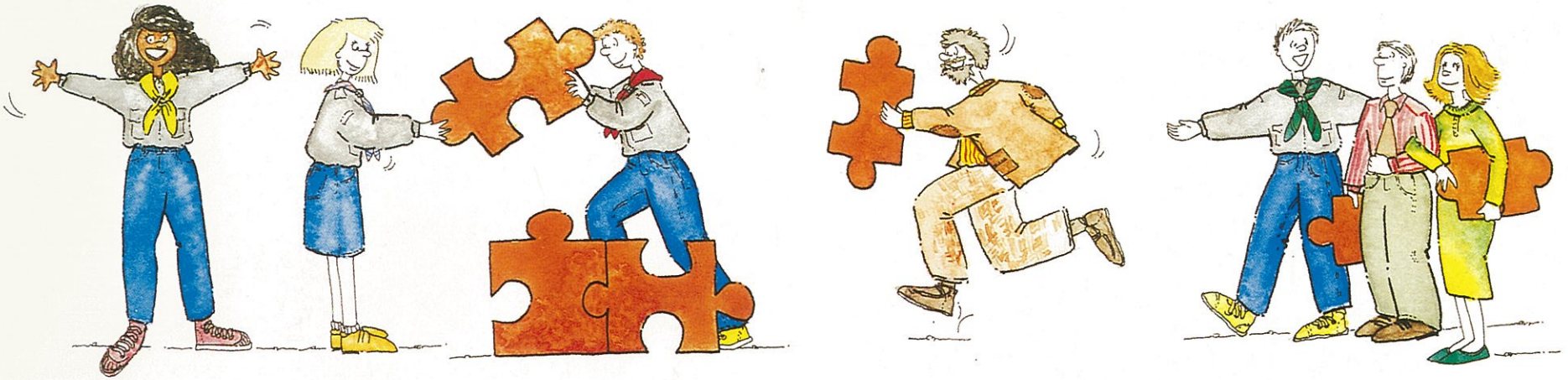
THE SCOUT ASSOCIATION
OF AUSTRALIA

# Let's make a Group Plan



**AN AUSTRALIAN SCOUT PUBLICATION**

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# INTRODUCTION

**Strategic Plan 2002.** Since 1968 the Scout Movement has doubled its membership in the world. Currently, 17 million youth around the world are Scouts. This impressive growth is a result of the interest that the values and activities of the Movement evoke in today's youth.

Nonetheless, there are many more young people who do not have the opportunity to become part of the Scouting adventure — an adventure which serves as an important educational method in the development of tomorrow's citizens. In fact, only 2.5% of the youth of Scouting age belong to the Movement. This means that there is only one Scout for every 40 possible members.

In some parts of the world, such as Latin America and the Caribbean, only 0.4% of the youth are Scouts. This indicates an unequal distribution of Scouting in the world. In fact, of every eight Scouts, four are found in the Asia/Pacific region, two in Canada and the United States, one in Europe, and one in the Arab countries, Africa, Latin America and the Caribbean.

With the objective of raising the Movement's educational content and reaching the maximum possible number of youth in all countries, the World Conferences of the Scout Movement held in Melbourne in 1988 and Paris in 1990 launched **STRATEGIC PLAN 2002.** This is an important plan for growth in quality and quantity which will culminate in the year 2002, when the first World Scout Conference of the third millennium will be held. The Plan invites Scout Associations to take up the challenge of the future, setting development goals for the year 2002 and immediately designing actions directed at achieving these goals.

The National Executive Committee of The Scout Association of Australia accepted this challenge and developed a National Strategic Planning Workshop to develop our plan up to 2002. Branches have followed and are presently developing their strategic plans to ensure our National Strategic Plan becomes a part of this world process of mobilisation, and to offer "a better Scouting for more Scouts".

**The Group Plan.** To reach its objective, Strategic Plan 2002 invites every Scout Group in the world to set goals for its own development. At all of our organisational levels we also develop strategic plans, which will include actions necessary to support the goals set by the Groups. To accomplish this objective, each Group, with the full participation of its leaders, parents, and representatives of its sponsoring institution, must stop and reflect on its current condition and must propose a vision of where it would like to be in the future. The combination of all the Group plans of The Scout Association of Australia, coupled with the Association's educational project and national objectives, will provide the basis for our National Strategic Plan.

This book was originally published by the InterAmerican Scout Committee in order to assist Associations in supporting Scout Groups in the design of their strategic plans. This publication has been rewritten to fully encompass the philosophies and procedures of The Scout Association of Australia. Using an easy and straightforward method, this text organises the different aspects of the life of a Scout Group into five "Strategic Areas": Membership, Youth Program, Adult Leadership, Group Committee and Community Involvement. It provides "Development Indicators" within each area; these reflect the ideal state for a Group to reach. After a Group compares its current condition to these Indicators, it will set goals for a three year period, determine the actions necessary for the first year, and designate the persons responsible for carrying out each of the actions. The Group plan will be evaluated and modified annually in conjunction with the District Commissioner, in order to be certain that it is realistic and feasible.

In taking the important step of designing and implementing its strategic plan, a Scout Group becomes aware of where it is, discovers what it can be, organises its future, and launches the Strategic Plan 2002.

Read all the following pages before starting to complete the Development Indicators.

## WHAT IS A GROUP PLAN?

It is a tool that assists a Group in organising all of its resources in order to progress from its current condition to its desired future condition.

Improvement in living the values of the Movement, offering attractive programs to youth, preparing qualified leaders, having well established traditions, managing efficiently, increasing financial resources, strengthening the Group's place in the community, and increasing membership are things that do not happen by accident.

Therefore, a plan must be made. To make a plan is to confront a situation and improve it through organised action. We must know exactly where we want to go, how to get there, when we want to get there, and who will do things that must be done in order to get there. We must never forget that the future belongs to those who plan for it.

With the help of the plan, the Group travels a path that goes from its situation today toward the vision it imagines for its future.

## WHAT ARE THE STEPS OF A PLAN?

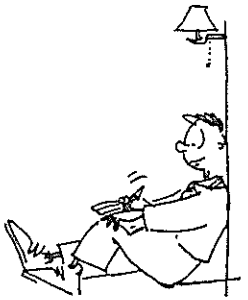
The plan begins by reviewing the **current condition** of the Group, with the objective of identifying the principal problems which it faces.

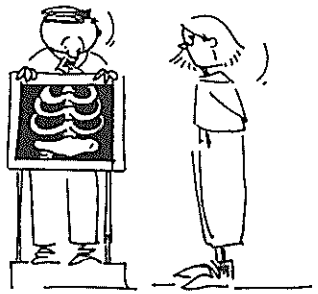
Next, **goals** must be set. A goal is a clear description of the improvement that the Group wants to make.

Setting goals is not enough. It is also necessary to design the specific **actions** which must be carried out in order to reach the goal, and to set **deadlines** for completing the actions.

The actions require **people who are responsible** for making them happen. Therefore, particular people must be assigned the responsibility for making certain that each action is completed by its deadline. This is the only way the plan can be put into action.

Finally, it is necessary to **evaluate** whether the desired results are being or have been achieved. Evaluations should occur periodically during each year, and especially at the end of each Scout year.





Let's look at the steps one by one.

## 1. REVIEW THE PRESENT CONDITION

In this step the Group Leader makes a **self examination** of the condition of the Group.

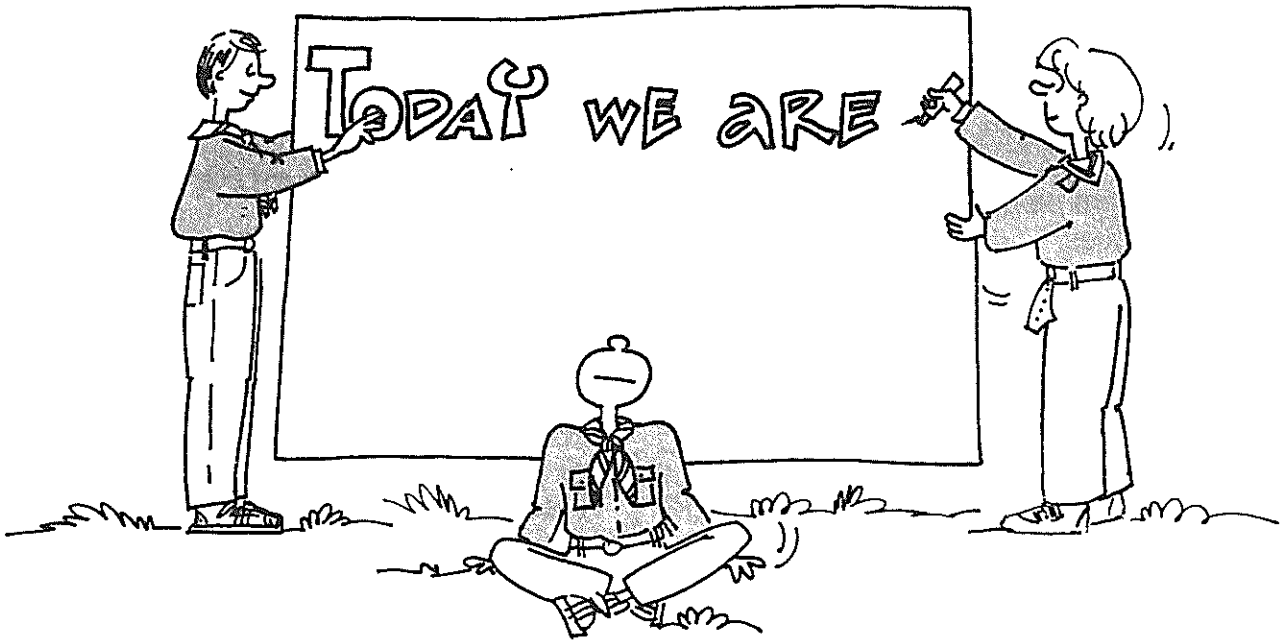
This permits the identification and analysis of the principal problems and opportunities which the Group faces. Although the examination can be done by a special committee, an expert, or representatives of the Group, the most complete will be one done with the participation of all of the members of the Group.

### What are the advantages of a self examination?

* It permits an understanding of problems and their causes from the standpoint of those who have to live with them.
* It makes those charged with finding solutions more aware of each problem and opportunity the Group faces.
* It commits the people who performed the examination to the solutions which are developed.
* It permits the understanding of previous attempts to solve each problem and capitalise on each opportunity and the results which were obtained.
* It identifies the human and material resources which are required in order to address the problems and opportunities which are identified.

