

SCOUT DISTRICT development planning toolkit



'Those who never make any plans never make any progress either'

- Baden-Powell

Or to put it another way, 'Those who fail to plan, plan to fail.' It is an old adage, but very true, especially in Scouting. Whether planning a programme, a camp or your District's future, you need simple and realistic targets to ensure the District doesn't eventually shrink and close. This toolkit is yours to use, to help you plan and review the quality of your programme and to plan the continued success of your District. There is also help available in your area and from the Scout NI Team.

BE SMART

Before we look at how to put a Development plan together, let's ensure the targets we reach for are as realistic as possible; this makes the whole process much easier in the long term. Make your targets:

- Specific
- Measurable
- Aligned
- Relevant
- Time-bound

We need a new Assistant Explorer Leader	
S	We will recruit one new adult for the Explorer Unit
M	When their Access NI is returned and they have received their appointment, the target is reached
A	The task is linked to one of the Movement's National Objectives
R	The new adult will help us meet the future of young people, identified by the joining list
T	We will run this task for eight weeks, with a deadline of XX/XX/XXXX

If you use this system for setting targets, you are far more likely to succeed. Because you have clearly identified when the target is reached, you know exactly when to close the task and not waste extra resources by keeping it open for longer than normal. By making it time-bound you also know when to stop if you are not having any success, so the task can be reviewed and a new approach taken. Crucially, you are not pressing on with something that might never work and wasting your time.

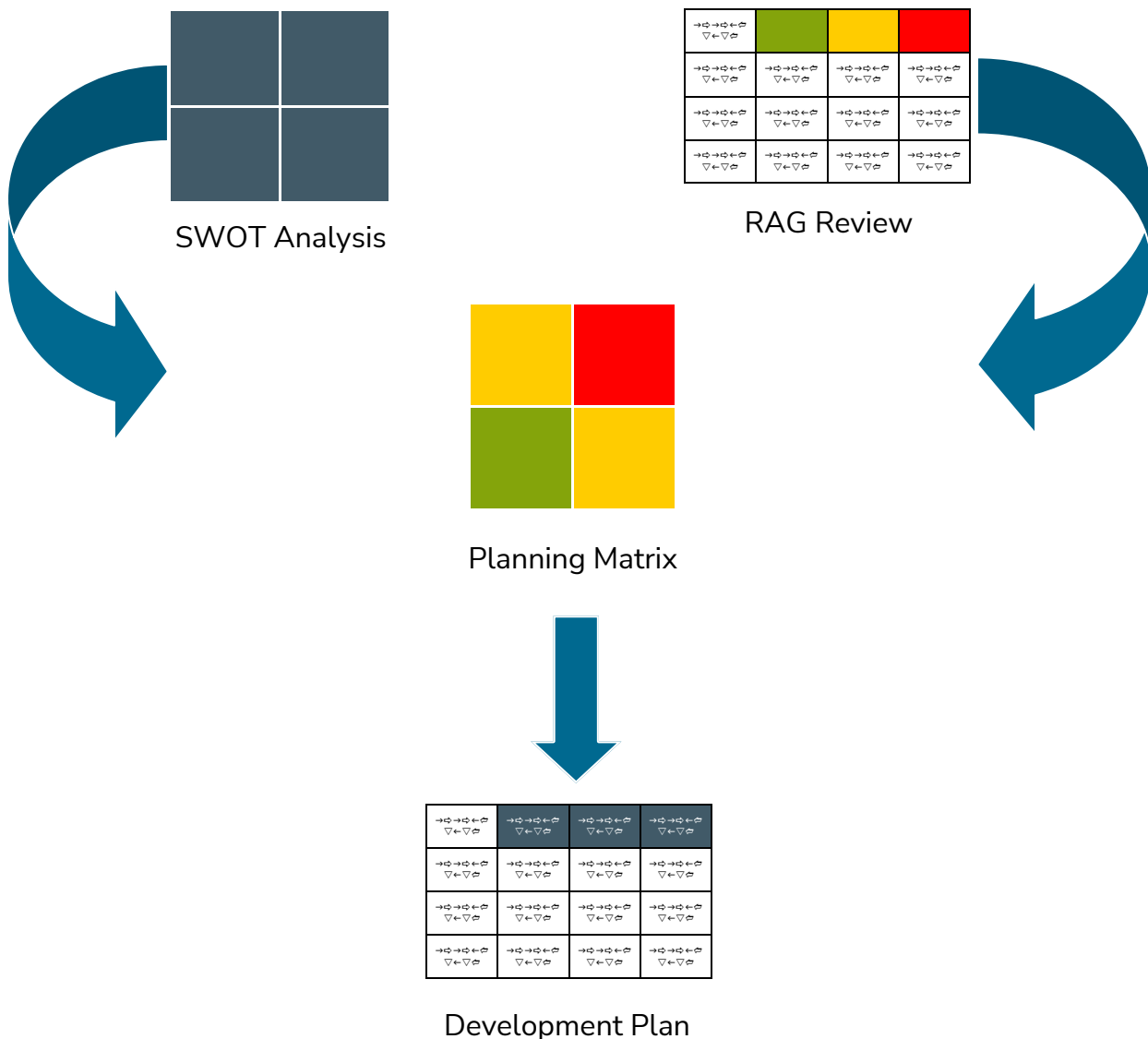
(We use this SMART mnemonic in a development context - to encourage the linking of objectives across the whole of Scouting)

