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 r eplace all previous red, amber, green (RAG) packs. While anyone may use these documents, it may be helpful to enlist the support of the SHQ Programme and Development staff.

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 region and from the SHQ Programme and Development staff.

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:

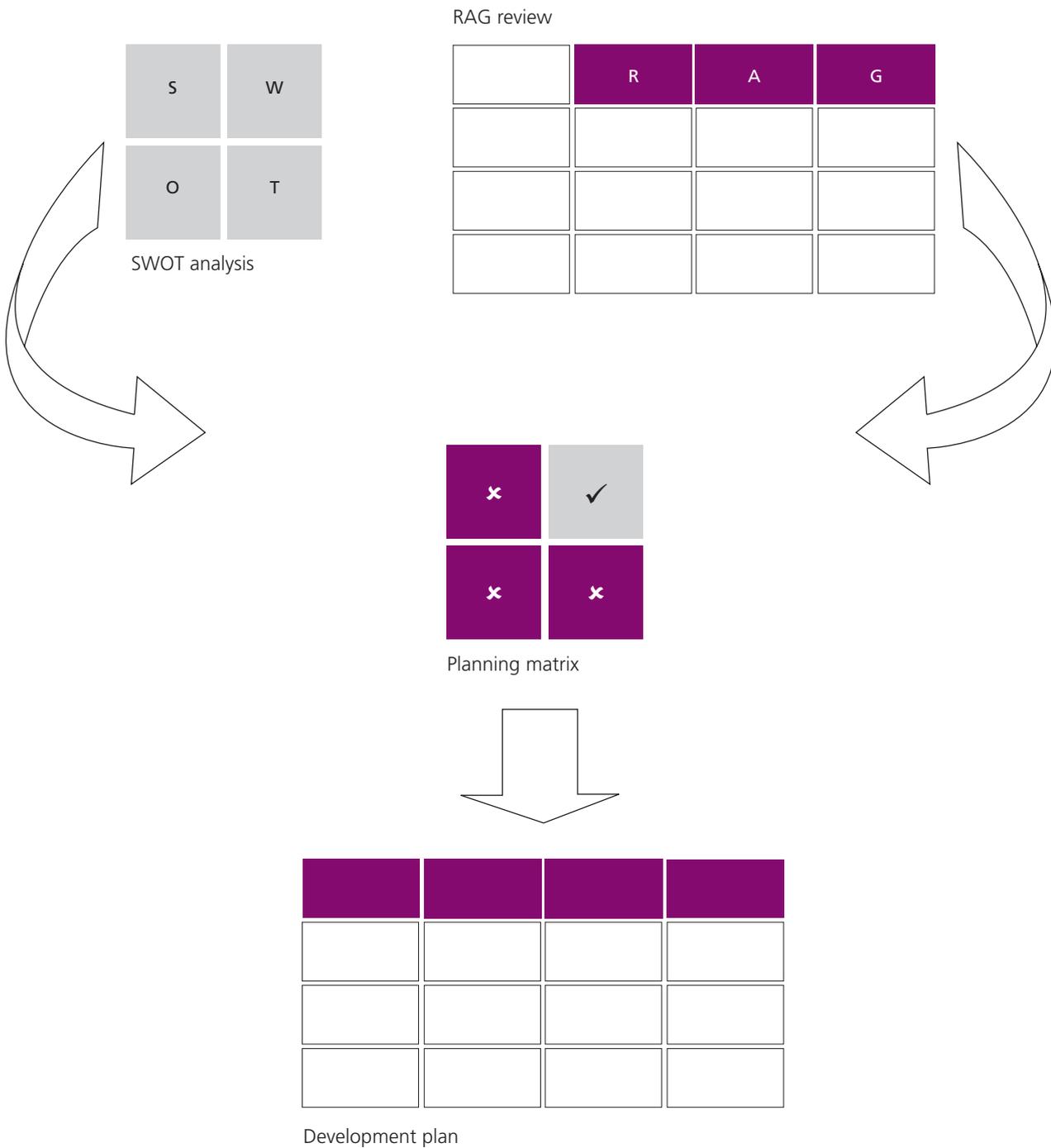| We need a new assistant explorer scout leader	
S	We will recruit one new adult for the explorer unit
M	When their PVG is returned and they have received their appointment, the target is reached
A	This task is linked to the movement's national objective to grow the number of adults
R	The new adult will 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 unit. Elements are taken from both, prioritised, and then some items are placed on your development plan.

