

# SCOUT DISTRICT

development planning toolkit



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

- Baden-Powell

It is not to put it another way those who fail to plan plan to fail that is an old adage but it is true especially in our day whether planning a programme or a project or our strategy for the future you need simple and realistic targets to ensure the strategy doesn't eventually shrink and lose its focus that is yours to use to help you plan and review the quality of your programme and to plan the continuation success of our strategy here it also helps to help a little in our area and from the outset team

## BE SMART

Before we look at how to put a development plan together let's ensure the targets we reach or are as realistic as possible this makes the whole process much easier in the long term Make our 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 the RAESS returns and the hare is released the recruitment target is reached
A	The task links to one of the Moments of Opportunity
R	The new adult will help us meet the future of young people entering the organisation
T	We will run this task over eight weeks with a deadline

When you use this system for setting targets you are far more likely to succeed because you have learnt to stop when the target is reached you now know exactly when to stop the task and not waste extra resources keeping it open for longer than normal making it time-consuming 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

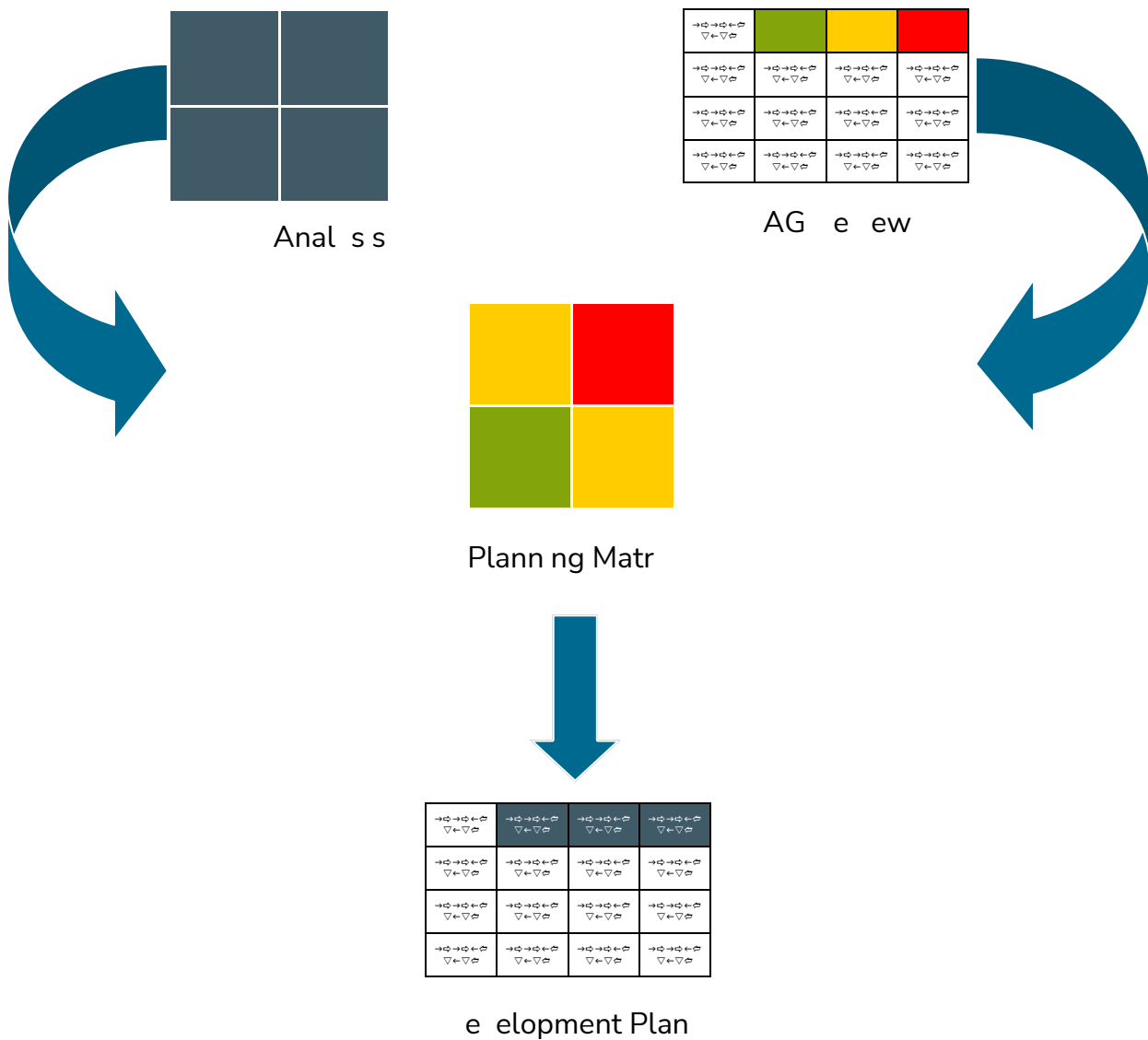
Use this SMART mnemonic in a development context - to encourage the linking of objectives across the whole organisation

# 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. The real test is what you can achieve this year.

## WHAT GOES INTO A DEVELOPMENT PLAN?

Here are two main sources that contribute to a development plan. One is a analysis of our situation, the other is the AG Review Elements are taken from other reports and then some items are placed on our development plan.



