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ADULTS MANAGEMENT MODEL

TOOLBOX

FOR THE IMPLEMENTATION OF THE ADULS IN SCOUTING POLICY

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Index

Introduction

For a few years, a little over a decade ago, within Scouting we started talking about competencies as a tool for the good performance of adults who are part of the organisation. It is only in recent years that the concept has begun to permeate processes, looking for a practical approach to become a management approach. This has implied, among other things, that the role of the adult who leads, teaches or support other adults also changes; We no longer speak only of trainers but also of people who are responsible for designing processes, creating implementation tools, evaluating or supporting. New words then appear to describe the roles within the area of Adults in Scouting as Manager or Designer among others.

This approach opens the perspective to the need that every adult who has a role within the organisation needs to be competent to perform their functions and for this, it will be necessary to review many of the practices that have been carried out so far in our National Scout Organisations.[1]

This document seeks to present a model that allows National Scout Organisations to have a reference of how the Adult Management System in Scouting can be implemented in a practical, coherent and integrated way with the other policies and processes of the organisation keeping in mind that each organisation has its own history and culture that will always be the starting point for any process that needs to be implemented.

Antecedents

Since 1990, when the World Scout Conference agreed to give an approach to the effective management of adults within Scouting and the subsequent adoption of the World Adult Resources Policy in 1993, we are talking of supporting adults through a systematic management program of adult resources where it is sought to improve the effectiveness, commitment and motivation of adult leadership in order to have more efficient organisations and a better Youth Programme.

It is here that we start talking about a global approach to the recruitment, training, personal development and management of adults and in the Interamerican Region, after adopting the World Policy of Adults in Scouting in its Regional Conference of 1995, the Adults Network proposes a review of the Regional Policy of Adults in Scouting that includes, among other things, as part of the text of the current Policy of Adults in Scouting of the Interamerican Region says:

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[1] Consider what is recommended in the Interamerican Policy of Adults in Scouting regarding *the "determination of needs" (Section 4.1.1.): "Each National Scout Organisation will review its organisational structure and processes, in order to guarantee that give adequate support to the organisation's strategies, current needs in each of the strategic areas and that, in turn, allow it to face the challenges of Scouting of the future. This review of organisational structure and processes is based on the analysis of current positions, the tasks and functions assigned to them, the relationships between them, their characteristics and requirements. This analysis will allow the determination of long-term or permanent positions and functions required within the organisation, with their corresponding competencies."*

"*strengthen the processes of implementing the competency approach in adult management policies in the National Scout Organisations of the Interamerican Region; unify in diversity; and seek, within the autonomy of each of them, certain degrees of standardization that favor and facilitate the exchange of experiences and trainers among the member countries of the Region*"[2]

From this moment, we have worked at the global and regional level to introduce in the current policies, the concepts of competencies, adult life cycle and implementation principles, through the implementation of an **Adult Management System** that respond to the needs of the Youth Programme and the development of the organisation. Today, when the concepts and approach proposed in the World and Regional Policies of Adults in Scouting have been incorporated into the National Policies of most of the National Scout Organisations of the region, it is necessary to work on models that facilitate their implementation, which is the objective of this document.

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[2] Introducción Política Interamericana de Adultos en el Movimiento Scout "Los Adultos que necesitamos". Políticas Regionales Región Scout Interamericana, aprobadas en la 25ª Conferencia Scout Interamericana en Buenos Aires, Argentina. Introduction Interamerican Adults in Scouting Policy "The Adults We Need." Regional Policies Interamerican Scout Region, approved at the 25th Interamerican Scout Conference in Buenos Aires, Argentina.

First thing first: The Mission

Let's start by remembering that "*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 self-fulfilled as individuals and play a constructive role in society.*"
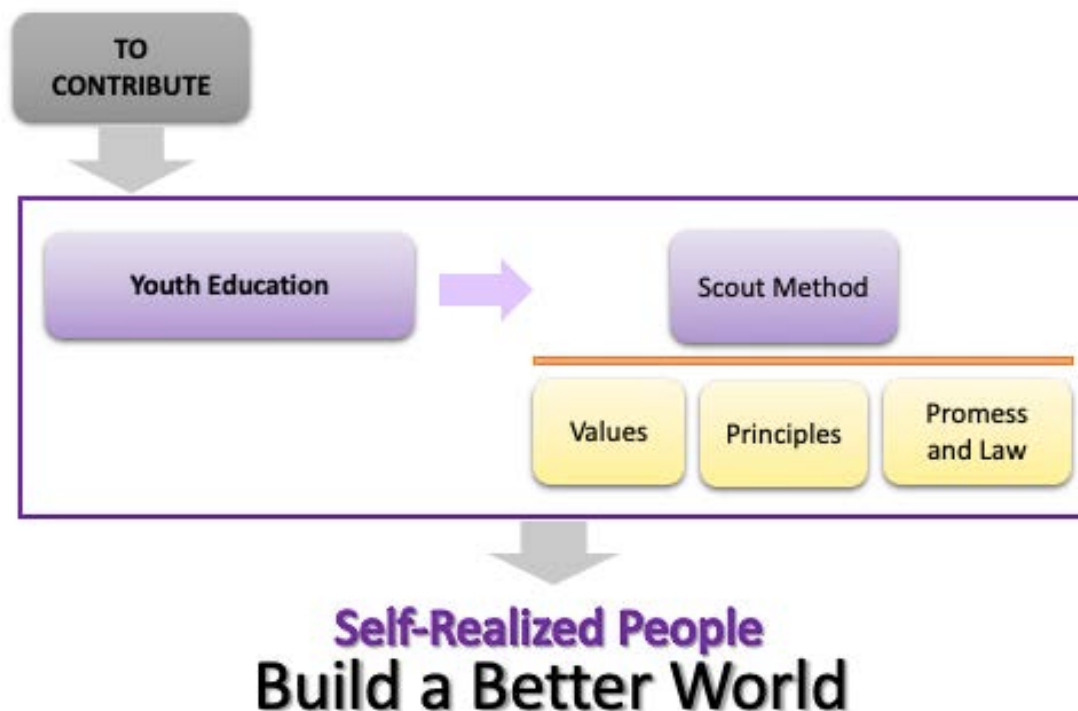
Figure 1: Scouting Mission

This proposal to contribute to the education of young people is materialized through the Youth Programme, which is understood as the totality of learning opportunities from which young people can benefit.

