INTRODUCTION TO
ADULTS IN
SCOUTING

World Organization
of the Scout Movement
Organisation Mondiale
du Mouvement Scout

S
STRATEGY

THIS DOCUMENT IS A
PART OF THE IMPLEMEN-
TATION OF THE STRATEGY

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1. ADULTS IN SCOUTING: A RECAP

Adults in Scouting is a systematic programme of adult resources management. It is designed to improve the effectiveness, commitment and motivation of the leadership in order to produce a better youth programme for young people and a more efficiently managed organization.

Adults in Scouting covers the entire process of attracting, supporting and developing adult members of the Scout Movement to provide competent leadership for the benefit of young people.

Adults in Scouting includes the selection, recruitment, contracting, training, performance appraisal, recognition, promotion, reassignment and retirement of adult members.

Adults in Scouting supports the acquisition, use (and future development) of the knowledge, skills and attitudes required to achieve the goal of the organization, i.e. 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.

Adults in Scouting also provides for the personal growth and development of adults in all positions in the Scout Movement.

THE SUCCESSIVE PHASES IN THE LIFE CYCLE OF AN ADULT IN THE MOVEMENT

Introduction

The success of an association depends to a large extent on the action of adult leaders. They constitute a major resource to be developed, managed and motivated. They form a group with their own particular needs which must be satisfied.

In order to provide the Movement with the best possible resources and to ensure that adult leaders remain effective and committed for an optimum period of time, a continuous process needs to be established. We refer to this process as the life cycle of an adult in the Movement.

This life cycle comprises 3 phases:

- seeking and recruiting the necessary leaders;
- integration, training and support to ensure successful action;
- mobile leaders within a flexible system.

Seeking and recruiting the necessary leaders

This first phase should enable an association to obtain the commitment of a sufficient number of adults who possess the necessary qualities to accomplish its mission. It is important to ensure both:

- quantity: i.e. a sufficient number of adults so that the association can maintain and improve its services to young people;

- quality: i.e. voluntary adult leaders who are motivated to accomplish a task and who possess the necessary skills.

The day-to-day reality of many associations shows that the problems of quantity and quality are not resolved. This is because adult leaders are often too few in number, too young or sometimes too old, but always full of goodwill. As everyone knows, goodwill is an essential characteristic, but unfortunately not enough in itself.

This first phase should also permit an adult leader to understand:

- what the association expects of him or her over a limited period of time;

- what the association is going to offer the leader to help him or her to be successful in the work entrusted.

In reality, it is rare that sufficient time is taken to clarify mutual expectations.

Integration, training and support to ensure successful action

This second phase focuses on the success of the adult leader in his or her function and, thereby, the accomplishment of the mission of the association.

When a new leader is recruited, he or she will usually:

- join an existing team or group which has expectations and objectives to meet,

- bring new skills, abilities and experiences, but also his or her own needs.

We are well aware that in order for a newcomer to feel at ease in working with a new team and to become efficient as quickly as possible, he or she must be rapidly integrated, well supported and trained.

Unfortunately, we often operate on a day-to-day basis without taking the time as a team to prepare the newcomer's arrival, nor to discuss training needs with the person concerned. We do not establish a training programme with the newcomer which would enable him or her to develop knowledge, dynamism and motivation. We are often content to send that person on training courses corresponding to his or her function, at regional or national level. We have difficulty

establishing an effective system of support for each active team member.

Mobile leaders within a flexible system

This third phase should enable:

- the association to have - at each level and for each position - the person who is most likely to achieve the objectives set, and to retain its adult leaders for as long as possible;

- each adult leader to fill a suitable position, to become comfortable with the work and the working conditions, to be given guidance, to take stock of his or her own situation.

This implies that the action (the work that the person does) and performance (how well the work is carried out) of the volunteer is evaluated and that a joint decision is taken concerning his or her future.

In practice, although we generally evaluate activities, the same cannot be said of performance. All too often we believe that the performance of someone who offers his or her time voluntarily should not be evaluated. Some leaders therefore occupy the same position for too long and risk drying up and falling into an unstimulating routine.

PHASE ONE: SEEKING AND RECRUITING THE NECESSARY LEADERS

As emphasized earlier, adult leadership greatly determines the success of the Movement. In order to obtain the adult resources it requires in order to succeed, an association can choose one of several strategies:

- *Wait* for individuals to come forward of their own free will to offer their services;

- *Convey* information, in the hope that once better informed, some people will come and join the association;

- *Actively recruit* the most suitable individuals for specific positions. They may be active members of the association, former members, supporters, parents, young people, or people who have nothing to do with the Movement whatsoever.

Many associations adopt the first strategy, because they believe that a volunteer organization should not recruit people but should only use the services of people who spontaneously come forward to volunteer.

The second option is just a variant of the first. It is only the third option that actually constitutes a recruitment effort and reflects the will to procure the resources which the association needs (having first established an inventory of the resources required).

Stage One: Seeking leaders

This is not a one-person job. It should always be the responsibility of a small team - which we could call the recruitment committee - whose task would be to:

- **Define responsibility**

  People should be recruited in answer to a clearly identified need and for specific tasks. It is therefore necessary to start by establishing a job description. This description should clearly define the nature of the job, the task(s) to be accomplished, the scope of responsibility, and the working method.

  Thus, first of all, a job description enables us to identify more easily the most suitable person for the job, and then to determine with him or her more precisely the objectives to be achieved within a specific time frame. It gives the candidate clear indications which will enable the person to commit him or herself voluntarily and consciously. It also provides clear guidelines concerning the nature and the importance of the expected results.

- **Establish the ideal profile**

  Having drawn up a job description which provides details of the mission, responsibilities, tasks, time to be devoted, etc., the recruitment committee can establish the ideal profile of the person they are seeking.

  This requires defining the essential and desirable qualities and abilities needed in a person in order to prove effective in the role with which we hope he or she will be entrusted. There is no guarantee, however, that the perfect candidate can be found. But this approach does allow us to:

  - compare candidates,

  - measure the discrepancies between the ideal profile and the actual profile,

  - select the best candidate available.

