

# MODULE 21

Growing the movement workbook



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



# GROWING THE MOVEMENT

## WHO IS THIS WORKBOOK FOR?

This module is aimed at managers and supporters working towards their wood badge. It provides information and practical advice on how to develop the movement and facilitate the growth of scouting in their area of responsibility.

## WHAT DOES THIS WORKBOOK INCLUDE?

This workbook is a method of completing the learning necessary for Module 21: Growing the Movement.

By the end of this workbook you should be able to:

- value the importance of growth within scouting
- identify tools and support available to help the development and growth of scouting
- understand the reasons why young people and adults join scouting
- describe effective ways to recruit and retain young people
- describe effective ways to recruit and retain adults
- understand the role you play in the development of scouting

While using the workbook you will see a number of symbols and terms:



**Information** – these sections give you the background knowledge required for the exercises or an introduction to the discussion points.



**Exercise** – these sections are for you to complete and show to the person validating your learning.



**Example** – these are examples for you to study and relate back to an exercise.



**Discussion point** – The discussion points highlight areas you may wish to consider or explore further once you have completed the exercise, or discuss in more detail with other volunteer colleagues, your line manager or the person validating your learning.

Some discussion points also have additional information that can be found in the workbook appendices which are available in the [Module 21 Learners' Resources area](#) of [www.scouts.org.uk](http://www.scouts.org.uk).

You can use these to support your learning after you have completed the exercises and discussions.

Throughout this workbook you will be undertaking practical exercises, making notes and considering questions relevant to the role you have taken on. We hope that the workbook and the notes you make provide you with a useful reference guide for any future activities you undertake as part of your role.

The workbook will also provide a structure for the validation discussions you will have later with your training adviser. Therefore, we would encourage you to make notes throughout this workbook and record your thoughts and ideas fully.

## **HOW TO COMPLETE THIS WORKBOOK**

Read through the workbook carefully, right to the end before starting to complete the sessions. Start again at the front and complete as many sessions as you can.

If you are unsure of a session, leave it and arrange to discuss the content with your line manager, training adviser or another person who has an understanding of this training material.

Then go back and complete the workbook.

This workbook is a self-contained learning method and can be completed either on your own or as part of a small group. However, we would encourage you to discuss your learning with other volunteers and share good practice and ideas. This will help support your learning and understanding of your role.

## **WHAT RESOURCES DO I NEED TO ACCOMPANY THIS WORKBOOK?**

Many resources are included within this workbook, and you will find direct links to others on the learners' resources area of [www.scouts.org.uk](http://www.scouts.org.uk)

This lists are not exhaustive and if you are not familiar with other association resources, you may find it useful to familiarise yourself with the other resources available to volunteers on the website.

## **WHAT HAPPENS ONCE I HAVE COMPLETED THIS WORKBOOK?**

You will need to validate your learning once you have completed this workbook.

Validation is the process of demonstrating that you can put the learning into practice within your role and is usually achieved with your training adviser.

## **VALIDATION**

Explain to your training adviser the role that you play in the recruitment and retention of young people and adults, and the importance of development planning within scouting. In addition, complete two of the following:

1. Produce and implement a group/district/county growth development plan.
2. Demonstrate the use of public relations or marketing to support the growth of scouting.
3. Review and implement methods to improve the successful transfer of young people from one section to another.
4. Describe how you are being flexible and meeting the needs, wants and time commitments of adults in your group/district/ county. Explain the benefits that this has given your section or group in recruiting and retaining adults.
5. Describe the steps you have taken to recruit and/or retain young people.
6. Describe the six-step approach and outline how you have used it to recruit, support and retain adults.
7. Describe a change management strategy and outline how you have used it in scouting to grow the movement.
8. Any other ideas, subject to the agreement of your training adviser.

For further information about validation and the next steps, contact your training adviser. If you do not have a training adviser, please contact your training manager.

# SESSION 1: OPPORTUNITIES TO GROW



## UNDERSTANDING WHY PEOPLE JOIN SCOUTING

People join scouting for a number of reasons and these reasons will differ for youth members and adult volunteers. This section explores your understanding of why people join scouting and what we mean by the growth of scouting.



## EXERCISE 1

Think back to when you first joined scouting as an adult or as a young person. What made you join?

Why do you think other people, adults or young people, join scouting?

You may want to ask other leaders or the young people in your section so you get a wider range of responses. Are their answers the same or different?

Write these down.

**Adults join scouting for:**

**Young people join scouting for:**



## EXAMPLE

You can find out more information about why people join scouting on our website. Explore the following pages and consider whether you identified the same reasons for people to join scouting.

[Adults in scouting](#)

[The benefits of scouting for your child and your family](#)

[Young people in scouting](#)

[Case studies](#)

People join scouting for a number of reasons, but the importance of fun, friendship and adventure in scouting, for both adults and young people is worth remembering. Scouting offers adults and young people everyday adventure and the opportunity to take part in an exciting range of activities. It boosts the number of skills they have, allows them to gain new friends and makes a positive difference to the world around them.

