Who is this workbook for?

This workbook is aimed at Section Leaders, Assistants and Supporters working towards the award of the Wood Badge. It provides information and advice on how to grow their Section.

Using the workbook

This workbook is a method of completing the learning necessary for Module 13, Growing the Movement (Section Leaders). Although the same topics will be covered in the training course, these may be covered differently in the workbook. If you require extra space, attach additional sheets as necessary.

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

**Exercise** – this is an exercise for you to complete.

**Example** – this is an example for you to study and relate back to either the text or an exercise.

What does the workbook cover?

This module covers the following elements:

1. Some reading of relevant factsheets
2. Questions to complete and discuss with your Training Adviser
3. The validation for the module.

This module helps ensure that Leaders working with the Sections have the understanding and tools available to help their Section grow - giving the opportunity to deliver Scouting to more young people.

The topics covered in this workbook are in three sections:

**Section one - Opportunities to grow**

**Section two - How to grow Scouting**

- Recruiting adults
- Recruiting young people
- Moving-On
- Waiting lists

**Section three - Planning to grow**
Where should I begin?
This module assumes some knowledge of Scouting, the Programme and young people today. It is recommended that this module follows completion of three other modules: 5, 12 and 14. How you progress through the workbook is your choice; however, it is recommended that section one be completed first.

Resources
Before you sit down to begin this workbook you will need to read the following factsheets:

- *Active Recruitment* (FS 391003)
- *Opening a new Scout Group or Section* (FS 500011)
- *Links between the Beaver Scout Colony and the Cub Scout Pack* (FS 170011)
- *The Troop and its Links* (FS 315019)
- *Recruiting Adults* (FS 500010)
- *The Unit and its Links* (FS 452008).

You will also need to refer to the following resources:

- *Scouting Essentials*, Chapter 7
- *Recruiting Adults Prompt Card*
- *Induction Prompt Card*
- *Recruitment of Adult Volunteers*
- *Induction – Starting Adults in a New Role*
- *The Induction Toolkit*
- *Living and Working Together*
- *The Training Adviser’s Guide*
- *The Adult’s Personal File*.

How is this module validated?
The validation of this module is based on an individual’s ability to meet the validation criteria, as set out in the *Training Adviser’s Guide* and the *Adult’s Personal File*. This means being able to demonstrate the ability to plan and implement growth within a Section.
Aim
To cover ways in which an adult working with a Section can work with their GSL and others to plan and implement growth in their Group and Section.

Objectives
There are 11 overall objectives for this module:

1. Outline opportunities to grow the Movement.
2. Explain the benefit of having and using Group Development/Growth Plans.
3. Describe the process for creating a Group Development/Growth Plan.
4. Describe the Six Step Approach to the recruitment of adults.
5. State the principles of the key stages of the induction of adults.
6. Describe effective ways to recruit young people.
7. Outline the role of the Moving-On and Membership Awards and age range flexibility in supporting the transfer between Sections.
8. List the problems experienced by young people when moving from one Section to the next.
9. Describe attractive methods to encourage the successful transfer of young people from one Section to the next.
10. Describe how to manage waiting lists effectively.
11. Plan to work with their GSL and/or others in the creation and implementation of an ongoing development plan for their Section/Group.

Please discuss the objectives with your Training Adviser if you have any questions.
Section one: Opportunities to grow

Section one explores your understanding of the term ‘Growing the Movement’. Growing the Movement is about giving more young people and adults the experience of Scouting. This includes retaining our current Members as well as recruiting new ones. When the demand for Scouting exceeds the available opportunities we need to think about opening new Sections or new Scout Groups. This is called increased provision.

The following statements may help you work through Exercise 1:

**Mixed Scouting** – All young people having the opportunity to do their Scouting together in the same Section and Group.

**Co-education** - Boys or girls working together or separately, taking part in a Balanced Programme in such a way as to challenge gender stereotypes.

**New Groups** – To provide Scouting where none currently exists.*

**New Sections** – These may be necessary to take in all the young people who want to join.

**Programme** – Using the Programme to the full to make Scouting exciting and relevant so that young people continue to join.

