

Explorer Unit DEVELOPMENT PLANNING TOOLKIT

This Explorer Unit 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 the 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 complete it in 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 unit's future, you need simple and realistic targets to ensure the unit doesn't eventually shrink and close.

This toolkit is yours to use to help you plan the continued success of explorer scouting. 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 explorer scout leader
S	We will recruit one new adult for the explorer unit
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 necessary. 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 an approach 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

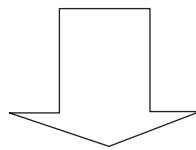
SWOT analysis

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 unit. Strengths and weaknesses are internal factors. Opportunities and threats are external factors that can all influence the future of your unit.

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 unit 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 unit. 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 unit. The last row is for your overall score; this is simply the RAG colour your unit scored most often. This is not an indication of how 'good' you are as an explorer unit; it is simply a way to co-ordinate where you should be supported. This could help you build the unit development plan, or just make you aware of local issues.

Please note that this is a generic set of criteria and your unit's particular circumstances may slightly alter the results for one or two elements. For example, if you are in a rural area, your unit size and rate of growth may well be different to that of an inner-city unit, but not always! If you can't decide which statement is the closest match for your unit, 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 unit 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 unit and its members. This includes parents, executive 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
Unit Size	Fewer than 12	12 to 18	More than 18	
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	
Programme	Poor programme opportunities. Generally no balance and limited opportunities to share programme opportunities across the district. No active management of the programme	Modest/ad hoc sharing of explorer scout unit programmes. Unit programmes are generally balanced but not supplemented by district activities. Limited active management of programme by the DESC	Unit programmes are disseminated to all explorer scouts in the district and supplemented by district programme activities where necessary to ensure all programme zones are delivered by a wide variety of methods. Programme is actively managed (reviewed, supported and moderated) by the DESC	
Programme Planning Meetings (factsheet FS155064)	Planning not shared with leadership team	Less than one planning meeting per school term, involving some of the sectional leadership team to create and review terms programme	Minimum of one planning meeting per school term, involving all of the sectional leadership team to create and review terms programmes	

<p>Nights Away (factsheet FS155053)</p>	<p>Scouts do not get the opportunity to have any nights away</p>	<p>Scouts get the opportunity to have one night away per year</p>	<p>Scouts get the opportunity to have two or more nights away per year</p>	
<p>Awards</p>	<p>Less than 50% of explorer scouts have the opportunity to gain at least chief scout's diamond award by the time they reach 18, and less than 25% do so. There is no opportunity to complete DofE awards</p>	<p>Over 50% of explorer scouts have the opportunity to gain at least chief scout's diamond and DofE silver awards by the time they reach 18, and at least 25% do so</p>	<p>All explorer scouts have the opportunity to gain at least chief scout's diamond and DofE silver awards by the time they reach 18, and at least 50% do so</p>	
<p>Finance and governance (factsheet FS452013)</p>	<p>District executive occasionally ignores its responsibilities with regard to explorer scout provision</p>	<p>District executive provides limited support and guidance in the operation of the explorer scout provision</p>	<p>District executive recognises its responsibilities and provides active support and guidance in the operation of the explorer scout provision (may delegate to a sub-committee)</p>	
<p>Equipment/property</p>	<p>Equipment is not adequately maintained. Resources may not be in place to support programme. Risk assessments are non-existent. No insurance in place</p>	<p>Equipment is in place to support the programme. Little consideration has been given to ongoing risk assessment. Equipment has adequate insurance in place.</p>	<p>Equipment in place to support the operation of the explorer scout programme. Appropriate risk assessments conducted. Equipment has adequate insurance in place</p>	

Partnerships/working links (factsheet FS452001)	Poor or non-existent partnerships in place	Limited partnerships between groups and district explorer scout provision for supporting delivery of explorer scouting	Active partnerships in place between explorer scout units and all groups, whether providing direct physical support, or to promote transition from scouts to explorer scouts	
Section links	No link activities	Less than one link activity per school term	One link activity per school term	
Moving In (factsheet FS315019)	Very low or limited numbers move in to explorer scout units	Recruiting explorer scouts from scouts proves hit-and-miss. No effective strategy exists	Effective strategy in place for scouts moving into explorer scouts	
Moving On (factsheet FS452008)	Explorer scouts often don't follow up their scouting post 18+	No effective strategy exists. Dedicated explorer scouts stay on into scout network	Excellent retention percentage. Explorer scout members effectively retained into scout network on reaching 18	
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 the district / county. Five or fewer on the waiting list	Instant joining opportunities. Waiting list shared across the district/county. No-one on the waiting list.	

