**Managing Time and Personal Skills**

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| Provide your personalised role description in which you have agreed realistic goals and targets with your line manager for the  development of local Scouting that work towards The Scouts’ strategic objectives. Describing the process and how you came to agreement. |  A copy of your personalised role description   A copy of your task plan showing plans, goals & targets |
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| Demonstrate and explain how you have considered the future requirements of your role, identified the skills and knowledge that you need to develop or improve and the steps you will follow to do so. | • Discussion with your Training Adviser  • Copy of your personal learning and development plan |
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| Outline a number of tips and techniques useful for managing time effectively. | Discussion with your Training Adviser   Examples of tips and techniques used |
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| Give examples of how you have used feedback from others to improve the way you carry out your role. | Documentation showing the details of the feedback received and the actions you have taken   Discussion with your Training Adviser |
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| |  | | --- | | Outline the ways in which you keep up to date with developments in Scouting generally. | | Examples of resources and information uses   Discussion with your Training Adviser |
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| Demonstrate and explain how you have reviewed how you use your time and identified possible improvements so that you can focus on the goals and priorities that you have agreed with your line manager. | A copy of your role description   A copy of your task plan showing plans, goals & targets   Discussion with your Training Adviser |
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**Achieving Results**

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| Describe the importance of continually improving the performance of all elements of local Scouting relevant to your role. Provide examples of goals you have set for yourself and your team. | A discussion with your Training Adviser   Copy of goals set for yourself   Copy of goals set for your team |
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| Give an example of a project or development plan, for which you are responsible, covering:   How it was, or is, being regularly reviewed   How the plan was, or is, being adapted to overcome any barriers   The outcome of the plan, or if not fully complete, a review of the current progress | Discussion with your Training Adviser   Copy of project or development plan   Written review of effectiveness of the plan or progress made to date |
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| Outline the key communication channels available to you and explain how they can be used effectively to promote local Scouting (relevant to your role and/or project.) Detail how you have used at least one of these channels and describe the outcome. | Discussion with your Training Adviser   Documents showing communications to others   Written review of the effectiveness of the communication methods used |
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| Build up a profile of the young people in your local area and use it to create a plan that ensures that Scouting is promoted effectively to them, covering:   How this focuses on their needs and expectations of young people?   Who you would involve in delivering the plan? |  Discussion with your Training Adviser   Copy of the profile of young people in your local area   Copy of the plan to ensure Scouting is promoted effectively to them |
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**Providing Direction**

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| Create a vision appropriate to your role which is:   Relevant   Achievable   Inspirational |  A copy of your vision   A discussion with your Training Adviser   Witness statement from Line Manager |
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| Develop a plan to realise your vision which includes:   Specific, achievable, relevant, realistic and time bound actions and measurable outcomes (for example SMART)   Who was consulted?   How it will be communicated?   How it will be regularly reviewed and evaluated and why this is important?   How it complements other relevant Scouting visions and plans |  A copy of your vision   Witness statement from your Line Manager |
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| Provide two different examples, relevant to your role, of situations when you have led, inspired and motivated adult volunteers, detailing the outcomes. |  Discussion with your Training Adviser   Witness statement from Line Manager |
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| Provide an example, relevant to your role, of how you ensure that everyone follows the policies and rules of The Scouts. |  Discussion with your Training Adviser   Witness statement from Line Manager |
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| Outline the ways in which your role is responsible for or contributes to the growth in Scouting |  A copy of your growth plan   Discussion with your Training Adviser |
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**Working with People**

