



SCOUTS
Creating a Better World



Strategic Priority

Volunteers in Scouting **Toolkit**



Volunteers in Scouting **Toolkit**



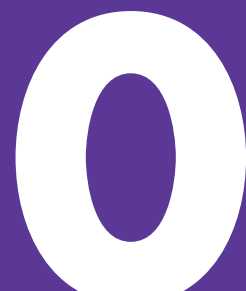
STRATEGY *ACHIEVING OUR MISSION*

For Scouting to increase its impact on the world today, all of its component parts, the National Scout Organisations (NSOs), must grow and develop. This Toolkit supports Strategic Priority 5: Volunteers in Scouting.

This strategic priority aims at redefining the concept of volunteering as applied to Scouting and reviewing policies and practices to help National Scout Organizations (NSOs) recruit and retain a new group of adults in Scouting.



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Introduction : A new concept of volunteering

The traditional view of volunteering implies the concept of “giving” where the emphasis is on the volunteers contributing resources in terms of time, energy, expertise and even money to benefit others. It requires a high level of commitment and dedication on the part of the volunteers to make it happen. It implies a one-way transaction where the volunteers give without expecting something in return.

There is some evidence to suggest that people will do something faithfully only when it serves a specific purpose and they will continue to do so as long as their beliefs and value systems correspond to the core values of the organisations they are serving. The general view is that volunteering only makes sense if the jobs or tasks allocated are indeed meaningful from the perspective of the volunteer’s personal growth and development.

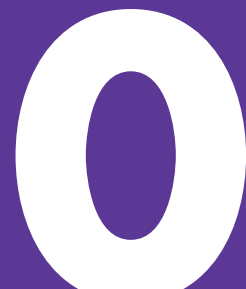
Approaches to volunteering vary in different cultures. Some focus on the volunteers’ needs and aspirations and then work to ensure that they are properly aligned with the organisations’ values. Others start with the identification of the specific tasks and then find the volunteers to do them. Both models have their strengths and their weaknesses.

Whichever model prevails, it is clear that there must be much more emphasis put on the management of expectations. This means that:

- the **organisation** has an obligation to inform the volunteers in clear and specific terms what is expected of them and in turn,
- the **volunteer** should clarify what he or she expects from their time with the organisation.



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Failure to identify both sets of expectations and to reconcile them invariably leads to frustration and disappointment.

Because expectations may change over time and because there is a need to share views on how well expectations are being met, it is necessary from time to time to examine how expectations are being met and to re-establish consensus on mutual expectations.

In the final analysis, what we want as a Movement is to provide the opportunity for our volunteers to be leaders locally, nationally and internationally and contribute to building a better world. With motivated volunteers, we can serve Scouting better and deliver our mission:

" to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society".

Using this resource

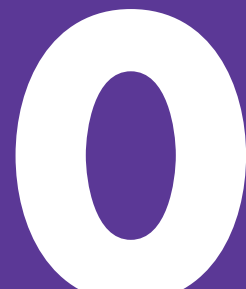
This is a practical tool to help National Scout Organisations (NSOs) / Scout associations explore the concept of volunteering. This resource is written to help adults who work at national level and who have been given the responsibility for developing volunteering, in line with *Strategic Priority 5: Volunteers in Scouting – developing new approaches to broaden the base of adult support*. This resource will help them to understand the specific context in their country and their own NSO/association and then work with the national team to make plans for the future.

Growth and development in Scouting around the world depends on NSOs/associations being able to:

- help existing volunteers to stay for an appropriate time in a role, and then take on new challenges.
- recruit and retain additional volunteers, from all aspects of society.



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This toolkit offers practical support and guidelines to help you review volunteering in your specific context. You can then make plans to strengthen volunteering so that Scouting can grow and develop; offering a quality programme which attracts more young people to join Scouting.

It is envisaged that the process for exploring the situation regarding volunteers in an NSO or a Scout association will take a few months. The process could be as follows:

Step 1: A decision is taken by the national board to work on 'Volunteers in Scouting'. It is important to identify how the work will be done, who has responsibility and the budget needed to undertake the work.

