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| Scout GroupJohn SmithStreetCity, CountryPost code |

Place, Date

Record of Attainment in Voluntary Youth Work

Emma Example, born 1.04.2000, has been a member of the Swiss Guide and Scout Movement since 1.8.2008 and has been volunteering as a section leader ([Role Selector 1](#_Choix_du_rôle)) since 1.1.2018.

In this role, he/she leads a team of around 10 leaders and is responsible for a group of roughly 40 children and young people between 5 and 6 / 6 and 10 / 10 and 14 / 14 and 17 years of age. He/she is also a member of the group board (organisation board) ([Role Selector 2](#_Choix_du_rôle_1)).

His/her primary duties include: ([Role Selector 3](#_Choix_du_rôle_2))

* Coordinating, instructing, coaching and assessing leaders in his/her area of responsibility
* Leading and preparing for meetings
* Coaching children and young people
* Collaborating on the group board, accepting joint responsibility for the development and attainment of long-term aims (such as recruiting members, dealing with finances and managing materials)
* Responsibility for the planning, organisation and implementation of weekend events and camps.

He/she acquired the skills required for these tasks through his/her practical experience in the scouting movement, as well as in training courses organised by the Swiss Guide and Scout Movement and in specialist courses run by the Federal programme for Youth and Sport([Role Selector 4](#_Choix_du_rôle_3)).

Emma Example is a highly valued member of the organisation. A very reliable and independent ([Personal Skills Selector 1](#_Compétences_personnelles_choix)) leader, he/she approaches his/her duties in a far-sighted, target-oriented manner to produce excellent results ([Personal Skills Selector 2](#_Compétences_personnelles_choix_1)). He/she has an outstanding analytical approach and demonstrates excellent attention to detail ([Personal Skills Selector 2](#_Compétences_personnelles_choix_1)).

With his/her professional competence, personal skills and open-minded approach ([Personal Skills Selector 3](#_Compétences_personnelles_choix_2)), he/she earned our trust and that of our course participants ([Relevant Parties Selector](#_Choix_des_partenaires)).

His/her participation in multilingual meetings ([Special Achievements Selector](#_Réalisations_particulières_choix_1)) is particularly worthy of note.

His/hercheerful, honest and friendly ([Social Skills Selector 1](#_Compétences_sociales_choix_1)) manner is highly appreciated in the organisation. When working with others, he/she proved himself/herself capable of instilling others with enthusiasm ([Social Skills Selector 2](#_Soziale_Kompetenzen_Auswahl)). He/she is particularly skilled at networking with the relevant authorities ([Social Skills Selector 3](#_Sozialen_Kompetenzen_Auswahl)). In his/her work as a leader, he/she has always attached great importance to supporting his/her fellow leaders ([Social Skills Selector 4 (leadership skills)](#_Compétences_sociales_choix_2)).

We would like to sincerely thank Emma Example for his/her tireless commitment to youth work, for which he/she has dedicated a considerable amount of his/her free time without remuneration. We hope that he/she will continue to collaborate in our organisation for as long as possible, and we wish her/him the best of luck and every success in his/hercareer.

John Smith

Function

# Guide to the Record of Attainment in Voluntary Youth Work – Bénévole

The purpose of the record of attainment in voluntary youth work is to tell a potential employer about the leader, describing the individual skills he/she has demonstrated in his/her work. The record of attainment is usually issued on request by the group board or by the cantonal board, providing a reference for leaders or members of staff who are seeking employment.

The record of attainment is tailored to the individual and should reflect the image of the board or the can-tonal association (for example, using the layout and font associated with the organisation). The record of attainment usually refers to the candidate’s current or recent activities in the Swiss Guide and Scout Movement. As an individually tailored report, it should take around two hours to complete a record of attainment in voluntary work. We have deliberately refrained from producing a reusable template to make sure the document has the personal touch.

A guide or scout leader or employee can request a record of attainment in voluntary work from the next most senior member in the hierarchy. However, a record of attainment should ideally be offered when a leader or employee steps down from their volunteering role. The two parties can the discuss the purpose of the record of attainment and agree upon the relevant activities for which they wish a record of attainment to be issued. The group leader or cantonal leader will write a first draft of the record of attainment, which will then be open to discussion and adapted for the final version if needed.

Besides this individually tailored record of attainment, there is also an option to obtain a standard course confirmation directly from the course administrator without the need for any further action.

This guide and the checklist over the page are designed to help you structure a record of attainment correctly. It is not intended to be sent with an application as an attachment. Each section contains a number of examples of terms and phrases you may want to copy or adapt as you see fit. Do feel free to use your own words if you prefer! Remember that the aim is to help a reader with no previous experience of the scout and guide movement to understand what the individual does in their work and what is it that makes them stand out. The sections in grey can be adapted to suit the respective leader or staff member. For cantonal leaders and those in higher positions, you may need to fill out the fields with your own relevant content.

