

managing adults – workbook 24

providing management theory

adult training

Membership and Leadership

It may be helpful to gather the following facts:

- ▶ Number of Members registered currently
- ▶ Number of Members registered one year ago
- ▶ Normal attendance at Unit meetings
- ▶ Numbers invested in last 12 months
- ▶ Numbers moving on to other Scouting activities in the last 12 months

How are things going in your Unit? A supported Self-Review

Consider the following questions and discuss them with your Unit.

Membership and Leadership

- ▶ How many Members are currently registered?
- ▶ How many Members were registered one year ago?
- ▶ How many Members are currently attending Unit meetings?
- ▶ How many Members were attending Unit meetings one year ago?
- ▶ How many Members have been invested in the last 12 months?
- ▶ How many Members have moved on to other Scouting activities in the last 12 months?
- ▶ How many Leaders are currently registered?
- ▶ How many Leaders were registered one year ago?
- ▶ How many Leaders are currently attending Unit meetings?
- ▶ How many Leaders were attending Unit meetings one year ago?
- ▶ How many Leaders have been invested in the last 12 months?
- ▶ How many Leaders have moved on to other Scouting activities in the last 12 months?



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Exercise



Example

Who is this workbook for?

This workbook is aimed at all managers, Group Scout Leaders and Commissioners with line management responsibility for adults in Scouting. It ensures that these adults have the knowledge and skills they need to provide effective management and support.

Using the workbook

This workbook is a method of completing the learning necessary for Module 24, *Managing Adults*, which is compulsory for all managers in Scouting. Although the same topics will be covered in the training course, these may be covered differently in the workbook.

Whilst using the workbook you will see a number of symbols and terms:

Exercise – this is an exercise for you to complete.

Example – this is an example for you to study and relate back to either the test or an exercise.

If you require any extra space when working through this workbook, attach additional sheets as necessary.

What does the module cover?

This workbook provides information on management theory and will help you relate it to your role in Scouting.

The topics covered in this workbook are in five sections:

- 1 Motivation
- 2 Managing your workload
- 3 Managing the team
- 4 Managing conflict
- 5 Managing meetings



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Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas or Islands, and in one case Bailiwick, for ease of reading this workbook simply refers to County/Counties.

Where should I begin?

It is recommended that this module is completed following three other modules – Module 2, *Personal Learning Plan*, Module 5, *Fundamental Values of Scouting*, and Module 9, *Working with Adults*. How you progress through the workbook is your choice. However it is recommended that you complete section one first.

Resources

You will need to refer to the following publications:

- The Scout Association's *Policy, Organisation and Rules*
- The *Adult's Personal File*.

How is this module validated?

The validation of this module is based on an individual's ability to meet the validation criteria, as set out in the *Training Adviser's Guide* and The *Adult's Personal File*. This means being able to demonstrate your ability to carry out the stages of the Adults in Scouting model, and manage adults effectively.

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Managing adults - Workbook

Aim

To cover the skills and knowledge required to enable those with line management responsibility to effectively support and manage adults in Scouting.

Objectives

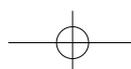
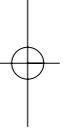
There are 15 overall objectives for this module:

- 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 you will fulfil your responsibilities within the Adults in Scouting model.
- 4 State the principles and benefits of the delegation of authority.
- 5 Detail tasks/situations from your 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.

Please discuss the objectives with your Training Adviser if you have any questions.





Section one: Motivation

This section is about what it takes to help adult volunteers be successful in their role, enjoy their Scouting more, feel supported and stay involved for longer.

Despite a lot of effort to recruit new Leaders and helpers, too many adults leave Scouting within six months of joining. Whenever we ask these people why they left, it normally comes down to a feeling of being under pressure, not having enough time or being unsupported. If we could keep more of the people who leave, we would not need to recruit so many new Leaders.

This first stage is about motivation. Motivation is that personal and individual drive to act in a certain way. Our motives can be internal (for example, a desire to work with young people) or external (that is, prompted by the world around us). Our motives may also be positive (driving us to achieve something) or negative (driving us to avoid something).



