team, the project leader should reserve time to understand the personalities and value differences, and to show genuine interest in the backgrounds of individual team members.

The project team members should also clarify what kind of support they expect to get throughout the project, because especially in camps where team leaders are divided into several sub camps, providing support and accurate information can be difficult. Therefore, it is recommendable, that the team leaders would connect with the sub camp leaders as early as possible and use them as primary information source during the camp. This way the project manager can concentrate on providing support and overall management instead of simply being messenger.

In Finland, in all scout events the leaders have to have some emergency aid skills, there are medical professionals in bigger camps, and the organisers are strict about safety procedures. Unfortunately, this was not the case in Baltic Jamboree and likely not in many other countries either. There was a professional doctor in our contingent, who was available for the whole group during travelling and camp. Furthermore, this Finnish doctor was consulted in the camp by other troops too, since the camp's medical arrangements were inadequate. The suggestion for future trips is that the contingent has professional medical person in the project team, regardless of the contingent size or trip destination.

Other development suggestions related to cultural issues concern hygiene and food. First, the eating habits and schedules differ easily between cultures and it is recommendable for the project team to reserve some snacks for the participants, as well as encourage them to take some by themselves. Second, the participants should be informed to take extra care for hygiene. The Estonians provided only cold dishwater, which in Finland would be considered risk, and although we provided disinfectants for the groups, the scouts could take personal disinfectant bottles to carry around the camp and possibly extra eating supplies.

The hostel arrangements provoked negative feedback more than anything else about the trip did, and unless travelling with only Rover Scouts and adults, this type of hostels should not be considered as accommodation for scouting trip. The problem in this project was that the Monk's Bunk was the only hostel with enough space in acceptable price range and within short walk from the harbour. Suggestion for the future is to consider closely not only the price, but also the conditions of accommodation. For example, if the contingent have a bus for the whole trip, the accommodation place can be outside expensive city centre or then the budget allows wider price range for accommodation.

Participants from other countries, and some Finnish scouts, were a little confused by the fact that there were two groups from Finland, from which one consisted of members of one local troop and the other was a mixture of individuals from all over the country. This caused for example questions on if there is more than one Finnish scout organisation. Although the Guides and Scouts of Finland had agreed about two contingents with the Estonian organizers and with the Vantaa-based troop, it would be advisable to have only one contingent from Finland. This would make team manageability easier and convey a more coherent Finland – picture.

7.3 Self-evaluation as project manager

I had earlier experience on organising different type and sized scout events, but the trip to Baltic Jamboree provided an interesting and challenging project. Throughout the process, the project evolved and corrective and preventive actions were needed. Following the project management model was occasionally problematic, since several processes had to be completed in accordance with scout principles rather than business environment principles. However, I received valuable help from the commissioning party, especially the Scout Office workers and the other project management team members provided new insights to scout project management. The trip was successful and project received overall positive feedback from the participants and the project team.

Project management is a challenging complexity of tasks and skills. Performing successfully as project manager requires skills in time management, responsibility and interpersonal skills. Projects such as organising events or trips have wide variety of tasks that require diverse expertise and varying time to complete. As a project manager, I have learned that delegating tasks and giving responsibility to all team members not only provide me an opportunity to concentrate to specific tasks, but also adds value to the whole project by combining the ideas and expertise of the whole team.

Effective project team communication is a key to successful project performance. This project required communication to several directions including the commissioning party, project team, participants, camp organisers, and travel companies. The communication tools, styles, and interaction varied between stakeholders. Without delegating the communication tasks and having professional help, I could have not been able to communicate effectively and accurately to all directions. Furthermore, all the team members were active and respected each other's ideas and work methods.

Experience is an asset, but every project and project team is different and the manager needs to adapt new skills and methods throughout projects. Already in small-scale project like this, I realised that being a project manager requires ability to take multiple roles such as leader, strategic planner, and supporter. A good project manager listens to his team, is open for ideas and suggestions, and ready for personal learning and growth.

Scouting is a passion for me, and this project was an opportunity to combine that passion with my professional life. I applied and developed my professional skills, and gained valuable work life experience while also growing personally. Moreover, being a trip leader of scout contingent had provided me ideas how to continue my scout and professional career. I am grateful for the Guides and Scouts of Finland for the amazing opportunity, the support I received throughout the project and being part of innovative team and organisation.

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Attachments

Attachment 1. Trip advertisement

Etusivu / Ajankohtaista / Kansainväliset matkat / Suomen Partiolaisten järjestämät matkat « Takaisin



Tapahtumakalenteri

Avoimet pestit

Kansainväliset matkat

- Omatoimiset matkat
- Partiolaisten tekemiä matkoja ja matkablogeja
- ▶ Suomen Partiolaisten järjestämät matkat
- Ilmoitus kansainvälisestä partiomatkasta

Lippukuntapostit

SP:n uutiskirjeet

Liikennepakki

Esikoulujen partioviikko 2015

Johtajatulet 2015

Samoaajaohjelma

Suomen Partiolaisten järjestämät matkat

Haluatko kokea ulkomaisen leirin ainutlaatuisen tunnelman yhdessä vanhojen ja uusien suomalaisten partioystävien kanssa? Lähdä mukaan suomalaiseen leirijoukkueeseen, jossa matkanjohtaja huolehtii Suomen joukkueen matkan järjestelyistä.

