

Beaver Colony Development Planning Toolkit

This Beaver Colony Development Planning Toolkit is one of nine planning aids for use across the movement, to help members analyse the past and plan for the future. These documents comprise and replace all previous red, amber, green (RAG) packs. While anyone may use these documents, it may be helpful to enlist the support of headquarters' regional development service.

Completing electronically

The SWOT analysis, RAG reviews, planning matrix and development plan are set up so that you can complete them on your computer using Adobe Reader. Simply click in the box you wish to complete and start typing. To download this for free click here.

Printing

If you would prefer to print the whole document and complete it on paper, we recommend you print to A4. You may wish to print and use only certain parts of this document. You can specify what pages you want to print from the print menu, and the relevant parts can be found on the following pages:

- SWOT analysis page 3
- RAG analysis pages 4 – 9
- Planning matrix page 10
- Blank development plan page 12

“Those who never make any plans, never make any progress either.”

– Lord Baden-Powell

To put B-P's words another way, 'Those who fail to plan, plan to fail.' It's an old adage, but very true, especially in Scouting. Whether planning a programme, a camp or your colony's future, you need simple and realistic targets to ensure the colony doesn't eventually shrink and close.

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

Be SMART

Before we look at how to put a development plan together, let's ensure the targets we set are as realistic as possible; this makes the whole process much easier in the long term. Make your targets specific, measurable, achievable, relevant and time-bound (SMART). For example:

	We need a new assistant beaver leader
S	We will recruit one new adult for the beaver colony
M	When their CRB is returned and they have received their appointment, the target is reached
A	This task is linked to the movement's national objective to grow the number of adults
R	The new adult will help us meet the future demand of young people, identified by the waiting list
T	We will run this task for eight weeks, with a deadline of xx/xx/xxxx

If you use this system for setting targets, you are far more likely to succeed. Because you have clearly identified when the target is reached, you know exactly when to close the task and will not waste extra resources by keeping it open for longer than needed. By making it time-bound you also know when to stop if you are not having any success, so the task can be reviewed and a new approach taken. Crucially, you will not be wasting your time by continuing with something that might never work.

Development planning

Development plans do not need to be long, complicated documents that go on for pages and pages. Some of the best and most effective plans are short and simple ones. Be realistic; what can you achieve this year?

What goes into a development plan?

There are two main sources that can contribute to a development plan, one is the SWOT analysis, and the other is a RAG review of your colony. Elements are taken from both, prioritised, and then some items are placed on your development plan.

S	W
O	T

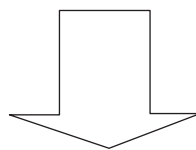
SWOT analysis

RAG review

	R	A	G

x	✓
x	x

Planning matrix



Development plan

SWOT ANALYSIS

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

STRENGTHS

(Things you are good at now, and need to be maintained and built on)

WEAKNESSES

(Things that are not good right now, that need to be remedied, changed, or stopped altogether)

OPPORTUNITIES

(Things that will be good for the future that need to be prioritised. They need to be identified, built on and optimised)

THREATS

(Things that are not good for the future that need to be planned for and countered)

RAG REVIEW

The RAG review is a simple set of criteria which you can check your colony against. There are a number of categories down the left-hand side, and each one has three statements next to it. Each statement corresponds to either red, amber or green. Read all three and decide which one is the closest match to your colony. Put the corresponding colour in your result column.

For some questions you may need to access census data. A link to the census site and a user guide can be found at www.scouts.org.uk/census – if you are unsure you may need to speak to the group secretary or the scout information centre.

At the end there are some blank areas, giving you the flexibility to add in local, specific issues that may affect your colony. The last row is for your overall score; this is simply the RAG colour your colony scored most often. This is not an indication of how 'good' you are as a beaver colony; it is simply a way to co-ordinate where you should be supported. This could help you build the colony development plan, or just make you aware of local issues.