Exercise 1

This exercise will help you to explore some of your motives for being involved in Scouting. Please answer these questions by writing your answers in the spaces provided:

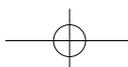
What motivates you in Scouting (i.e., what drives you to achieve something)?

What de-motivates you in Scouting (i.e., what switches you off)?

Motivators make people feel 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, for example, these can be things like the satisfaction of watching young people enjoying themselves.

'Hygiene factors' must be present if motivation is to occur. They are prerequisites, but not in themselves motivating. They consist of factors like the quality of management and administration, interpersonal relations and working conditions.

When a hygiene factor is not present, people can feel that the situation in which they work is unfair, unpleasant and dissatisfying. As a result they become disinterested and passive.





A common hygiene factor in Scouting is communication. How many times have you thought 'I wish I knew about that?' Regular Leaders' meetings, newsletters, e-mails and so on often solve this problem. A newsletter isn't necessarily going to motivate someone, but it will give Leaders information to make their role easier and help them find out about opportunities. In order to help motivate those we manage and support therefore, it is important to attend to the hygiene factors and ensure the motivators are present. These will vary from person to person.

Exercise 2



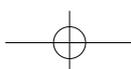
Think about your own situation and have a go at answering the questions in the spaces below.

What do you think are the hygiene factors for the people you support in Scouting?

What practical steps could you take to improve them?

Thinking of a specific person whom you support; what will act as positive motivators for them?

What practical steps could you take to improve the motivators of the same person?



Now prioritise those steps to improve the satisfaction of the person concerned.

The steps in order of priority are:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Summary

You have now completed section one. By now, you will know that your role is key to helping the adults you support to do a good job. Unless you pay attention to these hygiene factors, they will be less satisfied with Scouting than they could be. And unless you ensure that their job, and your support offers them the right motivating factors they want, they are unlikely to stay.

This module may also help you to get the support you need from your own manager in Scouting.

You can now review this stage with your Training Adviser who will discuss your understanding of the material and your responses to the questions and exercises.

Now go and put the plan into effect!

Further reading

The theory of hygiene factors and motivators was devised by Frederick Herzberg. For more information please refer to his book *The Theory of Motivation* (ISBN 156000634X).



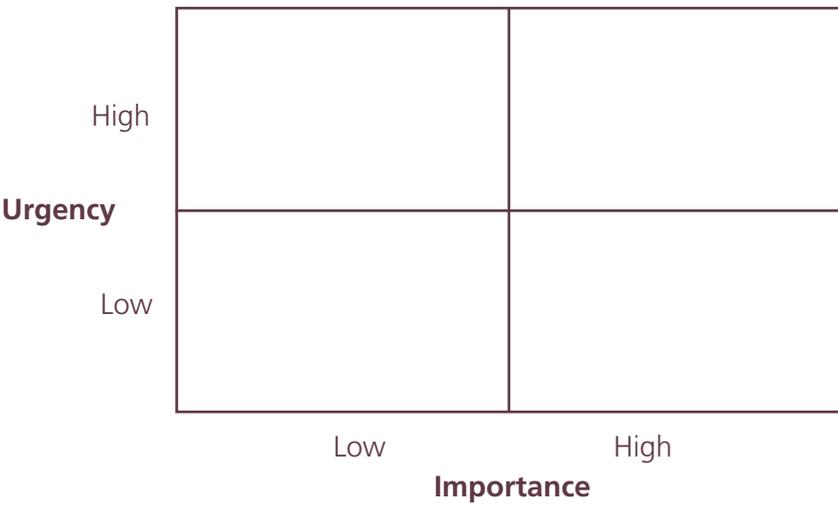
Section two: Managing your workload

This section looks at managing your workload and how to delegate tasks to others.

There is always plenty for managers to do in Scouting. With so many people calling upon your time, it is important to separate those things that make a difference (the important things) from those that don't. It is also important to distinguish between those things that rush up on you demanding your immediate attention (the urgent things) from those that can be pre-planned. Doing this will help you to organise your time and be successful in your tasks.

A simple tool is to organise your current tasks into the following four areas and plot them on the matrix below:

- High importance/high urgency – do these straight away.
- High importance/low urgency – plan these into your diary.
- Low importance/high urgency – delegate to someone else, or remove from your list of things to do.
- Low importance/low urgency – remove them from your list of things to do.

