

TOOLBOX

FOR THE IMPLEMENTATION OF THE
ADULTS IN SCOUTING POLICY

COMPETENCIES

CORE COMPETENCIES DICTIONARY



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Adults in Scouting
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World Scout Bureau, Interamerica Support Centre

Building 172, City of Knowledge
Panama City, Republic of Panama

Tel.: (+507) 317-1158

interamerica@scout.org

scout.org

This document is part of the Toolbox for the implementation of the Adults in Scouting Policy with collaboration of a group of volunteers of the Interamerican Region.

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INTRODUCTION

Presentation

The World Adult in Scouting Policy has within its proposed principles the Competency Approach, which invites us to think about the management of Adults in an integral manner, consolidating management actions that allow to identify, develop and put into practice the competencies of adults in order to be more suitable in the functions they perform within the organization.

The competency approach proposes the development of two types of competencies:

Core Competencies: Generals for all adults in the organization, regardless of their position or function, since they are related to the values and mission of the organization.

Core competencies are:

- Adaptability to change
- Learning and personal development
- Commitment
- Organizational awareness
- Strategic Planning
- Interpersonal Relationships
- Teamwork

Specific Competencies: Identified for each position or function that directly address the technical needs of the organization in the positions of the three strategic areas: Youth Programme, Adults in Scouting and Institutional Development.

In this sense, this dictionary is aimed at those responsible for the management of adults in the National Scout Organizations and presents a proposal for any scheme of core competencies, explaining in a practical way its use for the positioning of competencies in each of its positions or functions.

We understand that each National Scout Organization has its own culture and structure, this dictionary is flexible in terms of including additional competencies or choosing a different amount of levels, but suggests that the proposed scheme be maintained as a way of aligning the coherence with the other principles proposed in the policy.

The objective of this document is to consolidate the description of the core competencies and their levels, proposed in the Regional Adults in Scouting Policy as a basis for the creation of a competencies scheme needed for the optimal performance of the adults within the organization in their different positions or functions.

We hope that this tool contributes to the structure and implementation of the Adult Management Model in your Organizations as an important step for the strengthening, development of capacities and growth of our Movement.

CORE COMPETENCIES

Description levels

For this proposed scheme, each competence is presented in three levels of development, each evidenced and observable behaviors. The levels for this dictionary are 3 and are described:



LEVEL 1: Understanding and application

Good level of development of the competencies. It is evident in behaviors that demonstrate execution, understanding and establishment of relationships between elements in terms of cause and effect.



LEVEL 2: Analysis and Synthesis

High level of development of the competencies. It is evident in behaviors that demonstrate analysis and recognition of the elements and the results of their application and ease in finding solutions to situations.