DEVELOPMENT PLANNING

Development plans do not need to be long, complicated documents that go on for pages and pages. Some of the best and most effective plans are the short and simple ones. Be realistic; what can you achieve this year?

WHAT GOES INTO A DEVELOPMENT PLAN?

There are two main sources that can contribute to a development plan, one is a SWOT analysis of your District and the other is the RAG review. Elements are taken from both, prioritised and then some items are placed on your development plan.



SWOT ANALYSIS

The SWOT analysis helps you analyse the Strengths, Weaknesses, Opportunities and Threats to your District. Strengths and Weaknesses are internal factors - things you have some control over, whereas Opportunities and Threats are external factors - things happening outside your District. All of these can influence the future of your District.

For a SWOT analysis to be effective you need to include your entire team of leaders and occasional helpers. Set aside 5 - 10 minutes and give everyone some post it notes to jot down their ideas. This presents group thinking and ensures everyone's voice is heard. You can then assign each of these to its corresponding quadrant

STRENGTHS

(Things you are good at now, and need to be maintained and built upon)

WEAKNESSES

(Things that are not good right now, that need to be remedied, changed, or stopped altogether)

OPPORTUNITIES

(Things that are good for the future that need prioritising.
They need to be identified, built upon and optimised)

THREATS

(Things that are not good for the future that need
to be planned for and countered)

RAG REVIEW

The RAG review is a tool designed to help you plan and review the quality of your programme, making sure you are delivering quality Scouting for the young people you work with.

A Quality Programme is Challenging, Relevant and Rewarding for every young person.

What we mean by challenging

- More opportunities for outdoor and adventurous activities in safe environments
- Gaining confidence by participating in new or less familiar activities and stepping out of their comfort zones
- All young people regardless of their abilities . can enjoy and achieve

What we mean by relevant

- Young people shape the programme based on what they want to learn and explore
- Ensure the needs of every young person are met
- Responding to what young people are currently inquisitive about and reflecting this in the programme

What we mean by rewarding

- Developing skills for life, including teamwork and leadership
- Supporting young people with their progression through the sections
- Young people are excited about Scouting, having fun and increasing in confidence

Read the statements in each of the three categories and decide which one is the closest match to your District. Put the corresponding colour in your result column. At the end there are some blank areas giving you the flexibility to add in local, specific issues that may affect your District. The last row is for your overall score; this is simply the RAG colour your District got the most of. This is not an indication of how 'good' you are as a Scout District; it is simply a way for Groups, Districts & Counties to co-ordinate where they should support development. Your County Commissioner may ask for your overall score or a copy of your completed development pack. This will help them build the County development plan, or just to make them aware of local issues.

PLEASE NOTE that this is a generic set of criteria and your District's particular circumstances may alter slightly after the results for one or two elements . If you can't decide which statement is the closest match for your District try one of the following:

- Repeat the exercise, either independently or as a group, and find out what the consensus of opinion is.
- Speak to a member of the Scouts NI Team.
- Always err on the side of caution, only choose a statement if your group meets it entirely, or you could meet it quite quickly.
- Remember - Red isn't a sign of failure, merely an honest opinion of where you are now, and a good opportunity for development.

KEY	GREEN	AMBER	RED	OUR RESULT
Adults	Correct number of adults for positions within District and Groups. Very few holding two appointments	Most appointments filled, although additional adults would make a difference, many adults holding multiple appointments	Insufficient adults in post to support the District and Groups. Many roles vacant	
Adult Training	Sufficient Training Advisers appointed and active. 90% of adult appointments hold the correct Wood Badge for their role or are working towards completion within stated timeframe	Few Training Advisers appointed and active. 60% or more adult appointments hold the correct Wood Badge for their role or are working towards completion within stated timeframe	No Training Advisers appointed and less than 60% of adult appointments hold the correct Wood Badge for their role or are working towards completion within stated timeframe	
Young People	All Groups have three sections with viable numbers in each	One or two Groups have less than viable numbers and/or sections missing	Three or more Groups have less than viable numbers and/or sections missing	
Co-education	All Groups in the district are open to both males and females equally		Not all Groups in the district are open to both males and females equally	
Female Membership	A growth against last year's census or over	A growth against last year's census or between an	A growth against last year's census or less than	