Please note that this a generic set of criteria and your colony's particular circumstances may slightly alter the results for one or two elements. For example, if you are in a rural area, your colony size and rate of growth may well be different to that of an inner-city colony, but not always! If you can't decide which statement is the closest match for your colony, try one of the following:

- Repeat the exercise, either independently or as a group of people, and find out what the consensus of opinion is.
- Speak to one or more of your districts or the regional development service for their perspective.
- Always err on the side of caution. Only choose a statement if your colony meets it entirely, or could meet it quite quickly.
- Remember – red isn't a sign of failure, merely an honest opinion of where you are now, and a good opportunity for development.

Glossary and definitions

• Stakeholders

Any adult who benefits from, or contributes to, the colony and its members. This includes parents, group executive committee members, local sponsors, members from groups inside and outside Scouting you are partnered with and other local community leaders.

• Moving in

Joining Scouting from outside, regardless of whether a beaver, cub, scout, explorer, young leader or network member.

• Moving on

Moving from one section in Scouting to the next section due to age.

• Register of interest

A list of young people who are interested in joining Scouting, but are not yet old enough for the youngest section that operates locally.

• Waiting list

A list of young people who want to join Scouting and who are the right age, but are unable to join as the section is at capacity.

• Youth forum

A meeting of young people specifically to take their views on a particular subject or range of subjects.

Key	Red	Amber	Green	Our Result
Colony Size	Fewer than 12	12 to 17	18 or more	
Growth – Young People (factsheet FS391003)	Against the last census data a growth of 3% or less in young people across the section	Against the last census data, a growth of 3 – 5% in young people across the section	Against the last census data, a growth of over 5% in young people across the section	
Community Engagement	We do not take part in any community activities and do not make use of community facilities or people to help support our programme.	We have some visits from people in the community and use some community facilities but we don't actively seek opportunities for community activities or service projects in our programmes.	We encourage and develop programmes, activities and service projects which engage beavers in their local communities, including making good use of community facilities and visitors to the beaver colony.	
Stakeholder support (any adult who supports or benefits from the scout group e.g. parents)	Support from stakeholders for the group is very limited	Stakeholder support is inconsistent	All events are well supported by stakeholders	
Programme (factsheet FS155062)	Poor programmes rarely planned and covering few programme zones	Balanced programme, normally well planned that explore most programme zones	Always well planned balanced programmes that explore all the programme zones	

<p>Programme Planning Meetings (factsheet FS155064)</p>	<p>Planning not shared with leadership team</p>	<p>Less than one planning meeting per school term, involving some of the sectional leadership team to create and review terms programme</p>	<p>Minimum of one planning meeting per school term, involving all of the sectional leadership team to create and review terms programmes</p>	
<p>Chief scout's bronze award</p>	<p>Less than 50% of beavers achieve the chief scout's bronze award before moving on</p>	<p>50% of beavers achieve the chief scout's bronze award before moving on</p>	<p>90% of beavers gain the chief scout's bronze award before moving on</p>	
<p>Challenges and activity badges</p>	<p>Most beaver scouts achieve 9 or fewer badges before moving on</p>	<p>Most beaver scouts achieve between 9 and 12 badges before moving on</p>	<p>Most beaver scouts achieve 13 or more badges before moving on</p>	
<p>Nights Away (factsheet FS155053)</p>	<p>Beavers do not get the opportunity to have any nights away</p>	<p>Beavers get the opportunity to have one night away per year</p>	<p>Beavers get the opportunity to have two or more nights away per year</p>	
<p>Partnerships with other organisations</p>	<p>We do not have partnerships with any organisations outside of scouting.</p>	<p>We partner with some local community groups, for example the Parish council by supporting their events and in return they provide a local grant.</p>	<p>We actively seek external partnerships, including the local schools where we frequently run open nights, the parish council and the local Lions. We work together on joint projects, support local events and have received some sponsorship and grants.</p>	