Many people join scouting in their younger years, and when they become adults they want their children to enjoy the same adventures and experiences they had. It's also worth picking out the fact that adults (as well as young people) want to enjoy their Scouting and that developing strong friendships with their peers is an important part of that enjoyment.



## WHY DOES GROWTH MATTER?

For over 100 years, scouting has been making a real contribution to creating a better world by helping young people to develop their full potential as individuals and to play a constructive role in society. However, scouting can only continue to have a real impact on the lives of young people if it is able to continue to attract and retain them and the adults who support them.

As a voluntary movement, adults and young people must make a conscious decision to join and to stay. It is therefore unrealistic to assume that scouting will appeal to all. The growth of scouting is about giving more adults and young people the opportunity to enjoy the experience of scouting. Sustainable growth includes retaining our current members – that is, keeping them involved in scouting – as well as recruiting new adults and young people.

Growth is important because:

- it is a visible sign of success
- it means that we are doing more and achieving our mission
- it generates a feel-good factor.

Growth is important because adults and young people join scouting primarily for the adventure, fun and friendship, and they leave if they don't get it. If scouting is growing, it means that more young people and adults are joining than are leaving.

Growth enables scouting to do more – to provide a better experience to more young people. More people enable more ambitious camps and more adventurous programmes, and additional revenue enables more investment in equipment and resources.

Also, being part of a growing organisation creates a buzz – the feel-good factor. Everyone wants to be part of something successful and this attracts new members as well as making existing members feel good.

Growth is often a good indication of the improvement of the quality of scouting on offer to young people and adults.

Growth can be fostered by:

- creating opportunities for more young people to be involved in scouting
- improving or maintaining good quality programmes that give young people opportunities for adventure and residential experiences
- improving the retention of young people moving between sections
- recruiting more young people and adults
- appreciating adults and working with them in a flexible way
- making scouting flexible and open to all
- having a positive impact on the local community
- being more representative of the local community.



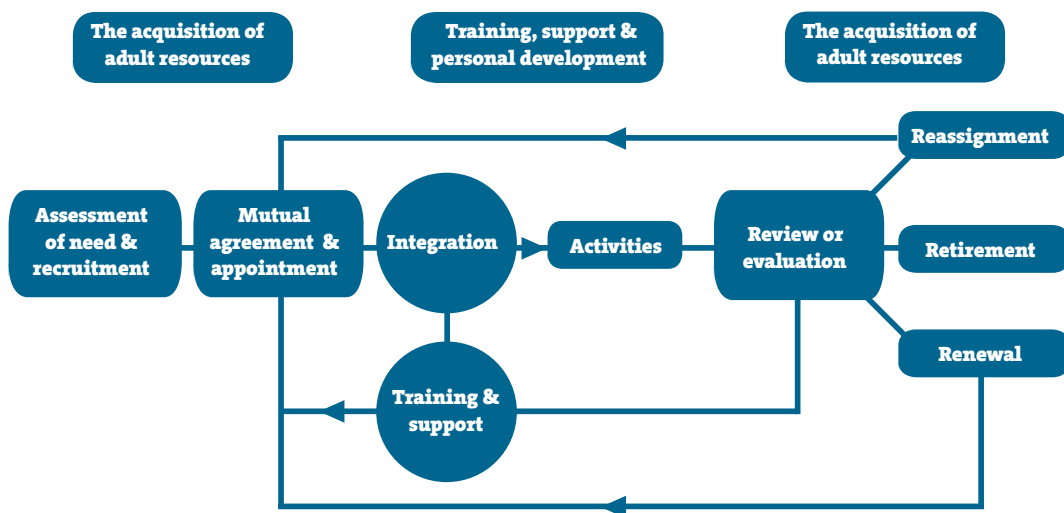
## DISCUSSION POINT 1

While you are reflecting on growth, it might be useful to talk with others about their understanding of it. Often we think about growth in terms of increasing numbers, but sustainable growth requires more than simply getting people through the door.

Consider how you might promote growth in your section. If you had a hat that you could magically pull things out of, what would you want for your group, district or county to promote recruitment and retention? You may also want to find out if your group, district or county currently has any development plans. You will return to this list later and you can compare how your responses may have changed.



## ADULTS IN SCOUTING MODEL



Do you remember the Adults in Scouting model? The steps can be looked at as individual tools, which if used effectively can help to recruit and retain adults. This is a process all adults should follow throughout their time in scouting; each time a new appointment is agreed, the adult restarts the process at the beginning.