### What aspects should be reviewed in order to understand the current condition of the Group?

In order to answer this question, we must explain the concepts of "**Group Performance Targets**" and "**Development Indicators**".



## GROUP PERFORMANCE TARGETS

There are many aspects of a distinct nature that form a part of the life of a Group. In this guide we have identified five areas which we have called **Group Performance Targets**

- **MEMBERSHIP**
  - — *Membership targets within each Section. (Recruitment and retention targets.)*
  - — *Availability of training within each of the five Sections, whether available within the Group or with combined units at District or Area level.*
  - — *Establishment of a further Joey Scout Mob, Cub Scout Pack or Scout Troop where appropriate.*

- **PROGRAM**

  **(a) Implementation:**
  - — *Adequate planning.*
  - — *Blend of physical, mental, spiritual and social activities.*
  - — *Balance of indoor and outdoor activity.*
  - — *Enjoyment of activities.*
  - — *Youth interest in activities.*

  **(b) Youth involvement:**
  - — *Adequate opportunity for leadership experience.*
  - — *Operation of Patrol system in the Scout Troop.*
  - — *Youth involvement in decision making.*
  - — *Councils operating satisfactorily.*
  - — *Youth involvement in program preparation.*
  - — *Youth participation in activities.*

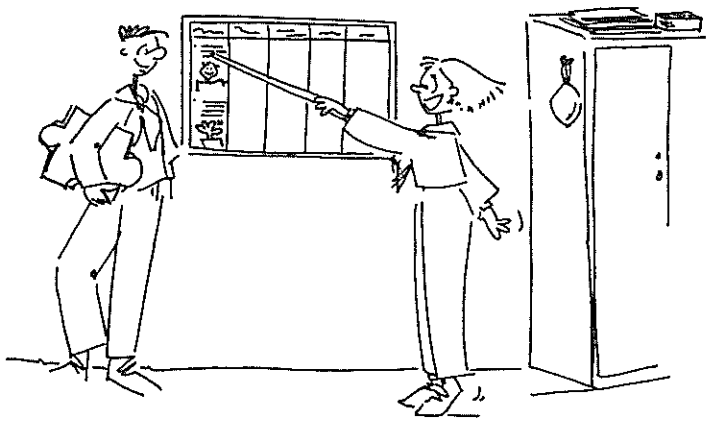
  **(c) Youth Achievement (proficiency):**
  - — *Performance targets for each member.*
  - — *Opportunities for each member to achieve minimum proficiency levels.*

  **(d) Citizenship Development:**
  - — *Opportunities for helping others, good turns and service.*
  - — *Exposure to citizen role models and example.*
  - — *Opportunities to participate in the world wide Scout Movement.*
  - — *Opportunities to care for nature and the environment.*

- **ADULT LEADERSHIP:**
  - — *Staffing targets within each Section.*
  - — *Training targets for each Leader.*
  - — *Opportunities for development of Scouting experience outside the Group.*
  - — *Group Council (Leaders) operating successfully.*

- **GROUP COMMITTEE:**
  - — *Minimum numerical strength identified and maintained.*
  - — *Regular meeting schedule established.*
  - — *Goals clearly defined including property and finance (budget).*

- **COMMUNITY INVOLVEMENT:**
  - — *Activities identified to promote Scouting in the local community.*
  - — *Establish relationships with community leaders.*
  - — *Encouragement of community support.*



## THE DEVELOPMENT INDICATORS

The principal functions and customary tasks of a Group have been divided among the six Group Performance Target Areas. A desirable level for the Group to reach has been established for each of these functions. This desirable state, expressed in terms of a question, is called a **"Development Indicator".**

Let's take as an example indicator No 49.

Within the Group Performance Target Area "Recruiting and Training of Adults", one of the tasks of the Group is to give dynamic energy and experience to the educational process. In order to accomplish this synthesis, it has been judged desirable that the Group Council include young adults as well as adults of other ages. This desirable situation is expressed in terms of a question and gives us a Development Indicator: **Is the Group Council a place for the generations to meet, in which leaders of different ages mix harmoniously?**

**All of the Indicators can be evaluated**

A Development Indicator is "a sign of good health" which permits the measurement or observation of how the Group approaches an acceptable average. When the Group's goal is established in accordance with the Indicator, it will be equally measurable or observable.

In the majority of cases, this booklet has tried to express the Indicator in **measurable** terms; that is, that its attainment can be evaluated in a quantity or percentage. This permits more precision to be given to the Group's self examination and goal setting. It also makes it easier to evaluate the results.

In other cases it is not possible to evaluate the Indicator in numerical terms, and the desired result must be evaluated **by observation**; that is, examining if the behaviour of the Group matches, contradicts or approaches the proposed behaviour.

All of the Indicators in the area of Membership, and a few in the area of Youth Program, are "observable", rather than measurable. To come up with meaningful analyses, goals, and actions for these particular Indicators will require the Group Leader to spend significant time in its reflection and planning process.

## DEVELOPMENT INDICATORS

The tasks considered fundamental for the development of a strong Scout Group have been broken down into Development Indicators. All of these are important, and none of them should be disregarded — even those which allude to tasks which the Group has never thought that it could accomplish. This is the opportunity to take up the challenge and reach beyond current abilities. The Group may be surprised to find it can develop new strengths it never thought possible before.

It is important to note that **all** of the indicators in the areas of Membership, Youth Program, Adult Leadership, Group Committee and Community Involvement apply to every Scout Group in Australia — from Darwin to Hobart. Each Group should assume that all indicators apply unless your Branch Headquarters has said otherwise. If a Group thinks that a particular Youth Program Indicator does not apply to it, it should contact its District Commissioner for clarification.

Some Branches may have added additional Indicators to the list. These are presented in a separate booklet or on loose sheets of paper, but they should be handled in the same way as the Indicators presented in this book. If a Group has any questions concerning additional Indicators of this type, it should contact its District Commissioner.

In addition, a Group may think it useful to add its own Indicators to the list to reflect a particular program priority. Blank pages have been provided at the end of this book for this purpose.

### How is the present condition of the Group defined with respect to each Indicator?

Very simply. By closely reading each Indicator and comparing it with the present condition in the Group.

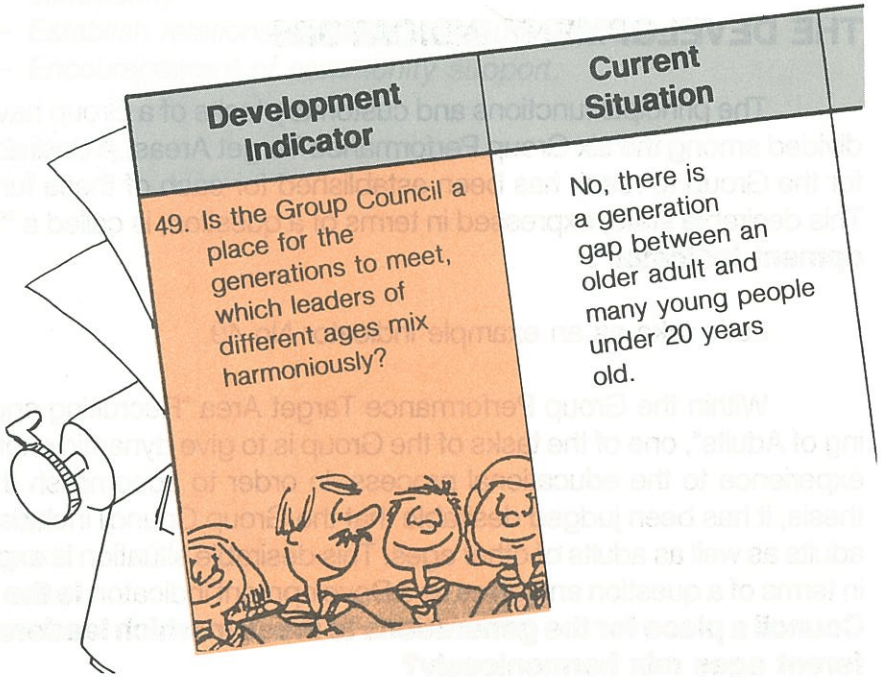
The result of that comparison is edited in a brief and simple manner and written in the column entitled "Current Situation" in the space beside the Indicator.

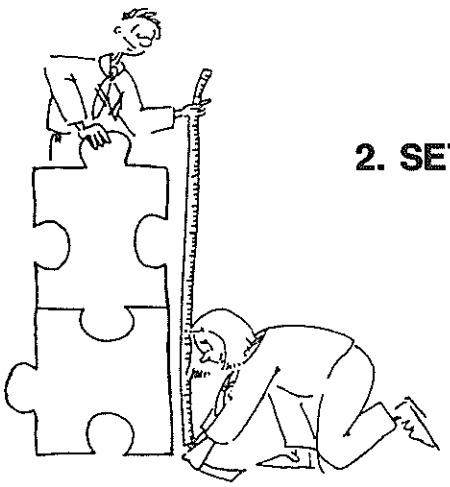
It is not enough to state "yes" or "no" or "more or less". It is necessary to explain precisely and concisely "why".

In the example on this page the answer is easy, since it is enough to know the ages of all the members of the Group Council, and to examine whether this produces interaction among different generations.

It is not possible to advance as rapidly with respect to some of the other Indicators which require that statistical information be gathered in order to evaluate them.

For example, in the case of Indicator No 17, if the percentage of Troop members who achieve Explorer Level, before leaving the Troop is not known, it would be better to continue with the questionnaire and return to that indicator when the necessary information has been gathered. In any event, it should be clearly established by whom, how and when the missing data will be determined before proceeding to the next indicator.





# 2. SET GOALS

After the current condition of the Group has been described on the charts for **all** of the Development Indicators, the Group Leader, Group Council and in some instances Group Committee, will be ready to set goals for each Indicator.

## What is a goal?

**"Goal"** is a word which describes the point the Group wants to reach. It assumes a little imagination in order to think of how the Group's situation could be in the future. It also implies a realistic objective stated in a positive manner.