<p>West Lancs Brand</p>	<p>We do not actively advertise and we do not understand what the West Lancs brand is.</p>	<p>We try to adhere to some brand standards and make use of the Scout Association Brand Centre in our limited advertising.</p>	<p>We advertise in the local schools, shops and community centres, both for new members and volunteers and to publicise recent opportunities and activities. All our advertising is in line with the West Lancs brand.</p>	
<p>Technology</p>	<p>We don't have an online presence.</p>	<p>We have a beaver page on our group website which has joining information on and a sample programme.</p>	<p>We encourage the use of technology to help engage with the parents of beavers by publishing event updates on our public facebook page and make it easy for our leadership team to keep in touch via texts. We also link into our group and district twitter accounts.</p>	
<p>Citizenship</p>	<p>What is citizenship?</p>	<p>We consider citizenship when working through the beaver scout programme zones.</p>	<p>We consider citizenship when working through the beaver scout programme zones and actively seek out activities in the community that promote citizenship.</p>	
<p>Global Opportunities</p>	<p>We find it very difficult to deliver global opportunities for our beaver colony..</p>	<p>We complete the global challenge badge and engage beavers in global activities such as JOTA/JOTI.</p>	<p>We complete the global challenge badge, attend JOTA/JOTI each year and take part in an international beaver experience with our scout group every two years.</p>	
<p>Resources, facilities and skills</p>	<p>As a beaver colony we don't have the resources or skills we required.</p>	<p>We have some of the resources, facilities and skills we need to deliver everyday adventure to our beavers but not all. There are lots of things we could benefit from having in order to accomplish all the dreams we have for our beavers.</p>	<p>We have some of the resources, facilities and skills we need but more importantly we know how to access additional skills and resources in order to deliver everyday adventure to our beavers. We don't ever feel as though we are held back.</p>	

Supported Adults	As adults we do not feel supported or valued. No adults have role descriptions and there are no opportunities to discuss future roles and training.	Some adults have job descriptions and some of those that have completed training have had that training validated.	All adults have role descriptions and have the opportunity to undertake new roles. They understand the concept of ongoing learning and understand where to find additional support and guidance.	
Adult Leaders (factsheet FS715501)	An appointed leader and other helpers. No parent rota in place	An appointed leader plus one other appointed assistant. Parent rota in place although not running effectively or at all	An appointed leader plus one other appointed assistant and a full and active parent rota in place.	
Adult Ratios	One adult per eight or more young people	One adult per seven young people	One adult per five young people	
Training	None of the adults involved have completed appropriate training and no adults have training advisor support. No training opportunities are planned.	Some leaders are trained, but new appointed adults have no training advisor support and are not completing training	Beaver scout leader holds wood badge. All other appointed adults are in training, have a training plan and a training advisor for support. Training is up to date and validated.	
Flexible volunteering	Limited numbers of leaders and no opportunities to volunteer outside of the traditional leadership model. Advice has not been sought on how to adapt volunteering to people's time availability, skills and interests	Limited number of leaders. Prospective volunteers are not aware of roles available to them, outside of traditional leadership model	Flexible solutions are actively and easily implemented. A flexible approach is key to the section. Leaders are actively talking to members about how they can volunteer to support Scouting in a way that fits around their time availability, skills and interests.	

<p>Young Leaders</p>	<p>We have no young leaders in our section.</p>	<p>We have one young leader in our section at most times, but they tend to come and go.</p>	<p>We have 2 to 3 young leaders at any one time, some come and go but many stay for the full 4 years.</p>	
<p>Young Leaders Scheme (factsheet FS103965)</p>	<p>What is the young leaders' scheme?</p>	<p>Young leaders are not involved in planning and only supervise games. Young leaders have not completed any training modules or missions.</p>	<p>All young leaders in the colony are including in planning and delivery of the programme, and are progressing through the training modules and missions.</p>	
<p>Lodge leaders</p>	<p>We have Lodge leaders but they don't have a role as such.</p>	<p>We have lodge leaders and they are responsible for helping new beavers settle into the colony.</p>	<p>Our Lodge Leaders are celebrated and understand they have a serious role. They undertake uniform inspection, help decide on the annual beaver day out and make new beaver scouts welcome in the colony.</p>	
<p>Forums (factsheet FS155067)</p>	<p>Beavers don't have the opportunity to take part in log chews.</p>	<p>Beavers sometimes get the opportunity to take part in log chews or put their views forward in other ways.</p>	<p>Beavers have the opportunity to take part in log chews every term and the information gained is actively used in section planning. Log chews are conducted in a fun and easy way.</p>	
<p>Female membership</p>	<p>A growth against last year's census of less than 3%</p>	<p>A growth against last year's census of 3 – 5%</p>	<p>A growth against last year's census of over 5%</p>	

