

Session details

The following sessions are included in this module:

Session		Page	Timing (hrs)
1	Motivation	4	1:00
2	Managing your workload	7	0:40
3	Managing the team	11	1:10
4	Managing conflict	16	1:00
5	Managing meetings	21	0:50

Depending on the number and nature of the participants and staff, these sessions may need to be preceded by introduction and/or integration sessions.

Planning considerations

Module 24, *Managing Adults* is compulsory for all managers in Scouting. The learners for this module may have various roles and levels of experience both within and outside Scouting.

The number of participants on the course will determine your ways of working. Smaller numbers allow for one to one or individual working and sharing ideas. It is recommended that large groups (of eight or more participants) are broken into tutor groups, each supported by a facilitator.

This module should be run in a workshop mode – that is with participants working, as far as possible, on real examples that will be useful in their own local situations. Although there is some tutor group work in this module, the facilitator's role will tend to be on a one to one basis.



Trainer



Learner



Group



Report back



Visual aids



Trainer's notes



Handout notes



Timing

Managing adults

Aim

To cover the skills and knowledge required to enable participants to effectively manage adults.

Objectives

There are 15 overall objectives for this module:

- 1 Explain the structure and purpose of the Adults in Scouting model.
- 2 Undertake effective formal and informal reviews in accordance with the Adults in Scouting model.
- 3 Plan how they would fulfil their responsibilities within the Adults in Scouting model.
- 4 State the principles and benefits of the delegation of authority.
- 5 Detail tasks/situations from their own role where delegation is appropriate or inappropriate.
- 6 Run and chair meetings effectively.
- 7 Describe a theory of motivation.
- 8 Identify factors that motivate adults in Scouting and suggest methods of maximising these.
- 9 Identify factors that de-motivate adults in Scouting and identify methods of minimising these.
- 10 Identify the five main reasons why adults disagree and the ways in which the escalation of disagreements may be prevented.
- 11 Describe the steps that should be taken to manage a dispute between adults.
- 12 Detail the appointment, role and functions of a conciliator for adult disagreements.
- 13 Outline the range of possible solutions to a disagreement between adults.
- 14 Outline the situations where the suspension/cancellation of an adult appointment would be appropriate.
- 15 Detail the places where written and personal support and advice may be obtained in the management of adult disagreements.

Methods

A series of sessions

This module may be delivered as a series of training sessions in a variety of time settings. However it is recommended that they should be delivered together, as each session builds on the tasks completed in the previous session.

Small group

This module could be delivered as a series of small group discussions and individual work.

One to one

This module could be delivered on a one to one basis by a Trainer, or someone with sufficient experience to coach a candidate through the subject areas. As there is an amount of individual work in this module, it would lend itself to being delivered as a series of one to ones.

Resources

To carry out the training in its entirety you will need the following resources:

- Flipchart
- Flipchart papers and pens
- Overhead projector (OHP) and overhead transparencies (OHTs)
- Copies of relevant factsheets.



Worksheet



Factsheet

Managing adults: session 1



Motivation

Key objectives

- 1 Describe a theory of motivation.
- 2 Identify factors which motivate adults in Scouting and suggest methods of maximising these.
- 3 Identify factors which demotivate adults in Scouting and identify methods of minimising these.

Resources

For this session, you will need the following resources:

- Flipchart
- Flipchart paper and pens.



Trainer input

Introduce the following idea to participants:

The thing that most people say they need help with is recruiting more Leaders. However evidence would suggest that Scouting has more adults involved than ever before. Explain that although volunteering surveys reveal that adults are keen to volunteer, it is for less time per week than used to be the case.

Many Leaders leave within six months of receiving their Warrant. Qualitative evidence shows that in a lot of cases it is because they feel under pressure, they don't have enough time, and feel unsupported.

Explain that this module is about how managers in Scouting (GSLs, District and County Commissioners) can support the adults for whom they are responsible. It suggests motivators that will encourage adults to stay involved for longer, and in a way that makes them happy with their Scouting.



Trainer's notes

Some people will be uncomfortable with the term 'manage' because it sounds too much like the work they do during the day. However, the biggest part of their role is to manage people, projects and resources.



Emphasise that it doesn't need to be like work and that there are different styles of management that can be used. It does however need to be done well if we are to improve the retention of adults in Scouting.

