

THE SCOUT ASSOCIATION

TALENT MANAGEMENT MODEL



INTRODUCTION

In October 2014 the Operations sub-committee of The Scout Association Board of Trustees approved a Future Leaders Strategy for Scouting.

The Future Leaders Strategy has five strands of development, each designed to assist Scouting from the local to the national level to improve the way it plans for volunteer vacancies by investing more time in the preparation of its adult volunteers.

One strand of the strategy is to introduce talent management to Scouting. In order to achieve this The Scout Association has adopted a five stage model, illustrated as a wheel, to show its approach to talent management and provide consistency throughout the UK.

Good talent management already exists in a number of areas across Scouting, but it is not consistently applied everywhere. The Scout Association Future Leaders Model is the first step in providing a consistency of approach throughout UK Scouting.

THE PURPOSE OF THE FUTURE LEADERS MODEL

The Scout Association has a long tradition and expertise in developing young people. It remains at the core of everything that we do as a youth movement and is defined as the **Purpose of Scouting** as follows;

The Purpose of Scouting

Scouting exists to actively engage and support young people in their personal development, empowering them to make a positive contribution to society.¹

The definition of young people for Scouting purposes extends from six years when a young person becomes a Beaver Scout, through to their twenty-fifth birthday when they leave the Scout Network.

There is however a period from eighteen years of age onwards when a young person might also more appropriately be defined as a young adult.

The reason this shift in status becomes relevant is that unlike **The Purpose of Scouting** for a young person, there is no similar statement for those in adult volunteering (eighteen years and older) other than an expectation that all adult volunteers work towards achieving **The Purpose of Scouting**.

Whilst this in itself is essential and necessary, it leaves a gap in what we reasonably expect to happen to our adults when giving up their time in a volunteer role, and an even bigger gap in what adult volunteers can reasonably expect from Scouting.

The Scout Association Future Leaders Model is intended to:

- Provide practical guidance to those volunteers in a Leadership & Management role who have a responsibility to continually develop volunteers for future vacancies. These are primarily, but not exclusively, Group Scout Leaders; District Commissioners; County Commissioners; & Regional/Area Commissioners
- Act as a guide to anyone who wants to help others succeed and develop
- Provide a model of expectation to those adult volunteers that want to develop themselves and indicates what they might expect from their Scouting line manager

In addition to the factors outlined above, the application of the Future Leaders Model will encourage the further diversity of adults as volunteers, particularly in line management positions, and therefore provide a better reflection of the communities that Scouting is a part of.

INDIVIDUAL WORTH & ORGANISATIONAL NEED

The Future Leaders Model is based around a core concept of 'Individual Worth and Organisational Need.'

As a starting point, when adults give up their time to be a volunteer in Scouting it is anticipated that they too would derive some form of personal growth and development commensurate to what they contribute to Scouting and the time they give up to do it.

As important however, is that Scouting is the largest volunteer youth organisation in the United Kingdom. It has a continual number of volunteer vacancies that require filling as people leave these roles, which happens for a variety of reasons.

Therefore the purpose of the Future Leaders Model that follows is to bring together the personal aspirations that an adult volunteer might reasonably have and in some cases strive to fulfill - their **Individual Worth**, with the **Organisational Need** of a large volunteer movement. Both need to be in balance for the Scout Association Future Leaders Model to deliver to its full potential, which is why these lie jointly at the centre of the model.

This model is specifically focused on volunteer adults *of all ages* from eighteen years onwards, but the principles of both the development of individual worth (in line with **The Purpose of Scouting**) and organisational need, can be applied to younger members too.

ATTRACT & IDENTIFY

This is a somewhat obvious first stage of the model but one that is commonly overlooked when considering the appointment of volunteers.

Adults volunteer to be a part of Scouting for a number of reasons which are usefully outlined in other Scouting literature. Suffice to say that for the purpose of the Future Leaders Model whatever attraction is driving their motivation it is important that this is understood, encouraged and acted upon and by those with the opportunity to make a difference.

The adult that gives up their time for Scouting who then becomes disillusioned, will not last long as a volunteer.

It is vitally important that those with responsibility for assessing an adults motivation for joining Scouting should be both inquisitive and then supportive of the aspirations of the prospective volunteer. This is crucial for local line managers and Appointments Advisory Committees, but equally important for the Section Leader who has acquired a new Assistant leader to work with.

In some cases however people already volunteering in Scouting may have been attracted to a particular opportunity if they had only known about it. How often do we hear the comment that everything is done by the same people simply because 'other people' are not be given the opportunity or encouragement.

Ideally every adult opportunity in Scouting, large or small should be open to everyone on an equal basis. More significantly where local line managers apply this consistently the pool of available 'talent' becomes deeper and wider.

In some cases, particularly when involving younger adults, significant results can be achieved by actively seeking out people in an age range, who are therefore less likely to be well known, in order to attract new talent.

In all cases the initial 'attract' must be accompanied by the requirement to 'identify'.

