



SCOUTS®
Creating a Better World

EURO Scout.Doc

Going for an Oscar

Awareness and recognition of your own competencies

The plot

Scouting is an educational movement where you, as leaders or in other volunteering roles, support our members in their learning process to achieve the mission of Scouting. For the most part, our members aren't aware that they are learning by doing; they are just having fun as they focus on carrying out a particular activity. As leaders, you create an environment where they can acquire several competencies and values. As you deliver the Scout programme, you should keep this in mind. You should also be aware of your own development and learning opportunities.

As volunteers, you are not just doing your best for the Association; you are also developing yourself.

Your need for self-realisation is very personal as is being respected and valued as a person.

This Euro.Scout.Doc doesn't focus on the recognition of training and certificates or other specific awards. Rather it explains the need for you, as leaders, to be more aware of your growing portfolio of competencies; to learn how to better steer your personal development within Scouting; and to learn how communicating the competencies you develop in Scouting will help you in your volunteering and professional lives.

In this document you will find some theoretical background explained with examples and a list of good practices on the awareness and recognition of non-formal learning.

The trailer

What could be the role of an NSA in this process of awareness and recognition of competencies? How do volunteers experience their opportunities in the NSA? Commitments to an organisation or even to a job are becoming more and more project-based and thus shorter and shorter in time. NSAs don't always have the time to fully recognise the capabilities or qualities you already have as a new volunteer before assigning you some important project responsibilities. So the method normally used in Scouting – developing a Scout career step-by-step, being elected or hand-picked to take up new tasks – is not always possible. We, as an organisation, have to adjust our way of judging competencies. How do we make your proof of prior learning relevant (diplomas, certificates, work experience...) in our and other possible learning environments?



The recognition of prior learning takes into account many different backgrounds: home, job, other voluntary work, hobbies, friends etc. If we don't recognise this prior learning, we simply do not value fully our leaders and volunteers for all their capacities. Would you like to contribute to such an organisation?

Because of the changing world we are living in today, our range of competencies is also changing (e.g., using the internet, working together with people of different cultural backgrounds); lifelong learning is needed. The question is: How do we incorporate this in the Adults in Scouting model?

On the set

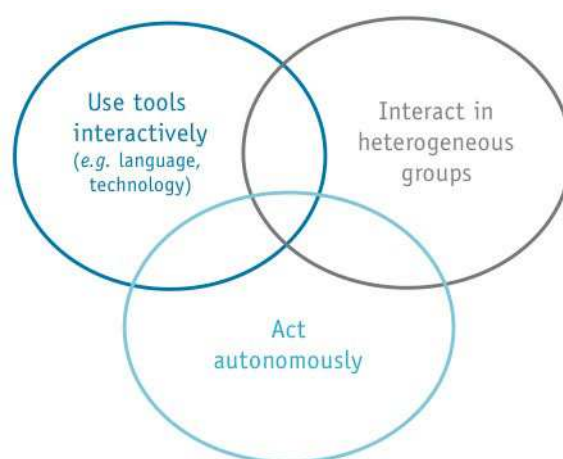
Scouting is a playground, full of opportunities. You, just like our members, need to be challenged; to have opportunities to progress. Education for life and learning by doing don't stop at a certain age. Lifelong learning in this case is not a new concept. While formal training is given to enable you to reach a basic level of quality in leadership skills, the peer learning process and learning by making small mistakes or by stepping outside your personal comfort zones are essential for your further development. This informal path of continuous improvement is also a key factor in answering your motivational needs: self-realisation¹. The results of all this learning are expressed in competencies.

When asked what attracts them to making a commitment, getting involved, volunteering or working, the most important factors cited by young people are pleasure, intellectual development and challenge. These are more important than other rewards, such as money.²

What are your competencies? These are the skills, knowledge and attitudes you have acquired by reaching a certain level of quality. The OECD provides us with a framework which helps to classify competencies in three broad categories needed for a successful life and a well-functioning society. It doesn't just look at it from the perspective of the individual, but also considers coherence with others. There is a wide range of competencies needed in order to face the complex challenges presented by this increasingly diverse and interconnected world.

To create a successful partnership between our volunteers and our Associations, your personal development plan and the needs of the Association should be intertwined. The Association's strategy must be supported and, at the same time, you must be motivated to develop, to take advantage of new opportunities to grow and to learn.