Motivation can be described as the reasons that cause a person to act in a certain way. Factors affecting motivation can be positive and negative, as well as internal to the person (i.e. a desire to volunteer or work with young people) or external (prompted by the environment or people around them). People are not always aware as to why they do things, or may be unwilling to say what it is that drives them. Some of our motives are not always acceptable even to ourselves, although they do not lose any of their force as a result.

Task

List what motivates and demotivates you in Scouting. For example you may be motivated by helping young people, but become demotivated when you have to complete a lot of paperwork. Record your answers centrally under two headings on a flipchart.



Trainer's notes

Possible motivators are:

- *acknowledgement of effort*
- *recognition of achievement*
- *responsibility*
- *personal growth.*

Possible demotivators are:

- *poor 'working' conditions*
- *lack of personal support*
- *lack of practical support*
- *poor administration*
- *poor inter-personal relationships*
- *lack of training.*



Trainer input

Explain that the identified motivators and demotivators can be easily fitted into motivators and hygiene factors, which make up Herzberg's theory of motivation.

Motivators make people happy and have a positive effect on their attitudes towards a particular task. They tend to be based in the task itself and are feelings of satisfaction from achievement, recognition, responsibility and/or personal growth. In Scouting, this could be for example, the satisfaction of watching young people enjoying themselves.



Hygiene factors must be present if motivation is to occur, but they are not motivators in themselves. If these are not present they result in dissatisfaction, stemming from poor working conditions, lack of personal or practical support, poor administration, poor inter-personal relationships or a lack of training. A lack of hygiene factors leave a person feeling disinterested, passive, embittered or antagonistic.

Therefore in order to help motivate those we manage and support, it is important to maximise motivators and hygiene factors, while reducing demotivators.



Task

In small groups, and using the motivators and demotivators the group has come up with, think about how you can minimise demotivators and maximise motivators. Think about how you can do this in your role in Scouting for the people you manage and support.

Trainer's notes

For this task it may be useful to either separate people by their role in Scouting, or to allocate specific motivators and demotivators to groups for them to look at across a number of roles. The latter option may be more appropriate if there aren't enough people to create role-specific groups.



Report back

Ask groups to summarise their discussions. Ask participants how difficult or easy they think it is to put these into action.



Summary

Summarise the discussions emphasising the fact that the management of people and the process of the Adults in Scouting model are important hygiene factors. The role that you've asked someone to do might be extremely interesting, but unless they are well managed, they will not be motivated to carry it out.

Managing adults: session 2

Managing your workload



Key objectives

- 1 State the principles and benefits of delegation of authority.
- 2 Detail tasks/situations from their own role where delegation is appropriate or inappropriate.

Resources

For this session, you will need the following resources:

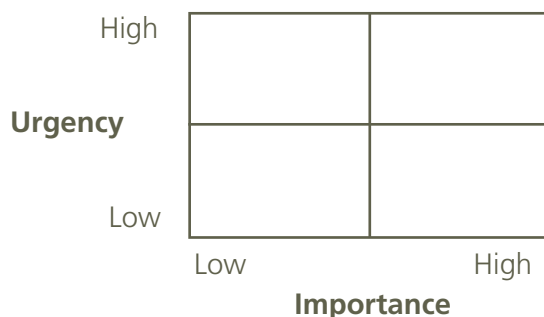
- Flipchart
- Flipchart paper and pens
- OHP and OHTs
- Copies of FS 310509 *Delegation*
- Copies of FS 310607 *How to Prioritise*.

Trainer input

Display OHT **2**.

Explain that with so much that you **could** do in your role as a GSL or Commissioner, it is important to clarify which things really **need** to be done.

Introduce this matrix:



Explain that tasks should be categorised into the four areas. Those tasks that are:

- high in importance and urgency - ought to be tackled straight away



- high in importance but low in urgency – need to be planned into your diary in advance, so that they get done and with enough time to spare before they become urgent
- low in importance but high in urgency – should be completed or thrown away
- low in importance and urgency – should be thrown away, to remove them from your pile of things to do.

Ask participants to come up with examples of each.

In Scouting, there are so many things that a Commissioner is responsible for that they cannot do them all themselves. Some of the tasks therefore have to be delegated. The dictionary definition of delegation is 'to authorise a person to act as your representative'.



Task

State the benefits of delegation to:

- the delegator
- others
- Scouting.



Trainer's notes

Note their responses on a flipchart, and make sure the following are covered:

Benefits to the delegator include – reduced stress, more time to focus on the important tasks, only being interrupted with important questions, being able to fulfil your responsibilities.

