

# MODULE 21

Growing the movement workbook  
Appendices



[scouts.org.uk/appointment](https://scouts.org.uk/appointment)



# APPENDIX 1:

## DISCUSSION POINT 3 – CASE STUDIES

### CASE STUDY 1

Emma was a scout leader for five years and had a great time! The main reason she enjoyed it is that she was previously a cub scout leader within the group for a number of years, so really got to know the people and the area.

When the group scout leader retired, Des, the district commissioner was very keen for Emma to take over. A new scout leader was found and Emma started in the group scout leader role.

However, the first few months have been difficult. Des has trusted Emma to know how to do the role and has let her 'get on with it'. Despite being involved with the group for many years, she is not actually sure what she is supposed to do. To make it worse, the new scout leader is not very reliable and has asked Emma to help out with the troop meetings. Generally, Emma is feeling fed up and not at all looking forward to the coming months.

### Notes

In this scenario you should be asking if anyone ever asked Emma what she wanted to do. It may be that she didn't want to be a group scout leader but felt that she couldn't say no. Would it have been better to recruit a new group scout leader rather than a new scout leader? If Emma did want to be group scout leader then she should have had a proper induction and support for her new role. Although she may have been in scouting for a while, she hadn't done the group scout leader role, so they shouldn't assume that she knows what to do. Could Emma have been involved in the recruitment of a new scout leader?

Emma now needs to have regular support and it may be that the role of group scout leader isn't for her. Emma also needs help in supporting the section, so more adults could be recruited, possibly by approaching parents. A proper induction plan should be drawn up. If Emma stays in the group scout leader role, then she needs to have regular one-to-one meetings with the new scout leader to ensure that they also understand their role. It may be that Emma's frustrations have affected the scout leader which might be why they are not being reliable.

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### CASE STUDY 2

Southfields district recently held a fantastic recruitment drive and signed up over 20 volunteers. Three people have been sent to a group which has been in need of extra support for their sections for a while. However, the group scout leader, Patrick, is not happy as the new volunteers don't know what to do and he doesn't have the time to show them. The new volunteers are feeling frustrated as they really want to help, but it seems that the leaders who are already in place don't really want them to be there.

## Notes

This scenario highlights the need to ensure that everyone is involved in the recruitment process. If the group scout leader had been involved from the start, then he may have been happy to receive some new volunteers to help. He also would have been prepared, and he may have been able to get some help in supporting and inducting the new volunteers.

The other leaders could also have been involved and encouraged to 'buddy up' with the new volunteers. It's much easier to make people enthusiastic at the start, than to try and deal with frustration afterwards. Either support needs to be given to the group so that the old and new volunteers can work together and see the benefits they can bring to each other, or the other volunteers need to be moved somewhere else. It might be good for each of the existing leaders to become buddies so they can help with the induction process. Someone also needs to talk to the group scout leader and help him to put some action plans into place to help the situation.

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## CASE STUDY 3

Robert has recently taken over as a beaver leader when the previous leader left. Robert is a parent who has stepped in to help keep the colony going. There are other leaders in the scout group who have been in scouting for many years but now they have announced their retirement at the end of term, including the group scout leader. This means Robert will be the only one left.

Robert wants to keep leading the beavers but doesn't always understand what people are talking about when he hears terminology such as 'fully warranted' and 'wood badge' – he doesn't know whether he fulfils these criteria. He has done modules 1 and 3 on the scouting website and has had a Criminal Records check and interview. He feels especially bad for the beavers as there are loads of them, and even if a parent does step forward to lead, it seems unlikely that they would be formally appointed until September.

## Notes

There are several issues to deal with here. The group needs to work within the principles of Policy, Organisation and Rules (POR), so each section needs to have the appropriate adult support to ensure that the key policies are followed.

It may be that, in the short term, the group will have to close. Or maybe other leaders willing to support it could be recruited. We don't even know if Robert has a proper appointment and it's clear that he needs more support and information about scouting.

Robert's enthusiasm shouldn't be lost; he needs some support and time, and someone to manage the situation and give him reassurance. It may be possible for the young people to join another group while support is found. He could help in another section or could be part of a team that recruits new adults.