You will now look at some of stages in the Adults in Scouting model as tools for growth, recruitment and induction, and review. However, you can recap on each of these stages by looking at the following pages on the member resources area of **www.scouts.org.uk**:

- [Recruiting adult volunteers](#)
- [Integration and induction plans](#)
- [Training for adults](#) and [Support within scouting](#)
- [Review process](#)

# SESSION 2: RECRUITMENT AND RETENTION OF ADULTS



## ADULT RECRUITMENT

The first activity looked at the reasons adults join scouting. Adults get involved in scouting for a variety of reasons and some are the same as for young people – fun, friendship and adventure. There is also the chance for adults to see young people develop and grow, and know they have contributed to it by investing their time and passing on skills and abilities.

When more adults are involved in scouting, the time commitment required by those already involved is less. Getting a bit of extra help to improve the quality of the scouting you deliver, or to lessen the amount of commitment required by individuals, is what is often wanted. It can also mean that more time can be spent putting in place some of the things you may have written from the 'magic hat' session (that is, improving the programme, investigating adventurous activities or investing time in other adults). Sometimes these are the things that fall to the bottom of the priority list when there are not enough adults to help.

Recruiting adults to take on the wide range of tasks and responsibilities that scouting offers is something that everyone can support. For parents, section leaders are likely to be the first people they speak to about scouting and are therefore the prime recruiters of leaders and section assistants.

Research shows that adults with a current or a previous connection to an organisation are more likely to volunteer with that organisation.

In section- based roles:

- 40–45% are parents of youth members
- 40–45% 'came through the movement'
- the remaining 10–20% come from a wide variety of sources, but the majority have or have had some connection with scouting, whether in the past, or from work colleagues, friends or neighbours involved in scouting
- very few come from advertising campaigns or the national website.

As managers, you may find that you need to look to different sources to recruit to your teams.



## EXERCISE 2

Actively recruiting people requires thinking about who they might be and how to approach them. Reflect on the adults you regularly come into contact with, as they could be potential sources of recruitment. Pick two of the people you have thought about.

Make notes on the following:

**Characteristics.** Who are they? What are they like? Do they share common characteristics? Where would you find them?

What could they do? What tasks might they want to undertake in scouting? What would they be interested in?

**Barriers.** What might prevent them from volunteering?

**Approach.** With any barriers in mind, how would you approach them? What would be the unique selling points of scouting and what would be an appropriate way to communicate with them?



### **EXAMPLE**

The majority of new volunteers in scouting are either parents of youth members or have come through the movement themselves.

Read through some of the following resources to find out more about recruiting adults.

- [Recruiting adult volunteers](#)
- [Recruiting students](#)
- [Recruiting members of the public](#)
- [Recruiting parents and relatives](#)
- [Recruiting former members](#)
- [Recruiting members of voluntary organisations](#)
- [Recruiting employers and employees](#)



Remember:

- **You are ambassadors for scouting:** If others see how much you gain from your volunteering, or how passionate you are, they may be inspired to find out more. The way you talk about scouting to friends, work colleagues and parents you encounter makes a huge difference.
- **Support the young leaders scheme:** young leaders are the future and already know scouting, and you can look out for young leaders who demonstrate skills in certain areas that you may need.
- **Be a role model:** By helping people, engaging with them positively and passing on scouting values.
- **Show that it's fun:** Having fun yourself and allowing others to experience this fun will encourage them to join.
- **Be seen:** Getting involved in the local community raises awareness.
- **Be relevant:** Promote scouting activities that show how it engages with the community and develops young people.
- **Invite people to help:** Sometimes, people just need to be asked. Invite them to a meeting and see if interest grows. The main reason that adults try volunteering is because someone they know has offered them a personal invitation.
- **Create awareness of the opportunities that scouting offers:** Volunteering within scouting isn't just about working with young people. You need to promote all elements of scouting.
- **Create awareness of the role people play in recruitment:** You should ensure that people within your group, district or county are aware of their roles within recruitment and the fact that they have access to parents and young leaders. This may mean you need to plan refresher training or targeted workshops.



## DISCUSSION POINT 2

You should spend some time discussing this with others. Reflect on what you currently do and how you might want to include new recruitment activities in the future. Could you use one of these approaches?



## BEING FLEXIBLE

Research has identified that the largest barrier to volunteer recruitment is the time pressure on adults, coupled with concern over the demands placed on new recruits. Nearly 60% of non-volunteers say 'lack of time' is the main reason they do not volunteer.

Being flexible is about meeting the needs and wants of volunteers in terms of time, what they want to get out of scouting and what they feel comfortable in taking on. This can encourage them to stay in scouting for longer, as the likelihood is they will be happier in their role. Research shows that the main reason volunteers leave scouting in the first 12 months is because they realise that the scale and scope of the role they have taken on is too much.

So how does this work in practice? How do you make sure you are not just replacing existing roles, but are focused on finding out what the real needs of the group or section are, and whether there is a fit with the skills new volunteers might have or activities they want to develop?