Thus, the World Scout Youth Programme Policy (2015) places the Youth Programme as *"the central element of Scouting, the vehicle through which the purpose of Scouting is achieved. Without the Youth Programme, there is no Scouting".*

Specifying this educational proposal requires that we visualize what it wants to happen in each unit in terms of young people and its development is required, we translate it into an Educational Proposal, and on that, we establish the strategies for all areas of the organisation that are relevant, necessary and viable for the proposal to be a reality, with this, we are giving rise to the Strategic Plan of the organisation.

With this planning in our hands and keeping in mind that the natural result of all actions must be the growth of the organisation, we must think of all the necessary staging that should stand up to realize these projections.

This staging leads us to think, then, of an organisational model or structure with at least three strategic areas clearly defined and differentiated by their functions, but with complementary relationships among themselves and with a common objective, which is nothing more than the fulfilment of the Scouting Mission.[3]

Adults in Scouting	Youth Programme	Institutional Development
Where all the adults of the organisation are managed in an integral way in the development of the necessary competencies to execute the tasks entrusted in the positions or functions that they perform, in order to directly or indirectly achieve that the educational proposal is developed.	Where the programme that responds to the educational proposal is designs, implemented and applied and provides the necessary tools and support to adults for its execution.	Where the strategic, operational and administrative stating is structured, to ensure the educational proposal is developed. This includes governance processes, partnerships management, financial development, communications and risk management among others.

The central element of the Strategic Plan, are its objectives, these will guide the way for the implementation of the educational proposal, once defined, the next step is to clarify the responsibility and expected outcome of each of the strategic areas, because although it is proposed the need to have at least three areas to implement the educational proposal, we cannot lose sight of the fact that they must find their reason for being there. In this regard, the World Scout Youth Programme

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[3] We must consider the case that there is a legal obligation emanating from the State that demands something specific to the National Scout Organisation such as administrative and accounting tasks on the occasion of external controls that apply to civil organisations. This for the specific case of what to do in the Institutional Development area.

Policy (2015) mentions that "… all other functions in a National Scout Organisation are merely supportive of the implementation of the Youth Programme […] This does not mean that adults who are working in the Youth Programme are the most important people in Scouting: it means that all adults should work together for the effective implementation of the Youth Programme."

In the following graph we show how in this model we understand that, through the expected result of each of the strategic areas, it is directly or indirectly contributed to the fulfilment of the Mission, thus achieving, as a natural result, the growth of membership. Having clarity about the expected result of each area and its impact on the implementation of the Educational Proposal, can become a guarantee of a well-focused Strategic Plan.
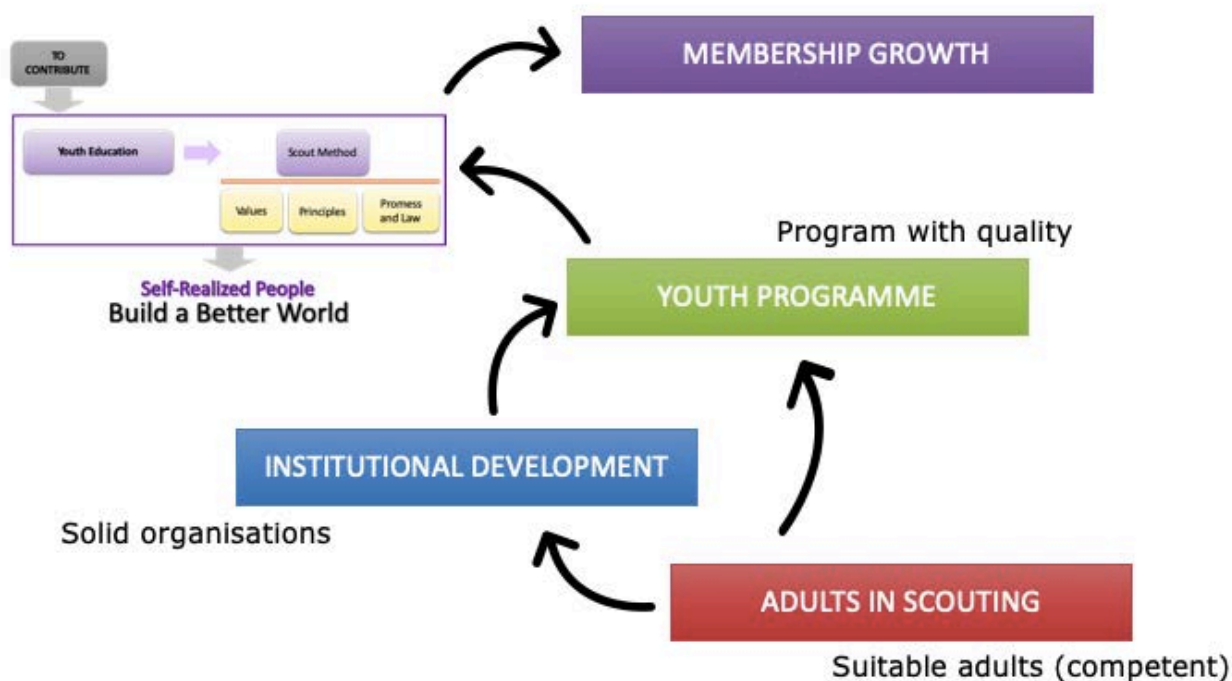
Figure 2: How strategic areas contribute to mission fulfilment and growth

Thus, since it is necessary to foresee what kind of support we will give to the entire structure of the organization through the strategic areas, the strategic planning process in a National Scout Organization would be expected to have the contribution of all levels.

This means that for each level we must define concrete actions that contribute to the fulfilment of the Strategic Plan making the process completely consistent and aligning towards the objectives that the organisation has set out to achieve. In this way, we would see the strategic areas acting on all the structure to identify the functions that each level should assume to make a coordinated contribution that materializes the Educational Proposal.