Benefits to others include – having the opportunity to develop, having their responsibilities laid out clearly, interesting projects to work on, you fulfilling your promises to them and you carrying out your role effectively.

Benefits to Scouting include – you carrying out your role effectively, adults who are less overloaded (leading to increased retention of adults), good quality Scouting delivered by well supported adults.



Task

In small groups, discuss one of the following subjects:

- 1 What types of tasks should be delegated?
- 2 What types of tasks should not be delegated?
- 3 How should tasks be delegated?
- 4 Who should you delegate to?



Trainer's notes

Ideally, participants should be broken up into four groups, with each group tackling a different question. Questions three and four are more difficult, and so may need to be answered by more experienced managers in the group. This will need to be considered when setting the task.



Report back

Ask the groups to share their answers with the rest of the group, ensuring the points on the factsheet *Delegation* (FS 310509) are covered.



Trainer input

The main areas in which a GSL, DC or CC will work are:

- Development** creating a development plan, putting that plan into action and ensuring that Scouting is open to all. This is covered in greater detail in Module 21, *Growing the Movement (Managers)*.
- Support** ensuring support is provided where and when it is needed, creating an environment where an adult's contribution is valued, and offering good induction, training, support and review opportunities. This will be covered later in this module.
- Leadership** providing a vision and direction, being a good example for others to follow, showing a belief in the abilities of others. This is covered in greater detail in Module 8, *Skills of Leadership*.
- Management** communicating with people effectively, delegating tasks to others, managing any issues that arise (asking for help when it's needed), planning for resources to be available when they are needed, and ensuring policy is complied with.
- Relationships** working with your line manager to discuss successes and difficulties, taking on board the views and needs of young people, holding regular and useful team meetings, seeking feedback about their own performance and developing relationships with the local community.

This is what managers in Scouting should aspire to do. Some of these things you may excel at; others you may find more difficult.



When looking for people to support you in your role, look for people who are good at the things you find difficult. As a team you will then be able to work towards achieving your goals.

When you are looking for other managers to appoint (i.e. DCs and GSLs), try to find someone who is capable in a couple of the areas and is willing to improve in others.

Managing adults: session 3

Managing the team



Key objectives

- 1 Explain the structure and purpose of the Adults in Scouting model.
- 2 Undertake effective formal and informal reviews in accordance with the Adults in Scouting model.
- 3 Plan how they would fulfil their responsibilities within the Adults in Scouting model.
- 4 Describe appropriate methods for training adults.

Resources

For this session, you will need the following resources:

- Flipchart
- Flipchart paper and pens
- OHP and OHTs
- Action Plan (Worksheet 1)
- Action Plan Questions (Handout A)
- Post-it Notes
- Copies of the prompt cards: *Adults in Scouting/Recruitment/Induction and Review*.

Trainer input

Explain that underpinning our work with adults is a model describing good practice. Using OHT **3** and/or the Adult in Scouting model prompt cards, briefly describe the stages of the model.