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| Identify which useful individuals and organisations, external to Scouting, you should build and maintain relationships with and explain why this is important. | * A discussion with your Training Adviser * List of individuals and organisations and how they will benefit Scouting |
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| Outline the factors that contribute to building an effective team. If you lead a team give examples of when you have:   Led by example to promote a co-operative culture of working   Supported the development of the team as a whole   Recognised different personality types and encouraged positive working relationships | Discussion with your Training Adviser   Witness statement from your Line Manager   Written details of how you have developed your team   Written details of the personality types within your team and how you have developed positive working relationships |
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| Outline your preferred style of leadership. Describe other styles of leadership and how you might use them in different situations in Scouting. | Discussion with your Training Adviser   Copy of a leadership styles questionnaire results |
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| Outline the principles of active listening and give an example of where you have used active listening to improve a situation. | Discussion with your Training Adviser   Written details of where you have used active listening to improve a situation |
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| Describe how you would reduce the likelihood of conflict happening and give an example, without breaking confidence, of a time where you have managed conflict, detailing what went well and what, if anything, you would do differently. | Discussion with your Training Adviser   Written details of a time where you managed conflict   Witness statement from others involved in a conflict situation that you managed |
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| Give an example where you have acknowledged good work carried out in local Scouting and list the opportunities available to reward adults in Scouting. | Discussion with your Training Adviser   Photographs, video or written details from a time you acknowledged good service  Written details of the opportunities available to reward adults in Scouting |
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| Describe how you have helped an adult in Scouting develop. Include details on how you:   Identified a development need or interest   Provided coaching, mentoring and support to encourage development   Identified and/or facilitated suitable opportunities to develop. |  Discussion with your Training Adviser   Written details of how you helped an adult in Scouting to develop   Witness statement from a volunteer in Scouting you have helped to develop |
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| Explain how to run effective team meetings. | • Discussion with your Training Adviser  • Copy of agenda and minutes  • Witness statement from someone at the meeting |
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**Enabling Change**

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| Explain how you support and encourage adults to think of new and creative ways to improve local Scouting. Cover how you:   Give constructive feedback on those ideas   Encourage and support further work on them. | A discussion with your Training Adviser   Copy of plans created by others you have supported showing new and creative ways to improve local Scouting |
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| Describe how to effectively manage change and give examples of situations and circumstances in which change management is required in local Scouting. | Discussion with your Training Adviser   Written review of changes made in local Scouting   Witness statement from those involved/affected by the change |
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| Describe the reasons behind people’s resistance to change and how you would lead them successfully through the change, where possible using a real example | Discussion with your Training Adviser   Written reasons why people are resistant to change and how you would lead them through it |
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**Using Resources**

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| Give two examples of decisions you can make yourself and two examples of decisions you would need to refer. Describe the process, including:   The information needed to inform your decision   Who else should be involved in the decision making? |  A discussion with your Training Adviser   Written details of decision which can be made and those which need to be referred |
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| Explain how you ensure that key knowledge, relevant to your role, is captured, stored and used to improve the operation of local Scouting, both during and following your appointment. |  Discussion with your Training Adviser   Written details of the key knowledge, relevant to your role, is captured, stored and stored   Written details of how you ensure the knowledge you hold is accessible by those who follow you in your role |
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| Demonstrate how you ensure that all adults in local Scouting have the right information provided in a timely manner and in the most effective way. |  Discussion with your Training Adviser   Written details of how you ensure adults in local Scouting have the right information provided to them |
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| Explain which resources you are responsible for providing to enable adults in local Scouting to work effectively. |  Discussion with your Training Adviser   List of the resources for which you are responsible |
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**Safety for Managers & Supporters**

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| Detail your duties and responsibilities for the safe operation of local Scouting. | * A discussion with your Training Adviser * Written details of your duties and responsibilities for the safe operation of local Scouting |
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| Describe the emergency and reporting procedures to be followed in the event of an accident or incident, including the reporting of near misses. Explain your role in relation to these procedures. | * Discussion with your Training Adviser * Written details of the emergency and reporting procedures |
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| Outline those activities that require specific activity permits, and where to find more detailed information. | Discussion with your Training Adviser   List of activities which require specific permits along with details of where more detailed information |
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| Provide an example of, and explain, a risk assessment which you have created for a Scouting activity or event. | Discussion with your Training Adviser   Copy of a risk assessment you created for a Scouting activity or event |
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| Explain the importance of creating a culture of safety within your area and describe the measures you have taken to promote this. | * Discussion with your Training Adviser * Written details of the importance of creating a culture of safety * Details of actions taken to promote a culture of safety |
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| Explain the InTouch system, medical details, age restrictions and other safety and welfare requirements for the range of activities available in Scouting. |  Discussion with your Training Adviser   Written details of the InTouch system identifying your role   Written details of the requirements for medical details   Written details of age restrictions and other safety and welfare arrangements for activities |
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| Explain how you have used Policy, Organisation and Rules and activity factsheets to provide guidance for a range of Scouting activities. |  Discussion with your Training Adviser   Written details of how you have used POR and activity factsheets to provide guidance   Witness statement from adults you have provided guidance to |
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| Explain the role and responsibilities of the leader in charge. |  Discussion with your Training Adviser   Written details of the role and responsibilities of the “leader in charge” |
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