Baltian Jamboree 2015

Oletko tarpoja- tai samoajaikäinen ja haluaisit päästä kokemaan kansainvälistä partiota? Lähdä mukaan ensi kesän Baltian Jamboreelle Viroon!

Suomesta lähtee joukkue Viron Tagametsassa "Ancient Games"-teemalla järjestettävälle Baltian Jamboreelle 13.-19.7.2015. Tapahtuma on yhdistetty Virossa neljän vuoden välein järjestettävän Olympic jamboreen kanssa ja luvassa on kisat muinaisen Baltian tapaan. Reissun aikana pääset tutustumaan niin Baltian maista kuin muualta tuleviin partiolaisiin, joita odotetaan leirille yli 600!

Matka on tarkoitettu tarpojille ja sitä vanhemmille partiolaisille. Koska delegaatiomme koko on yhteistyössä järjestäjien kanssa sovittu olevan max. 50 henkilöä, painotamme valinnassa erityisesti tarpoja ja samoajia. Leirille otetaan kuitenkin myös vanhempia partiolaisia johtajatehtäviin, vähintään kaksi aikuista kymmentä alaikäistä partiolaista kohti. Leirillä yli 18-vuotiaat toimivat joko joukkueen tehtävissä tai leirin palvelutehtävissä. Pääsääntöisesti lähtijät valitaan ilmoittautumisjärjestyksessä.

Osallistumismaksu on 310€ sisältäen leirimaksun, ruokailut ja matkat (Helsinki-leiripaikka-Helsinki). Osallistujat kustantavat itse matkansa Helsinkiin. Ennen leiriä yövytään joukkueen kanssa yksi yö Tallinnassa.

Ilmoittautuminen matkalle on nyt käynnissä! Ilmoittautuminen päättyy 25.1.2015, joten varmista paikkasi täyttämällä [ilmoittautumislomake](#).

Lisätietoja antaa matkanjohtaja Camilla Rautala, balticjam@partio.fi. Leirillä on myös oma [Facebook-sivu](#).

It will be fun, it will be hard, it will be challenging, be prepared!

Attachment 2. Communication plan

Marketing and registration

- marketing and registration period middle of December 2014- 25.1.2015
- official marketing channels of Guides and Scouts of Finland, including official internet pages and electrical publications
- additional marketing in Facebook's scouting pages if needed
- registration in Kuksa

1. camp letter

- participants (including team leaders) and guardians
- posted letter at the beginning of February 2015
- overview on trip and Jamboree, information on paying the participation fee
- terms of participation and cancellation

Finnish contingent -Facebook group

- project leader creates group, which is open when the 1. camp letter is sent
- place for participants to get know each other and have direct contact with the project management team
- all official information shared also through this channel
- encouragement and spirit lifting messages before the trip and sharing pictures etc. during and after the trip

Collecting of payments and permission slips

- payments carried out in accordance with organisational procedures, the Scout office informs project management team on the progress of payment collection, due of payment 6.2.2015
- signed participation terms collected by the Scout office through e-mail and postedmail, the coordinator receiving the documents informs the project management team on the progress of collection, due 25.2.2015

2. and 3. camp letters

- electrical letter send through Kuksa in May
- detailed information on camp program and equipment
- detailed itinerary
- 3. camp letter send later than May only if needed

Recruitment conversations with team leaders

- meeting in person or via Skype depending on the physical locations of the team leaders
- End of May or beginning of June
- roles, responsibilities and expectations of the team leaders throughout the trip
- trip rules and risk communication
- detailed trip itinerary and equipment list

Information during the trip

- project management team delivers relevant information to team leaders, who then share it with their groups
- project management team continuously enquires feedback and possible need of information from the participants

Blog and Facebook post on organisation's media

- blog post on organisation's International Scouting blog after the trip, hopefully written by the participants
- posts on organisation's International Scouting Facebook page during the trip, posted by project management team

Feedback and letter of thanks

- electrical letter through Kuksa in August
- thanking the participants and providing information on possible post-trip procedures
- feedback questionnaire; separate questions for team leaders and other participants

Attachment 3. Camp letter 1



Tervetuloa Tagametsaan!

Saat tämän leirikirjeen, koska olet ilmoittautunut mukaan Suomen Partiolaisten leirimatkalle Viroon. Meitä on mukana jo yli viisikymmentä, mutta olemme saaneet järjestäjiltä luvan tuoda koko porukan leirille! Maksamalla sähköisesti 6.2. lähetetyn leirimaksun sekä palauttamalla liitteenä olevan osallistumis- ja peruutusehtolomakkeen eräpäivään mennessä varmistat paikkasi mahtavalle partiomatkalle. Otathan leirimatkan johtajaan yhteyttä, jos et saa laskua 15.2 mennessä tai et olekaan osallistumassa matkalle.

Viikko täynnä vauhdikasta toimintaa, uusia partiotuttavuuksia ympäri Eurooppaa ja ennen kaikkea unohtumattomia elämyksiä. Tätä kaikkea on ensi kesänä luvassa Baltian jamboreella – ja mikä parasta, me olemme paikan päällä niitä kokemassa!

Olemme parhaillaan valmistelemassa matka-aikatauluun liittyviä yksityiskohtia voidaksemme vahvistaa matkaohjelman. Tarkoitus on matkustaa iltapäivälautalla Helsingistä Tallinnaan 13. heinäkuuta ja viettää ensimmäinen yö Tallinnassa, josta matka jatkuu leiripaikalle bussilla.