## The Group's goal does not necessarily have to equal the level suggested by the Development Indicator.

In designing the three-year goal, the Development Indicator should be considered as a reference which marks an acceptable average. The goal does not obligatorily have to reach or exceed the Development Indicator in the proposed period of time. It is enough that it involves an improvement in the current situation.

## Attainable Goals

Whether a goal proposes greater or lesser objectives than the Indicator will depend on the potential of the Group. If the Group is not realistic, it will find unpleasant surprises at the end of the plan year when it compares the results actually achieved with those projected. The proposed "jump" should improve the Group's previous performance, but it should also "set the bar" at a height that is possible to jump, considering the Group's actual condition at the moment.

## Clear Goals

A goal must be expressed with precision, clarity, and in a language that everyone can understand, so that no one will have doubts or be confused by the goal that has been set.

## Three-Year Goals

All goals require a **target date**. As its name indicates, the National Strategic Plan 2002 sets goals for the year 2002. Because it is difficult for a Group to be able to reasonably project so far in advance, the Group is only asked to set goals for three years at a time. These **three-year goals** will be extended one year at a time until the year 2002 is reached. This process is described in detail below.

## Annual Evaluations

The progress of the Group's plan must be evaluated at least annually (at the beginning of each Scout year) to determine how the Group is doing in relation to its goals. When the **annual evaluation of the Plan** is made, the Group may find that some of its goals were too conservative, and that they were reached in the first year. On the other hand, it may find that some goals were so ambitious that the distance that separated the Group from the goals discouraged the Group from taking any action to achieve them. Thus, **annual adjustments** must be made to modify the Group's goals, increasing or reducing them.

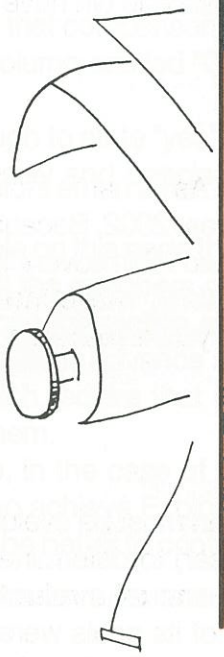
There is no problem with **increases** in a goal, since increases reflect that year by year the Group's achievements permit it to raise its expectations of growth.

In the case of **reductions** in the goal, the Group must be careful that they are introduced for justifiable reasons, such as errors in the original mathematical calculations, the intervention of forces beyond the Group's control, or occasional incompletion of planned actions. If the Group makes a practice of reducing its goals every year only because it was not efficient in its work, the objectives that it wants to reach will never be achieved, since it will always be 'lowering the bar' by the measure of its own ineffectiveness.

## Permanent Three-Year Plan

Goals are always projected for three years, so that at the same time the Group makes annual corrections, **it also reformulates its goals for three years beginning at that time.** Said in another way, the original goal is projected for another year at the end of each year.

Using this system, **the Group will always have updated and challenging three year goals.** This is very important in order to give a sense of future to each year's actions. In this way, without noticing it, the Group will quickly approach the year 2002. By then it will be different: through its mistakes and successes in pursuing its plan, it will have grown.



| Development Indicator | Current Situation | Three-Year Goal |
|---|---|---|
| 49. Is the Group Council a place for the generations to meet, which leaders of different ages mix harmoniously? | No, there is a generation gap between an older adult and many young people under 20 years old. | Recruit and train at least five leaders who are between 18 and 55 years old. |

## 3. DETERMINE ANNUAL ACTIONS

Once the Group has established all its goals for the next three years it is in a position to determine the actions which must be taken in order to achieve the goals.

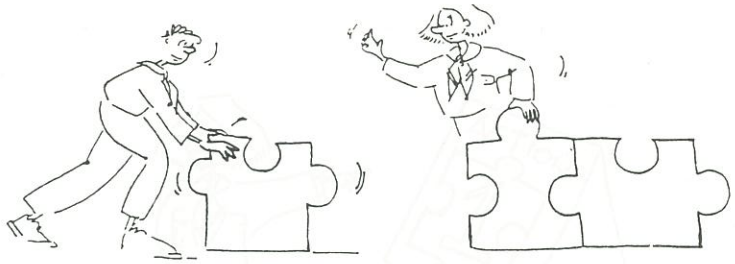
### What is an action?

It is a specific activity that must be designed and carried out in order for the Group to advance from its current condition toward its proposed goal.

Each one of the proposed goals can give rise to **one or more actions.**

In general, all goals will be translated into actions for the first year of the Group's plan. Only as an exception will no actions be started for a goal until the second or third year.

Actions must be **precise.** They can indicate activities to be carried out by the Group or by any one of its Sections.

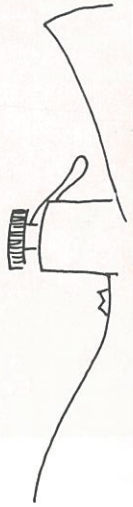


### Why are actions annual?

Because it is difficult for a Scout Group to design at the outset all of the actions which will be required for each of the years in the three year planning period.

Moreover, it is unnecessary to establish actions for all three years at once. Because the degree of accomplishment of the goals must be examined (and the goals probably amended) at the end of the first year, it would not make sense to establish actions for the second and third years at the outset.

Normally, actions should be designed to take a **full year** to complete, so if they are designed to be completed in a shorter period, the deadline must be indicated in the plan.



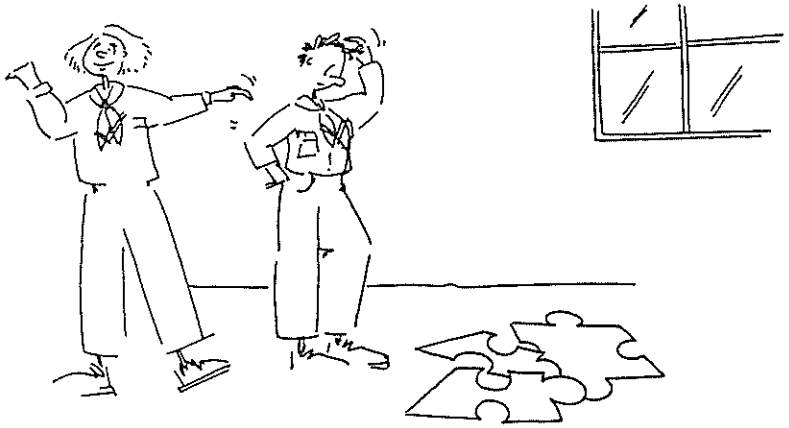
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year |
|---|---|---|---|
| 49. Is the Group Council a place for the generations to meet, which leaders of different ages mix harmoniously? | No, there is a generation gap between an older adult and many young people under 20 years old. | Recruit and train at least five leaders who are between 18 and 55 years old. | 1. Get at least three parents to participate in the next Stage 1 Introductory Course offered by the Branch paid by the Group.<br>2. Incorporate a leader who is older than 25 in each Unit, within six months at the very latest.<br>3. New leaders be at least 18 to be Assistant Leaders (or as defined in POR). |

## Recommendations for Designing an Action

The following questions should be considered by the Group Leader with respect to each action it designs:

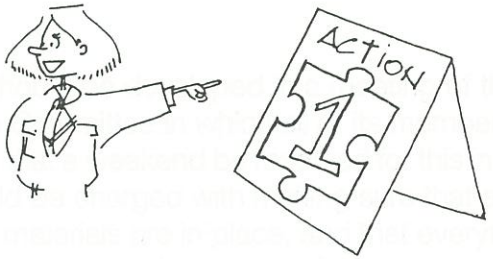
| | |
|---|---|
| What specific thing is to be done? | **Activity** |
| Who and how many will benefit? | **Beneficiaries** |
| Where will it be done? | **Place** |
| When will it be done? | **Time Period** |
| With what will it be done? | **Resources Required** |

It will not be possible to answer all of these questions in every case, but it is good to consult this chart so that nothing is overlooked.



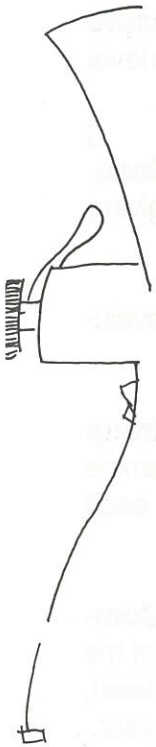
## 4. ASSIGN RESPONSIBILITIES

A question is missing on the chart on the previous page, since specifying "what is to be done" will only be useful if "who is going to do it" is also clearly stated. This means identifying **who will be responsible**, and that is the next step in the development of the plan.

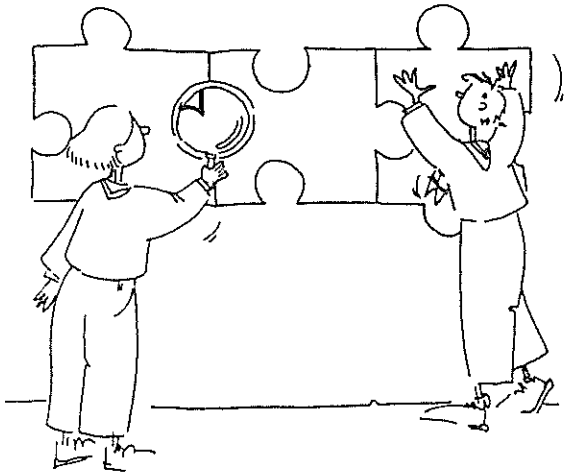



Each action requires someone to carry it out.

This can be done by an **individual** or by **a small group of persons.** In the latter case, whoever presides over the small group assumes the task of leading the group toward the completion of the action. The important thing is **that the responsibility for the completion of each action be clearly assigned to someone specific.**



| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 49. Is the Group Council a place for the generations to meet, which leaders of different ages mix harmoniously? | No, there is a generation gap between an older adult and many young people under 20 years old. | Recruit and train at least five leaders who are between 18 and 55 years old. | 1. Get at least three parents to participate in the next Stage 1 Introductory Course offered by the Branch paid by the Group.<br>2. Incorporate a leader who is older than 25 in each Unit, within six months at the very latest.<br>3. New leaders be at least 18 to be Assistant Leaders (or as defined in POR). | Group Leader<br><br>Section leadership team<br><br>Group Committee and Group Leader |



## 5. EVALUATE THE RESULTS

The constant and periodic evaluation of results is a **necessary condition** for the success of a plan. Without evaluation and constant and organised effort to keep the plan moving forward, it cannot succeed.