**Recruiting adults** – Leaders, Section Assistants, helpers and administrators; finding the right people for the right jobs, inducting and supporting them.

**Recruiting young people** – Going out and raising the awareness of Scouting and what it has to offer.

**Transfer** – Making full use of the progressive Programme, Moving-On Awards, Membership Awards and flexibility in age-ranges to ensure that we do not lose young people when they transfer from one Section to another. This could be within the Group or moving to the Explorer Scout Unit or Scout Network.

**Waiting lists** – Managing those lists and making room so that every young person over six years of age who wants to join, can join.

(*It should be pointed out this is the responsibility of managers within the District e.g. District Commissioner, rather than Section Leaders and individual Scout Groups, although new Groups may need support from established Groups).
Exercise 1

Choose three topics from the previous list which you feel are the biggest priorities for your Section and briefly describe what action ought to be taken under the headings below.

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<th>Topic</th>
<th>Action to be taken</th>
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You have now completed section one and should have an understanding of the term ‘Growing the Movement’ and the opportunities this presents within your Section. All these topics will be looked at in more detail throughout the rest of the workbook. You can now review this stage with your Training Adviser who will discuss your understanding of the material and your responses to the exercise.
Section two: How to grow Scouting

This session looks at practical ways of recruiting adults and young people. It covers the following areas:

- Recruiting adults
- Induction for adults
- Recruiting young people
- Moving-On
- Managing waiting lists.

Recruiting adults

Some interesting facts arose from a survey carried out by the National Centre for Volunteering:

- Around half the population of the UK undertakes some form of voluntary work.
- More people undertake voluntary work now than 20 years ago.
- Three million volunteers work with children or young people.
- On average, volunteers give four hours of their time per week (do we need to adapt our expectations to cater for this?).
- Only 14% of volunteers had their job explained to them.
- 70% said things could be better organised.
- Only 10% responded to a general appeal for volunteers.
- 70% of people volunteer because someone asked them to do a job.

The Six Step Approach to recruitment

The Scout Association has a model for recruitment called the Six Step Approach. Research and experience have shown us that it works well when each step is followed through properly. The model is based on the organisational technique of breaking down a large task into smaller steps. The model follows a sequence. It is vital to use all the steps and not to move on to the next step until the previous one has been fully completed.

The steps are as follows:

**Step 1 - Define the job that needs to be done**
This means working out exactly what it is you need to be done and what tasks need carrying out rather than what role you want to fill.

**Step 2 - Identify the skills and qualities needed**
What skills and qualities would the ideal person for the job have; what sort of person are you looking for to carry out the tasks you’ve identified?

**Step 3 - Generate a list of who can do the job**
Identify individuals who might be able to do the tasks you’ve identified and have the skills and qualities for which you are looking.
Step 4 - Target the best choice
Select from the list who best fits the description of your ideal person.

Step 5 - Ask someone to help you
Decide who will ask them, how, and then do it!

Step 6 - Offer support and welcome them into Scouting
Use the induction process to welcome them and make them feel part of Scouting by outlining the training and support available to them.

Example - Look at the following job description of a Beaver Scout Leader and then complete Exercise 2.

What job do you want me to do?
• Lead a team of adults in running the Beaver Scout Colony.

What is involved?
• Weekly meetings for a group of 6 - 8 year-olds
• Working with other Leaders, plan and run these weekly meeting including activities such as games, handicrafts, stories, making drinks and outings
• Going into uniform and becoming a Member of The Scout Association*
• Attending Leaders meetings every two months.

* If you don’t wish to go into uniform you can become a Colony Assistant.

Where and when?
• Wednesday night 5.30pm until 6.45pm at Scout Headquarters
• Possible occasional outings and events at weekends.

With whom will I be working?
• Beaver Scout Leaders
• Group Scout Leader
• Parents’ rota.

What help do I get?
• Meeting place
• Equipment for games and activities
• Ideas books and magazine
• Leaders’ training and programme materials
• Support from Group Scout Leader and Group Committee
• Funds for equipment, etc.
• On-going training.

How long do you want me to do the job?
• Initially one year.
Exercise 2

Write the job description of an adult required in your Section – if you do not think any adults are required, make up the job title and job description of a new post that you think could help the existing leadership team.