## **CASE STUDY 4**

Mary has been the akela for 25 years. She is now 64. She has often run the pack single-handedly as they are regularly short of help. Jamie offered to come in as an assistant six months ago and has started his training. Mary prefers to do all the planning and record-keeping herself since then she knows it has been done properly. Jamie finds that all he is expected to do is turn up and follow Mary's orders.

### **Notes**

Is there a group scout leader? If so, what support are they giving? How are they managing the group? Both Mary and Jamie need some support here. Mary may not have had any support or reviews from her group scout leader before. It sounds like she has been left to 'get on with things' for a long time, often leaving her in the vulnerable position of being the only person running the section. Mary obviously has lots of experience, but may need help in passing on some of this experience to Jamie. It is important that Mary is supported in a positive way that allows Jamie to take on more responsibility without her feeling that she is being 'dismissed' for someone younger. Jamie will also need some support in working with Mary, and maybe also in drawing up an action plan on how he can start taking on some of the responsibilities within the section.

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## **CASE STUDY 5**

Brian has been a scout leader for 30 years. He loves his role and works hard to encourage both the young people and adults in his troop. He always manages to find volunteers, who stay for about two to three years, and many go on to take up other roles in the county. Most people in the county know Brian as he is at most district and county events. He has never had a review and has just been given a date for this to happen. No one has ever been interested in what he does before and now he is worried that he will be asked to stand down after so many years.

### **Notes**

In this situation, Brian needs to be reassured about the review process. It may be that someone else needs to have a chat with him, or that the group scout leader has an informal chat. An initial chat would be reassuring as it would allow Brian to see that there is nothing frightening about the review process.

Maybe the review itself should be held in a more informal setting. Brian could be given some guidance in advance as to what they are going to talk about.

# APPENDIX 2:

## EXERCISE 6 – TEMPLATE SWOT ANALYSIS

<b>Internal origin</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Internal origin</b>
<p>Things that are currently good which need to be maintained and built on.</p>			<p>Things that are not currently right which need to be remedied or changed or stopped altogether.</p>
<b>External origin</b>	<b>Opportunities</b>	<b>Threats</b>	<b>External origin</b>
<p>Things that are good for the future and need prioritising. They need to be identified built on and optimised.</p>			<p>Things that are not good for the future, that need to be planned for and countered.</p>

# APPENDIX 3:

## DISCUSSION POINT 4 – SWOT ANALYSIS

	<b>How would you recognise strengths and weaknesses in this area?</b>	<b>What opportunities might there be to develop in this area?</b>
<b>Current local scouting</b>	<ul style="list-style-type: none"> <li>• What does the census say?</li> <li>• Are all sections open to males and females?</li> <li>• Are there waiting lists? If so, how are they dealt with?</li> <li>• What is the retention rate between the sections?</li> <li>• What is the retention rate within sections?</li> <li>• Is there room for more young people in sections?</li> <li>• Are the venues adequate?</li> <li>• Are there enough adults supporting existing sections?</li> <li>• Are sections located in the right areas – where young people live?</li> </ul>	<ul style="list-style-type: none"> <li>• New sections</li> <li>• New groups</li> <li>• Better communication between sections</li> <li>• Joint activities between or across sections</li> <li>• Meeting at different times</li> <li>• Meeting in different places</li> <li>• Recruiting more adults to support the sections</li> <li>• Increasing the length of time people stay in sections by meeting changing and individual needs</li> </ul>
<b>Creating a better Scouting experience</b>	<ul style="list-style-type: none"> <li>• Is a balanced programme being delivered (including a balance of zones and methods)?</li> <li>• Are we meeting the needs of young people?</li> <li>• Do we know what the needs of young people are?</li> <li>• Are there regular programme development meetings?</li> <li>• Are the young people achieving activity and challenge badges?</li> <li>• Are there opportunities for outdoor activities?</li> <li>• Are there opportunities for residential activities?</li> <li>• Does the programme challenge young people at all ages within the sections?</li> <li>• What youth involvement and decision making is there?</li> <li>• Are sections attending group, district or county events?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the trends, issues and challenges affecting young people in the local area</li> <li>• Make changes to programme delivered to meet needs, interests and aspirations of young people in the section</li> <li>• Targeted support for areas of the programme which people are finding difficult to deliver</li> <li>• Engage young people in planning the programme</li> <li>• Regular programme planning meetings</li> <li>• Adventurous activities (these could be at district or county level if group level is difficult)</li> <li>• Residential activities</li> <li>• Awards and recognition</li> <li>• Group, district, county events</li> <li>• Leader training – skills training and so on</li> </ul>
<b>Having a positive impact on the local community</b>	<ul style="list-style-type: none"> <li>• Does scouting reflect the local community? How do we know?</li> <li>• How do the sections take part in the local community?</li> <li>• How is scouting promoted?</li> <li>• How does the local community view scouting?</li> <li>• Do we work in partnership with other youth organisations locally?</li> <li>• Are there economic or social barriers preventing people from joining scouting?</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of scouting – developing public perception</li> <li>• Adopt different approach to different segment of population</li> <li>• Links with other youth organisations, local schools and so on</li> <li>• Activities and events within the community</li> </ul>