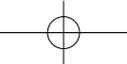


Exercise 3



Think about some of the jobs that you have planned to do. On a separate sheet of paper, prioritise this work using the above method.

None of us can do everything ourselves. We have to share the workload with others. This is what is meant by delegation. You may find it useful to know the dictionary definition of delegation, which is: *'to authorise a person to act as your representative'*.





Exercise 4

To help you think about delegation, please answer the following questions in relation to your role in Scouting.

What are the benefits to you of delegating some of your work to others?

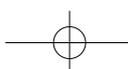
What are the benefits to the other person of you delegating work to them?

What are the benefits to Scouting in general of managers delegating work?

What types of task in Scouting would be inappropriate to delegate?

Why do people sometimes not delegate?

What can you do to overcome some of these barriers to delegation?



Typically when people complete this task they identify the following:

- Benefits to you include reduced stress, more time to focus on important tasks, being more successful and effective.
- Benefits to others include development opportunities, interesting and varied tasks to do, you carrying out your role effectively.
- Benefits to Scouting in general include a wider pool of people able to complete tasks, less overload and stress, adults with a better understanding of wider issues, greater retention of adults through increased involvement, interest and reduced stress.
- Barriers to delegation include a fear of letting go, concerns that the other person won't do the job, or won't do it in the way you would like and a fear that either they will fail, or even that they will do it better than you.
- Overcoming barriers to delegation often involves building confidence in other people, accepting that they will do things differently and having a simple process for delegating work to others.

Here is a simple process for delegation.

- 1** Identify tasks that you can delegate (e.g. tasks that you can not do so well, do not have time for or which are less important than other tasks you should do).
- 2** Identify people who may be able to do the task (e.g. people who are keen to learn, or who have the skills needed already).
- 3** Ask them to help by completing the task on your behalf.
- 4** Agree some goals for the task, including a deadline for its completion and possibly some criteria for success.
- 5** Agree how often you will review progress (e.g. weekly, whenever the other person wishes to, on completion, etc).
- 6** Identify any other support they may wish to have (e.g. resources, information, training, contact with others, etc).
- 7** Notify other people involved, so that they know who is completing the task and that they have your authority.
- 8** Review as agreed.
- 9** Thank the person on completion of the task.

A couple of 'don't do's' would be:

- 1** Don't take the task back again.
- 2** Don't leave the person to flounder without any review or support.



Exercise 5

Now complete a delegation plan for one task that you currently have on your 'to-do' list. Use the spaces below to plan how you will complete each stage.

Identify a task that you can delegate.

Identify people who may be able to do the task.

Choose one person and ask them to help by completing the task on your behalf.

Agree some goals for the task, including a deadline for its completion and possibly some criteria for success.



Agree how often you will review progress.

Identify any other support they may wish to have.

Notify other people involved.

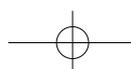
Review as agreed.

Thank the person on completion.

Summary

You have now completed section two. For you to do a good job, you must prioritise your work, concentrate on those things that will make a difference and delegate other tasks to other people.

You can now review this stage with your Training Adviser who will discuss your understanding of the material and your responses to the questions and exercises.