Job title:
What job do you want me to do?

What is involved?

Where and when?

With whom will I be working?
What help do I get?

How long do you want me to do the job?
Exercise 3

List the skills and qualities needed to fill the job outlined overleaf.

Exercise 4

Explain what you understand by the term ‘Name Generation Evening’ (you may wish to refer to FS 500010).

Now list the occupations of the people you would invite to a Name Generation Evening for your Section.

During the Name Generation Evening attention should be paid to the sources of names, e.g. neighbours, friends etc.
Exercise 5
List at least six additional sources of names.

Exercise 6
Explain how you would decide on the ‘best’ person for the job?

Exercise 7
How do you identify who will ask the ‘best’ person?
Describe what happens after the person has said ‘yes’

The following are other methods of recruiting adults and finding help:

- Recruitment stand at an event using the method and tick list featured in _Opening a New Scout Group or Section_ (FS 500011).
- Parents’ rota – by inviting parents to become more involved on a more permanent basis.
- Breaking down jobs – find parents who may take on ‘minor’ roles such as making squash at the end of a meeting or collecting fees when dropping their child off.
- Parents’ Charter – make it a condition of membership that parents must undertake a role whether large or small. Have a list of jobs available.
- Job sharing – see if a job can be shared. Leaders may prefer to work on a rota rather than a weekly commitment.

**Induction of adults**
We lose many volunteers within the first few months because they do not receive a proper induction. They need to have their job explained to them (and this may vary slightly from Section to Section and from Group to Group). Very importantly the new adult needs to be integrated into the leadership team.
Exercise 9

What are the needs of a newcomer to Scouting?

Exercise 10

What are the key points when welcoming new adults?

Exercise 11

Devising a simple three month induction programme for a person joining your Section with no prior knowledge of Scouting that will introduce them:

- to Scouting
- into their new role
- fully into the Section and the Scout Group.

Please complete this on a separate sheet or at the end of this workbook.

NB: Remember the Provisional Appointment stage.
The most effective way of recruiting young people is to give them the opportunity to experience Scouting activities. One of the best places to find young people is at school. Permission should always be sought through the head teacher but many will be only too happy for you to attend an assembly and run an activity. It is important to find the right person to do this: the aim should be for someone with good communication skills and empathy with the target age group. The methods for pre-adolescents (6-10 year olds) will be very different to those that will appeal to adolescents (10+ year olds).

Exercise 12

Explain why we need to recruit young people.

Exercise 13

List the preparations needed for recruiting young people to your Section.
Exercise 14

Explain how you would run a school presentation for your Section’s age range. List the steps taken before, during and after the school visit.

Exercise 15

Presentations in schools are not the only method of recruiting young people. List some other methods in the space below.
Currently 20% of Beaver Scouts do not move on to Cub Scouts and 50% of Cub Scouts do not move on to the Scout Section. The Programme gives plenty of opportunities to improve links and ensure that young people move on. Good links generally occur in Scout Groups where Section Leaders meet regularly and work together.

**Exercise 16**

Explain the purpose of the Moving-On Award.

**Exercise 17**

List the barriers which could stop young people moving on to the Section.

**Exercise 18**

List possible ways to overcome those barriers.
Describe ways of improving links and transfer with the Section above and the Section below yours.

Managing waiting lists

Success breeds success and this should certainly be celebrated. However the downside to full Sections is an increasing number of young people wanting to join but being denied the chance to do so. Our primary concern is the long waiting lists of unhappy, disappointed young people.

Issues to consider include:

- setting the size of the Section
- managing membership
- setting the size of the waiting list
- who should go on the waiting list
- who should go on your register of interest.

Remember, it is important to consult with other Section Leaders when making decisions about the size of your Section. There is also help and support available. The responsibility for developing Scouting in a District lies with the District Commissioner and their District Team.

When trying to keep to the agreed size of waiting list, the leadership team might also consider:

- whether to give priority if parents/carers offer to help
- whether to give priority to those with brothers or sisters already in the Section/Group
- whether some names appear on more than one waiting list.
Exercise 20

What determines the size of your Colony/Pack/Troop/Unit?