Step 2: A clear remit for the working group is established and job descriptions for all the volunteers and professional staff involved in the project are developed.

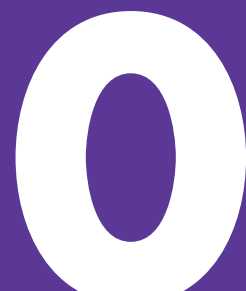
Step 3: Volunteers to do the work are recruited and the task and time-scale are clearly explained.

Step 4: Volunteering in your country is explored and the findings are related to Scouting.

Step 5: An analysis of volunteering in your NSO/association is undertaken to identify the strengths, weaknesses, opportunities and threats.



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Step 6: The vision and priorities for the future are identified.

Step 7: A plan to strengthen volunteering to meet the needs of your NSO/ association is developed. This plan includes success criteria. This may be for your current group of volunteers or by recruiting new volunteers to Scouting.

Step 8: Undertake the work.

Step 9: Evaluate, share your results and develop plans to make sure the outcome is sustainable.

Step 10: Set a method and time-scale to review the work undertaken.

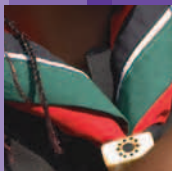
- **Section 1 of this toolkit will help the team with Step 3**
- **Step 4 is covered by Section 2 of this toolkit**
- **Step 5 is covered by Section 3 of this toolkit**
- **Step 6 is covered by Section 4 of this toolkit**
- **Steps 7, 8, 9, 10 are covered by Section 5 of this toolkit**



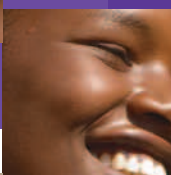
1 Introduction to volunteering

- **The concept of volunteering**
- **Country specific contexts**
- **Factors affecting volunteering**
- **Finding information on volunteering**

1. Read Factsheets 1.1 to 1.6 on volunteering and discuss what they mean for your NSO/association.
 - Do you agree with the phrases used to describe volunteering set out in Factsheet 1.1 'What is volunteering?'
 - Which definition in Factsheet 1.2 'Definitions of volunteering' do you think most closely fits your NSO/association and Scouting in general?
 - Are the criteria and principles of volunteering set out in Factsheet 1.3 'Criteria and principles of volunteering' applicable to Scouting?
 - If volunteers are the 'lifeblood' of the Movement, as described in Factsheet 1.4 'Volunteers in Scouting', how can we help new volunteers to develop commitment and passion for Scouting?
 - Why do people volunteer? What are they looking for? Is Scouting competing for volunteers with other organisations? You will find some ideas on this aspect in Factsheet 1.5 'The contribution of volunteers'.
 - Factsheet 1.6 'Why people volunteer' provides a list of reasons why people volunteer. If you carried out a straw poll in your NSO/association, what reasons would be given?
 - Factsheet 1.7 'Why people stop volunteering' gives reasons why people stop volunteering. It may be useful to find out this information in your own NSO/association.



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2. Find out about the general situation regarding volunteering in your country. Details may be found on the web-site for volunteering world-wide, set up after the International Year of Volunteers (<http://www.worldvolunteerweb.org/>), government departments maintain statistics or agencies that support volunteering in your country.
3. Test the findings in your NSO/association. Worksheet 1.1 may help you test your findings in Scouting. Ask other volunteers working nationally.
4. Undertake a 'PESTLE' analysis, exploring the political, economic, social, technological, legal and environmental influences on volunteering in your country and in Scouting.
 - What are the key factors affecting volunteering?
 - What impact does this have on Scouting in your NSO/association?

Supporting documentation:

Factsheet 1.1 What is volunteering?