The result of this, is a model of three structural levels: Local[4], Intermediate[5] and National, each of these, with specific functions that will explain the reason of each of them as seen in the following scheme:

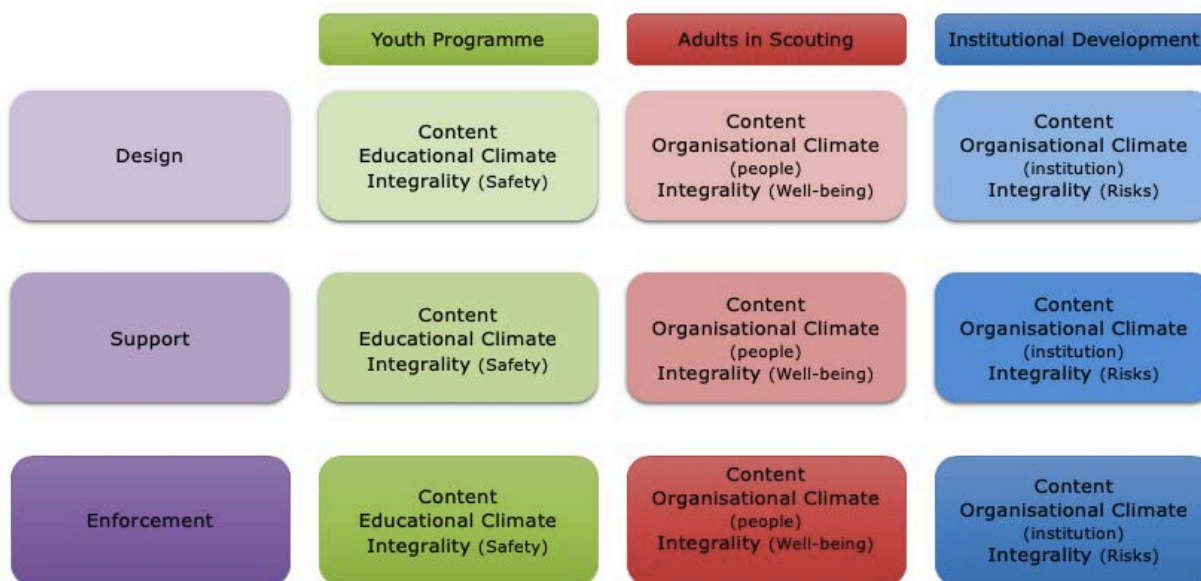|	Youth Programme	Adults in Scouting	Institutional Development
Design	Content Educational Climate Integrality (Safety)	Content Organisational Climate (people) Integrality (Well-being)	Content Organisational Climate (institution) Integrality (Risks)
Support	Content Educational Climate Integrality (Safety)	Content Organisational Climate (people) Integrality (Well-being)	Content Organisational Climate (institution) Integrality (Risks)
Enforcement	Content Educational Climate Integrality (Safety)	Content Organisational Climate (people) Integrality (Well-being)	Content Organisational Climate (institution) Integrality (Risks)

Figure 3: Functional structure proposal of a National Scout Organization

The proposal consists in the design of a structure based on functions and not on positions, where the functions are given at three levels: **Design (national level), Support (Intermediate level) and Enforcement (Local level)** and at each level, for each strategic area the three elements are included: Content, Climate and Integrality

Thus, for each strategic area the functions that are designed for the positions of the level of Design, for example, must be related to the **design of contents, design of the climate** (educational or organisational according to the area) and **design of the integrality processes** (security , well-being or risks according to area), and thus, for the other two functional levels.

The advantage of working a functional structure is in the practicality of condensing the specific functions and competencies that are common for several positions at the same functional level, this will facilitate the design and implementation of life cycle processes and subsequently their monitoring.

The detailed process of identification and drafting of functions and job descriptions will be exposed, as will the other life cycle processes in additional documents of the toolbox.

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[4] At this level we will find the "Unit" as a group of children or young people of the same age range, where the Youth Programme proposed by the Organisation is developed, and the "Scout Group" that brings together different units.

[5] This level refers to any level that is between the group level and the national level, this will depend on the structure of each NSO, it can be one or several levels in this range (Regional, Zonal, District, etc)

Competency approach

Speaking of competencies in Scouting is relatively new and this arises from the approach that all the people who are part of the structure of the organisation are suitable for the position or function assigned to them.

The Adult Management System proposed by the Adult Policy in Scouting has as its centre the development of the Life Cycle in a Position or Function, a concept that we will develop later in this document. In this sense, the design and implementation of each of its processes will be low in approach on competencies based on a scheme that fits the objectives, structure and needs of the organisation and applicable for each of the processes that are part of the life cycle of adult.

Although the Life Cycle macro process in principle will always have the same format, it can have variations in:

1. The content or development of its subprocesses (e.g. the training scheme may vary according to the competencies established for each functional level)
2. The approach depending on each position or function (e.g. the recruitment process will not be the same for a person who is democratically elected as the person who is selected for a specific position)

The Adult Life Cycle is only part of the Adult Management System, the latter is made up of a series of interrelated elements that determine their quality, resulting in suitable, competent, motivated and permanent adults. This system is designed to respond to the Educational Proposal, so it must take into account the requirements regarding adults that each strategic area has (including the area of Adults in Scouting), in order to achieve objectives proposed in the strategy.

Figure 4: Elements of the Adult Management System

Competency concept

The concept of competency defined in the Interamerican Policy of Adults in Scouting[6] is based on the concepts of the organisations' work environment, specifically those proposed by Spencer and Spencer[7] explained later by Martha Alles[8].

By their approach, these concepts have had to be worked to align them to the purpose of Scouting so that it can be flexible enough to be adapted to our organisational practices, humanistic approach to education and possibilities.

In this sense, when talking about competencies within Scouting in the adult management context, we are referring to:

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[6] The Interamerican Adults in Scouting Policy defines the competency approach as a pillar of curriculum development that, based on the reality of an established profile, seeks the development of all aspects of an adult in terms of knowledge, skills, attitudes and values required to properly perform their duties, leading to their certification as a trained and competent adult.

[7] Spencer and Spencer states that a competencies is "an underlying characteristic in the individual that is causally related to a standard of effectiveness and / or a superior performance in a job or situation."

[8] Alles, M. (2000). "Strategic management of human resources. Management by competencies." Ediciones Granica S.A. Buenos Aires. Argentina. Martha Alles defines in his works the competencies as "personality characteristics become behaviors that generate a successful performance in a job".

- Understanding the information (knowing what and why something should be done)
- Skills (knowing how to do something)
- Attitudes and values (the will to want to do something and do it well)

These three elements must be reflected in a repertoire of behaviours directly related to the functions of the position or role that the adult plays within Scouting, which will have a direct impact on the Organisation's strategy established to realize the Scouting Mission.