- **Establish a list of people to contact**

  Having drawn up a job description and ideal profile, the committee needs to start seeking potential candidates. As a first step, it needs to establish a list of as many potential candidates as possible, trying to extend its field of search to include people whom we would not necessarily contact automatically. Then, the committee should make a selection of candidates on the basis of the

ideal profile which it has established. It will thus obtain a list of people to contact.

- **Meet the people on the list**

    Having selected several candidates, the committee will need to meet each of them individually. This is best done by making an appointment to meet the person on his or her home ground. Do not forget that you are, in fact, the applicant - as you are seeking to obtain support. During this meeting, it is important to show:

    - how and why you have chosen that person;

    - how and why you believe that he or she is the best choice for the job; and, if possible,

    - how the position you are proposing can meet his or her needs and wishes (belonging to a group, being involved in the community, feeling useful, creating new social links, making the most of one's abilities, training, playing a recognized role, etc.).

    It is also important to present the position in the most attractive way possible. One must avoid frightening the candidate by using jargon, suggesting exaggerated demands or anything which could give the candidate the impression that being involved in the Movement is essentially a burden and a source of bother. It is a question of making the candidate want to join the Movement and to voluntarily become involved with you in an educational activity.

    In short, for a voluntary movement, recruitment means persuading men and women to join voluntarily, i.e. of their own accord.

Stage Two: Appointing and contracting leaders

Once the recruitment committee has found a candidate who accepts its proposal, it has completed its task. Other people, in accordance with the association's rules and regulations, will now finalize the appointment.

Indeed, in most cases, those who recruit are not those who appoint. The internal rules and regulations of the majority of associations establish precisely who is responsible for appointing a candidate for a specific position at local, regional or national level, the registration process for an appointment and, if applicable, the form to fill in.

An appointment is a commitment for a specific length of time for a specific task. It is a contract between two parties, namely the association and the member.

By means of a contract, the candidate confirms his or her personal decision to carry out an educational responsibility within the Scout association, as well as his or her adherence to the aims of the Movement and to the rules of procedure of the association. In the con-

tract, both parties can establish reciprocal obligations (training, support, kind of activities, duration of term of office, etc.).

PHASE TWO: INTEGRATION, TRAINING AND SUPPORT TO ENSURE SUCCESSFUL ACTION

Stage One: Integration

During the integration period, the newcomer to a position (which is often within a team) can familiarize him or herself with the task and get to know the other people concerned - in other words, take his or her place in the system.

It is best if this integration process is carried out according to a procedure established in advance and that it is not left to chance. Indeed, it is essential that the newcomer rapidly feels at ease, understands the structures, the working habits and procedures, knows where he or she fits in and, if need be, where to find additional information.

Integration is not a one-way process. The other team members (when a team exists) are also concerned, since they must also familiarize themselves with the newcomer and be able to help the person to become familiar with all of the aspects of his or her role.

Stage Two: Training

Every job requires a number of specific abilities, attitudes and aptitudes. Training is therefore necessary in order to enable each member to successfully carry out his or her activities and mission. It is essential that the training should correspond to the person's actual needs, taking into account his or her previous knowledge and experience.

This requires an individual assessment and the definition of an individual training programme.

In this way, the newcomer will feel recognized. This will thus stimulate dynamism and motivation while avoiding needless repetition.

Stage Three: Support

Adults involved in the Movement are expected to feel comfortable with their task, to be efficient and to implement successfully the activities for which they are responsible.

This means that they need to be encouraged, listened to, guided and supported. In all teams, members meet frequently to report or prepare an activity. However, people also need to be recognized by leaders other than their "boss" or their "direct" colleagues, and they

often suffer from only meeting them for special events or when a problem arises.

Through regular meetings, they can strengthen their motivation, improve their behaviour, alter their approach to problems, and overcome their difficulties by identifying the necessary training means. Furthermore, they will be responsive to the fact that their progress and efforts are being taken into consideration and their success recognized. This is positive stimulation.

People may also need operational support. In other words, those in a different position, with other abilities, knowledge and contacts may be resource people capable of orientating and guiding others vis-à-vis a practical difficulty of one kind or another.

PHASE THREE: MOBILE LEADERS WITHIN A FLEXIBLE SYSTEM

The system for the management of adult resources should enable each member to change positions and responsibilities. These changes are not necessarily "hierarchical" and the system should be conceived as a network rather than as a pyramid. If it is possible to change positions at regular intervals, this avoids the routine and ossification to which certain leaders fall victim when they hold the same position for too long. It is also a way of slowing down leader turnover.

Indeed, most associations suffer from a rapid turnover of leaders. This is one of the problems of adult leadership - leaders do not stay long enough, which constantly poses recruitment problems.

There are many probable reasons for this short life span and frequent departures. For example: the system for the management of human resources is not flexible enough to allow an adult to do things which motivate and please him or her, to undertake action which he or she judges useful, to face new challenges, to learn and acquire new skills, to see and experience something different, or to change responsibility. We should not forget either that the leader is a volunteer who does not need the association in order to live and exist!

Regular meetings during - and at the end of - a term of office between a leader and his or her superior (for example, the troop leader and the group leader, or a district commissioner and a regional commissioner) are opportunities to assess the situation. For example:

- to see how the member feels about his or her work;

- to evaluate together the extent to which the objectives have been achieved (analysing the reasons for any discrepancies, identifying the means and conditions which the member lacked in order to succeed);

- to evaluate mutual trust and satisfaction;

- to take into account his or her wishes and aspirations; and

- to seek to help the person to adapt better to his or her activity.

Having established an assessment together at the end of the term of office, the member and his or her superior can take decisions concerning the future, and decide:

- to change responsibilities and be appointed to a new position which corresponds to both the needs of the member and those of the association;

- to continue the work undertaken in the same position.

Adults in Scouting constitutes a clear direction, adopted unanimously at the World Scout Conference in Paris in July 1990.

It is up to each association to put this direction into practice in its decisions concerning the management of adult resources and in its structures, and to test the various aspects of Adults in Scouting.

