Scout District DEVELOPMENT PLANNING TOOLKIT

This Scout District Development Planning Toolkit is one of nine planning aids for use across the movement, to help members analyse the past and plan for the future. These documents comprise and replace all previous red, amber, green (RAG) packs. While anyone may use these documents, it may be helpful to enlist the support of the SHQ Programme and Development staff.

Completing electronically

The SWOT analysis, RAG reviews, planning matrix and development plan are set up so that you can complete them on your computer using Adobe Reader. Simply click in the box you wish to complete and start typing. To download this for free click here.

Printing

If you would prefer to print the whole document and complete it on paper, we recommend you print to A4. You may wish to print and use only certain parts of this document. You can specify what pages you want to print from the print menu, and the relevant parts can be found on the following pages:

- SWOT analysis   page 3
- RAG reviews   pages 4 – 11
- Planning matrix   page 12
- Blank development plan   page 14

> " Those who never make any plans,
> never make any progress either. "
>
> — *Lord Baden-Powell*

To put B-P's words another way, 'Those who fail to plan, plan to fail.' It's 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 the continued success of your district. There is also help available in your region and from the SHQ Programme and Development staff.

BE SMART

Before we look at how to put a development plan together, let's ensure the targets we set are as realistic as possible; this makes the whole process much easier in the long term. Make your targets specific, measurable, achievable, relevant and time-bound (SMART). For example:

| We need a new Assistant District Commissioner	
S	We will recruit one new adult for the district
M	When their PVG is returned and they have received their appointment, the target is reached
A	This task is linked to the movement's national objective to grow the number of adults
R	The new adult will help us meet the future demand of young people, identified by the waiting 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 will not waste extra resources by keeping it open for longer than needed. 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 will not be wasting your time by continuing with something that might never work.

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 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 the SWOT analysis, and the other is a RAG review of your district. Elements are taken from both, prioritised, and then some items are placed on your development plan.