Remember that to develop a plan and not to pursue it is worse than never to have tried to create one, because the group which made it loses self-confidence, and it will be very difficult to recapture the initiative in the future.

Everyone who participates in the plan needs to receive continued support and constructive criticism in the implementation of the plan. Both are motivational. But the best motivation is to look around and see that everyone is committed to the success of the plan, proving that "the thing is taken seriously".

### Who is responsible for the pursuit of the plan?

It is recommended that the Group Leader be charged with the responsibility of overseeing the creation and implementation of the Group's plan. The Group Leader will require support from all members of the Group Council and Group Committee to ensure that the Group is able to carry out the goals and actions.

### How is it done?

1. Through **periodic individual interviews with the people responsible for different aspects of the plan**, in which the level of completion of the assigned tasks is analysed.

2. By means of **direct observation of the planned actions**, suggesting corrections or change in emphasis and giving reinforcement.

3. By maintaining **reliable statistics**, which permit the precise evaluation of measurable goals.

4. In the **regular meetings of the Group Council and Group Committee**, where a definite time should be reserved to examine the progress of the plan in a specific Strategic Area at each meeting.

5. In **special meetings of the Group Council and Group Committee** specifically called to analyse the **state of progress** of the plan. It is recommended that two be held each year. **One**, at least, **is essential**; otherwise, there will be no plan for the next year.

## GENERAL CONSIDERATIONS

1. A good time to develop the plan is **at the end of the Scout year** so that what must be done will be clear at the very beginning of the following year.

2. After the plan has been designed by the Group Leader, an **internal process** should be directed toward each one of the Sections of the Group, in which they detail actions and their deadlines, distribute additional responsibilities, motivate the youth and plan in general the changes in their parts of the Group which are suggested in the strategic plan. This process culminates in the establishment of the **calender of activities for the year**. The complete calendar should be maintained by the Group Leader who is in charge of the plan.

3. Once the plan is developed, an **external process** is also initiated, discussing a copy of the plan with the District Commissioner so that the support actions that will be necessary can be considered at that level. From the District, it will pass to the Regional Area structures of the Branch. In this manner, the Group's plan will be an effective part of the National Strategic Plan 2002 of The Scout Association of Australia.

4. The plan should be developed in a meeting of the Group Council and Group Committee in which all of its members participate. It is suggested that a weekend be reserved for this in advance. A small team should be charged with making sure that all information and necessary materials are in place, and that everything is organised so that the event can be successful.

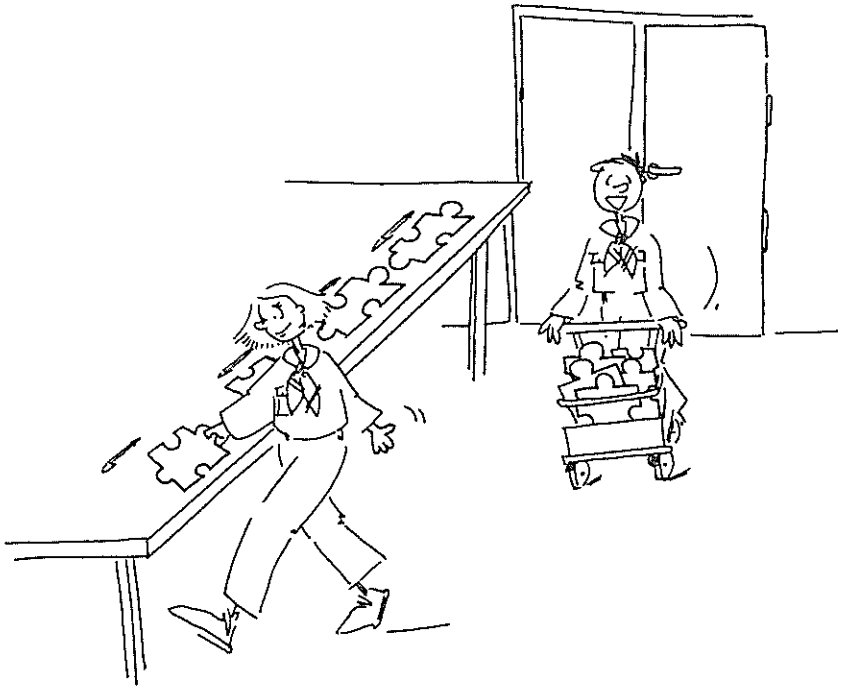
5. In order to create its plan, the Group Leader, if he/she deems it appropriate, may ask for the assistance of the District Commissioner who can clarify doubts over the handling of this book, suggest appropriate methodology for the conduct of the meeting in which the plan will be developed, or provide the assistance of a specialist, according to the requirements of the Group.

## PREPARATION FOR THE MEETING

It is necessary to be sure that everything is prepared before beginning work:

Has all this material been carefully read by everyone involved before the meeting?

* Is everything well understood, and have all doubts been clarified with the District?
* Is there a positive atmosphere that motivates people to participate?
* Has enthusiasm for the project been generated in all of the members of the Group Council, including the Group Committee and the sponsoring institution?
* Do participants hope to produce something that will help the Group to improve and progress?
* Has existing information been made ready: records, files, statistics?
* Have the necessary materials been arranged: paper, pens, flipcharts, copies of "Let's Make a Group Plan"?
* Has sufficient time been set aside?
* Does the selected location have the physical facilities to carry out the work?
* Have special activities been prepared to help to liven up the hours dedicated to this effort?
* Has a system been organised to transfer the ideas produced and the decisions taken to this account in a clear fashion?



# BEFORE BEGINNING TO COMPLETE THE COLUMNS OF INDICATORS, READ ALL OF THE PRECEDING PAGES.

# THEN, LET'S GET STARTED! THE FUTURE IS OURS . . .

**NOTE:**

**"Group Council"** is composed of the Group Leader and all the Section Leaders in the Group.

**"Group Committee"** is the support body charged with the main administrative, relationships and financial duties which are needed to run the Group, as well as to give orientation for the educational activity of the Group. It is composed of several parents of the members of the different Sections of the Group and several interested Community Members. A representative of the sponsoring institution (if relevant) may attend.

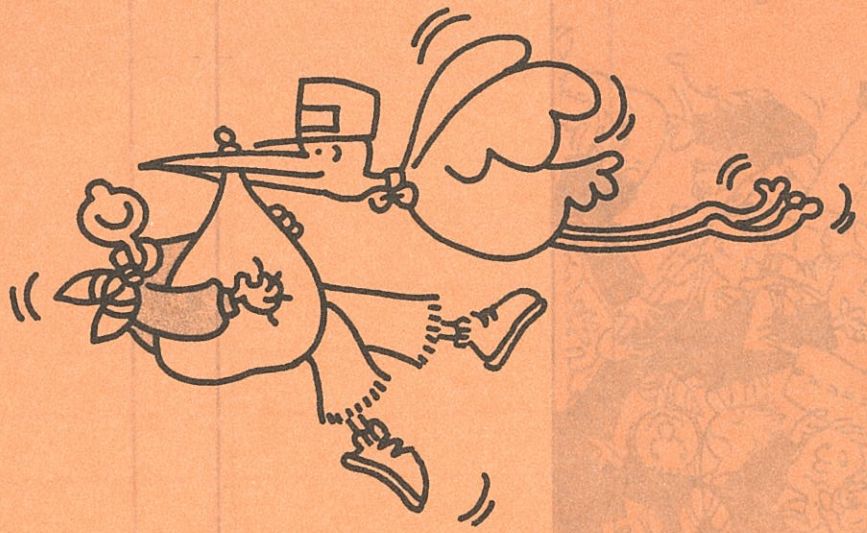
# MEMBERSHIP

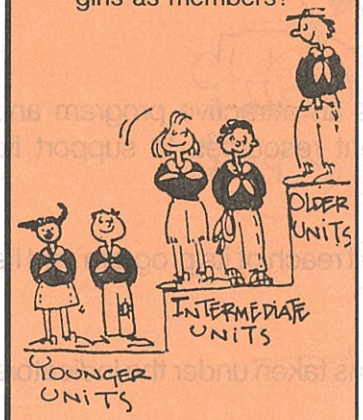
The growth of a group is not an accident, and if it does happen by accident, its development may not be stable.

Growth depends on the combination of many causes. A Group identified with the values of the Movement, which has an attractive program and appropriate activities, led by qualified adults using an adequate organisational system, and which possesses sufficient resources to support its educational activities, will be a Group that will grow in quantity and quality.

Just as to grow is not to get fat, to develop a Group not only means to increase its members, but also to deepen the quality and reach of its program and its operations as an educational community.

Therefore, the Indicators for this area only try to organise the numerical increase which will result from the success of the actions taken under the Indicators for the Group Performance Targets.

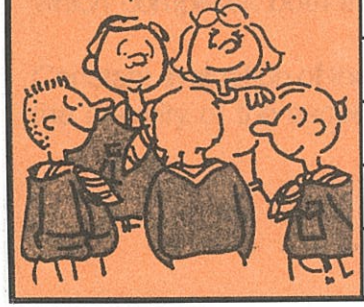


| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 1. Does your Group have five Youth Sections? Are you working towards five Sections with both boys and girls as members?<br>  <br><br>2. Is the Group maintained at a size that allows it to be well managed?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 3. Does the Mob have at least 18 Joey Scouts?<br>Does the Pack have at least two Sixes?<br>Does the Troop have at least two Patrols?<br>Does the Unit and Crew have at least 10 members?<br> <br>4. Do the adult leaders join in activities with youthful enthusiasm, but without falling into childish or authoritarian attitudes?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 5. Do the young people stay at least three years in the Section before leaving it?<br><br>How many young people have left in the past six months?<br><br> <br><br>6. Do all Leaders wear correct national uniform?<br><br>Do the Cub Scouts, Scouts, Venturers and Rovers all wear correct uniform outside their Den/Hall?<br><br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 7. Are the Group Leader and other key leaders of the Group dedicated exclusively to their positions, or do they have to serve in several capacities within the Group? | | | | |

| Development Indicator | Section | Current Number of Leaders | Goal for First Year | Goal for Second Year | Goal for Third Year |
|---|---|---|---|---|---|
| 8. Has the Group anticipated growth in the number of youth members as a consequence of the action established in this plan?  | | | | | |
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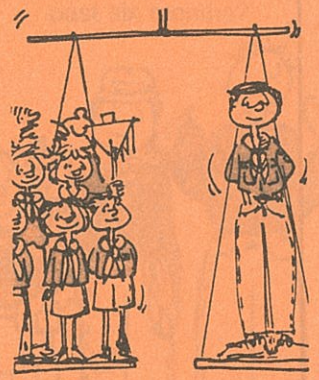
| Development Indicator | Section | Current Number of Leaders | Goal for First Year | Goal for Second Year | Goal for Third Year |
|---|---|---|---|---|---|
| 9. Has the Group anticipated its additional leadership needs to confront the programmed increase in youth members?  | | | | | |
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| Development Indicator | Section | Current Number of Leaders | Goal for First Year | Goal for Second Year | Goal for Third Year |
|---|---|---|---|---|---|
| 10. Has the Group anticipated its need for additional adults in support roles, in proportion to the expected increase in youth and Leaders? | Parent Members of the Group Committee<br><br>Other Non Uniformed Adults | | | | |

# YOUTH PROGRAM

The educational program is the means by which the Movement tries to achieve its purpose, and constitutes the essential element to attract and retain youth.