Representation (factsheet FS452037)	No or very limited representation structures in place for the district explorer scout provision	Some units hold unit forums, not necessarily frequently. District explorer scout forum meets infrequently and/ or has patchy representation from the units. Management of meetings erratic	Every unit runs a regular unit forum. The district holds a regular district explorer scout forum, and has explorer scout representation from every unit, including the young leader unit. Effective meetings with adequate frequency. Annual explorer scout meeting held	
Female membership	A growth against last year's census of less than 3%	A growth against last year's census of 3–5%	A growth against last years' census of over 5%	
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 troop 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 troop 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 troop is representative of the diversity in the local community.	
People/team (factsheet FS452011)	The district has a limited explorer scout team	The district has a explorer scout team, but with one or two positions vacant	The district has a full explorer scout team of DESC, administrator, unit leaders/assistants	
Training for roles	Less than 20% of explorer scout leaders have completed or are working towards the appropriate training for their role (wood badge or specified modules)	40% of explorer scout leaders have completed or are working towards the appropriate training for their role (wood badge or specified modules)	60% of explorer scout leaders have completed or are working towards the appropriate training for their role (wood badge or specified modules)	

Structure of Provision (factsheet FS452010)	Limited centralised explorer scout provision	The district delivers explorer scout provision across the critical areas only. Limited opportunity for smaller demand areas	The local explorer scout units meet all the local demands for explorer scout provision	
Management of Explorer Scouting (factsheet FS452012)	The district explorer scout commissioner does not attend the district executive. No evidence of sound management	The district explorer scout commissioner occasionally attends the district Executive. Evidence of sound management is limited or absent	he district explorer scout commissioner regularly attends the district executive and provides evidence of sound management of the section	
Administration of Membership (factsheets FS452022, FS452023, FS452024)	Registration of explorer scout members is haphazard or non-existent	The district explorer scout provision has a basic limited method for registration of explorer scout members. Limited support is given by district executive and district commissioner	The district explorer scout provision has a clear method for registration of explorer scout members. This is supported and enforced by district executive and district commissioner	
Publicity	None or very limited publicity in place	Publicity for explorer scout provision happens on an ad hoc basis.	The district explorer scout provision has a publicity strategy which works both internally and externally	
Parental Engagement (factsheet FS140049)	Parents are not involved in the unit in any way		Parents are actively involved in and informed about unit activities.	

Flexible Volunteering	Limited number 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 the 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.	
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 explorers in their local communities, including making good use of community facilities and visitors to the scout troop.	
Stakeholder support (any adult who supports or benefits from the explorer scout unit e.g. parents)	Support from stakeholders for the group is very limited	Stakeholder support is inconsistent	All events are well supported by stakeholders	
Partnerships with other organisations	We do not have partnerships with any organisations outside of scouting.	We partner with some local community groups, for example the Parish council by supporting their events and in return they provide a local grant.	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.	
West Lancs Brand	We do not actively advertise and we do not understand what the West Lancs brand is.	We try to adhere to some brand standards and make use of the Scout Association Brand Centre in our limited advertising.	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.	

Technology	We don't have an online presence.	We have an explorer page on our district website which has joining information on and a sample programme.	We encourage the use of technology to help engage with the parents of explorer scouts 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.	
Citizenship	What is citizenship?	We consider citizenship when working through the explorer scout programme zones.	We consider citizenship when working through the explorer scout programme zones and actively seek out activities in the community that promote citizenship.	
Global Opportunities	We find it very difficult to deliver global opportunities for our explorer unit.	We plan several activities each year in the global programme zone. Every year at least one or our unit attends an international experience through the district or county.	We plan several activities each year in the global programme zone. Every year several from our unit attend an international experience through the district or county and go on to publicise international scouting after their experience.	
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 Ratios	One appointed leader and one other adult available to the unit	One appointed leader and two other adults available to the unit	One appointed leader and two other adults available to the unit, with plenty of people to call upon for specialist skills	