KEY	GREEN	AMBER	RED	OUR RESULT
<p>erst</p>	<p>he str t s ull representat e o the erst o the lo al ommunt</p>	<p>he str t s a t el wor ng toward s eng representat e o the erst o the lo al ommunt</p>	<p>he str t s not an s not wor ng toward s eng representat e o the erst o the lo al ommunt</p>	
<p>o n ng sts</p> <p>Elg le to o n now</p>	<p>nstant o n ng opportun t es o n ng lst share a ross the str t</p>	<p>o n ng lst share a ross the str t</p>	<p>o management o o n ng lsts</p>	
<p>Mo ng n</p> <p>E plorers - etwor Young ea ers -A ult ea ers</p>	<p>Good ommun at on l n s e sts etween rele ant se t ons mo ng on s planne e ore th rth a Young people ull n orme o the opt ons open to them</p>	<p>ome l nes o ommun at on e st etween rele ant se t ons Young people ha e an ea o the opt ons open to them ut usuall all en up n ust one se t on</p>	<p>here are no l nes o ommun at on etween se t ons oung people are assume to onl e n one se t on</p>	
<p>A s</p> <p>here appropri ate</p>	<p>Mem ers o the str t eam o-or nate e e t e se t on lea er meet ngs</p>	<p>e t on lea er meet ngs are not well o-or nate</p>	<p>o se t on lea er meet ngs</p>	
<p>ea ers</p> <p>eer to e t on AGs</p>	<p>Good programme support se t on lea ers wor ng together e e t el nno at on w th n the str t programme</p>	<p>Mo est programme support o asonal nter-group e ents programme erta n groups regularl m ss ng</p>	<p>m te opportun t or support an e elopment o the se t onal programme w th n the str t</p>	

KEY	GREEN	AMBER	RED	OUR RESULT
<p>U S</p> <p>eer to e ton AGs</p>	<p>Good programme support set on leaders working together e e t el nno at on with n the str t programme</p>	<p>Most programme support o asonal nter-Group e ents programme erta n groups regularl m ss ng</p>	<p>Some opportun t or support an e elopment o the set onal programme w th n the str t</p>	
<p>outs</p> <p>eer to e ton AGs</p>	<p>Good programme support set on leaders working together e e t el nno at on with n the str t programme</p>	<p>Most programme support o asonal nter-Group e ents programme erta n Groups regularl m ss ng</p>	<p>Some opportun t or support an e elopment o the set onal programme w th n the str t</p>	
<p>Explorer outs</p> <p>eer to e ton AGs</p>	<p>Explorer outpro s on s n pla e pro es good opportun t es or a progress e good ual t programme nt meets eman o oung people an su ent a ults are n pla e to operate o al representat on o mem ers</p>	<p>Explorer out programme e sts Most opportun t es or a good ual t progress e programme e sts uppl o un ts stru ture opes w th eman ut nee s a t onal a ult support to wor more e e t el</p>	<p>Small Explorer out n ts good opportun t es are l m te Explorer out ea ers are n short suppl</p>	
<p>Young ea ers heme</p> <p>eer to e ton AGs</p>	<p>Module A omplete all Young ea ers gh num er o Young ea ers omplet ng other modules an o er a he ng M ss ons omplete programme o Young ea er tra n ng an support ng programme</p>	<p>Module A omplete all Young ea ers ut er ew omplet ng M ss ons or urther tra n ng</p>	<p>Some or no Young ea er tra n ng a a la le n the str t</p>	
<p>out etwor</p>	<p>o al etwor e sts good ln s w th out an Explorer n ts A t e programme wh h ln s w th other etwor s o al representat on o mem ers</p>	<p>o al etwor e sts ut programme an ln s are pat h Poor representat on</p>	<p>o o al etwor or out ase no ln s w th out etwor team mem ers</p>	

KEY	GREEN	AMBER	RED	OUR RESULT
Scout Active Support	A t el support ng str t an or Group a t t es an e ents a t el re ru t ng new mem ersh p	nl re ru t ng retr ng outs et rom w th n the str t low le el o support or str t an or Group e ents an a t t es	n t ether oes n t e str t or has l ttle or no on t a t w th the str t Man pos t ons nee ll ng l ttle or no growth n mem ersh p no re ru tment n t a t e an no support to the str t or Groups	
Group Engagement With District [Attending & Participating in Meetings, Activities & Events]	o Groups engage w th the str t	or more o Groups engage w th the str t	ess than o Groups engage w th the str t	
Nights Away Permits	ne perm t per e t on per Group	ess than one perm t per e t on per Group	ne or more Groups w th no perm ts	
Adventurous Activity Permits	ra n ng or an re or ng o perm ts s a t e an en ourage	m te use o a small num er o a a la le perm ts perm t re or s not up to ate	o perm ts a a la le or use no opportun t to ga n new perm ts	
Executive Committee	E e ut e wor ng as per P an str t onst tut on Meet ng regularl an ull atten e on t a ns oung person representat on Go ernan e support s ull as a e own to Groups	E e ut e omm ttee s n pla e ut not representat e o the w er str t oung people a a la le ut not use ome go ernan e support s as a e own to Groups	o e e ut e omm ttee un t ons a ompl she e - o o mem ers oung people a a la le ut not use o go ernan e support s as a e own to Groups	