The OECD's framework³ consists of three overlapping **key competence categories**:



- To be able to **use** a wide range of **tools interactively** (from computer to language) and to understand these tools in order to adapt them for your own purposes.
- To be able to engage with others, to **interact in heterogeneous groups** (to use your competencies in different situations).
- To be able to take responsibility for managing your own life and **act autonomously** (to give yourself a personal identity while understanding the bigger picture).

Our training system should incorporate opportunities to develop these key competencies as objectives in the overall concept.

¹ Maslow's hierarchy of needs; Abraham Harold Maslow (1908 –1970), psychologist
² ORMIT, Management Development Network

³ OECD (Organisation for Economic Co-operation and Development): Definition and selection of Key Competences

An example in these categories applied to Scouting

- The ability to find your way, to orientate, not only in your own community, but also travelling in other cities
- The ability to prepare a theatre play both with Scouts in your local group as together with other Scouts in a national project
- The ability to subscribe for a training 'learn to use pioneer techniques' if you know you don't master them enough

Camera and rehearsals

Why are competencies so important? Why can't you just say that you are involved in Scouting and that you have done your basic training course, some additional modules on conflict handling and even a Wood Badge course?

Doesn't this make it clear that you are a good leader? This training and other less-time-restricted learning opportunities are indeed important, but if you look at them from an outsider's perspective, it isn't clear what effect this learning has had. You need to be able to clearly explain and demonstrate what these competencies mean in the words or context of the viewer/listener.

To be able to explain to an external party what you have learned, you have to have knowledge of what happened before. You need to be aware of the ongoing training or continuous learning process inside the Association.

Before we can put the spotlight on the outcome – the competencies acquired, which is mostly done in the recognition process, we should first focus on the quality of the process that delivers this outcome.

How can an NSA improve their learning environment for the volunteer acquiring competencies?

The quality circle as defined by Deming⁴ introduces the Plan-Do-Check-Act cycles. An NSA uses the feedback to initiate change and to make new plans, adapt the strategy which accordingly changes the processes. These processes are the systems, methods and tools used for training and learning.

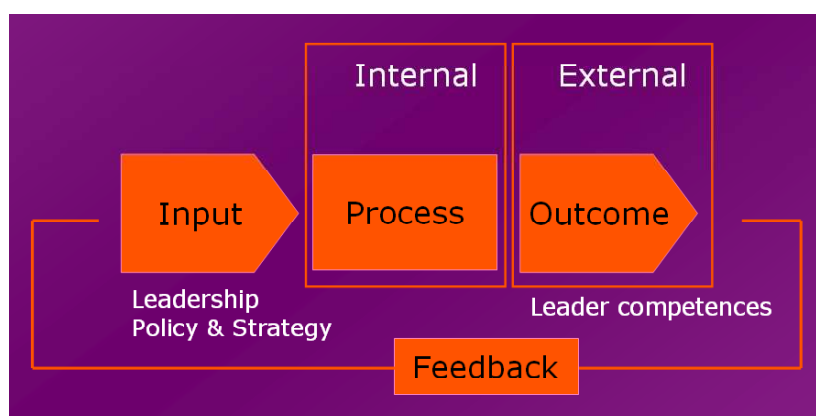
Is the NSA's training system of good quality?

If we want to assess the quality our training system⁵, we don't just look at the results but also at the methods used. This internal process is fundamental to a manageable outcome in terms of competencies. A good quality assessment of these processes can be done by answering these three questions:

- Is the design of the training system good; does it cover the needs of the leaders and the Association?
- Is the delivery of each training module good; do trainers know what is expected from them and do they act accordingly?
- Is the individual experience of each trainee good; did the trainee have the opportunity to learn and did they reach the expected goals?

If the internal process (the way we design and organise our training) is working well and under control, the recognition of the competencies by others, outside the association, can begin.

The quality circle



⁴ William Edwards Deming (1900 –1993), statistician, professor, author, lecturer, and consultant

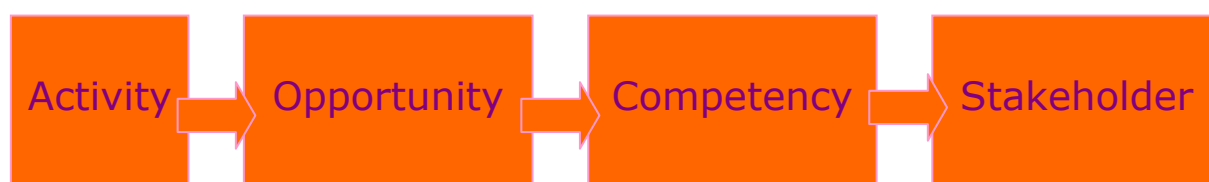
⁵ Training System includes peer education, distance learning, ... and all other methods possible

The storyline

Which competencies do you need in order to be a good leader or to have a better chance of being successful in your job? As there is a danger of being much too focused on the acquisition of skills, we should keep the original reason for volunteering in mind: to support our members directly or indirectly. This should play a prominent role in the approach we take to playing the game of Scouting.