Exercise 21

Describe how two separate lists may be generated.

Exercise 22

How can you increase the likelihood that those young people on the waiting list are given a place?

Exercise 23

Explain what you understand by a ‘register of interest?’
Exercise 24

How could you decide who goes on a waiting list?

Exercise 25

Describe what can be done if those waiting to join your Section are unlikely to be offered a place.

You have now completed section two. You should now have the tools you need to help you recruit and retain adults and young people within your Section. You can now review this stage with your Training Adviser who will discuss your understanding of the material and your responses to the questions and exercises.
**Section three: Planning to grow**

This session looks at how to create an effective plan for growth within your Section.

**Exercise 26**

*Exercise 26*

**Exercise 26**

**Exercise 26**

**Exercise 26**

**Exercise 26**

**Exercise 26**

This session looks at how to create an effective plan for growth within your Section.

**Exercise 26**

**Exercise 26**

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**Exercise 26**

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**Exercise 26**

**Exercise 26**

When talking about Growth Plans we identify three key stages:

**Step 1 - Where are we now?**

A Section audit – The Present

**Step 2 - Where do we want to be?**

Decide on aims/priorities - The Vision

**Step 3 - How are we going to get there?**

Who is going to do what and what methods will we use? – The Process

When writing Growth Plans, the approach should be bottom-up. Groups need to identify their plan first in order that Districts and Counties respectively can write their plan around supporting Groups and Districts.

Plans need to be kept simple. We know that we can’t do everything at once, so there is a need to prioritise. Work on no more than three to five issues at once and be realistic! The goals need to be achievable if the plan is to be of benefit.
Exercise 27

Give examples of the three stages of a Growth Plan relevant to your Section.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
In the following charts, you will find details of two Scout Groups – 1st Northtown and 6th Eastown. Choose one Scout Group and list the growth opportunities for the chosen Group.

Growth opportunities for ___________________________ Scout Group

1. Choose the top three priorities and enter them on the Group Growth Plan. Worksheet 1. An example of a completed Group Growth Plan is given in Handout 1.

2. Please complete the ‘How’ column with tools learnt earlier in this module – i.e. Six Step Approach, presentations in schools etc.
### 1st Norhtown

The Group has:
- a GSL
- one Colony
- two Packs
- one Troop.

The Group has an Assistant Group Scout Leader.

The Group has a Group Chairman.

There is a concern about the programme being offered in the Scout Section, as most of the Scouts in the Troop are 13 years old.

No Section is mixed.

### 1st Northtown - Group Executive

The Group has:
- a Group Chairman
- a Group Secretary
- ten members on the Group Executive Committee
- four of them on a fund-raising sub-committee.

The Chairman is also doing the job of Group Treasurer.

### 1st Northtown Beaver Colony

The Colony has:
- one Beaver Scout Leader
- two Assistant Beaver Scout Leaders
- one Young Leader
- 26 Beaver Scouts
- 18 youngsters on the waiting list.

### 1st Northtown Cub Scout Pack - Alpha Pack

The Pack has:
- one Cub Scout Leader
- two Assistant Cub Scout Leaders
- one helper
- 26 Cub Scouts
- a waiting list of six boys.

You would like the Pack to go mixed.

### 1st Northtown Scout Troop

The Troop has:
- one Scout Leader
- one helper
- 12 Scouts (ten are 13 years-old).

### 1st Northtown Cub Scout Bravo Pack

The Pack has:
- no Cub Scout Leader
- two Assistant Cub Scout Leaders
- 18 Cub Scouts.

There is a concern about the Troop losing Cub Scouts that move up.