RAG review

	R	A	G

S	W
O	T

SWOT analysis

✖	✔
✖	✖

Planning matrix

Development plan
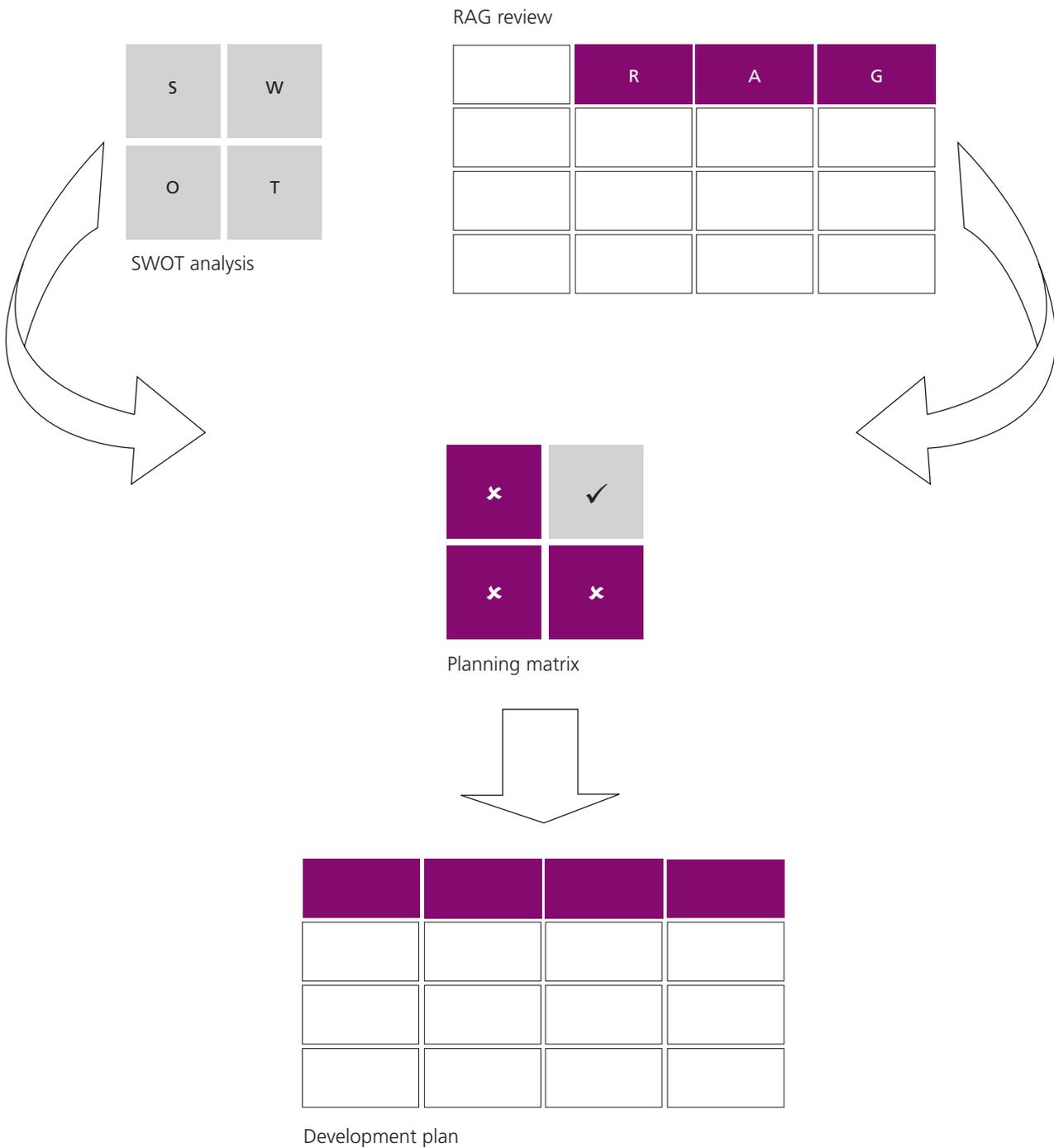
SWOT ANALYSIS

This analysis helps you assess the strengths, weaknesses, opportunities and threats (SWOT) to your district. Strengths and weaknesses are internal factors. Opportunities and threats are external factors that can all influence the future of your district.

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

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

OPPORTUNITIES
(Things that will be good for the future that need to be prioritised. They need to be identified, built on 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 simple set of criteria which you can check your district against. There are a number of categories down the left-hand side, and each one has three statements next to it. Each statement corresponds to either red, amber or green. Read all three and decide which one is the closest match to your district. Put the corresponding colour in your result column.

For some questions you may need to access census data. A link to the census site and a user guide can be found at www.scouts.org.uk/census – if you are unsure you may need to speak to the group secretary or the scout information centre.

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 scored most often. This is not an indication of how 'good' you are as a scout district; it is simply a way to co-ordinate where you should be supported. This could help you build the district development plan, or just make you aware of local issues.

Please note that this a generic set of criteria and your district's particular circumstances may slightly alter the results for one or two elements. For example, if you are in a rural area, your district size and rate of growth may well be different to that of an inner-city district, but not always! 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 of people, and find out what the consensus of opinion is.
- Speak to one or more other districts or within your region for their perspective.
- Always err on the side of caution. Only choose a statement if your district meets it entirely, or 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.

Glossary and definitions

- **Stakeholders**
  Any adult who benefits from, or contributes, to the district and its members. This includes parents, executive members, local sponsors, members from groups inside and outside Scouting you are partnered with and other local community leaders.

- **Moving in**
  Joining Scouting from outside of Scouting, regardless of whether a beaver, cub, scout, explorer, young leader or network member.

- **Moving on**
  Moving from one section in Scouting to the next section due to age.

- **Register of interest**
  A list of young people who are interested in joining Scouting, but are not yet old enough for the youngest section that operates locally.

- **Waiting list**
  A list of young people who want to join Scouting and who are the right age, but are unable to join as the section is at capacity.

- **Youth forum**
  A meeting of young people specifically to take their views on a particular subject or range of subjects.