Instead of providing you with a list of competencies needed, we suggest that you begin with listing the activities you do as a volunteer in order to organise Scouting activities, the activities that create an environment of learning and engage our members, based on a balanced programme.

Write down the activities that you do. Identify the opportunities these activities offer you. Then formulate competencies appropriate to the stakeholder (friends, Scouting, employer) that you would like to convince of your qualities. This simple exercise is all that is needed for you to start recording your knowledge, skills and attitudes.



Activity	Opportunity	Competency	Stakeholder
Representative of group in local youth council	Networking	Open to others and easily making new contacts	Future job (sales person)
	Represent the opinion of your group	Expresses ideas and is persuasive	Environmental NGO (spokesperson)
Having a meeting together with Rovers	Collect ideas from your members	Listens to others	Friends or colleagues
	Intervene when people don't agree	Handles conflict well	Human Resource Department of...
Planning a hike	Give responsibility to others	Delegates tasks and follows up	District Council (leadership role)
	Set up a time line, material list, ...	Structured planning	Future job (project planner)

An example of a competency chart

The audience is watching

Be aware that the interpretation of the opportunity and competency is very subjective: other people may see different opportunities in the same activity. The same competency can also be expressed in different words depending on the stakeholder. The competency of *working together with others* in a group is clear for all youth organisations, but in

the business world, perhaps '*team player*' or '*coaching people*' might better describe this skill.

Two examples of frameworks make this distinction clear; these you can find in the appendix. The one in the left column is used in the volunteer sector, the one in the right column is business oriented.

Inside Scouting, the leadership role is quite important. Daniel Goleman⁶ wrote some books about Emotional Intelligence – an important skill for good leadership. He defines self-awareness, empathy, motivation, self-regulation and several social skills like communication, conflict handling and team playing as the most important competencies in the emotional framework. No wonder that a lot of Scout training focuses on these topics.

The reviewers

Which level of quality have you acquired in your competencies? It's clear that for each competency, you never can tell if you fully own this knowledge or skill. There is a learning process for each competency on its own and it's good to know what you already know or can do and what you do not.

If you're good at leading a meeting, you can progress in the technical, organisational, communicational and political skills of this competency. You could divide this, for example, in three steps or levels:

- Having a clear agenda on time, being able to formulate decisions made, having a clear voice when speaking and good reporting skills.
- Giving everyone the opportunity to contribute; being about to react to non-verbal communication signals.
- Achieving more complex interaction skills and attitudes, like stimulating people to express themselves, getting them to agree on difficult topics or being diplomatic.

Each level in this '*leading a meeting*' competency has its own competencies: leading a meeting is a kind of container concept for other skills and good practices.

It also helps you reflect on how a competency is acquired. Can you formulate a concrete example of a particular competency using the three circles of the OECD framework? Take our example above: knowing some of the technical skills needed to run a meeting and being able to put them into practice in different group settings. You need to be aware of what you are doing well and what still needs further improvement.



A second example to explain the growth path is *showing empathy*, which is the capacity to recognise or understand another's state of mind or emotion. It is often characterised as the ability to 'put oneself into another's shoes', or in some way, to experience the outlook or emotions of another being within oneself.

- Acknowledging someone else's feelings; seeing and understanding why someone reacts or expresses her/himself a certain way.
- Reacting appropriately; showing a sign of affection; emphasising that you noticed the positive in the negative feelings expressed.
- Being sensitive in a natural way, while respecting differences; empathising with the someone else's troubles.

A framework has been developed at European level, to support the understanding and transparency of learning outcomes and competencies – **European Framework for Qualifications**⁷. This increases the mobility and flexibility of the use of the defined competencies. External recognition in a more objective manner by schools or employers could be assisted.