Jotta matkat eivät olisi pelkkää bussissa istumista, yritämme tehdä myös muutaman kaupunkipysähdysten matkalla Tagametsaan. Takaisin Helsinkiin saavutaan alkuillasta 19. heinäkuuta.

Jamboreella tulee olemaan kuusi kansainvälistä alaleiriä, joihin kaikkien maiden osallistujat jaetaan tasaisesti. Leirillä on siis erinomainen mahdollisuus tutustua erimaalaisiin partiolaisiin, sillä joukkueemme jaetaan useampaan alaleiriin. Jokaiseen alaleiriin tulee myös suomalainen ryhmänjohtaja ja ryhmäjoessa huomioidaan osallistujien lippukunnat.

Leirillä yövytään omissa teltoissa, joten haluamme jo nyt kartoittaa telttilannetta. Ota siis yhteyttä staabiin, jos sinulla ei ole telttapaikkaa tai päinvastaisesti sinulla on teltta, jossa olisi tilaa. Näin varmistamme, että kaikilla ryhmillä on tarpeeksi telttoja ja tarvittaessa pystymme jo nyt aloittamaan lisätelttojen hankinnan.

Tarkempaa tietoa leiristä ja matkajärjestelyistä saapuu toisen leirikirjeen muodossa toukokuun aikana. Varmistathan, että Kuksassa on ajan tasalla oleva sähköpostiosite, sillä seuraava leirikirje lähetetään vain sähköisessä muodossa.

Jokunen kuukausi on jäljellä, ennen kuin pakkaaminen alkaa, mutta sitä odotellessa kannattaa ehdottomasti käydä tutustumassa leirin Facebook sivuihin Baltic Olympic Jamboree 2015 - Ancient Games sekä liittyä joukkueemme omaan Facebook ryhmään Baltic Jamboree 2015 -Finnish contingent.

Staabiin saat yhteyden osoitteella BalticJam@partio.fi tai tarvittaessa numerosta [REDACTED] (Camilla Rautala)

It will be fun, it will be hard, it will be challenging, be prepared!

Partioterveisin,

Camilla Rautala

Leirimatkan joukkueenjohtaja

Suomen Partiolaiset - Finlands Scouter ry

Töölönkatu 55, 00250 Helsinki Puh. (+358 9) 8865 1100 Faksi (+358 9) 8865 1199 info@partio.fi www.partio.fi

Attachment 4. Camp letter 2



Kohta lähdetään!

Leirimatkamme lähestyy ja nyt on aika aloittaa varusteiden kokoaminen ja valmistautua huikeaan jamboreematkaan. Tässä leirikirjeestä löydät tarkennetun matkaohjelmamme Helsingistä Tagametsaan ja takaisin, tietoa jamboreen ohjelmasta sekä varusteluettelon pakkaamisen avuksi. Liitteenä ovat myös laivayhtiön ja leiriorganisaation lupalomakkeet, lähetä molemmat kirjeen lopussa olevien ohjeiden mukaisesti mahdollisimman pian

Matkaohjelma

- 13.7. Lautalla Helsingistä Tallinnaan klo.16.30 lähtevällä M/S Superstarilla. Buffetruokahu laivassa.
Laiva saapuu Tallinaan klo 18.30 ja satamasta kävelemme Monk's Bunk hostelliin n. 2km. Sateen sattuessa tavarat kuljetetaan satamasta hostelliin taksilla.
- 14.7. Aamupala hotellilla ja bussi kohti Tagametsaa lähtee klo. 10.00.
Matkalla lounaspysähdys Paidessa ja leirialueelle saapuminen klo 14.00 jälkeen.
- 14.7.–19.5. Baltian jamboree
- 19.5. Lähtö Tagametsästä n. klo 13.00, bussilla suoraan Tallinnan satamaan.
Tallink M/S Superstar Tallinnasta klo. 16.30, saapuminen Helsingin Länsisatamaan klo. 18.30.
Buffetruokahu laivassa.

Lähtömme tapahtuu **Helsingin Länsisataman terminaalista maanantaina 13.7** ja paikalla tulee olla viimeistään klo **15.30**. Kokoonnumme terminaalin ykköskerroksessa – metsästä huivillinen joukko!

Takaisin Helsinkiin, samaan terminaaliin saavumme 19.5. n. klo 18.30.

[Tästä](#) lisätietoa Länsisataman kulkuyhteyksistä. Huomioithan, että alueella on poikkeukselliset liikennejärjestelyt, joten ole ajoissa liikkeellä.

Laivayhtiötä varten tarvitsemme kaikilta alaikäisiltä liitteenä olevan lupalapun huoltajan allekirjoittamana, johon vastuuhenkilöksi ryhmäjoon mukainen lähiaikainen (ensimmäisenä nimenä ryhmässä.) HUOM! Vastuuhenkilöjoassa muutama poikkeus: [REDACTED]

Kaikkien tulee myös täyttää järjestäjäorganisaatiolle annettava henkilötietolomake. Merkitse johtajaksi Camilla Rautala, puhelinnumero [REDACTED] Troop name: Finnish contingent

Täytä siis liitteenä olevat lomakkeet ja lähetä ne skannattuna osoitteeseen [REDACTED] tai postitse osoitteeseen [REDACTED]



Muutamalta puuttuu myös osallistumis- ja peruutusehdot, palautattehan ne mahdollisimman pian partiotoimistolle osoitteeseen Töölönkatu 55, 00250 Helsinki tai sähköisesti osoitteeseen [REDACTED] Asiasta laitettu erikseen muistutus sähköpostitse.