On this basis, a policy reflecting both the spirit of this direction and the reality of member associations will gradually evolve for WOSM as a whole. This, clearly, is a challenge for all, at all levels.

PHASE 1: SEEKING AND RECRUITING THE NECESSARY LEADERS	PHASE 2: INTEGRATION, TRAINING AND SUPPORT TO ENSURE SUCCESSFUL ACTION	PHASE 3: MOBILE LEADERS WITHIN A FLEXIBLE SYSTEM

SEEKING LEADERS

- Define responsibility,

- Establish the ideal profile,

- Meet the people on the list

APPOINTING AND CONTRACTING LEADERS (contract)

INTEGRATION

TRAINING

ACTIVITIES

SUPPORT

APPRAISAL OR EVALUATION

REASSIGNMENT

RETIREMENT

RENEWAL

2. AN EVENING ON RECRUITMENT

OBJECTIVES

- To bring together people who, in the course of their duties, face recruitment problems.
- To examine the participants' experience concerning the recruitment of adult volunteers.
- To examine various recruitment strategies.
- To allow participants to discover the various stages in the search for, and recruitment of, volunteer adult leaders.
- To give participants the possibility to prepare a recruitment activity.

GROUP

- People from the same region or district.
- Minimum of 12 participants.
- Maximum of 24 participants.

DURATION AND LOCATION

- 2 hours 45 minutes (maximum 3 hours).
- A large room permitting plenary and small group work.

MATERIALS

- Paper and pencils for each participant.
- 1 A4 copy of the job description and ideal profile sheet per participant.
- 1 flip chart for every 5-6 participants.
- 1 roll of cellotape or a box of drawing pins.
- 1 large sheet of paper for every 5-6 participants on which the job description and ideal profile have been reproduced.

PROCEDURE

Period 0: Welcome (15 minutes)

➜ As the organizers of the evening, greet participants and offer them a hot or cold drink.

Period 1: Introduction to the workshop (5 minutes)

➜ Thank the leaders for giving up their time to participate in the evening.

➜ Present the objectives of the evening and possibly introduce the organizing team (if there are several of you).

Period 2: The various recruitment strategies (25 minutes)

➜ Ask participants to form groups of 5 or 6 people. Each group will need chairs and a flip chart.

➜ Make sure that each participant has an A4 sheet of paper and a pencil; give each group 2 large sheets of paper.

➜ Invite each participant to list on his or her sheet of paper the various stages undertaken when he or she had to recruit a leader at his or her own level *(5 minutes should be allowed to do this).*

➜ Ask each participant to present his or her experience to the other members of that person's team. Each team is invited to list the different recruitment strategies used by its members on the large sheets of paper *(time allowed: 15 minutes).*

➜ Pin up the teams' work and invite all groups to join together.

➜ On the basis of the team work, explain how we have the choice between three strategies in order to obtain a sufficient number of adult leaders:

1. *Wait*: "People will spontaneously come and offer their services".

2. *Inform*: "They will come to see what we do".

3. *Recruit*: "We go and look for the people we need".

Period 3: Why do people volunteer? (15 minutes)

➜ Ask the group to consider what persuades an adult to join an association (a club, a trade union, a political party, a charitable organization, a non-governmental development organization, etc.) as a volunteer. At this stage, it is important not to restrict the discussion to Scouting.

In order to answer this question, ask the group the following questions:

1. Why does an adult today decide to volunteer (what benefits does he or she gain from it, what does it offer him or her, what needs does it satisfy)?

2. Why does an adult today decide not to volunteer (what are the reasons which prevent him or her from becoming a volunteer)?

For this period, it is easier to use two flip charts and to ask two participants to act as secretaries. You can therefore concentrate on the rest of the group.

➜ Explain to the participants how the elements which have just been identified will later constitute arguments that will help them to convince someone to join them as a volunteer.

Period 4: Recruitment, a process (20 minutes)

➜ Present the main stages of a recruitment process, namely:

a) The search for leaders

- Define responsibility (job description)

- Establish the ideal profile

- Make a list of people to contact

- Meet the people on the list

b) The recruitment of leaders

- Appointment

- Formalizing the reciprocal agreement (letter, contract, etc.)

An association may, if it so wishes, produce an audiovisual tool which illustrates the process of seeking and recruiting adults. *

If an audiovisual tool exists: show the audiovisual first, then list the stages of the recruitment process.

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* Scouts Canada have produced a video cassette, in English, called "The Grizzly Creek Solution".

If no audiovisual tool is available, present the different stages of the process by emphasizing the experiences highlighted by the participants during Period 2.

Period 5: Who do we need to recruit? (10 minutes)

➜ Guide the participants in establishing a list of the positions to be filled (new or vacant). Make sure that, for each position in question, it is clear which of the participants is in that situation. (This will facilitate the division of members into task forces.)

➜ As far as possible, try to create recruitment committees which cover all the participants' requests (1 per type of position), making sure that each committee comprises a minimum of 3 people.

Period 6: Each recruitment committee starts work (65 minutes)

Phase 0: Introduction (5 minutes)

➜ Give each participant an A4 copy of the job description / ideal profile form;

➜ Give each recruitment committee a large sheet of paper, on which the A4 form (job description / ideal profile) has been reproduced;

➜ Explain to the various committees that they are going to pre-pare the recruitment of a leader.

Phase 1: Define responsibility/Job description (15 minutes)

➜ Ask each committee to define the responsibility involved for each position, by listing the main tasks which, to a certain extent, represent the backbone of the position. These tasks are, as far as possible, expressed in terms of results.

Phase 2: Establish the ideal profile (15 minutes)

This means defining the essential abilities needed in a candidate in order to be effective in a particular position.

➜ Ask each committee:

- To establish an ideal profile for each position by defining the necessary qualifications and skills corresponding to each of the tasks listed;

- To specify the other essential characteristics which the ideal candidate should possess (this gives the participants the possibility to define general points such as qualities, atti-tudes, motivation, adaptability, etc.).