In the concept of competencies proposed by this model, the previous knowledge that the adult brings with them at the moment they arrive to perform their function is recognized, enriching themselves with the information they obtain through different means, the skills they develop and the attitudes and values that injects you in the way you do the tasks. The combination of this makes him/her competent to face optimally a real situation, in this case the assigned task.

Figure 5: Elements of the Competency. Eduard Vallory[9]

For all cases, the competencies must be aligned with the organisational strategy that refers us to the importance in the coherence between the strategic plan of the organisation and the individual contributions that each adult makes from his position. It is not enough for everyone to perform their tasks effectively, but everyone should be aware of how personal results relate to the goals and strategies of the organisation.

Although the Mission, Vision and Strategies of an organisation are defined by a small group of people, they must be carried out by all members. That is why there are no positions or functions that do not contribute to the strategy, that is, there are no unnecessary positions or functions, and this must be taken into account when formulating each description of positions and functions of the organisational structure.

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[9] Vallory, Eduard. How to contribute to Scouting's proper educational purpose. Workshop on WOSM Service Model, Kuala Lumpur. December 2017

Description of positions and functions

Based on the proposal of a functional structure that is in line with the strategy, it is necessary to analyse the relevance of each position in the structure, beginning by describing the objective of the position and specifying the general functions of the position.

Both the structure and the description of positions are reviewed periodically so that the content remains valid and reflects the current situation or anticipates the future in relation with the established strategy.

The description of the positions of the organisation is done in two steps:

1. Description of positions and functions
2. Identification of skills necessary to carry out the task entrusted.

For the description of positions and functions, each and every one of the positions that exist within the organisation must be taken into account and be clear on what each role performs (functions), specifically focusing on what corresponds to do the role and not on how it does, this is the difference between functions and tasks. What is sought with this is to have a manual of positions as simple as possible that is easily accessible and understood by all adults in the organisation and that for those who assume the position or function, it is clear what is expected to be done.

We can see below a short example of the job description of a position in the Youth Programme area in which functions related to **content** (program), **climate** (educational) and **integrality** (security) are considered.

Strategic area	Youth Programme
Functional level	Enforcement(local)
Name of position	Scout Educator
Objective of position	Apply the Youth Programme through educational practices based on the Scout Method and supporting the personal progression of the children and youth of the unit in charge.
Functions of position	• Facilitate activities and projects for the development of the program in the unit. • Perform educational support to unit members. • Apply the Scout Method. • Safeguard the integrity of the unit members. • Perform the administrative tasks of the unit that correspond.

Once the descriptions of each position or function are defined, we continue with the identification of the necessary competences for the fulfilment of the assigned functions.

Core and specific competencies

In this model, competencies are classified into two types:

- Core Competencies: those that support the ideals and values set forth in the Scouting Mission. They must be collective and institutionalized (common to all adults within the organisation, independent of the function it performs), inimitable by other organisations and durable.[10]

The way in which these competencies are understood and positioned for the positions of the organisation is described in detail in the **Dictionary of Core Competencies**.[11]

- Specific competencies: those related to technical aspects of a position or function, which will be differential.[12]

The identification of specific competencies for each position is based on the functions and what the adult needs to develop to perform the function in an optimal way. Thus, the adult knows clearly what is expected of him/her and how he/her can develop his competency.

A key element in the structure of competencies is the observable behaviours that are established to demonstrate it and that, although they intend to give a standard for each position, the person - position adequacy will make each adult, according to their own development of the competency, achieve the expected level of development. It is for this reason that it is very important to design a flexible and adaptable scheme to the needs of the organisation and the potential of people.

With this in mind, this model proposes a scheme of specific competencies without levels of competency development (yes for core competencies) since they are raised according to the functions directly. In this way, the adult can be responsible for their own process of developing of the competency by building an improvement plan based on the behaviours that the organisation expects it to have in fulfilling its functions.

Following the previous example, the competencies could be identified as follows:

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[10] Concept developed by the Interamerican Adults in Scouting Policy in section "5.1.2.1. Core Competencies."

[11] Dictionary of Core Competencies. World Scout Office, Interamerica Support Center. September 2018

[12] Concept developed by the Interamerican Adults in Scouting Policy in section "5.1.2.2. Specific Competencies".

Strategic area	Youth Programme
Functional level	Enforcement (local)
Name of position	Scout Educator
Objective of position	Apply the Youth Programme through educational practices based on the Scout Method and supporting the personal progression of the children and youth of the unit in charge.

Function	Competencies	Behaviors
Facilitate activities and projects for the development of the program in the unit.	Design of activities and projects	• Build activities taking into account their characteristics. • Know the program of the unit • Understands the integration of educational competencies with the proposed activities and projects
	Organisation of activities and projects	• Anticipates adequate spaces for carrying out the activity • Anticipates the time required to carry out the activity • Identify the risks of the activity • Identify needs, resources, etc.
	Implementation of activities and projects	• Maintains the climate and attention of unit members • Promotes the participation of unit members
	Evaluation of activities an projects	• Observe the development of the unit • Observe individual development • Promotes the evaluation of young people during the activity • Record the evaluation

The competencies scheme of each position is the base tool for all adult life cycle processes to develop under a competencies approach.

Adult Life Cycle

Figure 6: Life Cycle of adult in a position or function.

The Life Cycle is one of the elements of the Adult Management System, and as such, it fulfils the function of putting the system into operation through the cyclical succession of its processes. It is a macro process that is made up of three main processes: **Recruitment, Performance and Decisions for the future** and these, in turn, contain the subprocesses that give life to the integral management of adults in the position or positions they perform within the organisation.

Next, the general model of implementation of the competency approach in the Adult Life Cycle is presented, the developments on the implementation of each of the subprocesses will be presented in the specific documents of the toolbox.

Recruitment

Detection of needs
The life cycle begins with the need detection. That is, identify what role is necessary within the structure already established or, required for some specific function or project within the organisation that is not yet planned, this is the starting point to start a new Life Cycle for that position or function. This means that a position or function can be created for a specific task with a limited duration, e.g. General coordinator of an event.

The need detection leads us to review in the manual of positions, if this role has a profile in order to make the selection based on the requirements already established or otherwise, if it becomes necessary to make a new description for said position.

In the reality of our organisation, there are positions or functions in which the need is permanent such as the role of Scout Educator, an essential member of the structure and that has a decisive role in the growth of the organisation, both for the quality of the work done as per its increase in quantity, because the number of volunteers available depends on the coverage in children and youth that the organisation can give.

