

Creation of our Competency Model

After absolving the first meeting on MUNISS project, at the end of October 2013, and dividing into teams, Team 004 started with thorough studying of given materials. We analysed the current state of education alcompetency model of Junák and partly arranged what we have to concentrate on. One of the main problems we came across, during reading the materials, was the concreteness of many “competencies”, their repeating, unsuitable division into thematic areas instead of core competencies, and frequent presence of “competencies” in fact made of two or more actual competencies, which is what we were warned about on the lectures about competency models.

These “comptencies” made of two or more actual competencies were what we started with. We separated them and put the single behaviours together on the grounds of their subjects. We matched the behaviours with the core competencies whose titles were created with the help of current Junák model and NIDM model. Competencies which were very similar or identical were united or integrated under superior competency. By that we tried to make the competency model simpler, especially the leader position. To make the model even simpler, we removed the knowledge when there was a skill related to the same topic, because we suppose that the scout leader who has the skill must have the knowledge.

This way we managed to create the collection of soft skills for all four levels. We sorted these competencies into elaborated table of four levels. Some of the competencies are common for all four degrees of scout leaders and so we made just one level. Newly formed model was compared with current Junák model.

Then the hard skills were formulated. Right away, we assigned them to individual leader functions into two units - skills and knowledge. This idea was adopted from the competency model of NIDM. Similarly, we decided not to state the knowledge competencies in sentences but only in several words.

At this point of time, another inspection took place. We checked whether there were all original competencies in the new model. The competencies which were not put there were divided into two categories in advance; the competencies which are somehow prerequisites for the particular functions and the competencies which are related to the Scout method, Law, Promise and principles. The latter were listed too concretely and we summarized them under

“He/she is able to work with the Scout method”, which covers all omitted and useless behaviour descriptions.

The last step was graphics. We used four colours in the competency model - pink, blue, green and yellow. These colour markings are used in all parts of the competency model. All documents have united design with the logo of Junák.

Sources used for the creation of the competency model

HAVLÍČKOVÁ, D., ŽÁRSKÁ, K. Kompetence v neformálním vzdělávání. Praha: NIDM, 2012, 24 s. ISBN 978-80-87449-18-9.

Junák - Association of Scouts and Guides of the Czech Republic. Pracovní verze kompetenčního modelu instruktor. 2013, 2s.

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Junák - Association of Scouts and Guides of the Czech Republic. Směrnice k obsahu vůdcovské zkoušky. 2013, 1s.

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Junák - Association of Scouts and Guides of the Czech Republic. Směrnice k obsahu vůdcovské zkoušky - Příloha B. 2013, 18 s.

Kolektiv autorů. Sada minimálních kompetenčních profilů pro pozice v nestátních neziskových organizacích v oblasti práce s dětmi a mládeží. Praha: NIDM, 2011, 44 s. ISBN 978-80-87449-11-0.

Model of Belgian Scouts. Competency System.