Young Leader Unit
DEVELOPMENT PLANNING TOOLKIT

This Scout Region 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 headquarters' regional development service.

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 only use 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 analysis   pages 4 – 9
- Planning matrix   page 10
- Blank development plan   page 12

> " 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 unit's future, you need simple and realistic targets to ensure the unit doesn't eventually shrink and close.

This toolkit is yours to use to help you plan the continued success of your unit. There is also help available in your area and from the regional development service.

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 unit leader	
S	We will recruit one new adult for the unit
M	When their CRB 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 colony. Elements are taken from both, prioritised, and then some items are placed on your development plan.

RAG review

	R	A	G

SWOT analysis

S	W
O	T

Planning matrix

✖	✓
✖	✖

Development plan
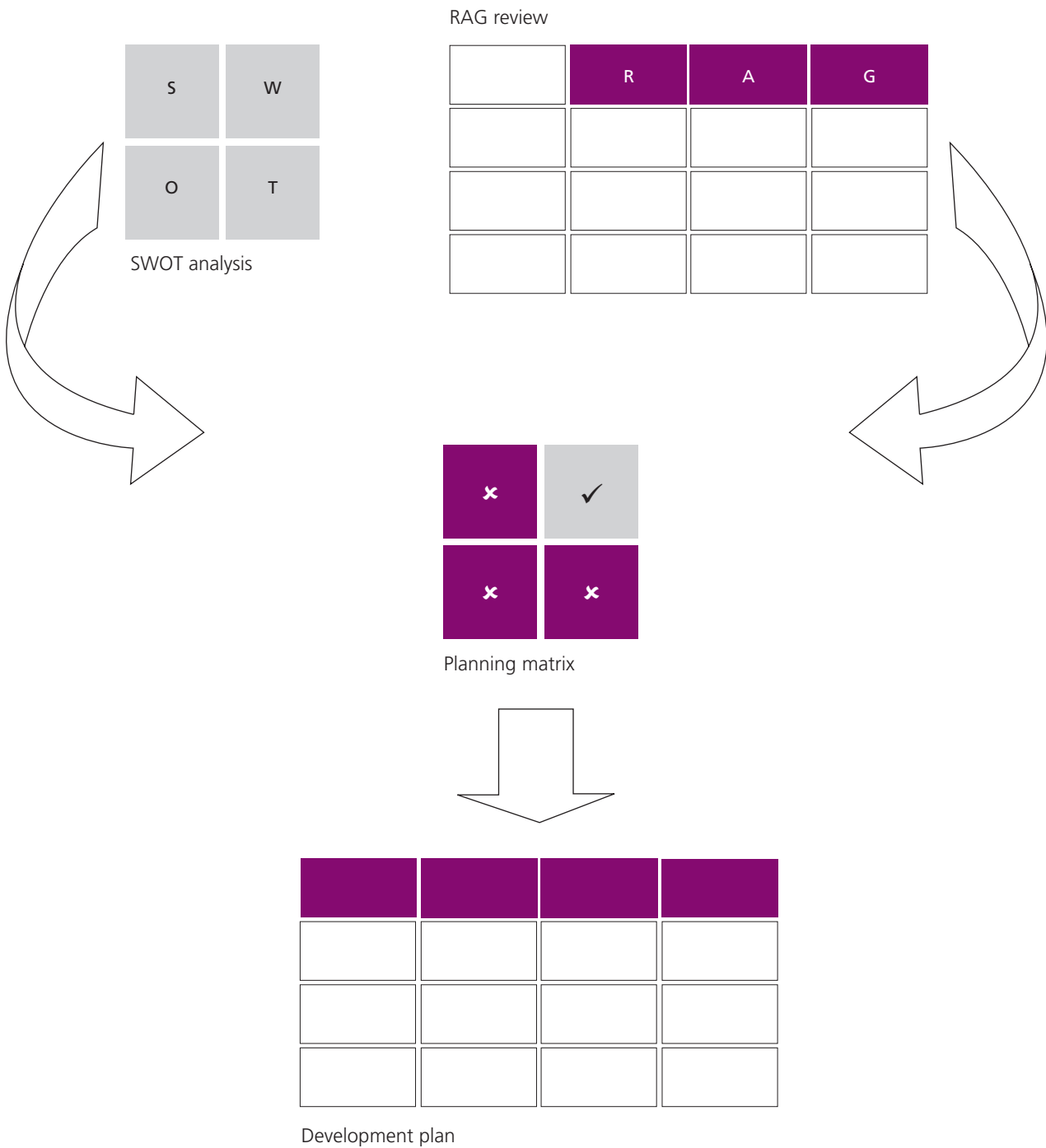
SWOT ANALYSIS

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

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 unit 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 unit. 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 unit. The last row is for your overall score; this is simply the RAG colour your unit scored most often. This is not an indication of how 'good' you are as a young leader unit; it is simply a way to co-ordinate where you should be supported. This could help you build the unit development plan, or just make you aware of local issues.

Please note that this a generic set of criteria and your unit's particular circumstances may slightly alter the results for one or two elements. For example, if you are in a rural area, your unit size and rate of growth may well be different to that of an inner-city unit, but not always! If you can't decide which statement is the closest match for your unit, 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 of your districts or the regional development service for their perspective.
- Always err on the side of caution. Only choose a statement if your unit 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 unit 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, 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
People/ Team (factsheets FS452010, FS452011)	There is no explorer scout leader (young leader) in place	Explorer scout leader (young leader) is in place but there is no quality provision being run	Explorer scout leader (young leader) is in place and co-ordinating a variety of people to deliver a quality scheme	
Communication	Beaver, cub and scout leaders are not aware of who the explorer scout leader (young leader) is	Explorer scout leader (young leader) communicates with the beaver, cub and scout leaders to let them know a young leader would like to work with the section but never communicates with them again	Explorer scout leader (young leader) has clear two-way communication channels with the beaver, cub and scout leaders	