The first step is to find out some information from the volunteer, particularly:

- their skills
- their availability
- what they want from a volunteering role
- what they are able and willing to do.



### EXERCISE 3

Consider your role:

- Does it fulfil your expectations of your volunteering role?
- Are you using skills you want to use, or are there other skills you would like to use?
- Are there things that you are not able to do?
- Do you have enough time to do your role successfully?
- Spend some time thinking about how you could be more flexible in your role:
  - Are there tasks that you could ask others to do?
  - Could you use your time more effectively?
  - Are there processes that could simplify what you do?
  - Maybe you already are flexible in your role. What do you do that others could learn from?

Make some notes below and then discuss with your line manager.



Understanding how you are flexible in what you do will help you to think about how you can support others in being flexible.

Being flexible is about:

- tailoring volunteering opportunities around the availability, needs, wants and skills of volunteers, that is, remembering that not everyone wants the same thing from volunteering. If volunteers are supported and satisfied with their roles, they are more likely to stay
- offering opportunities that meet the needs of all potential volunteers – removing the ‘invisible barriers’, such as the need to attend every meeting, to wear a uniform or take the scout promise, or having to work with young people when they could take on a task working with adults or administration.



### SUPPORTING ADULTS

Read through the information that can be found in the [Recruiting adult volunteers](#).

This will take you through all the different areas and advice for recruiting adults.



There are four stages to the adult appointment process:

- **Application:** where a line manager agrees to support an adult applying for an appointment.
- **Approval:** where independent checking concludes that this person is suitable for an appointment and includes agreement from the relevant commissioner or body, successful outcome of the personal enquiry and (where appropriate) two references.
- **Appointment:** where the relevant commissioner or body makes the appointment.
- **Induction:** where the line manager ensures that the adult receives a high-quality induction.

All adults, no matter what their role, will go through the four stages of the appointment.

Read more about the appointment process: [Just Four Simple Steps](#).



## EXERCISE 4

Take a look at the case studies that follow. Consider what you would do if faced with these situations. You may want to ask other volunteers so you get a wider perspective.

For each case study, think about the individuals concerned:

- What could or should they do?
- Does anything need to be done at all?
- Does it involve a better induction, better communication or a different approach to support?
- Would a review help?
- Why are the secondary characters acting the way they are – do they need support as well?
- Is there a need for succession planning?
- Is everyone involved in the process?
- Are there performance management issues?
- How could their teams help?
- What processes or procedures could be in place? For example, generic induction packs or specialist support.

### 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

### **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**

### **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**

### **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**

## 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



### Support

How you manage and support adults will vary with each individual role. By following the Adults in Scouting model, and ensuring that everyone is aware and involved in the process of recruitment, induction, support and review, you can set acceptable standards.

Retention, or keeping adults in scouting, involves making them feel welcomed, valued and motivated throughout their time in scouting. This isn't just about the induction at the start, but the continued support they receive.

It is also important to recognise that one of the key reasons adults stay in scouting is the close bonds of friendship and interdependence that builds among teams working together. You should also remember that it is important to retain volunteers for the right reasons. Sometimes it is the right time for someone to move on or to take more of a back seat. Groups, districts and counties should plan for succession in volunteer roles – it is healthy to have some turnover and they should plan for this as part of their development. Remember that there may be times when poor performance, unacceptable behaviour or refusal to carry out requests make it necessary for a manager to make difficult decisions and take firm action for the development of scouting.



### EXERCISE 5

Think about your experience in scouting. When you started in your own role:

- Did you feel welcomed and supported?
- What were you told and who did you meet?
- Did you receive any training and did it come at the right time?
- Do you still feel supported in your role now, and what makes you feel like that?

Use the space below to write down your thoughts.

## Induction

It is important that new adults feel welcomed and valued at the start of their role. In those first few months in the role, they find out all the information they need to do their job properly. Induction is the process that allows an adult volunteer to develop into their role and to help them feel capable and willing to continue. Induction is about developing a culture of good support, so that an adult new to scouting does not feel they have been thrown in the deep end. They should feel able to get help and support in what they do.

It is not just adults new to scouting who need induction. People changing roles also need help growing into their new role. Just as scouting is about working together, induction is not just one person's responsibility. Everyone involved within the adult's team plays a part in their induction. This will happen if the induction is well planned in advance. If everybody knows what is going on, introductions to key people will be much easier. It will also give a much better impression to the new volunteer.

## Review

There are two types of review – formal and informal. A formal review must be carried out by the line manager at the end of the appointment period (as outlined in POR). However, it is good practice to carry out an informal review of progress on an annual basis.

The purpose of review is to help an adult make the most of their time and skills. A review provides an opportunity to take stock, to discuss the support needed and to agree how that support can best be provided. It is also a chance to consider changes in role. Adults in scouting need to be valued as individuals. They need to be appreciated, their feelings and concerns understood. If they feel valued, and that what they are doing is worthwhile, they are more likely to enjoy their scouting and want to continue.

