



**SCOUTS**<sup>®</sup>  
Creating a Better World

# THE SCOUTSHIP

A COMPASS TO ADULT VOLUNTEERS





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Creating a Better World

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ADULTS IN SCOUTING  
September 2020

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**THE SCOUTSHIP**  
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## PREFACE

The need to support National Scout Organizations (NSOs) in developing their training capacity was recognised a long time ago. Since the 26th World Scout Conference in Montreal 1977, NSOs have been entrusted with this responsibility. Efforts have been made on improving and expanding training material to assist NSOs to develop relevant training schemes and programmes, organise their courses, and increase the skills and capability of their trainers. The International Training Handbook was initially produced and updated periodically during those years.

Based on the recommendation of the 33rd World Scout Conference in Bangkok 1993, the necessary steps were taken to ensure the full implementation of the provisions of the World Adult Resources Policy. The first version of the World Adult Resources Handbook (WARH) was born. The WARH was aimed primarily at those who have the responsibility for managing adult resources, such as members of the National Adult Resources Committee. It was also utilised by those responsible for training at the national level, and even more widely due to specific needs.

By adopting the World Adults in Scouting Policy in 2011 and its revision in 2017, the need for a resource that covers elements of the new policy and the Adults in Scouting Life Cycle became evident. After intensive work by a dedicated team and experts in Adults in Scouting, and with the involvement of different stakeholders, the reviewed World Adults in Scouting Handbook is now available. In the efforts of digitizing our resources, the handbook presents itself as an online platform, now called **Scoutship**.

There is a Glossary for non-scout users at the end of the resource.

You can find its digital edition of Scoutship on the <http://scoutship.scout.org>



# INSPIRATION

Our World Adults in Scouting Policy used in the management of volunteers and staff in World Scouting has a strong foundation, having grown from long established traditions and practices of the Scout Movement.



## SCOUT PATH

What started as a small camp on Brownsea Island (close to Dorset, UK) with 20 boys in 1907, is now a Movement of more than 50 million Scouts in 224 countries and territories. Since its formation, some 500 million people have been Scouts, including prominent people in every field, such as US civil rights activist Martin Luther King Jr., British naturalist David Attenborough, and former United Nations Secretary General Ban Ki-moon.

By combining adventure, education, and fun, Scouting manages to continuously renew and adapt itself to a changing world and the differing needs and interests of young people across the globe. In doing so it continues to inspire young people to become active local and global citizens, helping to create a better world. Come with us as we travel the path that led Scouting to be the largest educational youth movement in the world.

**Visit also:**

[WOSM web-page Scout.org](http://WOSM_web-page_Scout.org)

## LORD BADEN-POWELL MESSAGE



Since September 1919 adult volunteers in the Scouts have been awarded the Wood Badge on the completion of their leader training. The basic badge is made up of two wooden beads worn at the end of a leather lace. This iconic symbol of Scouting is following generations of Scouts across the last 100 years. Lord Baden-Powell gave a significant speech on the opening of the pilot Wood Badge course to be held at Gilwell Park in September 1919.

*"Brother workers, commissioners, Scout Masters, and Cub Masters. I have been thinking of your work lately and I have come to the conclusion that you are building better than possibly you know; or generate better you knew when you first took your place in what is now a great Brotherhood of service.*

*It is a fine show, and it is growing in importance as it influences day by day. But I noticed that as the public realizes more and more, it's aims and possibilities so more and more they expect to see really effective results on the boy. They judge the movement by this. That responsibility rests on the Scout Master later than was formerly the case of giving the right application of our Method to his boy.*

*To ensure this the first essential is that Scout Masters themselves, as well as their Commissioners, should have thoroughly grasped the ideal, we aim for the reasons of*



*various steps in the training and the meaning that underlies them. To this end the opening of our Gilwell Park training school is in my mind the most important step that has occurred in the history of the Movement since its inauguration.*

*I venture the hope that every Commissioner, Scout Master, and Cub Master who is unable to attend the Gilwell park course himself will take steps to gain the latest particulars by availing himself of the help now open to him through instructors who have been through that training.*

*In addition to what I have said in Aids to Scoutmastership, I should like to emphasize the importance of developing in the boys these two qualities: patience and self-elimination. I have seen in my time more careers wrecked through ones of patience than through drink, gambling, or any other vice. By self-elimination, I mean that selfless service for others of which you yourself are giving so pregnant its personal example.*

*You are doing a big thing for God for your Country and your kind and I warmly wish you all further success."*

**Visit also:**

[BP message \(audio\)](#)



## MISSION AND VISION OF SCOUTING AND THE ADULTS IN SCOUTING

### **Mission**

*"The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society."*

### **Vision**

*"By 2023 Scouting will be the world's leading educational youth movement, enabling 100 million young people to be active citizens creating positive change in their communities and in the world based on shared values."*

Together with the Mission and Vision, we must include the WOSM Strategic Priorities adopted at the 40th World Scout Conference in Slovenia in 2014, in particular the Educational Methods priority and its relevance for Adults in Scouting.

### **Educational Methods Strategic Priority**

*"The Youth Programme should provide a non-formal learning environment strengthening the capacity of young people to face the challenges of tomorrow. Scouting should attract, train and retain quality adult volunteers to deliver the Youth Programme."*

The aim of the Adults in Scouting Policy, as with the World Scout Youth Programme Policy and other WOSM Scouting policies, is to support the Mission of Scouting. This is achieved by improving the quality of leadership at all levels through better support tools and management strategies for Adults in Scouting, resulting in the provision of better services for young people.

The Adults in Scouting Policy encompasses all the roles and functions undertaken by adult members, and all the areas of competence necessary to fulfil them. This is particularly relevant when we consider that adults are the ones delivering the Youth Programme. Therefore, their appropriate recruitment, selection, training and support are critical to enable the full support needed for the Youth Programme.

Three strategic areas cover the effective functioning of an NSO:

1. The Youth Programme: establishes the requirements for the adults (e.g. functions) who work in this area and determines the logistical requirements to develop the Youth Programme.
2. Organisational Development: establishes the organisational framework that provides the administrative and financial support so that the Programme can be developed and implemented.



3. Adults in Scouting: connects functions to relevant positions, identifying the training experiences needed to develop competencies. It also determines the logistics needed for the process to work properly (e.g. requirements to run the training experiences and, in general, to operate the whole adult management system), operating with the overall support of the NSO.

Adults perform key roles and functions to achieve the Scout Mission. The quality of the Youth Programme and the impact Scouting will have on society depend on the quality of these adult volunteers.

The strategic outcomes of implementation of Adults in Scouting supporting the Mission and Vision of Scouting are:

- better programmes and deliverance for young people (Youth Programme)
- improved effectiveness, commitment and motivation of adult leadership (Adults in Scouting)
- more effective and efficient organisations (Organisational Development)
- a competitive advantage and impact on social or external well-being

The roles of supporting adults fall into three categories:

- Those who design, develop, facilitate or deliver programmes adapted to different age groups, and specific conditions in which young people live.
- Those who operate directly with adults in management, leadership, training and support roles and functions.
- Those who establish and operate organisational structures, delivering the necessary logistical, financial and administrative support for the Movement.

**Visit also:**

[Mission, Vision and Strategic areas of Scouting](#)



## EDUCATING DIFFERENTLY

Scouting gives young people skills for life. It prepares them for real-life challenges by developing their knowledge, skills and attitudes. The outcomes can be further developed as the young person grows into adulthood and follows the path to leadership.

The educational approach which makes Scouting so popular and relevant to young people will continue to be tested as mainstream education uses more of the non-formal methods. Scouting's success in this area is because learning occurs through fun activities, often games, selected usually by the young people and done in small teams with peers.

Through the effective use of developmental age groupings (sections), young people take responsibility and ownership and are empowered to investigate and take action on issues important to them. Through reflection of these meaningful experiences, they continue to be active learners, gaining confidence to address bigger challenges. This ethos motivates adult leaders to support the young people as they progress through their personal journey and ensure all enjoy and learn from our game of Scouting.

The Scout Method is an essential system for achieving the educational proposal of the Scout Movement. It is defined as a system of progressive self-education. It is one method based on the interaction of equally important elements that work together as a cohesive system, and the implementation of these elements in a combined and balanced manner is what makes Scouting unique.

Adult volunteers in Scouting play important roles in ensuring the success of the Scout Method. Their role is to provide the best possible guidance to the young people they support, encouraging and enabling them to make their own decisions and create their own activities and learning opportunities. As the world is constantly changing, what Scouting offers young people must reflect the current needs of their society. It is important to have the right adult volunteers; only those with the appropriate attitude and approach are eligible to work with young people.

### **Visit also:**

[World Scout Youth programme](#)

[Scout method](#)

[Essential characteristics of Scouting](#)



## BACKGROUND OF ADULTS IN SCOUTING

Shortly after Scouting began in 1907, the 'Adult Leader Training', as it was later known, followed. While Baden-Powell's first passion was to spread his ideas to young people, he also attended the training of adults as Scoutmasters, personally conducting two courses in 1911 and 1912. These first series of talks would be formalised a year later as 'Wood Badge Training'.

The use of the patrol system and a balanced mix of theory and practice sufficed for a time. Only after the First World War, when Scouting was growing rapidly, did Baden-Powell's look to guide the development and enthusiasm of Scoutmasters *"to make quite certain that when I am gone, the future leaders of Scouting will really understand what it is all about and what my intentions have been"*. (Lord Baden Powel)

On 8 September 1919 the first training course for Scoutmasters took place, following the principles laid down in 1913. The guidebook for Adults, Aids to Scoutmastership was published the same year.

What had begun in 1913 and advanced in 1919 served the Movement well for decades to follow. As Scouting grew nationally and globally so too did the management system within each National Scout Organization (NSO), and the need for broader training.

In 1988 the World Scout Committee submitted a paper -Towards a strategy for Scouting - to the 31st World Scout Conference in Melbourne, Australia, highlighting the challenges faced by NSOs in recruiting competent leaders, commissioners and administrators, and providing them with appropriate training.

In reply the Adults in Scouting Policy was developed during the 32nd World Scout Conference in Paris, France (1990), outlining the basic principles for the management of adult volunteers and resources. The document covers, amongst other specifics, the training elements for adult development. The principles of this document are the foundation of the World Adult Resources Policy, adopted by the 33rd World Scout Conference in Bangkok, Thailand in 1993, establishing Adult Leader Training as a fundamental element in the management of Adults in Scouting.

The World Adult Resources handbook published in 2005, provides guidelines on the management of Adults in Scouting. This major shift in thinking considered the wider aspects of the management of adult volunteers and Staff and emphasised training for leaders as a part of the Adult life cycle as described in the Adults in Scouting Policy.

Updates and reviews of the policy were made during the 38th World Scout Conference (Korea, 2008), and subsequent conferences in Brazil (2011), Slovenia (2014), and Azerbaijan (2017). The Wood Badge framework was also revised in 2010 as requested by



the 38th World Scout Conference, providing guidance for the development of Adult Training

Since the release of the 2005 World Adult Resources Handbook, NSOs have been following the policy by appointing Adults in Scouting Commissioners, responsible for promoting and implementing the policy, and complementing and supporting the Training Commissioners, who are responsible specifically for Adult Training.

In 2017 after the update of the Adult in Scouting life cycle the process of the Wood badge framework review started and was successfully completed in 2020.

Today NSOs are at different stages of the implementation process for the Adults in Scouting Policy. With this Scoutship digital resource the World Organization of the Scout Movement (WOSM) aims to provide full support and understanding of the Adults in Scouting Policy to address the NSOs needs to the fullest.

**Visit also:**

[Wood Badge Framework](#)

[World Adult in Scouting Policy](#)

[World Scout Conferences Resolutions](#)



## WORKING WITH ADULTS

Scouting would not exist around the world without the millions of adults, mostly volunteers, and some paid staff who support the Movement in a wide range of roles and functions.

These adults fall into three categories:

- Those who design, develop, facilitate, or deliver programmes with young people
- Those who work directly with adults in management, leadership, training, and support roles and functions
- Those who establish and operate organizational structures, delivering the necessary logistical, financial, and administrative support

Adults in Scouting (AiS), a systematic approach to supporting adults, was developed to assist NSOs to improve how they ensure the effectiveness, commitment, and motivation of adult leadership. Adults supported in this way perform better, gain deeper satisfaction, and serve longer, resulting in better programmes delivery with more young people, contributing to the growth of the Movement. The responsibility of NSOs is to strengthen the implementation of all aspects of the AiS life cycle in accordance with the World Adults in Scouting Policy.

### **Visit also:**

[World Adult in Scouting Policy](#)

[Volunteering in Scouting](#)



# BE THE STAR

As an adult in Scouting you are a star! Join us as we navigate the Adult life cycle and its dimensions and discover how to develop methods to improve the skills for Adults in Scouting (AiS) at all levels in your National Scout Organization (NSO).



## WORKING WITH ADULTS

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### **Visit also:**

[World Adult in Scouting Policy](#)

[Volunteering in Scouting](#)



## INTRODUCING THE WORLD ADULTS IN SCOUTING POLICY

The aim of the Adults in Scouting World Policy is to support the Mission of Scouting. This is achieved by improving the quality of leadership at all levels through the provision of better support and management for adults, resulting in better services for young people.

The strategic outcomes of the implementation of Adults in Scouting are:

- better programmes for young people (Youth Programme)
- improved effectiveness, commitment and motivation of adult leadership (Adults in Scouting)
- more effective and efficient organisations (Organisational Development)
- a competitive advantage and impact on social or external well-being.

'Adults in Scouting' is a systematic approach for supporting adults in order to improve the adult leadership so that better programmes are supported in the delivery by and for young people. It also enhances the overall effectiveness and efficiency of the organisation.

Adults in Scouting policy targets adults, particularly those at national level with responsibility for developing, implementing, and reviewing adult management systems and procedures.

Conceived as a tool to strengthen unity in the Movement through a series of common requirements, it is based on the principle of voluntary adherence to the World Organization of the Scout Movement (WOSM) and underpinned by a clear set of values regarding the involvement of volunteers.

The policy:

1. recognizes and enhances the youth-centred, volunteer-based and volunteer-led nature of the Scout Movement
2. values the unique contribution of volunteers to achieving the purpose of the Movement
3. acknowledges that volunteering is a beneficial experience for adults and young people and the wider communities in which they live
4. reinforces the commitment of all levels of World Scouting to ensure equal access to high-quality volunteering opportunities and equal treatment of volunteers in all our practices
5. reinforces the need to be inclusive of all members, and to encourage, recognize and celebrate the diversity of its membership - adults and young people, and ensures that its membership reflects the composition of each of the local communities where Scouting operates
6. provides a framework to be used to manage professional staff and recognizes their contribution in supporting volunteers



The Adults in Scouting World Policy sets recommendations for NSOs on how to adapt the policy to align with the position of WOSM, while at the same time creating a framework that best responds to their reality at national and grass-roots level, based on the fundamental principles of Scouting.

**Visit also:**

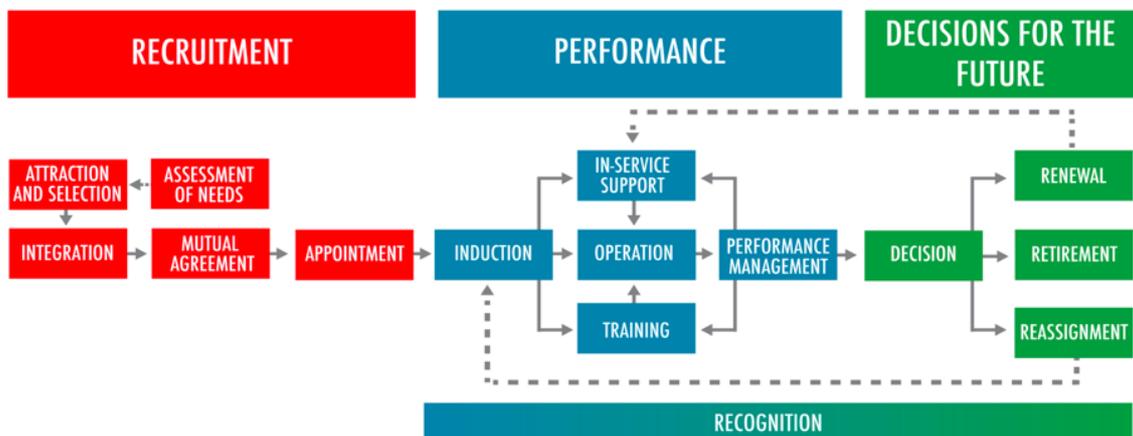
[World Adult in Scouting Policy](#)

[Mission and Vision of Scouting](#)

## INTRODUCING THE AIS LIFE CYCLE

The approach set out in the World Adults in Scouting Policy recognises the concept of a life cycle in every role or function undertaken by an adult in Scouting.

It is a holistic and systematic approach that gives careful consideration to all aspects of the management of adults in the Movement and includes attracting the adults we need and supporting them in their role or function, assisting them in their development and in their choices for their future. One or multiple life cycles cover all stages and components in the lifespan of an adult in the Movement.



### Adults in Scouting life-cycle

The Adult Life Cycle highlights all aspects of the management of adults in the Movement such as:

- **Recruiting** the adults we need
- Supporting adult volunteers in their **performance** and development
- Assisting adult volunteers in **making decisions** for their future

## RECRUITMENT

Description	NSO responsibility	Adult perspective
Recruitment is the process of sourcing the adults needed to accomplish the different tasks, jobs, and functions required by the NSO	The NSO has an ongoing availability of adults at all levels with the competencies needed to implement a variety of roles	Once attracted, adults go through an open and transparent process from selection to integration, to mutual agreement.

## PERFORMANCE

Description	NSO responsibility	Adult perspective
Performance is the action or process of performing a task or function.	The NSO should put in place systems and measures to support the good performance of adults (induction, training, in-service support and performance management).	Adults should strive for their best performance using all available training and resources to develop personal excellence (competencies).

## DECISIONS FOR THE FUTURE

Description	NSO responsibility	Adult perspective
Being able to make decisions for the future ensures mobility and flexibility across roles and functions and, at the same time, provides more opportunities for adults to participate at all levels.	The organisation should use this tool to put the right adults in the right positions at the right time, keeping them satisfied and committed to Scouting.	Decisions for the Future helps adults to stay focused, motivated and further committed beyond their comfort zone for a win- win situation.



## RECOGNITION

Recognition can be used every time we gather to recognise the achievements and contributions of individuals, teams and work groups. It appears in all phases of the AiS lifecycle.

Description	NSO responsibility	Adult perspective
Recognition is the permanent process of acknowledging adults' contribution and progress, based on demonstrated performance and personal progression.	The NSO should be aware that recognition is critical for increasing adults' engagement, leading to higher retention in the long run.	Adults expect to be recognized and appreciated for successfully delivering on the mutual agreement.

### Visit also:

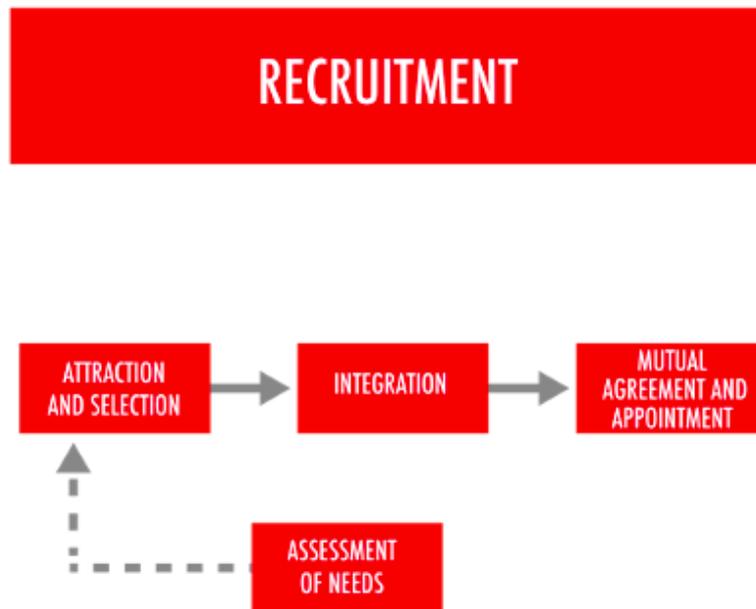
[Adult in Scouting Policy](#)

[Adult in Scouting life cycle e-learning](#)

[AiS Self-assessment tool](#)

## RECRUITMENT

Within the Recruitment phase, there are elements as Assessment of Needs, Attraction and Selection, Integration, Mutual Agreement and Appointment.



### Adults in Scouting life-cycle - recruitment

#### ASSESSMENT OF NEEDS

Description	NSO responsibility	Adult perspective
An assessment of needs is the continuous process of establishing the list of tasks, roles, or functions to be performed by adults.	The NSO should, in alignment with their strategic plan, regularly review their operations and structure by performing an assessment of needs.	Adults are not expected to possess all the competencies required. On the contrary, working in teams is an opportunity to be empowered and to develop new skills as part of the lifelong process.

### ATTRACTION AND SELECTION

Description	NSO responsibility	Adult perspective
At this stage of the AiS life cycle, adults are invited to join through many different channels. Adults are recruited based on the clear role descriptions.	The attraction process enables the NSO to open doors to new adults who adhere to the values and principles of scouting and encourage them to dedicate their time to Scouting. At this point Safe From Harm "check" should take place.	The selection should be done based on openness and transparency, matching the expectations of both parties.

### INTEGRATION

Description	NSO responsibility	Adult perspective
The integration process provides the adult with the opportunity to discover and learn about the role.	The NSO has an opportunity to introduce the role, context, other adults, values, norms, and the 'Code of behavior or conduct' set by the NSO.	Integration into the 'working' environment is essential for understanding the big picture and will impact later performance.

### MUTUAL AGREEMENT

Description	NSO responsibility	Adult perspective
The mutual agreement highlights all aspects which the NSO and the adult should negotiate and agree.	Mutual agreement allows both parties involved to set out and "sign" a clear agreement concerning different aspects of work, rights, and responsibilities.	A mutual agreement should be revisited regularly, and if needed, revised based on any new circumstances and needs.



**APPOINTMENT**

Description	NSO responsibility	Adult perspective
The appointment is made based on mutual agreement between the NSO and the adult and recognizes the adult's membership.	The NSO is entirely responsible for nominating and appointing adults for a specific time and renewing or terminating each appointment.	Adults also have the right to ask for renewal, reassignment, or retirement and can file appeals or complaints.

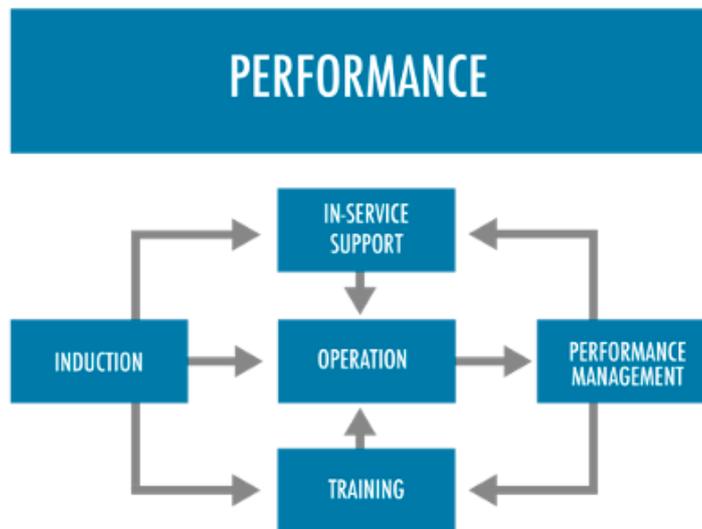
**Visit also:**

[Adult in Scouting Policy](#)

[AiS Self-assessment tool](#)

## PERFORMANCE

Within the Performance phase, there are elements such as Induction, Training, Operation, In-service support and Performance Management.



### Adults in Scouting life-cycle - Performance

#### INDUCTION

Description	NSO responsibility	Adult perspective
Induction is the period when adults are properly briefed about the tasks to be undertaken so that they understand the role and its responsibilities.	The NSO provides initial training, integration into the team, peer support, and mentor guidance.	The induction enables adults to understand their role in the wider cultural context: the working team, scope of work, resources available, decision-making process, reporting procedures, etc.