Phase 3: Make a list of the people to meet (15 minutes)

It will be necessary to make a list of those candidates who fit the job description and ideal profile the closest and whom each participant can contact afterwards.

➜ Explain to the recruitment committees that participants are required to work alone for this 3rd phase. Make sure that each participant has writing materials (paper and pencil).

➜ Ask the participants to identify:

  • A certain number of potential candidates from among their personal circle of acquaintances. This includes Senior Scouts, former Scouts, parents and young people, and also friends or acquaintances who are or have been involved in trade unions or civic, charitable, development or consumer associations.

  • An indirect network of acquaintances. Each participant is asked to identify from among his or her personal circle of direct friends and acquaintances those who are likely to be able to suggest names and addresses of potential candidates with a profile similar to the one being sought.

➜ Explain that these lists constitute a small data bank of potential candidates. Explain also that it is only once these lists have been made that the participants will be in a position to select a candidate who corresponds the most to the ideal profile.

Phase 4: Meeting the people on the list (15 minutes)

Once we have identified the candidates we wish to meet, we have to prepare these meetings.

➜ Remind the participants that, in general, when we select someone, it is because we are convinced that he or she is the right person for the job. It is therefore essential for each committee to consider:

  a) What should we say to the candidate? (Refer to the elements defined in Period 3 - Why become a volunteer today)

  b) What do we need to prepare and take with us in the way of documents?

Period 7: Questions - answers - conclusion (15 minutes)

➜ Ask the participants to come together as one large group and ask them if they have any questions.

➜ Before bringing the evening to an end, you may wish to carry out an evaluation of the evening.

JOB DESCRIPTION / IDEAL PROFILE FORM

Position:

Location:

....

....
....
....
....
....

Duration:

....

Main tasks:	Qualifications / Skills:
	Other characteristics: attitudes, motivation adaptability, qualities:
	....

3. A WEEKEND ON THE MANAGEMENT OF HUMAN RESOURCES

OBJECTIVES

- To bring together people who face problems related to the management of human resources (recruitment, evaluation of performance, etc.).

- To enable the participants to learn about the different stages of the life cycle of an adult in the Movement.

- To permit an exchange of experiences on the subject of adult volunteers.

- To examine different recruitment strategies.

- To enable the participants to learn about, and then use, tools which can assist them in recruiting and evaluating a volunteer.

GROUP

- Leaders from the same association. The participants may come from the same region or from different regions.

- Minimum of 15 participants.

- Maximum of 30 participants.

ORGANIZING TEAM

- Minimum of 2 organizers.

DURATION

- 1 weekend, from 9.00 Saturday morning until noon on Sunday.

LOCATION

- 1 large room for plenary sessions.

- 3 or 4 small rooms for group work.

SUGGESTED PROGRAMME

Period 0: Welcome / Settling in of participants
Objectives:

- To deal with administrative matters (registration fees, reimbursement of travel expenses, etc.)

- To enable the participants to settle in and to find their bearings.

Period 1: Opening / Introductions

Objectives:

- To help the participants to get to know each other rapidly in a favourable atmosphere.

- To facilitate contact between the participants.

- To present the objectives and programme of the weekend.

- To give both participants and organizers the opportunity to express their wishes and to explain the objectives and the training programme.

Period 2: A life cycle in a Movement

Objectives:

- To enable the participants to learn about the different stages of the life cycle of an adult in the Movement.

- To demonstrate the importance of a team approach in the management of adult resources.

- To show that the principle of management by objectives applies also to human resources:

  - a person is recruited to carry out a task,

  - his or her performance is evaluated,

  - he or she may move on to another task.

Period 3: How do we manage human resources in our association?

Objectives:

- To examine what happens in our association in terms of:

  - recruitment

  - training

  - administration

  - communication

  - relationships

  - evaluation

  by determining the strengths and weaknesses for each of the above.

- To examine what action needs to be taken in order to over-come the difficulties identified.

Period 4: Learning about different recruitment strategies

Objectives:

- To examine and share the participants' recruitment experiences by asking them to explain how they recruit a volunteer.

- To present the 3 strategies which are available to an association in order to obtain a sufficient number of adult leaders, namely:

  1. *Wait:* "People will spontaneously come and offer their services".

  2. *Inform:* "They will come to see what we do".

  3. *Recruit:* "We go and look for the people we need".

Period 5: Why become a volunteer?

Objectives:

- To consider as a group what convinces an adult to join an association (club, trade union, political party, charitable organization, non-governmental development organization) as a volunteer, by answering the following two questions:

  1. Why does an adult become a volunteer today?
     (What needs does it satisfy?)

  2. Why does an adult not become a volunteer today?
     (What are the reasons which prevent him or her from becoming a volunteer?)

- To enable the participants to identify elements which will later constitute arguments which they can use to help them persuade a potential candidate to become a volunteer.

Period 6: Recruitment, a process

Objectives:

- To present the various stages of the recruitment process, namely:

  a) The search for leaders

  - Define responsibilities (job description)

  - Establish the ideal profile

  - Make a list of people to contact

  - Meet the people on the list

b) The recruitment of leaders

- Appointment

- Formalizing of the reciprocal agreement (letter, contract, etc.)

Period 7: Preparing to recruit an adult
Objectives:

- To identify the participants' recruitment needs (who needs to be recruited, positions to fill, etc.).

- To form recruitment committees covering all the participants' requests (1 committee comprising a minimum of 3 participants per type of position).

- To enable each committee to prepare to recruit a leader, by:

  - writing a job description / ideal profile;

  - making a list of people to contact;

  - preparing to meet the people on the list.

Period 8: Role play: meeting the people on the list
Objectives:

- To examine the dynamics of meetings in situations which place one of the association's leaders (recruiter) in contact with an individual (candidate).

- To find out what favours communication.

- To enable the participants to handle such meetings more effectively.

- To enable the participants to obtain feedback regarding their ability to conduct an interview with a candidate.

- To become aware of the numerous factors which affect the way an interview unfolds.

Period 9: Formalizing a reciprocal agreement

Objectives:

- To consider the introduction or the standardization of the practice of formalizing a reciprocal agreement within a Scout association.

