

List your main skills by checking the ticked boxes on pages 2 and 3 and identify an illustrative example for each category reflecting your personal experience.

step 2

I do not know to do... / I need to improve... / I perfectly manage to...
My personal example:

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My personal example:

Put your skills into context

step 3

Towards which professional career do I want to orient myself?
Which is my profession?

To accomplish this objective, I believe I need the following skills:

The skills I already acquired in the framework of a volunteer engagement in Scouting:

The skills I believe I still need to obtain:

step 4 Now turn over for the last part of the exercise: the manual preparing you for your job interview!

User manual

Highlight your Scouting skills and give them just value in your profession or education! Empower yourself!

1. Ask yourself what you know to do or what you could still learn in the framework of your role as Leader. For each statement, please tick one of the boxes "I can do this perfectly good" / "There is room for improvement" / "I don't know how to do this"

2. Fold out the full tool and look at the table in its entirety: all the small activities may be summarized in specific skills. In looking at the ticked boxes, you get an easy overview whether or not you have this or that skill. Give one example in each category to illustrate your own experience.

3. Ask yourself which skills you might need in your future professional career and look whether you might acquire them in the framework of your role as Leader. Being a Leader in Scouting is also a form of learning!

4. Use the tool for job interviews! When faced with a recruiter, present your skills in a professional way giving examples from your Scouting experience.

Giving just value to skills acquired in Scouting – What's it about?

This tool was developed in the framework of the work of the National Working Group of Scouts et Guides de France on 'Young Adults-Rover Section' dedicated to the question of giving just value to skills acquired in volunteering.

It's about gaining recognition in university and professional fields of the richness, the diversity and the seriousness of skills acquired and used in the framework of the role as Leaders of the Scout Movement.

Thanks to this tool, will hope to allow everybody to self-assess his or her skills and to highlight their value. How? By proposing you a list of activities linked to your role as Leader and by allowing analysing what you already know to do or what you might still be able to learn, using a 'professional' language to talk about your Scouting experience and to give it its just value.

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Empower yourself!

A self-assessment tool of acquired skills in the framework of volunteering in 'Scouts et Guides de France'



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Read the table from right to left

1. Organisational skills

2. Responsibility, sense of initiative and analytical skills

3. Relationship skills

- Management
- Teamwork
- Communication
- Conflict Management

4. Intercultural skills

5. Technical and artistic skills

- Animation
- Training
- Computer Technology
- Environment
- Health And Safety Management
- Orienteering
- Camping
- Navigation