## TRAINING

Description	NSO responsibility	Adult perspective
<p>Training provides adults with the knowledge and skills they need to perform their role in Scouting. Training can be a part of the induction process or the In-service support.</p>	<p>The NSO should develop a system to support and validate all the training undertaken by the adults, formal and non-formal.</p>	<p>Training enables a higher level of confidence, competence, performance, commitment, and on-the-job satisfaction.</p>

## OPERATION

Description	NSO responsibility	Adult perspective
<p>In the operation stage, adults (alone or in a group) perform the given task or assignment.</p>	<p>Performance should be in accordance with the expectation of the NSO as described in performance indicators and outcomes.</p>	<p>Adults should strive for quality and use the support systems offered by the NSO.</p>

## IN-SERVICE SUPPORT

Description	NSO responsibility	Adult perspective
<p>In-service support provides direct and adequate support (technical, educational, material, moral, or personal) to enable adults to perform well.</p>	<p>The NSO is encouraged to develop a proper understanding of the specific needs their adults may have and provide adequate support.</p>	<p>Adults should actively use the support offered to become more knowledgeable, skilful and confident in their role.</p>

## PERFORMANCE MANAGEMENT

Description	NSO responsibility	Adult perspective
<p>Performance management is a process that provides an opportunity to assess the extent to which the adults are meeting the requirements of their role or function. It is also an opportunity to get feedback from the adult, so it is a two-way process (dialogue).</p>	<p>The NSO is obliged to provide feedback to the adults on their performance to assist the adults' progress.</p>	<p>Adults should receive regular periodic feedback necessary to help them develop greater autonomy in their role or function and be responsible for their own development. Adults should be encouraged to provide feedback.</p>

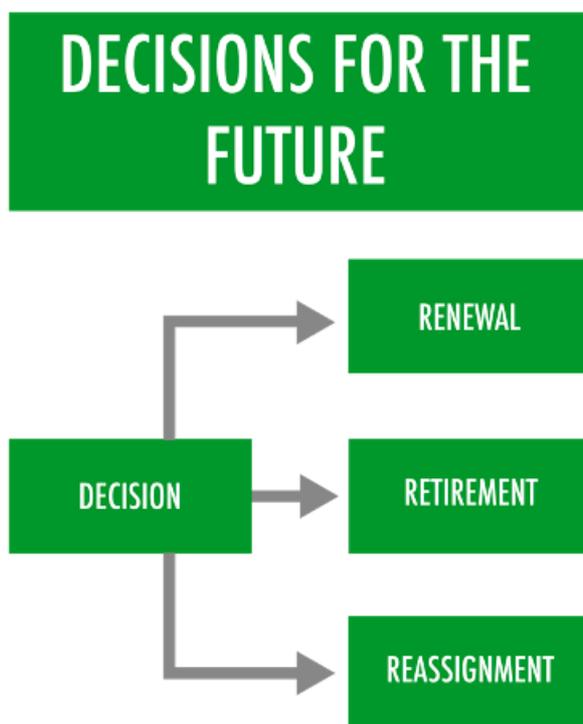
**See also:**

[Adult in Scouting Policy](#)

[AiS Self-assessment tool](#)

**DECISIONS FOR THE FUTURE**

Within the Decisions for the Future phase, there are elements as Decision, Renewal, Reassignment and Retirement.



**Adults in Scouting life-cycle - Decisions for the future**

**DECISION**

Description	NSO responsibility	Adult perspective
The decision is an extended part of performance management where adults make decisions for the future based on their own needs and requirements and performance.	The NSO should train and support the adults in charge of conducting the appraisal and decision-making process.	Both the adults and the NSO have the right to share their opinions about the future. A decision should be reached with mutual understanding, expectations and acceptance.

## RENEWAL

Description	NSO responsibility	Adult perspective
The renewal of an adult's role or function means that the adult receives positive feedback on their performance and is willing to continue to perform the same role or position.	Based on the needs, NSOs can renew the role of the adults. The NSO should define the length of the new term. For some roles or functions the reference to how many times renewal can be done should be defined.	Adults whose position is renewed will return to the lifecycle to continue to perform and receive relevant ongoing training or in-service support especially when being assigned to new position or undertaking new appointments

## REASSIGNMENT

Description	NSO responsibility	Adult perspective
Reassignment is a decision, where an adult changes position and chooses another role or function.	The NSO uses this opportunity to refresh the team and offer new developmental opportunities to individuals.	For adults reassignment can be an opportunity to find a role or function better suited to their skills, talents, or commitment level.

## RETIREMENT

Description	NSO responsibility	Adult perspective
Retirement is a decision, where one party decides to end the mutual agreement and retire from Scouting activities.	The NSO determines whether there are major non-conformities in the work of the adult, or if the position or function has ceased to be relevant.	The adult can decide to do something new or leave when they no longer consider themselves suitable for a role in Scouting. They should be allowed to retire gracefully with dignity.

### See also:

[Adult in Scouting Policy](#)

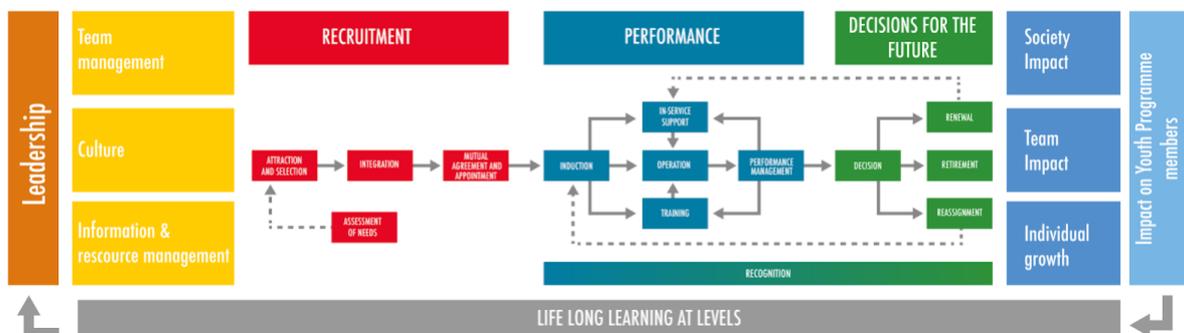
[AiS Self-assessment tool](#)

## MANAGING THE AIS LIFE CYCLE

The "Life cycle in action" in the team and organisational context

The World Adults in Scouting Policy recognises the concept of a life cycle in every role or function undertaken by an adult in Scouting. Adult volunteers in Scouting can play more than one role at a time, and must work together in harmony, combining their talents and competencies, to fulfil the responsibilities of those roles.

Long-term volunteers should be aware that new adults will join, and others will leave the team, from time to time, bringing diversity and new ideas, and making it crucial to keep a consistent methodology to ensure a legacy is built beyond personal skills.



### AiS lifecycle in action

It is not easy to manage needs, expectations, and desired results. The 'Life cycle in action' model is a support tool for those in charge of leading adults, providing guidelines for setting up, managing and reviewing the methods and tools available for the development of the adult volunteer.

The Life cycle in action model identify four main building blocks:

1. **Providing conditions for AiS lifecycle implementation:** Using different approaches for leading adults
2. **Implementing the AiS life cycle:** Implementing individual paths
3. **Measuring the impact:** Reviewing the Adults in Scouting process
4. **Life-long learning:** Identifying areas to improve adult life cycle management



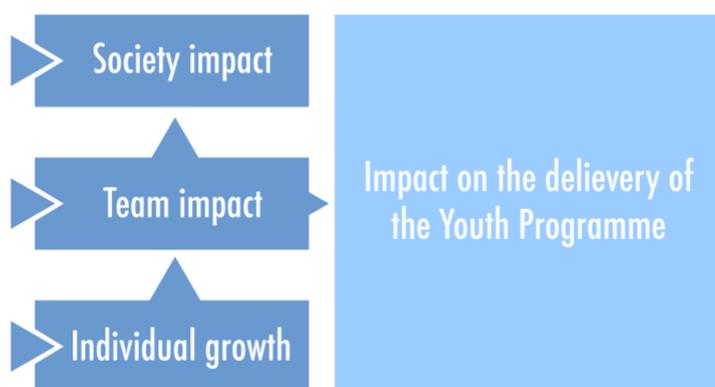


In the following presentation, each of the building blocks is presented separately.

## 1 Providing conditions for AiS lifecycle implementation

AiS life-cycle requires certain conditions for its successful implementation. From the beginning it is important to take into consideration:

- Leadership,
- Organisational culture,
- Information and resource management,
- Team management and engagement.



### Leadership

There are many effective ways of leading people, and it is good to understand the different leadership approaches and styles, and their practicalities and evolution. Applying different methods can have a substantial impact on the effective recruitment, development, and retention of adults.

Scouting should be able to provide an environment that enables personal development for all. NSOs have the responsibility to identify and address areas where their committees and other support structures do not reflect the composition of the local communities (e.g. different cultures, genders, age ranges, ethnicities, faiths and beliefs), and adapt their leadership strategies to address this. It is only by doing this that Scouting will truly be available and inclusive to all people, youth or adult, in each community.

### Organisational culture

The leadership approach is reflected in many aspects of the World Adults in Scouting Policy implementation. We need to be aware that both leadership and culture are intertwined: what works for one culture may not work for another. Our organisational culture is about the story of Scouting in which our members are all vested, and the values and rituals that reinforce that narrative. It has a strong influence on everyday life, for instance, a leaders' commitment should be expressed in their normal behaviour and habits, such as their availability, punctuality, enthusiasm, and motivation of others. This is another consideration in the planning phase.



### Information and resource management

The next layer of planning is the proper use of information and resources. When organising activities, we need information (organised in information systems), material resources (e.g. equipment and other needs), and financial resources. These require a proper management structure:

- How is useful information identified?
- Why and where is the information or resources needed?
- Who is responsible for the material resources?
- Who is in charge of approving financial resources?

Without these resources and definitions, we can't play the 'game of Scouting' properly. But instead of being constrained in our ideas or imagination by limited financial and material resources, we can work with other groups or NSOs to develop and share tools.

### Team management and engagement

Good communication is an integral part of good team management, providing an opportunity for constructive feedback, and removing hierarchical and administrative hurdles. Online tools enable a transparent exchange of information, fostering mutual respect and allowing everyone to contribute and to benefit. The same counts for the distribution and follow up of tasks where progression and results can be easily shared with the whole team. Besides online collaboration, physical meetings and participation are a dynamic way of working, building relationships, and sharing ideas in the team.

A good team management strategy allows members of the team to show and develop their talents and use their skills. It provides opportunities for them to develop competencies, track accomplishments, and be rewarded accordingly. By doing all this, we are actively supporting the retention, satisfaction and happiness of adults involved.

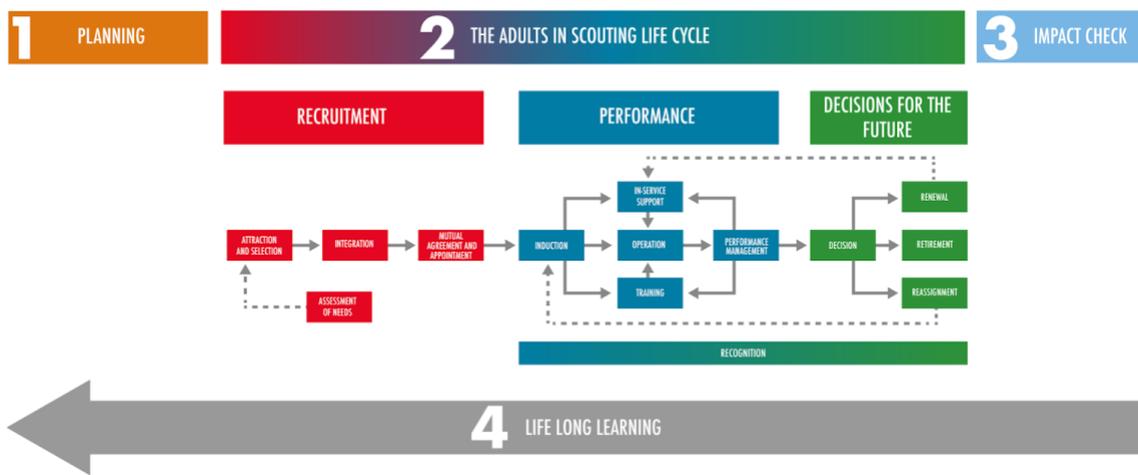
Again, it is important to be clear from the start what are the expectations. Conditions for AiS lifecycle implementation should be constantly improved and revisited according to the NSO's leadership approach.

## **2 Implementing the Adult life cycle**

The approach set out in the Adult life cycle details the steps for a productive and rewarding path for any role or function undertaken by an adult volunteer in Scouting. It is a holistic and systematic approach that considers all aspects of managing volunteers inside the Movement. That includes attracting the necessary volunteers and supporting them in their role or function, assisting them in their personal development, and allowing them to take ownership of their roles, as well as empowering them to manage their choices for the future.

One or multiple paths of the life cycle cover all stages and components in the lifespan of an adult volunteering for the Scout Movement and the steps within should be considered at all times, from recruitment all the way until appraisals and retirement.

The adult life cycle should be clear to all volunteers, tailored to their needs and making sure all adults in Scouting are aware of their rights and responsibilities when joining the Movement. With a clear overview of the life cycle, volunteers can assess their personal development and create a path that allows them to feel fulfilled and supported.



### 3 Measuring the Impact

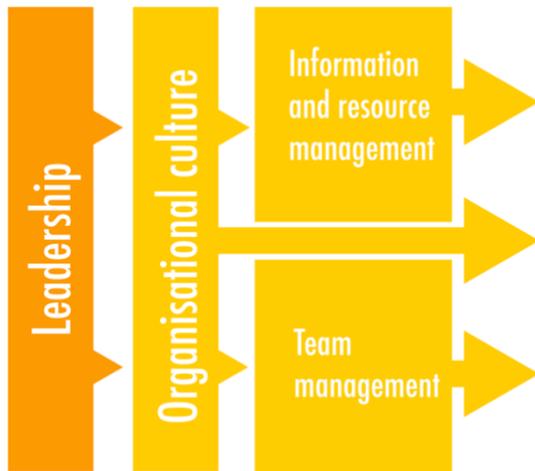
When the planning is completed and the adult volunteer has experienced the life cycle, it is time to assess and understand the level of impact and the process used to measure it, so it can be shared as a good practice.

The value of this measurement process is in the learning path of each individual and the improvement of the organization/or NSO itself.

It makes the most sense as the indicators are agreed on by all stakeholders and it is not only about data collection but also the quality of the information gathered.

There are four areas of worthwhile measurement of impact:

- Individual growth
- Team impact
- Societal impact
- Youth programme delivery impact



### Individual growth

For every role or responsibility undertaken, an adult is trained and supported to master the relevant competencies. These competencies can be used as indicators to measure the personal impact such as:

- The ability to learn and improve.
- Growth potential and the contributions delivered by the adult volunteer.
- The adult's satisfaction partly expressed by their time serving in the role.
- Comparing the data between approaches and different adults will help learn what is more effective.

Possible guiding questions:

- Are the mutual expectations transparent and have they been agreed on by all parties?
- Are the expectations documented and available for use during performance evaluation?
- Is there a system in place to document the individual learning and compare it with earlier experiences, to assess the improvement?

### Team impact

When a group of individuals work closely together as a team, other success indicators can be identified. Usually the results of strong, high-quality teamwork increases the maturity of an organisation. Some examples:

- Amount of initiative a team takes showing mutual trust and collaboration.
- Degree of efficiency the team has in completing tasks showing complementarity skills.
- Degree of willingness to help and support each other towards a common goal and the outcomes of it.



Possible guiding questions:

- Does the NSO provide relevant tools and resources that allow team members to discuss and improve their performance and cooperation?
- What kind of skills can be taught and shared with the entire team?
- Does the NSO encourage teamwork and cooperation between the adults?

### Societal impact

One of the effects of both individual and team efforts is undoubtedly the impact inside communities, amplifying good practices and behaviours beyond the internal aspect of Scouting. Possible indicators for this field are as follows:

- Attention from the local community of external stakeholders.
- Recognition of local authorities acknowledging the value of Scouting.
- impact in contributing to Vision of Scouting and Strategy for Scouting
- Public image of the Movement.
- Membership growth.

Possible guiding questions:

- Does the NSO track community engagement?
- Is there a determined goal to raise awareness of Scouting?
- Is Scouting promoted in local communities?
- Does the NSO have a partnership with local authorities, and other local organisations?
- How does NSO contributing to Vision of Scouting and Strategy for Scouting

### Youth programme delivery impact

The purpose of Adults in Scouting is to ensure quality in the delivery of Youth Programme, and not only the development of self-fulfilled empowered adults. The whole approach of the Adult life cycle is about training and providing the necessary skills for volunteers to be able to deliver the Youth Programme in the best way possible.

Possible guiding questions:

- Does NSO demonstrate effectiveness and efficiency in Youth Programme delivery?
- Does the NSO provide the necessary training for adults?
- Is the quality in the delivery of the Youth Programme evaluated?
- Does the NSO have the necessary number of volunteers in all areas at all levels?

### **Measurement Indicator Types**

In addition to the four fields of impact measurement, impact can also be measured in three consecutive phases: Effort, Result and Sustainability.



### Phase 1: Effort

These are the processes, individual and team activities and the broader context where effort is made and (efficiency) can be measured. Quality indicators could be accessibility of training opportunities, methods to strengthen team performance, and support to clearly express their talents in life outside Scouting. These qualitative indicators can be expressed in terms of how they relate to this incomplete list of criteria including: tailored, sufficient, correct, timely, throughput time, accessibility, ... in short, 'fit for purpose'.

### Phase 2: Result

This depends largely on the effort of the individuals, teams and society. The indicators measuring results depend highly on the organisational culture, focus, values, agreements and rules. These intermediate indicators directly measure our goals and make a strong impact on the Scouting programme possible. In the result phase, for example, indicators such as satisfaction, sustainability, growth and realized projects come into play.

### Phase 3: Sustainability

In the last phase we can measure sustainable impact. In the language of the World Adults in Scouting Policy this relates to volunteer satisfaction, growth, quality of their performance, etc., keeping in mind young people and their realization of the mission of Scouting. Indicators such as membership census; number of new groups; appreciation and support by parents, public and private organisations; and the quality of the Scouting experience are in place here.

## **4 Life-long learning**

Life-long learning analyses and addresses the continuous development of each adult as well as the team. The team setting allows adults to be inspired and provides a peer-to-peer learning atmosphere. The fast pace of learning nowadays, combined with multiple platforms of information, highlights the need to connect, co-create, co-learn and build strong networks, as a part of the adults learning path. Life-long learning for all is the new normal.



Possible guiding questions:

- How does the NSO promote and contribute to the life-long learning of the individual and the team?
- How can potential gaps in learning and performance be identified and addressed?
- Is the NSO keeping up to date with different platforms, methods and tools?
- Does the NSO provide support, encouragement and stimulate adults to keep developing themselves?

**Visit also:**

[Adult Training](#)

[Adult Motivation](#)

[Global Support Assessment tool](#)

[Performance management](#)

[Assessment dialogue](#)



## VOLUNTEERING AND VOLUNTEERS IN SCOUTING

Volunteering is an activity undertaken by a person of their own free will, when they make a personal choice to commit their time, skills, and energy to actions that benefit others and society as a whole. Volunteering is about devoting time to a cause, a project, or an action, which is unpaid, although direct expenses may be reimbursed depending on the NSOs policy and capacity.

Volunteering is often for a non-profit cause and primarily undertaken within a non-governmental organisation but can also happen within governmental, private or commercial settings. Volunteering is not motivated by material or financial gain.

### **Reasons for volunteering**

People choose to volunteer for a variety of reasons. For some it offers the chance to give something back to the community, make a difference to the people around them, help the environment, or feel valued and a part of the team. For others it provides an opportunity to develop new skills or build on existing experience and knowledge, and gain confidence and self-esteem. Volunteering is also undertaken by those who find it beneficial to have it on their CV or resumé, it can be a direct route to employment, or a chance to try something new which may lead to a career change. For some, volunteering appeals because of its social benefits like meeting new people and making new friends. It is a chance to socialize and get to know the local community. Volunteering can have humanitarian causes or a bigger purpose. Regardless of the motivation, what unites volunteers is that they find volunteering both challenging and rewarding.

Volunteering may mean different things to different people and cultures. However, volunteering is recognised worldwide as a force for positive change and a building block of most societies.

### **Volunteering in Scouting**

The Scout Movement's ability to empower millions of young people around the world hinges on having volunteers to make this happen. Scouting is a volunteer-based and volunteer-led participative youth Movement. For more than 100 years, Scouting has been supporting the development of young people, empowering them through a set of non-formal methods of education so that they have the opportunity to play a constructive role in society as active citizens and help to build a better world.

Scouting is volunteer-led and volunteer-based. Whatever the volunteer role is, the NSO needs to empower, guide, and support the adults as much as possible, so all volunteers can create their own path while developing themselves and providing quality support for young people.



Scouting is founded on values-based principles. Through volunteering in Scouting, young people and adults can together, experience the values of community, have the opportunity to exercise their rights and responsibilities appropriately, and realise their full potential as a contributing member of society.

Volunteers can have short or long-term roles such as working with children and young people, supporting the implementation of Scout activities, developing educational tools and materials, implementing community projects, enabling Scouting by doing administration and finances, communicating Scouting internally and externally, collaborating in the NSO structures, and advocating for Scouting.

Volunteering through Scouting enables adults to develop core competencies in leadership, and other life skills that will empower them in their daily lives; foster intercultural and intergenerational cooperation, dialogue and learning; strengthen the sense of identity and belonging to a community; and increase the opportunities to experience participation in decision-making.

Volunteering as a young person is a real personal development opportunity in specific transferable skills, such as working in teams, problem solving and communication; attaining technical or practical skills; and increasing confidence and self-esteem. The wider community also benefits from Scouting's volunteers, mainly through the socialisation of young people and adults (building social capital) and supporting them to become active citizens willing to make a difference.

### **Supporting volunteering**

Scouting has a strong commitment and a unique approach towards creating a supportive environment for volunteers. As a global Movement, which is based on the founding principle of belonging to a worldwide family:

- We believe that volunteers are more effective and gain more, both personally and professionally, if they are properly trained, skilled and equipped. Additionally, ongoing and continuous personal development is also seen as critical while volunteering in Scouting.
- We are committed to enabling volunteers to grow and develop their full potential through empowering and enriching experiences regardless of their background.
- We are committed to providing volunteers with opportunities to acquire competencies and skills that have a transformational effect on themselves and on their communities.
- Volunteers have the right to expect to be well managed while in their role. They can expect to be effectively led and supported regardless of their role or position in Scouting.
- Volunteers have the right to feel safe and supported and Scouting's commitment to keeping all people- young people and adults Safe From Harm.

Each volunteer needs to have a clearly defined and agreed role, enforced by a mutually signed 'agreement' linked to a position description that is appropriate to the role, and act



in conformity with an appropriate Code of Conduct. The Adults in Scouting World Policy detailing the life cycle approach for the management of adults in Scouting, sets the fundamental principles of our approach to volunteering.

### **Benefits for volunteers**

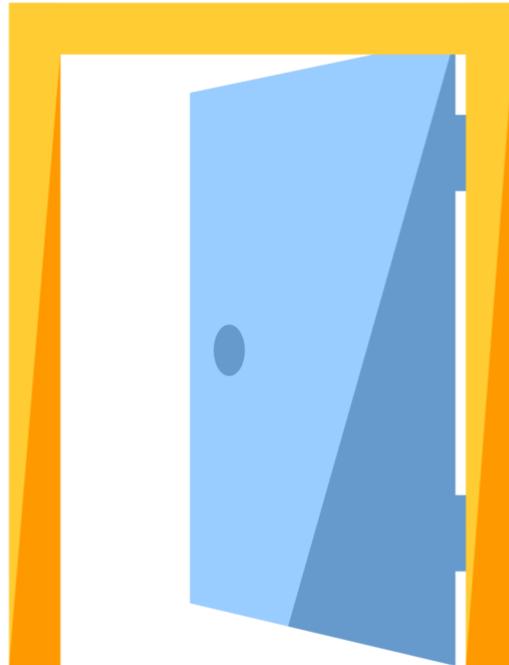
Volunteering can help volunteers make friends, learn new skills, advance their careers, and even feel happier and healthier. Volunteering offers vital help to people in need, worthwhile causes, and the community, but the benefits can be even greater for the volunteer. It can reduce stress, combat depression, keep people mentally stimulated, and provide a sense of purpose. While it is true that the more people volunteer, the more benefits they'll experience, volunteering doesn't have to involve a long-term commitment or take a huge amount of time out of a busy day. Giving in even simple ways can help those in need and improve health and happiness.

### **Pitfalls in volunteering**

In general, volunteering should be a positive experience, beneficial for both volunteers and organisations. Yet, due to some reasons, it can have a negative impact. Depending on the type of work you're doing, volunteering can be time-consuming. The time you spend volunteering may influence neglecting the other areas of your life. It can be frustrating to volunteer if the goals are not clear and work is not planned and managed well. Having to work with someone or a team you find difficult can be stressful and detract from your goals as a volunteer. If you're distracted by another person's negative attitude, you could lose motivation for volunteering. The same can happen if a volunteer doesn't receive constructive feedback or recognition of contribution. After some time, work can become mundane and repetitive and no alternatives are offered.

### **Visit also:**

- [Pitfalls of Volunteer Management](#)
- [Volunteering Integration pack - Volunteering](#)
- [Volunteering in Scouting](#)
- [The volunteer satisfaction model](#)



# OPENING DOORS

The recruitment, leadership, and motivation processes are not aimed only enable adults to discern their role, responsibility and contribution to the Mission of Scouting aligned with the expectations of the organisation, but also to consider the specific context in which the adult will operate.



## ADULT RECRUITMENT

Getting the right person for the right job, in the right place, and at the right time is not an easy task. There are several ways to recruit adults for every role in Scouting. To build a pool of adults and maintain their quality and quantity, an NSO must have a clear view of its needs, and a clear recruitment procedure. It must undertake deliberate and ongoing recruitment of adults for every role and function.