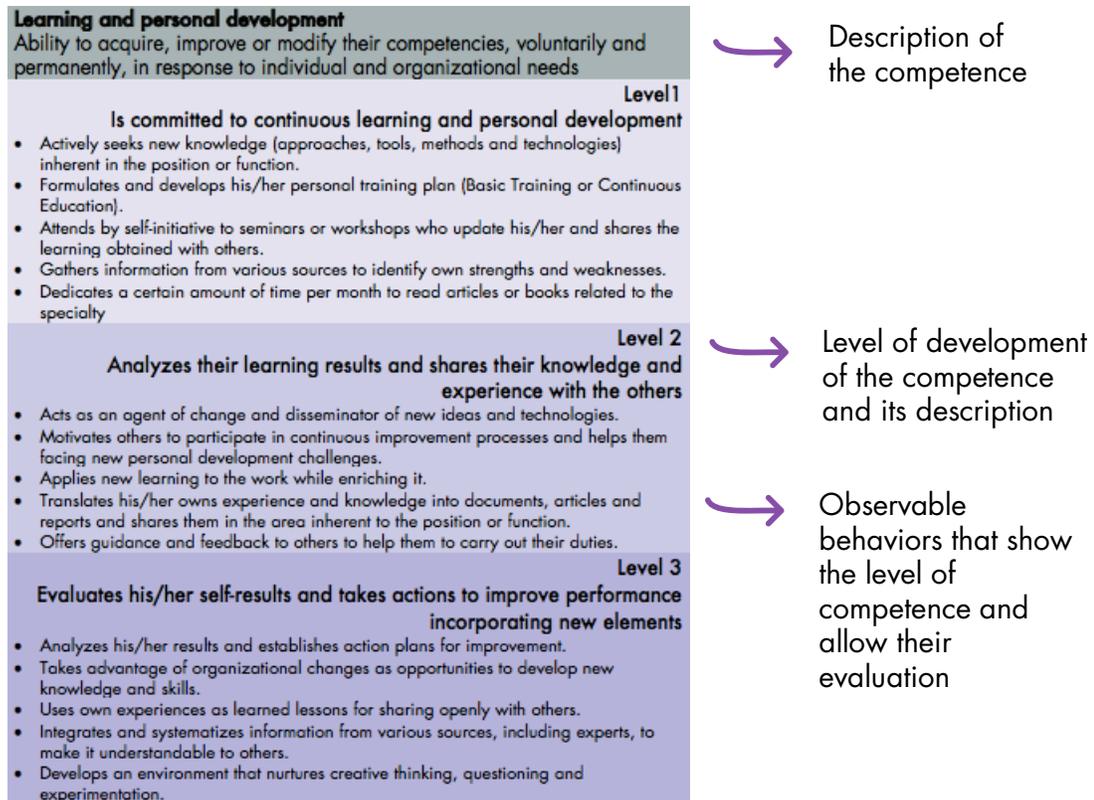


LEVEL 3: Evaluation and design

It is the Maximum degree of development of the competence. It is evident in behaviors that demonstrate ability to propose new elements, continuous improvement and self-critical evaluation of the application of the elements.

How place the core competencies using this dictionary?

The competency scheme proposed for this dictionary is presented as follow:



Positioning competencies means assigning a required minimum level of competence to a position, which is directly related to the duties and responsibilities of the position defined in the organization's position manual.

To do so, it is important to take into account that the levels of a competence are established for the unique purpose of determining the level of development or mastery of the competence that is required for each position and not to determine an adult progression process in relation to their competences.

An example of this would be: If the minimum level required for the Adaptability to Change competence in the position of "Unit Leader" is level 2, this means that the behaviors of this level should be evidenced and possibly those of level 1 for being the previous level, but it would not expect that he/she should reach level 3 of the competence since it is not expected for the position.

Having as base, the Positions profile of the organization where the objectives of each position and their functions are specified, following the next steps to position the competencies:

- 1 Read carefully the level of each competence presented in the dictionary (description of the level and behaviors)
- 2 For each position in the organization, determine the minimum level at which each of the seven competencies is required, choosing the level that best suits how people in this position are expected to behave.
- 3 Keep in mind that the level of development of the competition is not the ideal but that required to meet the objective of the position and have an optimal performance of the functions.
- 4 Review the positioning of the competencies every time the functions of the position change.

The final result should be a table that allows you to identify the levels of mastery of each core competence for each of the positions of the organization, this will be the basis to establish the processes of recruitment, induction, training, monitoring and evaluation of adults in your organization.

Positions of the area according to the structure of the NSO and its charges manual

Youth Programme positions Competencies	Adaptability to change	Learning and personal development	Commitment	Organizational Awareness	Strategic Planning	Relationships	Teamwork
Position 1	Level 2	Level 3	Level 2	Level 3	Level 1	Level 3	Level 2
Position 2	Level 2	Level 3	Level 3	Level 2	Level 2	Level 3	Level 2
Position 3	Level 2	Level 2	Level 2	Level 2	Level 3	Level 3	Level 1

Level of competence development assigned as minimum required for each position

Dictionary

Adaptability to change

Ability to modify points of view, practices and attitudes in response to changes in contexts, conditions and situations.

Level 1

Identifies the changing elements and accepts them as part of the process

- Accepts other ways of doing things.
- Performs the same task in different ways as a response to changes.
- Think and react quickly to adapt to the changes.
- Supports and actively promotes change process.
- Acknowledges and responds quickly to opportunity and risk changes.

Level 2

Analyzes and implements change

- Is flexible in the application of rules or procedures when the circumstances require them, without losing the essence or purpose.
- Takes decisions autonomously in response to changing situations, staying within the general objectives or strategy.
- Is creative and innovative in the performance of its functions.
- Adopts changes in a timely manner and, when pertinent, makes adjustments to new trends.
- Anticipates changes and adjusts activities accordingly.

Level 3

Evaluates and projects the change

- Reflects on activities carried out, identifying how they could have been improved.
- Anticipates emerging risks and seizes opportunities to meet future needs.
- Modifies standardized procedures in response to changing environments that demand it.
- Creates new models and organizational methods in response to new contexts, conditions and situations.
- Promotes experimentation to generate innovation processes.