Management	There is no district explorer scout commissioner in place	District explorer scout commissioner is in place but is not supporting or managing the explorer scout leader (young leader) effectively	District explorer scout commissioner works closely with the explorer scout leader (young leader) ensuring that a quality young leaders' scheme is being delivered across the district	
Advertising	Explorer scout leader (young leader) advertises at the last minute only to the young leaders	Explorer scout leader (young leader) advertises dates well in advance but only to the young leaders	Explorer scout leader (young leader) advertises the dates modules will be delivered well in advance and to all explorer scouts and all section leaders across the district	
Module A delivery (factsheet FS460000)	Module A is not being delivered. Module A badge is not being presented	Module A is delivered infrequently and young leaders have to wait longer than three months to receive the training. Module A badge is occasionally being presented	Module A is delivered at a frequency to ensure all young leaders receive the training within three months of joining the scheme. Module A badge is being presented	

KEY	RED	AMBER	GREEN	OUR RESULT
Module delivery	There are no modules being delivered in the district	All modules are being delivered over the course of a year. Take-up is low and many young leaders are not accessing the further training	All modules are being delivered over the course of a year by a variety of people and are accessed by all young leaders. Participant numbers allow for a variety of methods to be successfully used	
Missions	Young leaders are not aware of the missions. Mission stripes are not being presented	Young leaders are aware of the missions but are not actively working through them. Mission stripes are occasionally being presented	Young leaders are being encouraged to complete the four missions by the explorer scout leader (young leader) and the section leaders. Mission stripes are being presented	
Belt buckle	There are no young leaders completing the young leaders' scheme. No young leaders' belt buckles are being presented in the district	A low number of young leaders are completing the young leader's scheme and being presented with the young leaders' belt buckle	The majority of young leaders going through the young leaders' scheme complete the training and are being presented with the young leaders' belt buckle	
Provision	Very limited provision for young leaders across the district	The young leaders' scheme is accessible only to some explorer scouts in specific areas of the district	The young leaders' scheme is accessible by all explorer scouts in the district	
External participants	Explorer scout leader (young leader) is not aware of young people coming from external organisations to complete the volunteering through scouting. There is no process for them to be registered with the district or to complete module A	Explorer scout leader (young leader) is aware of young people coming from external organisations to complete the volunteering through scouting but is not supporting them to complete module A and any further training they wish	There is a consistent process to allow all young people aged 14–18 who want to complete the volunteering section of an external award to be registered with the district and be supported by the explorer scout leader (young leader) to complete module A and any further training they wish	