Reviews are also a chance to recognise an adult's successes, their strengths and contribution. It is also a chance to provide support to them through difficulties. This can be a great boost to people. Reviews allow the manager to work with the adult to identify any actions needed to focus their work, and help them develop and be effective in their roles.

While induction is essential, volunteers need ongoing support. It is also important to ensure that their contribution is continually valued and that they are given the skills, training and development opportunities they need to carry out their role effectively. Remembering to say 'thank you' and show recognition of the value that others brings is one of the most important things you can do.

## The benefits of review

If reviews are carried out well with individual team members, the results should be:

- a well-motivated team who feel valued, supported and understood
- a team who know what is required in their roles and who have identified development needs and plans
- adults who stay longer in scouting because they have a manageable workload, their ideas and concerns are listened to, with agreement on the way they should take things forward
- better use of human resources, since it allows planning to put the right people in the right roles, based on their ability and suitability
- better quality scouting because people have a clear focus for their roles.

More information about reviews can be found here: [Review process](#)

You can find out about dealing with the more demanding situations here: [Dealing with difficult people](#).



### **DISCUSSION POINT 3**

Go back to your answers in the case studies. Would you now change the way you would deal with those situations?

When you have completed this exercise, spend some time discussing with fellow managers, your line manager or the person validating your learning. Then take a look at the list in [workbook appendix 1](#) and compare with your ideas. There are no right or wrong answers, but if there are any areas you hadn't thought of, take some time to think about them. These may be of help when it comes to the real-life scenarios that you may encounter.

## **RESOURCES TO SUPPORT RECRUITMENT AND RETENTION**



### **EXAMPLE**

#### **Recruitment and retention tools**

You have already looked at a number of resources with the recruitment and retention of adults.

#### **Integration and induction plans**

There are several resources available that help in the planning of inductions, including a group scout leader and district commissioner induction pack and templates for use at group and district level. The template is designed to simply create induction packs for new volunteers.

#### **Group scout leader virtual induction pack**

This is an online induction pack for group scout leaders. It covers all the main aspects of the role.

#### **District commissioner induction pack**

Similar to the group scout leader induction pack, this set of resources is available from the regional development service who will support the inductions of district commissioners. There are also two district commissioner induction days held at Gilwell Park annually. These days give new district commissioners a chance to take part in workshops and receive relevant information for their roles.

#### **Parents' pack**

Parents are the biggest source of new volunteers. The Parents' Guide to Scouting helps leaders engage parents and encourage them to get more involved with scouting.

#### **Recruitment roadshows/events**

This is a specialist training module which has been designed to train those involved in face-to-face recruitment of adults and young people at events such as at a freshers' fairs or county shows. Its content covers three main elements: understanding the event, gaining the skills to sell scouting effectively, and practising these skills within the safety of the course environment.

### **Using camps to recruit parents**

This is a national resource that has been developed to take advantage of this research. It works by getting parents and adults involved in an event (such as a camp or trip) that is already happening, so that they see scouting in action to encourage them to volunteer in the future. It includes numerous resources – from activity ideas to guides supporting step-by-step planning – which can be used to support recruiting adults.

### **Promoting scouting**

There are lots of tools available on the members' resources section of the website to help promote scouting, whether it's to parents, other parts of the community, or the wider media.

There is also a full-time media team at Gilwell Park who work with local and regional media managers, young spokespeople and the national press, and have a number of helpful resources available for use.

### **Print centre**

The online print centre makes it easy to create personalised publicity materials and print them to order and also has a scouting photo library containing up-to-date images. This is the central resource for all those producing communications or marketing and promoting scouting's everyday adventure. It provides tools and guidance on producing inspiring materials, posters and leaflets to help motivate and engage with a wide variety of audiences.

### **Regional development service**

The regional development service provides direct advice and support to groups, districts and counties throughout England and British Scouts Western Europe, working on the development and growth of scouting in local communities. The country headquarters of Scotland, Northern Ireland and Wales undertake similar roles and you can contact your respective headquarters to find out what specific support and guidance you can get. In some places there may also be local development officers or national development officers, devoted to an area or specific remit.



# SESSION 3: RECRUITMENT AND RETENTION OF YOUNG PEOPLE



## RECRUITING AND RETAINING YOUNG PEOPLE

For over a century, scouting has offered young people adventure, fun and the chance to learn about themselves and the world around them. The benefits for young people as individuals and the wider society have long been recognised.

Developing the provision of scouting for young people is not just about recruiting new members; it begins with keeping the members you already have. The priority in scouting should always be to focus on the current youth members. Ensuring that there is a good quality programme is paramount to this.