Learning and personal development

Ability to acquire, improve or modify their competencies, voluntarily and permanently, in response to individual and organizational needs

Level 1

Is committed to continuous learning and personal development

- Actively seeks new knowledge (approaches, tools, methods and technologies) inherent in the position or function.
- Formulates and develops his/her personal training plan (Basic Training or Continuous Education).
- Attends by self-initiative to seminars or workshops who update his/her and shares the learning obtained with others.
- Gathers information from various sources to identify own strengths and weaknesses.
- Dedicates a certain amount of time per month to read articles or books related to the specialty

Level 2

Analyzes their learning results and shares their knowledge and experience with the others

- Acts as an agent of change and disseminator of new ideas and technologies.
- Motivates others to participate in continuous improvement processes and helps them facing new personal development challenges.
- Applies new learning to the work while enriching it.
- Translates his/her owns experience and knowledge into documents, articles and reports and shares them in the area inherent to the position or function.
- Offers guidance and feedback to others to help them to carry out their duties.

Level 3

Evaluates his/her self-results and takes actions to improve performance incorporating new elements

- Analyzes his/her results and establishes action plans for improvement.
- Takes advantage of organizational changes as opportunities to develop new knowledge and skills.
- Uses own experiences as learned lessons for sharing openly with others.
- Integrates and systematizes information from various sources, including experts, to make it understandable to others.
- Develops an environment that nurtures creative thinking, questioning and experimentation.

Commitment

Ability to make own the purpose, the principles and values, expressed in the Mission of Scouting, voluntarily assume responsibilities, support and implement decisions for the achievement of organizational objectives.

Level 1

Understands the impact of his/her work and applies all resources to compliance with organizational objectives.

- Understands how the position or function impacts the achievement of the mission of Scouting.
- Dedicates time in the preparation and support of proposals in the work teams in which he/she participates.
- Shows initiative and willingness to develop it.
- Meets and demands compliance with the processes and regulations in general.
- Spends time on other tasks, even when not required to do so.

Level 2

Promotes that others incorporate the principles and values into their lives and fulfills the Purpose and Mission of Scouting

- Shares the meaning of the Purpose, Principles, Values and Mission of Scouting.
- Motivates and advise others to be pursuant and responsible.
- Advises and guides others in the implementation of the Purpose, Principles, Values and Mission of Scouting.
- Demonstrates initiative in times of crisis.
- Follows up on their commitments and recognize the actions that must be implemented to comply.

Level 3

Implement actions to improve his/her commitment and promote the commitment of others members of the Organization

- Performs actions that commit others to achieve common goals.
- Creates spaces that encourage initiative and responsibility at critical moments.
- Recognizes the effort of others, fostering the motivation and commitment of the group to which they belong.
- Dedicate a time percentage to the review of work plans and objectives and self-contribution to them.
- Is disciplined and takes on account the use of resources.

Organizational Awareness

Ability to understand the functioning, structure and culture of the organization and how is affected by environmental situations.

Level 1

Is responsible for his/her actions and understands how they affect his/her position or function

- Understands how the environment and external circumstances influence and impact the performance of his/her position or function.
- Understands how self-performance influences and impacts the way the Organization operates.
- Applies the principles of governance at his/her level.
- Acts accordingly to the standards and complies with the provisions for his/her position or function.
- Uses the appropriate channels of internal communication in the Organization.

Level 2

Promotes a greater sense of unity and common purpose within the NSO

- Implements organizational procedures in problem solving.
- Demonstrates understanding and application of governance principles within the Organization.
- Understands the importance of his/her role within the Organization in the promotion of cooperation, peace building and understanding.
- Permanently promotes democratic practices and respect to differences.
- Provides clear guidance on the policies and procedures of the organization.

Level 3

Understands, evaluates and implements the aspects that lead the Movement and the Organization towards institutionality

- Promotes a greater sense of unity and common purpose among the different levels of the Organization to which he/she has access.
- Understands the impact of civil society, government, private companies, NGOs and other external stakeholders in fulfilling the Organization's mission.
- Promotes the different levels of the Organization to participate and implement the decisions made by the Regional and World Scout Conferences and National Assemblies, where applicable.
- Verifies that the key aspects of the processes under his/her responsibility are in accordance with the prescribed procedures.
- Promotes the strengthening of the Organization in relation to their international dimension as a Scout Movement.

