

# VALIDATION CRITERIA FOR MANAGERS & SUPPORTERS



- All deputies do the same training as their non-deputy role
- Items in blue type are what is seen on Compass
- Based on Training Adviser's Guide for Managers and Supporters (version Oct20)

	LTM's	YC	DSNC	GSL DC CC DESC	SAS MGR	ADC, ACC
<b>Managing Time &amp; Personal Skills (LMM)</b>						
1. Provide their personalised role description in which they have agreed realistic goals and targets with their line manager for the development of local Scouting that work towards The Scout Association's strategic objectives. Describe the process and how they came to agreement. <a href="#">Personalised role description</a>	✓	✓	✓	✓	✓	✓
2. Demonstrate and explain how they have considered the future requirements of their role, identified the skills and knowledge that they need to develop or improve and the steps they will follow to do so. <a href="#">Future requirements of your role</a>	✓	✓	✓	✓	✓	✓
3. Outline a number of tips and techniques useful for managing time effectively. <a href="#">Managing time effectively</a>	✓	✓	✓	✓	✓	✓
4. Demonstrate and explain how they have reviewed how they use their time and identified possible improvements so that they can focus on the goals and priorities that they have agreed with their line manager. <a href="#">Reviewing your time</a>	✓	✓	✓	✓	✓	✓
5. Give examples of how they have used feedback from others to improve the way they carry out their role. <a href="#">Using feedback</a>	✓	✓	✓	✓	✓	✓
6. Outline the ways in which they keep up to date with developments in Scouting generally. <a href="#">Keeping up to date</a>	✓	✓	✓	✓	✓	✓
<b>Achieving Results (LMA)</b>						
7. Describe the importance of continually improving the performance of all elements of local Scouting relevant to their role. Provide examples of goals they have set for them and their team. <a href="#">Improving Performance</a>	✓	✓	✓	✓	✓	✓
8. Give an example of a project or development plan, for which they are responsible, covering: ■ How it was, or is, being regularly reviewed ■ How the plan was, or is, being adapted to overcome any barriers ■ The outcome of the plan, or if not fully complete, a review of the current progress <a href="#">Project or development planning</a>	✓	✓	✓	✓	✓	✓
9. Outline the key communication channels available to them and explain how they can be used effectively to promote local Scouting (relevant to their role and/or project.) Detail how they have used at least one of these channels and describe the outcome. <a href="#">Communication channels</a>	✓	✓	✓	✓	✓	✓
10. [Managers] Describe their role in ensuring all the initiatives in local Scouting are managed appropriately and explain how they would deal any inappropriate actions and/or management. <a href="#">Managing new initiatives in your area</a>	✓	✓	✓	✓	✓	

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11. [GSL, AGSL, DC, DDC, if relevant to the role] Build up a profile of the young people in their local area and use it to create a plan that ensures that Scouting is promoted effectively to them, covering: ■ How this focuses on their needs and expectations of young people? ■ Who they would involve in delivering the plan? <a href="#">Profile of young people in your area</a>			✓	✓		
12. [All roles managing a team involved in projects] Demonstrate how they monitor and review the progress that people who report to them are making against their targets and/or development plans. <a href="#">Monitoring progress</a>	✓			✓		✓
<b>Providing Direction (LMP)</b>						
13. Create a vision appropriate to the role which is: ■ Relevant ■ Achievable ■ Inspirational <a href="#">Your vision</a>	✓	✓	✓	✓	✓	✓
14. Develop a plan to realise their vision which includes: ■ Specific, achievable, relevant, realistic and time bound actions and measurable outcomes (for example SMART) ■ Who was consulted? ■ How it will be communicated? ■ How it will be regularly reviewed and evaluated and why this is important? ■ How it complements other relevant Scouting visions and plans <a href="#">Your plan to realise the vision</a>	✓	✓	✓	✓	✓	✓
15. Provide two different examples, relevant to your role, of situations when you have led, inspired and motivated adult volunteers, detailing the outcomes. <a href="#">Leading, inspiring and motivating volunteers</a>	✓	✓	✓	✓	✓	✓
16. Provide an example, relevant to your role, of how you ensure that everyone follows the policies and rules of The Scout Association. <a href="#">Ensuring everyone follows POR</a>	✓	✓	✓	✓	✓	✓
17. Outline the ways in which your role is responsible for or contributes to the growth in Scouting <a href="#">Your contribution to growth in Scouting</a>	✓	✓	✓	✓	✓	✓
<b>Working With People (LMW)</b>						
18. Identify which useful individuals and organisations, external to Scouting, they should build and maintain relationships with and explain why this is important. <a href="#">External relationships</a>	✓	✓	✓	✓	✓	✓
19. Outline the factors that contribute to building an effective team. If they lead a team, they should give examples of when they have: ■ Led by example to promote a cooperative culture of working ■ Supported the development of the team as a whole ■ Recognised different personality types and encouraged positive working relationships <a href="#">Building effective teams</a>	✓	✓	✓	✓	✓	✓
20. Outline their preferred style of leadership. Describe other styles of leadership and how they might use them in different situations in Scouting. <a href="#">Styles of leadership</a>	✓	✓	✓	✓	✓	✓
21. Outline the principles of active listening and give an example of where they have used active listening to improve a situation. <a href="#">Active listening</a>	✓	✓	✓	✓	✓	✓
22. Describe how they would reduce the likelihood of conflict happening and give an	✓	✓	✓	✓	✓	✓