Would like to go mixed.
<table>
<thead>
<tr>
<th>6th Eastown Scout Group</th>
<th>6th Eastown Group Executive</th>
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<tbody>
<tr>
<td>The Group has:</td>
<td>The Group has:</td>
</tr>
<tr>
<td>• a GSL</td>
<td>• a Chairman</td>
</tr>
<tr>
<td>• one Colony</td>
<td>• a Treasurer</td>
</tr>
<tr>
<td>• one Cub Pack</td>
<td>• no Secretary</td>
</tr>
<tr>
<td>• one Scout Troop.</td>
<td>• no others.</td>
</tr>
<tr>
<td>The Pack and Colony would like to be mixed, but the Scout Leader says ‘Scouting is for boys’.</td>
<td>Last AGM held three years ago.</td>
</tr>
<tr>
<td>Nobody can remember having a Leaders’ Meeting.</td>
<td>There is an active parents fund raising committee.</td>
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<thead>
<tr>
<th>6th Eastown Beaver Colony</th>
<th>6th Eastown Cub Pack</th>
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<tr>
<td>The Colony has:</td>
<td>The Pack has:</td>
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<tr>
<td>• a BSL</td>
<td>• a CSL</td>
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<tr>
<td>• one ABSL</td>
<td>• one ACSL</td>
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<tr>
<td>• two Colony Assistants</td>
<td>• one Pack Assistant</td>
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<tr>
<td>• 24 Beaver Scouts</td>
<td>• 20 Cub Scouts.</td>
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<tr>
<td>• 20 youngsters on waiting list.</td>
<td>Would like the Group to be mixed.</td>
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<tr>
<td>Would like girls to join.</td>
<td>Meets occasionally with Colony Leaders.</td>
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<thead>
<tr>
<th>6th Eastown Scout Troop</th>
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<td>The Troop has:</td>
<td>The Troop has not had an outdoor meeting for at least two years.</td>
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<tr>
<td>• a Scout Leader</td>
<td>The Scout Leader is 61, needs extra help and has put an advert in the Post Office.</td>
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<tr>
<td>• an occasional helper</td>
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<tr>
<td>• six Scouts.</td>
<td></td>
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<tr>
<td>The Troop has not had an outdoor meeting for at least two years.</td>
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<tr>
<td>The Scout Leader is 61, needs extra help and has put an advert in the Post Office.</td>
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<tr>
<td>Target</td>
<td>Group</td>
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<td></td>
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<tr>
<td>Who?</td>
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<tr>
<td>--------------</td>
</tr>
<tr>
<td>GSL ADC (Development) Group Chairman</td>
</tr>
<tr>
<td>Assistant Scout Leader District Explorer Scout Commissioner</td>
</tr>
<tr>
<td>Cub Scout Leader ADC (Cub Scouts)</td>
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**Handout 1: Group Growth Plan**

**Group 1st Wychbury**

**For 12 months from: 31 January**

<table>
<thead>
<tr>
<th>Target</th>
<th>By when?</th>
<th>Resources</th>
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<tbody>
<tr>
<td>New Beaver Scout Leader</td>
<td>April</td>
<td></td>
</tr>
<tr>
<td>Improve transfer of Scouts to</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td>Explorer Scouts</td>
<td>December</td>
<td></td>
</tr>
<tr>
<td>Increase number of Cub Scouts</td>
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</table>
As an Explorer Scout Leader, it is part of your role to agree on a clear strategy for growing your Unit.

Your strategy should contain three parts:

A strategy for recruiting young people directly into Explorer Scouts.

A strategy for retaining the majority of existing Members.

A strategy for moving into and moving on from the Explorer Scout Section(s) in the District. The strategy should plan to overcome any barriers to young people joining.

The DESC wants this to be an easy and enjoyable experience for all concerned!
Planning to grow - conclusion

A Group Growth Plan should:

- be devised by everyone in the Scout Group so that they have ownership
- focus on growth
- identify the most important two or three needs of the Group
- include realistic targets and time-scales
- be simple.

Group Growth Plans can then go forward to help formulate the District Growth Plan. They help Districts to see where support is needed and to support Scout Groups in the most appropriate way.

By taking it one step-at-a-time, your Scout Group will get results and be motivated to move on to other areas. Don’t forget to meet regularly to see how your action plan is going. Share it with other Groups in your District and involve your District Team in helping you achieve your targets.

You have now completed section three, the final section of this workbook. It is now important to discuss what you have done with your Training Adviser. This will allow you to discuss how the exercises you have completed work in practice and to discuss any further learning needs that you may have.