Assessment of need and recruitment

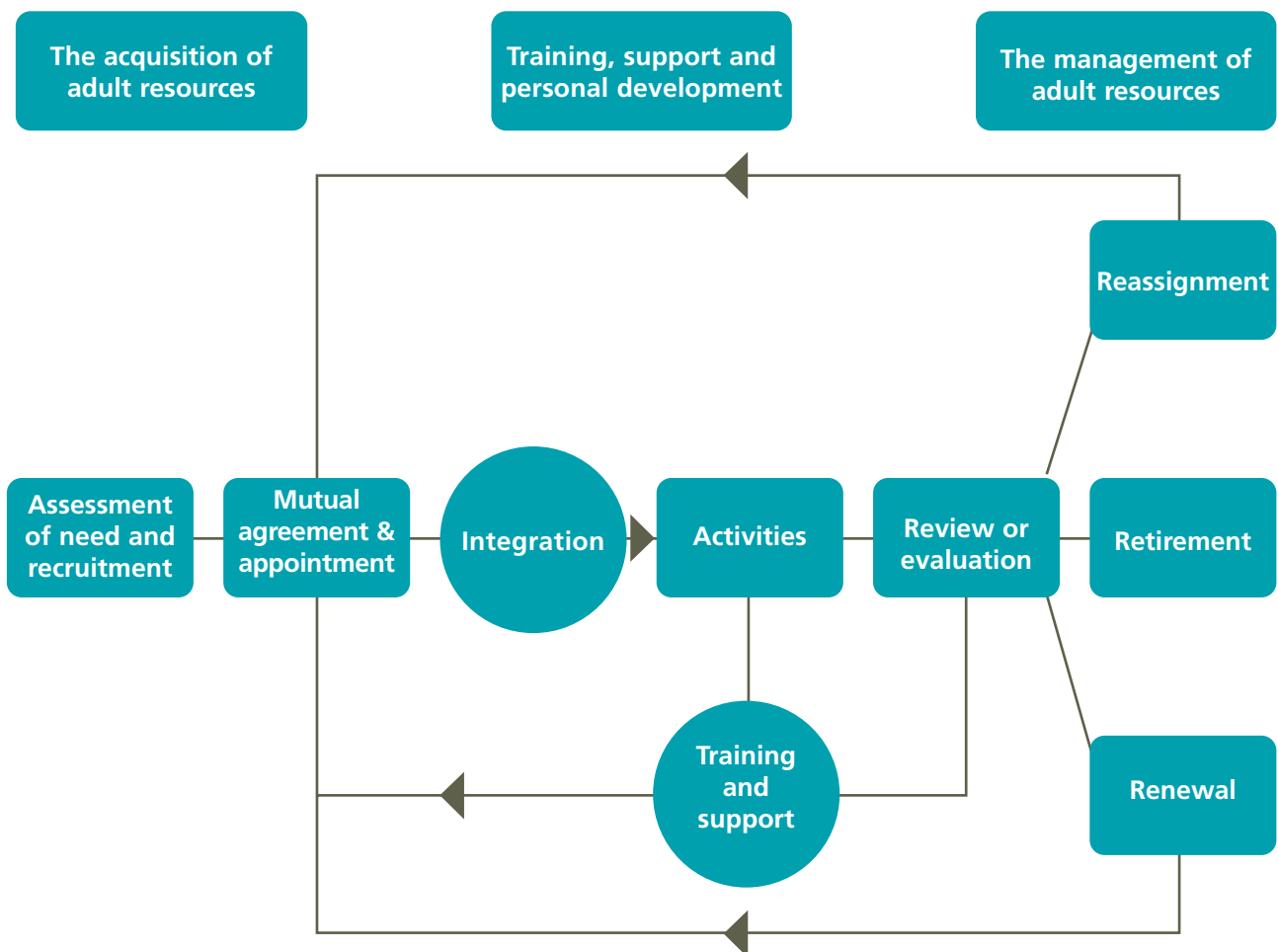
The first stage is to identify what you need doing, and who would be best to do that. The second part of this is to approach the individual and recruit them. In Scouting, we have a Six Step Approach to recruitment that acts as a framework for the recruitment process. Further training on this is covered in Module 21, *Growing the Movement (Managers)*.



Mutual Agreement and Appointment

Many people think that we have a recruitment problem in Scouting, but we currently have more adult volunteers than ever before. However, the amount of time people are able to give is decreasing and so it is important that we fit the jobs we give to people around the time they have available. At this stage, a job description needs to be drawn up and agreed. Agreeing it now can help adults stay in Scouting for longer. It should cover the time they can give, the tasks they can carry out in that time, as well as for how long they will hold the role.

The Adults in Scouting model



Integration

The integration stage is about introducing an individual to their role, providing them with the information and support they need to carry it out. It is about them understanding how they fit into Scouting. As a consequence of this, training will need to be considered and obviously continued support will need to be offered.

Training and support

Detailed information on how the Adult Training Scheme works is given in Module 25, *Assessing Learning*, although this is formal training. Informal training may also be necessary, for example coaching, discussions and through the sharing of experiences.

In addition to training, and the support offered through the implementation of the Adults in Scouting model, further support is likely to be needed. It should be available when the individual needs it and without them having to ask. Sources of further support, for example, could be the County and District Commissioner, Section Supporters, the Scout Fellowship, parents, peers and Headquarters.

Review

We are going to look at more closely at this aspect of the Adults in Scouting model.

Task

Think of all the words you associate with individual review, write them on Post-it Notes and stick them on a display under the headings **Positive** and **Negative**. Think about your experiences both inside and outside Scouting.



Trainer input

Summarise the positives and the negatives from the display. Acknowledge that people will have all sorts of expectations and will make different assumptions about what a review might entail.

Explain the aspects of a review.



What is a review?

A review in Scouting can be described as follows:

An opportunity to look at what has happened in the time since an adult agreed to undertake a role, or since their last review. The aims are to thank the adult for what they have done, agree on what the adult will do in the future and to determine if any extra support or guidance is needed.