KEY	RED	AMBER	GREEN	OUR RESULT
Recruitment (factsheet FS391003)	There is little or no effective strategy or publicity of the young leaders' scheme within the district	Effective strategy in place for explorer scouts in the district to become young leaders but there is no process in place for those who are participating from an external award to become explorer scouts	Effective strategy in place for explorer scouts in the district to become Young Leaders. The opportunity and process for those participating in the scheme from an external organisation to become explorer scouts following their time as young leader is publicised clearly	
Moving In (factsheet FS315019)	Very low or limited numbers move into explorer scout units	Recruiting explorer scouts from scouts proves hit-and-miss. No effective strategy exists	Effective strategy in place for scouts moving into explorer scouts and who wish to become young leaders	
Moving On (factsheet FS452008)	Majority of young leaders don't turn up to the section or to explorer scouts as they approach 18	No effective strategy exists. Dedicated young leaders stay on into scout network on reaching 18	Excellent retention percentage. Young leaders effectively retained into scout network or an adult appointment on reaching 18	
Guidelines for Managing Register of Interests and Waiting Lists (factsheet FS155058)	No management of waiting lists. Six or more on the waiting list	Waiting list shared across the district/county. Five or fewer on the waiting list	Instant joining opportunities. Waiting list shared across the district/county. No-one on the waiting list	
Representation (factsheet FS452037)	No unit forum is held within the young leader unit and there is no representation at the district explorer scout forum	The young leader unit holds a unit forum, not necessarily frequently. The young leader unit representation at the district explorer scout forum is patchy	The young leader unit holds a regular unit forum. The young leader unit is represented at the district explorer scout forum and takes part in the annual district explorer scout meeting	

KEY	RED	AMBER	GREEN	OUR RESULT
Programme	Generally the young leaders do not hear about or participate in any activities being run in the district	The young leaders occasionally hear about the wider district explorer scout programmes. They are not fully aware of how they can participate in the activities and are not encouraged to attend other activities or work towards other badges and awards	The young leaders are all aware of the district explorer scout programme and what it contains. They understand how they can participate and are encouraged to participate in the full balanced programme, including badges and awards if desired	
Finance and Governance (factsheet FS452012)	District executive occasionally realises or ignores its responsibilities regards to young leaders' scheme	District executive provides limited support and guidance in the operation of the young leaders' scheme	District executive recognises its responsibilities and provides active support and guidance in the operation of the young leaders' scheme (may delegate to a sub-committee)	
Equipment/resources	Equipment and resources are not adequately available for the delivery of young leaders' scheme	Some basic equipment and resources are available to support young leaders' scheme	Equipment and resources are available to support the delivery of the young leaders' scheme. Appropriate risk assessments conducted	
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%	
Involving parents (www.scouts.org.uk/involvingparents)	Parents are not involved in section activities in any way. Parent pack not given out when a young person joins	Leaders engage with parents and they are occasionally involved in section activities. Parent pack is given out when young people join but without personalised inserts	Section leaders engage with parents and find out their interests and hobbies, so they can join the existing, effective parent rota. Parent pack is always given out with full set of personalised inserts	

| KEY	RED	AMBER	GREEN	OUR RESULT
Flexible volunteering	Limited number of leaders and no opportunities to volunteer outside of the traditional leadership model. Advice has not been sought on how to adapt volunteering to people's time availability, skills and interests	Limited number of leaders. Prospective volunteers are not aware of roles available to them, outside of the traditional leadership model	Flexible solutions are actively and easily implemented. A flexible approach is key to the section. Leaders are actively talking to members about how they can volunteer to support Scouting in a way that fits around their time availability, skills and interests	
Training	None of the adults involved have completed appropriate training and no adults have training adviser support. No training opportunities are planned	Some leaders are trained, but new appointed adults have no training adviser support and are not completing training	Explorer scout leader (young leader) holds wood badge. All other appointed adults are in training, have a training plan and a training adviser for support. Training is up-to-date	
Overall score				

PLANNING MATRIX
(Factsheet FS310607)

Now that you've analysed the unit, 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.