# Role

## [Role Selector 1](#Auswahl_Rolle_1)

Patrol leader

Leader

Unit leader

Section leader

Group leader

Instructor

Coach

Other role

## [Role Selector 2](#Auswahl_Rolle_2)

* *Please check the numbers in the examples.*

### Patrol leader:

he/she supports the leader team.

### Leader:

he/she is a member of the leader team for a beaver/brownie/cubs/scout/venture scout unit and is jointly responsible for around 40 children and young people between 5 and 6 / 6 and 10 / 10 and 14 / 14 and 17 years of age.

### Unit leader:

he/she leads a team of around 5 leaders and is responsible for a group of around 20 children and young people between 5 and 6 / 6 and 10 / 10 and 14 / 14 and 17 years of age.

### Section leader:

he/she leads a team of around 10 leaders and is responsible for a group of around 40 children and young people between 5 and 6 / 6 and 10 / 10 and 14 / 14 and 17 years of age. He/she also serves on the group board (organisation board).

### Group leader:

he/she is in charge of an organisation consisting of around 100 children and young people between 6 and 15 years of age and 15 leaders between 15 and 20 years of age.

### Instructor:

As a course leader, he/she is jointly responsible for the continued training and development of leaders between 17 and 20 years of age. In this role, he/she is in charge of a team of 7 co-leaders / he/she is a member of a training team.

### Coach:

As well as coaching the group board, he/she is also responsible for quality assurance in the guide and scout programme.

### Other roles:

Describe area of responsibility

## [Role Selector 3](#Auswahl_Rolle_3)

* *We have described the main duties typical to each role. Please amend as appropriate depending on the actual tasks. Special tasks can be added to the list where appropriate. There should be no more than 8 main duties in total.*

### Patrol leader:

* Planning and leading short activities, e.g. games
* Keeping up spirits in the group
* First point of contact for other children and young people
* Helping to plan and run activities
* Helping to create a positive atmosphere
* Promoting group cohesion

### Leader:

* Responsible for the planning, organisation and implementation of extended outdoor activities for children and young people
* Helping with the planning, organisation and running of weekend events and camps
* Contact for personal concerns and coordinating with other points of contact if necessary
* Attending and helping to lead meetings; coordinating certain activities to which he/she has been assigned in the leader team
* Coaching children and young people
* Taking aspects relating to security into account when planning and executing activities

### Unit leader, section leader:

### *Please choose max 6 points:*

* Responsible for the planning, organisation and coordination of the annual programme, as well as for long-term activity planning
* Coordination, instruction, coaching and assessment of leaders in his/her area of responsibility
* Responsible for personnel development in his/her area of responsibility (recruiting new leaders and ongoing training for leaders)
* Responsible for administrative tasks (e.g. partial financial responsibility, managing addresses and data, managing materials)
* Leading and preparing for meetings
* Point of contact for personal concerns and coordinating with other points of contact if necessary
* Coaching children and young people
* Cooperating in the group board, accepting joint responsibility for the development and attainment of long-term aims (such as recruiting members, dealing with finances and material management)
* Responsible for the planning, organisation and implementation of weekend events and camps
* Implementation of quality standards and security provisions of the Swiss Guide and Scout Movement and the Federal programme for Youth and Sport (appropriate framework, support, implementation of content, security concepts)
* Planning and holding parents’ evenings; maintaining contact with parents

### Group leader:

* Coordinating the planning, organisation and implementation of activities and camps
* Coordination, instruction, coaching and assessment of leaders
* Responsible for the planning and implementation of training courses for lower-level leaders, children and young people
* Responsible for personnel development in his/her area of responsibility (recruiting new leaders and ongoing training for leaders)
* Maintaining contact with parents; networking with the relevant authorities and other organisations
* Responsible for administrative tasks (financial responsibility, drafting notices, managing addresses and data, managing materials)
* Point of contact for leaders’ personal concerns; mediation in difficult situations where leaders are reliant on external support
* Promoting team spirit and group culture

### Instructor:

* For main course leaders only: Responsible for the planning, organisation and implementation of training courses
* Helping to plan, organise and run training courses
* For main course leaders only: Coordinating and supporting the leader team; fostering individual progress
* Holding participant appraisals and leading feedback sessions
* Creating content independently and executing individual course modules

### Coach:

* Discussing the annual programme with the group board and offering advice as required
* Advising the group board and addressing any potential problems at an early stage
* Contact person for interpersonal issues and mediator in conflicts
* Approval and inspections of camps to ensure compliance with quality standards and security provisions of the Swiss Guide and Scout Movement and the Federal programme for Youth and Sport