The World Adults in Scouting Policy is quite explicit in its message – select and recruit the right person! Getting the right person for the right job takes time. When we invest time in selecting and recruiting the right person for a role, and then train, coach, mentor and support them, they are more likely to stay longer in Scouting.

### Recruitment in the NSO/NSA

Recruitment takes place at all levels within the organisation, for all positions or functions, voluntary or paid, temporary or permanent. It happens when we answer a need that, generally, can be:

- a. filling a current vacancy (including those derived from newly created positions or due to succession planning for any position or function in the short or medium term);
- b. attracting a certain number of adults within a growth or expansion strategy (generally new adults); and
- c. filling positions in temporary work teams (generally with adults already linked to the organisation) within the framework of an event or development of a particular project).

### Types of recruitment processes

In the past, Scouting focused on a small number of recruitment methods, or simply appointed someone to a role. Today, however it is more effective to have a variety of methods to recruit our adults as people respond to volunteering opportunities in varying ways. The more methods and tools used, the greater the chance of success. Let's look at a few methods and tools.

**Targeted recruitment** requires a carefully planned approach usually aimed at a small audience or an individual. Use this method when trying to recruit volunteers with specific skills or uncommon characteristics. Determine what you need, who can provide it, how you can reach them, and how you can motivate them. Once you identify your volunteers, you can take your recruitment message directly to them.

**Concentric circle recruitment** involves making contact with people who are already in direct or indirect contact with Scouting or expanding your existing Scouting circles. These might be friends or family of volunteers, former members of Scouting, parents or siblings of Scouts, or those who have been impacted by the problem you are trying to address.



Concentric circle recruitment is effective because of personalized appeals to individuals who are already closely connected to Scouting. The downside is that, because you're working through your existing groups it can lack diversity and may not attract "new blood" in a way that another recruitment method would.

**Ambient recruitment** can be used when your organisation is a part of a community where the members of that community feel strongly connected to the Mission of Scouting and want to support Scouting. Ambient recruitment works best when a community feels a strong connection to Scouting. For example, parents of school-aged children are likely to volunteer if their child's school has a Scout Group as they have a vested interest. Ambient recruitment is a method that may also work when your community are your volunteers, and you want to recruit for a specific role or project from within that cohort.

**Warm body recruitment or mass recruitment** is useful when you need many volunteers for a short period and the qualifications for the task are minimal, or the skills can be learned easily. It may include things like assisting at specific Scouting events or even recruiting additional volunteers. To achieve success, you should broadcast your need for volunteers as broadly as possible. Methods include distributing brochures, posting posters, speaking to groups, placing notices in appropriate media, posting on your website and other websites, and using word of mouth. Even though the focus is on casting a wide net, you will still need a screening policy in place to make sure you accept volunteers who are the right fit for your organisation.

**Six-step method of recruitment** was developed by UK Scouting and has been used with great success over many years. When the six steps are followed through in process, it maximises the opportunity that you get the right person for the right job. The six steps are self-explanatory:

1. Define the job that needs to be done
2. Identify the skills and qualities needed
3. Generate a list of who can do the job
4. Target the best choice
5. Ask someone to help you
6. Offer support and welcome them into Scouting

**Relationship recruitment** requires building a relationship with a prospective leader or adult supporter over time. The exact period can vary according to the direction and strength of the relationship being developed. It is a useful method when building trust, assessing the suitability of the person, and selling Scouting is possible. After finding potential adults, recruiters, managers and other leaders must build a relationship with each other to increase their interest and trust. Once the recruiter qualifies them, the next step is to identify the specific job/role criteria for the prospective adult and use that information to get them involved for Scouting.



**Visit also:**

[Further external reading](#)

[How to create job/role description](#)

[Volunteers in Scouting Toolkit](#)

[Volunteers in Scouting Toolkit 2](#)

[Recruitment Inspiration Tool](#)

[The Growth Toolkit](#)

[Six-step method of recruitment](#)



## ADULT TRAINING

It equips. It energizes. It excites. It stimulates. It prepares!

To be good in any role we need to be prepared and feel confident. Being good at something is OK, but in Scouting we aim to be 'better', 'the best' and 'great'. A key factor to being at our best in any role is training and development. While training focuses on the current job, development focuses on future jobs and responsibilities for adults who have been identified to take up a new role with greater responsibilities as part of the succession planning process or reassignment to a higher level or position.

Training in Scouting is an important element of being prepared. Our ability and capacity to facilitate a quality youth programme as a Unit Leader will be improved by training. This is also true for someone working with adults as a team lead, or in a management role at any level.

### **Why do we train?**

Essentially for Scouting, our adults, regardless of their role, need to be equipped and prepared to do their best in their current roles and responsibilities. Training has significant benefits in assisting adults to be more productive and providing uniformity in practice. Training is vital for understanding how Scouting works. The systematic development of knowledge, skills, behaviours, and attitudes assists individual growth and development, as well as giving the feeling of learning new things for a greater purpose. Think about it as the development of things you didn't know but need to know for more effective performance.

All of our training should use the Scout Method with a focus on learning by doing and leading by example.

### **Initial Training**

Whether you have been signed-up as a Unit Leader or a leader of other Adults (Commissioner, or adult support role), what happens after the necessary checks and appointment procedures (Interview, Mutual Agreement, Appointment)?

A good introduction to what Scouting is, and some of the things you need to know, should take place initially. A proper and appropriate introduction to what is expected of you is the right of every adult in Scouting who commits to serve and support young people (or support adults for that matter). We know this as induction training or onboarding. This includes awareness and training in Scouting's fundamentals, relevant competencies, knowledge, skills and attitudes and some essential policies such as Safe from Harm.

Some specific skills training is also necessary, related to particular roles. If you are the Unit Leader, for example, this ensures you can go to the Unit meeting equipped to run a game, teach a few relevant skills like basic knotting and simple pioneering, know something about the Unit programme, and understand something about the



administration required for the Unit. This specific training makes sure you can undertake your role with a degree of confidence and level of certainty and capability.

For a leader of Adults (Commissioners or other adult support roles), the process is the same, but it is aligned to the specific role and appointment, with content and skill set to match.

### **Ongoing Training**

In any role, while we gain sufficient knowledge, skills, behaviours, and attitudes through that initial burst of preparation for our role, things change over time. As adults we can become less enthusiastic and lose motivation. This can affect our role and our performance to the point that we are no longer doing our best. It is necessary to undertake planned ongoing and follow-up training experiences that not only provide new skills and knowledge and new ways of doing things, but also have the additional benefits of re-energizing, re-enthusiasing, and re-focussing us. It may even motivate us to consider another role at a higher level because of the additional ongoing training and the additional confidence gained through it. Ongoing training is part of life-long learning and that adults benefit from the progressive self-education that Scouting provides.

Ongoing training does not always entail face-to-face training. There are plenty of additional support programmes available online, and new ways to gain new skills and knowledge through e-learning courses, as well as bite-size short courses in a particular area of interest that can provide support. Selected reading in the area of interest at a time when suits can assist also. Coaching and mentoring other adults can also provide ongoing training opportunities and help to sharpen our knowledge, skills, and behaviours as we train others or facilitate their learning. You are probably required to upskill in your own area of professional expertise due to new methods and changes occurring in process and practice. It is really no different in Scouting. You cannot be the best adult in a role unless you make sure that you are well equipped with the knowledge and skills to do it well. Let's be clear, our Founder, Lord Baden-Powell, was the first to agree that even though an adult may gain the Wood Badge, they still needed ongoing training in their role to be more effective and efficient. We should aim to be life-long learners, and this assists greatly in our individual growth and development.

Regardless of adult appointments, the key influence in performing well in a role is the support we receive. The Adults in Scouting life cycle is very clear about this. Every adult has the right to feel supported. Adults also need to be supported along the training and learning path to the Wood Badge, or other training or self-development opportunities. We work better when we know we have that support at the beginning of our journey, and along the way to help us succeed. In time, we can support others in their progression, just as we have been supported.

Everyone comes to Scouting with their own life experiences, and with certain knowledge, skills, attitudes, and behaviours already formed. Your NSO should recognize and value individual prior learning in its training scheme.



This is where a **Training Needs Analysis (TNA)** can be used to good advantage. A TNA is a Training Needs Analysis (from the work of Malcolm Knowles, *Andragogy in Action*, 1984). Although almost 40 years old, its theoretical basis has not changed greatly in practice and has been refined to be more useful to the present day. Donovan and Townsend, 2015 suggest that Learning Needs Analysis is more appropriate to today's learning environment and has replaced the Training Needs Analysis in its traditional form (Donovan, P & Townsend, J, 2015).

The TNA process helps determine the training needed by individuals (and teams) to undertake their role effectively. It identifies the knowledge, skills, and behaviours that adults need to have, and considers how to develop these effectively. To deliver appropriate and effective training that meets the needs of the individual and the NSO, a TNA should be conducted to ensure the competencies remain relevant given the changing circumstances in the internal and external environment of the NSO/NSA.

Scouting already has clear organisational goals and objectives based on its mission. Usually, each NSO has clearly defined training policies and procedures that can be used to identify training gaps when recognizing the prior learning of individual adults. Doing TNA is important from an organisational and an individual perspective and avoids training for training's sake; it allows training to be more cost effective and it assists in targeting areas of greatest need, especially for the individual adult. TNA also helps identify whether the non-performance is due to lack of skills and knowledge or due to motivational factors.

To ensure your training scheme is fit for purpose, it is important to measure the impact of the training. This allows you to adapt your training to suit any changes in your organisation's youth programme and identify whether you need to update your training methods or approach.

### **Training Design**

In its simplest form, designing any training has a number of key principles. Here is one way of looking at it:

1. **Identify the need for training (the learning needs).** These can be established through TNA. Think about the need to know, self-concept, prior experience, readiness to learn, learning orientation and the motivation to learn.
2. **Define training objectives.** This ensures that what is required is covered in a process that is logical, purposeful, meaningful, and focused.
3. **Design the training.** Use different methods and techniques that clearly recognize adult learner needs and characteristics.
4. **Develop and deliver the training.** Pay close attention not only to the learning needs, varying methods, and techniques, but address other areas such as appropriate time, place, environment, theory versus practical, styles of presentation and adapt to change on the go.



5. **Evaluate the training.** This is key! What went well and what could have gone better should be the base evaluators, but the impact, relevance, review, and updating of the training after a period of time are also critical factors.

Training for adults embraces much more than just doing the training. As you explore the topics involved, you will see that there are good reasons to undertake a TNA. Through experience and personal development, you will gain insights into designing training schemes and courses, and importantly understand why it is necessary to evaluate training, and to be able to measure its impact.

According to Malcolm Knowles, adults:

- want to know the why of learning something
- are able to direct and monitor their own learning
- bring about their real life work experience into the learning process
- are motivated to learn by both extrinsic and intrinsic factors

Hence, bear this mind when designing training by applying the adult learning principles which are listed below for easy reference. Adults:

- learn throughout their lifetime.
- learn best when they can immediately test/apply the new information and ideas in practice.
- enter learning with immediate needs, which are problem centred or task focused.
- make meaning based on their experiences as they reflect on them.
- learn best when the environment is non-threatening, supportive and safe.
- learn best when they have the autonomy to plan and control their learning.
- learn best when they have the opportunity to evaluate the effect of their actions.
- learn best when there is an opportunity for sharing experiences, ideas, etc. with others.
- learning is enhanced when there is an opportunity to observe and ask questions.

There is a whole training world to explore! Don't just settle for doing what is necessary in equipping yourself for a role; challenge yourself to do more. Undertake more complex and stimulating training and personal development opportunities. This is what makes the difference between a good adult in Scouting and being the best at what we do. Ultimately, everything we do is for young people. Being well equipped to do what we do will mean we are doing our part to create a better world.

**Visit also:**

[Training 101](#)

[Further external reading](#)

[Wood Badge Framework](#)

[Training System Review](#)



## ADULT LEADERSHIP

For some, an understanding of the concept of leadership comes from reading a reference document or using a search engine to find a suitable definition. Frequently this is what someone famous has said about the subject, or a definition that has been put together through someone's experience in a situation associated with leadership.

A brief analysis of the accepted definitions of leadership reveals that most tend to focus on individual traits and characteristics. Prominent personalities have their own views and have defined leadership in a way that identifies behaviors that demonstrates authority, control, responsibility, or earning and retaining the trust of others. For example:

*"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal." (Northouse, 2010, p. 3, Leadership: Theory and Practice)*

Leadership is defined in so many ways that it is hard to come up with a single working definition. An understanding of leadership is not complete without an understanding of the interactions between a leader and their followers.

Leadership is a continuous process, with the accomplishment of one goal often marking the beginning of a new goal. Proper recognition by the leader of the work that those reporting to them are doing is of utmost importance to continually motivate them in the process. This is particularly important when undertaking roles such as being a facilitator, supporter and developer of those individuals and teams.

### **The collaborative process of leadership**

Leadership is also a collaborative process to facilitate change towards a shared purpose. This is one of the special attributes of the Leadership in Scouting Model. This process has three main aspects:

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



### **Leadership is a process**

Regardless of what our perception of leadership in Scouting is, it plays a vital role in ensuring that young people are given opportunities to develop and grow through an exciting youth programme, supported at all levels by competent adults.

While our leadership responsibilities may differ whether at unit level or in another capacity or management function, everyone who undertakes a leadership role comes to Scouting with a set of individual characteristics and traits based on his/her beliefs and value systems, that together add value in providing leadership that is as diverse as the people themselves. It is that diversity and individual difference that makes leadership in Scouting unique.

### **Styles of leadership in Scouting**

Leadership in Scouting can be distinguished from other leadership thinking through a unique combination of the following characteristics:

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

- **Process of Learning by Doing.** Scouts take action to facilitate change towards the purpose, but the process is simultaneously an opportunity for learning and development of others



### **Characteristics of the Leadership in Scouting**

Scouting's values base, its active demonstration of learning by doing, its collaboration with others (both young people and adults), and its strong emphasis on the empowerment of individuals sets it apart as a unique leadership training institute. It encourages all involved at whatever age or level to grow through a developing leadership focus, and as adults our leadership example should always be first class and exemplary.

It is easy to access leadership models that can apply to Scouting. As a Movement we have been doing this for a long time. However, it all depends on the context of the application, as any model can be made to fit. All the external models can be useful in exploring leadership and extending our knowledge and understanding of what it is. While there have been numerous attempts over the years to describe a Scouting leadership model that we can call our own, it has been difficult to agree on a suitable one.

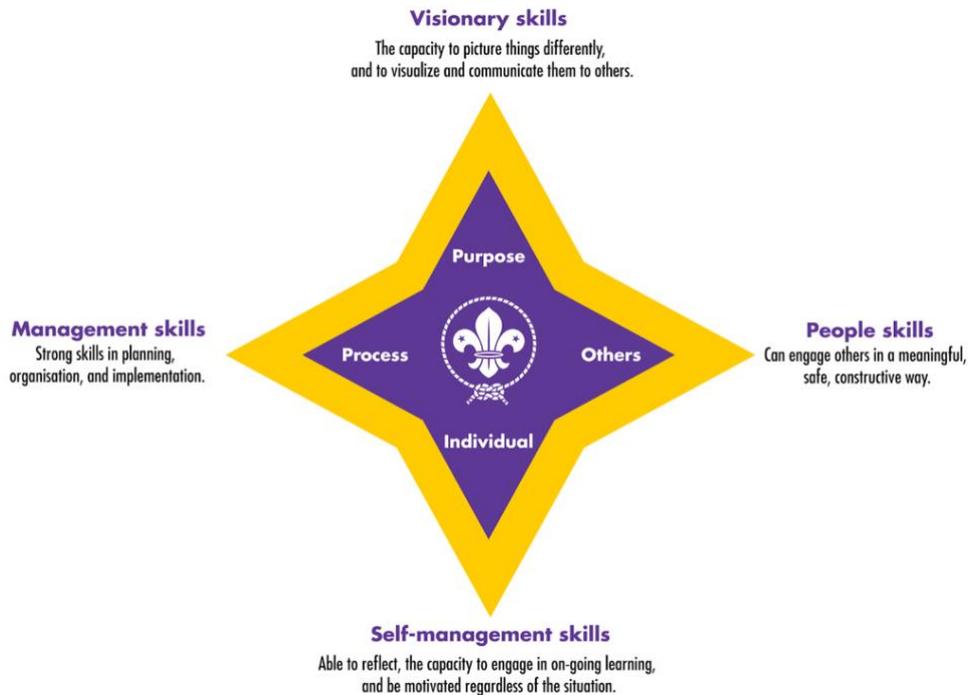
### **The model of Leadership in Scouting**

The Leadership in Scouting model was developed after careful examination of and research into what Scouting leadership can be. The example is worth exploring.

The model has four dimensions from which we can derive four skills set:

- **Visionary skills** (PURPOSE): the capacity to picture things differently, and to visualize and communicate them to others.
- **Management skills** (PROCESS): strong skills in planning, organisation, and implementation.
- **People skills** (OTHERS): can engage others in a meaningful, safe, constructive way.

- **Self-management skills** (INDIVIDUAL): able to reflect, the capacity to engage in on-going learning, and be motivated regardless of the situation.



### Leadership in Scouting model

There are significant resources available on-line in the area of leadership, and it should be the responsibility of every adult in Scouting to know everything they can about this important area, particularly when it comes to improving their own leadership to be the best that it can be.

WOSM Services, through the Adults in Scouting Service area, can provide additional support and provide other opportunities to explore this essential area of Scouting.

For an extra challenge, while looking at this chapter search for as many leadership models, styles and theories as you can find. See what you can discover about them, but more importantly what can you learn about yourself that will improve your leadership skills. Ask yourself this question: How can I be a better leader in Scouting?

#### Visit also:

[Further external reading](#)

[World Scout Youth programme Policy](#)

[WOSM - 21st Century Leadership](#)



## ADULT MOTIVATION

The Adults in Scouting model, which incorporates the life cycle of an Adult in Scouting develops several aspects, especially the skills, knowledge and values of Adults in Scouting. This process is linked to the delivery of high-quality programmes with our youth members, and the added bonus of individual self-development. Ultimately the objective of all adults in Scouting, no matter their role, is to contribute to the holistic development of young people through high-quality youth programme.

What is recognized is that there is a strong link between getting the right person for the right job, in the right place, and at the right time. Coupled with this is the understanding that Scouting utilizes both the intellectual and physical abilities of each individual adult to mutual advantage. Each adult comes with different expectations, experiences, qualifications, attitudes, needs, capacities, aptitude, intelligence and personal goals.

In Scouting good leadership generally equates to good programmes. If individual motivation is lacking or being affected in any way, then the results are reflected in poor performance and ineffectual leadership, management or support.

What is meant by the word motivation? In any business dictionary you will find a similar explanation: Motivation is the energizer of behavior, what we do and why, and the characteristic of action.

Adults in Scouting need to be challenged, enthused, supported and rewarded with plenty of opportunity to reach their full potential. If our adults are motivated, then there is a good chance they will continue with what they are doing to contribute to the development of young people in a meaningful way.

### **Why is motivation important?**

If we can understand why people contribute to Scouting through volunteering and what drives them, we will be better able to motivate them. Our adults are all different and what motivates one does not necessarily motivate another. We must focus on the needs of the individual. Sometimes this is difficult, but if we know our people then we can utilize the most appropriate motivation techniques.

### **Forms of motivation and recognition**

While some adults respond to simple appreciation like 'thank you', others need a bit more appreciation and often the motivators need to be more specific. A motivated adult is more likely to:

- perform at a higher standard and continue to aim high.
- undertake and complete tasks or projects doing them well.
- accept the challenge of reaching required goals
- enthuse and motivate others.
- continue their service to Scouting for longer.



Motivation should become an integral part of all we do, especially for adults who are responsible for others.

As indicated, we should focus on the needs of the individual and consider what motivates them and why they want to stay involved. The influencers to motivation come in many forms. For example:

- Ensure adults enjoy what they are doing. If the role has lost its fun element, then an adult will find it difficult to stay motivated.
- Sell the importance of personal development and growth, through involvement.
- Highlight their contribution to the development of young people and the future.
- Maintain a social network that provides a bond and a sense of belonging.
- Express gratitude and thanks frequently and ensure they feel appreciated.
- Value their experience and what they bring to Scouting and support them to gain wider experience in their role.
- Appreciate what they know and the skills they contribute and assist them to improve their knowledge and skills, through encouragement and support.
- Positive behavior has a positive influence, so encourage a positive mindset and be an example that motivates others.
- Embrace them as a valuable member of the team.

There are also things that de-motivate, including:

- Poor management style and inconsistent approach by team leaders
- Rules and regulations that restrict or simply don't work in practice.
- Micromanagement – we work with capable people, allow them to do their job with support.
- Treating every adult the same – sounds good, but not effective as adults need different motivators.
- Lack of praise or acknowledgement of success and achievement will be reflected in adult turnover in roles, less commitment, and poor attitudes.
- Not being a motivator or an example.
- Poor communication or none at all – can be both a motivator and a demotivator.
- Treating adults as a resource and not a person of value.

Motivation is often expressed in terms of intrinsic and extrinsic motivation. **Intrinsic motivation** is to have a sense of achievement or accomplishment. For example, when a Scout leader starts in Scouting and wants to get their Wood Badge as a sense of accomplishment. **Extrinsic motivation** would involve the same Scout leader who seeks the admiration of their peers for doing a great job.



Here are some ideas to keep adults motivated:

- a. Provide supportive leadership – this is one of the main considerations for adults in Scouting.
- b. Empower the Individual – every adult should feel that they are valued as an individual and what they do is important in the big picture.
- c. Develop and maintain a positive environment – positive listening, positive talk, positive sharing.
- d. Encourage a team focus – together a team achieves much more due to the individual contribution of each person, and the dynamic created by the coming together of the individual members.
- e. Recognize and reward – praise and express appreciation personally and acknowledge more widely to grow personal motivation.

From the beginning of a life cycle we must understand and align the objectives of Scouting with the intrinsic motivation of the adult. Then in a positive and supportive environment through the use of extrinsic rewards and intrinsically satisfying opportunities, the adult will maintain his commitment and achieve mastery of his performance.

Leading adults in Scouting is multi-motivational in nature so we need different types of motivators frequently. If we are motivated, we can do things in a more positive way and at the same time help to motivate others. Often a clearly established goal or goals may just be the motivator to keep us going. If every adult in Scouting is motivated, then imagine what can be done.

Want to be more challenged? Consider looking at motivation theories. The most well-known is Maslow's Hierarchy of Needs, but there are a lot of others. Find the Golem Effect. What is so interesting about it and does it have an impact on what we do in Scouting?

Consider why these various theories were stated and ask yourself these questions:

- What relevance does motivation theory have for Scouting and how does it apply to me?
- As a team leader how do I keep the adults I work with in Scouting focused, passionate, and wanting more.

**Visit also:**

[Further external reading](#)



# MAKING CONNECTIONS

For Adults in Scouting is very important to have a deeper understanding of where the World AiS Policy connects to other WOSM policies and areas of Scouting and to connect it with the other WOSM structures and procedures.



## GLOBAL SUPPORT ASSESSMENT TOOL

A WOSM quality standard

WOSM is committed to ensuring each of its Member Organizations maintains an internationally recognised standard of governance. This is achieved by supporting and strengthening the capacity of all recognized National Scout Organizations (NSOs) with regard to good governance principles, a quality youth programme and a focused Adults Management System. To achieve this, the Global Support System and Global Support Assessment Tool (GSAT) were developed in 2012 and rolled-out across the Movement.

GSAT is a quality standard that assesses the compliance of an NSO with international best practices in good governance and quality Scouting. It is based on a consolidation of requirements specific to the Scout Movement, and on Best Management Good Governance best practices, a quality standard developed in collaboration with Société Générale de Surveillance (SGS), the world's leading inspection, verification, testing, and certification company with a proven track record in non-governmental organisation (NGO) audits.

The GSAT standard serves as a reference of best practices. Its application enables NSOs to assess their strengths and weaknesses and improve accountability to all stakeholders.

GSAT objectives:

- Provide a common cross-regional assessment that measures compliance with good governance principles and quality Scouting across the globe.
- Support NSOs in addressing their capacity issues and setting their priorities.
- Promote synergies between NSOs.
- Make certification possible through a third party, if desired by the NSO.
- Sharpen the support given by WOSM (at world and regional levels) to its NSOs, based on identified needs and trends.
- Provide input to further support WOSM strategies.

### **GSAT criteria for AiS area**

GSAT focuses on 10 dimensions, listing the necessary processes and procedures for each. The requirements under AiS are:

- The NSO has an AiS policy. It describes the procedures for all phases and steps in the adult life cycle, including recruitment, appointment, induction, monitoring, evaluation and retirement (for all key positions at all levels of the organisation). This policy is based on the World Adults in Scouting Policy and is regularly reviewed.
- The NSO has an effective national AiS Committee, consisting of members with relevant experience. The Committee is gender-balanced, includes young people under 30 years of age, and operates in collaboration with the National Youth Programme Committee.