Section leaders, assistants and supporters are responsible for keeping young people engaged and for ensuring that scouting continues to deliver what young people expect. Although many managers and supporters do not always have direct contact with young people, it is important for you to understand, in order to support and manage the sections.



## EXERCISE 6 SWOT analysis

This is a useful tool, which can be used to concentrate on strengths, weaknesses (internal issues) and opportunities and threats (external issues). This simple process divides a sheet of paper into four quadrants. (For an example template see [workbook appendix 2.](#))

- **Strengths:** lists all the things that the section or group are currently good at and which need to be maintained and built on.
- **Weaknesses:** these are things that are currently not right and need to be remedied or changed, or indeed stopped altogether.
- **Opportunities:** lists external factors that are good for the future and need prioritising. They need to be identified, built on and optimised.
- **Threats:** these are external factors on the horizon that are not good and that need to be planned for and countered.

The first thing you need to do is find out what is actually happening in local scouting. The following table has a series of statements, which you should consider, and decide where you would place on the SWOT grid. You may want to discuss with other volunteers, and think about the reasons for your decisions.

	<b>Strength/Weakness Opportunity/ Threat</b>	<b>Why?</b>
Joint activities between cubs and beavers		
Declining youth numbers		
Venue can accommodate more young people		
Waiting lists have large numbers of young people on them		
Active young leaders scheme section		
There are no young people living in the area where the sections meet		
There are regular programme development meetings		
Leaders leave out the zones they find difficult to deliver		
There is limited room for outdoor activities, so they happen rarely		
Changes locally mean that other youth clubs have had to close down		
Facilities are no longer available for use from the council		
Young people are struggling to achieve challenge or activity badges		
Parents are not invited to attend investment and award ceremonies		
District- and county-run termly activities and residential experiences		
Youth membership has increased by 10% over the last three years		

The venue the group uses is in poor repair and needs maintenance		
The section meets in the church hall		
Young people can't afford to pay for uniforms		
The group does not have their own equipment – they share with the other people who use the venue		
The programme is rarely planned and the leaders decide what to do on the night		
Beavers have no residential experience opportunities		
This year there are 20 scouts moving to explorers, leaving only 10 in the section		
Groups regularly take part in community events		
Scouting always gets stories in the local press		



#### **DISCUSSION POINT 4**

When you have completed this exercise, spend some time discussing with fellow managers, your line manager or the person validating your learning. Then take a look at the list in the [workbook appendix 3](#) and compare with your ideas. There are no right or wrong answers, but if there were any areas you hadn't thought of, take some time to think about them. You could also explore some of the resources highlighted in the information that follows.



#### **Expanding within or reaching out**

Long-term development requires both expanding within the current provision and reaching out to new young people. Our priority in scouting should begin with a focus on the current youth members by retaining young people in the sections, improving the programme and activities they experience.

Reaching out will have the greatest impact in terms of the local community links, but the changes required may be more radical and challenging, for example, you may need to change venues, recruit new adults or run meetings in a very different way. Either option requires an analysis of where local scouting currently is, where it wants to go, and how it intends to get there.

## **A challenging and progressive programme**

The majority of young people who join scouting are seeking challenge, adventure and excitement. This needs to be provided from the youngest section all the way through to the final section. The youth programme must be progressively challenging as young people move through the sections. This means ensuring that the activities are appropriate for the age range while always offering something to look forward to. Ensuring that there is a good quality programme is paramount to ensuring that scouting continues to deliver what young people expect.

For more information:

- Balanced programme checker – [beavers](#), [cubs](#), [scouts](#)
- Programme review – [beavers](#), [cubs](#), [scouts](#)

## **Movement between the sections**

Moving from one section to another is a key period for the retention of young people. Basic things such as the next section meeting being a different time, place or day can mean it clashes with other activities. It is really important to encourage interaction and participation between sections to promote excitement through activities and joint programmes or events. Developing group awards and attending district or county events as a group encourages the sense of belonging and participation. Good links generally occur in groups/districts/counties where section leaders meet regularly and work together.

For more information:

- [Links between the beaver scout colony and the pack](#)
- [The troop and its links](#)
- Moving-on award – [beavers](#), [cubs](#), [scouts](#), [explorers](#)

## **Youth involvement**

Active youth involvement (in the sections, in decision-making bodies in the movement and in the community) helps to create a sense of ownership and a greater capacity for action, while providing essential feedback to ensure that scouting remains attractive and relevant to its young members.

For more information:

- Youth participation – [beavers](#), [cubs](#), [scouts](#), [explorers](#)

## **Recruiting new members**

Word-of-mouth referrals from young members and their parents are the most powerful and simple tools we have. Although many young people come to scouting this way, there are a number of other ways to promote scouting in your local area and actively recruit new members.

School assemblies, scouting showcases, local media and community events can all present recruitment opportunities. The most effective way of recruiting new young people is to give them the opportunity to experience the adventure of scouting for themselves.