It is based on the fundamental principles of Scouting, offered in a permanent and progressive manner, and designed and developed with the active participation of its own young people. It should be adapted to their needs and the needs of the community in which they live.

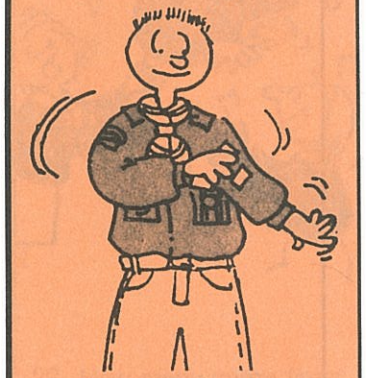
The program covers the totality of the experience of young people in the Movement. It is a progressive process of education and personal development which comprises both the activities which are carried out and the method by which they are conducted.

Constant evaluation of the program used is one of the conditions of operation of a Group. The Indicators which are presented on the following pages cover the majority of the aspects of the youth program, and will permit the Group Leader to measure the intensity of its action.

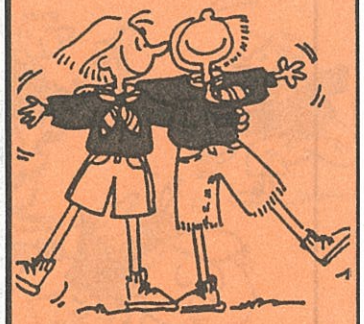
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 11. Are all elements of the Cub Scout Section Program included regularly?<br> <br>12. Do the program activities offer the opportunity to live the values of the Promise and Law?<br> | | | | |

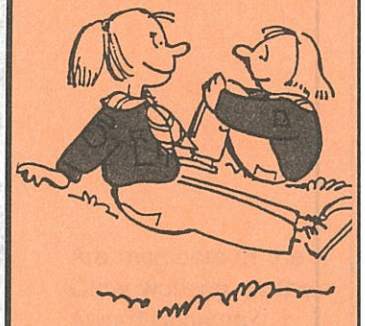
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 13. Do the young people receive at least two-thirds of their learning by doing?<br> <br>14. Is the Patrol System functioning effectively?<br>Is the Unit Council operating effectively?<br> | | | | |

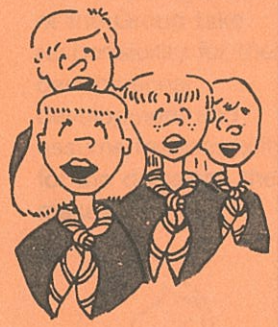
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 15. Do the youth members generate at least half of the ideas that give rise to activities? 16. Does the Troop Council make decisions and plan the Troop Program, liaising with the Scout Section Leader? 17. Do youth complete at least two steps of their advancement (i.e. progression to Explorer Level for Scouts) before leaving their Sections? | | | | |

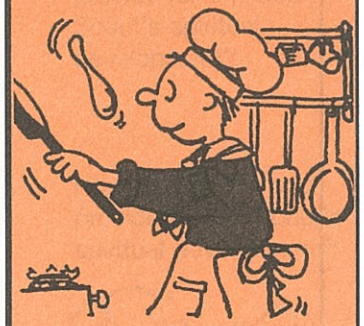
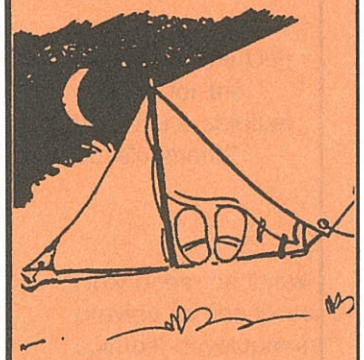
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 18. Do at least one-third of the members of the Sections complete all stages of their progression (i.e. achieve Adventurer Level for Scouts) before leaving?<br>  <br>19. Do the Sections correctly apply their respective symbolic frames?<br> | | | | |

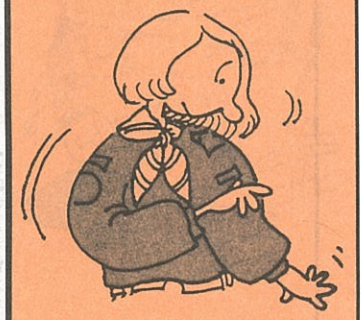
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 20. Are members of the Pack/Troop given opportunity to participate in and achieve elements of the Award Scheme?<br><br>Are members of the Unit working on the Award Scheme?<br><br>Are members of the Crew working on the Award Scheme?<br><br> | | | | |

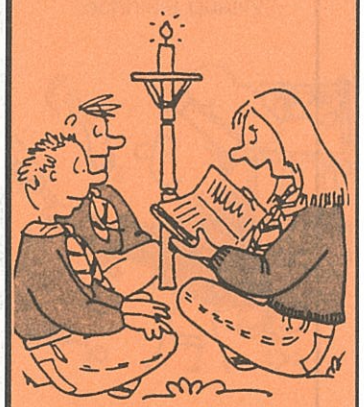
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 21. Do the Sections learn at least 10 new songs per year?<br> <br>22. How many camp fires/ council fires/sing songs were held by the Sections during the last six months?<br>  | | | | |

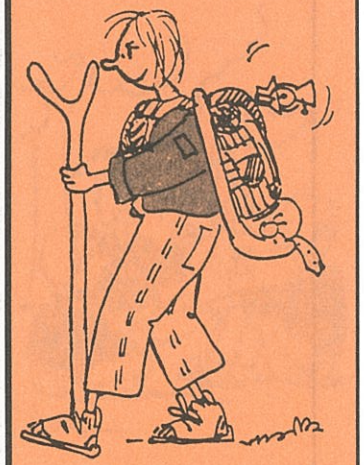
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 23. How does the Mob provide for the Joey Scout's spiritual development?<br><br>How does the Pack provide for the Cub Scout's spiritual development?<br><br>How does the Troop provide for the Scout's spiritual development?<br>  <br>24. How does the Unit provide for the Venturer's spiritual development?<br><br>How does the Crew provide for the Rover's spiritual development? | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
|  <br>25. Are prayer and other expressions of spiritual life adequately integrated into the activities?<br>For: Joey Scouts<br>Cub Scouts<br>Scouts<br>Venturers<br>Rovers<br> | | | | |

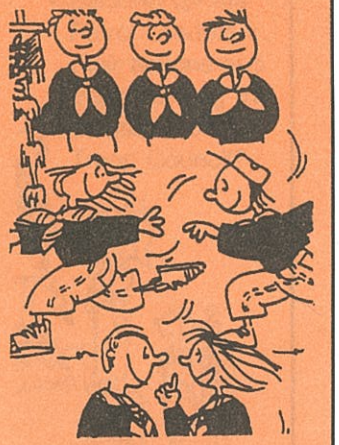
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 26. Is constant effort to excel observed in the camps held by the Sections: in preparation, location, infrastructure, program, and overall technical quality?<br>  <br>27. How many hikes/Pack holidays/overnight activities and special activities were held during the last six months?<br>  | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 28. Do the young people of the Group take responsibility for their own personal development and assume responsibility for the decisions they make?<br>  | | | | |
| 29. Do our people express their willingness to serve others by their actions as well as their words?<br> | | | | |

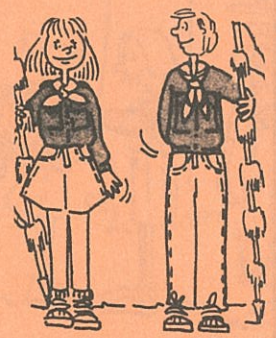
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 30. Is our Group recognised for the attitudes of consistency and loyalty in the young people that are part of it?<br>  <br>31. Do our young people strive to improve themselves and to do things well?<br> | | | | |

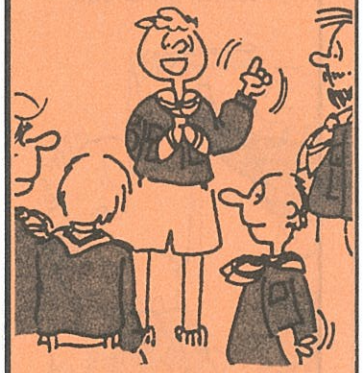
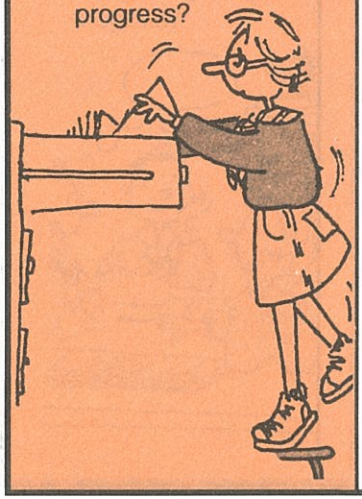
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 32. Has the Troop spent five nights under canvas in the last six months?<br> <br>33. Have the Venturers and Rovers attended three hikes, camps and expeditions in the last six months?<br>  | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 34. How many meetings have been cancelled this past six months? — Why?<br> <br>How many activities have been cancelled this past six months? — Why?<br> | | | | |