- The NSO has role descriptions and uses mutual agreements when appointing to all adult positions. These are regularly reviewed and communicated to all parties concerned.
- The NSO has defined and implemented an appraisal system to annually evaluate all adult positions (both professional staff and volunteers). Results of this process are recorded and acted upon.
- The NSO has defined and implemented a clear and competitive remuneration-compensation package policy for professional staff.
- The NSO has defined and implemented a system for recognizing the contribution of adults. This system is disseminated, and recognition is recorded.
- The NSO has mechanisms in place for efficient succession to adult positions (professional staff and volunteers). Volunteers have fixed terms of appointment.
- The NSO has a clear training and personal development framework for adults (both professional staff and volunteers). Each training curriculum has clear objectives, minimum competencies required, and is regularly reviewed.
- The NSO offers each appointed adult (both professional staff and volunteers) the opportunity to receive initial and ongoing training according to their actual needs, competencies, and experience. All training undertaken is recorded.
- The NSO includes the following in its training curriculum: fundamentals of Scouting, leadership, management and relationships.
- The NSO includes youth involvement in decision making in its training curriculum.
- The NSO provides regular training for trainers, which includes the following general competencies: fundamentals of Scouting, adult learning, training and facilitating, training management, and relationships.
- The NSO has processes and procedures in place for all adults to ensure the implementation of Safe from Harm:
  - Appointments of adults are made ensuring all appropriate checks are in place in compliance with local legislation,
  - Safe from Harm is part of the training process and content.

**Visit also:**

[Global Support Assessment Tool](#)



## WOSM SERVICES

One of the benefits of being a member of WOSM is the access you have to the numerous support services WOSM offers. From guidance on reviewing your Youth Programme, to support in managing membership growth. WOSM has been delivering a wide spectrum of support services to NSOs since its founding.

With WOSM Services, delivery of targeted support and products are streamlined to sustain growth across the Movement. In practical terms, this means that all World Scout Bureau (WSB) support centres, and World and Regional volunteer support structures, are focused on achieving Vision 2023 by aligning the method, quality and speed of service delivery to NSOs worldwide.

WOSM Services are defined as the totality of resources at the disposal of NSOs to assist with organisational and programme development where needed. These resources can be in the form of:

- documents (policies, guidelines, toolkits, online databases etc.)
- e-learning experiences (e-courses, educational videos, interactive presentations, webinars, etc.)
- in-person support (consultative services, remotely (via email, Skype call) and directly, through field visits, meetings, training and other educational events).

13 service areas are identified as part of the support already provided by the WSB in line with WOSM's strategic priorities:

- Youth Programme
- Youth Engagement
- Adults in Scouting
- Diversity and Inclusion
- Better World Framework
- Safe from Harm
- Spiritual Development
- Scouting and Humanitarian Action
- Global Support Assessment Tool
- Good Governance
- Communications and Scouting's Profile
- Partnerships
- Growth

Through the WOSM Services digital platform high-quality, effective support is provided for the core areas of Scouting. In addition, the platform enables NSOs to request in-person support (both through online means and on-site visits) and to find information about relevant events such as workshops and training opportunities. The platform can be accessed through [services.scout.org](https://services.scout.org).



AiS Services offers guidance to NSOs in developing systems and processes that increase the support and management of adults throughout the adult life-cycle, to improve the effectiveness, commitment and motivation of their adult leadership.

**Visit also:**

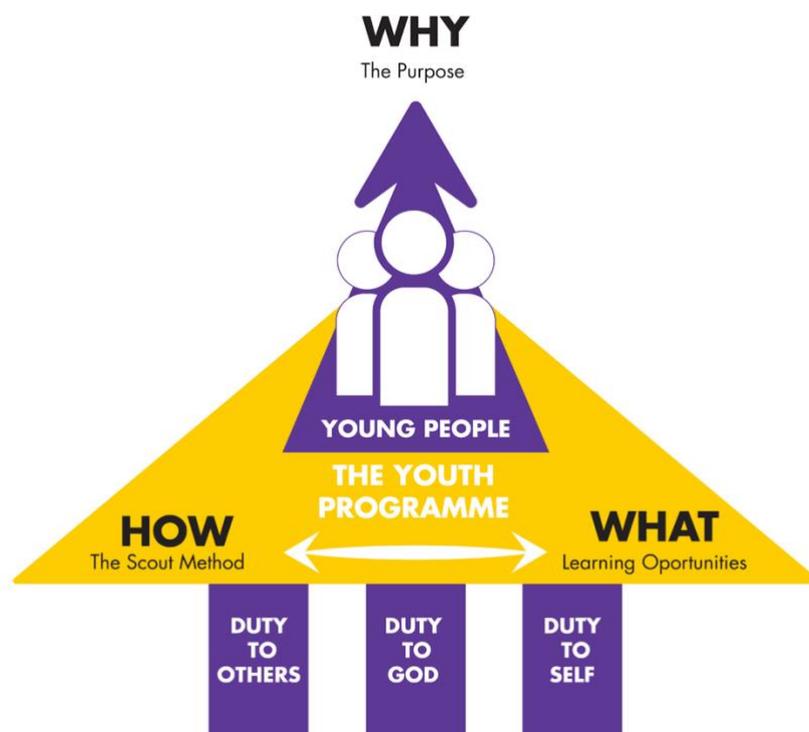
[WOSM services](#)

[WOSM AiS service](#)

## WORLD SCOUT YOUTH PROGRAMME POLICY AND AIS

The Youth Programme is the educational means used to achieve the purpose of Scouting, which is 'to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities'. Therefore, the Youth Programme is the means through which Scouting contributes to the empowerment of autonomous individuals and the holistic development of active global citizens for the community.

The Youth Programme in Scouting is the totality of the learning opportunities from which young people can benefit (What), created to achieve the purpose of Scouting (Why), and experienced through the Scout method (How).



### The youth programme content



The World Scout Youth Programme Policy is a guide for the ongoing development of the Youth Programme in NSOs. Policy sets out the common elements of Scouting education that NSOs should implement according to their circumstances, sharing the same concept of Scouting as education for life with Scouts all over the world.

*"Scouting is an educational movement for and of young people based upon the Fundamentals of Scouting: its purpose, principles, and method. The cause of Scouting is Education for Life, where the Youth Programme is the main medium through which young people are educated. Hence the Youth Programme is the central element of Scouting, the vehicle through which the purpose of Scouting is achieved. Without the Youth Programme, there is no Scouting (World Scout Youth Programme Policy, Purpose of the World Scout Youth Programme Policy, page 7)."*

All functions of an NSO support the implementation of the Youth Programme. For example, management structures, adult training, communication teams, and financial resources. This means that all adults in Scouting work together to implement an effective Youth Programme, no matter their role.

Part of the policy describes all learning opportunities in Scouting from which young people can benefit.

*"Adults and young people should work together in partnership to create learning opportunities. It is up to young people to turn these opportunities into meaningful experiences for themselves (learning is a choice). The adults support the young people in this process. Hence, the primary role of the adult in Scouting is not to plan or execute activities, but to facilitate the learning of young people (World Scout Youth Programme Policy, What, page 12)."*

When developing its Youth Programme, an NSO should consider many other areas in addition to the content of the Programme:

- The Youth Programme should be organised into different age sections based on the development stages of young people. The content of the programme should be age appropriate.
- When reviewing the Programme, NSOs should also review adult training schemes to ensure that the Youth Programme is implemented appropriately.
- NSOs should establish an infrastructure to support the implementation, monitoring, and further development of the Programme.
- They should also ensure that they have sufficient qualified and active adults, with the relevant knowledge and skills.

The Youth Programme is implemented through a partnership between young people and adults, based on the young people's interests, needs and abilities. An effective Youth Programme, one which appeals to young people and is perceived to be relevant to the social reality in which it is offered will also attract adult leaders committed to supporting



its implementation. Those responsible for the Youth Programme and adult training in an NSO should, together

- analyse the role of adults and the competencies they need to perform their role.
- identify their training and personal development needs.
- design and implement a support framework that meets those needs.
- evaluate the effectiveness of personal development in terms of its impact on the implementation of the Youth Programme.

The World Scout Youth Programme Policy also describes adult roles and responsibilities:

“The Youth Programme should be everyone’s job within the Scout Movement at all levels. It is important to differentiate between who is facilitating, supporting, and developing the Youth Programme. At all levels of Youth Programme, three roles performed by adults can be identified:

- **Facilitator:** creates the right circumstances for young people to gain positive learning experiences through their Scout life. This role is linked more to the implementation of the programme.
- **Developer:** evaluates, analyses, and designs the programme according to young people’s needs, taking into account any new trends that arise. This role is generally practised by the Youth Programme teams that develop the programme at any level.
- **Supporter:** assists the development and implementation of the Youth Programme. It includes a wide span of adults in Scouting who may be volunteers or professionals working in the field of the Youth Programme or elsewhere e.g. in Adult Support. (World Scout Youth Programme Policy, Key Principles for the Youth Programme, page 18).”

**Visit also:**

[World Scout Youth programme policy](#)

[WOSM Youth programme service](#)



## WORLD SCOUT YOUTH INVOLVEMENT POLICY AND AIS

Involving young people in decision-making is a key element for implementing the Mission of Scouting. Through youth involvement, adults support the creation of a safe learning environment, where young people are enabled to become self-fulfilled as individuals and play a constructive role in society.

The Basic Principle Scouting is a Movement of young people, supported by adults; it is not a Movement for young people managed by adults only. Thus, Scouting offers the potential for a learning community of young people and adults, working together in a partnership of enthusiasm and experience.

The World Scout Youth Involvement Policy provides direction to ensure and strengthen youth involvement at all levels of the Scout Movement. It defines adults, young leaders, and the basic principles of youth involvement as follows:

- “Adults, Leaders of Adults, Leaders are mainly volunteers (only in a few cases professional leaders) responsible for supporting/facilitating the development or delivery of the Youth Programme, or supporting other adults, or organisation structures.”
- “Young Leaders are young people who are developing and delivering the Youth Programme to younger age-sections or are involved in supporting other adults or organisational structures. In this case “leader” is related to the role they play on behalf of the organisation.”
- “Youth Involvement is a capacity-building process, based on enabling young people to actively share responsibility with adults for making decisions that affect their lives, and the lives of others in their community.”
- “Scouting is a Movement of young people, supported by adults; it is not a Movement for young people managed by adults only. Thus, Scouting offers the potential for a learning community of young people and adults, working together in a partnership of enthusiasm and experience (World Scout Youth Involvement Policy, Definitions, page 5, 6).”

Young people have the right to be involved and to have their voices heard in decisions that affect them; this is one of their fundamental rights. In youth-focused organisations such as Scouting, involving young people in decision-making ensures better representation and makes it possible to obtain a young person’s perspective, which is often different from that of an adult. Additionally, young people often think “outside of the box” and are able to contribute with new, fresh, creative ideas.

Youth involvement enables young people to form higher aspirations, strengthen their capacities and even change their attitudes. It can also help them enhance their problem-solving skills, and their ability to argue critically and engage in constructive dialogue with adults, and to create a mutually respectful environment. Additionally, it enables them to



take initiative (and responsibility for their actions), while strengthening their confidence and openness.

Youth involvement allows adults to perceive young people as key partners/allies in their communities. It also strengthens their commitment and enhances their energy when witnessing the same devotion in younger generations.

**Visit also:**

[World Scout Youth involvement policy](#)

[Youth engagement WOSM service](#)



## WORLD SAFE FROM HARM POLICY AND AIS

"A safe environment enables the self-development of children and young people as well as the development of positive and healthy interpersonal relationships (children and young people to children and young people; children and young people to adults; adults to adults)."

The World Safe from Harm Policy (SfH) consists in a set of actions designed to make sure that every person involved in Scouting is responsible and committed to protecting children and young people inside or outside the Movement, so everyone can feel safe, at any time. It facilitates the development and implementation of policies and procedures at national level to create a safe environment for all. It requires that appropriate support mechanisms are in place to facilitate the promotion and development of National Safe from Harm policies and strategies, as defined by this policy:

*"Accountability for the implementation of this policy falls upon all adults, on National and local level, who are responsible for leading and governing NSOs, whether their focus is on developing and implementing Youth Programmes, implementing adult management systems or performing any other support roles (World SfH Policy, Scope, page 12)."*

As applied to adults in Scouting, SfH policy suggest the most appropriate conditions for adults to play their role, either as volunteers or professional staff:

*"The development, facilitation and delivery of the Youth Programme as well as all other functions and roles in Scouting requires active involvement of competent adults. Adults who are attracted and motivated to join Scouting will develop the competencies needed to perform different roles throughout their time in the Scout Movement. Implementing a safe environment in Scouting also means that all adults are listened to, taken care of, and supported so that they can carry out their role at their best in all situations. It is the responsibility of each organisation to create the most appropriate conditions for adults to be able to play their role, either as volunteers or professional staff (World SfH Policy, Chapter 2, Adults, page 16)."*

Addressing child and youth protection issues is vital for the safety of Scouts. The needs of young people must be paramount and their interests at the centre of all decision-making. It is important to ensure that everyone knows how to act to keep the organisation safe. Therefore, even recognising the different cultural and organisational backgrounds, this must be one of the key priorities in all NSOs. Finally, it is an important role of adults to empower young people to contribute to the creation of a safe environment.

### **Visit also:**

[World Safe from Harm Policy](#)

[National Safe from Harm Policy Guidelines](#)



## DIVERSITY AND INCLUSION IN SCOUTING AND AIS

In line with the Vision 2023, Scouting is working towards ensuring the Movement is truly open and accessible to all, and better reflects the composition of our communities and different societies nationally. Scouting is proud to have given generations of young people equal opportunities to grow and develop their full potential through empowering and enriching experiences regardless of their backgrounds.

Scouting adopts coeducation as an approach which aims to develop both genders equally, bearing in mind the individuality of each person and the characteristics of the society they live in. It addresses the educational needs of boys and girls, young men and young women, and adapts the programme accordingly to the various age sections. A coeducational approach does not imply that young people of different genders have to take part in all activities together.

Scouting's contributions to peace and human rights, to global solidarity and development, to the environment and its sustainability, and to interreligious and intercultural dialogue, have always been educational tools to promote understanding, respect, and coexistence of the vast diversity the Movement represents. Because Scouting is an educational movement that embraces multiple cultural and religious identities, it also creates dialogue as well as personal and collective growth through supporting young people in their search for life's answers, and the process of discovering purpose, meaning, and inner strength.

WOSM's position paper on Diversity and Inclusion supports NSOs in implementing national policies and strategies on diversity and inclusion of all its members. The needs, expectations, and aspirations of young people in different social contexts are considered:

*"Scouting is an inclusive, values-based Movement and its membership is open to all young people and adults who accept our fundamental values. In today's context, it is even more important to ensure that young people and adults are equipped to live in an increasingly diverse world. Respecting and valuing the diversity of the communities in which Scouting operates ensures that we maximise the potential of all young people and adults, by creating greater and better learning opportunities (Diversity and Inclusion, WOSM's position paper, Forward, page 6)."*

Through the support and management provided to all adults, Scouting reinforces the need to include all members and celebrate the diversity of its membership; adults and young people. Diversity and inclusion are present throughout the entire adult life cycle. For example, NSO recruitment strategies need to take into consideration the diversity of adults within each community. A special effort needs to be made to develop specific approaches and tools to attract and recruit members from specific segments of societies (e.g. groups that are underrepresented in membership) and to respond to the expectations and interest of all adults. Training and support systems need to be designed to be appropriate for all



adults by considering and valuing the differences of individual members. It is also fundamental that diversity and inclusion are the core components of national training curricula.

**Visit also:**

[Diversity and inclusion in Scouting](#)

[WOSM Diversity and inclusion Service](#)

[The essential characteristics of Scouting](#)



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**Visit also:**

[Diversity and inclusion in Scouting](#)

[WOSM Diversity and inclusion Service](#)

[The essential characteristics of Scouting](#)



## WORLD SCOUT CONFERENCES AND AIS

The resolutions adopted by the World Scout Conferences are important references for future decision-making of an NSO. Here we highlight the most important ones regarding the position of AiS in order from the recent one.

### **CURITIBA, BRAZIL, 2011**

#### **2011-11 World Adults in Scouting Policy**

The Conference:

- Reaffirming previous World Scout Conference Resolutions 1993-04, 2005-10, 2008-12 and 2008-13 focusing on Adults in Scouting.
- Considering the necessity to integrate major recent policies and other key approaches adopted by WOSM such as Gender policy, Child protection, and Reaching out, etc.
- Emphasising the key role played by adults to support the growth of the Scout Movement
- Welcoming the celebration in 2011 by the United Nations of the 10th Anniversary of the International Year of Volunteers.
- Welcomes the work done by the World Scout Committee and World Scout Bureau to update the World Adult Resources Policy.
- Recognises that the Adults in Scouting framework adopted in 1990 can be used to manage both volunteers and professionals in Scouting.
- Adopts the World Adults in Scouting Policy as representing WOSM's policy on the acquisition, retention, training, personal development and management of adults within the Scout Movement.
- Resolves that the policies and procedures on adult recruitment, appointment, support, training and retention as established by previous resolutions are now modified by the adoption of the provisions of the World Adults in Scouting Policy.
- Invites National Scout Organizations to implement the provisions of the World Adults in Scouting Policy.
- Requests the World Scout Committee to develop and distribute guidelines which support the implementation of the World Adults in Scouting Policy including the Wood Badge scheme and the application of the Policy in relation to professional staff as soon as possible after the World Scout Conference concludes.

### **JEJU-DO, SOUTH KOREA, 2008**

#### **2008-12 Volunteers in Scouting**

The Conference:

- Appreciating that a vibrant and managed approach to Volunteers in Scouting is essential to achieve the Mission of Scouting and to enable membership development and growth.
- Recognising that many National Scout Organizations need practical tools and active support in this area and welcoming the recent production of the Volunteers in Scouting Toolkit.



- Conscious that the principles of the Adults in Scouting strategy were defined at the World Scout Conference in Paris in 1990 and the World Adult Resources Policy was adopted at the World Scout Conference in Bangkok in July 1993.
- Noting that the United Nations are planning to celebrate a decade of volunteering in 2011, ten years after the International Year of the Volunteer in 2001.
- Requests the World Scout Committee to prioritise within Strategic Priority No. 5 of the Strategy for Scouting.
- Maintaining continued resourcing for this strategic priority.
- Providing support for the sharing of good practice and practical tools to support National Scout Organizations in this area.
- Providing, when requested, appropriate targeted support, to help National Scout Organizations attract and retain sufficient adult volunteers to deliver the Mission of Scouting.
- Reviewing the impact, effectiveness and continuing relevance of the Adult Resources Policy, and developing a comprehensive plan for future work concerning adult volunteers.
- Making a strong effort to maximise the positive impact of a Decade of Volunteering in 2011 on the Scout Movement at world, regional and national levels.

### **2008-13 Adult Resources**

The conference:

- Noting the results achieved in the matter of adult resources since the adoption of the World Adult Resources Policy in 1993.
- Underlining the importance of training in the management of Adult Resources and in the accomplishment of our mission.
- Highlighting the issues of the recognition of our training systems by external bodies and actors outside Scouting.

Recommends to the World Scout Committee and the World Scout Bureau to:

- Engage in a process of evaluation of training systems in place in the Movement.
- Using the symbolism of the Wood Badge, draw up a framework for the official recognition of national training systems, which will remain optional for National Scout Organizations in accordance with the World Adult Resources Policy.
- Submit the results of this work to the next World Scout Conference.

### **BANGKOK, THAILAND, 1993**

#### **1993-04 Adults in Scouting**

The Conference:

- Having recognized the need for an overall policy for adults at all levels and in all functions in Scouting.
- Having adopted the principles of Adults in Scouting as applying to all adult resources in the Scout Movement.
- Welcomes the work done by the World Scout Committee on the development of a policy in implementation of Resolution 1990-05.



- Adopts the World Adult Resources Policy statement as representing WOSM's policy on the acquisition, training and personal development, and management of adult resources within the Scout Movement.
- Resolves that the policies and procedures on Adult Leader Training as established by previous resolutions are now modified by the adoption of the provisions of the World Adult Resources Policy.
- Requests the World Committee to take the necessary steps to ensure the full implementation of the provisions of the World Adult Resources Policy.
- Invites National Scout Organizations to implement the provisions of the World Adult Resources Policy.

## **PARIS, FRANCE, 1990**

### **1990-05 Adults in Scouting**

#### The Conference

- Recognising the need for an overall policy for adults supporting young people in the Scout Movement, and as an integral part of the Strategy for Scouting.
- Adopts the principles of Adults in Scouting stated in Conference Document N° 7 relating to the management of adult human resources.
- Requests National Scout Organizations to consider how the principles of Adults in Scouting could be reflected in policies and procedures at their own level.
- Invites the Regional Conferences to include the subject of Adults in Scouting on their agendas and to report regularly thereon to the World Committee.
- Requests the World Committee to take the necessary steps to enable the practical implementation of these principles at all levels and report back on progress at the next Conference.
- Invites National Scout Organizations to contribute to the task of the World Committee by volunteering to field-test specific elements of the principles of Adults in Scouting.

#### **Visit also:**

[Resolutions of World Scout Conferences](#)

[WOSM governance](#)



## NON-FORMAL EDUCATION: THE RIO DECLARATION

The World Non-Formal Education Forum is an international platform co-convened by World Scouting, UNICEF, UNFPA and the OSGEY, involving more than 70 leading international organisations, youth organisations and UN entities working on non-formal education and youth development. Over the course of three days in Rio de Janeiro, Brazil, in 2019 the Forum addressed the joint challenges facing the sector and built more support and recognition around the role of non-formal education in the global education agenda.

The final document, the Rio Declaration on Non-Formal Education is an ambitious action agenda capturing the ideas and inputs of stakeholders at the event to lay the foundation and define a direction for the future of non-formal education.

Together as a collective voice, the Rio Declaration calls for the recognition of the right to non-formal education, innovative technological approaches to learning methods, greater investment, stronger partnerships, and enhanced coordination between non-formal educational stakeholders and partners.

The Rio Declaration was developed through an active and participatory process involving digital polls, focus groups, and innovation labs during the three-day event.

The outcome of discussions over the course of the Forum helped assess the state of non-formal education and forged a consensus among stakeholders for actions needed to advance it as a powerful vehicle for the development of young people, and their role as active global citizens.

The Forum brought together more than 400 participants from over 70 international organisations, youth organisations and UN entities from across the non-formal education sector.

### **Visit also:**

[Rio Declaration on non-formal education](#)

[World Non-formal Educational Forum](#)



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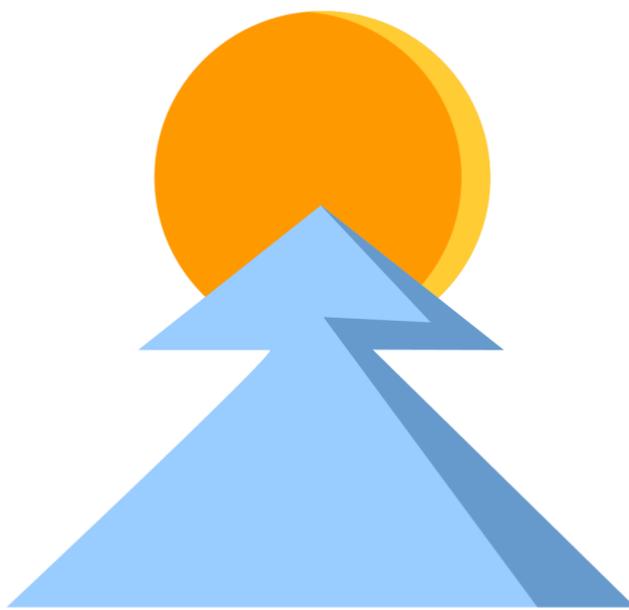
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### **Visit also:**

[Rio Declaration on non-formal education](#)

[World Non-formal Educational Forum](#)



# GOING FORWARD

Performance and satisfaction of the volunteers in Scouting are the key success factor for Adults in Scouting management. Basic understanding of performance management and suggests how to conduct assessment dialogue is vital to maintain a good relationship with our adults. A range of in-service support mechanisms and good decisions for the future contribute to retention and growth.



## PERFORMANCE MANAGEMENT

Performance management has always been part of Adults in Scouting. Recently it has become more widely used and is now recognized as a necessity in managing, encouraging, and supporting adults in the Movement.

It provides adults with a regular opportunity to review and reflect on how well they are performing their role, to mutually agree with the support they may need to do better in the future, and to do so in an informal relaxed way. Essentially, performance management is a continuous, comprehensive, and natural process of the management of adults that clarifies mutual expectations and the support they require.

Too often any form of performance management is seen as an onerous, frightening experience, something to dread and avoid. In Scouting our performance management processes are friendly, supportive, non-threatening and relaxed, in essence, a chat or discussion over a cup of coffee.

For the effective management of Adults in Scouting, a review of what has been done is necessary for a better understanding of what has been learned and achieved. It is critical to know and understand what adults are doing and how and why they are doing it, to help them develop greater self-sufficiency in their role or function. Ultimately, they become responsible for their own development and performance.

Performance management begins with a three-phase process:

1. Action Planning - the adult's contribution is planned and considered
2. Developing and training - the adult develops the competencies and proficiency they need for their role or function, with training and support
3. Performing their role - the adult undertakes and performs the tasks of their new role or function

This also emphasizes the support role required of those directly managing other adults and their teams, who need to facilitate the process as advisers and mentors rather than implementing formal appraisals. Performance management focuses on planning for the future and supporting the individual.