⁶ Daniel Goleman (1946) is an author, psychologist, and science journalist

⁷ http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

The movie script

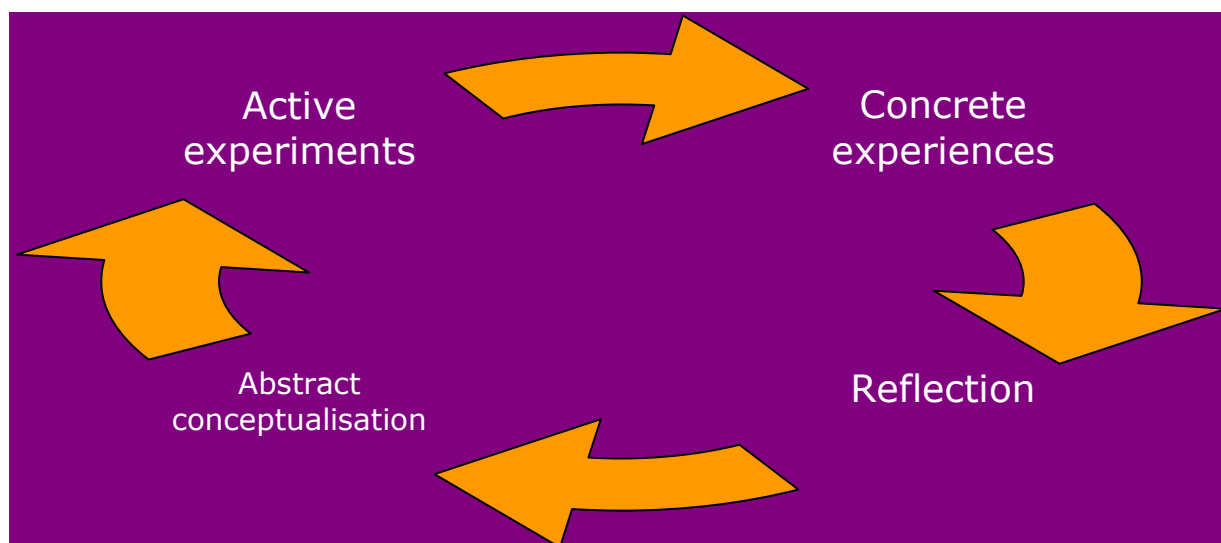
The explanation of **growing in these competencies** can be supported with Kolb's⁸ learning circle. He stated that each of us has our own learning style where we choose the way in which we **approach a task**: acting or watching; and the way in which we **emotionally respond**: thinking or feeling.

More important to the acquisition of a competency, in Kolb's view, is the cycle of learning, a principle of his experimental learning theory, described by a four-stage cycle or spiral.

'Immediate or concrete experiences' provide a basis for 'observations and reflections'. These 'observations and reflections' are assimilated and distilled into 'abstract concepts' producing new implications for action, which can be 'actively tested', in turn creating new experiences. He also said that ideally this process represents a learning cycle or spiral where the learner 'touches all the bases', i.e., a cycle of experiencing, reflecting, thinking, and acting.

In comparison with other, more formal, educational systems, Scouting (and other youth work) has the strength to give people the space to experiment, to have a second chance, to learn by doing in a non-formal setting.

Kolb's cycle of learning



The director

How can you grow your competencies? How can you raise the quality of your capabilities? Once you have a clearer view of the skills and values you already have, it's time to decide for yourself which ones you prefer to develop further, with or without a specific goal. This personal development plan is a great way to reflect and plan responsibilities or roles you would like to take up in new activities.

⁸ Learning styles and the learning process. David A. Kolb (1939), educational theorist

Example of Scouts & Gidsen Vlaanderen:

In Scouting, different roles require specific competencies. Starting from the function profile, responsibilities and activities, a peer group of people in this role can set up a list of actions where they are asked to show some competencies. For each action, they can formulate the knowledge, skills and attitudes needed.

Do volunteers need to have all these competencies (from the start) for a role? No, each person can, depending on the qualities already acquired, look for her/his own focus in which aspects an increased training is expected and start developing more maturity via training or other learning experiences in and outside Scouting. A vacant role for a volunteer is also more attractive if you advertise it with the learning opportunities which are possible instead of listing task and duties, which can be scary in length and difficulty.

Using the feedback from your peers helps you to progress faster in understanding your personal evolution, what effect your actions have. So, look for mentors to support you in this learning process. Scouting gives you the opportunity to network and provides you with a human resource network which can be impressive and safe for this development.