It is essential then that everyone in the organisation knows and is clear about the role of the Scout Educator in order to easily identify potential volunteers who can join the organisation. The details to make analysis of volunteering and carry out recruitment processes are described in the recruitment and volunteer documents of the **Toolbox**.[13]

Recruitment, Selection or Renewal

The **recruitment** refers to a process of search and / or attraction of suitable people to occupy a position or function taking into account:

- Requirements of the position. (studies, experience, age or others). Sometimes the position requires that it have a professional training or specific experience e.g. accountant.
- Competencies. Core competencies that are focused on soft skills and that are a reference factor for all adults within the organisation.

This model proposes to work on recruitment with three types of strategy:

1. Permanent recruitment. Having as reference the description of position and competencies, which should be known by all adults in the organisation with clear tools and procedures on how to present Scouting to whom it may be interested. It occurs primarily at the Local level (group or unit) to meet the need for Scout Educators.

2. Specific recruitment. With reference to the position description and competencies, it is used to recruit adults for a specific position with a specific profile. It can occur at any level of the organisation.

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[13] *Volunteers in Scouting - Toolbox 1. 2nd Edition World Scout Bureau, Interamerican Region. September 2014

* Volunteers in Scouting, Recruitment and retaining Voluntary Adults - Toolbox 2. 2nd Edition World Scout Bureau, Interamerican Region. September 2014

* A new approach to adult recruitment. World Scout Office - Inter-American Support Center. July 2017

3. Mass recruitment. Having as reference the description of position and competencies, responds to an organisational recruitment plan that analyses target audiences to promote Scouting as an option to volunteer, attracting adults for any position in the organisation. This strategy is promoted from the national level.
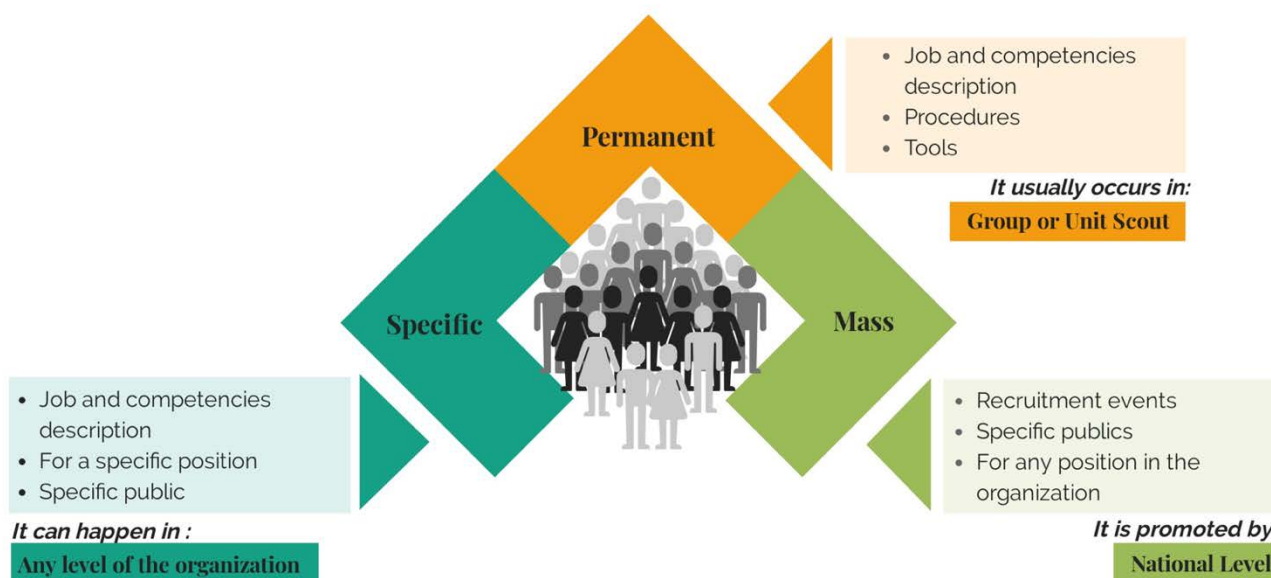

Figure 7: Adult recruitment strategies

Selection is the process that follows, which consists in the selection of the most suitable people for each position based on the requirements of the profile and the expected competencies. For this, a selection process based on competencies is proposed that allows validating that the person being selected has or approaches the attitudes and skills required for the role at a minimum expected level.

Hence it is important during this process, to investigate specific facts about real situations of the candidate that allow to demonstrate the competencies already developed, which can be done by doing a skills interview. The document **A new approach to the Recruitment of Adults** in the Toolbox has guides and formats for its realization.

The **renewal**, consists in the beginning of a new life cycle in the same position or function, replaces the selection in the case of adults already linked to the organisation in a position and is the result of a mutual decision between the organisation and the volunteer adult at the end of the agreed cycle. This process will be explained in detail in the chapter on **Decisions for the Future**.

Mutual Agreement and Appointment

One of the results of a good adult management is the retention that is given only if the adult is satisfied with the task he/she performs and he/she finds value in what he/she does for the organisation; The starting point of this is the **mutual agreement** that consists of put in a document the commitments that the adult acquires with the

organisation and vice versa, in terms of time, availability, functions, roles, responsibilities, support and resources to carry out the assigned position or function.

In the mutual agreement the time of the life cycle of the person in the position or function is reflected, after which the performance review is made, and the future is decided, which in the case of the renewal would give rise to establishing a new mutual agreement.

This model proposes life cycles of between two and three years according to the role or organisational culture, with exceptions for positions that have established time limits on the rules or for specific positions or roles created for specific events or circumstances.

The **appointment** is the formal act of informing the person of the position or role he/she will have within the organisation and the agreed time of their life cycle, this model proposes that their delivery is not in a time greater than one month after entering the person occupying the position or assigned role and its content, signature and delivery procedure must comply with the rules established in the organisation.

Performance

Training personal plan – Induction

During the selection process there is a first moment of evaluation of the adult that arrives at the organisation and as a result of that evaluation it is possible to establish a first gap between the level of development of the competencies required for the position according to the experience prior of the person. The **personal training plan** is the result of this analysis and aims to capture the competencies and / or behaviours that require improvement and possible training strategies or learning paths for its development. This process is done by the adult together with his personal advisor. The details of the **Technical and Personal Support** process will be presented in the respective chapter.