Improving the performance of adults and teams is critical and essential for successful Scouting. It is a way of getting better results by understanding and managing performance within a framework of mutually agreed goals, standards, and competency and proficiency requirements.

Performance management also has the added benefit of increasing the NSO's understanding of what needs to be achieved by adults, and clarifies expectations in terms



of roles and responsibilities, accountabilities, skills, and expected performance. This also helps increase adult motivation and enables the individual to take responsibility for developing their own competencies and contributing to the Movement.

Sometimes the outcomes are not what was expected and often we tend to infer they directly correspond to an adult's performance. Therefore, it is important to differentiate performance from outcomes. The outcomes are the result of an individual's performance, but they are also under the effect of other influences. Given this there are more factors that determine the outcomes than the behavior and performance of an adult in his role.

**Visit also:**

[Conducting appraisal interview](#)

[Further external reading](#)



## ASSESSMENT DIALOGUE

Assessment dialogue or “Appraisal” is a regular part of the management of all Adults in Scouting. The appraisal provides an opportunity to assess the extent to which adults are meeting the expectations of their role or function, to determine the current level of their motivation, and to discover whether changes to their role are required.

Based on a number of predetermined goals or objectives known to the adult, the appraisal is a positive, participatory, transparent, and supportive process where the adult is able to learn from the experience and develop the required competencies identified as a result.

The process seeks to identify what the adult requires to develop and how, including competencies relative to their role, responsibility, or function and their individual development. This is then utilized to review their performance planning by providing the appropriate coaching, mentoring, training and support.

In some NSOs the appraisal is facilitated using an Adult Development Plan, or similar tool. This can be utilized at any stage in the adults’ time in Scouting, such as a three-year review, a change of appointment or role, a realignment of defined tasks, or a change in circumstance.

Another NSO might use a 360 degree appraisal for some of their roles or functions. The feedback will come from every direction, but the emphasis continues to be for the development of the adult.

This should include:

- The performance gap is objectively described.
- A description of how the unit or work group is adversely affected by a performance gap.
- A verifying dialog with the adult to understand the reasons why performance is not at the desired level.
- Based on this dialogue, continue with the development of a performance improvement plan with the adult.
- Describe the expected performance. The description of the expected performance (target) can be qualitative or quantitative, if it is quantitative, what measurement is applicable?
- Within what time frame should the desired performance be achieved?
- Identify what steps or actions can be taken to reach the desired performance goals.
- Schedule date and time to discuss progress (successes and challenges) so performance can be monitored and improved.
- Identify and select additional resources that the group or level can provide to help the adult improve performance.
- Be flexible and negotiate changes that are appropriate.



**Visit also:**

[Conducting appraisal interview](#)

[Further external reading](#)



## RECOGNITION

While there has always been some emphasis placed on appreciating the work that Adults in Scouting do, too often appropriate recognition, even a simple 'thank you' is overlooked. There is an enormous advantage in taking the time and effort to recognize the achievements and success of others. The most obvious one is to increase the individual's motivation to keep doing what they do well and do it better because they feel appreciated.

Creating opportunities for more adults to be recognized and acknowledged for their contribution to Scouting in voluntary or professional roles, functions or responsibilities is important and significant and should not be undervalued. Our organisation must find opportunities in the various environments to manage proactively the recognition of members.

Recognition is a normal and permanent process and as such it leads to meaningful actions among adults, promoting a feeling of pride and mutual loyalty shared by members in the NSO, and also highlighting in society our values and generating an impact.

We must understand that each one of us as a committed adult is called to be a role model, collaborating to reinforce our organisational culture based on our values therefore leading to the practice of timely recognition at all levels.

By recognition, we refer to the practice of both informal (intangible) and formal (tangible) recognition. It is managed in a flexible and timely way and adapted to individual needs. Appropriate informal and formal recognition needs to be part of the NSO's organisational procedures.

**Informal recognition** does not require special rules, regulations, standards, or procedures. This type of recognition should be used on every occasion we get together to recognize the contributions of individuals, teams, and groups. Communicating our genuine appreciation for a task or function well done on a regular basis to our volunteers, support staff, and professionals needs to be a priority.

Recognition of adults regardless of their level of responsibility needs to be meaningful, motivating, and impartial. It should serve as a message to the community about our values, commitment, and appreciation of the people who make the organisation what it is.

The life cycle of an Adult in Scouting clearly indicates the recognition of all adults who have been successful in their agreed responsibility, role, or function. This recognition can be informal but in time it will be necessary to acknowledge the contribution and commitment of adults in a formal way, that is both substantial and appropriate.



**Formal recognition** in an NSO is provided through an appropriately designed Adult Recognition Awards system that suits the NSO. The criteria for recognition need to be written with clear intent, made widely available and reviewed periodically to ensure that it remains relevant, appropriate, and useful.

The system should also provide a mechanism to recognize and reward service, gallantry or meritorious conduct by an adult.

Recognition of service awards is based on demonstrated performance and competency. These are becoming more important in helping to increase adult involvement, which in turn can lead to better adult retention.

A process to recommend adults for civil/community awards in the NSO can add value, and can be instrumental in maintaining motivation for some adults. Check if your NSO provides that opportunity for additional recognition.

Consider these questions:

- In what ways do you believe informal (and formal) recognition improves motivation for you and for other adults in your NSO?
- Why do you think it may be demotivating not to receive any form of recognition if performance over a period has been good?
- What are the policies and the ways that your NSO/NSA has developed to value their members?
- If you were designing a formal recognition programme or system based on good performance, what would it look like?

**Visit also:**

[Volunteers in Scouting Toolkit 2: Factsheet 6](#)  
[Competencies recognition – STARR Method](#)



## DECISIONS FOR THE FUTURE

Needs and expectations change over time, from both the perspective of the individual and the organisation. One of the prerequisites for a healthy lifecycle is change. For the individual this can bring a new challenge; for the organisation, it is an opportunity to welcome new people with new ideas.

At different stages of life, people can experience a lack of momentum. Creating space to achieve new goals or find a new direction at that moment can make the difference, and keep the volunteer engaged and committed to Scouting. Many aspects of life can contribute to this. Through a supported relationship like coaching or mentoring it is possible to recognize the early signs and symptoms and facilitate a process of reflection to help the volunteer make the right decisions for their future in Scouting. Early intervention is key.

As an individual, you should know what motivates you to function well in your role. What excites you about it? What competencies can you put into practice? What opportunities are there for you to grow? What connects you to the purpose of the role? What impact can you have? And finally, do you still have the time, drive, and capacity needed to do a good job in the role you are in?

As an organisation, you should have a clear understanding of the performance of individual volunteers and teams. Recognize when new competencies are needed to achieve the ideal results and identify the training to support this. Be aware when someone is ready for a new challenge and propose some rewarding opportunities for a new role. Notice when it is time to thank a volunteer for the work they have done and help them to retire from Scouting.

At least once a year, it is necessary for each Adult in Scouting to reflect, within a formal supported process, on 'decisions for the future'. This can result in the renewal of their existing engagement, a change to another role, or the end of their active contribution in a certain role, or to the organisation as a whole.

When renewing a commitment, it is good to reflect on what has been accomplished, the lessons learned, and the opportunities for improvement identified. It is an opportunity to celebrate success. This also applies when changing to a new role and can provide some direction for the role being undertaken. The same steps apply, i.e., assess the skills needed, update them, undergo an induction or training, and get some in-service support. When the commitment to Scouting is coming to an end, take the time to have a positive final reflection. There may well be opportunities for a renewed collaboration in the future, but even if this is not so we would like our adult volunteers to have profound and happy memories of their contribution to the Movement. It is appropriate to thank our volunteers and ensure they feel their contribution to the Movement is valued.



When it comes to supporting adults, consider that they may take on different roles at the same time. It is not unusual for a volunteer who is experienced in one role, to undertake a new role or function where they have little or no experience. It can be a challenge to track concurrent responsibilities and evaluate whether the time needed for these commitments is acceptable and healthy. The passion and enthusiasm of the adult are a well-known pitfall in these circumstances, if they are given a task or assign a role that go against their interests and expectations.

Teams are constantly going through change. Adults leave a position in a team after an agreed term, or even earlier, and new adults join. The process of building a team is a challenging task, well described by Bruce Tuckman's stages of forming, storming, norming, performing, and adjourning (Bruce W Tuckman and Mary Ann C Jensen. Group & Organization Studies, December 1977, 2(4),419-427). In most cases, this is not a simple serial process, considering all the likely personalities or traits of the adults.

Reflection on the performance of a team and its role and tasks should also be part of the annual discussion. What made the team perform well? What is still missing? How can the necessary qualification or action be integrated so the team can reach its established targets? Is there still a need for the team to exist? Has it completed its task? Is the purpose no longer valid? It takes courage to disband a well-established team when the strategy of operation changes, or to reassign a strong team that has performed well and set them a new target or responsibility. But it is worth considering as links with 'governance and organisational development' can be made, stressing the human side against the technical or organisational perspective. A change in strategy can shift the focus. You may already have the adults you need; perhaps they just need to be reassigned. In general, team reflections are enriched by regular feedback from all team members.

**Visit also:**

[Adult in Scouting life cycle](#)

[AiS lifecycle - Decision for the future](#)



## SUCCESSION PLANNING

Succession Planning is integral to the health of the Adult life cycle. To maintain the operational continuity of our roles and responsibilities, the NSO as a whole and every individual in it should have a clear view of succession, even when it is a few years down the road. All teams should operate succession planning, a process whereby someone is identified, early in the process to develop, so they can replace another adult in a given position when the time, circumstances and situation are right. More than one successor can be identified, coached or mentored. The earlier this begins the more possibilities there are for a smooth succession.

It takes time for some people to remove themselves mentally from a role or function. This is a common reaction and should be considered part of the planning process and the support role.

- How does your organisation support adults in their transition to a new role or function?
- Do you consider that everyone is different and may need different support?
- How do you transfer the intangible expertise of the team?
- Is a transition period an option to introduce a successor in a step-by-step approach to their new responsibilities?
- How are adults supported when switching from a decision-making role to a supporting role?
- How do you capitalize on intergenerational cooperation, i.e., how can all age groups learn from each other, making it a win-win situation?
- What support do you provide to help adults when they need to let go of a role?

Take the time to hold the follow-up conversations required to overcome disillusionment or anger. As always, be flexible in your approach to ensure the best result for all.

If you are lucky enough to have an overflow of talent, i.e., more available adults than you need at that time, you need a system or process in place to ensure they remain interested once you have established that they are a good fit for your organisation and are willing to give their time to the Movement. You need to take care that they continue to feel connected by communicating in a transparent way without making any false promises.

To empower young people to participate in the succession planning, mentoring and coaching for them should be put in place.

### **Visit also:**

[Mentoring and peer support](#)

[Coaching](#)

[Adult Recruitment](#)



## COACHING

Coaching is simply about helping someone else to learn, and by extension, to grow and develop through that learning. It is often described as short-term and task focussed. It differs from mentoring in that there is not much room for the development of relationships, other than those established during the short coaching experience.

In Scouting, coaching takes a different approach to the traditional instruction based idea. For us, coaching could be viewed as concentrated support for the adult being coached, to help them recognize their own needs and discover their own solutions through careful, but deliberate coaching so that they can consider new ways, new thinking, and remove any barriers (often perceptual and psychological), to reach greater heights in learning not previously experienced. Coaching is helping adults to reach their full potential.

The role of a coach is to facilitate the learning, utilizing their particular skills to assist an adult to improve individual performance, gain new knowledge and skills, and learn.

In coaching, the responsibility for learning lies with the individual, and not with the coach. As already noted, this is a bit different from what most know coaching to be. However, this form of learning is much more empowering for the individual, creates greater ownership, and has longer-lasting performance results. It is not rocket science, but it does work.

### **Responsibilities of Coaches**

- First, we must realize that when we accept positions of leadership, people will be looking up to us. We have a responsibility to listen to them, to pay attention to them, and to attempt to understand what it is they want and need.
- We also have a responsibility to convey our values through our actions. We must be willing to live by the standards that we are expecting others to uphold.

### **What Coaches Do**

- Provide task direction and vision.
- Provide skill instruction.
- Build team and individual capabilities.
- Provide resources.
- Facilitate external relationships for individuals and teams.
- Transfer responsibility for success to the team.
- Support the growth and progress of adults.

### **GROW Coaching Model**

Look anywhere for coaching models and you will find GROW. Originally developed in the 1980s by coaches Alexander, Fine and Whitmore, it was at that time, and still is today, one of the most accepted and understood of all coaching models. Four stages utilize each



letter of the word GROW, often depicted as a cyclic model in quadrants: goal, reality, options, and will.

**GOAL** – the starting point where the goals and outcomes are agreed using good questioning by the coach.

**REALITY** – the learner or coachee describes their current situation, assisted by the coach's questions which help self-assessment and personal evaluation.

**OPTIONS** – the learner or coachee explores how they can get to their goals, looking at all possible ways or options. When they run out of ideas the coach offers suggestions and utilizes tools like concept or mind maps to ensure all options are considered.

**WILL** – the learner is asked to commit to an agreed option or action with the support of the coach.

There are multiple models to consider and all are useful. Discover what the OSCAR Coaching Model (2002) and the OSKAR Coaching Model are all about. They are worth exploring, and together with GROW, can provide a useful toolbox for coaching development and understanding. Research what others think are the Top 10 Effective Coaching Skills, and the 10 Top Tips for Being a Really Great Coach.

**Visit also:**

[GROW in Scouting](#)

[Decisions for the future](#)

[Assessment dialogue](#)



## MENTORING AND ADULT SUPPORT

Mentoring is the act of providing guidance, advice, and peer support to assist individual growth. This is not to be confused with 'coaching', which by definition is a process that aims to improve performance in helping another person learn in ways that encourage new knowledge and understanding. By definition, mentoring is a process through which an individual offers skilled expertise as well as support to a less experienced colleague. The mentor acts as a teacher, counsellor, and advocate to an associate. In Scouting, this concept can apply across all the Youth sections as well as to all levels of Adults in Scouting.

Good mentors work on two distinct levels:

- Supporting the adult in understanding and undertaking specific jobs/roles and responsibilities as part of their role.
- Assisting in guiding the adult towards new or different directions and other opportunities.

They are also a role model, providing instruction on behaving like a skilled adult in Scouting (e.g. unit leader, commissioner, etc) and working with positive peer support. The modelling should reflect ways that allow the mentee to shape their own behaviours and not necessarily a direct copy of those of the mentor.

The mentor fulfils a number of roles. In summary, the mentor advises, advocates, acquires appropriate resources, acts as a role model, coaches, protects, and supports. Support is perhaps the most important of these responsibilities, particularly if the mentee demonstrates behaviors that are contrary to the NSO's ethos. Support here also relates to listening, explaining, and acknowledging successes and disappointments.

Mentors experience many learning benefits from cooperative engagement with the mentee. New things and new experiences for the mentee may also mean new things and new experiences for the mentor.

Additionally, mentors gain valuable insights into the operations of the NSO that may not have been noticed before. Interpersonal communication skills are enhanced and further developed through the mentoring experience, and many experience high levels of increased personal satisfaction, a greater sense of purpose, and being re-energized due to their mentor role.

Everyone, regardless of who we are, can benefit from mentoring at some time, and often don't realise it. Think about these two questions:

- Have you ever needed assistance for a particular job/role or responsibility and weren't quite sure what to do about it?
- Have you ever considered taking a particular action and weren't confident that this action was appropriate?



It is not about simply asking someone for the answers to your questions; it is about another individual providing Scouting or other work roles expertise and support to guide you to the answers you need, by way of a mentor-mentee relationship.

The following list is by no means exhaustive, but it does offer an insight into what mentoring entails:

1. Clarity – being clear in understanding your role as mentor, and the role of the mentee.
2. Agreement – goals need to be mutually set and put in writing. Be realistic. You are the mentor; the mentee will do the 'heavy lifting'. Both you should review this Agreement periodically.
3. Relationships – you are a colleague first and an expert second. Be open, warm, not intimidating. Listen, listen, listen, and listen again, the mentee's questions and concerns need an appropriate, considered, and thoughtful response.
4. Time limits – these should be applied particularly to goals set, they should not be open-ended.
5. High engagement and performance – expect this. Most beneficial mentoring is based on mutual learning, active engagement, and striving to attain a goal.
6. Dependency – at the beginning there will be a greater dependency, but it will move towards 'independence' as you mentor, support, and encourage your mentee, and express your belief in their ability as it develops.
7. Recognition – encouragement, and appreciation go a long way. Praise work well done, and help to find alternative paths for things not working as well.
8. Open-minded – cultural differences, gender, and different ideas and opinions provide challenges. Maintain communication and discuss things openly.
9. Example – as a mentor, you will be seen as a role model for everything, by many others, not just the mentee. Behavior and deportment must be exemplary.
10. Teach – by example and encouragement show your colleague how to become a mentor.

**Visit also:**

[Performance management](#)



# HAMMER & NAILS

Handy and efficient tools are the asset of every good toolbox. Hammer & Nails offers various tools for supporting the implementation of the AiS life cycle. It also offers some useful tips for different occasions when working with adults in Scouting.



## ADULTS IN SCOUTING SELF-ASSESSMENT TOOL

### Why it is needed

Adults in Scouting (AiS) is one of the key dimensions of best practices that deal with how your National Scouting Organization (NSO) manages its human resources, both professional and voluntary, as it relates to the selection, recruitment, hiring and appointment, performance management, reward, security, relationships, and decisions for the future.

No matter how well-designed your NSO's policies, procedures, and programmes are, they cannot be implemented without the right people. And these people need to be adequately supported to do their job. Equally, your NSO cannot expect to grow if it does not have the right adults to support its Youth Programme. It is important therefore that your NSO assesses its AiS to make sure that it has the human resources it needs to deliver and grow its programme.

### What it is

The AIS Self-Assessment Tool will help your NSO to do a self-check on just how well things are going with its policies, practices, and procedures. It will also highlight areas where things might not be going so well. This tool is not intended to be a scoring exercise, but rather to be used as a capacity strengthening resource by your NSO to identify strategies for improvement

The tool allows your NSO to take a critical look at its successes alongside areas for attention or improvement. It can assist in preparing for future planning and growth. As a bonus, it can be used to prepare for a full Global Support Assessment Tool (GSAT) audit (see link below).

The Scout motto is 'Be prepared'. The AIS Self-Assessment Tool is a great way to be practically prepared for the future. It highlights the importance of an NSO having adults who are adequately trained, resourced, and supported to effectively deliver the Youth Programme.

### How it is used

Download the AiS Self-assessment tool from <https://www.scout.org/AIS-Self-Assesment>. Go through each of the self-assessment criteria and identify your NSO's capacity by giving a response of either RED (no evidence at all exists that your NSO has done anything around this criterion), YELLOW (evidence exists that your NSO has done some things around this criterion), LIGHT GREEN (evidence exists that your NSO has most things around this criterion and it is up-to-date and implemented), DARK GREEN (evidence exists that your NSO has everything around this criterion and it is up-to-date, implemented, regularly evaluated, and refreshed), or GREY (not applicable due to the local circumstances or in relation to another non-compliant criterion).



**Visit also:**

[AiS self-assessment tool](#)

[Adults in Scouting Life cycle](#)

[Global Support Assessment Tool](#)



## HOW TO CREATE JOB/ROLE DESCRIPTION

### Why it is needed

Your National Scout Organization (NSO) needs to have adequate adult leadership and adult support to develop, grow, and function effectively. You need the right people in the right job at the right time and in the right place. Your NSO needs to have a clear view of its needs and a clear recruitment and appointment process for its adults.

Job/role descriptions are often the only documents that totally define what a role is, what skills are required to perform it, and where the role fits in your NSO. Properly written descriptions make it easier to identify individuals that are a good fit for the job/role and to hold individuals accountable if they are not performing essential duties that are required.

### What it is

A basic job/role description is an internal document that clearly states the essential job or task requirements in terms of duties, responsibilities, and skills needed to perform a specific job/role. A more detailed job/role description covers how success is measured in the job/role. It can be used to evaluate individual performance. For Scouting, detailed job/role descriptions are preferred. Your NSO should have a set of clear job/role descriptions or duty statements that specifically state what is required in a particular role at a particular time and in a particular place. Job/role descriptions are fluid documents that grow and develop as Scouting does.

Note: Job/role descriptions follow on from a NSO needs analysis in which your NSO has identified the people to effectively deliver its Youth Programme.

### How it is used

No two job/role descriptions are the same. They are developed and written for specific responsibilities and due to specific circumstances or situations, they must be updated over time. Review job/role descriptions periodically, especially when your NSO is changing strategic direction.

Use the following steps in creating or reviewing the description:

1. Use a template to ensure you are consistent in what you require, especially across those criteria that overlap many jobs/roles.
2. Ensure that the Job/Role Title is clear in intent and meaning. For example, if it reads 'National Commissioner, Youth Programme', then that's what the rest of the job/role description should be about.
3. Begin the document with a descriptive summary of the job/role.
4. Detail the essential job/role duties and job/role responsibilities. Be specific and clear. Do not make statements that could be challenged because of confusing language. State only the things that are necessary for this one job/role. List them



- in order of importance. Use complete sentences. Start with verbs. Use present tense and gender-neutral language. Bullet points are useful.
5. Detail the essential requirements and qualifications necessary for the job/role. Education, experience, specific skills, and personal characteristics are the norm, but you may have other essential requirements related to the specific job or role.
  6. Define success in the job/role which, for example, could be related to the strategic direction your NSO is taking.
  7. State who the job/role reports to.
  8. List any other jobs/roles that report into the role.
  9. Indicate if there is a period of probation (if applicable).
  10. State clearly that the job/role incumbent will undergo a performance evaluation after a specific period.

### Example

**Job/Role:** National Commissioner Adult training and development (NCADT)

**Role Summary:** To lead the National Training Team; to plan, develop, implement and maintain a scheme of Adult Training and Development for both volunteers in Scouting and professional staff in accordance with the policies of the World Bureau (World Adults in Scouting Policy), the Region, and NSO.

**Reports and Responsible to:** NSO Chief Commissioner

**Role Status:** Volunteer, Rank – Commissioner (National Appointment)

**Values and Behaviors:** The NCADT will demonstrate behaviours in accordance with the Association's Aim, Principles and Values and will adhere to the Adult Code of Conduct and at all times practice Safe from Harm principles.

**Direct Working Relationships:** The NCADT manages and leads the following:

- Deputy National Commissioner, AT&D (volunteer)
- Deputy National Commissioner, Adventurous Activities (volunteer)
- National Training Administrative Officer, (part time paid employee)

The NCADT enthuses and indirectly leads and motivates respective Branch Commissioners, Adult Training & Development.

### Essential Job/Role Duties and Responsibilities:

- To lead the National Training Team.
- To evaluate the effectiveness of existing training and adult development programmes and methods and to redevelop and refresh programs to meet the needs of the NSO.
- To develop and implement new adult training and development programmes in accordance with the needs of the NSO.
- To seek and develop new training techniques and methods that will provide flexibility and innovation in the delivery of training programs to Adults in Scouting.
- To grow and further develop the eLearning training and development programme of the NSO.
- To provide positive leadership to the Branch Commissioners for Adult Training and Development, their teams and to chair the National Training Committee.



- To lead the Course for Leader Trainers (CLT) every two years.
- To perform such other duties as may be requested by the Chief Commissioner, particularly with respect to the assistance of Scouting in other Scouting countries in the Region.
- To attend Training and Youth Program Team Meetings, Conferences and Seminars to support the National Commissioner Youth Program and the Branch Commissioners for Adult Training and Development.
- To be an active member of the National Team led by the Chief Commissioner supporting other portfolios as and when necessary.

**Selection Criteria:** This person must have:

- An unequivocal belief in the Aim and Principles, Promise and Law and Method, of the Scout Movement.
- An ability to work with volunteers and professional staff and to be able to enthuse and motivate people in the achievement of tasks and goals.
- Well-developed interpersonal and team leadership skills.
- The willingness and ability to devote considerable time during the day, evenings and weekends to the NSO.
- A high level of personal motivation/organisation and the ability to be able to be innovative and creative in achieving desired outcomes.
- Highly effective written and oral communication skills.
- A good working knowledge and understanding of the various Youth Programs embraced within Scouting, including their activities, method and purpose.
- Degree qualified (in a relevant discipline, i.e. Education, Training, HR, Management), with considerable practical experience in adult training and development programs, essential.
- Wood Badge Leader Trainer qualification along with practical experience delivering Wood Badge and other relevant Courses.

**Indicative Commitments:**

- Chair the National Training Committee (2 weekend meetings per year plus one or two virtual meetings when necessary).
- Member of the NEC/NOC (3 weekend meetings per year, plus a strategic planning workshop every two years).
- Member of the National Team (3 weekend meetings per year, plus virtual when required)
- Member of the Adults in Scouting Committee (1 weekend meeting per year)
- Attendance at National Youth Program and Branch Training workshops as required (minimum 5) weekend meetings per year).
- Conduct one 5-day training course every two years (CLT).
- Delegate/Observer at World or Region Scout Conferences respectively (approximately 1 week each).