In Scouting you, as leaders, are tasked with supporting those who have difficulties in expressing themselves in competence terms. Support the things that are already good, are in the interests of that member, instead of losing time and focusing on what they haven't mastered.

The make-up session



How do you learn to express your acquired competencies? How do you prove that they are true? In a lot of situations you don't have the opportunity to show your skills and attitudes in a new setting. Mostly the focus lies on an interview to gauge knowledge interview or through a certification list. Expressing your competencies is then a key element to convince others. One easy method to use is the STARR steps.

- S: briefly describe the situation where you showed a certain competency
- T: what was your task in that situation, activity?
- A: which action did you do?
- R: what was the reaction of others involved?
- R: what were your reflections afterwards?

If you are too vague in describing your competencies, it won't be clear to others what they involve. A new job in Scouting or work life can be better linked to your wishes and capabilities if the level of understanding is high for both parties.

Blockbuster versus quality movie

What kind of method should an NSA use to support the personal development of their volunteers?

Scouting is a learning environment for members and leaders. The programme allows us to develop our skills and discover unknown talents. It's important to create learning opportunities rather than simply teaching Scouting activities. Your personal goals, the outcome of this learning, are not predefined. The Scout method, like objectives in general, provides a framework for continuous improvement, with not too much anticipation, allowing things to happen. In a group council, leaders don't have to talk about developing competencies, as long as they do it. But someone has to know it is going on to keep the train on the tracks.

Such an environment, doing the right thing without knowing, is feasible and can be easily destroyed by short-term approaches. Therefore, volunteers should be aware of why they do their job. If they know that they, as a leader, are in charge of providing their members with the space to grow in their competencies, they will then acquire a lot of important leadership skills themselves.

Scouting is not a predefined recipe for a blockbuster movie in the business world, but it supports competence in citizenship for our globalised society. Skills on change management and empowerment of people are best developed in the environment of small group or the patrol work where there is a democratic voice for everyone.

Oscar winners

Is there a need of an exact measurement system of the outcome that defines the quality? What is the value of a certification paper if it's not linked with the organisation or person who gives this certificate? (A diploma in economics from the Harvard Business School has a different value than one from another, locally known university.) Yes, there is a need for recognition of the organisation/person who issues the certificate or diploma. But in which way can it reflect its value for the individual who receives the certificate? Has an NSA the task to take up that responsibility or is it better to just indicate some possibilities of having one's life skills being certified outside our movement?

Different opinions exist, each of which has a valuable impact on the debate of how such recognition should be guided. National Scout Associations should choose an appropriate solution taking into consideration the acceptance in society.

In our Scout training we can start at least by clearly stating some aims and goals achieved by participation in training. However, if everyone gets the same certificate or statement, the individual value is lower than if an individual approach were used. A good example of this can be found in the Danish Scout Academy approach (http://www.spejdernet.dk/Aktuelt/Det_sker/ScoutAcademy.aspx).



A model of working with competencies acquired at different places and roles in life

The view of the Dutch knowledge centre for the recognition of prior learning:

a) Awareness and enthusiastic approach to the concept

- *Be convinced that personal development is important*
- *Link with the mission statement and the strategy of the association*

b) Recognition of competencies

- *What is the goal of identifying personal competencies?*
- *Internal or external qualification system (inside or outside Scouting - stakeholder-ship)*
- *How to evaluate?*
- *Starting from a function profile?*
- *Setting up a portfolio*
- *Organising coaches and appraisers*
- *Training of assessors*
- *Development of different tools*
- *Informing people*
- *What competences do I have?*
- *How can I present them?*

c) Acknowledgement or valuing the competences

- *Choose an appraisal method*
- *Organisation of the appraisal*
- *Valuing existing papers, diplomas -> find a way to issue a new certificate and advise a development plan*

d) Development of competences

- *Connecting personal development plan and organisation's strategy*
- *Coaching volunteers in their development and quality control*

e) Implementing this model in the Adult Resources Policy of the association

- *Trust in quality assessment done by others. None-the-less, it is recognition of the competences done by a person within the organisation.*

The studio

Who will take care of the process of developing awareness of competencies and of the skills needed to express them? The NSO should support this process, with different possible tools adapted to local reality and level of acceptance by volunteers in Scouting.

In some countries, a formal external recognition on paper is well perceived in cooperation with government or the business world. Other associations prefer a more open approach with the focus on creating the learning environment and helping individual leaders and volunteers to understand their personal development.