Leirimatkalle ei ole mahdollista lähteä, jos näitä lomakkeita ei ole palautettu!

Jamboreelle saapuu noin 700 osallistujaa, jotka jakaantuvat kuuteen alaleiriin. Suomen joukkue jaetaan viiteen alaleiriin 9-12 hengen ryhmissä, joissa jokaisessa on vähintään yksi yli 25-vuotias ryhmänjohtaja. Liitteenä olevasta listasta pääset kukkaamaan oman ryhmäsi.

Leirin ohjelmassa yhdistyy antiikin olympialaiset ja baltialainen kulttuuri. Jamboree avataan näyttävästi suuilitanuotiolla ja seuraavat kolme päivää ryhmät pääsevät aktiviteettien myötä testaamaan mm. tiimityöskentelyä, selviytymistaitoja sekä aivonystyröitään. Leiri huipentuu lauantaina pidettäviin markkinoihin ja grillijuhliin sekä illan päättävään discoon.

Ruokailu jamboreella tapahtuu keskuskeittiössä alaleireittäin, joten meidän ei tarvitse viedä mukanaamme ruuanlaittokamppeita – mukaan tarvitaan vain henkilökohtaiset astiat. Leirillä on käytössä ulkosuuhkut ja leirillä pääsee myös kerran saunaan.

Leirialueen kännykkäverkko ei ole erityisen hyvä, joten järjestäjät ovat päättäneet rajoittaa kännyköiden käyttöä varmistaakseen että verkko ei ruuhkaudu, jotta välttämättömät puhelut (mm. hätäpuhelut) on mahdollista hoitaa. Allekirjoittamalla järjestäjäorganisaation lupalomakkeen, kaikki osallistujat lupaavat olla käyttämättä verkkoa netissä surffailuun tai turhaan puhelimesta rupateluun. Leirin aikana vain johtajilla on mahdollisuus ladata kännyköitään. Lähetämme vielä ennen leiriä sähköisen listan matkanaikaisista yhteystiedoista kaikille osallistujille ja huoltajille.

Jamboreella nukutaan omilla teltoissa, jotka jokainen ryhmä ottaa mukaa Suomesta. Varmistaaksemme että jokaisella on telttapaikea tarvitsemme tiedon kenen on mahdollista ottaa teltta leirille mukaan. Jos sinulla on mahdollisuus ottaa teltta mukaan (esim. lainata lippukunnaltasi) ilmoitathan siitä Camillalle ja kerro samalla ketkä teltassa nukkuvat ja onko teltassa mahdollisesti tilaa vielä muillekin. Toisaalta, jos sinulla ei ole telttapaikeaa, ilmoitathan siitäkin, jotta voimme tarvittaessa hankkia lisää teltoja. Huomioi teltan valinnassa seuraavat:

- Teltan oltava kevyt, jossa on tarvittavat kepit mukana (ei kymppi- tai pj-teltoja!)
- Tilaa nukkumiselle ja tavaroiden säilytykselle

Kaikilla tulee olla kaulassa Suomen Partiolaisten sinivalkoinen edustushuivi, joita saa Scandinavian outdoor -kaupoista ja partiopaita pitää olla päällä ainakin jamboreen avajaisissa ja päättäjaisissa. Muut partiotasusteet, kuten päähineet, ovat vapaaehtoisia, mutta esimerkiksi väiskit ja lippukuntahuivit ovat hyviä vaihtotavaroita kansainvälisillä leireillä.

Ota mukaan ainakin:

Partiopaita ja sinivalkoinen edustushuivi

Kuvallinen henkilötodistus tai passi

Eurooppalainen sairaanhoitokortti (jos on, lisätietoa www.kela.fi/eurooppalainen-sairaanhoitokortti)

Makuupussi ja – alusta

Ruokailuvälineet ja kuivauspyyhe

Juomapullo

Päiväreppu

Pieni EA pakkaus

Vaatetus kaikenlaiseen keliin

Sadevarusteet

Päähine

Aurinkovoide ja hyttyskarkote

Uimapuku ja pyyhe

Peseytymisvälineet ja hygienia- ja puhdistusvälineet

Puukko

Taskulamppu ja varaparinot

Rannekello (kännykän sijasta)

Muistiinpanovälineet

Rahaa; jamboreella on kioskia, josta saa pientä purtavaa ja juotavaa

Partiotuotteita, kuten väiskejä tai huiveja, voi ottaa vaihtamista varten


Pakkauksen ohella kannattaa käydä tutustumassa [Baltic Olympic Jamboree 2015](#) – nettisivuihin ja Baltic Olympic Jamboree 2015 – Ancient Games – Facebook yhteisöön, joista löytyy tietoa niin ohjelmasta kuin järjestäjistäkin.

Tietoa partiolaisten matkavakuutuksesta löytyy [tästä](#). Partiovakuutus on aina tapaturma- ja matkavakuutuksen osalta toissijainen. Vahingon sattuessa korvausta haetaan ensisijaisesti vakuutetun omasta vakuutuksesta.

Ulkoasianministeriön sivulta löytyy myös ajankohtainen [Viron matkustustiedote](#).

Eli muistilistana,

- Lähetä laivayhtiön ja järjestäjäorganisaation lupalaput Camillalle sähköisesti tai postitse
- Palauta osallistumis- ja peruutusehdot partiotoimistolle, jos et ole sitä vielä tehnyt

Kysymykset ja telttatiedot voi lähettää osoitteeseen 

It will be fun, it will be hard, it will be challenging, be prepared!