KEY	RED	AMBER	GREEN	OUR RESULT
Adults	Insufficient adults in post to support the district and groups. Many roles vacant. No succession planning in place	Most appointments filled, although additional adults would make a difference. Many adults holding multiple appointments. Aware of the need for succession planning	Correct number of adults for positions within district and groups. Very few holding two appointments. Succession planning in place and used effectively	
Adult Training	No training advisers appointed, and less than 60% of adult appointments hold the correct wood badge or are working towards the appropriate training for their role within stated timeframe	Few training advisers appointed and active. 60%-90% of adult appointments hold the correct wood badge or are working towards the appropriate training for their role within stated timeframe	Sufficient training advisers appointed and active. 90% of adult appointments hold the correct wood badge or are working towards the appropriate training for their role within stated timeframe	
Young people	Three or more groups have less than viable numbers and/or sections missing	One or two groups have less than viable numbers and/or sections missing	All groups have three sections with viable numbers in each	
Co-education	Not all groups in the district are open to both males and females equally	Less than 75% of districts open to both male and female members	All groups in the district are open to both males and females equally	
Female membership	A growth against last year's census of less than 3%	A growth against last year's census of 3–5%	A growth against last year's census of over 5%	

KEY	RED	AMBER	GREEN	OUR RESULT
Diversity	The district is not, and is not working towards being, representative of the diversity of the local community	The district is actively working towards being representative of the diversity of the local community	The district is fully representative of the diversity of the local community	
Waiting lists	No management of waiting lists	Waiting list shared across the district	Instant joining opportunities. Waiting list shared across the district	
Moving on (explorers – network) (young leaders – adult leaders)	There are no lines of communication between sections. Young people are assumed to only be in one section. Where sections have young leaders, there is no encouragement to become adult leaders post 18	Some lines of communication exist between relevant sections. Young people have an idea of the options open to them but usually all end up in just one section. Young leaders encouraged to become adult volunteers, but only if they express an interest themselves	Good communication links exists between relevant sections. Moving on is planned before 18th birthday. Young people fully informed of the options open to them. All young leaders are encouraged to become adult volunteers when they reach18	
ADCs (where appropriate)	No section leader meetings	Section leader meetings are not well co-ordinated	Members of the district team co-ordinate effective section leader meetings	
Beavers (refer to section RAGs)	Limited opportunity for support and development of the sectional programme within the district	Modest programme support. Occasional inter-group events/programme. Certain groups regularly missing	Good programme support. Section leaders working together effectively and sharing programme ideas. Innovation within the district programme	

KEY	RED	AMBER	GREEN	OUR RESULT
Cubs (refer to section RAGs)	Limited opportunity for support and development of the sectional programme within the district	Modest programme support. Occasional inter-group events/programme. Certain groups regularly missing	Good programme support. Section leaders working together effectively and sharing programme ideas. Innovation within the district programme	
Scouts (refer to section RAGs)	Limited opportunity for support and development of the sectional programme within the district	Modest programme support. Occasional inter-group events/ programme. Certain groups regularly missing	Good programme support. Section leaders working together effectively and sharing programme ideas. Innovation within the district programme	
Explorer scouts (refer to section RAGs)	Small explorer scout units. Good opportunities are limited. Explorer scout leaders are in short supply	Explorer scout programme exists. Modest opportunities for a good quality, progressive programme exist. Supply of units/structure copes with demand but needs additional adult support to work more effectively	Explorer scout provision is in place and provides good opportunities for a progressive, good quality programme. Unit meets demand of young people and sufficient adults are in place to operate. Local representation of members	
Young leaders' scheme (refer to section RAGs)	Limited or no young leader training available in the district	Module A completed by all young leaders but very few completing 'missions' or further training	Module A completed by all young leaders. High number of young leaders completing other modules, and over 25% achieving 'missions'. Complete programme of young leader training and supporting programme	
Scout network	No district network	District network exists but programme and links are patchy. Poor representation of eligible local members in district network	District network exists, good links with other networks and explorer units. Active programme, which links with other networks. Good representation of eligible local members	