In both cases, gathering evidence is a plus. You can collect diplomas, certificates or just a written statement from friends in a folder when you have done a great job at a Scout activity. This kind of folder is known as a portfolio and can be used to clearly describe and value your acquired competence. It's a way of convincing others of your competence by having an external partner judging your status.

Who will decide the truth of what you compile in your personal portfolio of competence? The more evidence you collect, the easier it is to believe your accomplishments. Of course, as already mentioned, the quality of the assessor is also a part of the value others like to credit.

The end

In conclusion, people who are aware of their qualities grow in self-esteem and have more opportunities in society. They can choose their future involvement in life based on what they are good at or on what they like to challenge.

Not everyone sees the advantage of a portfolio or wants to spend the time on gathering paperwork. Perhaps you expect your Association to keep a track record of your learned outcomes from training and function roles. Those of you who will benefit the most from such a competence portfolio are those with fewer formal degrees and diplomas. You will also need the most support to develop such a portfolio.

An organisation can keep its volunteers longer if it continuously creates new learning opportunities, which challenge them as volunteers progress. The organisation innovates step by step. Keep in mind that new responsibilities or tasks should stay in line with the vision of the Association.



We would like you to consider, as a National Scout Association, looking again at some of your existing projects and assisting your volunteers with some practical support to record, express and further develop their competencies.

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Examples from the movie archive

European Portfolio for Youth Leaders and Youth Workers

The European Portfolio for Youth Leaders and Youth Workers is an initiative of the Council of Europe in cooperation with experts and partners such as the European Commission and the European Youth Forum. It provides youth leaders and youth workers in Europe, volunteers or professionals, with a tool which can help them identify, assess and describe their competencies based on European quality standards.

In using this portfolio, youth leaders and youth workers not only contribute to the recognition of their experience and skills but also to efforts to increase the recognition of youth work and non-formal education and learning.

The Portfolio focuses on five different functions of a youth leader linked with the needed competences for each function:

1. To empower young people
2. To develop relevant learning opportunities
3. To accompany young people in their intercultural process
4. To contribute to organisational and youth policy development
5. To use evaluative practice

More info in the document and how to use it at:
http://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Portfolio_en.pdf

Validating experience and competences, a booklet from Eclaireuses et Eclaireurs de France

This 20-page A5 booklet is given to every leader in the EEdF Association. The document describes the holder's experience as a volunteer, describing skills gained through experience and listing all qualifications gained. It's a simple tool everyone can use and that's one of its strengths. It demonstrates the extent of a volunteer's commitment to the NSA. It has proven useful in interviews when a qualification based on experience is requested.

It contains some pages where you can write down in four columns the following items:

- Position held and period in which it was held
- Activities done
- Competencies gained
- Name/signature of person who confirms this

A second part is a list of possible competencies acquired grouped under headlines such as leadership, teamwork, communicating and reflection. A third part lists the possible positions a volunteer can have in the association at local, regional and national level. The training experiences are evaluated in the fourth part, which is the personal progression in applying competencies in a suitable training programme. This training programme depends on the role a person has to fulfil and what he or she is already capable of. A list of training undertaken can be recorded at the end.

More info can be requested from national@eedf.asso.fr or at <http://www.eedf.fr/index.php?eedf=Ressources-Enseignants> Here leaders can order the booklet via Boutique éclé.

CH-Q, a model with a Swiss background and now in use in several European countries

CH-Q is an integral system of the recognition of acquired competence. It contains several services for the whole pathway in validating prior learning: portfolio, assessment, career support, quality assurance in supporting training programs. Via the 'Qualificationsbuch' all these parts are kept together. The system allows you to map your personal offer (portfolio) with the request from other organisations and labour market.

The goal of CH-Q is twofold:

- The individual development of a person in a holistic way
- The improvement of the flexibility and mobility of the individual on the labour market

CH-Q focuses clearly on:

- Delivering the basis for focused personal development in pathway planning
- Promoting personal development
- Supporting self-steering learning and actions
- Stimulating young people and adults to keep track of their personal development by documenting this progression

Training on this method is available. Scouting Gelderland, in the Netherlands, has worked a lot with this system.