**Role Achievement:** Success in the role supports the strategic direction of the NSO.



**Term of Appointment:** Initial appointment – 3 years, in accordance with the National Adults in Scouting Policy of the NSO, with an extension of another 3 years subject to achievement and satisfactory performance.

**Visit also:**

[Adult recruitment](#)

[How to create a Job description \(e-learning\)](#)



## HOW TO CONDUCT APPRAISAL INTERVIEWS

And create a good adult development plan

### Why it is needed

Adults appreciate a personalized evaluation that provides recognition of their achievements and contribution to the organisation, and brings clarity to the requirements and expectations of their role. Adults in Scouting (AiS) need an opportunity to reflect on their commitment and what they do in Scouting.

The Appraisal Interview is a two-way process in which both interviewer and interviewee identify what is going well, what needs to be done, and what could be improved, and to understand and address major differences in perspectives between them. It should be done from a developmental perspective. It also serves as an informal opportunity to look at personal development which may not necessarily be associated with the Scouting job or role but would assist the interviewee both personally and professionally. An Appraisal Interview may also be appropriate for specific work units or task force-member-type responsibilities.

### What it is

The Appraisal Interview is part of the AiS Review process. It is based on an analysis of responses received through a Performance Appraisal Review (example – Adult Development Plan (Appraisal) document. Your National Scout Organization (NSO) should have this or a similarly named form which the AiS will complete before the planned interview. While the interview is a formal process, it is conducted informally.

Although the Appraisal Interview can be a casual chat over a cup of coffee, it is important that the interview takes place within a regular timeframe as agreed by the NSO and the adult, that it is documented, and that an mutually agreed action plan and new goals for the future result are jointly established.

All information discussed or collected through this process is confidential and shared only among the parties involved. There may be a need to inform other Team members but only the end outcome and not details of the discussion. This 'need to know' is particularly relevant if the outcome is reassignment or retirement or where team output could be affected.

### How it is used

When conducting the appraisal interview, suggested steps can be followed:

1. Invite the adult to a performance/feedback interview
  - a. Arrange a mutually convenient time and place well in advance, or a suitable virtual meeting using Skype or Zoom or WhatsApp, etc.
  - b. Encourage the adult to review their performance in their job or role before your meeting.



- c. Ask them to complete the *Appraisal* document, or whatever document your NSO uses, with honesty and openness.
    - d. Get them to consider progress, achievements, future planning, and possible opportunities.
  2. Think about the interview and the focus of discussion
    - a. Focus on areas of performance with emphasis on acknowledgement and appreciation of success. Outline areas for improvement and any aspects of performance that the adult wants to share and talk about.
    - b. Gently steer the discussion to the next question if the adult exceeds the allotted time for a question. Reflect on and summarize what was said and use it to move forward.
    - c. Make the interview informal, but structured and take good notes. While formal in approach and structure, the interview is conducted in a relaxed style. Written outcomes will provide adults with a record that can be referred to if necessary. Note relevant information and any factual data as it was spoken. Don't make assumptions or make judgements.
  3. Set the scene
    - a. Time, place, and atmosphere are critical, even if conducting a virtual review.
    - b. Create a private, comfortable, relaxed, quiet, non-threatening environment where you won't be interrupted.
    - c. Be unhurried, informal, friendly, and without physical barriers.
    - d. Aim to be fair, objective, purposeful, and encouraging, supportive, and motivating.
    - e. Be prepared not just to talk but to listen carefully; this not only shows respect to your interviewee, but also saves both of you precious time.
  4. Conduct the interview
    - a. Welcome the adult to the meeting or call, be warm and friendly.
    - b. Remind the adult of the purpose of the review and confidentiality of the process.
    - c. Walk through the review document responses together. Have a conversation around each area and listen attentively, reflecting on what you hear to ensure clarity and responding appropriately. Take notes.
    - d. Keep your body language neutral and make notes continuously. Nod, smile, and encourage the adult throughout the interview. Use silence (even up to 10 seconds) to encourage them to expand on short answers; ask if they would like to say any more or if they would prefer to move on.
    - e. Use open questions but seek additional information if required. Choose your words carefully. Not everyone might be using their native language. If the adult has difficulty thinking of examples, ask them to think about an example they have already provided and consider its relevance. Ask in-depth questions to seek additional information, clarification and better understanding. Simple conversational probes can be effective, such as: Tell me more about... Can you give me an example when... How does this affect you, make you feel?... How do you handle \_\_\_\_?
    - f. Let the adult speak openly and freely. Highlight and take note of achievements, successes, and accomplishments that the adult is proud of. Show equal interest

- in all aspects of an issue and try not to show approval or disapproval, agreement or disagreement through your words, gestures or facial expressions. Do not challenge answers or engage in uncontrolled debate with the adult.
- g. Talk about areas of weakness and any disappointments experienced and explore possible causes or reasons for these.
  - h. Identify any misunderstandings and reasons why any disagreement or misinformation may exist and talk about how these can be corrected.
  - i. Ask about potential ideas for improvement, discussing new goals for the next period.
  - j. Highlight the support that can be provided through a direct, personal approach by the adult, or other commitment support by your or the NSO related to the job/role (like coaching, mentoring, specific guidance). Agree a suitable action plan with updates ongoing progress.
5. Consider decisions for the future
- a. Ensure that the adult understands the (1) continue the engagement (renewal), (2) change jobs/roles (reassignment), or (3) step down from the job/role (retirement).
  - b. Ask the adult about their preferred option.
  - c. Share your decision proposal in case their opinion differs from yours. Discuss the outcomes and come to an agreement. The interview is the time to share different perspectives and discuss valuable learning experiences for both parties.
6. Conclude the interview
- a. Conclude the interview by reviewing the agreed action plan details and outlining any further steps relevant.
  - b. Highlight positive elements.
  - c. Thank the person and close the interview positively.



**Appraisal interview cycle**



Immediately after the appraisal interview, spend some time reviewing and completing your notes. If you are doing more than one appraisal interview at a time, be organised and prevent mixing up interviewees.

**Visit also:**

[Performance management](#)

[Assessment dialogue](#)

[Recognition](#)

[Decisions for the future](#)

## COMPETENCIES RECOGNITION - STARR METHOD

### Why it is needed

Proving that you have a certain competence can be difficult if there is not a tangible, physical outcome that can be assessed. When you want to analyse past performance or assess how successful an event or training session has been, you need a tool that will evaluate what are not obviously measurable qualities. You might need to talk fluently to others about something you've done or a project your National Scout Organization (NSO) has completed but you have trouble getting the story straight in your head.

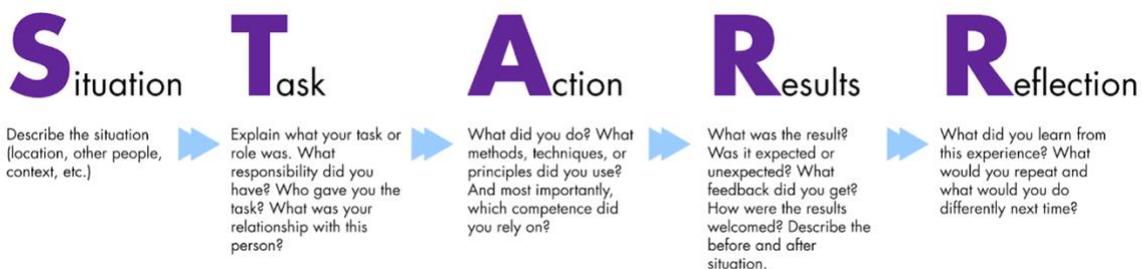
### What it is

The STARR Method is a five-step reflection process which helps you to recognize your competences. By jumping between the five parts, you can tell the story you need to tell in a way that makes it easy to follow and interesting for your audience. The tool helps you confirm your competences and recount events in which you played a significant role.

### How it is used

Think of a successful time in the near past and answer these questions:

- **Situation:** Describe the situation (location, other people, context, etc.)
- **Task:** Explain what your task or role was. What responsibility did you have? Who gave you the task? What was your relationship with this person?
- **Activities:** What did you do? What methods, techniques, or principles did you use? And most importantly, which competence did you rely on?
- **Results:** What was the result? Was it expected or unexpected? What feedback did you get? How were the results welcomed? Describe the before and after situation.
- **Reflection:** What did you learn from this experience? What would you repeat and what would you do differently next time?



The STARR Method takes a classic storytelling technique one step further by adding reflection.

The tool can also be used by you to assess the competence of another. Simply ask the questions to elicit the responses and then compare their story with available evidence.

## Examples

<b>Situation</b>	Organize a hike for a patrol of 10 people to an unknown area.	Renovate the scout den with the help of our Adult support group.
<b>Task</b>	Be safe and be back on time.	Get the finances for the materials.
<b>Activities</b>	We got lost. Someone else was doing the map reading. I used my orientation skills to find our way back. I was confident in my approach, so others stayed calm and felt safe.	I contacted friends from my network who could help us with spare materials and equipment we could borrow. I also convinced one sponsor to donate money to buy the roof parts we needed.
<b>Results</b>	After half an hour, we were back on track.	In less than a year, with the money and support I raised, the renovation was done.
<b>Reflection</b>	I did not panic. I could have involved the others more and showed them how to read the map correctly so they could learn from my experience.	I used my network and did some successful fundraising. On reflection, it would have been good to organise an event to celebrate the result and invite the people who had helped us.

## Visit also:

[Recognition](#)



## TRAINING SYSTEM REVIEW

Also called Training scheme

Scouting is a youth movement in which Adults provide guidance and support to youth members. The development, support, and delivery of this Youth Programme require the active involvement of many competent people who need to be recruited, equipped with the competencies required to fulfil their tasks, continuously supported, and assigned to new tasks whenever appropriate, until their retirement.

The function of the support for Adults is to help them to continuously improve the skills, competencies, knowledge, values, and attitudes required to increase the quality and effectiveness of their work in their various roles. This process happens via on-the-job coaching, personal reflection, external acquired competences, peer support, and training.

### Why it is needed

System review makes sense because it:

- Keeps the system streamlined and centred in the NSO 's strategy.
- Is a check on obsolescence, that is: the effect of information explosion, changes are occurring in management methods, in Educational Methods; in NSOs, in society in general.

### What it is

We live in a so-called VUCA world (volatile, uncertain, complex and ambiguous). Current training and training systems need frequent updates in one or several aspects (content, timing, location, method, number of people, rewarding elements, pathways, etc.).

To help your National Scout Organization (NSO) with this process of renewal, a guidance manual and a summary poster (see links below) are available. These support materials are useful when a training system already exists. As mentioned in the GSAT dimension 6 – Adults in Scouting, a training system is a key element for an NSO to fulfil its requirements. These requirements are part of this framework:

- Enabling personal development and the acquisition of additional skills and knowledge to facilitate the transfer from one role and function to another.
- Ensuring easy access to training opportunities in terms of their frequency, proximity, previous experiences, and conditions for registration (diversity and inclusion aspect)
- Involving a diverse training team, including adults from all structures, in the training processes to improve the collective competencies.
- Evaluating the training system at least every two years, based on a review of needs, roles, and competencies required, and taking into account societal trends in education and adult development.

System renewal is a continuous and cyclic process: based on the NSO strategy, making sure the structure responds to the strategy, needs assessment (individual and

organizational), change proposal, implementation, data on results, evaluation and input to NSO Strategy.

### How it is used

The process covers five phases:

- Starting the process
- Setting the framework
- (Re)designing the Training System
- Operating the Training System
- Evaluating the Training System



### Training system renewal phases

Each phase has a decision point:

- Is there a need to start the process?
- Does the analysis support the renewal?
- Is the system design what is needed and described in the framework?
- Does the system operate well, or do we need to have another look and introduce some more changes?
- What works well and what needs enhancement?
- What additional resources are needed?

The first two phases have a clear drawback option and process. Each of the phases is presented in a separate chapter in the manual. The general process of Training System design or renewal is described in a very detailed and methodical manner. Some NSOs undergoing such a process might choose a simpler way, with fewer steps.

### Visit also:

[Adult training](#)

[Training System Review](#)

[Training System Review poster](#)



## THE WOOD BADGE FRAMEWORK

### Why it is needed

The Wood Badge Framework contributes to “Better Scouting for more young people” through the permanent improvement of quality training and development for adults involved in the Movement, and by strengthening their sense of unity. It:

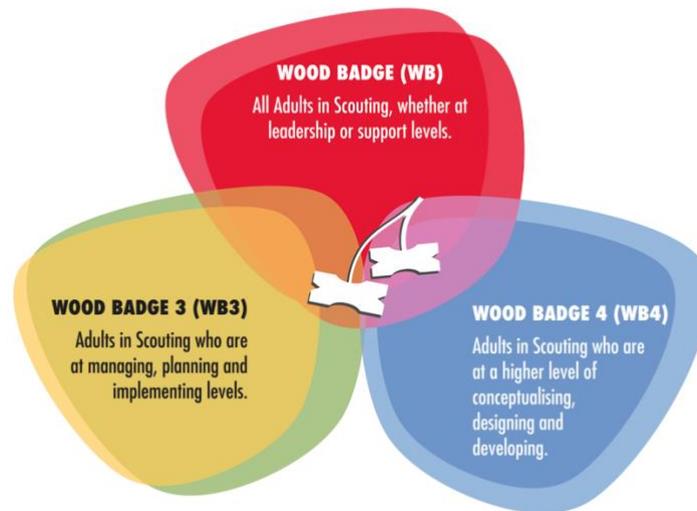
- provides a framework for the training, development and recognition of Adults in Scouting (AiS) regardless of their role.
- equips AiS with essential competencies at basic and advanced levels to support Scouting in their NSO.
- fosters a common understanding of the main global principles of AiS and ways in which NSOs might implement them.
- provides opportunities for AiS to develop their interests and learn new skills as part of the lifelong learning process.
- strengthens the sense of unity and belonging to the Scout Movement.

### What it is

The Wood Badge is a common standard that identifies the level of training and development required by AiS to perform certain roles. This includes the basic levels expected and also those at a more advanced level which lead to the attainment of the Wood Badge. It is an indicator of high-level training competencies, quality training systems, and individual opportunities for development in your NSO. It provides development opportunities for adults to acquire and/or further develop competencies to better perform in different roles/positions in Scouting, and also in other aspects of their lives.

The Wood Badge Framework outlines the essential supporting structure underlying the Wood Badge Training Scheme. It provides NSOs with the theory and practice to represent motivational elements for more adults to join Scouting and increase adult engagement, leading to higher retention in the long run.

The Wood Badge Training Scheme, which is the focus of the Framework, is complemented by other learning and training opportunities that allow AiS to develop their competencies in terms of the knowledge, skills, attitude, and behaviour required for supporting a relevant Scouting experience to young people. Recognition of prior learning such as academic achievements, courses, and experiences should be considered in the process of adult training and development.



## Wood Badge Scheme

### How it is used

To effectively implement the Wood Badge framework, you should:

1. Develop or review the job description and job specification (Requirements) for each role or appointment in your NSO.
2. Assess the current Wood Badge Training Scheme and/or adult development programme based on needs as per your current National Adults in Scouting Policy.
3. List the competencies that your NSO considers relevant for all adult positions. Take existing external recognition into account when defining sets of competencies.
4. Cluster (categorize) the competencies in different Wood Badge programmes, as well as opportunities in areas such as the Youth Programme.
5. Define the structure(s) and/or team(s) that will be responsible for preparation, implementation, and follow-up.
6. Establish a system and the procedure to implement the Wood Badge Training Scheme; modular schemes, other areas of development, and different methods of implementation such as e-learning, residential training, experiential learning, etc., are encouraged during this process.
7. Design and develop evaluation tools and strategies for the Wood Badge Scheme.
8. Establish learning outcomes and measurable levels of progress and performance of adults participating in Wood Badge programmes.
9. After design/review, launch a pilot or trial implementation phase to provide an overview and support further improvements.

The Wood Badge Scheme should also act as a tool to assist in the recruitment and retention of adults and should be approached in a flexible and dynamic way. It should be reviewed periodically (e.g. every 5 years), based on the changes in the Youth Programme or AiS.



The Wood Badge is the symbol of recognition granted to all AiS who satisfy the training criteria required. It is awarded when an individual attains a certain level in a given set of competencies. This should be assessed by your NSO according to a recognition and validation system established for this purpose, based on this framework.

**Example**

You can find an example of the WB Training scheme in Training 101.

**Visit also:**

[Training 101 overview](#)

[Adult Training](#)

[Wood badge Framework](#)

[Wood Badge Competencies](#)

## ACTIVE REVIEWING CYCLE

### The four Fs

This framework was designed by Dr Roger Greenaway, who has worked with education and training organisations, specialising in making experience-based learning more participatory, dynamic and effective.

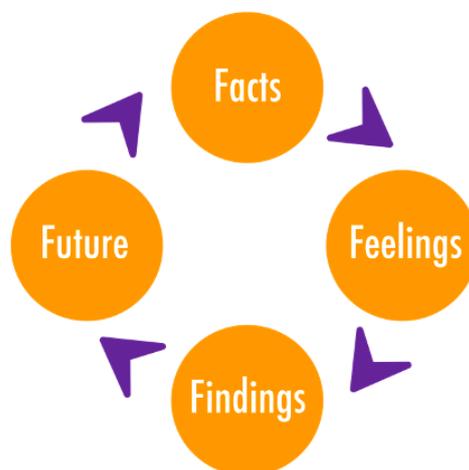
### Why it is needed

The four Fs of reviewing – Facts, Feelings, Findings, and Future - will help you to review an experience and plan for the future. By working through the four levels of this model, you will critically examine the situation you want to review and think about how to use what you learn in the future. Easy to remember, this model can be used to think and reflect on a situation and can help to structure written reflections.

### What it is

The four Fs are:

- **Facts:** An objective account of what happened
- **Feelings:** The emotional reactions to the situation
- **Findings:** The concrete learning that you can take away from the situation
- **Future:** A structuring for your learning such that you can use it in the future



**Scheme: Active reviewing cycle**

### Facts

The first F represents hard facts. Here you can examine the sequence of events and key moments. If you are working through the model with other people, it can be interesting to see if you agree on the facts. Be wary that facts do not turn into opinions, for example 'Then X did the wrong thing', rather say 'X did this and it had this effect'.



### Feelings

Here you can describe the feelings in the situation. Feelings can guide you to fully understanding the situation and better ground your learning in the experience. It is possible to start accidentally evaluating and judging in this section. but try to stay with your feelings. Be cautious that you do not use 'felt' as a judgement, for example 'I felt they were wrong', or 'my feeling was that it was a good choice'. The latter can be rewritten as 'I felt confident while making the choice.'

### Findings

Here you can start investigating and interpreting the situation to find meaning and make judgements. The main questions are 'how' and 'why'.

### Future

Take your findings and consider how to implement them in the future.

### How it is used

To use the model effectively, establish the questions and a clear timeline of the phases. The whole process should last between 30 and 45 minutes.

Timeline example

Phase	Outcome	Suggested time
Process presentation and "check-in", building trust	Clear understanding of the process, focus on the "situation"	5 min
Questions about Facts	Collected evidence	5 min
Questions about Feelings	Emotional attachment to the situation	5 min
Questions about Findings	Clear understanding of the situation	10 min
Questions about Future	Action plan for changes	10 min
"Check-out"	Save exit from the review	5 min

### Examples

Note: You don't have to answer all these questions; they are simply examples of what makes sense to include in each section. You might have other prompts that work better for you.



### **Facts**

- Make a short news report covering: Who? What? Where? and When? (Save Why? and How? for 'Findings').
- Did anything unexpected happen? Any surprises?
- Did anything predictable happen?
- What was most memorable/different/interesting?
- What were the turning points or critical moments?
- What happened next? What happened just before?
- What most influenced your attitude and behaviour?
- What didn't happen that you thought/hoped would happen?

### **Feelings**

- What are some of the feelings you experienced?
- At what point did you feel most or least involved?
- What other feelings were present in the situation?
- At what point you were most aware of controlling/expressing your feelings?
- What were your personal highs and lows?

### **Findings**

- Why did or didn't it work?
- Why did you take on that role?
- Why did you do what you did?
- Why did you not do something else?
- How did your feelings influence what you said and did?
- How did you get the outcome that happened?
- Were there any missed opportunities or regrets?
- What would you like to have done differently?
- What would you like to have done more or less of?
- What was most/least valuable?
- Was there any feedback/appraisal?

### **Future**

- How do you imagine using what you have learned?
- What has already changed?
- What choices do you have?
- What would using the findings look like?
- What would you do differently?
- What plan can you make for the future?

As the person facilitating the review, you should practice active listening techniques such as nonverbal affirmations, maintaining eye contact, showing understanding, paraphrasing, and reframing for clarification.



**Visit also:**

[Performance management](#)

[Assessment dialogue](#)



## A COMPETENCY-BASED APPROACH TO TRAINING

### Why it is needed

To fulfil its mission, each National Scout Organization (NSO) must have a clear view of its needs and the needs of its adults. NSOs rely on adult volunteers to deliver their youth programmes. For these volunteers to be effective, they need training and continuous development for all functions and at all levels of the NSO.

Effective training is based on both individual and organizational needs. It should contain all competencies required to enable an adult to fulfil their role. Sometimes the requirements, as defined by the NSO, do not coincide with the requirements perceived by the adults themselves. To increase motivation, adults have an important job to play in determining the content of their training and trainers need to balance the NSO's needs with the adults' needs.

### What it is

Competency-based training is focused on specific competencies or skills. It is also known as outcome-based learning/training or skills-based learning/training. A competence is the ability to display the knowledge, skills and attitudes required to perform a given task.

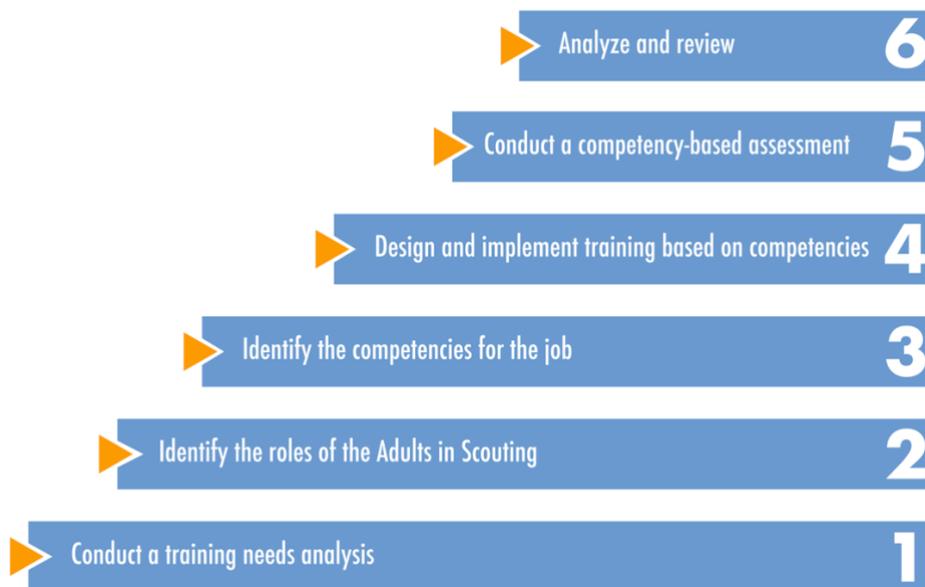
Key characteristics:

- **Learner-centric:** Competency-based learning focuses on the learner as an individual. It provides opportunities for each individual to develop skills at their own pace, collaborate with others, and collect evidence of learning.
- **Outcomes-based:** Competency-based learning starts with well-defined learning outcomes. Focusing on outcomes facilitates the development of short-term and long-term objectives.
- **Assessment-centered:** An essential characteristic of competency-based training is the development of assessment instruments to measure the performance in each course (during or after) of Unit Leaders/Leaders of Adults/Trainers based on the successful demonstration of competencies, after the training.

### How it is used

A competency-based training program can be broken down into six steps:

1. Conduct a training needs analysis
2. Identify the roles of the Adults in Scouting
3. Identify the competencies for the job
4. Design and implement training based on competencies
5. Conduct a competency-based assessment
6. Analyze and review



### **Six steps of the Competence based approach**

#### Conduct a training needs analysis

The first step is to conduct a needs analysis. What competencies does your NSO need to fulfil its mission? What skills and training do your adult volunteers need to deliver the youth program? Consider all functions and all levels in your organization.

#### Identify the roles of the Adults in Scouting

AiS can be appointed as Scout leaders, trainers, Leaders of Adults, etc. This appointment is based on the needs of the organization. Each role or position has a set of functional duties and responsibilities (Job Description) detailing what the job entails.

#### Identify the competencies for the job

Competencies can be categorized into three groups:

- Functional competencies are skills directly related to the roles of Unit Leaders/Leaders of Adults/Trainers and therefore necessary to fulfil their functions.
- Personal/key competencies include the life skills needed by most people to participate in all aspects of life, whether scouting, work, education, etc.
- Scouting competencies include knowledge, attitudes, and skills specific to Scouting.

#### Design and implement training based on competencies

Based on the competencies identified, design the training. The content of all courses should be topics based on the competencies related to the roles and functions deemed significant and validated by your NSO. Feel free to add other topics relevant to your national strategy and local situation.