However, these activities will require an investment from a team of people to plan and deliver, and section leaders may well need people to help. There are a number of resources and additional training available, as well as help from volunteers to members of staff whose role is to support development.

## Joining process

Enquirers can visit the website ([www.scouts.org.uk/join](http://www.scouts.org.uk/join)) and complete the young person, parent or volunteer enquiry form which then goes to a local contact within a district or county. You may be responsible for managing this process, so it's important that the process works and that the enquiry forms are answered in a timely fashion.

[Joining process](#)

## Waiting lists and registers of interest

There may be times when a place is not available for a young person to join a section. Waiting lists include anyone who has already reached the core age of their section and is waiting for a place to become available, whereas a register of interest will include anyone under the core age range, who wants to join the section. These can be useful when looking at recruiting new young people and planning but be aware of limitations.

[See guidelines for managing registers of interest and waiting lists](#)

# MANAGING THE RECRUITMENT AND RETENTION OF YOUNG PEOPLE



## EXERCISE 7

Having looked at how you can identify what is happening, how will you manage and support your teams to assist with the development of the local scouting youth provision?

Consider the following:

- Current local scouting for young people: the structure, support, numbers and links between sections; waiting lists.
- Creating a better scouting experience for young people: programme planning, activities and opportunities for young people.
- Having a positive impact on the local community: scouting is representative, engaged and has a good profile locally; recruiting new young people.

Now make some notes on the following questions for each of these areas:

- How do you gather the information about this area? What do you currently do and what could you do?
- What are you responsible for?
- Who could you recruit or how could you use your current teams to develop these areas?
- What do you see as the priorities?
- How could you monitor and support these areas?

### Current local scouting for young people

**Creating a better scouting experience for young people**

**Having a positive impact on the local community**



## **DISCUSSION POINT 5**

Managing your resources, including people, is an important part of planning for development. By getting others involved, the process of development becomes easier, and everyone is aware of their roles and responsibilities.

When you have completed this exercise, spend some time discussing it with fellow managers, your line manager or the person validating your learning.

Then take a look at the list in [workbook appendix 4](#) and compare with your ideas. There are no right or wrong answers, but if there are any areas you hadn't thought of, take some time to think about them. You could also explore some of the resources highlighted in the information that follows.

# SESSION 4: PLANNING FOR DEVELOPMENT



## HEALTH CHECKING

You started this workbook by looking at growth and its importance in creating a feel-good factor, focusing on achieving our mission and showing visible signs of growth.

You need to know how to take practical steps and to use the support, tools and resources available to you to ensure that scouting continues to grow.

You may wish to recap on the previous sections covered and the areas of growth you have looked at (session 2 looked at practical ways to actively recruit adults and how you can integrate and support new adults to help them stay, session 3 looked at overcoming barriers to help recruit young people and the different aspects that you need to consider to encourage them stay).

Growth starts with knowing where scouting is at the moment and recognising its strengths and weaknesses. You can then look at where you want to be, and how you are going to get there. Whether planning a programme, a camp or a section's future, simple and realistic targets are needed to ensure the section doesn't eventually shrink and close.

- **Step 1:** Where are we now?
- **Step 2:** Where do we want to be?
- **Step 3:** How are we going to get there?



## EXERCISE 8

Understanding where you are now is a way of health checking your area of responsibility within scouting.

**Pretend you are a district commissioner.**

Below are a number of statements. Consider what you think of them. Are they good or in need of improvement? If you think a statement is good then you should assign it a green status. If you think it's good, but it could be better, assign it amber. If you think it definitely needs improvement you should assign it red. Write comments on why you have chosen each category in the comments box.



<b>Statements</b>	<b>GREEN</b>	<b>AMBER</b>	<b>RED</b>	<b>Comments</b>
Some sections have no girls	GREEN	AMBER	RED	
There are 15 young people in each section	GREEN	AMBER	RED	
All young people in sections have a chance to provide input on and discuss the programme	GREEN	AMBER	RED	
50% of young people go from cubs to scouts	GREEN	AMBER	RED	
All sections have one residential experience a year	GREEN	AMBER	RED	
There are no young people on waiting lists anywhere across the district	GREEN	AMBER	RED	
No increase on last year's census figures for young people or adults	GREEN	AMBER	RED	
All executive committees have a chair, treasurer and secretary and a minimum of four other executive members and hold regular planned meetings	GREEN	AMBER	RED	
No fundraising committee in place; leaders have to be responsible for fundraising events	GREEN	AMBER	RED	
Two nights away permit holders within each group	GREEN	AMBER	RED	
Most appointments are filled within the district, although many adults hold multiple appointments	GREEN	AMBER	RED	

The district is not representative of the local community	GREEN	AMBER	RED	
Good programme support from assistant district commissioners, with regular inter-group events and a district programme	GREEN	AMBER	RED	
No network provision or links with other networks	GREEN	AMBER	RED	
Against last census, there has been a growth in young leaders of 15%				
There is no annual general meeting				



### DISCUSSION POINT 6

When you have completed this exercise, spend some time discussing it with fellow managers, your line manager or the person validating your learning. Then take a look at the list in [workbook appendix 5](#) and compare it with your answers.