Partiovasemmalla,

Leirimatkan staabi Camilla Rautala, Anniina Markkula ja Ritva Ryyänen

Camilla Rautala



Attachment 5. Terms of participation and cancellation



Osallistumis- ja peruutusehdot Suomen Partiolaisten järjestämälle leirimatkalle Viroon 2015

Osallistujat

Leirimatkalle voivat osallistua kaikki 2003-vuonna tai sitä ennen syntyneet tarpojat, samoajat, vaeltajat, sekä aikuiset. Osallistujilla tulee olla partiolaisten vuoden 2015 jäsenmaksu maksettuna.

Leirin ajankohta

Leirimatkan ajankohta on sitoumuksesta 13.–19.7.2015. Matkan alkamis- tai päättymispäiviin voi tulla pieniä muutoksia, kun matkaohjelma täsmentyy. Leirin ajankohta on 14.–19.7.2015.

Ilmoittautuminen, sitovuus ja peruutusehdot

Leirimatkalle ilmoittautuminen on päättynyt. Ilmoittautumisesta tulee sitova ja paikka leirijoukkueessa vahvistunut, kun osallistumismaksun ensimmäinen erä on maksettu eräpäivään mennessä.

Peruutus on tehtävä Suomen Partiolaisten infoon sähköpostilla osoitteella info@partio.fi.

Jos peruutus tehdään sen jälkeen kun ilmoittautumisesta on tullut sitova, mutta viimeistään kahta kuukautta ennen tapahtumaa, Suomen Partiolaiset – Finlands Scouter ry pidättää tai perii osallistumismaksusta sen osan, joka vastaa aiheutuneita kuluja.

Mikäli peruutus tehdään myöhemmin kuin kahta kuukautta ennen tapahtumaa, osallistumismaksun voi saada takaisin vain päteväen syyn perusteella (oma tai lähiomaisen vaikea sairaus tai kuolema tai vastaava syy) ja mahdollista lääkärintodistusta vastaan. Tällöinkin järjestäjällä on oikeus pidättää tai periä osallistumismaksusta se osa, joka vastaa aiheutuneita kuluja. Ilmoittautuneella voi olla mahdollisuus saada korvausta näistä kuluista omasta vakuutuksestaan.

Järjestäjällä on oikeus peruuttaa tapahtuma yleisissä force majeure -tilanteissa (sota, kapina, lakko tai vastaava poikkeustilanne Suomessa tai kohdealueella). Tällöin osallistujille palautetaan osallistumismaksu vähennettynä aiheutuneilla kuluilla.

Osallistumismaksut ja maksuaikataulu

Osallistumismaksu on 310 euroa, ja se maksetaan yhdessä erässä.

1. erä 310 euroa 22.2.2015

Osallistumismaksu muodostuu neljästä elementistä: matka- ja ateriakustannuksista, leirimaksusta, joukkueen yhteisistä menoista sekä vararahastosta.

Vakuutukset, säännöt ja turvallisuus

Osallistujien on huolehdittava tarvittavasta vakuutusturvastaan itse. Osallistujien on tutustuttava partiovakuutuksen ehtoihin, ja täydennettävä omaa vakuutusturvaansa itse. Ehtoihin voi käydä tutustumassa osoitteessa www.partio.fi/turvallisuus.

Leirimatkan aikana jokainen edustaa suomalaista partiotoimintaa. Siksi matkustettaessa pidetään sinivalkoista kansainvälistä partiohuivia kaulassa ja käyttäytyään partiomaisesti. Leirimatka on päihteetön. Huivit eivät sisälly osallistumismaksuun, vaan jokaisen tulee hankkia itselleen kv-huivi itse ennen matkaa.

Mikäli osallistuja vakavasti vaarantaa oman tai muiden osallistujien turvallisuuden tai muutoin vakavasti rikkoo tapahtuman sääntöjä, voidaan hänet poistaa tapahtumasta matkanjohtajan päätöksellä. Tällöin osallistuja vastaa itse poistamisen aiheuttamista kustannuksista, eikä hänellä ole oikeutta saada hyvitystä maksetusta osallistumismaksusta.

Ilmoittautumalla hyväksyt, että tapahtumassa saatetaan ottaa valokuvia, joissa leiriläinen saattaa esiintyä, ja näitä kuvia saatetaan käyttää partion viestinnässä ilman kuvissa esiintyvien henkilöiden erityistä lupaa.

Palauta liitteenä oleva lomake Partioasemalle **allekirjoitettuna** 25.2.2014 mennessä sähköisesti tai postilla. Alle 18 -vuotiailta tarvitaan huoltajan allekirjoitus. Kirjoita kuoreen/viestiin merkintä ”Suomen Partiolaiset ry/Baltian Jamboree 2015”.

Palautusosoite:

Suomen Partiolaiset/ Katriina Kuusela

Töölönkatu 55

00250 Helsinki

tai 

Alle 18 – v. huoltajat:
Annan luvan alaikäiselle lapselle/huollettavalleni osallistua Suomen Partiolaisten järjestämälle leirimatkalle Viroon 13–19.7.2015

Hyväksyn Baltian jamboreen 2015 leirin peruutus- ja osallistumisehdot omasta/huollettavani puolesta.