Diverse membership	With a growth against last year's census of less than 3% and no engagement of any local community groups, the diversity of my colony does not reflect the diversity of the community as a whole	With a growth against last year's census of 3 – 5% and some local community engagement, my colony is beginning to better represent the diversity of the local community.	With a growth against last year's census of over 5% and the building of some strong links within the local community, my colony is representative of the diversity in the local community.	
Moving In (factsheet FS155058)	Prospective members wait longer than one school term (more than 3 months)	Prospective members wait up to one school term (up to three months)	Prospective members can join straight away	
Moving On (factsheet FS170018)	No moving on to cubs, no moving on awards	Moving on into cubs, either with or without a moving on award	All members complete the moving on award, moving into cubs when mutually agreed	
Guidelines for Managing Register of Interests and Waiting Lists (factsheet FS155058)	No management of waiting lists. Six or more on the waiting list.	Waiting list shared across district. Five or less on the waiting list.	Instant joining opportunities. Waiting list shared across the district. No-one on the waiting list.	
Section links	No link activities	Less than one link activity per school term	One link activity per school term	

<p>Involving Parents (scouts.org.uk/involvingparents)</p>	<p>Parents are not involved in section activities in anyway. Parent pack not given out when a young person joins</p>	<p>Leaders engage with parents and they are occasionally involved in section activities. Parent pack is given out when young people join but without personalized inserts.</p>	<p>Section leaders engage with parents and find out their interests and hobbies so they can join the existing effective parent rota. Parent pack is always given out with full set of personalized inserts</p>	
<p><i>Overall Score</i></p>				