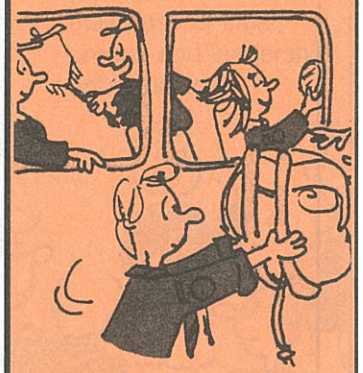
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 35. Would you rate attendance at section activities:<br>High .....<br>Medium .....<br>Low .....<br>  <br>36. Does the Troop Council meet monthly?<br> | | | | |

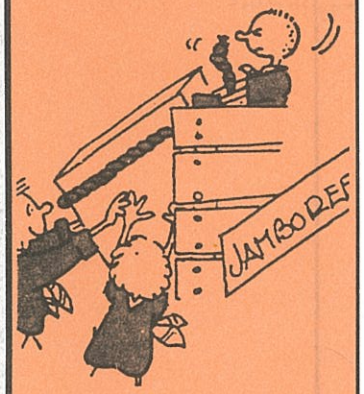
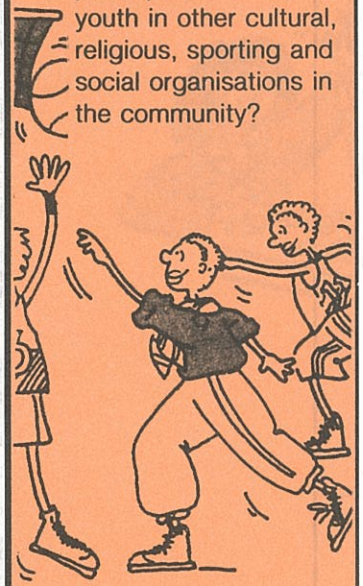
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 37. Does the Pack Council meet every six weeks?<br><br>Does the Troop Council run the Scout Section with the Scout Section Leader's guidance?<br><br>Is the Unit Council operating effectively?<br><br> <br><br><br>38. Does the Section have a fully developed short range program as part of the long range program?<br><br> | | | | |

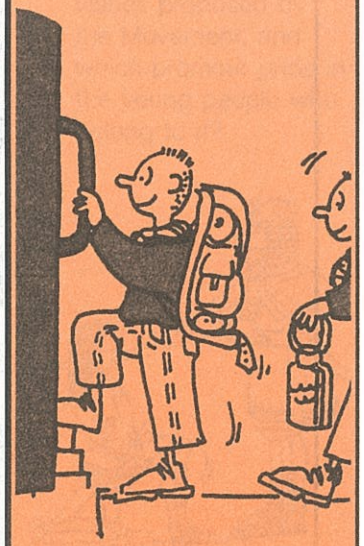
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 39. Is the Patrol System operating effectively by:<br>• Working through the Patrol Leaders to pass instructions and information?<br>• Backing up the Patrol Leaders in their actions and implementing the decisions of the Troop Council?<br> <br><br>40. • Giving PLs and potential PLs the opportunity to attend a leadership course for Patrol Leaders?<br>• Giving young people leadership opportunities?<br>  | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 41. Are the Cub Scouts and Scouts offered opportunities for the practice of leadership to all of their members? Do the Unit and Crew make use of small groups and leadership opportunities?  | | | | |
| 42. Do the Sections maintain current books and records in which they record their progress?  | | | | |

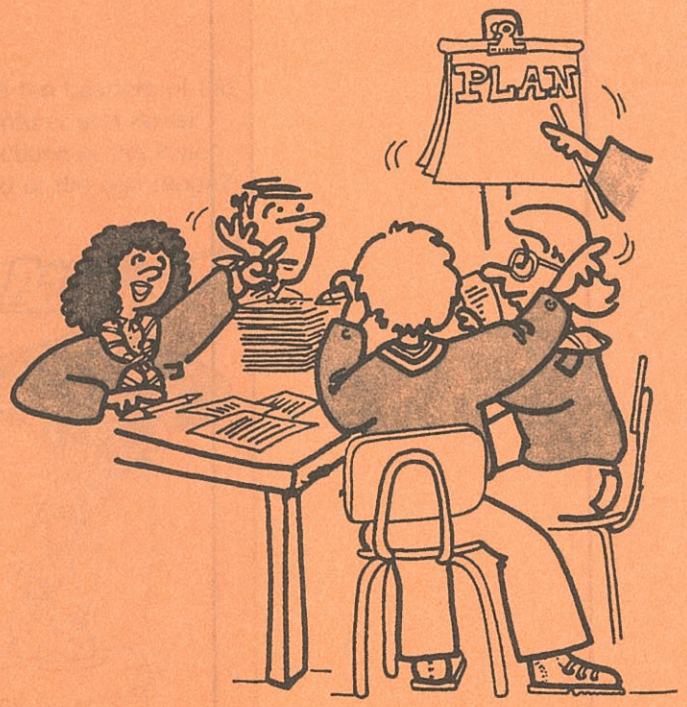
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| <br>43. Ceremonies are a regular part of the Youth Program.<br>Does the Section use:<br>Investiture ceremonies?<br>Advancement ceremonies?<br>Presentation of award ceremonies?<br>Are the advancement ceremonies planned at the Group Council?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 44. Is at least one activity held each three months with the participation of all of the members of the Group?  45. Does the Group maintain traditions which reinforce the values proposed by the Movement, and which promote pride in the young people who belong to it? | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 46. Do the Sections participate in at least 50% of the activities that are held at District or Area level?   | | | | |
| 47. Does the Group encourage the participation of the youth in other cultural, religious, sporting and social organisations in the community?  | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 48. Are all activities carried out under maximum conditions of safety?  | | | | |

# ADULT LEADERSHIP




It is not possible to adequately apply the program if one cannot count on effective leadership in all of the aspects which form a part of the life of a Group.

This requires that significant time be devoted to the selection and recruiting of adult leaders, to their proper training, to the increase of their commitment to their tasks, and to the development of the skills and attitudes that their functions require.

Many Groups do not achieve control over the tenure of their Leaders; in others the drop-out rate is too high; and in some the duration of certain Leaders in key positions is prolonged excessively.

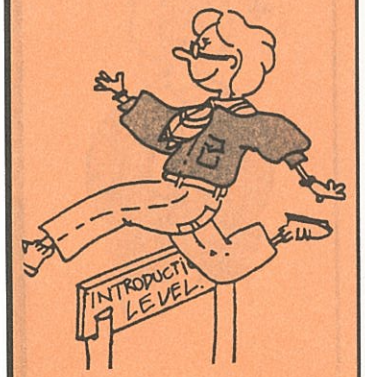
There are Section Leaders which are composed exclusively of a leadership group which is too young, while in others there is an absence of significant youthful dynamism. Some limit themselves to a small group, isolating themselves from the parents, the institutions which sponsor them, the communities in which they live, their former Leaders and experts who could contribute to specific tasks.

The Indicators which follow will permit the Group Leader to measure the qualifications, ability, and balance of the leadership team.

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 49. Is the Group Council a place for generations to meet, in which Leaders of different ages mix harmoniously?<br> | | | | |
| 50. Are the Leaders of the Joey Scout, Cub Scout and Scout Sections at the lower end of the Section age range?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 51. Are the Leaders of the Venturer and Rover Sections at the lower end of the age range? | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 52. Does the Group constantly seek to identify, select and recruit qualified adults who can be added to the leadership base of the Group?<br> <br>53. Does the Group Committee motivate parents, former Scouts and members of the sponsoring institution to assume tasks as Leaders?<br> | | | | |

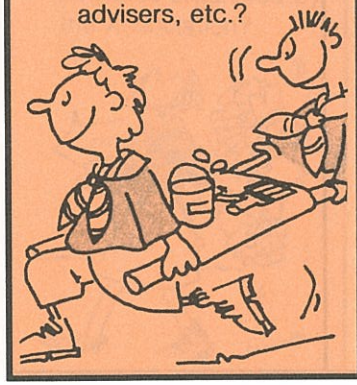
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 54. Does the Group Committee use a job description for each leadership position within the Group, with its requirements and functions clearly stated, and keeps these up to date as the needs of the Group change.<br> | | | | |
| 55. Are all Section Leaders warranted or completing pre-warrant training?<br>  | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 56. What progress is each Leader making towards completing the Wood Badge Program?<br> <br><br>57. Has the Group Leader and any Assistant Group Leader successfully completed Phase 4 of the Leader Development Program and have they participated in the appropriate Seminars and Workshops at Area and Branch level?<br> <br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 58. Does the Section Leader of each Section hold that Section's Wood Badge?<br> <br>59. Does the Group have at least one Personal Training Adviser who can assess training needs of the Leaders?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 60. Do Section Leaders serve their Sections between three and six years?<br> <br><br>61. Does the Group Leader formalise the commitment of a Leader to the functions of his/her role?<br> <br><br>62. Do the Leaders participate in training activities organised by the Association?<br> <br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 63. Does the Group Leader evaluate the performance of the Leaders each six months, considering their technical proficiency, emotional maturity, ethical suitability, reliability, and dedication, as well as the results they have been able to achieve?<br> <br><br>64. Do our Leaders exemplify the Promise and Law and does their conduct invite others to be like them?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 65. Are the Leaders who perform outstanding work recognised at Group level.<br><br>66. Are the Leaders whose level of achievement merits it recommended to Branch for recognition?<br> <br><br>67. Does the Group maintain a current list of names and addresses of former Scouts and Leaders who may be called upon to assist with special projects, badge examiners/ advisers, etc.?<br>  | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 68. Are inadequate Leaders asked to give up their duties? 69. Is the personal growth of Leaders favoured, and are they encouraged to faithfully fulfil their family, work, student and social responsibilities? | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 70. Are documentation and ideas transferred in an orderly manner when Leaders are changed?<br> <br>71. Are parents kept informed of Section activities?<br> | | | | |

# GROUP COMMITTEE

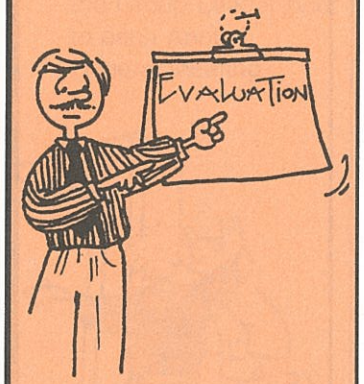
Often a false concept circulates among Scout Groups that the tasks of administration and management are outside the character of the Movement. In reality, experience has demonstrated that weak organisation constitutes a decisive obstacle in the development of a Group.