Factsheet 1.2 Definitions of volunteering

Factsheet 1.3 Criteria and principles of volunteering

Factsheet 1.4 Volunteers in Scouting

Factsheet 1.5 The contribution of volunteers

Factsheet 1.6 Why people volunteer

Factsheet 1.7 Why people stop volunteering

Worksheet 1.1 Questionnaire about volunteering in your NSO/association

Worksheet 1.2 'PESTLE' analysis



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Volunteers in Scouting

- **An overview**
- **The World Adult Resources Policy**
- **Selection and recruitment, including Child Protection**
- **Training and support**
- **Review, renewal, retirement**
- **Support from WOSM**

An Overview

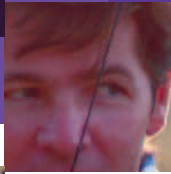
For Scouting to be successful it needs a wide group of volunteers with a variety of skills:

- adults who work as a team to deliver the youth programme,
- adults who provide particular expertise which can extend the range of activities in the youth programme
- adults who support the leaders who work with young people
- adults who train other adults
- adults with administration, chairing and finance skills who support the administration of Scouting.



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Volunteers in Scouting need to feel valued and their contribution needs to be managed. Volunteers need to be recruited to fill vacancies in the variety of roles required. Volunteers need to be trained and supported in their role. Volunteers need to be helped to take on new roles or to retire from Scouting when the time is right.

Managing volunteers requires a particular approach and a particular set of skills. People need to be valued for giving their time and expertise, helped to develop their skills and talents and grow as they gain more knowledge and experience in the Movement.

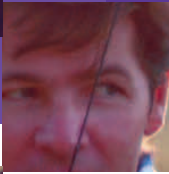
We also need to recognise that our volunteers have other commitments in their lives, so they may need a less demanding role in Scouting or may need to step down from their responsibilities for a while. This should be possible but it means getting to know our volunteers as people and helping find a role in Scouting suitable for them at their particular stage in life, helping them and Scouting to benefit from their energy, commitment and enthusiasm.

The World Adult Resources Policy provides a framework for Scouting to manage its volunteers.



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The World Adult Resources Policy

Examine the World Adult Resources Policy and look in detail at the three stages of the life-cycle of an Adult in Scouting (AIS).

- What elements are already established in your NSO/association?
- What impact does this have?
- Again test your impression by asking other volunteers for their input.

1. Consider each of the three areas of the life-cycle.

- How can they be strengthened for the volunteers currently in your NSO/association?
- If new volunteers are to be recruited, how will you use the World Adult Resources Policy to support these people?
- If you wish to extend the use of this policy, consider how this will be done, who will do it and how it will be supported and developed in the future?

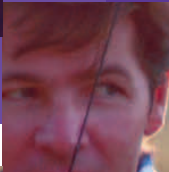
Work sheet 2.1 may help you with your deliberations.

2. Do you have a policy and practices in place for child protection? If not, then read the policy 'Keeping Scouts Safe from Harm', adopted at the World Scout Conference in Thessaloniki (2002). When recruiting volunteers it is very important to ensure that they are 'suitable' to be involved in a youth organisation. Many NSOs/associations have policies and practices relating to child protection. Examine their material to develop plans of action to ensure there are policies, practices and training on this topic in your NSO/association.
3. Make concrete plans to introduce policies, procedures and practices to introduce 'Keeping Scouts Safe from Harm' in your NSO/association or review your current policies and practices to make sure they are relevant and up to date.
4. Support and guidance to develop a plan is available from your Regional Scout Office or from the Director of Adult Resources at the World Scout Bureau.



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Supporting documentation

The World Adult Resources Policy

www.scout.org -> Scout Library -> Adult Resources

Introduction to Adults in Scouting

www.scout.org -> Scout Library -> Adult Resources

World Adult Resources Handbook

www.scout.org -> Scout Library -> Adult Resources

Keeping Scouts Safe from Harm

Worksheet 2.1. Questionnaire on AIS in your NSO/association

In this section tools are available to help you explore the situation in your NSO/association.