More info on www.ch-q.ch or some feedback of the work within Scouting on <http://www.evc-consult.nl/about-ch-q/238-ch-q-within-scouting-netherlands-a-pilot>

The Youth Pass, originated in the European SALTO Program

The Youth Pass is a project developed by the European Commission and the Council of Europe. It is a certification instrument for youth activities organised as part of the Youth in Action programme (group exchanges, EVS and training courses). A group of specialists from the European Commission is examining the possibility of introducing a specific youth instrument into Europass (personal and coordinated portfolio of documents to facilitate transparency in

qualifications and skills and which presently regroups five documents: Europass-CV; Europass-Mobility; Europass-Supplement to diploma; Europass-Language Portfolio, Europass-Certificate supplement).

More info on this at <http://www.youthpass.eu/en/youthpass/> in many languages.

Kompetenznachweis International, a German example to track international youth experiences

The Nachweis is intended for use in organisations engaged in international youth work and projects. You can issue 'Certificates International' and 'International Participation Certificates' online via a web-tool. The Certificates document young people's extracurricular engagement and their personal commitment as members or leaders of a team in an international youth project.

The International Participation Certificate is meant for participants in an international project. It contains mainly information relating to the responsible body and describes both the contents

and the educational aims of the project without going into aspects relating to the individual participant.

The International Commitment Certificate is meant for participants and team leaders in an international project. It contains all of the information contained in the Participation Certificate. In addition, personal commitment and active contributions by the individual are given special mention. More info at <http://www.open-the-world.net/> (also in English)

'Attestation des competences' in Luxembourg, youth work and government cooperation

This booklet illustrates how the outcomes of non-formal learning can be validated. It states that voluntary work is diverse in activities but it has some common characteristics. Voluntary work happens in an organisational context, is not paid, is the result of a voluntary choice of the individual and values a democratic society and active citizenship.

It states that voluntary work is more than a benefit for the volunteer and the organisation.

Also society experiences a positive outcome while social networks are strengthened and the link with the government is improved.

More info on www.snj.lu or download the booklet at http://www.snj.public.lu/publications/publications-diverses/attestation-competences/attestation-competences-brochure/attestation-competences_brochure.pdf

Reference for volunteering by Scouting in Switzerland

The Swiss Scout Movement (PBS) issues a certificate for voluntary commitment by Scout leaders in Switzerland. The reference stresses the non-formally acquired skills and competences in the area of leadership, project management and training in Scouting, and enhances the employability of young people.

The aim and objective of the certificate: The Bénévole-Manual helps to equip young people with correct and professional certificates that helps to recognize volunteer work. Young people in PBS work voluntarily in the areas of leadership,

project management, training, and acquire soft skills.

Target group: The project Bénévole is targeted at the leaders of local groups, leaders and parent assemblies, and also at the leaders and committees members working at regional level.

More info at <http://www5.scout.ch/de/pfadi-online/ressourcen/downloads/personelles/ehrenamtliche/benevole/view>

Reference for volunteering, youth sector in Austria

This system provides information on the competences and knowledge acquired and the functions taken on as part of a volunteer activity.

Volunteer commitment is recognised when applying for a paid position, even if you are just entering the job market or want to further your career. The reason? Volunteer work helps you to acquire skills and competencies that are becoming more and more important also in professional work. Employers are interested in personal attributes on top of the factual knowledge that is required for the job, such as the ability to teamwork, to motivate others, to mediate successfully, to organise autonomously, to show motivation and the ability to work under pressure.

The certificate for volunteer work recognises formally these competencies and is in line with the Austrian federal certificate of volunteer work. Job-seekers and everyone who is looking for new professional challenges will profit directly from this reference, since the Chamber of Commerce of Austria as well as the Austrian employment centres accept it. All non-profit organisations, associations, initiatives, support groups and institutions that are recognised as legal associations and are based on voluntary service may issue this reference.

More info can be found at <http://freiwilligenweb.bmsg.ext.apa.at/index.php?id=CH0583>