# SWOT ANALYSIS

The analysis helps you analyse the strengths weaknesses opportunities and threats to your strategy. Strengths and weaknesses are internal factors - things you have some control over whereas opportunities and threats are external factors - things happening outside your strategy. All of these can influence the future of your strategy.

For a SWOT analysis to be effective you need to involve your entire team of leaders and professional helpers. It takes 15-30 minutes and generate some post-it notes to jot down the relevant issues. Present group thinking and ensures everyone's voices 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 outcomes 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 to go out and do 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 regard less of their abilities and abilities to 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 interested in and relating this to the programme

What we mean by rewarding

- Developing skills or learning team work and leadership
- Supporting young people with their progress on through the sessions
- Young people are excited about what they are doing and are motivated to learn

Read the statements in each of the three categories and decide which one is the closest match to your strategy. Put the corresponding colour in our result column. At the end there are some blank areas giving you the ability to add any local specific issues that may affect your strategy. The last row is for your overall score. This is simply the AG colour. Our strategy got the most of this is not an indication of how good you are as a strategy. This is simply a way for Groups to be counted to compare where they should support development. Your count commissioner makes your overall score or a copy of our complete development plan. This will help them use the count development plan or use to make them aware of local issues.

**PLEASE NOTE** that this is a general set of criteria and our strategy particular circumstances may alter slightly after the results of one or two elements. You must decide which statement is the closest match to your strategy. One of the following

- Repeat the exercise either independently or as a group and find out what the consensus opinion is
- Repeat to a member of the outside team
- Always err on the side of caution and choose a statement that your group meets tentatively or you could meet to discuss
- Remember - this is a sign of a learning opportunity and an honest opinion on where you are now and a good opportunity for development

KEY	GREEN	AMBER	RED	OUR RESULT
A ults	<p>orre t num er o a ults or post ons w th n str t an Groups er ew hol ng two appo ntments</p>	<p>Most appo ntments lle although a t onal a ults woul ma e a eren e man a ults hol ng mult ple appo ntments</p>	<p>nsu ent a ults n post to support the str t an Groups Man roles a ant</p>	
A ult ran ng	<p>u ent ran ng A sers appo nte an a te o a ult appo ntments hol the orre t oo a ge or the r role or are wor ng towar s omplet on w th n state t me rame</p>	<p>Few ran ng A sers appo nte an a te or more a ult appo ntments hol the orre t oo a ge or the r role or are wor ng towar s omplet on w th n state t me rame</p>	<p>o ran ng A sers appo nte an less than o a ult appo ntments hol the orre t oo a ge or the r role or are wor ng towar s omplet on w th n state t me rame</p>	
Young People	<p>All Groups ha e three se t ons w th a le num ers n ea h</p>	<p>ne or two Groups ha e less than a le num ers an or se t ons m ss ng</p>	<p>hree or more Groups ha e less than a le num ers an or se t ons m ss ng</p>	
o-e u at on	<p>All Groups n the str t are open to oth males an emales e uall</p>		<p>ot all Groups n the str t are open to oth males an emales e uall</p>	
Female Mem ersh p	<p>A growth aga nst last ear s ensus o o er</p>	<p>A growth aga nst last ear s ensus o etween an</p>	<p>A growth aga nst last ear s ensus o less than</p>	

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 tions 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 lnes o ommun at on e st etween rele ant se tions 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 tions 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 wth 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 wth 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	At least supporting 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 n s 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 property in place to support the operations of the trust. Appropriate risk assessments conducted on outstanding health and safety issues. Appoint an appropriate contractor.</p>	<p>Equipment in place but little consideration has been given to ongoing risk assessment. Property maintenance issues.</p>	<p>Equipment property is not available. Maintenance resources are not in place. Risk assessments are non-existent.</p>	
<p>Finance</p>	<p>Appropriate sign-off annual accounts submitted. Trustees responsible for maintaining operation plan. Budgets in place.</p>	<p>Appropriate sign-off annual accounts submitted. Trustees responsible for reviewing operational plan or budgets.</p>	<p>Annual accounts not submitted. Insufficient reserves to maintain property equipment as assessed. Trustee responsible.</p>	
<p>Fundraising</p>	<p>Plan in place to cover the revenue income to maintain the operation of the trust. Reserves managed appropriately.</p>	<p>Most fundraising in place. Only limited membership meetings or opportunities. 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 trustee. Process smooth and efficient. Supports new trustees throughout the process. Range of Appraisers available.</p>	<p>Chairman and trustee in place. Meetings are irregular and range of Appraisers not assigned.</p>	<p>Process not in place. No meetings held. No appraisal 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 discuss our efforts that make worth putting the elements that you are going to work on from the AG and analysis into small sticky notes as they are likely to be more around the windows until they are done. You may also want to draw the matrix on a bigger piece of paper.

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

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

<b>IMPORTANCE</b>	<b>HIGH</b>	<b>PLAN TO DO</b>	<b>DO NOW</b>
	<b>LOW</b>	<b>IN THE BIN</b>	<b>JUSTIFY</b>
		<b>LOW</b>	<b>HIGH</b>
		<b>URGENCY</b>	

# 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 as you go, you will see how your overall development plan gets smaller and you can see good progress being made.

Also remember to make an action plan. Use the Action Plan Group development plan template 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](mailto: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.