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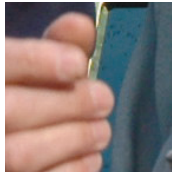
Volunteers in your NSO/association

- **How many volunteers do you have?**
 - **What roles are they in?**
 - **How long do they stay?**
 - **What motivates them?**
 - **What is their impression of their time in Scouting?**
 - **How can you help them to get more out of Scouting?**
 - **Analyse your situation.**
1. Obtain as accurate a picture as possible of the situation of adults in your NSO/association both quantitatively and qualitatively. (Worksheet 3.1)
 - What is the total number of volunteers in your NSO/association? What roles are they in?
 - What is the age-profile and gender profile of adults in different positions in your NSO/association?
 - Explore the statistics in relation to adults in urban, rural and inner-city Scouting (if this information is available).
 - Examine the length of time adults remain in a position in your NSO/association (if this information is available).
 - What percentage of your adults has completed training in Scouting?
 - What percentage of your adults have been Scouts as a young person.
 2. Test the responses that you have received through quantitative analysis by undertaking some qualitative research. Members of your working group could undertake structured interviews with a set number of adults in different roles to supplement the information that you have received in the quantitative analysis. (Worksheet 3.2)



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3. Discuss Factsheet 3.1 'What motivates volunteers' What do you consider to be the 'motivators' in your NSO/association? It is similar for all leaders or does it differ for different age-groups and different roles? Your impressions should again be tested through some structured interview on this topic.
4. Read and discuss Factsheet 3.2 'The challenges to Scouting and trends in volunteering'. This provides a reflection on the purpose of Scouting and the fundamental principles that have attracted adults to be volunteers over the years.
It also sets out current challenges and future trends in volunteering which NSOs need to consider if Scouting is to build on its success and increase its pool of committed volunteers, from wider segments of society.
5. Once the information has been obtained, consider what Scouting in your NSO/association currently offers and how it meets the expectations of your volunteers. If Scouting is competing with other organisations for adult volunteers, what do you offer that will attract adults to your NSO/association? What changes could be made in the future to increase the motivation of your current volunteers? Worksheet 3.2 may be useful in this regard.
6. Use a SWOT analysis (Worksheet 3.3) to help you to assess the Strengths, Weaknesses, Opportunities and Threats in relation to your current volunteers and potential new groups of volunteers.
7. Test your answers by obtaining feedback on why from leaders in your NSO/association joined Scouting. Worksheet 3.3 may help you with this research.

Supporting documentation

Factsheet 3.1 What motivates volunteers?

Factsheet 3.2 The challenges for Scouting and trends in volunteering

Worksheet 3.1 Collecting demographic data

Worksheet 3.2 Questions for volunteers in your NSO/association

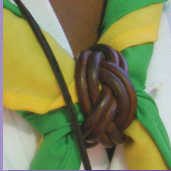
Worksheet 3.3 SWOT analysis

Worksheet 3.4 Why adults volunteer

4

The vision for the future

- **What do you want to achieve – what is the future vision for your NSO/association?**
 - **What do you need – what is your current situation and how will you work with volunteers to achieve the future vision?**
 - **What do you need to do to achieve this?**
1. When taking a strategic approach to developing volunteers in Scouting it is important to have a vision of the future. Your NSO/association may already have a vision statement. If so, does it specifically mention volunteering? The Strategy for Scouting has the following statement on volunteering:
'We see Scouting as attractive to adults, women and men in all cultures – a Movement through which they can make a significant contribution to society by working with young people.'
If you don't already have a Vision statement, Factsheet 4.1 and Worksheets 4.1, 4.2 and 4.3 may be of some assistance in helping you to prepare one. The Strategic Planning Toolkit produced by WOSM may also be a useful guide.
 2. Explore your vision for volunteering in your NSO/association in the small group which is working on the topic. If you have a vision statement perhaps it needs to be developed to cover volunteering or you may need a specific vision statement for volunteering. Whatever your situation, the vision for volunteering should be entirely consistent with the overall vision of your NSO/association and the values of Scouting.
 3. When your statement has been developed it should be shared with others for comment and agreement. This helps everyone to share an agreed view of what is to be achieved in the long-term and understand the need for action in the short-term.