Why do we use review?

The Voluntary Action Research carried out by the National Centre for Volunteering showed that: 'overwhelmingly, volunteers felt that one of the least acceptable facets of volunteering was being taken for granted and never being thanked for one's time and efforts'.

It also showed that 'organisers of voluntary activities should maintain regular contact with their volunteers, look for signs of over-involvement, and take steps to ease the pressure where necessary'.

When does it take place?

Formally:

- when an Appointment is about to expire/change
- when a period of service is about to end
- when a task/project has been completed
- when requested by the individual
- when the mutual agreement has run its course.

Informally:

Reviews can be as informal as a chat with the adult whenever the opportunity arises.

Who conducts reviews?

People with line management responsibility for other adults, i.e. the Chief Scout, Chief Commissioners, County Commissioners, District Commissioners and Group Scout Leaders. If possible, the review should be carried out between the two people who made the original mutual agreement.

How should a review take place?

- Ensure the venue is comfortable and private.
- Both parties should look at the last mutual agreement and consider what went well and what difficulties have occurred.
- It should be based on the targets agreed at the mutual agreement stage.
- The adult should have the opportunity to consider any improvements they might make, or if they would like to do something different.
- Make notes about major items of discussion that help to monitor agreed targets.
- Say thank you for their time, effort, and jobs well done.

What should the result of a review be?

A review should result in one of the following:

- Renewal – continuing with new or revised objectives
- Reassignment – change to a different or more fitting role

- Retirement/Resignation – this may not be permanent, and an adult choosing to resign may leave them more favourable to returning in the future.

Remember, there may be times when poor performance, unacceptable behaviour or refusal to complete training makes it necessary for the DC or GSL to make a difficult decision and take firm action for the good of Scouting.

The other result is always a mutual agreement between the two parties about what the future action is to be.

Task

Either individually, or in pairs, plan for a review that you need to carry out. Think about:

- where you will hold the review
- what you should thank them for
- whether you would like them to continue, try a new role or resign, and why
- what improvements they could make
- what further support they might need.

Trainer's notes

Depending on the time you have available, and the participants' preferences, you could either give participants the time to complete the next task as part of the course, or they could complete it at home. Participants could complete the worksheet on their own or as part of a pair, depending on their preference.

Trainer input

Explain that after an amount of explanation and discussion, it is time to consider how the principles covered in this session can be put into practice.

Introduce the task.

Task

Using Worksheet 1, produce an action plan for managing the adults for whom you are responsible. Handout A contains a number of questions to help you think about what targets you could set yourself. Set yourself no more than four or five targets so that you will have a good chance of achieving them.



Managing adults: session 4



Managing conflict

Key objectives

- 1 Identify the five main reasons why adults disagree and the ways in which the escalation of disagreements may be prevented.
- 2 Describe the steps that should be taken to manage a dispute between adults.
- 3 Detail the appointment, role and functions of a conciliator for adult disagreements.
- 4 Outline the range of possible solutions to a disagreement between adults.
- 5 Outline the situations in which the suspension/cancellation of an adult appointment would be appropriate.
- 6 Detail the places that written and personal support and advice may be obtained in the management of adult disagreements.

Resources

For this session, you will need the following resources:

- Flipchart
- Flipchart papers and pens
- Three additional members of staff for the role play.



Trainer input

This session is about helping people to manage conflict between adults in The Scout Association. Outline the areas that this session will cover:

- Reasons for disagreements
- Ways to tackle disagreements
- Sources of help.

Note that dealing with disputes is not easy. However it has to be done quickly and fairly to be effective. Just ignoring a problem will not solve it.

Task

In small groups of three or four, think of the reasons why people tend to end up in a disagreement and note them down.



Report back

Gather ideas from the groups and build up into a single list on a flipchart.

Cover the five main reasons why adults disagree:

- Personality e.g. clashes/lack of team working
- Performance e.g. lack of or inadequate support
- Policy e.g. creating new policy or non acceptance of existing ones
- Misunderstanding e.g. mainly between adults
- Mishandling or lack of review process e.g. Warrant review.

Check that the ideas given by the groups are covered by this list and identify any that are not. Note that these are just the five main reasons and not the only ones.



Trainer input

Note some guiding principles for dealing with disputes:

Speed is essential

Disagreements not dealt with quickly become more difficult to resolve as time passes.