Osallistujan nimi:

Allekirjoittajan nimi (ellei sama):

Paikka

Aika

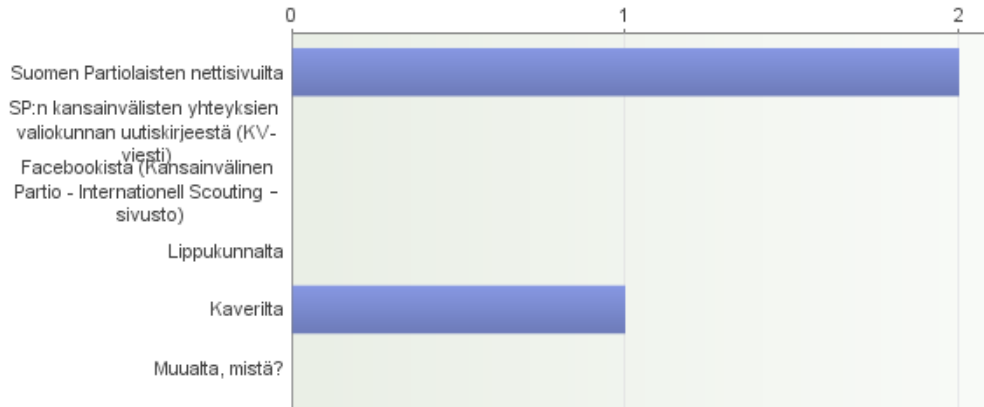
Allekirjoitus

Attachment 6. Feedback questionnaire results from team leaders

Baltian jamboreematkan palautekysely ryhmänjohtajille

1. Mistä sait tiedon/kuulit leirimatkasta?

Vastaajien määrä: 3



2. Oliko leirimatka sopivan hintainen?

Vastaajien määrä: 3



3. Arvioi tyytyväisyytesi matkan yleiseen tiedotukseen liittyviin asioihin

Vastaajien määrä: 3

	Erittäin tyytyväinen	Tyytyväinen	En osaa sanoa	Tyytymätön	Erittäin tyytymätön	Yhteensä
Tiedottamisen riittävyys	0	3	0	0	0	3
Leirikirjeiden sisältö	2	1	0	0	0	3
Tiedotuskanavien tehokkuus (sähköposti, facebook, skype, doodle, SP:n nettisivut)	0	3	0	0	0	3

4. Olisitko kaivannut enemmän tietoa? Mitä olisit kaivannut? Mitä muita tiedotuskanavia olisit toivonut käytettävän?

Vastaajien määrä: 1

- Sähköpostilla sai hyvin vastaukset. Skype-kokous oli hyvä ja välttämätön.

5. Pestikeskustelun jälkeen tiesin mitä tehtäviä/ vastuita pestiin kuuluu

Vastaajien määrä: 3

	Täysin samaa mieltä	Osittain samaa mieltä	En osaa sanoa	Osittain eri mieltä	Täysin eri mieltä	Yhteensä
ennen matkaa	2	1	0	0	0	3
matkustamisen aikana	2	1	0	0	0	3
leirin aikana	1	2	0	0	0	3

6. Arvioi seuraavien hyödyllisyyttä ja riittävyyttä.

Vastaajien määrä: 3

	Erittäin hyödyllinen ja riittävä	Melko hyödyllinen ja riittävä	En osaa sanoa	Melko epähyödyllinen ja riittämätön	Täysin epähyödyllinen ja riittämätön	Yhteensä
Ryhmänjohtajien pestikeskustelu	2	1	0	0	0	3
Pestikeskustelujen yhteenveto	2	0	0	1	0	3
Ohjeistus matkustamisen aikana	1	2	0	0	0	3
Ohjeistus leirin aikana	0	2	0	1	0	3
Staabin tuki matkan ja leirin aikana	1	1	0	1	0	3
Saamani kiitos ryhmänjohtajana toimimisesta	0	1	2	0	0	3

7. Avoin palaute ryhmänjohtajana toimimisesta sekä staabin tuesta ja ohjauksesta

Vastaajien määrä: 1

- Hämmennystä aiheutti kun meillä oli iso VaMe porukka myös, heidän ja meidän johtajien yhteistyö kesti käynnistyä. Loppu hyvin, kaikki hyvin. Leirin sisäinen tiedon kulku ontui, sehän ei johtunut suomalaisista. Yhteiskuva ja jäätelö oli kiva ylläri.

8. Arvioi seuraavien matkajärjestelyiden toimivuutta.

Vastaajien määrä: 3

	Erittäin onnistunut	Melko onnistunut	En osaa sanoa	Melko epäonnistunut	Erittäin epäonnistunut	Yhteensä
Laivajärjestelyt	2	1	0	0	0	3
Taksi/kävelymatka hostellille	2	1	0	0	0	3
Hostellijärjestelyt	0	0	1	2	0	3
Bussijärjestelyt	2	1	0	0	0	3
Lounaspysähdys Paidessa	2	1	0	0	0	3

9. Avoin palaute laiva-, hostelli-, ja bussijärjestelyistä

Vastaajien määrä: 1

- Enpä ennen ole joutunut aamiaisella tiskaamaan hostellissa :)
Huumorilla kaikki sujui. Hytät ehdottoman tärkeitä.