# APPENDIX 4:

## DISCUSSION POINT 5 – MANAGING THE RECRUITMENT AND RETENTION OF YOUNG PEOPLE

**Group scout leader** – responsible for line management of section leaders, so frontline of management support for the youth sections and programmes. They should focus on managing the sections directly, supporting leaders in their roles and promoting and maintaining policy within the sections. They should be ensuring that there is a good quality programme, opportunities for residential activities, moving-on activities and proactive management of waiting lists.

**Regional commissioner** – provides support for county commissioners in fulfilling their roles. They do not manage teams directly, but are an important support and line manager for county commissioners and will often facilitate development days and training opportunities across the region, or work towards regional development plans.

**District commissioner** – support for group scout leaders in fulfilling their role. Managing district teams that can offer targeted programme support, events and residential opportunities for young people. May have teams who can support marketing, media and the recruitment of young people. Overview and action plan for waiting lists.

**County commissioner** – support for district commissioners in fulfilling their roles. Managing county teams who can offer further targeted support and development opportunities. May have teams who can support marketing, media and the recruitment of young people.

**District and county teams** – can support the sections directly through assistant district commissioner or assistant county commissioner roles, adviser roles or other support roles, in delivering a better programme and encouraging wider participation in activities.

**Assistant district commissioner** – may offer targeted support for a particular area (for example, sectional, activities, international). They may run regular meetings, district events or activities that get section leaders together. They may provide more targeted support for parts of the programme that leaders find difficult.

**Assistant county commissioner** – offer targeted support for a particular area (for example, sectional, activities, international). They may have line management responsibility for assistant district commissioners or county/district scouters. They may run regular meetings.

**Advisers** – specialist advisers may exist to give targeted support or information (for example, activity advisers).

**Scout active support** – may provide direct support to sections to facilitate activities or support in the running of sections.

**Local development officers** – may help with all aspects of development, such as specialist training, support needed for new groups or sections, or the recruitment of new members.

**Scout census** – this can give statistical data which can be used to analyse trends and identify any issues which may need to be addressed. Does the census data reflect the local community and can it be compared to data from the national census?

**Section leaders** and **young people** can give qualitative feedback.

**Programme review** – for each section, use national resources such as programmes online and printed materials – keep up to date with changes.

**Media development managers** – use to train and use young people to talk to the media and so on.

**Youth forums** – running youth forums at group, district and county levels engages young people in their own development. A specific team may facilitate, or this may be part of the assistant district commissioner/assistant county commissioner role.