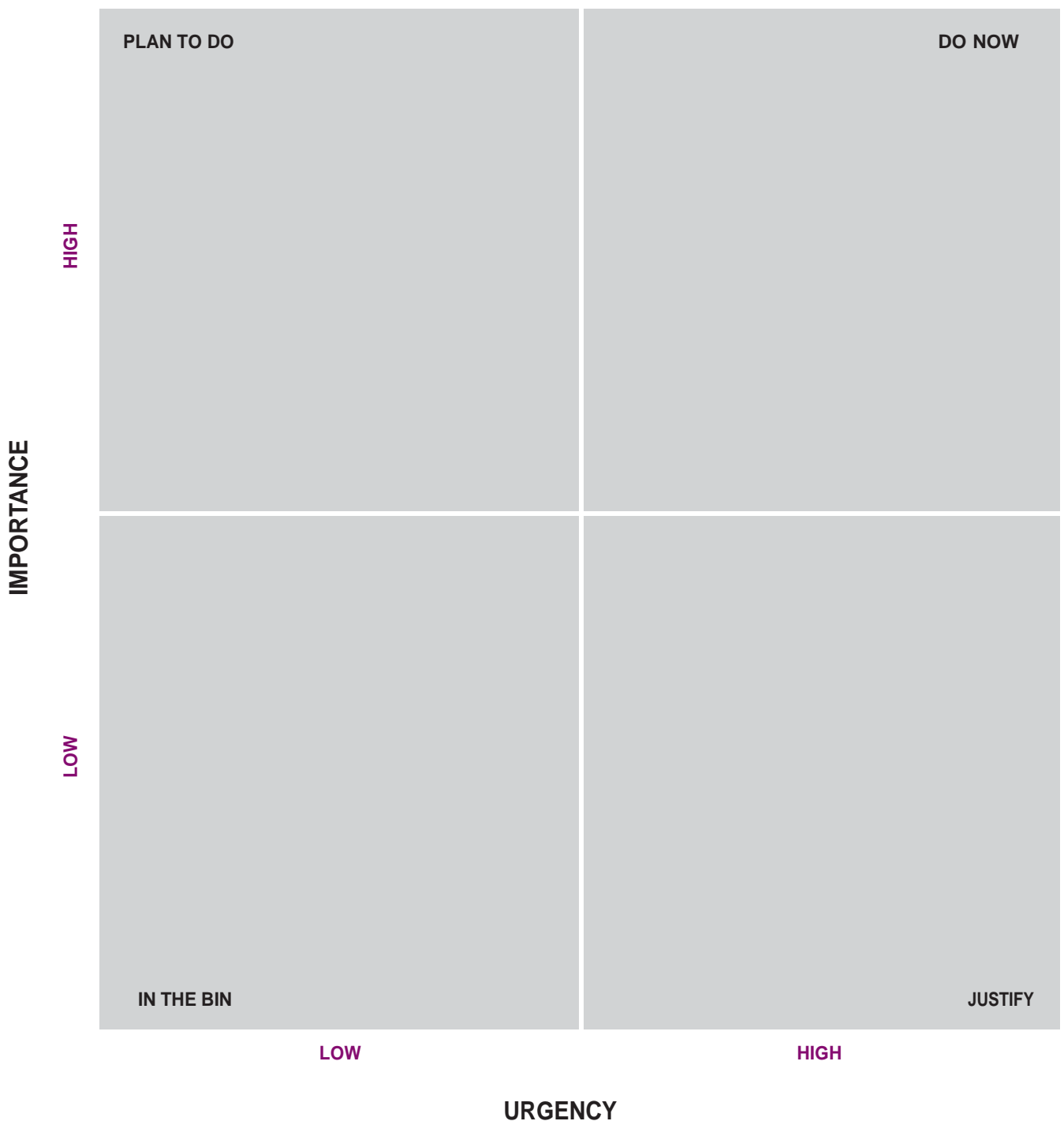
PLANNING MATRIX

(Factsheet FS310607)

Now that you've analysed the colony, you will have a better understanding of which elements could do with some support. But which ones do you prioritise? You can use a 'planning matrix' to chart where you should focus your efforts. It may be worth putting the elements that you are going to work on from the RAG and SWOT analysis onto small sticky notes as they are likely to be moved around the matrix until everyone is happy. You may also want to draw the matrix on a bigger piece of paper.

Discuss with your team where they think items should be placed in the matrix, and how urgent and important everything is. Make sure there is a consensus over where items have been placed and that everyone's view has been discussed and not ignored.

Some of the items in the top, right-hand box (high importance, high urgency) will be carried forward into the development plan.



DEVELOPMENT PLAN

As mentioned before, development plans do not need to be huge, but they do need to be simple. Most colony development plans should not have more than four to five targets, which you can perhaps review annually. Take some of the elements from the high importance, high urgency box in the planning matrix and, as a team, decide which ones you could work towards this year. If this is your first development plan, go for the 'quick wins', that is, items you can progress across the RAG chart from red to amber or amber to green quite quickly. By doing this, your overall development plan gets smaller and you can see that good progress is being made.

Also remember to make any targets SMART. A blank colony development plan template is at the back of this document. You may wish to photocopy it a couple of times as it might take one or two attempts to put together a SMART development plan.

Support is always available from the regional development service (England), who can be contacted through the information centre:

Tel: 0845 300 1818

Email: rds@scouts.org.uk

In Northern Ireland, Scotland and Wales, email your country headquarters:

Northern Ireland: info@scoutsni.com

Scotland: shq@scouts-scotland.org.uk

Wales: admin@scoutswales.org.uk

My local development contacts are:

Although in some parts of the British Isles, scout counties are known as areas or islands – and, in one case, bailiwick – for ease of reading this resource simply refers to county/counties. In Scotland there is no direct equivalent to county or area. In Scotland scouting is organised into districts and regions, each with distinct responsibilities. Some 'county' functions are the responsibility of Scottish regions, while others lie with Scottish districts. The focus of responsibility is outlined in Scottish variations from POR.

COLONY DEVELOPMENT PLAN CREATED ON

AIM (What we need to do)					
ACTION (How we are going to get there)					
WHO IS RESPONSIBLE					
REVIEW DATE					
ACHIEVEMENT DATE					
REQUIRED OUTCOMES					