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example, without breaking confidence, of a time where they have managed conflict, detailing what went well and what, if anything, they would do differently. <a href="#">Managing conflict</a>						
23. Give an example where they have acknowledged good work carried out in local Scouting and list the opportunities available to reward adults in Scouting. <a href="#">Acknowledging good work</a>	✓	✓	✓	✓	✓	✓
24. [Managers, Supporters if relevant] Describe how they would, or provide an example of how they have, recruited adults into new Scouting roles. <a href="#">Recruiting adult volunteers</a>	✓		✓	✓	✓	✓
25. [Managers] Explain the Adult Training Scheme and their role in supporting those they manage through the scheme. <a href="#">Supporting the Adult Training Scheme</a>	✓			✓	✓	
26. [Managers, Supporters if relevant] Provide an example of how they have delegated a task to someone; include what happened and what was the outcome. <a href="#">Delegation</a>	✓		✓	✓	✓	✓
27. [Managers] State the importance of succession planning and produce a succession plan for all roles they manage, including recruitment to any vacancies. <a href="#">Succession planning</a>	✓	✓	✓	✓	✓	
28. [Managers, Supporters if relevant] Describe how they have helped an adult in Scouting develop. Include details on how they: ■ Identified a development need or interest ■ Provided coaching, mentoring and support to encourage development ■ Identified and/or facilitated suitable opportunities to develop. <a href="#">Developing volunteers</a>	✓		✓	✓	✓	✓
29. [Managers, Supporters if relevant] Explain how to run effective team meetings. <a href="#">Effective meetings</a>	✓	✓	✓	✓	✓	✓
30. [Trustees] Explain their role as a trustee and provide an example of how they participate fully in the local Executive Committee. <a href="#">Your role as a trustee</a>		✓	✓	✓	✓	
31. [Managers, Supporters if relevant] Describe The Scout Association's dispute, suspension and complaints procedures in particular as it relates to their role. <a href="#">Disputes, suspensions and complaints</a>			✓	✓	✓	
32. [Managers, Supporters if relevant] Explain The Scout Association's safeguarding procedures as related to their role. Include details of: ■ Their role ■ Confidentiality ■ Escalation procedures ■ Support to adults and young people involved and/or affected. <a href="#">Safeguarding procedures</a>		✓	✓	✓	✓	✓
33. [Managers] Provide an example of an effective review they have carried out and detail the reasons for the outcome decision. Describe situations where it would be appropriate to re-assign or retire people from roles. <a href="#">Effective reviews</a>	✓			✓	✓	
34. [Managers] Explain the benefits of the effective induction of adults, for both the individual and their team, and: ■ Outline how they have taken an adult through the process of induction or explain the process they would follow if necessary ■ Provide an example of a personalised role description that they have created. <a href="#">Effective inductions</a>	✓			✓	✓	
<b>Enabling Change (LME)</b>						