- To examine several technical aspects concerning the drafting of a letter of appointment or contract (negotiation between the two parties, wording, etc.).

Period 10: The integration, support and training of the newcomer

Objectives:

- To consider the conditions for integrating a newcomer within the team (participation of certain team members in the recruitment committee, in the preparation of the welcome, the establishment of the in-house training programme, etc.).

- To examine the means available to leaders to ensure personal and operational support to their volunteer leaders.

- To consider the training means offered by the association.

- To consider the introduction and standardization of an individual assessment which takes into account the person's knowledge (general and initial training, skills and experience gained in the field through courses or through self-training) and which enables a personalized training programme to be established.

Period 11: Evaluating action, performance

Objectives:

- To make a list of arguments in favour of, or against, the introduction of performance evaluation.

- To demonstrate that evaluation meetings during, and at the end of, a term of office are opportunities to:
  - evaluate together to what extent the objectives have been achieved (by analysing the reasons for any discrepancies and identifying the means that the person lacks in order to succeed);
  - take into account the person's wishes and aspirations;
  - seek to adapt the person more effectively to his or her activity;
  - take decisions concerning the future (change responsibilities or continue in the same position).

Period 12: Questions / answers

Objectives:

- To give participants the opportunity to ask questions, enabling them to clarify points which are not clear to them, by using the resources of the group and of the organizing team.

Period 13: Evaluation / conclusion

Objectives:

- To check that the participants' expectations have been satisfied.

- To identify the elements of the programme or organization techniques which need to be improved.

- To thank the group for their participation.

4. ACTIVITIES FOR TRAINING SESSIONS

4.1 - AN ICE BREAKER: GETTING TO KNOW OTHERS THROUGH JOB SEEKING ADVERTISEMENTS

PHYSICIST

Member of a research team combining human resources and science.

Vast experience in committee management, lifeskills training for adolescents and adults, open to all social issues and the development of relationship skills.

Enjoys the challenge of change and new ideas.

Has a sense of humour and fun, associated with a taste for logic.

Dynamic, open and extrovert, sensitive to international understanding.

Would like to join a dynamic and challenging team to work on a human resources management project.

NURSE

28 years old, with 10 years experience as a volunteer in Scouting (unit leader and district commissioner).

Two years experience as a member of a national training team, has contributed to the development of new training policies, provided support to a development and education committee and developed special courses for trainers.

Special interest in communication and human relationship skills.

OBJECTIVES

- To help participants to get to know each other rapidly in a favourable atmosphere.

- To stimulate contact between the participants.

- To enable the participants and the organizers to express and examine their mutual expectations and their views concerning the training objectives and programme.

GROUP

- Minimum of 5 participants.

- Maximum of 30 participants.

DURATION AND LOCATION

- 1 1/2 hours.

- 1 large room with one large or several smaller notice boards.

MATERIALS

- Drawing pins, cellotape.

- Notice boards.

- 1 standard sheet of paper for writing the job advertisement.

PROCEDURE

Period 1: Preparing the advertisement

➔ Give the participants a blank job advertisement form with instructions as to how to complete it.

Period 2: Presentation

➔ Ask each participant to read his or her advertisement to the group and to pin it up on one of the notice boards.

4.2 - "THE CHILDREN OF AQUARIUS"

OBJECTIVES

- To enable the participants to learn about the different stages of the life cycle of an adult in the Movement.

- To demonstrate the importance of a team approach in the management of adult resources.

- To show that the principles of management by objectives apply also to human resources:

  - a person is recruited for a task;

  - his or her performance is evaluated;

  - he or she is assigned another task.

GROUP

- Minimum of 15 participants.

- Maximum of 30 participants.

DURATION AND LOCATION

- Approximately 4 1/2 hours.

- 1 large room for the introductory sessions, the festival and the plenary session.

- 3 or 4 small rooms for group work.

MATERIALS

- 2 copies per participant of the sheet on "my abilities".

- 1 copy per participant of the sheet on "group formation criteria".

- 1 flip chart and marker pens.

- 1 box of drawing pins (to pin up the sheet on "my abilities").

a) Materials required for making the festive costumes:

- 1 sewing machine,

- 2 sets of sewing tools (scissors, needles, cotton reels, etc.),

- 4 remnants of different coloured material (1.20 m x 2 m).

b) Materials required for making the symbol and the emblems:

- Glue, cellotape, staplers,

- Cardboard, coloured paper, aluminium foil, etc.,

- Safety pins (50),

- Etc.

c) Materials required for making the town plan:

- 10 large sheets of paper,

- Cellotape,

- Coloured felt tip pens.

d) Materials required for composing the anthem:

- Tape recorder, cassettes of music and blank cassettes,

- Musical instruments: tambourine, guitar, etc.

PROCEDURE

Period 0: Introduction (15 minutes)

➜ Introduce and describe the imaginary situation in which the participants will undertake a joint project:

"Some people believe that after a long age of darkness and violence (the age of Pisces), we are now entering a millenium of love and light, the age of Aquarius.

Entering the age of Aquarius means adopting a new paradigm (i.e. a new intellectual structure or framework) in order to understand and explain the reality of the world in which we live. It could be described as a new way of approaching old problems, a way in which values, openness, awareness, sensitivity, autonomy, spirituality and the universal dimension of man are key words.

As a group of people coming from all parts of our country, we may see ourselves as a new community, the pioneers of a new age, the "Children of Aquarius".

As a new community, we need to create elements and symbols of the existence of this community which reflect its style and values:

- first, a town,

- secondly, an emblem,

- thirdly, an anthem,

- and fourthly, a festive costume.

To do this, we must organize ourselves and use all the resources available in our community."

Period 1: Choosing a field of interest (10 minutes)

➜ Ask each participant to choose one of the following subjects:

- town plan

- symbols and emblems

- anthems

- costume design

Period 2: Formation of groups (20 minutes)

➜ Ask those participants who have chosen the same subject to form a group to examine the task and make a list of the skills required to accomplish the task.