KEY	GREEN	AMBER	RED	OUR RESULT
<p>Capital Assets</p>	<p>Equipment and property in place to support the operations of the trust. Appropriate risk assessments conducted to ensure outstanding health and safety issues addressed by appropriate contractor.</p>	<p>Equipment in place but little consideration has been given to ongoing risk assessment. Property maintenance issues.</p>	<p>Equipment and property not adequately maintained. Resources are not in place. Risk assessments are non-existent.</p>	
<p>Finance</p>	<p>Appropriate sign-off annual accounts submitted to trustees. Reserves held to maintain operational plan. Budgets in place.</p>	<p>Appropriate sign-off annual accounts submitted to trustees. Little regard to reserves operational plan or budgets.</p>	<p>Annual accounts not submitted. Insufficient reserves to maintain property and equipment as assessed. Trustee oversight.</p>	
<p>Fundraising</p>	<p>Plan and Policy in place to cover the revenue income to maintain the operations of the trust. Reserves managed appropriately.</p>	<p>Most fundraising in place. Only limited membership meetings or opportunities or additional fundraising sources.</p>	<p>Income from membership fees does not meet current requirements and there is no other fundraising in place.</p>	
<p>Appointment Process</p>	<p>Appointments Administrator and trustee chairman and retiring process smooth and efficient. Supports new trustees throughout the process. Range of Appraisers available.</p>	<p>Chairman retiring in place. Meeting frequency irregular and range of Appraisers not assigned.</p>	<p>Process not in place. No meetings held. Appraisal range of Appraisers.</p>	
<p>Growth - Activities</p>	<p>Against the last census data a growth of more than a half in volunteers in Groups.</p>	<p>Against the last census data a growth of between a half and a half in volunteers in Groups.</p>	<p>Against the last census data a growth of less than a half in volunteers in Groups.</p>	

KEY	GREEN	AMBER	RED	OUR RESULT
Growth - Young People	Against the last census data a growth of 5% or more in young people across the youth sections	Against the last census data a growth of between 3% and 5% in young people across the youth sections	Against the last census data a growth of 3% or less in young people across the youth sections	
Youth Forums	Planned and well attended Youth Forums across the District	Youth Forums planned but there is no direct feedback	No Youth Forums operating across the District	
Parental Engagement	Group Scout Leaders are encouraged to actively engage with young people and their parents upon joining, and throughout their Scouting life	Group Scout Leaders encouraged to meet young people and their parents when they join the Group	Group Scout Leaders not encouraged to meet with young people or their parents	
AGM	There are comprehensive AGM's with full reports from all sections, Group Scout Leader & Treasurer, well attended by stakeholders	There is a form of AGM with limited reporting; attendance is patchy	There is no AGM	
Overall Score				

PLANNING MATRIX (factsheet fs310607)

Now that you analyse the next you will have a better understanding of which elements you'll do with some support but which ones you prioritise. You can use a Planning Matrix to start where you should focus your efforts that make worth putting the elements that you are going to work on from the AG and analysis onto small sticky notes as they are likely to be moved around the windows until everything happens. You may also want to draw the matrix on a bigger piece of paper.

Discuss with your team where the different items should be placed in the matrix and how urgent and important they are. Make sure there is a consensus over where items have been placed and that everyone's view has been considered and not ignored.

It is **SOME** of the items in the top right hand corner of the high importance high urgency corner that will be carried forward into the development plan.

IMPORTANCE	HIGH	PLAN TO DO	DO NOW
	LOW	IN THE BIN	JUSTIFY
		LOW	HIGH
		URGENCY	

DEVELOPMENT PLAN

As mentioned before, development plans do not need to be huge, the need to be simple. Most Group development plans should not have more than four to five targets, although you can review these targets perhaps annually, take some of the elements from the high importance high urgency box in the Planning Matrix and as a team decide which ones you will work towards this year. This is your first development plan for the year. You can progress across the AG chart from Saturday to Sunday and then to green, until there are four overall development plan gets smaller and you can see good progress being made.

Also remember to make an targets. MA. A local Group development plan template is at the end of this document. You may wish to photocopy it a couple of times as it might take one or two attempts to put together a MA development plan.

Support is always available from our contacts who can be contacted by telephone or email.

t:

e: nos@outs.org

My local development contacts are:

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 resource simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