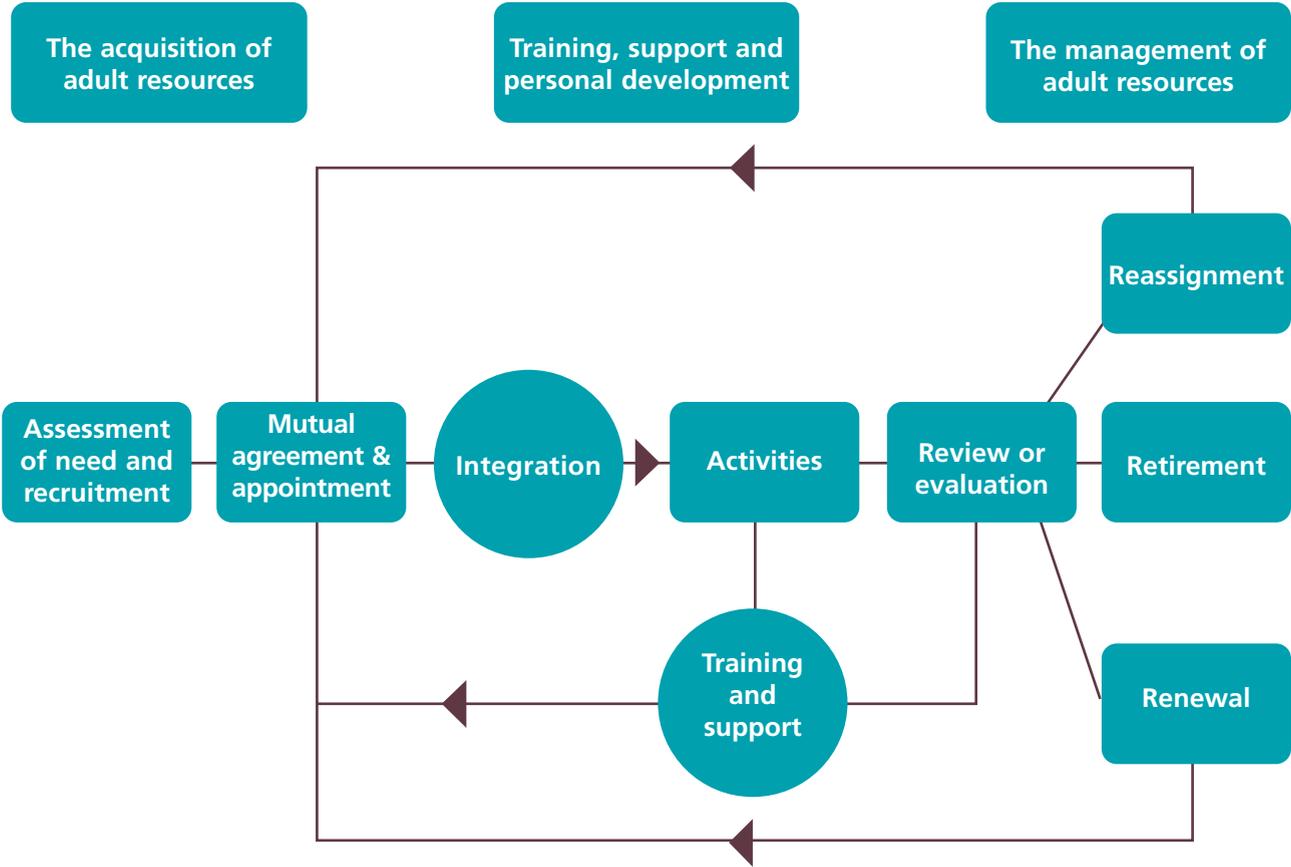


Section three: Managing the team

This section looks at how to manage a team as well as how to use the Adults in Scouting model to support those whom you manage within Scouting. It will focus mainly on the area of review.

Supporting all of our work as managers of other adults in Scouting is a simple model that describes good practice.

The Adults in Scouting model



Let's look at each of the key stages in turn.

Assessment of need and recruitment

The first stage is to identify what you need doing, and who would be best to do it. 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 currently we have more adult volunteers than ever before. However, the amount of time people are able to give is decreasing. It is therefore important that we fit the roles we give to people around the time they have available. At this stage, a role description needs to be drawn up and agreed. Agreeing it now can help adults stay in Scouting for longer. It should specify the time they can give, the tasks they can carry out in that time, as well as the length of the appointment.

Integration

The integration stage of the model is about introducing an individual to the role and providing them with the information and support they need to carry it out, this is both formal and informal. Formal integration takes place during an adult's Provisional Appointment phase where they are required to complete *Getting Started* to help them settle into their role. Informal integration is personal to each adult and depends on their role, prior knowledge and experience of Scouting.

Training and support

Detailed information on how the Adult Training Scheme works is given in Module 25, *Assessing Learning*. However, this only covers 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, Scout Fellowship, parents, peers, and Headquarters (particularly the Scout Information Centre).

Review

For adults in Scouting, a review is a one to one meeting with their manager. We are now going to look more closely at this aspect.



Exercise 6

In the space below write down all the words that you associate with 'individual review'. To help you, think of your experiences both inside and outside Scouting.