Adequate planning, an effective structure, maintenance of an efficient communications network and the formation of bonds with community organisations are functions just as decisive for growth as the quality of the program, attractiveness of camping activities and the personal progress of the young people.

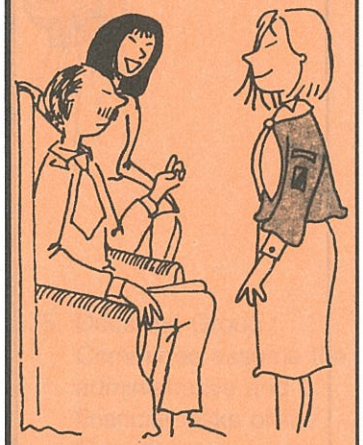
The Group Committee must understand the importance of these tasks and assume them with effectiveness.

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 72. Is the Group Committee selected by the Group Leader prior to each Annual General Meeting? 73. Does a Group Leader oversee the implementation of the Group's strategic plan and report progress to the Group Committee? | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 74. Have the members of the Group Committee participated in the training course related to their functions which is recommended by the Association?<br><br>Does the Group/ District hold training sessions for members of the Group Committee at least yearly?<br><br> | | | | |

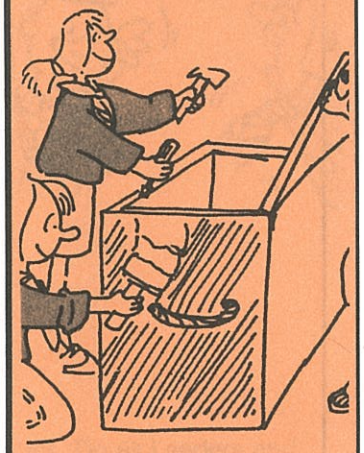
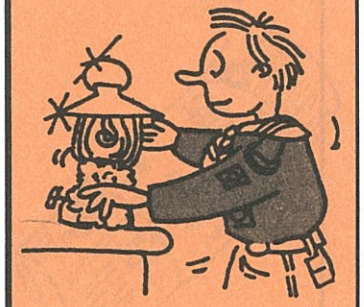
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
|  <br>75. Does the Group Committee assume the administrative and financial tasks of the Group?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 76. Does the Group Committee comply with the functions assigned by POR?<br> <br> | | | | |
| 77. Are parents kept informed of Section activities?<br> <br> | | | | |

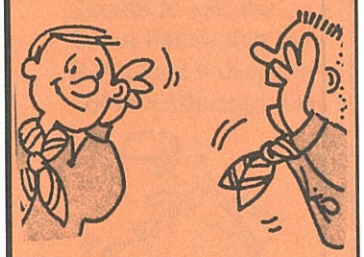
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 78. Do the parents participate in the education of their children through personal interviews with the Group Leader and those responsible for the Section?<br>  <br>79. Does the sponsoring institution regularly participate in the committees, councils, and activities of the Group to which it corresponds?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 80. Do the young people of the Group join in activities of the sponsoring institution in which their participation or service is expected? 81. Has the Group Committee arranged premises for meetings, equipment for the Sections etc.? | | | | |

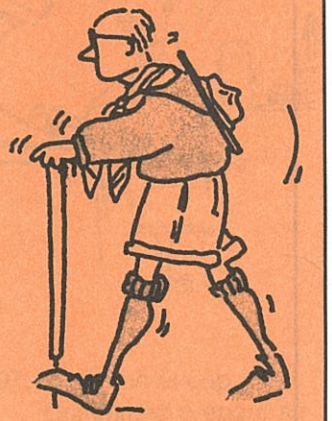
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 82. Has the Group Committee arranged adequate physical space to hold Sectional meetings and activities?<br> | | | | |
| 83. Does the Group have an Archive and a Library or Documentation Centre that Leaders and Committee members may consult?<br> | | | | |

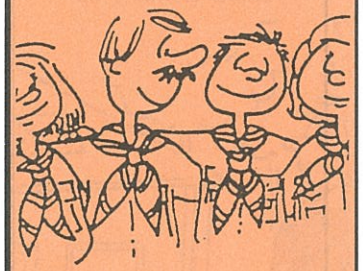
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 84. Do the Sections have basic equipment and material required to carry out their activities?<br>  <br>85. Are equipment and other materials kept in good condition and stored in an adequate place?<br>  | | | | |

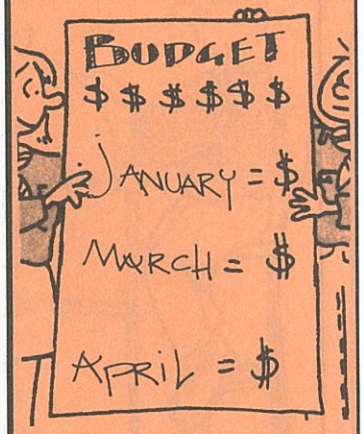
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 86. Do the Group's Den show care for their cleanliness, safety and maintenance?<br> <br>87. Does the Group Committee maintain an adequate administration system which includes a Minute Book, an inventory, medical files, correspondence files and other similar items?<br> | | | | |

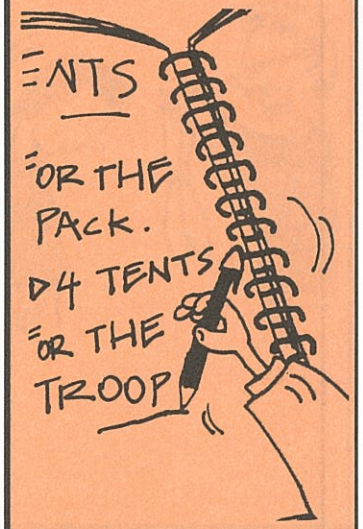
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 88. Does an effective Group communications system exist?<br>  | | | | |
| 89. Do all Leaders and Committee members receive information provided by the Association, Scout Magazine and share it with those concerned?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 90. Does the Group provide the different structures of the Association with requested information on a timely basis?<br> <br>91. Is the Group annual registration and financial return completed on time as required in your Branch?<br> | | | | |

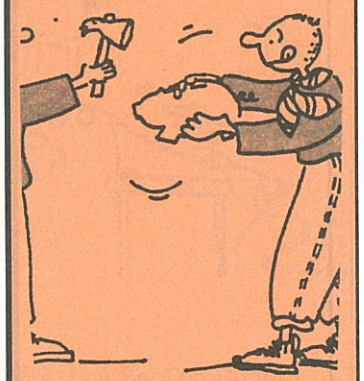
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 92. Is there a person or persons in the Group responsible for encouraging former Scouts to join the Scout Fellowship or B.P. Guild if they are not in leadership roles?<br>  <br>93. Does the Group organise each year informational activities in the local community on its objectives, program and educational method?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 94. Does your Group actively support District/Area activities?  | | | | |
| 95. Is the Group represented at the District Training Meetings and Area meetings as required? | | | | |

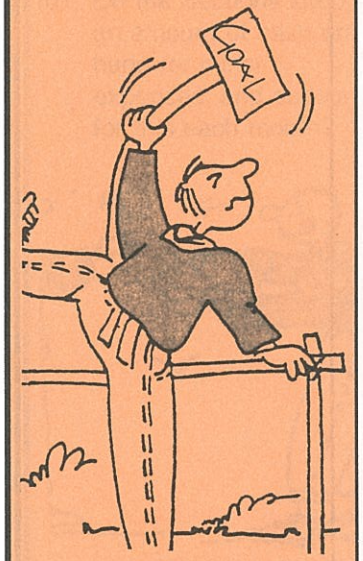
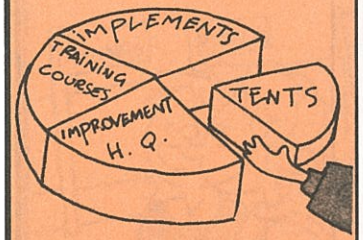
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 96. Does the Group Committee include people qualified to support the Group's financial management?<br> | | | | |
| 97. Does the Group Committee prepare an annual budget of revenues, expenses and investments in accordance with the actions assumed in the Group plan?<br>  | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| <br>98. Is a Section Budget prepared by each section and presented at Group Council *before* being presented to the Group Committee?<br>  | | | | |

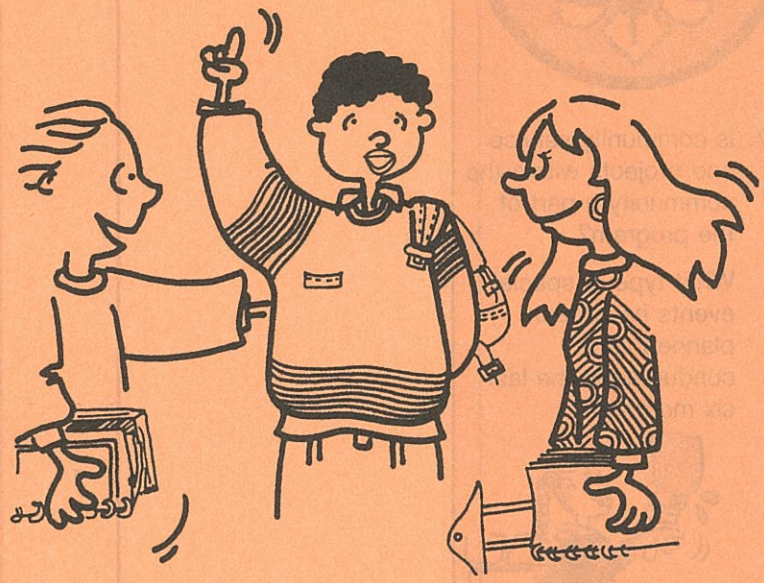
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 99. Are expenditures and investments made in accord with the budget, and the financial statements of the Group reviewed at least quarterly by the Group Committee? 100. Is a simple accounting ledger kept up-to-date by the Sections as well as the Group Committee in which are recorded income, expenses and investments? | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 101. Do the Sections keep an amount of cash on hand for minor expenses, and account for this each month?  102. Are the Group financial resources kept in a separate bank account with two signatures required for withdrawal? | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 103. Is an annual financial report prepared and audited for the AGM? Do the Section Leaders prepare their financial reports in time for this audit?<br> | | | | |
| 104. Has the Group diversified the sources of its income: activity, fees, donations, campaigns, grants, projects . . .?<br> | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
|  <br>105. Does the Group designate part of its income for the training of its Leaders?<br>  | | | | |