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35. Explain how they support and encourage adults to think of new and creative ways to improve local Scouting. They should cover how they: ■ Give constructive feedback on those ideas ■ Encourage and support further work on them. <a href="#">Improving local Scouting</a>	✓	✓	✓	✓	✓	✓
36. Describe how to effectively manage change and give examples of situations and circumstances in which change management is required in local Scouting. <a href="#">Managing change</a>	✓	✓	✓	✓	✓	✓
37. Describe the reasons behind people's resistance to change and how they would lead them successfully through the change, where possible using a real example. <a href="#">Resistance to change</a>	✓	✓	✓	✓	✓	✓
<b>Using Resources (LMU)</b>						
38. Give two examples of decisions they can make and two examples of decisions they would need to refer. Describe the process, including: ■ The information needed to inform their decision ■ Who else should be involved in the decision making? <a href="#">Decision making</a>	✓	✓	✓	✓	✓	✓
39. Explain how they ensure that key knowledge, relevant to their role, is captured, stored and used to improve the operation of local Scouting, both during and following your appointment. <a href="#">Knowledge management</a>	✓	✓	✓	✓	✓	✓
40. Demonstrate how they ensure that all adults in local Scouting have the right information provided in a timely manner and in the most effective way. <a href="#">Providing information</a>	✓	✓	✓	✓	✓	✓
41. Explain which resources they are responsible for providing to enable adults in local Scouting to work effectively. <a href="#">Providing resources</a>	✓	✓	✓	✓	✓	✓
42. [Executive Committee Members] Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that appropriate financial measures are in place. <a href="#">Financial management</a>		✓	✓	✓	✓	
43. [Executive Committee Members] Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that there is an adequate income for local Scouting including the identification of other income sources such as grants. <a href="#">Sources of income</a>		✓	✓	✓	✓	
44. [Executive Committee Members] Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that local Scouting has sufficient physical resources to support its work with youth members. <a href="#">Physical resources</a>		✓	✓	✓	✓	
45. [Executive Committee Members] Demonstrate and describe their contribution, as part of the local Executive Committee and/or other teams, to minimise the negative impact and maximise the positive impact that local Scouting has on the environment. <a href="#">Environmental impact</a>		✓	✓	✓	✓	
<b>Safety (LMS)</b>						
46. Detail their duties and responsibilities for the safe operation of local Scouting. <a href="#">Your duties and responsibilities</a>	✓	✓	✓	✓	✓	✓
47. Describe the emergency and reporting procedures to be followed in the event of an	✓	✓	✓	✓	✓	✓

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accident or incident, including the reporting of near misses. Explain their role in relation to these procedures. <a href="#">Emergency reporting procedures</a>						
48. Outline those activities that require specific activity permits, and where to find more detailed information. <a href="#">Activities requiring permits</a>		✓	✓	✓	✓	✓
49. Provide an example of, and explain, a risk assessment which they have created for a Scouting activity or event. <a href="#">Risk assessments</a>	✓	✓	✓	✓	✓	✓
50. Explain the importance of creating a culture of safety within their area, and describe the measures they have taken to promote this. <a href="#">Culture of safety</a>	✓	✓	✓	✓	✓	✓
51. [GSL, DC, if relevant to role] Describe their role in approving and/or supporting activities that do not require formal activity permits. <a href="#">Approving activities</a>			✓	✓		
52. [GSL, DC, Section supporter, if relevant to role] Explain the InTouch system, medical details, age restrictions and other safety and welfare requirements for the range of activities available in Scouting. <a href="#">Activity safety and welfare requirements</a>			✓	✓		✓
53. [GSL, DC, Section supporter, if relevant to role] Explain how they have used Policy, Organisation and Rules and activity factsheets to provide guidance for a range of Scouting activities. <a href="#">POR and activity factsheet guidance</a>			✓	✓		✓
54. [Managers, Supporters if relevant] Describe the insurance requirements of The Scout Association and state those events and activities for which additional steps must be taken. <a href="#">Insurance requirements</a>			✓	✓	✓	✓
55. [Managers, Supporters if relevant] Explain the requirements and procedures necessary to gain an activity permit and describe their role in the process. <a href="#">Requirements for an activity permit</a>			✓	✓	✓	
56. [Managers, Supporters if relevant] Explain the requirements and procedures necessary to gain a night's away permit and describe their role in the process. <a href="#">Requirements for a Night's Away Permit</a>			✓	✓		
57. [Managers, Supporters if relevant] Explain the role and responsibilities of the leader in charge. <a href="#">Role of the 'Leader in Charge'</a>			✓	✓	✓	✓