Strategic Planning

Ability to establish objectives and strategic plans, with a long-term vision, analyzing previously the environment, future scenarios and trends integrating knowledges and experiences of the organization

Level 1

Understands, establishes and communicates priorities and results so that the plans and activities focus on fulfilling the objectives that are inherent to his/her position or function

- Knows how to interpret and comply with the guidelines of the strategic plan under the level from which he/she belongs.
- Understands the difference and relationship between the Strategic plan and the Operational plan.
- Generates and presents reports on the results of his/her position or function.
- Communicates clearly its conclusions and makes them understandable to others, includes others in the planning process.
- Knows how to get from other adults, a sense of commitment regarding the indicators of the strategic and / or operational plan of the level to which her/she belongs.

Level 2

Transforms policies and strategies into concrete plans.

- Formulates operational plans considering the long-term objectives, the plans from his/her immediate superior level. The opinions of the other members of the team and the goals and plans of the Organization.
- Can explain the policies and their changes and has the ability to provide advice based on work plans in the short, medium and long term.
- Verifies that what has been entrusted or instructed has been done, documents the agreed upon goals and objectives and shares the information with the people involved in the plans.
- Establishes important control points, generates data and information to monitor compliance with the objectives and deadlines.
- Identifies objectives for his/her self and / or for the team and establishes as actions that are included in a concrete plan.

Level 3

Is involved in monitoring the strategic and / or operational plans, verifies its alignment to the strategic axes of the organization

- Participates in the strategic analysis of the trends of the internal and external environments of the Organization and considers how the current policies could be affected by them.
- Periodically evaluates his/her results considering key internal and external factors for the achievement of his/her plans and activities.
- Develops a diagnostic analysis of his/her results and takes measures in correspondence with what was found.
- Proposes improvement actions to the strategic and / or operational plans in the level that he/she belongs
- Proposes or implements a framework for the revision of the guidelines according to current and future events.

Interpersonal Relationships

Ability to build and maintain synergistic relationships between groups and people through interaction, integration and communication.

Level 1

He/she is self-aware and understands his/her impact on others

- Keeps private discussions confidential and does not feed rumors.
- Listens and talks with everyone. Gives self-opinions to others and provides appropriate suggestions and advice.
- Admits errors; overcomes the need to be right.
- Understands how to use effective body language and a tone of voice that conveys the correct attitude, respect and knowledge.
- Regularly questions his/her own role in generating misunderstandings or disagreements.

Level 2

Builds understanding, develops and maintains cooperative working relationships

- Is consistent between what offers and what provides.
- Varies and adjusts self-interpersonal style to very diverse people and groups in a wide range of situations.
- Is proactively involved in mediating misunderstandings and discussions among peers.
- Listens to others' points of view and modify their own perspective when appropriate.
- Facilitates an atmosphere of open communication. Encourages discussion and open debate.

Level 3

Evaluate his/her relationship with others and takes actions to strengthen them based on understanding and flexibility

- Uses interpersonal skills as indispensable tools for performance management.
- Demonstrates proactivity when it comes to supporting events that require integrated efforts.
- Defies prejudice and intolerance. Can be critic to ideas but not persons.
- Demonstrates not taking the situations or words of others as personal.
- Sincerely seeks feedback to his/her actions.

Teamwork

It is the ability to work collaboratively and effectively with others, to integrate common efforts and achieve organizational objectives

Level 1

Promotes the development of the team.

- Assumes leadership voluntarily when required, regardless of his/her position.
- Creates an environment to foster teamwork.
- Assigns the deserved credit to team members.
- Helps the integration of new members to the team, providing guidance and necessary information.
- It is properly integrated into team decisions.

Level 2

Develops an effective team.

- Knows the strengths and weaknesses and promotes that everyone gives feedback accordingly to which level he/she belongs.
- Provides or assures the necessary support to develop the team.
- Generates a work climate which promotes team spirit and cooperation.
- Helps his/her team members learn to communicate and interact with other teams or groups.
- Contributes to the construction of a shared vision with the other members of the team.

Level 3

Evaluates team results and encourages improvement.

- Observes interaction patterns within the team and anticipates conflicts to prevent them.
- Evaluates the weaknesses and strengths of the team and its members to propose improvement actions.
- Openly raises conflicts to optimize the quality of decisions and the effectiveness of the team.
- Objectively evaluates his/her self-participation and contribution in the results of the team.
- Allows others to participate in the construction of the vision needed to active by the team and translates it into results.

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Rafe Lucado, Ralf Dillman, Jeffrey Gomez, Pablo Freites, Jorge Aray,
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