Appendix: the credits

Expected competencies depending on the assessor's environment

Volunteer sector ⁹	Business Career World ¹⁰
<p>Experience of local volunteer/community sector and sector in general</p> <ul style="list-style-type: none"> ▪ Experience working with or in a voluntary capacity ▪ Knowledge of local voluntary / community sector ▪ Knowledge of sector in general re: issues and ideas for the future ▪ Awareness of range of voluntary and community bodies ▪ Can list types of organisations and what they do ▪ Some knowledge of the range of voluntary/community opportunities available ▪ Can list a range of opportunities ▪ Ability to define volunteering broadly <p>Ability to work on own initiative</p> <ul style="list-style-type: none"> ▪ Ability to plan ▪ Can analyse situations and devise optimum solutions ▪ Can recognise what needs to be done and do it ▪ Can demonstrate initiative <p>Ability to work with wide range of people and organisations</p> <ul style="list-style-type: none"> ▪ Empathy with people ▪ Ability to assess and interpret the needs of people and organisations ▪ Ability to define adequate responses to needs of others ▪ Ability to build relationships 	<p>Communication: the skilful expression, transmission and interpretation of knowledge and ideas</p> <ul style="list-style-type: none"> ▪ Speaking effectively ▪ Writing concisely ▪ Listening attentively ▪ Expressing ideas ▪ Facilitating group discussion ▪ Providing appropriate feedback ▪ Negotiating ▪ Perceiving nonverbal messages ▪ Persuading ▪ Reporting information ▪ Describing feelings ▪ Interviewing ▪ Editing <p>Research and Planning: the search for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs</p> <ul style="list-style-type: none"> ▪ Forecasting, predicting ▪ Creating ideas ▪ Identifying problems ▪ Imagining alternatives ▪ Identifying resources ▪ Gathering information ▪ Solving problems ▪ Setting goals ▪ Extracting important information ▪ Defining needs ▪ Analyzing ▪ Developing evaluation strategies

⁹ Volunteer Centres Ireland, www.volunteer.ie, member of the European Volunteer Centre

¹⁰ A job search advisory company, <http://www.quintcareers.com>, a commercial organisation

Experience of giving support, advice etc.

- Ability to empathise with people and tease out problems
- Solution oriented
- Recognises that different people need different supports
- Ability to recognise importance of supports
- Ability to separate oneself from a situation
- Ability to define advice and support plans

Ability to network effectively between different organisations

- Ability to recognise opportunities and act upon them
- Ability to represent the volunteer centre at all levels
- Confidence to make connections in a social and work context
- Ability to recognise synergies between organisations and people
- Leadership qualities
- Ability to build relationships

Organisational skills

- Ability to plan and make plans
- Ability to recognise tasks that need to be done
- Ability to prioritise tasks
- Ability to complete tasks on time and within budget
- Ability to keep accurate records
- Ability to organise diary for self and volunteer centre

Computer skills

- Experience of working with computers
- Competent user of MS Word, Excel or equivalent etc. unaided
- Technically competent to solve basic computing problems
- Knowledge and familiarity with internet and email
- Knowledge or ability to learn content management systems (CMS)



Human Relations: the use of interpersonal skills for resolving conflict, relating to and helping people

- Developing rapport
- Being Sensitive
- Listening
- Conveying feelings
- Providing support for others
- Motivating
- Sharing credit
- Counselling
- Cooperating
- Delegating with respect
- Representing others
- Perceiving feelings, situations
- Asserting

Organisation, Management and Leadership: the ability to supervise, direct and guide individuals and groups in the completion of tasks and fulfilment of goals

- Initiating new ideas
- Handling details
- Coordinating tasks
- Managing groups
- Delegating responsibility
- Teaching
- Coaching
- Counselling
- Promoting change
- Selling ideas or products
- Decision making with others
- Managing conflict

<p>Communication skills</p> <ul style="list-style-type: none"> ▪ Ability to compose letters, reports, emails and other documents ▪ Ability to compose coherent messages ▪ Effective communicator with diverse audience ▪ Ability to adapt to user / client level of understanding ▪ Ability to question effectively ▪ Ability to converse and tease out conversations and ideas ▪ Accurate reporting ▪ Ability to research ▪ Ability to draw conclusions <p>Knowledge specific to the job</p> <ul style="list-style-type: none"> ▪ Familiarity / knowledge of a volunteer centre, what it does and how it works ▪ Knowledge of issues in volunteering re: perceived decline, 'new' models etc. <p>Knowledge of local organisations and groups</p> <ul style="list-style-type: none"> ▪ Experience of volunteer placement ▪ Experience / knowledge of volunteer training, development and management ▪ Experience of working with new volunteers ▪ Experience of / ideas for volunteer recruitment ▪ Experience of management 	<p>Work Survival: the day-to-day skills that assist in promoting effective production and work satisfaction</p> <ul style="list-style-type: none"> ▪ Implementing decisions ▪ Cooperating ▪ Enforcing policies ▪ Being punctual ▪ Managing time ▪ Attending to detail ▪ Meeting goals ▪ Enlisting help ▪ Accepting responsibility ▪ Setting and meeting deadlines ▪ Organising ▪ Making decisions
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