KEY	RED	AMBER	GREEN	OUR RESULT
Scout Active Support	Unit either doesn't exist or has little or no contact with the district. Many positions need filling. Little or no growth in membership. No recruitment initiative and no support to the district or groups	Only recruiting retiring scouts, etc, from within the district. Low level of support for district and/or group events and activities	Actively supporting district and/or group activities and events. Actively recruiting new membership	
Group engagement with district (attending and participating in meetings, activities and events)	Less than 50% of groups engage with the district	50% or more of groups engage with the district	100% of groups engage with the district	
Nights Away Permits	One or more groups with no permits	Less than one permit per section, per group	One permit per section, per group	
Adventurous Activity Permits	No permits available or used. No opportunity to gain new permits	Limited use of a small number of available permits. Permit records not up to date	Training for and recording of permits is active and encouraged	
Executive Committee	No executive committee. Functions accomplished by ex-officio members. Young people available but not used. No governance support is cascaded down to groups. Executive committee unaware of its role and responsibilities	Executive committee is in place but not representative of the wider district. Young people available but not used. Some governance support is cascaded to groups. The executive committee has some awareness of its role and responsibilities within the district	Executive committee working as per POR and district constitution. Meeting regularly and fully attended. Contains young person representation. Governance support is fully cascaded down to groups. The executive committee is aware of its role and responsibilities within the district, which it carries out effectively	

KEY	RED	AMBER	GREEN	OUR RESULT
Safety and assets	Equipment/property is not adequately maintained. Resources are not in place. Risk assessments are non-existent	Equipment is in place, but little consideration has been given to ongoing risk assessment. Property may have issues	Equipment and property in place to support the operations of the district. Appropriate risk assessments conducted. No outstanding health and safety or security issues. Appointed and active safety co-ordinator	
Finance	Annual accounts not submitted. Insufficient reserves to maintain property/equipment as assessed by district treasurer	Appropriately signed off annual accounts submitted for audit on time. Little regard given to reserves, operational plan or budgets	Appropriately signed off annual accounts submitted for audit. Reserves level maintained. Operation plan and budgets in place	
Fundraising	Income from levy/membership fees does not meet current requirements and there is no other funding in place	Modest fundraising in place, only by levy/membership fees. Limited opportunities for additional funding sources	Plan and policy in place to cover the required income to maintain the operation of the district. Reserves managed appropriately	
Appointment process	Process not in place. No meetings held and a lack of training advisers	Chair and secretary in place Mixed level of commitment. Meetings are irregular and training advisers not assigned	Appointments advisory committee and effective chair and secretary. Process is smooth and efficient. Supports new adults throughout the process. Training advisers available	
Growth – Adults	Against the last census data, a growth of 3% or less in adult volunteers in groups	Against the last census data, a growth of 3-5% in adult volunteers in groups	Against the last census data, a growth of 5% or more in adult volunteers in groups	

| KEY	RED	AMBER	GREEN	OUR RESULT
Overall score				

PLANNING MATRIX
(Factsheet FS310607)

Now that you've analysed the district, you will have a better understanding of which elements could do with some support. But which ones do you prioritise? You can use a 'planning matrix' to chart where you should focus your efforts. It may be worth putting the elements that you are going to work on from the RAG and SWOT analysis onto small sticky notes as they are likely to be moved around the matrix until everyone is happy. You may also want to draw the matrix on a bigger piece of paper.

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

Some of the items in the top, right-hand box, (high importance, high urgency), will be carried forward into the development plan.