10. Arvioi seuraavia väittämiä

Vastaajien määrä: 3

	Täysin samaa mieltä	Melko samaa mieltä	En osaa sanoa	Melko eri mieltä	Täysin eri mieltä	Yhteensä
Leiri täytti odotukseni	3	0	0	0	0	3
Tutustuin leirillä muiden maiden partiolaisiin	3	0	0	0	0	3
Aion jatkossakin osallistua kansainvälisille leirimatkoille	2	1	0	0	0	3

11. Mitä olisimme voineet tehdä toisin? Miten voisimme kehittää leirimatkojen järjestämistä?

Vastaajien määrä: 1

- Hostellin sijasta vaikka yölaivakin olisi ollut parempi. Toisaalta on vaikeata aikatauluttaa kun ihmiset tulevat eri puolilta Suomea. Oma huoltoauto olisi helpottanut asioita. Vrt VaMe.

12. Avoin palaute leirimatkaan liittyen.

Vastaajien määrä: 1

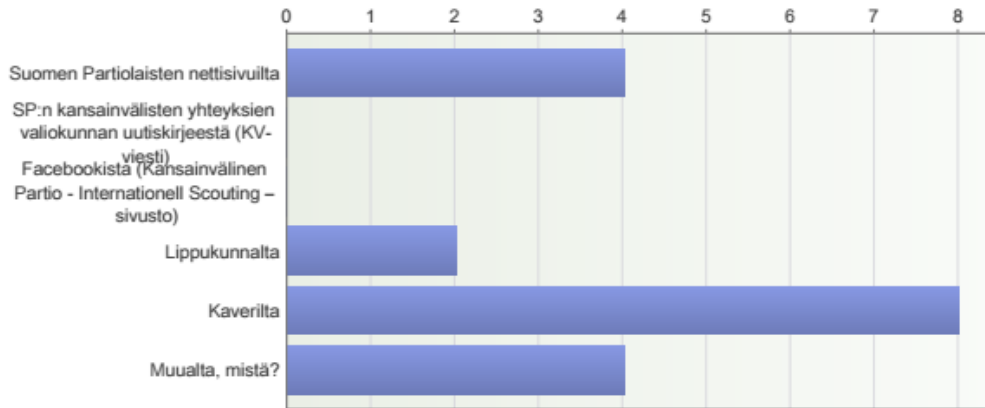
- Hauska, mielenkiintoinen, opettavainen reissu. Kiitos staabille:) -Vili

Attachment 7. Feedback questionnaire results from participants

Baltian jamboreematkan palautekysely

1. Mistä sait tiedon/kuulit leirimatkasta?

Vastaajien määrä: 18

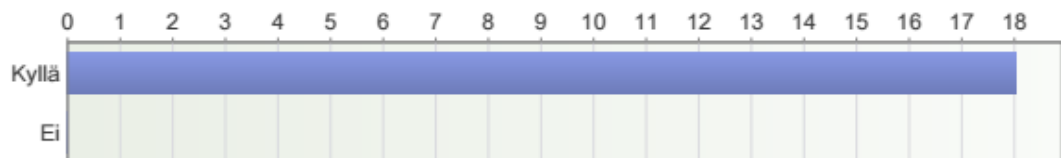


Avoimet vastaukset: Muualta, mistä?

- Partio- lehdestä
- omalta johtajalta
- Johtajatuttavalta
- vartiomme johtajalta

2. Oliko leirimatka sopivan hintainen?

Vastaajien määrä: 18



3. Miksi ei?

Ei vastauksia.

4. Arvioi tyytyväisyytesi matkan yleiseen tiedotukseen liittyviin asioihin.

Vastaajien määrä: 18

	Erittäin tyytyväinen	Tyytyväinen	En osaa sanoa	Tyytymätön	Erittäin tyytymätön	Yhteensä
Tiedottamisen riittävyys	7	11	0	0	0	18
Leirikirjeiden sisältö	9	8	1	0	0	18
Tiedotuskanavien tehokkuus (sähköposti, facebook)	8	8	2	1	0	19

5. Olisitko kaivannut enemmän tietoa? Mitä olisit kaivannut? Mitä muita tiedotuskanavia olisit toivonut käytettävän?

Vastaajien määrä: 4

- Aikataulusta olisi ollut kiva saada tietoa aikaisemmin, jotta junalipun olisi saanut halvemmalla.
- Tiedotus oli riittävää, johonkin olisi voinut ehkä kerätä tiivistetysti matkan perustietoja ja muistettavaa, ettei tarvitsisi etsiä sähköposteista
- Sain kaiken tarvitsemani tiedon.
- En olisi kaivannut enempää tietoa. Tiedotuskanavat olivat toimivia.

6. Arvioi seuraavien matkajärjestelyiden toimivuutta.

Vastaajien määrä: 18

	Erittäin onnistunut	Melko onnistunut	En osaa sanoa	Melko epäonnistunut	Erittäin epäonnistunut	Yhteensä
Laivajärjestelyt	14	4	0	0	0	18
Taksi/kävelymatka hostelleille	9	8	1	0	0	18
Hostellijärjestelyt	5	7	4	2	1	19
Bussijärjestelyt	14	4	0	0	0	18
Lounaspysähdys Paidessa	16	2	0	0	0	18

7. Avoin palaute ryhmänjohtajana toimimisesta sekä staabin tuesta ja ohjauksesta

Vastaajien määrä: 1

- Hämmennystä aiheutti kun meillä oli iso VaMe porukka myös, heidän ja meidän johtajien yhteistyö kesti käynnistyä. Loppu hyvin, kaikki hyvin. Leirin sisäinen tiedon kulku ontui, sehän ei johtunut suomalaisista. Yhteiskuva ja jäätelö oli kiva ylläri.