➜ Ask each group member to complete, in duplicate, the sheet on "my abilities". He or she keeps one copy and pins up the other in the place indicated.

Period 3: Analysing our abilities and our needs (20 minutes)

➜ Ask each group to get together to compile a list of its own resources (on the basis of the individual sheets on "my abilities") and to compare the list with the list of skills required to accomplish the task (list prepared during the first stage). The group also considers the criteria listed on the sheet "group formation criteria".

If the group feels that it possesses the best possible combination of skills and that it meets the criteria which they considered earlier, then they may start work.

Period 4: Recruiting in order to form an effective and efficient group (30 minutes)

➜ If the group feels that it does not have the necessary skills or does not meet the established criteria, ask the group to:

- decide what kind of new member(s) they should recruit,

- identify possible candidates in the other groups,

- negotiate with them,

- recruit them,

- ... and decide who must leave the group (or be informed of who wants to leave the group).

NB: Part-time contributors from other groups may also be used for a specific task and a limited period of time. In this

case, they are not "members" of the group and need not meet the established criteria.

Period 5: The groups get to work (2 hours)

➜ Ask the newly formed groups to start work as:

- town planners

- symbol and emblem designers

- anthem composers

- festive costume designers and makers

Period 6: The festival (30 minutes)

➜ Ask the groups to come together to present the results of their work:

- a town plan and the perspective view of one building

- the emblem of the Aquarius community

- the Aquarius anthem

- the festive costume of the Children of Aquarius

Period 7: Discussion / conclusion (1 hour)

➜ In plenary session, ask the participants:

- to evaluate what took place;

- to compile a list of the principles of human resource management applied or discovered in the course of the exercise;

- to present the different stages of the life cycle of an adult in the Movement.

MY ABILITIES

FULL NAME: Age:

....

I can contribute the following skills to the group's work (please grade your level of ability from 0 "weak" to 4 "strong")

Play a musical instrument (please specify)	☐	Write a song	☐
Adapt a tune	☐	Model an outfit	☐
Coordinate colours	☐	Carry out a task	☐
Sing	☐	Teach a song	☐
Compose a tune	☐	Engrave	☐
Coordinate tasks	☐	Use my hands	☐
Sew	☐	Use my imagination	☐
Cut cloth using a pattern	☐	Be a stage manager	☐
Be creative	☐	Mould	☐
Draw a pattern	☐	Paint	☐
Draw	☐	Take measurements	☐
Draw a plan	☐	Make a public presentation	☐
Lead a group	☐	Compose a text	☐
Write a poem	☐	Sculpt	☐

GROUP FORMATION CRITERIA

- Each group should comprise 5 or 6 members:
  - 2 or 3 women
  - 2 or 3 men
  - 3 or 4 members under 30 years of age
  - 2 or 3 members between 30 and 40 years of age
- Each group should reflect the highest possible level of skills required to accomplish the task.
- Each group should reflect individual interest in and commitment to the task.

NB: If necessary, part-time contributors from other groups may be used for a specific task and a limited period of time. In this case, they are not "members" of the group and need not meet the above criteria.

4.3 - DIAGNOSIS OF THE MANAGEMENT OF HUMAN RESOURCES IN AN ASSOCIATION

OBJECTIVES

- To examine an association's policy in terms of:
  - recruitment
  - training
  - administration
  - communication
  - relations
  - evaluation

  by determining the strengths and weaknesses in each of these areas.

- To evaluate what needs to be prepared or done in order to overcome the problems identified.

GROUP

- Minimum of 6 participants.
- Maximum of 30 participants.

DURATION

- 1 1/2 hours maximum.
- 1 large room which seats all participants.

MATERIALS

- 1 questionnaire per participant, plus 1 additional questionnaire per 6 people on "the diagnosis of the management of human resources in an association".

- 1 pencil per participant.

PROCEDURE

Period 0: Introduction (5 minutes)

➜ Explain to the participants that the questionnaire is designed to enable each team and each individual member to consider some of the important aspects of the management of human resources. It should be considered as the starting point for collective consideration on the subject. It has only an indicative value at this stage.

Period 1: "My opinion" (25 minutes)

➜ Inform the participants that their first task is for each person to answer each statement by true or false, and to write their answers in the corresponding box.

Period 2: Opinion of the group (45 minutes)

➜ Ask the participants to form teams of 6 people and ask leaders from the same unit, district, region, etc., to stay together.

➜ Inform the participants that their second task is to repeat the same exercise as a team. The team should agree on the answer to each statement. Participants are asked not to alter their individual answers, even if they change their minds during the team discussion. This enables each participant to compare his or her opinion with that of his or her team and to define together what changes need to be made.

Period 3: Conclusion (15 minutes)

➜ Ask the teams to come together to discuss some of the elements they consider to be important.

QUESTIONNAIRE: THE DIAGNOSIS OF THE MANAGEMENT OF HUMAN RESOURCES IN AN ASSOCIATION

In our association,

- We act in an empirical manner and have no systematic approach; ❑
- We undertake a planned management of adult resources; ❑
- As a team, we produce a job description for each position to be filled and the profile of the ideal candidate; ❑
- We look for the person who corresponds best to the requirements of the position; ❑
- We formalize the nomination of a candidate with a contract for a specific duration of time; ❑
- We have an "introduction" policy to facilitate the integration and insertion of new people; ❑
- We have introduced a training programme for everyone that covers all technical and human aspects; ❑
- We carry out a personal evaluation, enabling each individual to express his or her needs, and we then help him or her in the right direction; ❑
- We handle training ourselves, in-house; ❑
- Our training courses focus more on technical aspects than on the human and personal dimension; ❑
- We participate in training courses provided by other organizations; ❑
- The provision of training opportunities is given high priority in terms of budget and time allocation; ❑
- Nominations, reassignments and departures are managed on a day-to-day basis; ❑
- A certain number of standard procedures and rules must be followed in the selection of a candidate; ❑
- At the end of a term of office, people are not reappointed to the same position by tacit agreement; ❑
- We carefully establish a "career" plan with every adult in the association; ❑
- We have a well-established system for benefits and the reimbursement of expenses; ❑
- We promptly issue certificates stating positions held, training courses attended, etc. ❑
- The sharing of information between all units and people who work together is encouraged as much as possible; ❑
- We receive regular information from higher levels on matters of interest to our field of activity; ❑
- We have to manage the best way we can to find the information that we need; ❑
- We actively seek the means of communication necessary for achieving our objectives, which favours relationships of trust and good cooperation; ❑

.../...