RAG review

	R	A	G

S	W
O	T

SWOT analysis

✖	✔
✖	✖

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 oftenz. 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 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 within your region 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
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	
Awards	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	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	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	
Finance and governance	District executive occasionally ignores its responsibilities with regard to explorer scout provision	District executive provides limited support and guidance in the operation of the explorer scout provision	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)	
Equipment/property	Equipment is not adequately maintained. Resources may not be in place to support programme. Risk assessments are non-existent. No insurance in place	Equipment is in place to support programme. Little consideration has been given to ongoing risk assessment. Equipment has adequate insurance in place	Equipment in place to support the operation of the explorer scout programme. Appropriate risk assessments conducted. Equipment has adequate insurance in place	
Partnerships/working links	Poor or non-existent partnerships in place	Limited working partnerships exist 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	

KEY	RED	AMBER	GREEN	OUR RESULT
Moving In	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	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	No management of waiting lists. Six or more on the waiting list	Waiting list shared across the district. Five or fewer on the waiting list.	Instant joining opportunities. Waiting list shared across the district. No-one on the waiting list	
Representation	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	
People/team	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	

KEY	RED	AMBER	GREEN	OUR RESULT
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 year's census of over 5%	
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)	20-60% of explorer scout leaders have completed or are working towards the appropriate training for their role (wood badge or specified modules)	More than 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	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	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	The district explorer scout commissioner regularly attends the district executive and provides evidence of sound management of the section	
Administration of Membership	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	

KEY	RED	AMBER	GREEN	OUR RESULT
Publicity	None or very limited publicity in place	Publicity for district 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	Parents are not involved in unit activities in any way		Parents are actively involved in and informed about unit activities	
Growth – Young People	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	
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.	

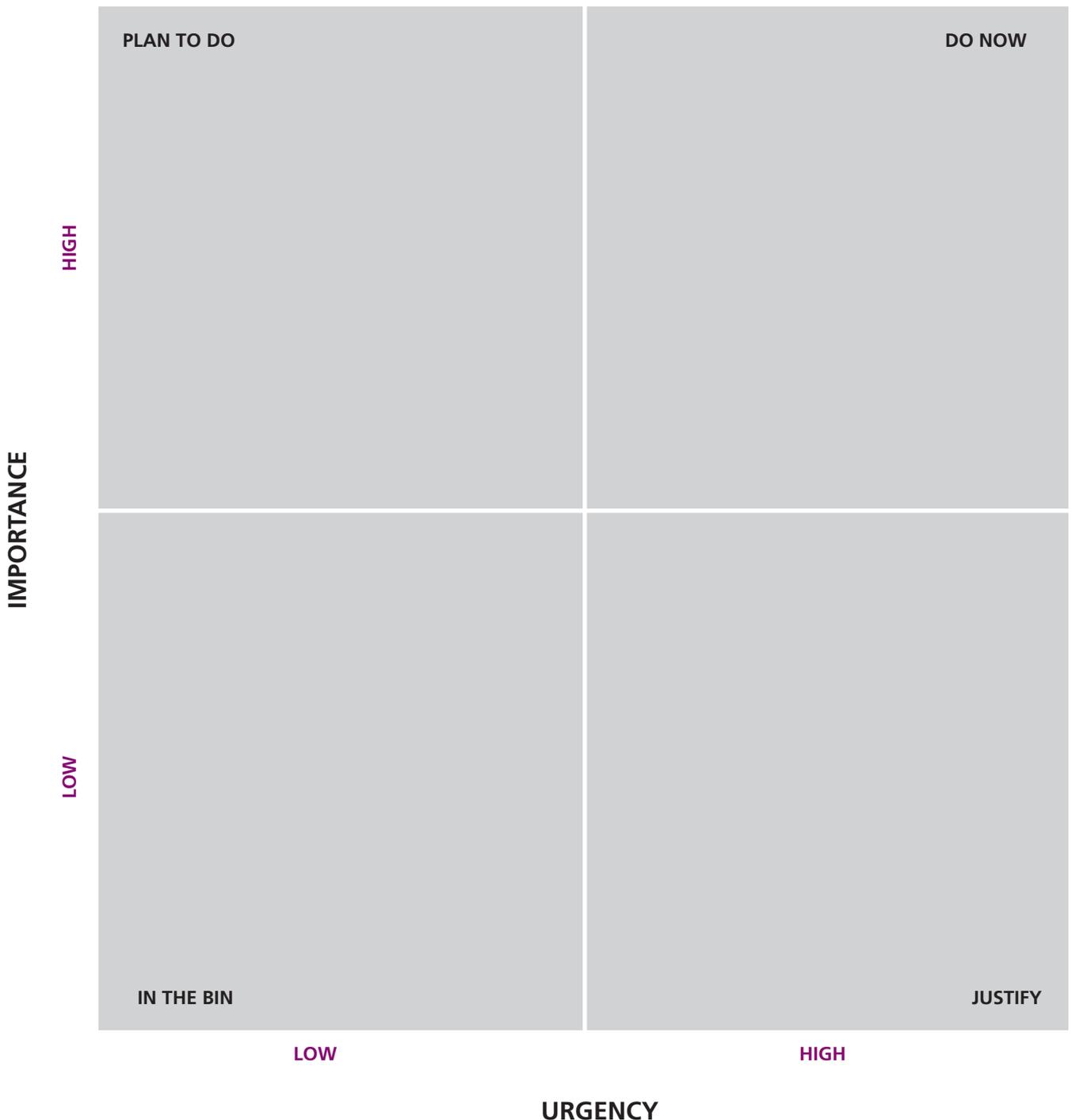| KEY	RED	AMBER	GREEN	OUR RESULT
Overall score				

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.

	LOW	HIGH
HIGH	PLAN TO DO	DO NOW
LOW	IN THE BIN	JUSTIFY

IMPORTANCE

URGENCY

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