Whilst all adults should be attracted to opportunities, both on initial appointment and for those already volunteering, it is equally important that they are appropriately identified as having, or potentially having, the talent that satisfies the organisational need to fill forthcoming vacancies

It is the same process and thinking for the prospective Assistant Cub Scout Leader as it is for a District or County Commissioner. The talent required from the individual may be different, but the process of attracting and identifying someone for the role (in some case many years in the future) is the same.

Checklist

- Does the local commissioner know about the Future Leaders Model?
- Have the Appointments Advisory Committee been fully briefed?
- Are the same people being used over and over again?
- Are there any local initiatives to actively bring forward young adults for greater responsibility?
- Are some vacancies challenging to fill?
- Do the Scout Network have a working knowledge of the Future Leaders Model?

DEVELOPMENT

Having attracted and, crucially, appropriately identified people for a potential role(s) it is essential that they are developed. This can be both formally and informally.

To many people development is seen as training. An adult volunteer may have already committed themselves to the Woodbadge training required for their role, which is the way that The Scout Association Adult Training Scheme works and prepares adults to undertake their roles in Scouting successfully.

True development however may involve stretching the training further than just those adult training modules that require to be completed for a current role. The completion of additional modules to develop skills and knowledge outside of their current role is a useful way of sustaining development. Whilst there is always a requirement under The Scout Association Adult Training Scheme to both learn and accredit to be accredited with the module, the latter can be achieved if required at a later date.

This is also particularly relevant to those adults that have already achieved their Woodbadge for their current role. The range of modules available within the Adult Training Scheme provides a wealth of development opportunities if seen as such rather than as a requirement.

Moreover there are a vast number of opportunities for an individual to develop outside of The Scout Association Adult training Scheme and these should be exploited to the full. They are limited only by the extent of the imagination and what it will do for the individual.

- Accessing other voluntary sector training opportunities.
- Harnessing development opportunities within the volunteers paid work environment
- Shadowing opportunities of other volunteers
- Local project management involvement
- Event preparation & delivery
- Short term secondments to other roles
- Working with a mentor or coach either internally or externally to Scouting
- National working groups & opportunities
- For those under 25 years of age, the opportunities available when completing sections of the Queen's Scout Award and Duke of Edinburgh Awards

Checklist

- Are Training Advisors, Local Training Managers and County Training Managers aware of their role in talent management?
- Do adults get the opportunity to work alongside experienced colleagues in other roles?
- Is there a local budget to allow for adult development?
- Do adults stick closely to their own sphere of responsibility? Or could they turn up anywhere?
- Are there mentors or coaches available locally?
- Is local scouting open and transparent in relation to development opportunities?

SUPPORT AND MOTIVATE

All research into structured talent management emphasises the need for support and motivation as an essential compliment to personal development.

In simple terms development without the support will be far less productive for the needs of Scouting, as volunteers are more likely to leave in these circumstances.

There is no doubt that 'appropriate' support may differ depending on the needs of the individual being supported.

It is therefore essential that the line manager has taken the time to understand what support would be;

- appropriate for the individual
- acceptable by the individual
- provide the appropriate Scouting oversight

There is no one answer to the above, which is why it has to be discussed, negotiated and agreed. Whilst that sounds like a formal process, in reality it can be achieved over a very informal conversation and is what good line managers have been doing for decades.

Alongside 'Support' comes the concept of 'Motivation.' This is not a separate entity added to 'Support' it is an integral part of providing a range of support to another person but does need further explanation.

Motivation is something that people usually recognise in others when it is clearly present, or evidently lacking. The middle ground of being quietly motivated is often overlooked. The Oxford English Dictionary defines motivation as '*A reason or reasons for acting or behaving in a particular way.*'

Much has been written about motivation and how people might 'motivate others' to achieve results. The Scout Association has information available that deals with the world renowned theories of A.H. Maslow and Frederick Herzberg² which should not be disregarded.

However for the purpose of the Future Leaders Model motivation is considered from the perspective of more recent theorists who suggest that no one can truly motivate someone else whatever they might do or say.

Rather, motivation is what lies within every individual and will, given the opportunity, take hold and grow. What happens to suppress and sometimes kills motivation is external to the individual in the form of other people, structures, processes and other external considerations which can at times include line managers!

There is a view that people are naturally active and motivated to learn when they find themselves in an environment that enables activity and learning to take place³.

The logical conclusion to draw from this is that the role of those people supporting talent management is to provide the correct environment for motivation to take place by providing the appropriate support, encouragement and if necessary protection.

Once again understanding how to achieve this successfully will come down to taking the time to knowing what drives an individual and creating an environment for this to continue.

Scouting attracts self-motivated people. Adults would not volunteer their time to develop young people, in all the different roles that Scouting offers, if they were not motivated to do so. The line managers' responsibility is ensuring that this motivation continues and develops.

Checklist

- Do volunteers feel supported by their line managers?
- Are there local 'stories' being told about good support or poor support for adults?
- Is local Scouting a motivational place to volunteer in?
- Are there barriers to motivation in local Scouting?
- Are there resources available to support volunteers?
- Do line managers take the time to really understand what drives volunteers that they have responsibility for?