- Other levels are informed of our wishes, aspirations and needs; ❑

- We are only interested in our field of activity and only disseminate information relating to it; ❑

- We pay attention to the work environment and devote time and means to making it pleasant and agreeable; ❑

- We plan our activities without forgetting that some people may have a hectic schedule; ❑

- We have implemented methods for the management of available equipment, stipulating the rules for use; ❑

- We possess material and equipment offering optimal conditions of security to users; ❑

- We pay little attention to working conditions; ❑

- We meet very rarely outside of working hours; ❑

- We believe that the best way to deal with disputes is to analyse the causes; ❑

- We believe that disagreements and disputes are a normal phenomenon
  and should be used as effectively as possible; ❑

- We are afraid of relational problems and disputes, we refuse to recognize them
  and do nothing to resolve them; ❑

- We often seek intermediate solutions which will keep us going until the next crisis; ❑

- We have implemented procedures through which problems can be brought into
  the open and agreements sought; ❑

- We avoid taking sides and we help to seek an acceptable consensus; ❑

- We have no system of evaluation and each person's career depends more on
  favourable circumstances than on performance; ❑

- We talk a lot about performance appraisal but in reality it is "merit" or seniority which count; ❑

- We appreciate results obtained and responsibilities undertaken but we also like the
  established procedures and methods to be respected; ❑

- We evaluate each person's performance in relation to his or her objectives; ❑

- We systematically analyse the divergences and decide what corrective action should be taken; ❑

- We know how to part company from people who do not meet the needs and requirements of the position. ❑

4.4 - ROLE PLAY: MEETING THE PEOPLE ON THE LIST

OBJECTIVES

- To examine the dynamics of meetings in situations which place one of the association's leaders (recruiter) in contact with an individual (candidate).

- To find out what favours communication.

- To enable the participants to handle such meetings more effectively.

- To enable the participants to obtain feedback regarding their ability to conduct an interview with a candidate.

- To become aware of the numerous factors which affect the way an interview unfolds.

GROUP

- Minimum of 15 participants.

- Maximum of 30 participants.

DURATION AND LOCATION

- 1 1/2 hours.

- 1 large room for the plenary session.

- 3-4 small rooms for group work.

MATERIALS

- Papers and pencils for each participant.

- Job description and ideal profile sheets for various positions (1 per participant).

- 1 flip chart and marker pens.

PROCEDURE

Period 1: Introduction (15 minutes)

➜ Ask participants to form groups of three. Make sure that each team member has a copy of the job description / ideal profile sheet, duly completed. It is a good idea for the teams to have sheets corresponding to a variety of positions (e.g. treasurer, group leader, unit leader, trainer, etc.).

➜ Explain that in each team:

- one member will play the role of a leader in the association who is a member of a recruitment committee responsible for meeting the candidate;

- one member will play the role of the potential candidate (person contacted);

- one member will act as an observer.

Period 2: The meeting (45 minutes)

➜ Ask:

- the leaders to conduct their interviews with their candidates with a view to persuading them to become volunteers;

- the observers not to take part in the interview and discussions between the leader and the candidate, but to take notes concerning the leader's attitude, the evolution of the interview, the candidate's reactions, the arguments used by the leader, the elements which favoured or blocked the dialogue, etc.

➜ Ask the observers to give a brief feedback to the leader.

➜ Ask the candidates to tell the leader what they felt about the interview.

Period 3: Generalization (30 minutes)

➜ Ask participants to come together for a plenary session, in order to examine the dynamics of interviews in situations placing the leader of an association (recruiter) in contact with an individual (candidate) and to examine what favours communication.

4.5 - THE CONTRACT: FORMALIZING A RECIPROCAL AGREEMENT

OBJECTIVES

- To consider introducing or standardizing the practice of formalizing reciprocal agreements in a Scout association.

- To examine some technical aspects for composing a letter of agreement / contract (negotiation between the two parties, wording).

GROUP

- Minimum 15 participants.

- Maximum 30 participants.

DURATION AND LOCATION

- 4 hours.

- 1 large room for the plenary sessions.

- 3-4 small rooms for group work.

MATERIALS

- 2 flip charts and marker pens.

- 40 large sheets of paper and felt-tip pens.

- Cellotape, drawing pins.

- 1 set of "recruitment committee" instructions for each member of the "A" teams and 1 set of "task force" instructions for each member of the "B" teams.

PROCEDURE

Period 1: Introduction / formation of teams (15 minutes)

➡ Explain the objectives of the workshop.

➡ Explain that once the recruitment process has been completed, the position defined and the candidates selected and met, it is necessary to negotiate and formalize a reciprocal agreement. This should reflect the needs, expectations and contribution of each party, as well as the conditions agreed upon by both parties for the accomplishment of the task.

➡ Describe the imaginary situation in which the game will take place: "A national association needs to recruit a task force to develop activities in the field of the protection of the environment".

➜ Ask the participants to form 4 groups (with an equal number of members in each). Within each group (1,2,3,4), the participants form 2 equal teams ("A" and "B");

➜ Explain that the "A" teams are the recruitment committees and the "B" teams are the candidates selected for the task force.

Period 2: Preparing the clauses of the contract (45 minutes)

➜ Give all team "A" members a set of instructions for the recruitment committee, and all team "B" members a set of instructions for the task force.

➜ Explain that teams "A" and "B" are to meet separately:

- the "A" teams are to compose the association's side of the contract and elect a representative = leader;

- the "B" teams are to compose the task force's side of the contract and elect a representative = volunteer.