Manage projects: planning, running and evaluating				In the framework of a project, I can fix objectives, plan a programme of activities (meetings, weekends, services . . .) and manage the appropriate calendar. I also plan the evaluation method of this project.
Prepare activities in the framework of projects respecting deadlines				I can plan an activity in the framework of a project, establish a detailed programme plan and a chronological list of tasks to be completed during its preparation. I respect the deadlines set.
Respect a budget and financial resources				I can calculate a provisional budget, manage the budget of a unit / group and do the bookkeeping.
Evaluate, manage and maintain supplies and equipment				I can plan the needs of equipment and supplies for an activity or a camp and maintain them.
Ensure administrative follow-up				I can compose an information letter, the minutes of meetings, a log of a camp, and a request for sponsorship. I can manage registrations and keep up to date records related to supplies and the first aid kit.
Reliably engage myself				One can rely on me, I always fulfill my engagements.
Assume legal responsibilities				I am aware of my responsibilities in my role as the leader of my unit / group or as the camp chief.
Conceptualise: from the idea to reality using creativity, innovation and ambition				I develop new and innovative activities. I can dream about things and develop projects in order to make those dreams a reality.
Review a project and self-assess own role				Following a project, a camp or an experimental activity, I know how to question my actions and how I did them. I review good and bad moments.
Learn from my own experience and capitalise experiences of others				At the end of a project I know how to evaluate what has gone well or not, in order not to repeat similar mistakes again. I also seek and consider feedback and experiences of others.
Anticipate and evaluate a project, analyse risks				I don't start blind-folded with the preparations of an activity or project, but take the time to consider potential problems and risks that could be encountered.
Assess a completed project				At the end of an activity or adventure I listen to the reactions of the participating young people. Based on these and the initially set objectives, I evaluate the activity with the team.
Insist on finding solutions in spite of obstacles				If, on pitching my tent, I realise that there are not enough pegs and that the double-roof is leaking, I do not give up.
Adapt myself to changes				I review, plan and adapt a project according to the needs and wishes expressed by the participating young people.
Have a practical sense, optimising available means				When asked to build a campfire, I use the available tools: I can adjust my actions to the situation and circumstances.
Accompany new team members				I am able to accompany a new member of our team during his or her process of orientation in our group.
Promote communications: trust, respect, individual participation				I am at ease in our team and can share my points of view and ensure that everybody does the same.
Promote leadership rotation				I can delegate and ensure that everybody has a specific role within our team, I am confident when they are in charge of an activity.
Delegate and distribute roles				I grant the roles amongst the members of the team according to their wishes and skills. I have confidence in them.
Be a good team player, fulfill a mission, apply and execute				I achieve the missions the team has entrusted me with in efficient and autonomous way.
Share information with others				I make sure that all relevant information is shared with the team.
Lead a meeting				I can establish an agenda, lead a meeting, ensuring that everybody actively participates.
Adapt my language to the audience (young people, adults)				I can adjust my language to the audience: I use simple vocabulary in front of young people, I avoid misplaced remarks. I engage in dialogue with parents and share with them the experiences of the unit / group.
Listen				I listen attentively to other leaders and the young people of my unit / group.
Present, argue and dialogue in public				I can speak in front of young people, their parents, or institutional partners. I can explain my projects, my point of view and bring in opposing arguments and new ideas.
Maintain constructive relations with partners				I can establish contacts with different partners (local community and authorities, other associations, funding entities, etc.)
Testify				I can give testimony of my experiences by creating an illustrative presentation or sharing a catching story, for example a special gathering or an article in the magazine.
Identify and prevent conflict risks				I can assess conflict risks within the leadership of my unit / group and prevent difficult situations from the outset.
Manage a (conflict) resolution process, encourage participation, propose solutions				Bringing together young people or leaders in conflict, I lead them to use a respectful language and encourage them to reconsider their points of view. I propose solutions.
Show tact, diplomacy and humility				I choose my words to remain neutral in order not to hurt anybody or aggravate the situation.
Show cultural and intercultural sensibilities				I have shared moments of my life with people from other cultures, in my country and abroad. I knew how to adjust and was able to find means allowing exchange or the creation of compliance.
Adapt myself to cultural contexts and manage conflicts based on cultural misunderstandings				I am able to adjust my behaviour to avoid cultural misunderstandings; I choose my cloths according to local customs of countries I visit.
Encourage and run intercultural exchanges and activities				I am able to develop a project involving people with other cultral background, with other Scouts or with associations from abroad.
Be creative (drawing, drama, dance, music, singing, ...)				I can realise manual activities, create masks and costumes, draw, play theatre scenes or small performances, improvise, dance, play an instrument, sing etc.
Animate an activity				I can organise small activities and big games, I can animate camp fires and lead meditations.
Animate and motivate, adapt myself to my audience				I can animate and motivate a group of young people, boys and girls, according to their needs and to the dynamics of the group.
Ensure physical and emotional safety of young people				I know and apply Scouting regulations as well as health and safety rules.
Educate: the relationship between the young person and the adult				I present and conduct myself as an adult. I know my limits and can find a balance in my relationship with the young people: being their leader, model and best friend.
Educate: follow-up of personal development of young people				I observe each young person, his or her proper characteristics, personal progress as well as his or her spiritual development, throughout the year and during camp.
Transmit my knowledge and train				I transmit my knowledge to others, I animate moments of training.
Be able to use information technology				I communicate electronically, I type my letters and do computer-based accounting. Back home after camp, I design an animated, illustrative and passionate presentation.
Manage documents and data bases				I properly organise membership records and know how to find the necessary in short time.
Use software for visual and animated presentations				I know how to retouche photos, how to create a poster and how to produce a small video.
Use, adapt myself to and respect the environment				In town, I organise a big rally to discover local history. In the forest, I follow the example of Robert Baden-Powell: I never leave traces, except our gratitude.
Have a knowledge of First Aid				I know how to administer first aid and how to prevent accidents.
Orienteer myself				I know how to orient myself in nature and in town with the help of maps and compasses.
Live in nature				I am familiar with pioneering techniques necessary on camps and know how to construct relevant installations. I can cook on open fire.
Organise a camp				I can plan and organise a camp ground in practical and secure fashion (and in conformity with legal regulations).
Plan a balanced menu				I can compose a healthy menu, going beyond fish and chips or raviolis.
Navigate and orient myself on open sea, maintain a boat				I am familiar with the rule of maritime navigation and can read a sea map. I know how to maintain a boat.

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Now read the table from left to right in order to explain to a recruiter...