8. Arvioi seuraavien hyödyllisyyttä ja riittävyttä.

Vastaajien määrä: 18

	Erittäin hyödyllinen ja riittävä	Melko hyödyllinen ja riittävä	En osaa sanoa	Melko epähyödyllinen ja riittämätön	Täysin epähyödyllinen ja riittämätön	Yhteensä
Ohjeistus matkustamisen aikana	12	7	0	0	0	19
Staabin ja ryhmänjohtajien antama ohjeistus leirin aikana	9	9	0	0	0	18
Staabin tuki ja tavoitettavuus	10	5	2	0	1	18
Ryhmänjohtajan tuki ja tavoitettavuus	15	2	1	0	0	18

9. Avoin palaute staabin ja ryhmänjohtajien toiminnasta leirimatkan aikana.

Vastaajien määrä: 2

- Staabiin en ollut yhteydessä missään vaiheessa, enkä osaa sanoa olisinko saanut apua jos olisin tarvinnut. Ryhmänjohtajat olivat kokoajan tavoitettavissa ja antoivat hyödyllistä tietoa ja apua (+ruokaa :D) kokoajan.
- Loistavaa :D

10. Arvioi seuraavia väittämiä.

Vastaajien määrä: 18

	Täysin samaa mieltä	Melko samaa mieltä	En osaa sanoa	Melko eri mieltä	Täysin eri mieltä	Yhteensä
Leiri täytti odotukseni	12	6	0	0	0	18
Tutustuin leirillä muiden maiden partiolaisiin	12	6	0	1	0	19
Aion jatkossakin osallistua kansainvälisille leirimatkoille	15	3	0	0	0	18

11. Mitä olisimme voineet tehdä toisin? Miten voimme kehittää leirimatkojen järjestämistä?

Vastaajien määrä: 2

- Suomen päästä kaikki meni nappiin, en keksi parannettavaa :)
- Leirimatkoista voisi tiedottaa tehokkaammin lippukunnille, jolloin tieto voisi saavuttaa suuremman määrän ihmisiä.

12. Avoin palaute leirimatkaan liittyen.

Vastaajien määrä: 6

- Olisi ollut kiva nähdä Viroa leirin lisäksi. Esim. 1-2 päivää pidempi reissu. Mutta hyvän näinkin ja Paiden pysähdys oli kiva kun näki vähän kaupunkia, tosin tähänkin olisi voinut varata enemmän aikaa.
- Paikallisten osalta jotkut käytännön asiat olisi voinut tehdä toisin, esim yhteiset aloitus- ja lopetuseremoniat eivät toimineet kovin hyvin ja leirilaulu ei ollut kovin mukaansatempaava... :D
- Kiitos kaikista leirille tuoduista väli- ja iltapaloista, piristivät päivää ihanasti!
- Leirimatka oli todella kiva kokemus.
- Oli ihana matka, kiitos kaikesta
- Lähdöt ois voinu ehkä ollaa silleen että tallinnassa ois ollu vähän lisääaikaa vaikka omakustanteisella syömisellä.

Attachment 8. Post in the Facebook of international scouting in Finland



Kansainvälinen Partio - Internationell Scouting lisäsi 2 uutta kuvaa.

15. heinäkuuta · Muokattu · 

Bussillinen iloisia suomalaisia partiolaisia on matkalla Baltian Jamboreelle, jossa luvassa jännittävää ohjelmaa teemalla Ancient Games. Suomalaiset eivät ole ainoita leirille suuntaavia vaan myös liettualaiset, latvialaiset, unkarilaiset ja belgialaiset ovat matkalla kohti Tagametsaa! Leirin järjestäjät ovat luvanneet: It will fun, it will be hard, it will be challenging!



 Tykkää  Kommentoi  Jaa

Ritva Ryyänen, Mari Erola, Julia Liitola ja 21 muuta tykkäävät tästä.

Attachment 9. Baltic Olympic Jamboree program

	14 Tuesday	15 Wednesday	16 Thursday	17 Friday	18 Saturday	19 Sunday	
8.00 AM		Wake up call	Wake up call	Wake up call	Wake up call	Wake up call	
8.30 AM		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
9.00 AM							
10.00 AM		Introduction to the day	Introduction to the day	Introduction to the day	Introduction to the day	Ending ceremony	
10.30 AM		Activity fields	Activity fields	Activity fields	Friendship games	Packing & leaving	
11.00 AM							
12.00 AM							
13.00 PM		Arrival	Lunch	Lunch	Lunch	Snacktime	Lunch/ leaving
14.00 PM						Preparation for the fair	
14.30 PM			Theme day activity	Theme day activity	Theme day activity	Fair & Grill	
15.00 PM	Activity fields cont.		Activity fields cont.	Activity fields cont.			
16.00 PM							
17.00 PM							
18.00 PM	Sauna time 1		Sauna time 3	Sauna time 5			
19.00 PM	Dinner		Dinner	Dinner	Dinner		
20.00 PM							
20.30 PM	Dinner		Theme day activity	Theme day activity	Theme day activity	Free hour	
21.00 PM		Subcampfire	Subcampfire	Subcampfire	Ending fire		
21.30 PM	Opening Ceremony	Sauna time 2	Sauna time 4	Sauna time 6			
22.00 PM	Silent hour	Silent hour	Silent hour	Silent hour	Disco		
23.00 PM	Night peace	Night peace	Night peace	Night peace			
24.00 PM							