	PLAN TO DO	**DO NOW**
HIGH		
LOW		
	IN THE BIN	**JUSTIFY**

IMPORTANCE

LOW   HIGH

URGENCY
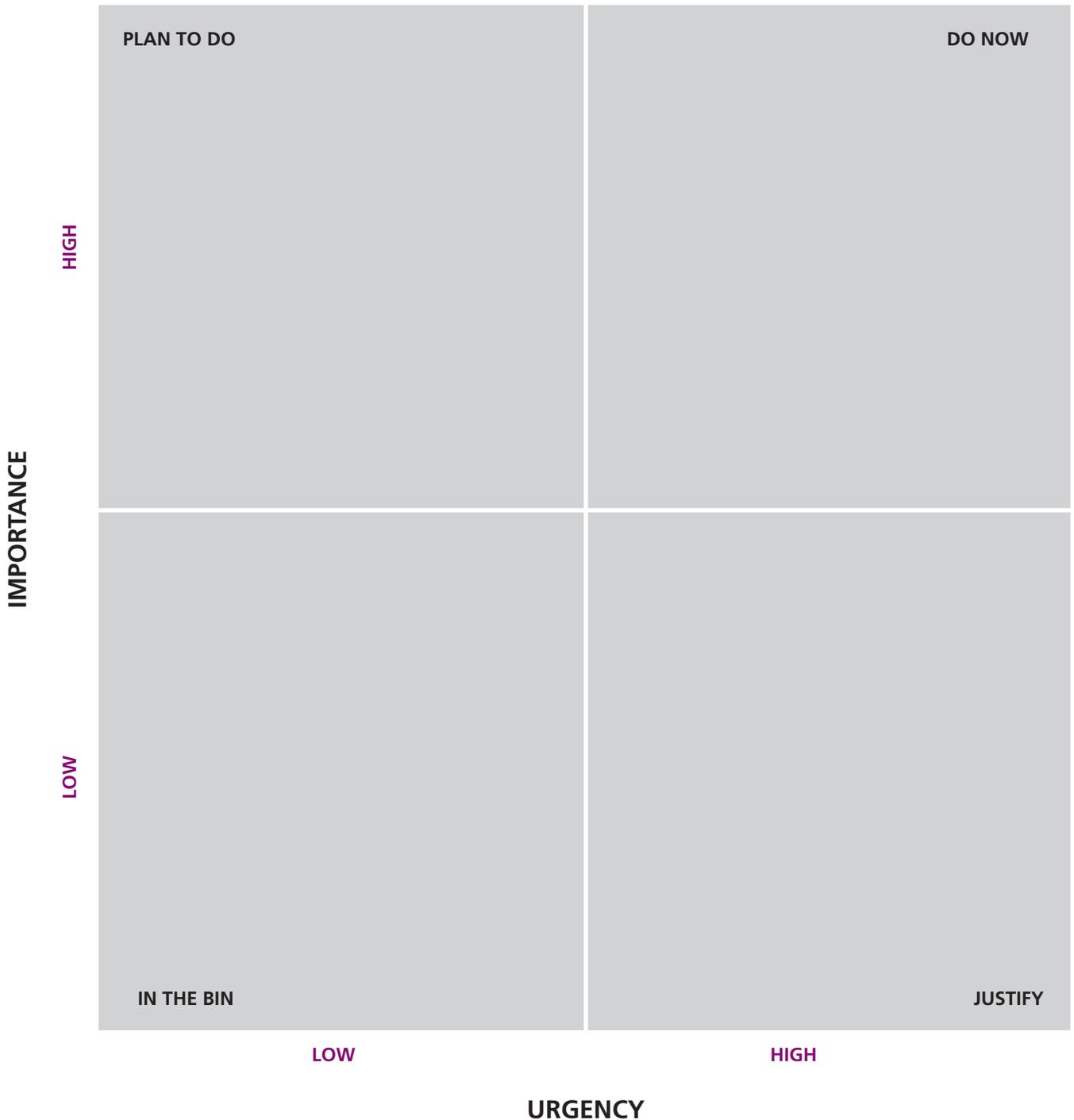
DEVELOPMENT PLAN

As mentioned before, development plans do not need to be huge, but they do need to be simple. Most district development plans should not have more than four or five targets which you can perhaps review 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 could work towards this year. If this is your first development plan go for the 'quick wins', that is, items you can progress across the RAG chart from red to amber or amber to green quite quickly. By doing this, your overall development plan gets smaller and you can see that good progress is being made.

Also remember to make any targets SMART. A blank district development plan template is at the back 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 SMART development plan.

Support is always available from the Programme and Development staff at SHQ, who can be contacted at:

Tel: 01383 419 073
Email: shq@scouts-scotland.org.uk

My local development contacts are:

DISTRICT DEVELOPMENT PLAN CREATED ON _____

AIM (What we need to do)	ACTION (How we are going to get there)	WHO IS RESPONSIBLE	REVIEW DATE	ACHIEVEMENT DATE	REQUIRED OUTCOMES