MATCH & MANAGE

Match and Manage is the term that Scouting uses for the identification of a permanent or temporarily vacant volunteer role that matches the personal development and aspirations of the individual being talent managed.

It is likely to be one that is initially identified by a line manager, although this is not always the case as individuals should be encouraged to seek out opportunities for themselves as part of their continued development.

Whatever the route to the potential vacancy, it should be one that fulfills the core of the Future Leaders Model in that it satisfies both **Individual Worth and Organisational Need**. The use of the model should not be used as a method of simply filling a vacant role that is of no value to the individual. It should certainly not be used to simply ease the burden of the line manager by filling a critical volunteer vacancy.

Where value can be seen by the line manager and not by the individual, time should be taken to explain to share ideas and gain consensus of a way forward. This could be for example by agreeing a time limit or other staged approach.

Line managers are also encouraged to think creatively and apply the principles of Flexible Scouting. What was one vacancy could be filled by two people rather than one, thus reducing an overall workload whilst identifying opportunities for continued development.

Whatever route there is to filling a vacancy, it is crucial that the line manager continues to support the individual by investing time and effort in managing the transition into the new role. Where this does not occur many individuals feel abandoned which can lead to feeling of resentment and ultimately leaving the role within a short period of time. There is also the added complication in that deprived of the opportunity for good advice; there is a higher chance of the individual being less effective in their new role than previously anticipated.

Match & Manage are seen as two sides of the same coin, one without the other is considered, and often proves to be the case, of significantly limited value.

In contrast, where individuals are matched appropriately and managed constructively the chances of success for both the individual and Scouting is exceptionally higher.

Match and Manage is not a final destination. Many people will remain in their new role for many years before moving on, although the Future Leaders Model will still be being utilised. For others the vacancy will be a transitional role, designed to be a staging point to support development and experience before moving on to other roles(s).

Both outcomes are entirely acceptable, and both bring benefits to both the individual and Scouting.

Checklist

- Are new appointees given the opportunity to agree a plan of support with their line manager?
- Is there a policy of 'buddying' up a new appointee with a more experienced colleague?
- Are there examples of people taking up roles and being left to get on with it?
- Do new appointees know where they can go for genuine assistance?
- Are people leaving roles within months of taking them up?

REVIEW

In relation to the Future Leaders Model – Review has precisely the same meaning and focus as contained within other Scouting literature including Policy Organisation & Rules which states⁴;

Reviewing Appointments -The purpose of the review is to determine whether:

- i. the appointment is to continue for another period; or
- ii. the appointment is to be cancelled; or
- iii. the adult will apply for a different role.

The Scout Association provides a number of resources that assists a line manager to understand and then practice Review, which it is unnecessary to repeat here.

What is required is the reminder that an effective Review provides both the opportunity to look back on the volunteer's performance in a role, and to also to look forward in either that or another role. If done correctly, this is an opportunity to look at how the individual has developed not just for the benefit of themselves but also for Scouting, and then look forward to how that might continue.

Policy Organisation & Rules provides the minimum period of a Review as 'at the end of each period of the appointment (or earlier if required by the relevant commissioner) ⁴.'

No minimum period is set, and the Future Leaders Model encourages more regular Reviews to ensure that talent management is continuous, enhancing and promoted.

Checklist

- Are all line volunteers familiar with the Review process?
- Are all line managers Reviewed by their own line manager?
- Are local volunteers used to being reviewed?
- Are Reviews being carried out with a view to both the individual and Scouting needs?

SPINNING THE WHEEL

In relation to the Scout Association Future Leaders Model, Review is not the end of the process.

Indeed the Future Leaders Model is best viewed as a wheel where volunteers progress around it, often many times. Following a Review it is anticipated that there will be another period where they are identified for a prospective role (the Review should have done this anyway) and a further period of development etc starts again.

We should not be too discouraged if after a Review a volunteer decides to leave Scouting. That is a natural thing for many to do. What is important is that this is done constructively and allows a period of reflection on what they have achieved for themselves and Scouting. Just as importantly it provided the right circumstances for talent management to begin again should they return.

Also like a wheel, the Future Leaders Model can also rock backwards where required where a little more time on the previous strand of the model would be desirable on reflection.

CONCLUSION

The Future Leaders Model provides to The Scout Association for the first time a visible, coherent and straightforward approach to talent management of adults within Scouting.

It illustrates and enhances the mutual development that occurs for both the individual and Scouting when time is taken to understand the needs of the volunteer and map this against the requirement of Scouting to continue to grow and evolve.

Talent management has always been evident in Scouting, it just hasn't existed everywhere. By giving it a name and a process it becomes visible and is therefore more likely to spread and flourish for the mutual benefit of everyone.

References

- 1 The Scout Association (September 2014) Policy Organisation & Rules, Chapter 1.
- 2 The Scout Association (March 1996) Motivation of Leaders FS310514
- 3 Sotto, E (1994) When Teaching Becomes Learning: A Theory and Practice of Teaching: London: Cassell
- 4 The Scout Association (September 2014) Policy Organisation & Rules, The Appointment Process. Paragraphs 5 a & b