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

URGENCY
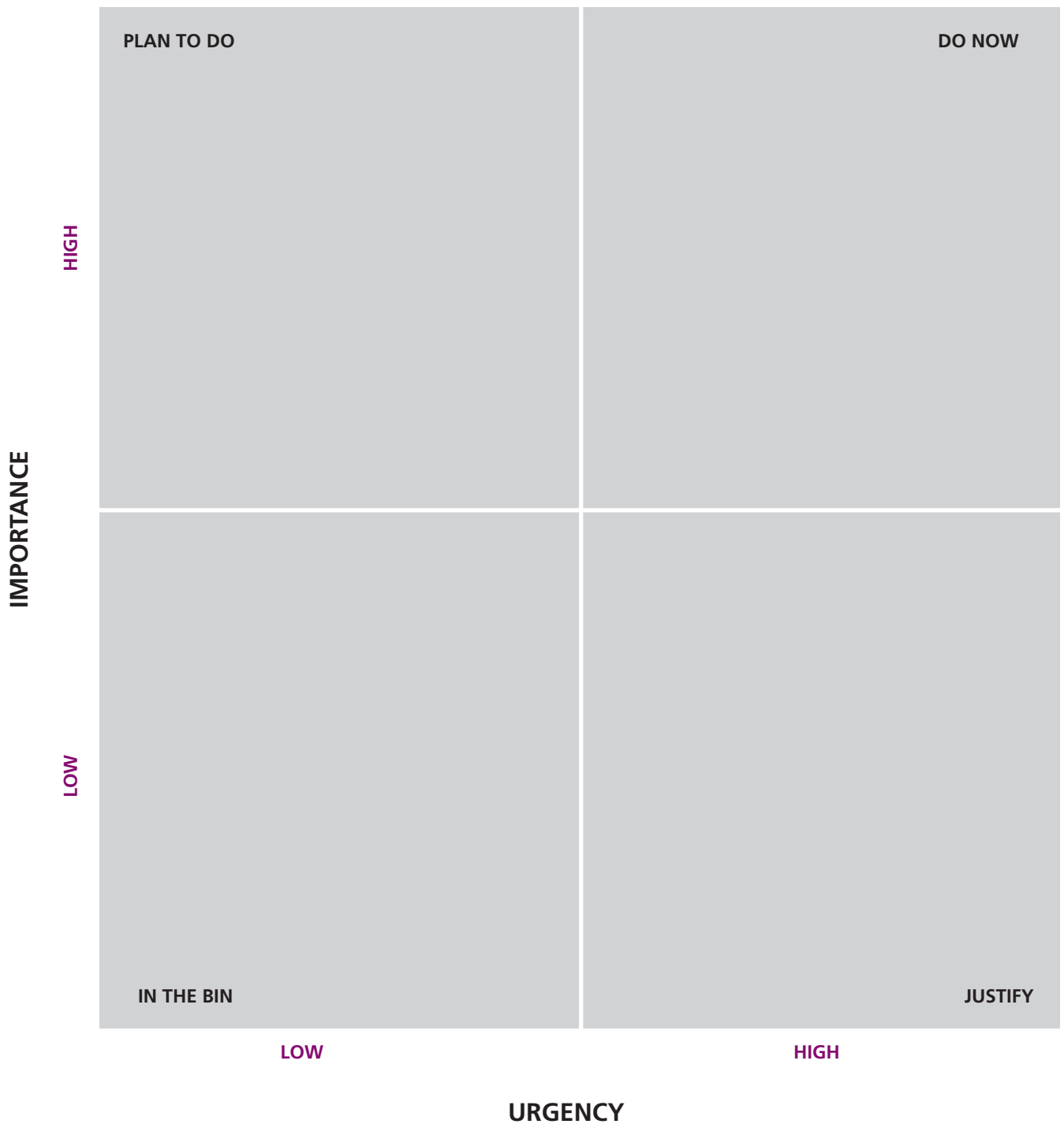
DEVELOPMENT PLAN

As mentioned before, development plans do not need to be huge, but they do need to be simple. Most unit 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 unit 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 regional sevelopment aervice (England), who can be contacted through the information centre or by email:

Tel: 0845 300 1818
Email: rds@scouts.org.uk

In Northern Ireland, Scotland and Wales contact your country headquarters at:

Northern Ireland: info@scoutsni.com
Scotland: shq@scouts-scotland.org.uk
Wales: admin@scoutswales.org.uk

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, while others lie with Scottish districts. The focus of responsibility is outlined in Scottish variations from POR.

UNIT 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