Words I associate with individual review are:

Now have another look at the words. Which ones are positive associations with review and which ones are negative? These may reflect your past experiences.



Exercise 7

In the space below, write down what you would like from a review. In other words, write down how a review could be of value to your Scouting.

What I would like from my next review is:

It is unlikely there are any negative words in the second box. You might have written things like:

- feedback on how I am doing
- an indication of what I do well
- some tips for the future
- a thank you
- ideas for future development
- ways in which I can get better support
- a chance to adjust the tasks I am asked to do.

A good review may include some or all of these things. The evidence shows that adults who experience reviews of this type are happier in their voluntary work, stay longer and give better service.

Let's now look at some of the things to consider when planning reviews for your team members.

When does a review take place?

Formally

- When an appointment is about to expire/change.

Roughly three months before the review, the Appointment Secretary will send form AR (Appointment Review) to the line manager and will also notify the individual concerned.

Informally

- When a period of service is about to end
- When a delegated task/project has been completed
- When requested by the individual
- When the mutual agreement has run its course.

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

Who conducts reviews?

Reviews are conducted by those 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 to the individual 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 being positive about 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 take firm action for the good of Scouting.

The other result is a mutual agreement between the two parties about what the future role is to be and then the Adults in Scouting model starts all over again.

You should record the result of the review, along with other information, on form AR before returning it to the Appointments Sub-Committee for their consideration.



Exercise 8

Plan the review of a member of your team by answering the questions in the spaces below.

What should you thank them for?

Would you like them to continue, try a new role or resign? Why?

What improvements could they make in the future?

What further support might they want?

When will you hold the next review?

Now that you have thought about how to review individuals, you can think about developing an action plan for managing the whole team.

Exercise 9



Have a look at Appendix 1 – *Action Plan Questions*. This contains some prompt questions that you can use to identify key issues in your team. Now turn to *Appendix 2 – Action Plan*. Use this to produce a list of targets and actions to manage your team over the coming year. Each target should relate to one of the issues you identified from the prompt questions. Be careful to set just a few targets to begin with, otherwise you may overload yourself.

Summary

You have now completed section three. A key part of your role as a manager in Scouting is to get the best out of your team, to agree clear goals with them, to support them and to review progress with them at regular intervals.

You can now review this stage with your Training Adviser who will discuss your understanding of the material and your responses to the questions and exercises.

Section four: Managing conflict

This section is about helping to manage conflict between adults in Scouting. Despite our best efforts, adults in Scouting will, at times, disagree. It is important to deal with conflict quickly, fairly and effectively to prevent conflicts escalating, consuming too much time and distracting us from our purpose. This section covers the following areas:

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



Exercise 10

In the space below make a list of the reasons why people sometimes disagree.

People sometimes disagree because:

There are five main reasons people 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.

Take another look at your own list. Does the list here cover all of your items?

Here are some key points for dealing with disagreements, built up over many years' experience of what works well.

Speed is essential

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

Face the issue

The Group Scout Leader, manager 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 some attention can help to resolve the problem.

Don't allow disagreements to develop

Many a word spoken hastily can be repented overnight and withdrawn. An early apology can work wonders and never underestimate the value of a handshake.

Don't tackle it alone

Talk immediately with the supporting Commissioner to get another view on the issue and how it can be addressed.

- 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.

Once a disagreement takes root, it has the potential to cause a lot of harm, frustration and disillusionment. If a dispute has become serious, this is the procedure to follow:

1 Objectively determine the nature of the dispute/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):

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

Identify the issues and see if they can be easily solved by some local action. If not, then you may need to move to the next step.

– Implement 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 can be seen 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:

- everyone agreeing a way to carry on working together without a problem
- someone may agree to work elsewhere in Scouting if the problem is a personality clash
- one or more people may resign or
- there may still be a deadlock.

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 should consider the report of the conciliator and make the final decision. This might not be very easy, but it is important to face. This might include the cancellation of an Appointment (a decision that must be taken by the Commissioner and the Appointments sub-Committee acting together).

There is also the possibility of **suspension**, which requires the agreement of the Commissioner's line manager (see POR for details). It 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, or to Scouting in general. The Appointments sub-Committee is involved in any decision to end a period of suspension.