You may want to ask other managers or supporters in your county or region so you get a wider range of responses. Are their answers the same or different?

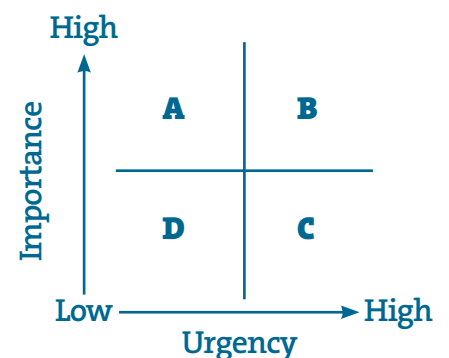


If you do ask lots of other people, this exercise will show you how different people may have different perceptions as to the health of scouting. It is important when planning to involve as many people as possible and be realistic about the 'where we are now'.

There are a number of tools you could use to help with planning, all of which aim to get a picture of where local scouting currently is, give a benchmark to measure success by. The next step is to prioritise actions and then decide who will do them. In prioritising, you need to look at the importance and urgency of a task. There may be some 'quick wins' as well as long-term goals.

Have a look at the importance/urgency grid that can be found in [How to Prioritise \(FS310607\)](#).

#### The Matrix



Once you have decided what your priorities are, you need to break them down into what needs to be done, by whom and when. The plan needs to take into account any known internal or external factors, and it should be realistic and focus on accomplishing tasks that can be achieved rather than lots of tasks that need more resources and volunteers. You should also set review dates and stick to them. The important thing is to implement the plan one step at a time, in order to get results and develop scouting.

If all groups prepare action/development plans it means that the district can see where to focus their support. In turn the district development plan will reflect the support the groups need and show the county where they should be focusing their support. The county plans then allow the regional commissioner and headquarters to see where the counties need support.



## **CHANGE MANAGEMENT**

In the majority of cases, development plans will involve planning for change in order to do something differently. You will be responsible for managing and supporting this process within your role.

Change comes in many forms and sometimes it may be unwelcome. For example, change can occur with:

- groups merging
- new groups/sections
- new leadership teams
- district/county boundary reviews
- new processes/policies.



## **EXERCISE 9**

**Once again, imagine you are a district commissioner.**

You have been told that the boundaries for groups have changed. This means that some groups will move to a different district and other groups will merge.

What do you think the possible reactions to this change might be?

Now write down possible actions you can take for each of these reactions to help the individual or group understand the change.



### **DISCUSSION POINT 7**

While you are reflecting on these areas, it might be useful to talk with others about their experiences of change. Learning lessons from the past helps when planning for the future. Consider which areas you might have more influence over, and make a note of what your priorities might be. Then take a look at the list in [workbook appendix 6](#) and compare it with your answers.

### **Some final comments/tips**

- People change when they see a need to change.
- People will change when they know how to change.
- People change when they are actively involved in the change process.
- People need support in their involvement in the change process, for example, so that stress does not become a negative factor.
- People change when they are secure in changing.
- People do not necessarily change on the basis of new knowledge alone (that is, people are not always rational).
- People change some attitudes slowly; it is better to ask them to change their behaviour.
- Change can be painful.
- Change is not always possible or desirable.

### **Golden rules**

#### **Do remember:**

- change is a process not an event
- prioritise
- involve absolutely everybody
- publicise early success
- expect it to take longer than you think.

#### **Don't:**

- underestimate the cost of change
- expect to be able to control all factors
- deliver spin or hype.



## EXERCISE 10

Remember that development plans allow scouting to grow in a constructive way, to highlight issues and areas that may need working on, and look at where they want to be.

A development plan should:

- be devised by everyone in the group/district/area/county/region so that ownership is shared
- focus on improving the quality and/or growth of your section
- include realistic targets and timescales
- be simple.

Development plans are best devised with others in your area, but that doesn't mean that you can't make your own personal action plans.

Spend five minutes thinking about the key messages you have picked up throughout this workbook.

- What are the most important things you have learned?
- What will you do with the knowledge you have attained?

Write down three actions you will take now. They should be things that you can personally complete (for example, planning to review your direct reports in six months). Make sure you share these with your line manager, so that you can make them happen.

1.

2.

3.

# CLOSE

Thank you for completing this workbook. Growing the movement is an important part of ensuring scouting remains relevant. Hopefully this workbook will have helped you to understand how you can make a difference.

Don't forget that you now need to validate your learning with your training adviser. The criteria were stated at the start of the workbook.

**Good luck!**