In the case of a person entering at Scouting for the first time, it is very likely that their basic training scheme for their position does not start immediately, therefore, the time between their entry and the start of their training scheme will be considered **Induction** time which is recommended not to exceed three months.

During this period, it is important that the personal training plan be initiated with the essential competencies related to the values of the organisation and on which its selection was carried out. It is important to inspire the person to find in the mission of Scouting a connection with their personal motivations and how their role within the organisation leads to the achievement of both purposes.

Recognizing the competencies already developed and previous knowledge, as well as their potential to work on those that need to be developed is one of the ways to address the principle of **personalization** proposed by the Interamerican

Adults in Scouting   Policy: "*recognizing the conditions and individual characteristics and the previous experience that the adult has, so that he/she can structure his Personal Training Plan with the mentoring of a Personal Training Advisor for this purpose.*"

The Personal Training Plan is renewable with every moment of evaluation that the adult has during their life cycle leading to the identification of new improvement actions and new learning paths for the development of their competencies, therefore it is important that it contains the following elements to enable monitoring:

Expected Profile	Development Goals	Performan Goals	Learning Path
•Competency to development	•Behaviors expected	•Results Expected	•Actions to improvement of competencies
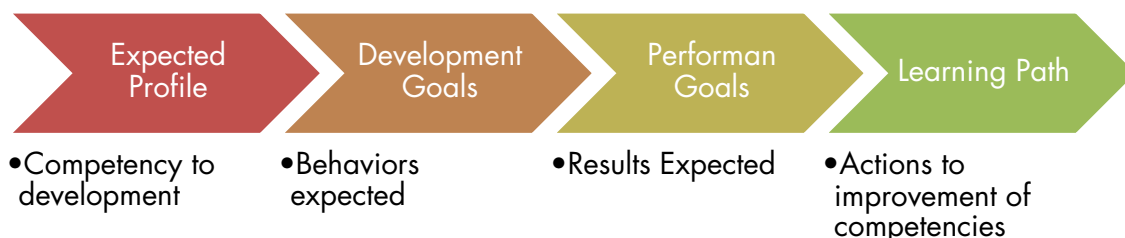
Figure 8: Elements of the Personal Training Plan

Having identified the level of development of the competencies necessary for the position, the adult will be able to generate their own Personal Training Plan. It is important that in this plan the person can visualize: their development goals (based on the skills required for the position) and their performance goals (the personal contribution they will make from their position to the Strategic Plan of the organisation from the level that he/she is).

Training - Basic and continuous improvement.
Under the preliminary that the training is individual and based on the competencies required for the position, contrasted with the level of development of these competencies in each adult, it is important to recognize that these can be developed inside or outside of Scouting. The development of competencies occurs in the daily interaction with others and with the context through individual, group and organisational learning. This also implies that that it is not necessarily required to have attended or participated in a training course or model of the organisation to achieve the optimal development of the competencies established as necessary for the position or function in question.

In this sense, the training (understood in this case as the training scheme) of adults must be flexible, adaptable and basic according to the profile of each position and the level of competency and the time of availability of each adult. The process of training an adult, then, is not limited to the courses that are carried out within the organisation but to the whole process of lifelong learning that the adult has within Scouting, with the sole objective of being competent in the position(s), roles or functions performed. In this sense, the training process does not end, being a system that offers different learning experiences, it is continuous.

According to the concept of competency adopted, this model proposes a **Training Scheme** with a proportion of 20% for obtaining information through face-to-face and/or virtual courses and 80% for the development of the competency during the completion of the task.

This flexibility in the training scheme opens the doors to processes such as self-training and verification of learning through practice, making the adult responsible for their own learning path and their own development of competencies (that what we know as learning by doing).

Regarding the structure of the Training Scheme, it must distinguish for each position a **Basic Training** process (as a direct response to the needs derived from the core and specific competencies associated with a specific position) and a **Continuous Improvement** process (offered with the purpose of complementing and maintaining current knowledge, skills and attitudes of the adult in the performance of that position). Hence the importance of each adult in reviewing their personal training plan to identify their training needs and to locate the learning path that suits them for the development of their skills.

For specific roles that require the development of additional competencies, the proposed scheme includes **complementary training.** Viewed graphically, the model proposes the following scheme:
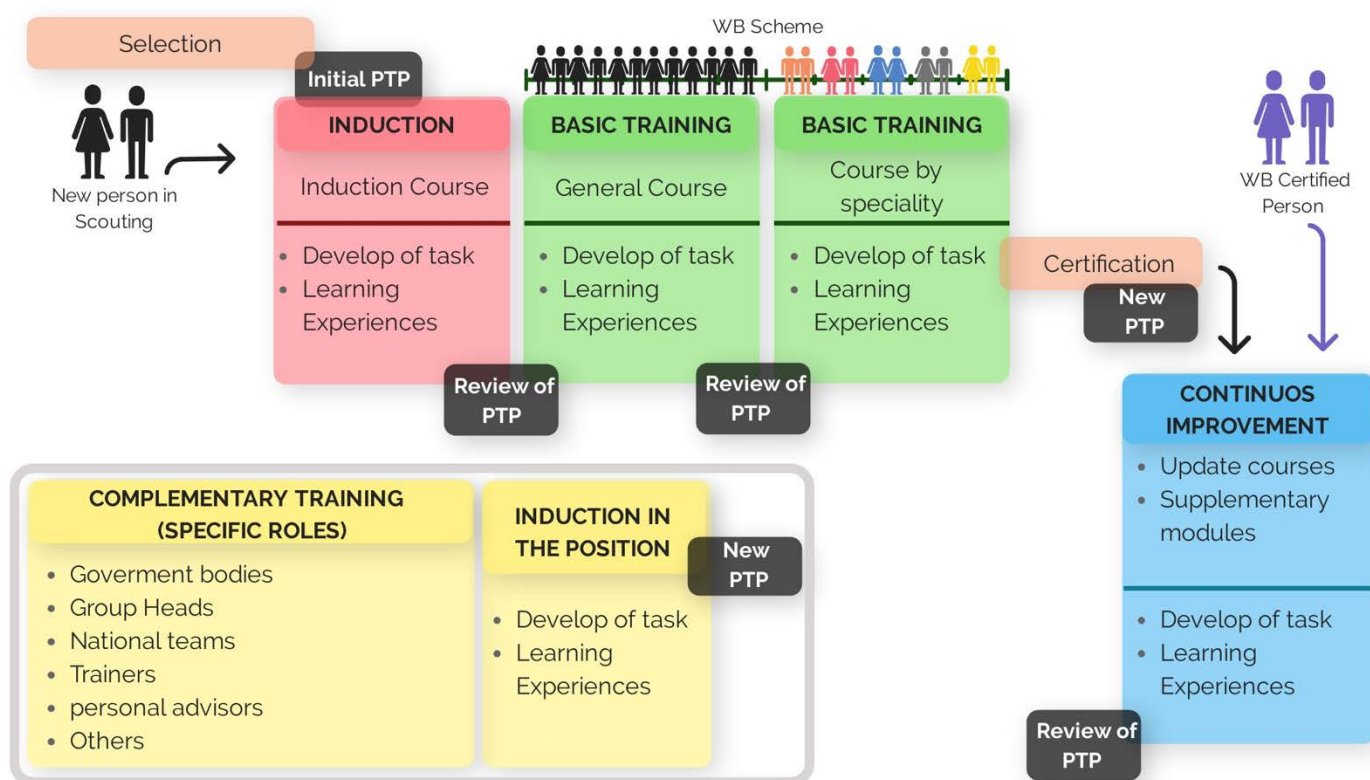