Face the issue

The Group Scout Leader or Commissioner must talk promptly, fully and face to face with the people involved. Just being seen to take the issue seriously and give it attention can help to resolve the problem.

Don't allow disagreements to develop

Prevent disagreements from developing if at all possible. Many a word spoken hastily can be repented overnight and withdrawn. An early apology can work wonders and never underestimate the value of a hand shake.

Don't tackle it alone

Talk immediately with the supporting Commissioner to get another view on the issue and how you could tackle it.



- A Group Scout Leader should talk to the District Commissioner.
- A District Commissioner should talk to the County Commissioner.
- A County Commissioner should talk to the Chief Commissioner.

Describe the steps that should be taken to manage a dispute between adults:

Please remember that if the actions are taken (as appropriate) in order they will allow the actions following to be carried out. These actions should only be taken in appropriate circumstances. Often moving to these areas too quickly or in inappropriate circumstances only serves to create further problems.

1 Objectively determine the nature of the dispute or disagreement

Look behind the initial complaint to see if there is more than initially meets the eye – perhaps a long running dispute about another matter.

2 Face the problem and deal with it

Seek advice and support from your supporting Commissioner and, if necessary, the Field Development Service.

3 Gather information and act

Having gathered some facts about the issue, decide on the appropriate action, which will normally be (in order):

4 A conversation with an individual or group to highlight a concern

Find out what the issues are and see if they can be easily resolved by some local action. If not, then you may need to move to the next step.

5 Application of the conciliation process

The relevant Commissioner appoints a conciliator who talks to the people involved to reach a solution, if possible. The conciliator must meet everyone (either together or separately depending on circumstances). If it is clear that one party is in the wrong, or is behaving inappropriately, then the conciliator must not hesitate to say so. The conciliator reports the findings in writing to the appointing Commissioner. The possible outcomes from this step are:

- i** everyone agreeing a way to carry on working together without a problem
- ii** someone agreeing to work elsewhere in Scouting if the problem is a personality clash
- iii** one or more people resigning; or
- iv** a deadlock remaining.

If no solution is reached, the next step may be required.

6 Final decision of Commissioner

In the absence of an agreed solution, the Commissioner considers the report of the conciliator and makes the final decision. Although this might not be very easy, it is important to face this decision. This might

include the cancellation of an Appointment (a decision that must be taken by the Commissioner and the Appointments sub-Committee acting together).

Remember that there is also the possibility of **suspension**. This requires the agreement of the Commissioner's line manager (see POR for details) and can be used, without prejudice, to calm a situation if it is clear that the people are in so much conflict that it is not helpful to them, the young people, nor to Scouting in general. The Appointments sub-Committee is involved in any decision to end a period of suspension.

Role play

Describe the method that will be used to explore how someone might try to resolve an issue between two adults. The 'audience' must be aware that they are to give no reaction to the players whilst the role play is running. At certain points the Trainer will stop the role play and ask the audience to suggest how the person trying to resolve the issue might continue.

Each of the three players introduces herself or himself to the audience 'in character' giving a little detail about their perspective on the dispute. The Trainer then allows the scenario to start and asks for suggestions from the audience at relevant points.

Trainer's notes

This section is designed to consider how one might approach a problem with people in dispute. The suggested method is a 'directed role play', that is, a role play carried out by course staff where the role play is stopped at points and the audience asked to decide how it should continue. One member of staff acts as the 'ring master' for the role play – stopping it at interesting points where decisions need to be made about how to tackle the problem, and trying out different ideas suggested by the audience. In this manner it is possible to try out one suggestion, find that it does not work well, stop the role play and start again at the original point to try out a different suggestion from the audience. As each suggestion is tried out and the role play progresses, it is important to continue to get feedback from the audience on how they think it is going. This helps the audience to feel what it is like to try different approaches without the potential angst of trying role play themselves. The staff members in the role play need to be familiar with the material, very comfortable in role play, prepared to react to the suggestions from the audience and 'rewind' the role play, and try another way of tackling the problem.

The first issue with which to engage the audience is how to start the conversation with the two Leaders. It might be useful to start the role play with the Group Scout Leader saying goodnight to each Leader and not



having the guts to broach the subject with them. Stop the role play and ask the audience for ways in which to start the conversation.

Example scenario

The Trainer may choose a different scenario depending on current issues and knowledge of the audience.