Period 3: Negotiating / finalizing the contract (30 minutes)

➜ Ask the two representatives (leader "A" and volunteer "B") to get together to finalize the contract. Explain that the other members of their respective teams ("A" and "B") should watch as observers.

The representatives negotiate on the basis of their team's discussions in order to reach a mutually acceptable compromise.

The observers do not participate in the negotiations but take notes on:

- the attitude of the negotiators,

- the evolution of the dialogue,

- the elements of conflict,

- the points of compromise,

- their personal reaction to the conflicts or compromises,

- the final agreement.

Period 4: Observers' feedback (10 minutes)

➜ At the end of the negotiations, ask the observers to give a brief feedback to the negotiators.

➜ Ask all the teams to meet in plenary session to discuss the important technical aspects of a contract.

Period 5: Discussion on the introduction and standardization of the practice of formalizing a reciprocal agreement (1 hour)

➔ Ask groups 1,2,3 and 4 (= teams 1A + 1B, 2A + 2B, 3A + 3B, 4A + 4B) to get together to make a list of the advantages and disadvantages of introducing or standardizing the practice of formalizing contracts.

➔ Ask each group to report, and answer any questions that they have.

Period 6: Conclusion / evaluation (10 minutes)

➔ Close with an evaluation of the workshop.

INSTRUCTIONS FOR THE RECRUITMENT COMMITTEE (TEAM "A")

A national association wishes to develop a set of activities for the protection of the environment for its 14-18 age range. Following a discussion on the matter, the National Council has decided to form a task force responsible for evaluating and implementing this project.

Your team is the "recruitment committee" which is responsible for forming the task force, and you are now at the stage of finalizing the contract.

Your side of the contract covers:

- the expected results,
- the expectations of the association,
- the elements on which the evaluation will be based,
- the deadlines for the achievement of the results,
- the means available to the task force (training, budget, secretariat, etc.).

In brief: what you want and what you are offering.

In the capacity of a leader of the association and member of the recruitment committee, one of your team members will be responsible for negotiating with a representative of the task force (volunteer) in order to finalize the contract.

INSTRUCTIONS FOR THE TASK FORCE (TEAM "B")

A national association wishes to develop a set of activities for the protection of the environment for its 14-18 age range. Following a discussion on the matter, the National Council has decided to form a task force responsible for evaluating and implementing this project.

This decision has been announced in the association's leaders' magazine and, along with several other candidates, you have been selected for the task force.

You are at the stage of finalizing the contract. Your side of the contract covers:

- the resources which you can offer,
- any ideas and suggestions you can propose,
- your expectations,
- the means you require in order to accomplish the task (training, support, resources, working conditions, etc.).
In other words: what you have to offer and what you want.

In the capacity of a volunteer, one of your team members will be responsible for negotiating on the team's behalf with a representative from the recruitment committee (representative of the association) in order to finalize the contract.

4.6 - PERFORMANCE APPRAISAL   OBJECTIVES

- To test performance appraisal.

- To consider the possibilities of introducing or developing performance appraisal within a volunteer organization.

- To make a list of arguments for or against the introduction of performance appraisal.

- To demonstrate that evaluation meetings during or at the end of a term of office are opportunities to:

  - evaluate together to what extent the objectives have been achieved (by analysing the reasons for any discrepancies and identifying the means which the person lacks to succeed);

  - take into account the person's wishes and aspirations;

  - seek to adapt the person more effectively to his or her activity;

  - take decisions concerning the future (change responsibilities or continue in the same position).

GROUP

- Minimum of 15 participants.

- Maximum of 30 participants.

DURATION AND LOCATION

- 4 hours.

- A large room where all the participants can meet (for the second part of the exercise, it is arranged as a court room).

- Tables, chairs, rostrum to reconstruct a court room.

PROCEDURE

Period One: What is performance appraisal?

Phase 1: Introduction, formation of teams (5 minutes)

➜ Ask the participants to form groups of three.

➜ Explain that each team will:

- define a task,

- agree on objectives,

- appraise the performance against the objectives.

Phase 2: Act and evaluate (30 minutes)

➜ Give each team (i.e. participants "A", "B", "C" in each team) the following instructions:

- "A" and "B" should agree on the task and the objectives (for example, games),

- "A" should accomplish the task, while B observes,

- "A" and "B" evaluate the performance together,

- "C" observes the whole process and provides feedback at the end.

Phase 3: Generalization (15 minutes)

➜ Invite the group to get together in plenary to discuss and comment on the technical aspects of performance appraisal.

Period Two: Performance appraisal must prove its innocence

Phase 1: Introduction / formation of teams (15 minutes)

➜ Ask the group to put the practice of performance appraisal on trial to decide whether it could be introduced or developed within a volunteer organization.

➜ Ask the participants to form 3 teams, namely:

- one for the prosecution,

- one for the defence,

- one for the judge and jury.

Phase 2: Preparation of the trial (60 minutes)

➜ Ask the three teams to meet separately in order to:

- **Team "A": The prosecution:**

  - prepare a list of arguments against the introduction or the development of performance appraisal in a volunteer organization;

  - choose a prosecutor.

- **Team "B": The defence**

  - prepare a list of arguments in favour of the introduction or development of performance appraisal in a volunteer organization;

  - choose a counsel for the defence.

- **Team "C": judge and jury**

  - elect a judge and a court secretary;

  - prepare the court room;

  - discuss arguments for and against the introduction or development of performance appraisal in a volunteer organization.

➜ Explain that, during the hearing, the members of teams "A" and "B" may be called as witnesses for the accused or for the defence. Each witness must be called for a specific point - either for or against the introduction or development of performance appraisal in a volunteer organization.

Phase 3: The trial (75 minutes)

➜ Ask teams "A" and "B" to return to the court room and to abide by the orders of the judge.

The judge opens the hearing, stating that the trial will last one hour, and presides over the discussions.

At the end of the various appeals, the judge will ask the jury to confer in public. The verdict will be announced by the judge.

Phase 4: Conclusion (15 minutes)

➜ Evaluate the exercise with the participants and answer any questions which may arise.