### Conduct a competency-based assessment

Competency-based assessment is evidence based. Gather evidence to decide whether a person has achieved a standard of competence. The criteria used may be from a set of competency standards, learning outcomes, or other performance outcomes. There are usually five steps in the assessment process:

1. The adult being assessed conducts a self-assessment.
2. The assessor reviews this self-assessment based on the adult's achievement of certain outcomes.
3. The adult and the assessor jointly identify developmental needs/areas for improvement.
4. Based on the review, the assessor determines the type of training required to meet the identified developmental needs, for example, onsite and offsite training.
5. After the training, the adult is re-assessed.

A range of evidence or alternative assessments could be used to support the attainment of competencies, for example, samples of previous work, documented evidence of achievements, references from people familiar with the adult's achievements (which can be used in portfolio assessment) and if necessary, a demonstration of performance by practical assessment.

### Analyze and review

Analyze the outcomes of the assessment and review the competencies required based on the changing needs of your NSO.

### **Example**

Wood Badge Competencies (Cluster and Competencies):

#### **1. Fundamentals of Scouting**

- Applies Fundamentals of Scouting in all actions or work
- Identifies with WOSM's Mission, Vision and Strategy for Scouting
- Utilises the Scout Method, develops and delivers the Youth Programme
- Develops and maximises Youth engagement
- Demonstrates Safe from Harm and Diversity & Inclusion practices

#### **2. Leadership and team management**

- Develops, grows, and manages Teams
- Provides leadership appropriate to circumstances and situations
- Demonstrates suitable coaching and mentoring
- Uses and manages appropriate Emotional Intelligence processes
- Models motivation and demonstrates encouragement (Models linked to 'demonstrates', 'shows by example', 'displays', 'shows off' and so on)

#### **3. Project management**

- Demonstrates competence in managing the Project Life Cycle
- Identifies tasks and is results oriented
- Applies adaptability and flexibility
- Utilises creative thinking and applied problem-solving methods



- Applies project monitoring and evaluation processes including Team operations

#### **4. Communication**

- Applies active listening skills
- Identifies and processes Information
- Communicates effectively
- Applies appropriate conflict management strategies
- Demonstrates cultural awareness

#### **5. Adult development**

- Describes and applies the Adults in Scouting Life Cycle
- Uses adult development needs analysis and evaluation processes
- Interprets appropriately Youth and Adult development characteristics and individualised learning needs (Interprets - linked to 'translates', 'unravels,' 'deduces' etc).
- Designs and utilises innovative adult development methods and techniques and develops training opportunities
- Makes use of successful learning experiences for adult development and continuous improvement

**Visit also:**

[Adult training](#)

[Recognition](#)

## PITFALLS OF VOLUNTEER MANAGEMENT

Did you ever ask yourself what you should not do when managing volunteers? Here are some tips on what we should avoid and rather do to make volunteering a positive experience.

<b>Don't ...</b>	<b>Rather Do ...</b>
Don't assume that volunteers understand the impact of their work, why they are doing it, or what they are supposed to be working on.	Make sure you communicate clearly with your volunteers- take the first 5-10 minutes of your volunteer event to assign tasks, and let volunteers know the significance of their actions for the community
Don't assume that all volunteers know one another.	Take the time during that first 5-10 minutes for everyone to introduce each other, and perhaps incorporate an ice-breaker
Don't make all the decisions on what kind of activities your group will take part in.	Make sure you are receiving regular input from members on what kinds of activities they would like to work on, and make your best effort to include these activities in your group's volunteer schedule.
Don't overwork or overload your volunteers, particularly those that always show up and put in a lot of effort.	Have a conversation with "frequent flyer" volunteers about how they are doing, if they are feeling overworked, and how you can make volunteering a better experience. This may involve scheduling those people less, or taking on less volunteer commitments in the future.
Don't allow the organization to become "One leader dependent" leaving others to stand by and act as "rubber stamps".	Make sure there is delegation. Gives others tasks that would usually be reserved for those at the top, or cycle-out leadership positions.
Don't let the work your volunteers are doing go unnoticed or untracked.	Keep track of metrics for each volunteer activity, and present volunteers with these metrics. For example, on a trash pick-up day, keep track of the number of trash bags collected. This will give volunteers a sense of accomplishment
Don't let your volunteers go unrewarded.	Reward volunteers through incentives or through positive reinforcement. Recognition can go a long way in encouraging volunteers.



Don't leave people out of the communication loop.	Set up a group-chat, e-mail chain, Facebook group, or some other form of communication to stay in touch and bond with volunteers.
Don't make a volunteer feel bad if they were not able to follow through in the past.	Let volunteers know they are welcome whenever they are able to contribute time. Remember, communication is key!
Don't have your volunteers doing the same thing for too long; this can lead to burn out.	Change it up! Find a new activity, community, or organization to volunteer with. There is no shortage of need for volunteers, and a change of pace can be healthy for an organization, as well as for volunteers.
Don't allow passive volunteers to affect the rest of the group.	Be encouraging to those who are working hard, and challenge those who are not (yet).
Don't let your group become ineffective or inefficient.	Make sure you are organized! This ensures that your organization runs smoothly, and that you are not wasting anyone's time. Organization involves being on-time, having the proper tools for a volunteering event, and keeping track of metrics.

Credits: <https://www.lansingmi.gov/>

**Visit also:**

[Volunteering and volunteers in Scouting](#)

## GROW IN SCOUTING

### Why it is needed

Helping and supporting leaders to perform well in their functions is one of the most important roles that any team leader played is also one pillar of the “Adults in Scouting life cycle” and many tools are available for that. The GROW Model could be an excellent tool to unlock an adult's potential. The model was created by Sir John Whitmore and his colleagues at the end of the eighties (see link below).

### What it is

The GROW model is a four-step structure allowing both the adult and his or her leader to go through the support process. GROW, means:

- **Goal** (the concrete expectations of the job);
- **Reality** (the current situation);
- **Options** (to improve the performance or obstacles to remove);
- **Way Forward** (a will and the action plan for the next steps).

It's possible of course, to add to this model a “performance wheel” as the driver of the GROW model. The performance wheel is based on three elements according to Simon Sinek's Golden Circle (see link below). The author explains why performers who focus on the big picture, what he calls “the why”, can achieve better results than others. He uses the terms “what,” “how,” and “why.” By focusing on the “why,” people can improve their performance. For us, within the Scout Movement, all our adults must keep in mind the core values because they will be more focused.



**Grow model**

Being in focus helps people to reduce their self-interference, interference is something against the high performance of everyone. According to Tim Gallwey, the author of the



Inner Game Model (see link below), "There are many ways of allowing your thinking to get in the way of your performance and learning, but they all amount to conversations you are having with yourself within your own head."

The How (to deliver) and the What (to deliver) are related to the task and the behaviour, another way to express that could be the competencies level of the leader, competencies that we can improve through the training system for example.

### How it is used

To support adults in Scouting GROW process can be used in various ways:

1. Helping the adult to define the **goal** (or objective) that you both want to achieve. Keep in mind the objective must be SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). The leader can ask questions like:
  - Does your goal still align with your Term of Reference or the Mutual agreement?
  - How will you measure the achievement of your goal?
  - How will you assess your contribution within your structure?
2. Inviting the adult to describe their current **reality**. Doing that a clear and big picture shows-up at least from the adult's perspective. The leader can ask questions like:
  - What is your current situation? The 5 W's fit perfectly for this case.
  - What are the results of the current situation?
  - What are the hurdles you are facing today?
  - Does your goals/tasks conflict with any other goals/requests?
3. Exploring with the adult what are the **options**. The leader can help the adult in a brainstorm, to have as many good options as possible. The leader can ask questions like:
  - What issues stand in the way to achieve a goal or to deliver a task?
  - What could be done differently?
  - What constraint needs to be removed?
  - What help needs to be provided?The leader can make the final decision but let the adult offer suggestions first. When adults are involved in this final decision then they will do their best to achieve the defined goals and objectives.
4. At this stage, the adult with the leader's support will have a clear idea of how he or she will achieve his or her goal or to deliver his or her task (**way forward**). The leader can inspire and motivate the adult with questions like:
  - What will you do now? And how will you move forward?
  - How will you manage new constraints? And what constraint could stop you from moving forward?
  - How can you be more committed?
  - On which basis you need to review your progress?



This GROW model could be used frequently in the AiS life cycle. This is a good tool to review team member's progress and to provide personal support regularly. Leaders can use this tool also for recognising the achievement and to pass a compliment for encouraging his or her team member. This will reinforce the adults' retention.

**Visit also:**

[Coaching](#)

[Recognition](#)

[The GROW Model](#)

[Simon Sinek's Golden Circle](#)

[Inner Game Model](#)

## EMOTIONALLY INTELLIGENT SCOUT LEADER

### Why it is needed

When we think of an ideal Adult Leader in Scouting, what comes to our mind?

- Someone who has earned the complete trust of his/her Scouts, other Leaders, the parents and supporters from within and outside Scouting
- Someone who listens to everyone and is easy to talk to
- Someone who makes careful and informed decisions
- Someone who does not let his/her temper get out of control, no matter what problems he is facing

Emotional Intelligence (EI) is relevant for us in Scouting as it creates the conditions for:

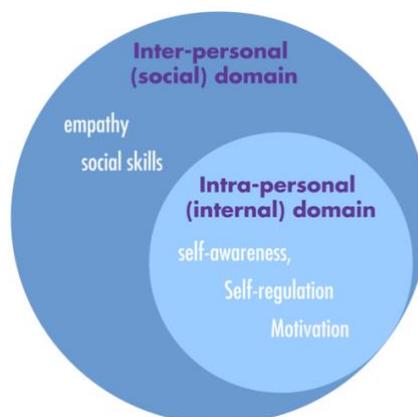
- outstanding performance
- excellent leadership
- happiness for those who we work with and for the world in general

### What it is

Salovey and Mayer (1990), the originators of this concept, define Emotional Intelligence as "The ability to monitor one's own and others' feelings and emotions. The ability to discriminate or discern among those and to use this information to guide one's thinking and actions."

In his highly influential book Emotional Intelligence (1998), Daniel Goleman came up with five interrelated domains of Emotional Intelligence also called five Emotional Intelligence Competencies:

- **Self-awareness:** knowing one's internal states, preferences, resources
- **Self-regulation:** the ability to manage internal states, impulses and emotions
- **Motivation:** understanding the tendencies that facilitate reaching one's goals
- **Empathy:** the awareness of others' emotions and concerns
- **Social skills:** being adept or skilful at working with others



### Five Emotional Intelligence Competencies



## How it is used

To inculcate, develop and strengthen the Emotional Intelligence of a Leader is a process and requires developing certain competencies. These competencies can be accessed by anyone through awareness and practice. Everyone in Scouting will benefit from this, particularly the Scouts who will develop themselves faster and stronger in the presence of a Leader and role model who displays Emotional Intelligence.

Here are some ideas on developing the five EI Competencies.

- 1. Self-awareness:** A Leader who is self-aware, always knows how one feels and how one's emotions and actions can affect others.
  - Maintain a self-awareness journal: Spend a few minutes every day to write down your thoughts and feelings, and what triggers caused them. If you want to add another layer, note down how you reacted or responded in those moments.
  - Own your emotions: It is important not to reject or judge your emotions, else they get suppressed and come out in other complex forms. When you feel something, observe them and take note of them. If you can, name them and say affirmably to yourself that it is okay to feel like this. For example, I feel angry or sad or afraid or excited or joyful or hopeful or calm, and it is okay to feel this.
- 2. Self-regulation:** Leaders who regulate themselves stay in control of their emotions and rarely attack others or make rushed judgements/decisions.
  - Practice Mindfulness: it is about staying in the present moment and paying attention to everything around and inside us, without judgement. One can choose to practice it in several ways, through focusing on one's breath, or by observing the sounds, visuals and smells around us. It brings our attention to the present moment and away from worrying about the past or fearing about the future. Mindfulness is the most powerful tool for strengthening EI.
  - Tools for regulation: Just like we increase or reduce the speed of a fan on demand using a knob, one can reduce or strengthen the intensity of an emotion through breath work (observing while inhaling and exhaling deeply) or by counting from 1 to 10 and back. Another tool you can try is to quickly start adding or multiplying numbers to switch to a logical mindset which relaxes one's emotions.
  - Mind-body effect: Relaxing the body usually results in relaxing the mind and helps in regulating the nervous system. One can use yoga, walking or light exercises to have this effect.

3. **Motivation:** Leaders who understand what factors inspire them to work towards their goals use this knowledge effectively to fill their path and space with these facilitators:
  - Reflection: Each time there is a huge success or failure, take note of what aspects worked as enablers or deterrents in each such experience. Notice patterns and keep note of both aspects.
  - Communication: It is important to communicate openly about one's needs, to ensure others in the team can support or contribute to one's motivation.
  - Planning: When working on a goal or a project, ensure your plan includes several stations or pit-stops that act as motivation boosters.
  
4. **Empathy:** Leaders with empathy have the ability to put themselves in someone else's situation, listen to everyone, challenge those who are acting unfairly and provide constructive feedback.
  - Listening: Listening fully without interrupting is a deeply comforting situation for the other and provides vital clues on how to understand the motivation of others. It involves listening to verbal communication as well as observing body language and expressions. Paraphrasing what one has understood helps clarify between one's own perception and what the other person is actually thinking and feeling.
  - Creating a safe space: Once we understand the motivation of others and their situation and concerns, it is important to create the right atmosphere needed for the growth and empowerment of the others. This includes creating a comfort zone as well as a challenging environment that is safe and bereft of judgement for those who need to learn and grow.
  - Practicing boundaries: Creating and verbalising emotional boundaries for oneself and others helps people understand optimal behaviours expected out of one another. When others or yourself breach established boundaries, ensure it is addressed in a constructive way and allow people to make amends and rebuild bridges and connections.
  
5. **Social skills:** Leaders with effective social skills are positive minded, enthusiastic and supportive of others. They are good at managing change and help resolve conflicts.
  - Self-initiative: Take the initiative to reach out to others and ensure regular communication and interaction, encouraging those who are introverts to express themselves and sometimes politely requesting those who consume too much airtime to be succinct in their expressions.
  - Feedback: Provide positive affirmations and ensure due credit is given to those who contribute with their efforts. Celebrate successes of oneself and others without needing to put down anyone. Help others understand where they can grow and ensure support to those who need or ask for it.
  - Openness: Openness builds trust and is a central aspect of relationship building.



**Visit also:**

[Motivation](#)

[Assessment dialogue](#)

[What is emotional intelligence](#)

[Daniel Goleman Introduces Emotional Intelligence](#)



## USING BLOOM'S TAXONOMY IN LEARNING

### Why it is needed

Bloom's Taxonomy is a set of hierarchical models used to classify learning objectives into levels of complexity and specificity. They are arranged in order of increasing awareness, thinking, reasoning and understanding.

It was developed to provide a common language for educators, trainers and facilitators to discuss and exchange learning and assessment methods. The goal of an educator/trainer/facilitator using Bloom's Taxonomy is to encourage higher-order thinking in their participants by building up from lower-level cognitive skills.

### What it is

Bloom's taxonomy is a powerful tool in the design of learning experiences because it explains the process of learning:

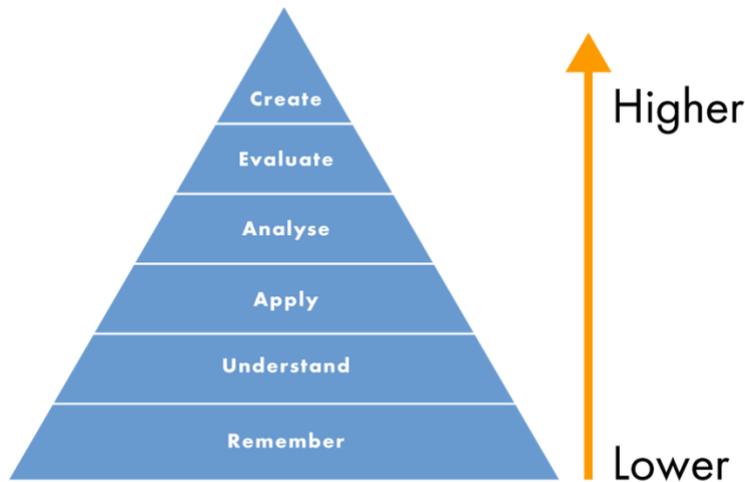
- Before you can understand a concept, you must know and be able to remember it.
- To apply a concept, you must first understand it.
- In order to evaluate a process, you must have analysed it.

### What are the Six Levels of Bloom's Taxonomy?

Originally, the following levels were developed:

1. Knowledge – remembering, being able to recall, list and define. These are considered lower-level thinking skills.
2. Comprehension – understand, restate, describe, provide an example, summarise.
3. Application – apply, calculate, solve, operate, demonstrate – theoretical to practical.
4. Analysis – makes sense of how things are connected, analyse, compare and contrast.
5. Synthesis – design, invent, create, compose, rewrite, rearrange, plan; and,
6. Evaluation – rate, critique, make judgements appraise. This is considered higher-level thinking skills.

Over time and with new evidence, more refined models have become available and are widely used. These revised models more clearly show the bottom-up approach from lower-level thinking development to higher-order thinking skills and development.



### Revised Blooms' Taxonomy model

#### How it is used

Each level allows educators, trainers and facilitators to develop learning opportunities with appropriately set objectives that start with lower-level thinking learning experiences and progressively developing experiences towards higher-level thinking skills.

So, as explained, before you can understand a particular concept, you must remember it. In order to evaluate a process, you must have analysed it. To create an accurate conclusion, you must have undertaken an evaluation. However, it is not necessary to always start with the lower-level skills and step up each time through the complete taxonomy. That approach would be quite tiresome, dull and perhaps boring for the educator/facilitator and the participants. Although there may be times when that process needs to be done. A better approach is to consider the level of the participants in the training/ session/course.

#### Examples

For example, are a lot of the participants new to Scouting and are they undertaking an introductory course? If so, many of the learning experiences may target lower-level Bloom's skills, because the participants are building basic knowledge and skills. However, even in this situation, it would be appropriate to develop experiences through learning objectives that move into the "Apply" and "Analyse" levels. Though going too far towards



the top of the taxonomy pyramid too quickly is likely to create some unease and unachievable goals.

Another example, are most of the participants undertaking an advanced course where there are already well-developed knowledge, skills, attitudes and behaviours among the group? That is, the basics are solid in theory and practice. If so, then the “Remember” and “Understand” level experiences need not be too many. There will be a need to have a few, but realistically speaking, these more advanced adult participants should be able to master higher-level skills through appropriately set learning objectives. Providing experiences where there is a need to “Create” a solution to a particular problem should give a chance to develop higher-level skills, where both “Analyse” and “Evaluate” also feature. Having too many of the lower-level skills may cause boredom or lack of interest at this level of adult experience.

**Visit also:**

[Adult training](#)

[A taxonomy for learning, teaching and assessing](#)

The following ‘Bloom’s Taxonomy Table’ can provide specific details.

**Bloom's Taxonomy Action Verbs (Revised\*)**

Definitions	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	Choose Define Find How Label List Match Name Omit Recall Relate Select Show Spell Tell What When Where Which Who Why	Classify Compare Contrast Demonstrate Explain Extend Illustrate Infer Interpret Outline Relate Rephrase Show Summarize Translate	Apply Build Choose Construct Develop Experiment with Identify Interview Make use of Model Organize Plan Select Solve Utilize	Analyse Assume Categorize Classify Compare Conclusion Contrast Discover Dissect Distinguish Divide Examine Function Inference Inspect List Motive Relationships Simplify Survey Take part in Test for Theme	Agree Appraise Assess Award Choose Compare Conclude Criteria Criticize Decide Deduct Defend Determine Disprove Estimate Evaluate Explain Importance Influence Interpret Judge Justify Mark Measure Opinion Perceive Prioritize Prove Rate Recommend Rule on Select Support Value	Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design Develop Discuss Elaborate Estimate Formulate Happen Imagine Improve Invent Make up Maximize Minimize Modify Original Originate Plan Predict Propose Solution Solve Suppose Test Theory

\* Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing Abridged Edition. Boston, MA: Allyn and Bacon.

## LEARNING OBJECTIVES AND BLOOM'S TAXONOMY

### Why it is needed

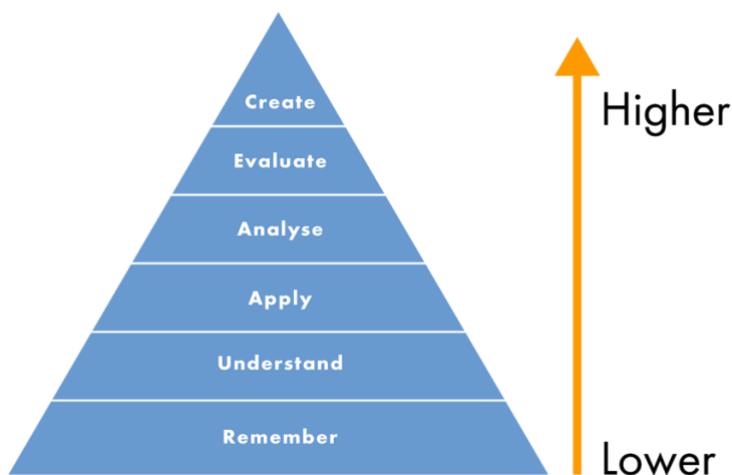
Bloom's Taxonomy is a powerful tool to help develop learning objectives. It is used by educators, trainers and facilitators to encourage higher-order thinking from their participants by building up from lower-level cognitive skills through a range of different learning experiences. This can be particularly relevant for Scouting especially when designing training, personal development or other learning opportunities.

### What it is

Originally, the six levels of Bloom's Taxonomy were:

- Knowledge – remembering, being able to recall – list, define (lower level thinking skills).
- Comprehension – understands, can restate, describe, provide an example, summarise.
- Application – apply, calculate, solve, operate, demonstrate – theoretical to practical.
- Analysis – makes sense of how things are connected, analyse, compare and contrast.
- Synthesis – design, invent, create, compose, rewrite, rearrange, plan; and
- Evaluation – rate, critique, make judgements, appraise (Higher level thinking skills).

With new evidence, more refined models have become available and are widely used. These revised models more clearly show the bottom-up approach from lower-level thinking development to higher-order thinking skills and development.



### Revised Blooms' Taxonomy model



For example; each level allows educators, trainers and facilitators to develop learning opportunities with appropriately set objectives that start with lower-level thinking, learning experiences and progressively developing experiences towards higher-level thinking skills.

### **How it is used**

Objectives for learning can be grouped into three major domains: cognitive, affective, and psychomotor. These 3 domains link closely with the behaviours and attributes of the Taxonomy:

- Cognitive: to know, remember.
- Affective: to feel or individual attributes.
- Psychomotor: to do, undertaking practical tasks, hands-on activity.

We know that for our Scout Programme to be balanced in its planning and delivery, it needs to have a blend of these domains, and we describe what we are going to do with 'action words' or verbs to appropriate objectives that cross all levels of developmental learning.

There are a number of 'Verb Tables' that help to identify which ACTION VERBS align with each level in Bloom's Taxonomy. A link to the table follows at the end of this content.

What is useful to note is that some of these verbs on the table are associated with multiple Bloom's Taxonomy levels. These 'multi-level' verbs are actions that could apply to different activities. For example, you have a learning objective that states, 'explain the difference between the Clove Hitch and the Reef Knot'. This would relate to an "Understanding" level objective. However, if you wanted the adult participant to explain why you use a Clove Hitch on a square lashing and not a Reef Knot, this would be an "Analysing" level verb linked to "Applying", as the thinking would involve analysis and also application.

To make it easier when looking at 'action words' (verbs) for stating learning objectives, keep in mind that it is the action, skill or activity you will use that is using that doing word or verb. So, if the aim is to 'build a pioneering tower' (action, skill, activity, consolidating the knots, lashings and pioneering skills) then the learning objective would be: at the end of the session, adult participants will be able to design and build a pioneering tower. Bloom's level is 'Create', and two of the verbs or action words associated with this level are design and build.

### **Three things to note when writing objectives**

- The skill or behaviour to be performed and demonstrated.
- The conditions under which the adults will perform the skill and demonstrate knowledge.
- The criteria used to measure performance.



### Example

Putting all this thinking together, using the topic - 'Tower Building'.

The aim is '*Adult participants will build a pioneering tower to a height of 3 metres*'. How they will do that is expressed in these OBJECTIVES using appropriate 'action words' (verbs)

- a. Discuss with team and design tower
- b. Choose poles and ropes and other materials
- c. Agree on tasks and construct the tower
- d. Inspect for safety, measure height to ensure 3 metres
- e. Test tower for the intended purpose

These action words are from a Bloom's Taxonomy table and linked to the 3 major domains, cognitive, affective and psychomotor:

Bloom's Taxonomy can also be used for assessment. For this to occur, there is a need to be clear on what the adults/participants should have learned from the learning experiences presented. Simple questions can test memory and providing an activity where there is a need to solve a problem can identify applications practically. Asking the adult/participant to create a song as part of a patrol activity can check analysis, and asking them to critique another group's activity can assist evaluation.

### Effective learning objectives have:

- At least one measurable verb in the objective.
- If using two measurable verbs like explain and apply, make sure the adult can 'explain' and 'apply' through an appropriate activity that can measure both verbs.
- Ensure that verbs in the objective are the right ones for the activity or task.
- All learning objectives must be measurable, clear and concise.