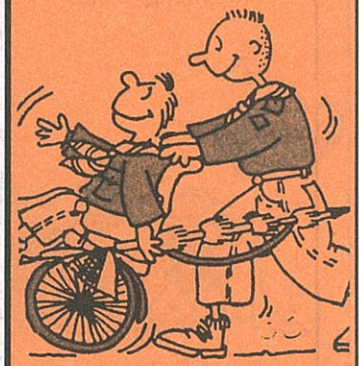
# COMMUNITY INVOLVEMENT

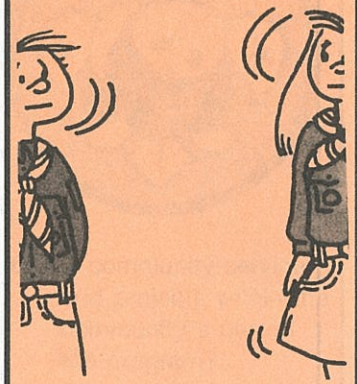
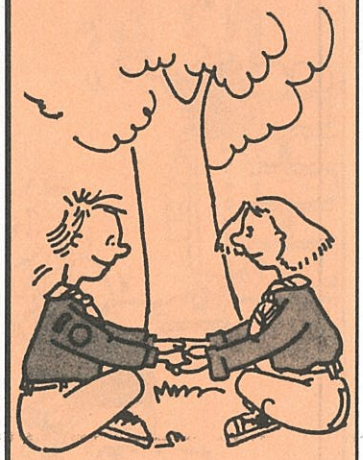


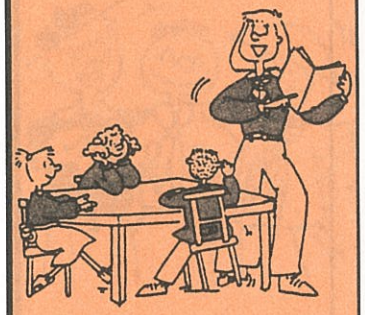
It is not possible to adequately apply the program if Section Leaders do not ensure the activities are identified as promoting Scouting in the local community.

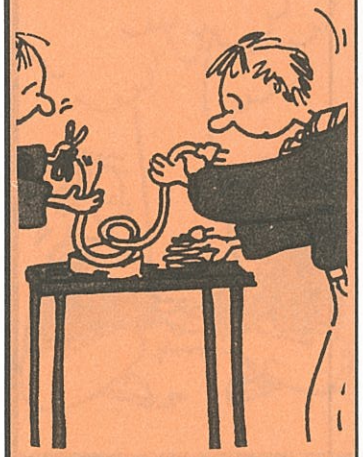
Have you established relationships with the community leaders and received encouragement from community support?

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 106. Does the Group conduct at least two conservation activities each year?<br> <br>107. Is community service and projects within the community a part of the program?<br>What type of special events have been planned and conducted in the last six months?<br> | | | | |

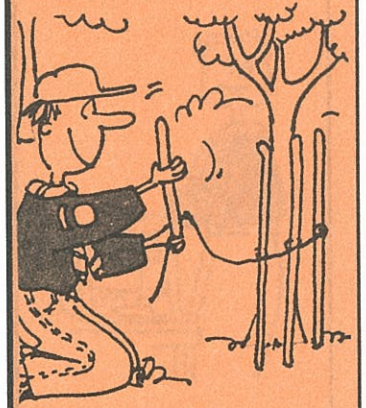
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 108. Have socially underprivileged youth been incorporated into the Group even if the Group is not located in those areas?<br> | | | | |
| 109. Has at least one disabled young person been incorporated in each Section.<br>  | | | | |

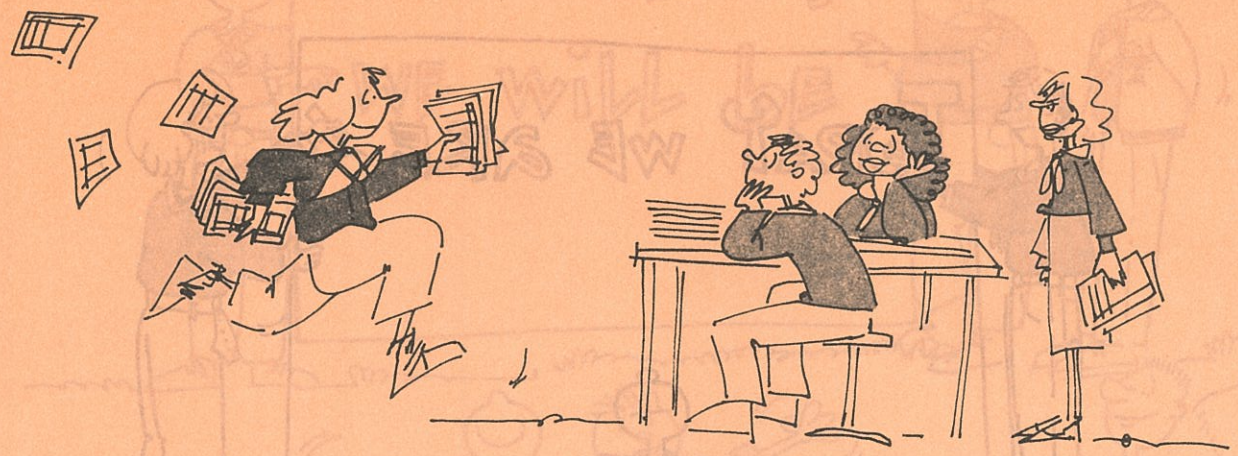
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 110. Does the Group organise educational activities on a regular basis with other youth organisations in accordance with local cultural conditions?  111. How many Section activities in the last six months involved parents or caregivers?  | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 112. Do the programs of the Sections contemplate at least two specific activities per year of education for peace?<br> <br>113. Do the programs of the Sections carry out at least two specific activities per year of education for development?<br>  | | | | |

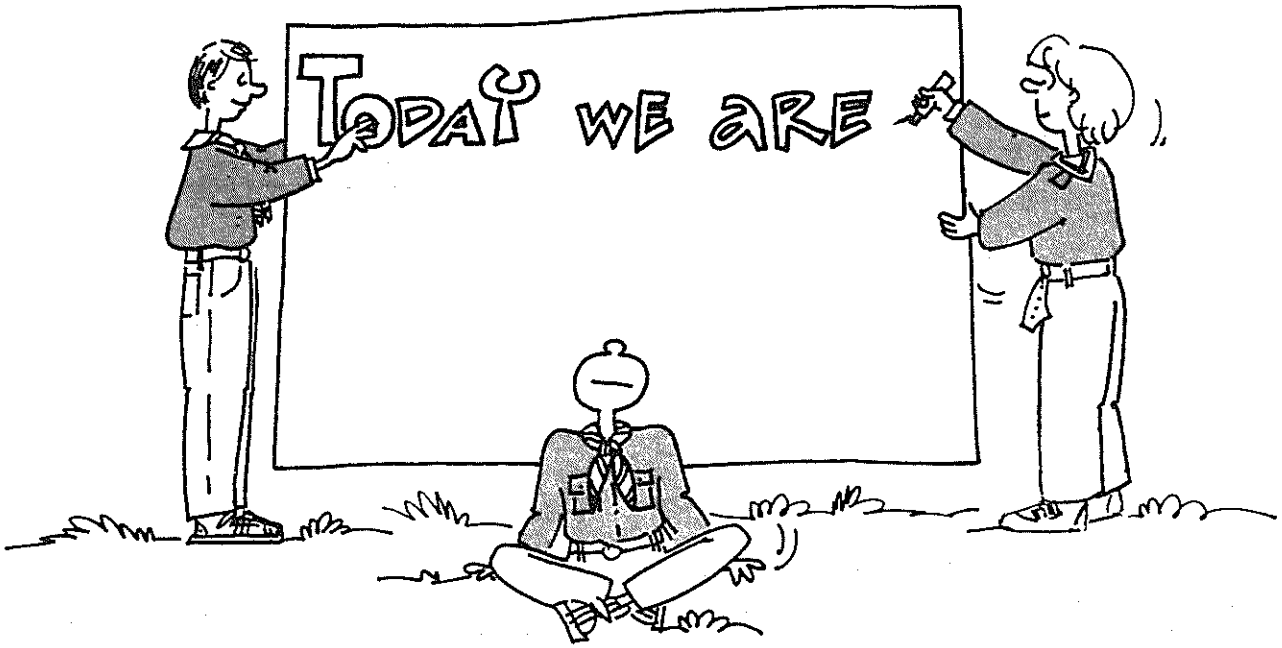
| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 114. Do the programs of the Sections include at least two specific activities per year of education for democracy?<br> <br>115. Does the program of the Venturer and Rover Section offer at least two specific activities per year of vocational discovery and orientation?<br>  | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 116. Do the programs of the Sections develop at least one yearly activity for intercultural understanding and international education? | | | | |

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
|---|---|---|---|---|
| 117. Does the Group maintain an attitude of service toward local community organisations?<br>  <br>118. Does the Group actively build good relationships with the authorities in the local community?<br> | | | | |



**USE THESE PAGES FOR ADDITIONAL DEVELOPMENT INDICATORS ESTABLISHED BY THE ASSOCIATION OR THE GROUP.**


TODAY WE ARE

IN 3 YEARS
WE WILL BE

| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
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| Development Indicator | Current Situation | Three-Year Goal | Actions for the First Year | Responsible Party |
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WORLD ORGANIZATION OF THE SCOUT MOVEMENT
INTERAMERICAN SCOUT OFFICE

This document is part of a series of publications planned by the InterAmerican Scout Committee and the InterAmerican Scout Office to support Scout Associations in designing the Strategic Plan 2002.

The original text (in Spanish) was elaborated by a special task force headed by Gerardo González E. (Chile). The task force was formed by executives of the InterAmerican Scout Office and professionals of the Asociación de Guias y Scouts de Chile.

The English version was made under the coordination of Clifford Harmon (USA), working in collaboration with Victor Matthews (Barbados); Ralph Ross (Canada); William Daegling (USA); María Eugenia Poblete (Chile); Michael Hudson, Alberto Del Brutto and Sandra Ely Bower (InterAmerican Scout Office).

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