Figure 9: Training Scheme Proposal for an NSO

The basic training corresponds to what we know as the IM Scheme and is the minimum necessary training that all adults in the organisation must have since it guarantees the development of the specific competencies of the positions or functions. A general phase is proposed that applies equally to **all adults** arriving in the organisation and a specialty phase depending on the strategic area of work, all this, maintaining the training in the formula 20% courses and 80% learning experiences and development of task.

For cases in which an adult has been appointed to perform another position in parallel, his/her training for the second position cannot be considered as an action of continuous improvement in relation to the first (or vice versa) but must have a different training because are two different positions or functions. Therefore, no position can be an improvement of another, and the training processes are not escalated, nor can they be established with prerequisites based on other positions. It depends on the scheme of competencies, the one that the development of a competency applies to several positions at the same time.

Technical and personal support.

One of the fundamental aspects for the development of competencies is the support or personal advice. This process offers the adult the possibility of sharing their own process with other people to receive the support they need, either technically or personally, in this way, the competencies are developed receiving guidance in the practice of tasks with a focus of continuous improvement.

Two support routes have been identified with one different purpose each. The first one aims to support the adult in their process of developing the competencies necessary for their position in the basic training process (IM scheme), the result of this support will be the certification of this stage of the training. The second route refers to the continuous support that occurs throughout the life cycle in the position or function and whose sole objective is continuous improvement in the level of competence development, understanding that the competencies by having elements of knowledge, skills and attitudes, are not fixed, but vary depending on the circumstances, the environment or the person himself.

In this sense, the model proposes that this support or personal advice be carried out by people who share the task daily and who have developed competencies for the role of personal advisor. Thus, the daily spaces of the adult will be optimal to provide this support, strengthen their motivation, reflect on the implementation of their practices and visualize new forms or activities that allow them to achieve new objectives.

In this way, the support becomes in itself a permanent moment of evaluation of the performance of the adult in his position or function[14] having as main tool the Personal Training Plan that is constantly reviewed. This model proposes a review

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[14] Concept developed by the Interamerican Adults in Scouting Policy in section "5.2. Performance".

every six months that leads to an update of this plan where jointly establish learning paths to advance in the development of the competency.
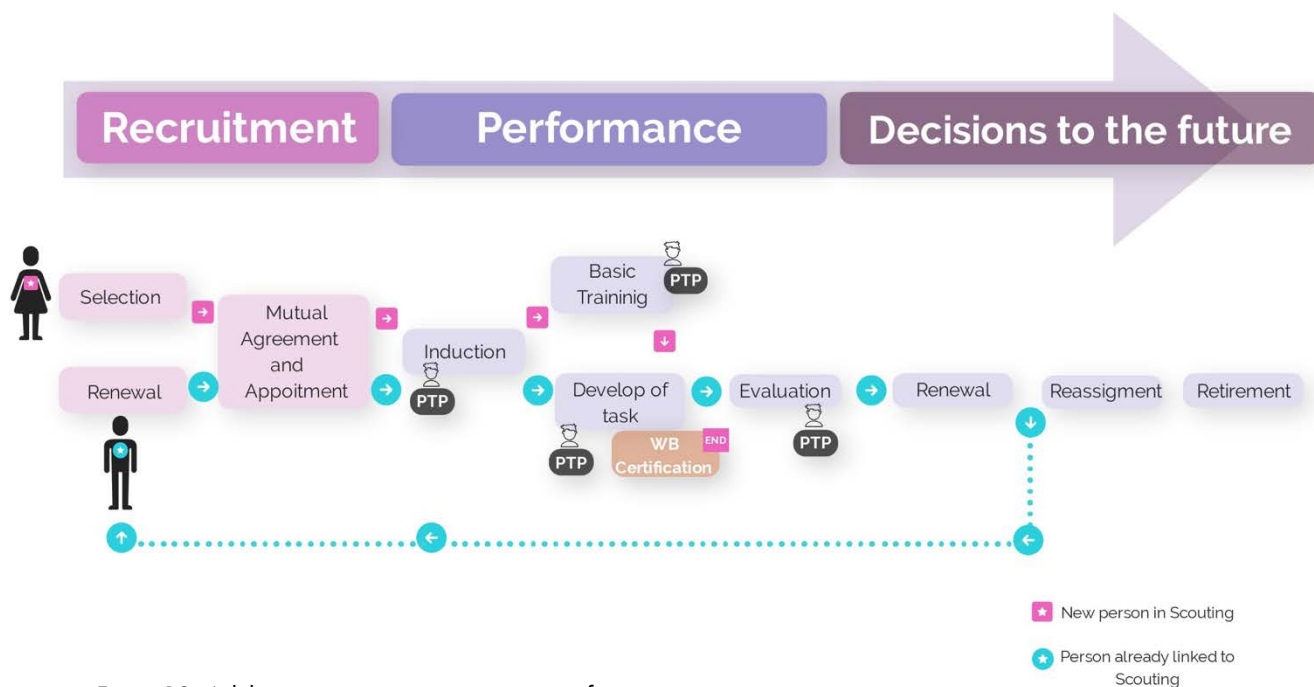

Figure10: Adult support routes in a position or function

Performance Management – (Evaluation)

Within the life cycle the moment of the evaluation is displayed explicitly, this evaluation refers to the performance review at the end of the agreed cycle (two or three years. At this point, an analysis of verifiable results must be given that have been previously agreed upon and their impact on compliance with the organisation's strategy. The methodology proposed by the model is based on competencies where the observable behaviours expected of the adult in the performance of his or her position or function are or are not evidenced.