Avoid using verbs in objectives that cannot be quantified or measured, that includes words like understand, appreciate, learn, and enjoy.

Understanding something of Bloom's Taxonomy and how it can assist in the writing of learning objectives is not rocket science. Working with verbs that clearly can be used to measure learning competence makes the task of the educator/trainer/facilitator much easier and more educationally relevant when planning the learning experience, assessing the learners and watching them develop as they experiment and navigate around the Taxonomy.

Visit also:

[Adult training](#)

[Bloom's taxonomy explanatory video](#)

[Learning objectives e-generator](#)

**Bloom's Taxonomy Action Verbs (Revised\*)**

Definitions	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
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\* Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing Abridged Edition. Boston, MA: Allyn and Bacon.



## USEFUL ONLINE TOOLS

for training and other collaborative events

Digital working environment brings many opportunities such as online volunteering, work from home and online education. Online training courses remove the constraints of in-person sessions, such as room capacity and physical distance. Additionally, offering online courses on-demand eliminates the need to identify workable time slots for large numbers of attendees. By using recording feature it also allows each session to be played repeatedly, both as a refresher for previous participants and as fresh training for new participants.

But unlike in-person training sessions, the online environment doesn't lend itself to interaction and engagement. Even with live online sessions, participants are more likely to only partially listen to the trainer or multitask by doing other work during the training. Participants might also ask fewer questions in online formats than in live settings, reducing both the participant-to-trainer interaction and the cross-participant discussion that can improve the collective comprehension of and appreciation for the training material.

For the propose of boosting presence and learning experience, we create [A collection of useful online tools](#). Some are made for real-time online interaction and collaboration, creating learning quizzes and various types of questionnaires, e-learning tools and online training platforms. The list is in the constant refreshing mode so feel free to add new ones immediately when you find it useful for increasing engagement and participation.

Some additional tips for online engagement:

- When using these tools try to focus on a good presentation supported by the quality of video, images, and sound to interactive features which will keep the focus of the audience.
- You can keep attention also through provocations where the audience's behaviours and beliefs are challenged.
- Even being online, trainers should work on engaging presentation style, including body language, hand gestures, and voice inflection.
- Regular feedback of the audience should be evoked through different channels and should stimulate a two-way discussion.
- Usage of prompts can verify participants presence. This includes entering codes provided by the presenter, break out rooms at certain intervals and short assignments that must be completed in order to verify presence.



# TRAINING 101

Training 101 is a support tool that provides guidance towards developing a syllabus or training framework for some of the most common training and adult development courses utilised in Scouting. It also provides some thoughts and reminders on what kind of topics and learning objectives can be included in respective training courses to develop required competencies.



## TRAINING 101

Overview of the training modules

### **The purpose of this Section is to provide:**

- an example of some standardized training modules for instant use;
- support for creating some training courses within the NSO Training Scheme;
- an inspiration to use as a starting point in creating your training modules.

### **This Section contains specific modules highlighting the Core topics on the following:**

- Training modules on the Adults in Scouting Seminar/Workshop
- Training modules on the Wood Badge Course (Unit Leader Training) for the Initial, Basic and Advanced levels.
- Training modules for Assistant Leader Trainers and Leader Trainers
- Training modules for Leaders of Adults (Commissioners, Group Leaders, and other Adults in Scouting).

### **Training Modules for Adults in Scouting Workshop/Seminar**

The training modules aim is to assist NSOs in implementing the World Adults in Scouting Policy presented in this segment. The NSO will be able to organize a workshop/seminar, to develop/review the National Adults in Scouting Policy.

### **Subjects are divided into 6 modules as follows:**

- Module 1: Overview of the World Adults in Scouting Policy
- Module 2: SWOT Analysis on Adult Resources of the NSO
- Module 3: AiS life-cycle phase 1: Seeking and Recruiting Leaders
- Module 4: AiS life-cycle phase 2: Training and Support
- Module 5: AiS life-cycle phase 3: Performance Appraisal and Decision for the Future
- Module 6: Motivating Leaders and the Next Step for Implementation

Wood Badge Training Modules (Unit Leader Training) for the Initial, Basic and Advanced Levels. These are suggestions, each NSO has the authorization to develop their training that addresses the needs of its volunteers. [Wood Badge Framework](#) has guidelines to assist and is available for further information.

### **Training modules on the Wood Badge Course (Unit Leader Training) for the Initial, Basic and Advanced levels.**

The Training Modules aim is to develop Unit Leaders who are skilled in working effectively with young people and other adults in Scouting.



**The topics are divided into 5 Modules as follows:**

- Module 1: Scouting Essentials (Fundamentals)
- Module 2: Scouting Skills
- Module 3: Youth Programme
- Module 4: Leadership and Management
- Module 5: Scouting and the Organizational Environment

**Training Modules for Assistant Leader Trainers and Leader Trainers**

The World Adults in Scouting Policy gives great flexibility to NSOs to develop its training scheme/programmes. They can best satisfy the particular needs of their adults by providing modern training techniques and increase their emphasis on the Training of Trainers programme based on local situations or cultural circumstances.

The scheme for the Training of Trainers requires the development of two or three-stage progressive levels of training.

**The Two-Stage Approach**

The first stage aims to train Assistant Leader Trainers (3-Beads) and the second stage aims to train Leader Trainers (4-Beads). In some countries, the first stage is broken into two stages, thus giving Three-Stage Training.

In such a case, the first stage focuses on training course Helpers who have the potential to be developed as Assistant Leader Trainers, the second stage, training of Assistant Leader Trainers, and the third stage, training of Leader Trainers. The Wood badge framework has additional options that can be adapted by NSOs regarding the training of trainers.

For Assistant Leader Trainers the training modules aim is to:

- Introduce the principles, methods and techniques of training.
- Identify the purpose of adult training.
- Demonstrate the methods, techniques used, and their application in the interpretation of local policies and procedures in National Associations.

For Leader Trainers the training modules aim is to:

- Provide an opportunity for the sharing of experiences in the consideration of advanced training methods,
- Demonstrate and develop new training methods
- Examine, review, and evaluate existing training methods and techniques for the improvements.

The topics are divided into 5 modules as follows:

- Module 1: Scouting Essentials (Fundamentals)
- Module 2: Training Skills
- Module 3: Adult Learning Skills



- Module 4: Leadership and Management Skills
- Module 5: Personal Development Skills

### **Training Modules for Leaders of Adults / Commissioners**

The training modules aim is to provide an opportunity for Leaders of Adults (Commissioners, Group Leaders, and other Adults in Scouting) who have not completed the Unit Leader Wood Badge Training.

It is strongly suggested that they complete the Topics from the Basic Level Unit Training before commencing this Training. This is also open to professional staff within the NSO, who may wish to take advantage of this training and earn the Wood Badge.

The topics are divided into 4 Modules as follows:

- Module 1: Scouting Essentials (Fundamentals)
- Module 2: Leadership and Organizational Management Skills
- Module 3: Learning Skills
- Module 4: Scouting and the Organizational Environment

The above Modules and their related Core Topics serve as guidelines. However, while allowing flexibility to suit local needs, we strongly recommend that the Core Topics be covered in your training courses.

More content on each module is accessible online in the Training 101 volume.

[Adult training](#)

[Wood badge framework](#)



## GLOSSARY OF TERMS FOR EXTERNAL SCOUTSHIP USERS

### **Adult Support**

Adults facilitating and supporting young people to create learning opportunities and through a culture of partnership to turn these opportunities into meaningful experiences.

### **Adults**

Primarily volunteers responsible for the development, facilitation or delivery of the Youth Programme, supporting other adults or supporting the organisation's development.

### **AiS (Adults in Scouting)**

A systematic approach for supporting adults to improve the effectiveness, commitment and motivation of the adult leadership so that better programmes are facilitated or delivered by and for children and young people. It also enhances the overall effectiveness and efficiency of NSOs and covers both volunteer and professional staff.

### **AiS – Life Cycle**

The approach set out in the World Adults in Scouting Policy that recognises the concept of a life cycle in every role or function undertaken by an adult in Scouting. It is a holistic and systematic approach that gives careful consideration to all aspects of the management of adults in the Movement and includes attracting the adults we need and supporting them in their role or function, assisting them in their development and in their choices for their future. One or multiple life cycles cover all stages and components in the lifespan of an adult in the Movement.

### **Community Involvement / Engagement**

Members (adults) actively explore and commit themselves to communities and the wider world, fostering greater appreciation and understanding between people towards a common purpose of transforming their communities for the better.

### **Competencies**

A competency is the consistent application of knowledge, skill and behaviours to the standard of performance required in a particular role, function or appointment. It includes the ability to transfer and apply skills and knowledge to new situations and environments.

### **Diversity**

Recognising people as individuals, understanding that each one of us is unique, and respecting these individual differences.

### **Inclusion**

Valuing the diversity of individuals and giving fair and equal access and opportunities to all and having each person involved and participating in activities to their greatest extent possible.



## **Formal / Informal / Non-Formal Learning**

Formal Learning is the hierarchically structured, chronologically graded educational system running from school to university.

Informal Learning is the process where individuals acquire attitudes, values, skills, and knowledge from daily experiences, such as from family, friends, peer groups, the media, and other influences and factors from in the person's environment.

Non-Formal Learning takes the form of organised educational activity outside of the established formal system. Though it is not as a rule-governed like formal education systems, and it does not have the same authority, it does have an educational purpose. Scouting is non-formal and complements the learning that occurs in formal and informal settings.

## **Formal Training**

The training which has a formal structure, for example, training courses, training studies; these are, in effect, a series of related and structured learning experiences.

## **Fundamentals of Scouting**

The Fundamentals are the basic elements of who, what and why Scouting is and comprise our Purpose, Values, Principles and Scout Method, which includes key aspects such as the Scout Promise and Law.

## **Gender**

Ideas about the behaviour, actions and roles shown by a person of a particular sex. These ideas have been constructed by society.

## **Gender Equality**

Providing equal and fair access to all resources and opportunities regardless of a person's gender

## **Global Support Assessment Tool (GSAT)**

The Global Support Assessment Tool (GSAT) is WOSM's Quality Standard and is based on international best practices in Good Governance and Quality Scouting principles. It enables NSOs to identify their strengths and areas for improvement, as well as to measure their ongoing progress across various dimensions (from the institutional framework and financial management to adult resource management).

## **Goal Setting**

Goal setting is about each individual adult volunteer/staff person being able to think about projects or tasks they want to carry out in their Scouting journey and being able to set steps or milestones along that path to reach those goals (projects, tasks). Goal setting is a life skill that needs to be developed and Scouting can provide opportunities for 'goal-setting' that lead to personal growth and development.



### **Induction and Induction Training**

This is an 'introduction' to Scouting that all adults (both volunteer and staff) who are new to Scouting undertake, or, if changing to a different role or appointment, know something of the required 'basics' of that role to get started. For new adults, 'Induction Training' is structured to provide the necessary knowledge, skills and behaviour expectations necessary to undertake a role regardless of appointment. This process also allows adults to understand their responsibilities and the need for training.

### **In-service Training**

Any part of training carried out whilst the adult concerned is actively engaged on the job. Sometimes called 'on-the-job training'.

### **Learning by Doing**

The use of practical actions (real-life experiences) and reflection(s) to facilitate ongoing learning and development. It is one of the 8 elements of the Scout Method and is key to ensuring that learning opportunities are fun and relevant. 'Experiential learning' the Scout way.

### **Learning Experience**

Any situation in which an adult undergoes a relatively permanent change in behaviour. A training session is an example of a specially designed learning experience while a training course provides multiple learning experiences.

### **Learning Path**

Learning Path is a special feature of the Scoutship. It offers pre-set content for advanced AiS users to deepen understanding, develop skills and explore some examples. It is a pathway to navigate through the content if you are doing a specific task or mission, or wanting specific content for a specific purpose. For example, How to organise (manage) adults; How to keep volunteers in Scouting; or How to develop leadership skills and so on.

### **Learning Zone**

A menu item on Scoutship with content that assists users in understanding and supporting volunteers more through a number of accessible WOSM Policy and support documents relative to key strategic and operational priorities. Areas include Adults in Scouting Life Cycle, AiS Structures and Processes, and Safe from Harm.

### **NSO / NSA (National Scout Organisation / National Scout Association)**

National Scout Organisations (NSOs) are responsible for managing, developing and supporting Scouting in that country. An NSO may have several member associations, known as National Scout Associations (NSAs). For Scoutship purposes, unless mentioned otherwise, the terms 'NSO' or 'organisation' will be used and applied to both structures.



## **Safe from Harm (SfH) and Safe from Harm Policy**

In the context of Scouting, keeping children and young people safe from harm encompasses all areas of child and youth protection work, and includes a full range of strategies, systems and procedures that aim to promote that the wellbeing, development and safety of children and young people is a priority in all Scouting-related activities. Within the context of an NSO / NSA, the implementation of the policy requires putting in place a systemic approach to prevent and react to situations that may affect the wellbeing, development and safety of children and young people.

## **Scout Promise and Law**

The Scout Promise is a personal voluntary commitment to a set of shared values, which is the foundation of everything a Scout does, and a Scout wants to be. The Scout Law is a code of living for each individual Scout and for all members - based on Scouting's Principles. The Promise and Law are central to the Scout Method.

## **The Scoutship**

The Scoutship is an online resource aiming to assist NSO/NSA structures to better manage adults in Scouting. It is also a resource for adults in Scouting and others to better understand how to support youth programme implementation, build quality leadership, support organisational structures and create positive adult (volunteer) experience. Many of the topics on Scoutship have wider application than just for Scouting purposes.

## **Scoutship Content**

A number of 'volumes' set out in an attractive progressive format where users can access material for a specific purpose. The material can be explored through an overview (surfing), more in-depth (snorkelling) and greater depth (deep diving) to suit the individual and wider practical application.

## **Sustainable Development Goals (SDGs)**

The 17 United Nations SDGs build on the good work of the previous set of goals, known as the Millennium Development Goals. WOSM is a global partner of the SDGs, and NSOs / NSAs support this by incorporating the SDGs into various aspects of the Youth Program, and other initiatives. NSOs / NSAs are encouraged to register their SDG projects on [www.scout.org](http://www.scout.org) and to view all the projects globally on [www.scout.org/worldmap](http://www.scout.org/worldmap)

## **Team System (Patrol System)**

The use of small teams as a way to participate in collaborative learning, with the aim of developing effective teamwork, interpersonal skills, and leadership as well as building a sense of responsibility and belonging. Often supported by an adult/s.

## **The Purpose of Scouting**

The Purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social, and spiritual potential as individuals, as responsible citizens, and as members of their local, national, and international communities.



## **The Principles of the Scout Movement**

Duty to God - Adherence to spiritual principles, loyalty to the religion that expresses them, and acceptance of the duties resulting therefrom.

Duty to Others - Loyalty to one's country in harmony with the promotion of local, national, and international peace, understanding, and cooperation. Participation in the development of society with recognition and respect for the dignity of humanity and for the integrity of the natural world.

Duty to Self - Responsibility for the development of oneself.

## **The Scout Method**

The Scout Method is the "how" of the Scouting Programme. How we conduct our Youth Programme so our youth members get the most out of their experiences. The Scout Method is an essential system for achieving the educational purpose of the Scout Movement. It is defined as a system of progressive self-education. It is one method based on the interaction of equally important elements that work together as a cohesive system, and the implementation of these elements in a combined and balanced manner is what makes Scouting unique. The Scout Method is a fundamental aspect of Scouting and is expressed through 8 elements all of which hold equal importance in the development of our youth members.

## **The Scout Movement**

The Scout Movement is a voluntary, non-political, educational movement for young people open to all without distinction of gender, origin, race, or creed, in accordance with the purpose, principles, and method conceived by the Founder, Lord Robert Baden-Powell.

## **Training Method**

A procedure which provides a suitable structure and environment for a learning experience, for example, brainstorming, buzz group, case study, demonstration, lecture, lesson demonstration, practical exercises, programmed learning, project, role play, talk, training study and workshop.

## **Training Need**

The specific needs of a person, in regard to carrying out a given job, which can be satisfied by training or other suitable professional development. These needs and the abilities and skills called for in order to satisfy them can be classified under four headings: knowledge, skills, attitudes and behaviours.

## **A vision of Scouting 2023**

By 2023 Scouting will be the world's leading educational youth movement, enabling 100 million young people to be active citizens creating positive change in their communities and in the world based on shared values. "The Vision for Scouting, Vision 2023", was adopted at the 40th World Scout Conference in Ljubljana, Slovenia in 2014.



## **Volunteers**

Volunteers are people involved in different activities without monetary remuneration (although the reimbursement of expenses may be allowed). This involvement is undertaken entirely of the individual's own free will. The benefit of this involvement is directed at supporting Scouting to achieve its Mission rather than at the volunteer, although the volunteer should also gain and develop from their involvement.

## **Wellbeing**

A state in which every individual realises his or her potential can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community'. (*World Health Organisation, 2014*)

## **Wood Badge**

The Wood Badge is a common standard that identifies the levels of training and development required by Adults in Scouting to perform certain roles. This includes the Basic levels expected and those at a more advanced level leading to the attainment of the 'Wood Badge'. It is an indicator of high-level training competencies, quality training systems, and individual opportunities for development in an NSO/NSA. The most common emblems or symbols used are:

- Wood Badge Woggle (known also as Gilwell Woggle) – a 'Turk's Head' scarf slide woven from two strands of round leather thong;
- Wood Badge Beads – two small wooden beads are worn on a leather thong or cord around the neck; and
- Wood Badge Neckerchief or Scarf - bearing a McLaren Tartan patch on the point.

## **Wood Badge Training Scheme**

The Wood Badge Training Scheme consists of a Training programme for all Adults in Scouting, whether at a leadership or support level, both volunteer and professional. It can be divided into 2 levels (Basic and Advanced) and in some NSOs, provision is made for access to supplementary courses to assist adults' further personal development and continuous improvement. There are also several provisions for the different age Sections (Cubs, Scouts, Rovers).

## **World Adults in Scouting Policy**

The aim of the World Adults in Scouting Policy is to support the Mission of Scouting. This is achieved by developing the ways and means by which the quality of leadership at all levels can be improved through providing better support and management for all adults, resulting in the provision of better services for young people. The policy encompasses all the roles and functions undertaken by adults in Scouting, and all the areas of competence necessary to fulfil them.

## **WOSM**

The World Organisation of the Scout Movement. Is the largest youth organisation and has more than 55 million members in 171 National Scout organisations (*census 2020*).



## **WOSM Services**

WOSM's one-stop-shop to support and strengthen the ability of National Scout Organizations (NSOs) to deliver better Scouting activities and programmes to more young people worldwide. WOSM offers high-quality and effective support via 13 WOSM Services related to the core areas of Scouting, everything from the Adults in Scouting and Safe from Harm to good governance and partnership development.

## **Youth Empowerment**

Youth Empowerment is the attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including young people and adults.

## **Youth Engagement**

Youth Engagement is the meaningful participation and sustained involvement of young people in an action in which they use their time, intelligence, talents, skills and abilities for making a positive change in their own and the life of others, which results from strong connections to a particular idea, person, activity, place or outcome.

## **Youth Involvement**

Youth Involvement is a capacity-building process, based on enabling young people to actively share responsibility with adults for making decisions that affect their lives, and the lives of others in their community.

## **Youth Participation**

Youth Participation is a process that ensures young people are consulted and given the opportunity to contribute to the decisions that affect their lives.

## **Youth Programme**

The Youth Programme in Scouting is the totality of the learning opportunities from which young people can benefit (What), created to achieve the purpose of Scouting (Why), and experienced through the Scout Method (How).

## FREQUENTLY ASKED QUESTIONS

<b>OVERALL</b>	
What is Scoutship?	Scoutship is an online resource aiming to assist NSO/NSA structures to better manage adults in Scouting. It is also a resource for adults in Scouting and others to better understand how to support youth programme implementation, build quality leadership, support organisational structures and create positive adult (volunteer) experience. Many of the topics on Scoutship have wider application than just for Scouting purposes.
What can I find here?	Scoutship's online resources offer a variety of short interconnected content related to Adults in Scouting and the Adult Life Cycle. It also offers useful tools, training templates, and internal and external resources in one spot. It suggests a variety of learning pathways to address more complex needs..
Do I have to register to use it?	You don't have to register to use Scoutship. However, you may register for the newsletter and become part of the Scoutship community.
How can I use it if I am not a Scout?	You can use it the same way as Scouts. For easier understanding you can use the support of the Glossary of the terms for External Scoutship users.
On average, how long will it take me to read a specific Scoutship piece of content?	Every content piece has been designed to take only a few minutes to read. It all depends on the topic and the depth to which you want to explore the topic. Some may take only a short time, others may take 5 to 10 minutes to read depending on how deep you want to go and gain in understanding. The hyperlinks that take a topic much further are located at the bottom of the page. We invite you to explore and 'dive' into the topic.
<b>USE</b>	
Do I need the approval of my NSO / NSA to be able to access and download content from Scoutship?	You don't need any approval to be able to access and download the Scoutship content. However be mindful, that the content is protected and any reproduction is authorized to National Scout Organizations and Associations which are members of the World Organization of the Scout Movement. Credit for the source must be given.
Can I use Scoutship on my phone and computer at the same time?	You may use Scoutship simultaneously on any device which has an online connection and internet browser. It has been set-up for use with mobile phone, tablet and desktop applications. However, the use of this is not interconnected in a way that you will see on the smartphone what you have opened on your computer.

Can I download only a small part of the content I am interested in?	You may download small pieces of content individually by clicking the "download" button on the bottom of the page.
How can I download the whole Scoutship content?	You may download the whole content by clicking "full content" in the <i>Volumes Menu</i> or you may choose various versions (pdf, Kindle, ePUB) in the " <i>Scoutship on the go</i> " menu.
How does the Learning Path work?	The Learning Path is a special feature of the Scoutship. It offers pre-set content for advanced Adults in Scouting users to deepen understanding, develop skills and explore some examples. It is a pathway to navigate through the content if you are undergoing a specific task or mission, or seeking specific content for a specific purpose, such as how to organise adult support structure or how to keep volunteers in Scouting.
Is there a way I can view what content I have already accessed?	At the moment this feature is not available. However, further refinement to enable personal settings and improve user experience will be coming soon.
How does Scoutship cater for those with vision or hearing impairment?	The operation system of the device supports vision and hearing impairment and other physical, learning and literacy requirements. Scoutship does not foresee any additional tools or features.
<b>OFFLINE AND DOWNLOADING</b>	
What do I do to save content for use in a training environment?	You are able to download specific content by clicking the "download" button on the bottom of the page. You can save for future training use, noting that content is protected and any reproduction is authorized to NSOs/NSAs, while crediting the original source.
What kinds of documents can I download during a session?	You can download each piece of content separately by clicking the "download" button on the bottom of the page.
What if I don't have an internet connection?	Internet connection is required for online browsing and using the features of the Scoutship. However, you may download the whole content and browse in "offline" mode.
How do I know if the content is updated or new information is published?	All updates and new information will be announced through the Scoutship newsletters. Please subscribe to the newsletters to get the latest updates.

<b>WHERE TO FIND</b>	
How can I find the content I am looking for?	The fastest way is to type in a keyword in 'search'. The internal search engine will search content in the Scoutship and display all content that includes the keyword.
Where is the handbook version?	As Scoutship is a digital resource, it has no traditional handbook format. However, you may download the whole resource and you will receive a digital version with a cover page and content that is sorted according to the volumes in the online version.
How can I access the Learning Path?	The Learning Path is accessible if you scroll down on the 'entrance' page. Once there, you may select from the learning paths displayed.
Where can I subscribe to the Scoutship newsletter?	You can subscribe to the Scoutship newsletter at the bottom of the 'entrance' page.
<b>COLLABORATION</b>	
How can I share a new idea for particular content that may be useful to others?	You may do that by sending your idea or contribution in an e-mail to <b>scoutship@scout.org</b> The Scoutship editorial team will review the proposal and depending on the decision, add it to the Scoutship. Be mindful of the length of your contribution (max 6000 characters with spaces) and the credibility of the contribution. In case of using others' work please make sure the source is credited.
How can I contribute to the Hammer & Nails Toolkit?	You may do that by sending your proposal in an e-mail to <b>scoutship@scout.org</b> The Scoutship editorial team will review the proposal and depending on the decision, add it to the Scoutship. Be mindful of the format used in the Hammer & Nails Toolkit (Why, What, How and an example) and of crediting the information. The length of your contribution must not exceed 6000 characters with spaces.
How do I reference and cite content?	The best way to give credit to sources you are using is to use footnotes in your content. With footnotes you will be able to numerically mark the sentences or ideas used from another source and the link to that source will appear at the bottom of you page, as a footnote. This way a reader can directly access your source if needed.
<b>ERROR REPORTING</b>	
The link is not working, what should I do?	You should reach out to: <b>scoutship@scout.org</b> and nicely explain which link is not working. Thank you.



**The Scoutship**



<p>I found a 'typo' in the text, what should I do?</p>	<p>You should reach out to: <b>scoutship@scout.org</b> and nicely explain where the 'typo' is exactly. Thank You.</p>
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Creating a Better World

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