

# PLANNING FOR GROWTH

Learning Guide



**Note:** 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 publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

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# Planning For Growth Learning Guide

## Who is this learning guide for?

This learning guide is aimed at managers and supporters in Scouting. The purpose of this learning guide is to build on the information given in the video **Planning for Growth**. As well as providing extra details of some of the tools outlined in the video, it also seeks to help you reflect on how to use them in your Scouting role.

The total learning time for this resource is approximately 30 minutes.

## How to complete this learning guide

Before completing this learning guide you should watch the video **Planning for Growth**.

Read through the chapters in this learning guide for a more detailed explanation of some of the models outlined in the video and complete the tasks to help you reflect on how to apply them to your role in Scouting. If you are unsure of a theory or task, revisit the video and discuss it with your Training Adviser or line manager. Then go back and complete the learning guide.

**While using the workbook you will see the following symbol:**



**Task:** activities, discussions or reflections for learners to undertake

Throughout this learning guide you will be undertaking practical activities, making notes and reflecting on relevant examples from your Scouting experiences. We hope that the video and learning guide will provide you with useful knowledge to aid you in your role in Scouting.

## What resources do I need to accompany this learning guide?

- **Planning for Growth** (video)
- **The Scout Association's Vision** (video)

## Associated reading

Further resources are available from the Member Resources section of **scouts.org.uk**

- **A systematic approach to planning** (factsheet)

Additional resources:

- Building Effective Teams – **video and learning guide**
- Enabling Change – **video and learning guide**
- Dealing With Difficult Situations – **video and learning guide**
- Keeping, Developing and Managing Volunteers - **video and learning guide**

# Time to Grow

Growth is a key part of our vision to allow more young people and adults to get involved in Scouting. Scouting's Vision is our commitment to what we want to be and where we want to go.

## The Scout Association Vision

Scouting will:

- make a positive impact in our communities
- prepare young people to be active citizens
- embrace and contribute to social change.

Scouting will be:

- shaped by young people in partnership with adults
- enjoyed by more young people and more adult volunteers
- as diverse as the communities in which we live.

Members of Scouting will feel:

- empowered
- valued
- proud.



## Task: The Scout Association Vision

Watch the video below which explains the current vision for Scouting, how it was devised, and what it means.

### The Scout Association's Vision (video)

It is everyone's responsibility to ensure that we meet our goals. Growth is not just about expanding sections but also about retaining members and supporting their transition between sections. As a manager or supporter in Scouting it is your role to help identify areas for growth and development locally and ensure that there is a plan in place to make the most of these opportunities.

# Planning for Development

## The key principles of development planning

Importance of the planning process:

- helps to avoid problems and identify opportunities
- clarifies expectations
- enables managers to understand more clearly what they want to achieve and how and when they can do it
- gives everyone a common goal to work towards.

Purpose of planning:

- helps management to clarify, focus and research a Group, District, or County/Area's development prospects
- offers a benchmark against which actual performance can be measured and reviewed.

What a plan should be:

- simple
- a realistic view of the expectations
- a mixture of long term, medium term and short term goals
- different for each Group, District or County/Area's plans.

## How to begin

To begin the process of development planning, you must first ascertain where you currently are; then, look at where you want to be, followed by how you are going to get there.

You may already be familiar with some of the tools used in development planning. It is important not to dwell on the negatives, but to focus on how to make them better. Tools that can be used include:

- SWOT analysis
- traffic light toolkit.

Together, SWOT analysis and the traffic light toolkit make up the national Development Planning Toolkit. Support on how to use the Development Planning Toolkit is available from your local Development Service

## SWOT analysis



The SWOT analysis headings provide a good framework for reviewing strategy, position and direction of a Group, District, County/Area or Region.

- Strengths: What are we good at?
- Weaknesses: Where can we improve?
- Opportunities: External factors that we can utilise.
- Threats: External issues that may hinder us.

## Top tips

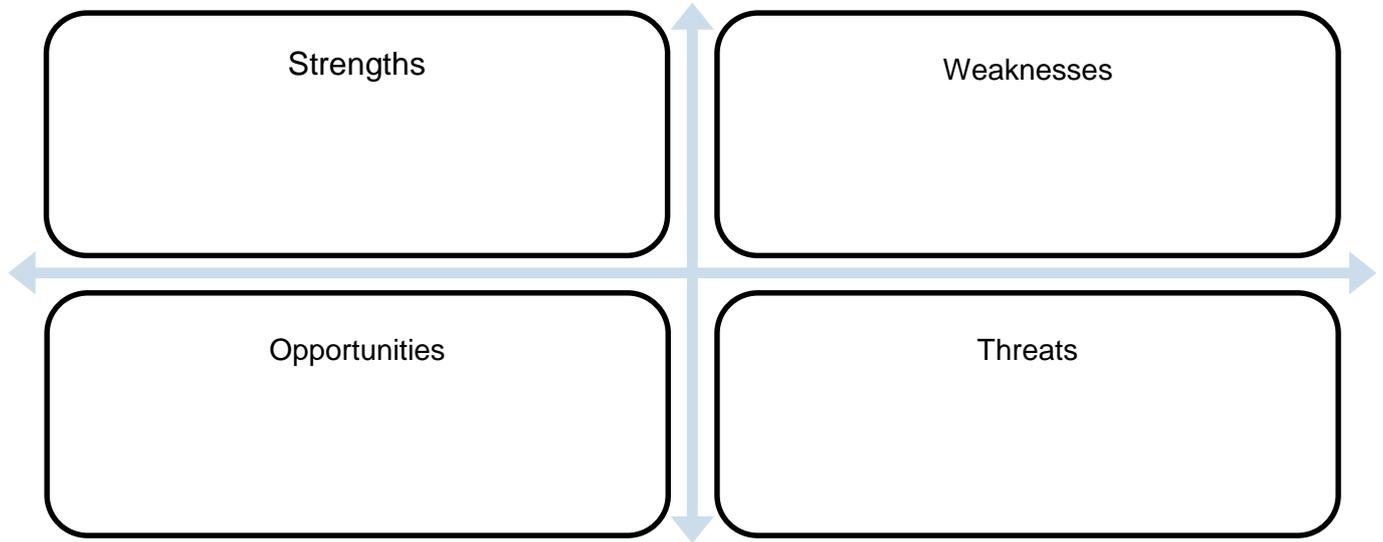
How to carry out a successful SWOT analysis:

- be realistic and honest about the strengths and weaknesses
- distinguish between where your group is today, and where it could be in the future
- always be specific and avoid grey areas
- keep your SWOT short and simple



### Task: SWOT analysis

Briefly reflect on your Group, District, County/Area or Region and identify one strength, weakness, opportunity and threat. Write them in the table below.



### The Development Planning Toolkit

You may know the Development Planning Toolkit by another name, such as RAG, traffic light checks or health checks. These all work on the same three-colour premise:

-  Concern – Action required
-  Okay – Improvements to make
-  Working well

It is important to remember that if an area is graded as red this does not mean that it is bad; it just means that it is an area for improvement. Similarly, green does not mean there is no more work to do; sometimes it's as tough to keep an area green as it is to get it green in the first place.

#### Benefits

- everyone has their say
- informs the District, County/Area or Region of where to focus their support, as more than one group of people may need help
- provides key areas of focus for your Development Plan but leaves the approach up to you.

Once a RAG assessment has been completed, you can start to see where to take action to improve. All aspects can be improved, even if they are marked as green, but it might be easiest to start with red and amber.



## Task: RAG analysis

For your Group, District, County/Area or Region, identify one aspect that you would classify as green, amber and red and list what action you could take to improve these areas.

RAG	Area of improvement	What action can you take?
		
		
		

## Prioritising changes

By using the Development Planning Toolkit you should have a picture of where your Group, District, County/Area or Region is currently. It is important to remember that it is only a snapshot; but it is now your benchmark and this is what you will use to measure your progress.

Having established your current strengths and weaknesses, you need to plan how to implement the changes you want to make. It is important that everyone is involved in the growth and development of each Group, District, County/Area or Region and you will have a leading role in driving this forward.

You may have a lot of changes that you want to make but it is important to prioritise. Ask yourself:

- Where are our red areas? What can we do to turn them into greens?
- What will give us a quick win? I.e. the greatest gain for the smallest effort.
- Who is available to help? You don't have to do everything yourself. It is important to spread the load and delegate.
- What resources are available to you?

## Finalising your plan

When writing up your plan, make sure to include who is doing what and by when. It is important to consider any known internal or external factors, for example you will need to take into account the dates that people will be away and will not be available help. It is a good idea to choose between 3 and 5 things to be working on at any one time in order to ensure that the workload is manageable.

Remember, a plan is dynamic. Priorities may change and it will be necessary to be flexible. A plan is there to help and support you, to show that you have a vision and direction, and to show the District, County/Area or Region what your strengths are and where you need support.

# Putting it into Practice

## Implementing a development plan

Once you have a plan in place, you can start to put it into practice. It is important to remember that your development plan does not exist in isolation and will have an impact on other Group, District, County/Area or Region plans. Make sure that you communicate your ideas to everyone involved so that they are engaged in the plans and have a chance to ask questions and understand the decisions that have been made.

Remember to ask your District, County/Area or Region and Headquarters for advice and support if you need it. Asking for support, help and advice does not mean that you are failing. Sharing your ideas with others means that you can get feedback on what you are doing; they may identify other opportunities or areas for development that you had not considered.

## Review and Revisit

It is necessary to regularly review and revisit your plan to make sure that you are on track. It is important to set regular review dates and stick to them. Having the plan as an item on every agenda will help you to do this, and need not take all evening.

An easy way to make sure that you are sticking to your plan is to make sure that the objectives you set are SMART. This means that each objective must be:

**Specific** – What needs to be done? How? When?

**Measurable** – What does success look like? How will you know you have achieved your target?

**Achievable** – Does everyone understand and agree what needs to be done?

**Realistic** – Is this manageable with the resources available to us?

**Time bound** – What is the deadline and what are the key milestones for achieving this target?

By ensuring that you use SMART objectives, you will have built-in criteria by which to measure your progress towards achieving your target.

### Top tips

- share your successes
- remember that your plan can change over time
- ask for advice and support when you need it

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You have now completed the independent learning guide for 'Planning for Growth'.

For more information on planning for growth and other training resources for managers and supporters in Scouting, please visit [scouts.org.uk](https://www.scouts.org.uk) or contact your local staff team.