<i>Overall Score</i>				

Overall score					KEY
					RED
					AMBER
					GREEN
					OUR RESULT

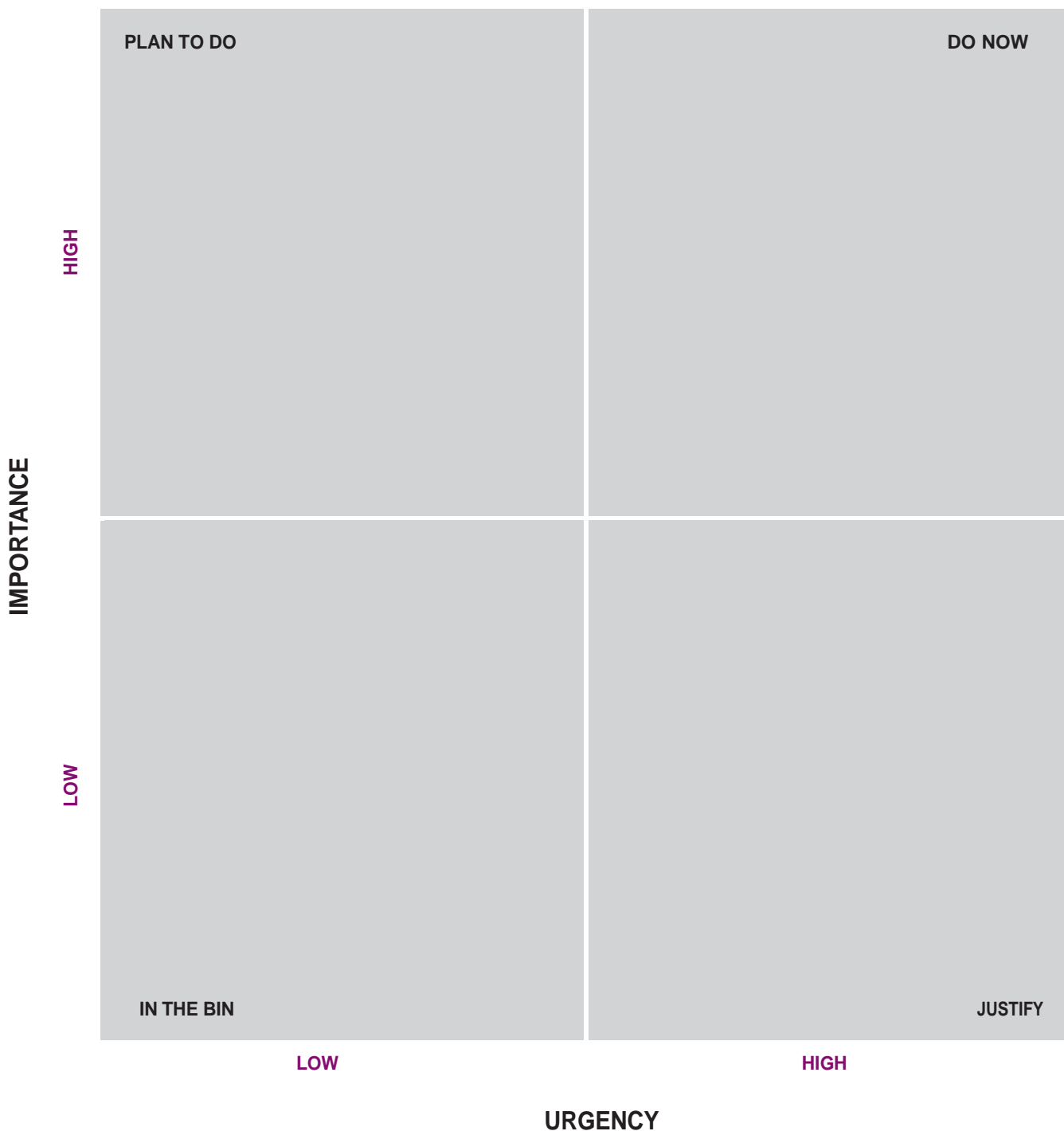
PLANNING MATRIX

(Factsheet FS310607)

Now that you've analysed the unit, 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 unit development plans should not have more than four or 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 unit 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 or by email:

Tel: 0845 300 1818
Email: rds@scouts.org.uk

In Northern Ireland, Scotland and Wales contact your country headquarters at:

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.

UNIT 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					