For this, it is necessary to work together with the other strategic areas because for each of them there are elements of the competencies that are of interest to have developed in adults and evidenced in their practices. It is then proposed to design tools and joint procedures that are in line with the needs of each area and make the process easier for the adult subject to evaluation.

While it is true that the Interamerican Adults in Scouting Policy proposes a 360º evaluation in which the adult is evaluated from four different perspectives, the process to get to have an evaluation of this type in the organisation requires maturity of the Adult Management System that only It is achieved through several years of implementation, so this model recommends starting with self-evaluations and one-on-one evaluations that make sense of the process and the tools used.

It is important to mention that there may be more than one moment of evaluation within the life cycle. The selection itself is an evaluation process, evaluation activities can be included at the end of the induction, during the basic training the adult is being permanently evaluated and the support in any of its routes, in itself it is also an evaluation process.

Thus, when the adult reaches the evaluation at the end of his cycle, he is consciously responsible for his/her own development of competencies, so permanent self-evaluation is of great relevance; the personal advisor is the one who, throughout the cycle, accompanies the process, facilitating reflection and commitment to continuous improvement. It is also who advises on the decisions that the adult makes regarding their learning paths and the beginning of new life cycles.

Decisions to the future

This is the final process of the adult life cycle in a position or function and corresponds basically, as its name indicates to the decision that the adult makes regarding the position he/she occupies. The options are:

1. Retire from position permanently.
2. Restart a new cycle in the same position or function for a similar period (renewal).
3. Change to another position or function for which retirement and relocation become a single process (relocation).

In any case, the evaluation is an element that gives important information that guides the decision of the adult, as well as the income, the retire must also take place in an agreed manner, keeping in force the principles and values of Scouting and recognizing the effort, time and volunteer work of the adult during his/her tenure.

Final considerations

The Adult Management System has the sole purpose of responding to the needs that the organisation has with respect to the adults that comprise it. It is clear that an organisation does not exist without adults but also, that it depends on them that every day Scouting reaches more children and young people in the world.

The educational proposal is the backbone of the organisation, it is an institutional proposal, and as such, all adults must work around it; for this, the responsibility that the strategic area of Adults in Scouting has is very big since only with a quality management that results in **suitable** adults (in the right place, doing the right thing), **competent** adults (with knowledge, skills and attitudes to do the job that corresponds to them with a high level of quality), **motivated** adults (happy and with sense of what they do, proposing improvements and with organisational awareness) and **permanent** adults (who want to stay and continue contributing), it can be said that they are contributing to make this educational proposal a reality.

This model invites National Scout Organisations to do an integrated and institutional work, where all areas of the organisation are committed to a common goal and the processes are institutionalized beyond people and are lasting over time, to build Adult Management Systems that are for everyone and that respond to the dream of growing as a Movement, impacting the lives of young people who transform their communities and continue to inspire more people every day to Build a Better World.
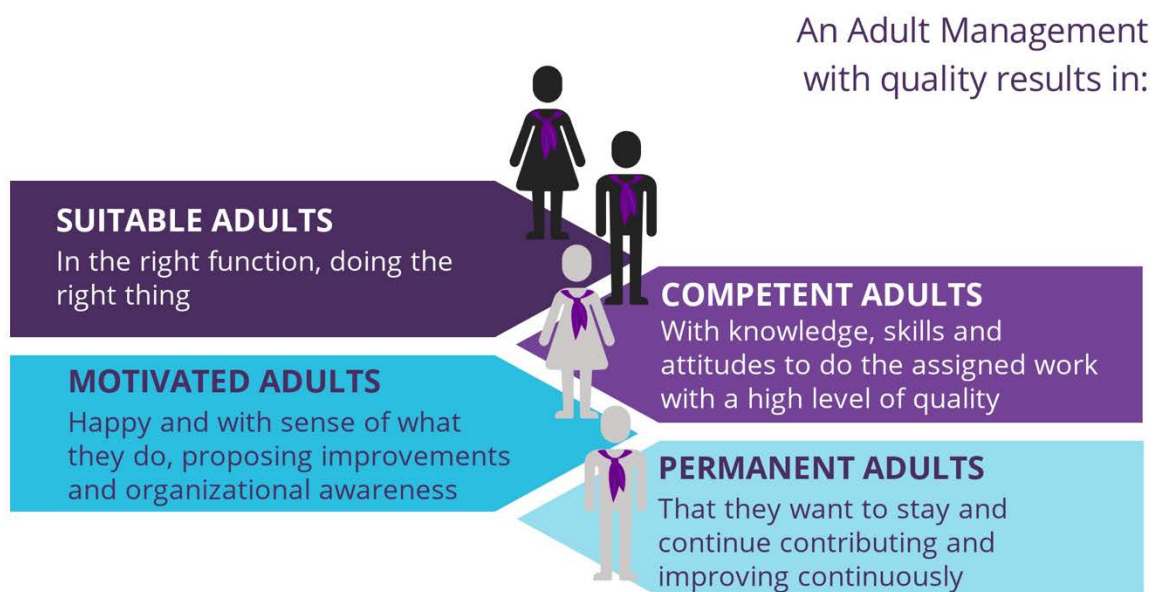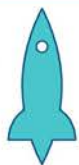

Figure 11: Results of an efficient Adult Management System.

Annex

Infographic: Alignment process for the creation of an efficient Adult Management System

Alignment Process
for the creation of an efficient AMS (Adults Management System)

Create or update the NSO Educational Proposal

1

Mission

Formulate the Policies and the Strategic Plan for the concretion of the Educational Proposal

2

Design the Organisational Structure necessary to execute the strategy

3

Review current positions according to the structure designed

4

Matriz funcional

Define functions of each position and generate the Manual of Job Descriptions

5

Position the core competencies and identify the specific competencies for each position

6

Level 1   Level 2   Level 3

Function ⟶ Competency

Design the training, support and assessment processes for each position or function or functional level

7

Measure the level of system implementation through management, performance and quality indicators.

8