## [Role Selector 4](#Auswahl_Rolle_4)

* *Select as appropriate or combine by adding “and”*

in training courses run by the Swiss Guide and Scout Movement

in specialist courses run by the Federal programme for Youth and Sport

# Personal skills

* *The aim of the “personal skills” section is to describe the attributes the individual has demonstrated in the role. Choose a maximum of 6 descriptors from the next three sections (taking care to select the terms that are particularly relevant and applicable to the candidate) or use your own words to describe the individual.*

## [Personal Skills Selector 1](#Persönliche_Kompetenzen_Auswahl_1)

Reliable

Focused

Self-sufficient

Flexible

Committed

Able to deal with conflict

Motivated

Enthusiastic

Far-sighted

Principled

Loyal

Conscientious

Creative

Resilient

Assertive

Proactive

Self-confident

Articulate

Committed

## [Personal Skills Selector 2](#Persönliche_Kompetenzen_Auswahl_2)

Self-reliance

Sense of responsibility

Conscientiousness, attention to detail

Talent for planning and organisation

Problem-solving ability

‘Can-do’ attitude

Analytical approach

Innovative ideas

Creativity

Flexible when faced with unexpected situations

Level-headedness in unexpected, chaotic situations

Ability to think on the spot

Ability to cope with pressure

Ability to keep a clear head in difficult situations

## [Personal Skills Selector 3](#Persönliche_Kompetenzen_Auswahl_3)

Calm

Reasoned

Open

Confident

Honest

Engaging

Sincere

## [Relevant Parties Selector](#Auswahl_Beteiligte)

* *Select the parties the candidates is in regular contact with or has had regular dealings with in the past. Omit this section if the individual has been unable to cooperate well with a group.*

Parents and children

Parents and young people

Course participants

Authorities

Co-leaders

Leaders

Members of the team

Umbrella organisations

All parties

## [Special Achievements Selector](#Auswahl_Besondere_Leistungen)

* *In this section, you should mention any special achievements or anything the candidate has done particularly well. The following examples should give you an idea of what might be considered ‘special achievements’. Ideally, the achievements should relate to the professional field to which the candidate is aspiring. You may also leave this section out if you prefer.*
* *We would like to make particular mention of the fact that*

he/she participates in multilingual meetings

he/she devised a concept for dealing with parents, which was then successfully implemented in the group

he/she organised a camp abroad

he/she led a project group responsible for building a website

he/she organised the medical care for a cantonal/national camp for xy children and young people

he/she has been particularly active in interregional projects

# social skills

## [Social Skills Selector 1](#Auswahl_Soziale_Kompetenzen_1)

* *In this section, try to describe as accurately as possible how the person works with others. The options in Selector 1 will help you describe their general nature. You can also take any words you have not yet used from the “*[*Personal Skills*](#_Personal_Skills_Selector)*” section.*

Cheerful

Honest

Friendly

Cooperative

Open

Respectful

Tolerant

Loyal

Funny

Direct

Natural

Empathetic

Inclusive

Compassionate

Sociable

Outgoing

Interested

Proactive

## [Social Skills Selector 2](#Auswahl_Soziale_Kompetenzen_2)

* *In this section, you should describe the role the individual has played in working with others. You can either copy the examples provided here or write your own description.*
* *When working with others, he/she…*

is a good team player

shares his/her own experiences and knowledge

is happy to act on his/her initiative or take the lead

finds ways of reconciling different opinions

acknowledges different ideas and strives to reach a mutual solution

is able to stimulate enthusiasm

provides structure

is prepared to set his/her own interests aside if this will benefit the team’s objectives

## [Social Skills Selector 3](#Auswahl_Soziale_Kompetenzen_3)

* *In this section, you have the option to mention something you feel makes the individual stand out in their dealings with others. You can also omit this part or include the sentence in the personal skills section (before the sentence about involvement with other parties) if you feel that this is one of their stronger facets. Here are a few examples for you.*
* *He/she is particularly good at…*

networking with the authorities

coming across as being self-confident

preventing conflicts through skilful action

conflict resolution

being open in his/her dealings with other people

recognising – of his/her own accord – which tasks need to be done and getting the job done

taking responsibility for the tasks that are assigned to him/her, including…

## [Social Skills Selector 4 (leadership skills)](#Auswahl_Soziale_Kompetenzen_4)

* *In this section, you should describe what makes the individual stand out as a leader. Try to make your statement match the individual on a personal level. You can either copy the examples or use your own words. This sentence can be omitted for patrol leaders.*
* *In his/her work as a leader, he/she attaches great importance to…*

getting all the co-leaders involved

supporting his/her fellow leaders

clearly assigning tasks and achieving aims

cultivating trust and providing lots of room for manoeuvre

long-term planning and strategic aspects

promoting a pleasant working environment