Exercise 11

Take a look at the following case study. First read the scenario and then complete the task that follows.

Sam is the Scout Leader of the 53rd Newtown. Lesley is the Cub Scout Leader. There have been no Cubs who have moved on to the Troop in the last year. In fact, they have all gone to a different Troop. Sam and Lesley have never seen eye to eye. Lesley believes that the Troop is 'rough' and the Scouts are not cared for. Sam is angry that Lesley encourages the Cubs to go to a different Troop.

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

Write up your plan for your meeting with Sam and Lesley. Include what you will do if things go wrong.

My plan for managing Sam and Lesley's disagreement:

Summary

Dealing with conflict and disagreement is not the most enjoyable task for a manager in Scouting, but cannot be ignored. Remember, you are not alone; support available includes:

- your Field Development Officer (in England) – the Field Development Service has a lot of experience in effective management of disputes and can offer guidance and support
- your Field Commissioner (in Wales)
- Scottish Headquarters
- Northern Ireland Headquarters
- the publication *The Appointment Process for Appointments Sub-Committees*
- the *Policy, Organisation and Rules* of The Scout Association
- your line manager (for example District Commissioner, County Commissioner or Chief Commissioner).

You have now completed section four. You can now review this stage with your Training Adviser who will discuss with you your understanding of the material and your responses to the questions and exercises.

Section five: Managing meetings

This section looks at meetings and will provide you with the tools for ensuring that meetings are run and chaired effectively within Scouting.



Exercise 12

List all of the meetings you attend in connection with your role as a manager in Scouting. Now rate the meetings on a scale of 1-5 for their value or effectiveness (1 - no value, not effective to 5 - highly valuable, highly effective).

List of meetings	Value (1-5)
1	
2	
3	
4	
5	

You may find that much of your time in Scouting is consumed by meetings of one type or another. Some will be highly valuable, others less so. So what is it that makes the difference?



Exercise 13

Thinking of the meetings you have attended, please list below the features of good and poor meetings.

Features of good meetings	Features of poor meetings
1	
2	
3	
4	
5	

The characteristics of a good meeting include the following:

- 1 A clear logical agenda, sent out in advance.
- 2 Each agenda item introduced so members are clear about the issues and the decisions to be taken.
- 3 A chair who takes account of the needs of each member of the meeting, giving them a voice.
- 4 A chair who encourages people to reach consensus.
- 5 A clear summary of each agenda item, with actions noted, before moving on.
- 6 A firm but easy-going discipline and structure to the meeting.
- 7 A list of decisions and actions issued shortly after each meeting.

Some good practice tips for chairs of meetings are as follows:

- 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.

Summary

You have now completed the final section of this workbook. It is now important to discuss what you have done with your Training Adviser. This will allow you to discuss how the exercises in the book work in practice and to discuss any further learning needs you may have.

Appendix one

Action plan questions

Support

- Do you hold regular meetings with your team?
- Do you have a Welcome Pack?
- Do all 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 people that you know of who may be leaving? Are you recruiting people 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?
- 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?

Appendix two

Action plan

Using the worksheet below, produce an action plan for managing the adults for whom you are responsible. *Handout A - Action Plan Questions* has a number of questions attached to help you think about what targets you could set yourself.

One of them should include recruiting the person for whom you have written the role 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 help you might need to achieve it.				
Issue	Current situation	Goal	3 months	6 months	12 months	Resources/ support

Appendix three

How to validate this module

Support

Following completion of this workbook, you will need to have a discussion with your Training Adviser. If you haven't done so already, you will need to plan how you are going to validate the module.

To validate the module you must complete two of the following:

- 1** Create and implement a plan to fulfil your specific responsibilities in accordance with the Adults in Scouting model.
- 2** Describe methods of effective formal and informal reviews in accordance with the Adults in Scouting model.
- 3** Identify factors that motivate adults in Scouting and use these methods to maximise the performance of those you manage or support.
- 4** Prepare, chair and evaluate a meeting appropriate to your role.
- 5** List tasks delegated to those whom you manage and outline the principles and benefits of delegation.
- 6** Any other ideas, subject to the agreement of your Training Adviser.

And:

Discuss your role with a Training Adviser and describe how you manage others effectively.