# APPENDIX 5:

## DISCUSSION POINT 6 – HEALTH CHECK STATEMENTS

Statements	Comments
Some sections have no girls	<b>RED.</b> There should be girls in every section, and although section leaders may say that they are open to girls but none want to join, or that they prefer the Guides, they should be actively encouraging the recruitment of girls.
There are 15 young people in each section	<b>AMBER.</b> This will depend on demographics and geography, but a healthy section should have 18–24 young people plus. It may mean thinking about the volunteer support or venue if these numbers have not been reached. Use the programme-planning tool to help.
All young people in sections have a chance to provide input on and discuss the programme	<b>GREEN.</b> All young people should get this opportunity, from beavers to network. Obviously the format will be different for each section.
50% of young people go from cubs to scouts	<b>RED.</b> What is stopping the others? Is there something that could be done to help this? Could they go to different groups, or could more joint activities be run to promote the next section? Are they using the moving-on award?
All sections have one residential experience a year	<b>AMBER.</b> The young people are getting an opportunity for a residential experience, but there is potential for them to get at least two a year. What more could they do to ensure an active programme?
There are no young people on waiting lists anywhere across the district	<b>GREEN</b> or <b>AMBER.</b> If there are no waiting lists because all young people who want to join can, this is great. But it may be there are no waiting lists because leaders have decided not to keep one, so they turn young people away without monitoring it.
No increase on last year's census figures for young people or adults	<b>RED.</b> Even if leaders think they have enough young people in their sections and groups, they should be trying to grow.
All executive committees have a chair, treasurer and secretary and a minimum of four other executive members, and hold regular planned meetings	<b>GREEN.</b> Maybe they could now also think about what the executive committees do and ensure they play an effective and proactive role in scouting.
No fundraising committee in place; leaders have to be responsible for fundraising events	<b>RED.</b> Leaders should not be responsible for fundraising as well as running a section. A committee should be formed if any fundraising activity needs to take place.



Two nights away permit holders within each group	<b>AMBER.</b> If we want to give up to two residential experiences to every section then there should be permit holders within each section. Otherwise those with permits will be very busy!
Most appointments are filled within the district, although many adults hold multiple appointments	<b>AMBER.</b> Although all appointments are full, more adult support would probably be useful. Multiple roles mean that individuals have additional responsibilities, which means they may be less effective. Think about how adults could be used to fill roles in a different, possibly more flexible, way.
The district is not representative of the local community	<b>RED.</b> Scouting aims to be representative of the community it is in. Some research may be needed to find out why this is not so and thought given to action that could be taken.
Good programme support from assistant district commissioners, with regular inter group events and a district programme	<b>GREEN.</b> Good support to for youth programme section leaders is important. It helps deliver those areas that they find difficult, and can help inspire new ideas. Inter-group activities foster good relationships and excitement at a district and county level, and can help create excitement for opportunities for moving on to different groups.
No network provision or links with other networks	<b>RED.</b> Scout network is part of the youth provision and there should be an opportunity for this age range to experience scouting for themselves. They also provide a potential source for adult recruitment, so keeping them excited about scouting could lead to more volunteers in the future.
Against last census there has been a growth in young leaders of 15%	<b>AMBER.</b> Young leaders are also a great source of adult recruitment in the future, so encouraging more explorers to take up leadership opportunities is important. Remember that 40% of new recruits come through the movement. This is a great start, but more could be done to encourage the scheme – does it need more support or training?
There is no annual general meeting	<b>RED.</b> As well as being a requirement, the annual general meeting is a perfect opportunity to be thankful and recognise and celebrate all the achievements the district has made over the last year. It provides opportunities for the reward and recognition of adults. It could also serve as a way to tell the local community what is happening and get them involved in local scouting.

# APPENDIX 6:

## DISCUSSION POINT 7 – CHANGE MANAGEMENT

### WHY PEOPLE MAY BE RELUCTANT TO CHANGE

- personal views
- habits and fear of the unknown
- no vision of the benefits
- reason for change unknown
- disturbs existing relationships
- no trust in change makers
- not involved

Planning should involve some of the following, which should be the same as any action plan:

#### Step 1: Gaining commitment

This includes a clear commitment from leadership, examination of communication systems, presenting facts rather than using hype and spin, explaining benefits, explaining why changes are taking place.

#### Step 2: Where do we want to be?

This stage is about the vision: what will be different in three years time? What are the priorities and objectives? At this stage there should be wide consultation.

#### Step 3 Where are we now?

This stage involves collecting data and facts, talking to people and continuing to consult as widely as possible.

#### Step 4: How do we get there?

This stage is about developing the options, choosing methods, planning, implementing, monitoring, adapting, allocating tasks, selecting a project manager, and dealing with resistance.

#### Step 5: Implement

This stage deals with actually applying the change.