Role player 1 is the Scout Leader and **Role player 2** is the Cub Scout Leader. For the last year, no Cubs who have moved on to the Troop – in fact they have all gone to a different Troop. The two Leaders have never seen eye to eye. The Cub Scout Leader believes that the Troop is rough and the Scouts are not properly cared for. The Scout Leader is angry that the Cub Scout Leader encourages Cubs to go to a different Troop.

Role player 3 is the Group Scout Leader who has heard about the problem from each Leader independently. It is obvious that they don't talk to each other at Group Leaders' meetings. The Group Scout Leader has decided to approach the problem at the end of the next Leaders' meeting, to see if the problem can be solved. The Group Scout Leader thinks that the two Leaders are both good in their own way, just very different and thinks that the problem is simply a personality clash.



Summary

Conclude by reminding the participants of the areas that have been covered. Note that this is not an easy area to tackle and describe the support that is available:

- Their Field Development Officer – the Field Development Service has a great deal of experience in effective management of disputes and can offer guidance and support (in England)
- Their Field Commissioner (in Wales)
- Their National Headquarters (Scotland and Northern Ireland)
- The publication *The Appointment Process (Guidelines)*
- The publication *Policy, Organisation and Rules*
- Their line manager (District Commissioner, County Commissioner or Chief Commissioner).

Managing adults: session 5

Managing meetings



Key objectives

- 1 Run and chair meetings effectively.

Resources

For this session, you will need the following resources:

- Flipchart
- Flipchart paper and pens
- Copies of agendas.

Task



List all of the different meetings that you go to in Scouting and note them on flipchart paper.

Trainer input



One of the things that we do a lot of in Scouting, but aren't always good at, is holding meetings. We have lots of them, as can be seen by the list on the flipchart. Some of these meetings are extremely important. Others we could probably do without. This session is about making the best use of people's time when they are in meetings that you have decided are necessary.



Task



Each tutor group should nominate a participant to be GSL and chair a Group Scout Leader's meeting. The GSL should lead the tutor group in discussing the points on the agenda. They will then take their views to a District Team meeting to be held later. The participant who is the GSL should aim to chair the meeting effectively and properly represent the views of the group. The rest of the group should express their own opinions – there is no need to role-play.



Trainer's notes

Write an agenda containing five or six items that will provoke some discussion, and which people are likely to have differing views on. Try and make these topical, so that the role-play can be as realistic as possible.



Goldfish bowl

The 'GSLs' nominated by the tutor group should attend the DCs meeting which should be held as a goldfish bowl exercise.



Trainer's notes

The DC should be played by a Trainer and should attempt to display the good qualities of a Chair. Participants not involved in the meeting should sit in a circle (with the meeting in the centre) and must not talk or distract the meeting in any way. Depending on numbers involved, you could include one or two other Trainers/tutors in the meeting with the brief to role-play characters who either disagreed with everything, or were too shy to comment etc.



Task

Lead the observers into a structured analysis, taking into account the following:

- Was the agenda structured in a logical order?
- Were the members clear as to the nature of decisions to be made?
- Were actions noted?
- Did the Chair take account of members' difficulties?
- Did the Chair resolve conflicts?
- Did your GSL represent the views of your group faithfully?
- What non-verbal messages were sent by the group?



Summary

Summarise the discussion, covering the following points:

- Only hold meetings if they are necessary.
- Send out agendas and papers for discussion in advance.
- Start and finish on time.
- Appoint a Secretary to record decisions and agreed action points.
- Give quiet people the chance to speak.
- Do not allow anyone to dominate the discussion.
- Summarise the discussion and any decisions before moving on to the next item.



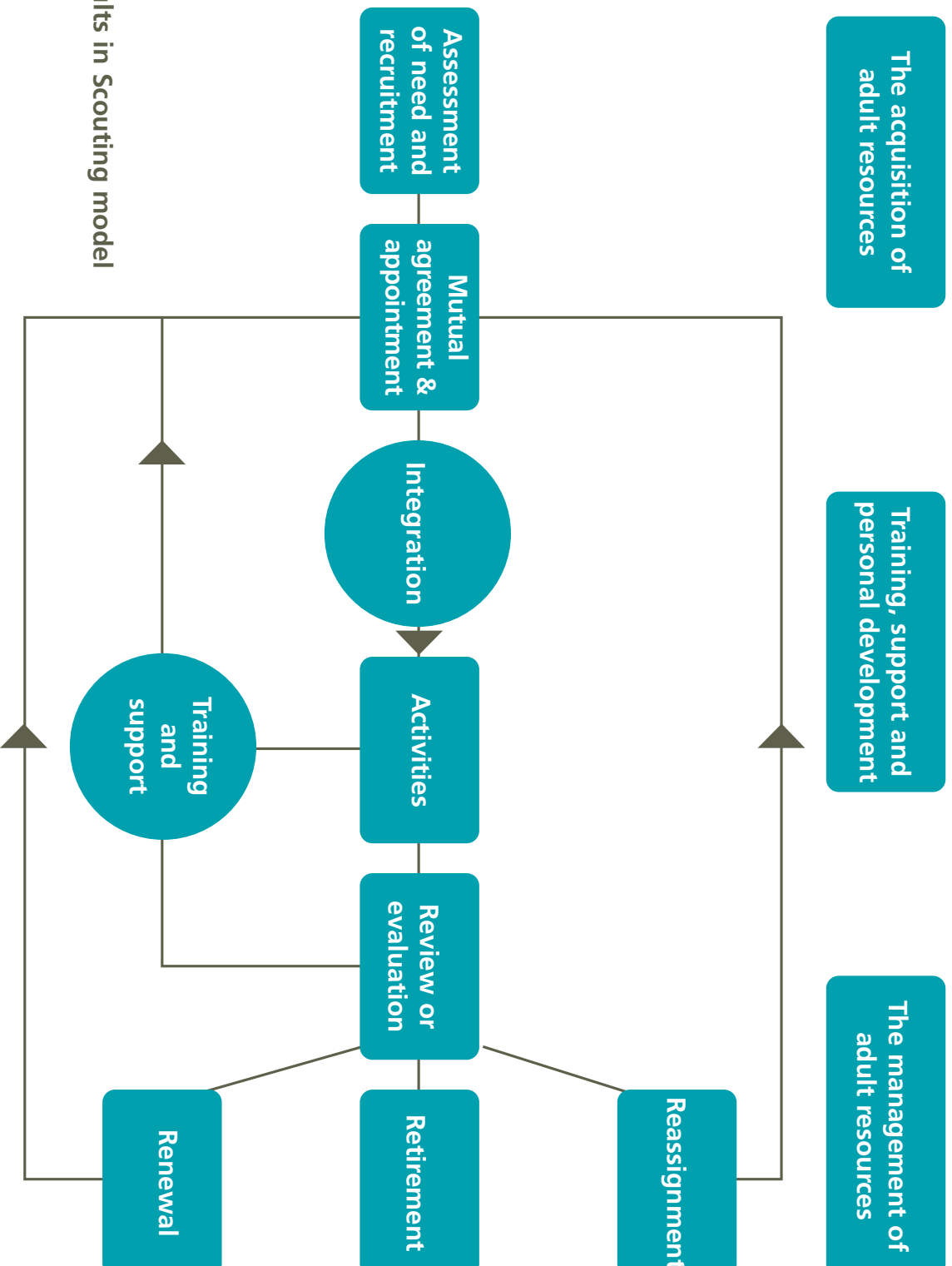
Managing your workload

	High		
Urgency	Low		
	Low		High
		Importance	



Using this worksheet, produce an action plan for managing the adults for whom you are responsible. Handout A, Action Plan Questions contains a number of questions to help you think about what targets you could set yourself. One of them should probably include recruiting the person for whom you have written the job description, person specification and induction pack, as you have done most of the work already! Set yourself no more than four or five targets at once so you will have a good chance of achieving them.

Describe where you are now	Describe where you would like to get to	Describe the steps you need to take in order to reach your goal, and resources or other help you might need to achieve it.	3 months	6 months	12 months	Resources/help
Issue						



The Adults in Scouting model



Support

- Do you hold regular meetings with your team?
- Do you have a welcome pack?
- Do all the adults you support feel valued?
- Do you identify the needs of adults you support?

Management

- Do all the adults you support know what is going on?
- Do you delegate to other adults when appropriate?
- Are the right people in the right jobs?
- Are there any people that you know of who may be leaving? Are you recruiting someone to replace them?
- Do you encourage the adults you support to undertake appropriate training?

Relationships

- Do you hold regular one-to-one meetings?
- Do you feel able to discuss successes and difficulties with your manager on a regular basis?
- Do you know when it is appropriate to ask for support from your FDO/Field Commissioner/National Headquarters?
- Do you and the Chair work in partnership?
- Do you offer positive and negative feedback to the adults you support? Is this done in a supportive manner to encourage improvement?