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4. Once you have developed your vision, identify the work that needs to be taken to develop the commitment of your current group of volunteers and what work is required to attract and retain a new group of volunteers to your association. Discuss it with others, ask for their comments, then share it with the key decision-makers and ask for their agreement.
5. Consider the results of the work you have undertaken so far: You have
 - What you understand by volunteering?
 - What is the current situation regarding volunteering in your country?
 - The tools and support available in WOSM to help NSOs/ Scout associations manage volunteers?
 - The requirements of NSOs/associations in relation to managing volunteers?
 - What volunteers are needed in your NSO/association?
 - What is likely to attract them to Scouting?
 - What will motivate them to stay and offer their services to the Movement for many years?
4. Identify the key groups of volunteers which need to be a focus target over a period of three to five years to achieve results. Identify clearly what you want to achieve and the short term actions required to achieve it.

Supporting documentation:

Factsheet 4.1. Preparing a vision for the future
Worksheet 4.1. Individual exercise on vision creation
Worksheet 4.2. Group exercise on vision creation
Worksheet 4.3. Drafting a vision statement

The material provided in the Strategic Planning Kit is a very useful reference for this work, it should be studied by anyone planning to lead or facilitate this work.

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Making it happen

- On which areas will you focus?
- Who will be involved in making decisions and in taking the work forward?
- What are your success criteria?
- How will you inform others of your plans, actions and results?

5.1. Your plan of action

Consider the following:

- On which areas will you focus?
- Who will be involved in making decisions and in taking the work forward?
- What are your success criteria?
- How will you inform others of your plans, actions and results?

Write down the plan. Record each action; who is going to do it, by what date will it be completed, and what resources will be needed in order to get it done. Worksheet 5.1 may be of help to you to when you are developing and documenting this plan.

Check with each person that they know what is expected of them, that they can do it and that they are committed to getting it done by the planned date(s). Adjust the draft plan based on these discussions so that it describes the dates that people are committing to rather than “best option” dates. Check that the plan still works based on these commitments and consider adding people to tasks (or replacing people if necessary) if this is required in order to ensure that the project will be completed in time.

Understand the “critical path”, those things which must be done to allow other things to proceed. It is usual that different tasks will appear on the critical path over time.

Communicate the plan to everyone who needs to know it; this may include policy makers, beneficiaries of the plan, people working on the plan, others working on related projects, the public.



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5.2. Implementing your plan

Assemble the team for a “kick-off” meeting and ensure that they are all ready to start, that they know what is expected of them and that they know what the others are doing. Agree with them how they will let you know their progress and any problems they are having.

Let the appropriate people know that you have started; this may include the project sponsors, project participants, your public(s).

Keep in touch with progress; understand what is completed and what is running behind time. Identify critical path actions, and really focus on these because these are the ones which will cause delays for many parts of the project if they don’t finish on time.

If progress is not according to the plan take action to bring things back on track; consider adding people, making more resources available, swapping team members who are not able to spend the time they had thought they could.



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5.3. Setting a time-scale and method of evaluation

Set aside time after the project is finished to review the job done. Consider:

1. Did you achieve what you set out to do?
2. Did you finish in time?
3. Was effective use made of the team?
4. Did the team learn from this work?
5. What would you do better next time?
6. What should you tell others about so that they could do it?

Agree a method of evaluation before you use it. Consider having a facilitator from outside of the team for this evaluation to ensure thoroughness and fairness.

Capture the lessons learned so that they can be used by others.

5.4. Sharing your success

Write a short summary of the work and its outcome(s).

Let the relevant people know about it, this might include;

- Key decisions makers
- Project sponsors
- Project beneficiaries
- The organisation at large
- The public

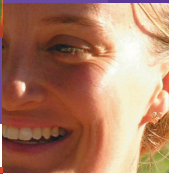
Try to find some place to store the project documents so that others can find them when they are doing work later on. How you made your plans, how you dealt with problems and the lessons you learned for next time are important things for others to know about.

Have a little celebration for those who worked on the project and those who helped you make it successful. Say "thank you".



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5.5 Ensure the sustainability of your work

Part of your action plan should include a plan to make sure that the work continues after the project is finished. A new approach to volunteering cannot be implemented in a short time, the learning, good ideas and actions need to be taken on more widely in the association. This will likely be done by passing on recommendations or action plans to the group responsible for working with volunteers in the association. It is important that there are long-term actions, which will be reviewed so that the approach to volunteering can grow and develop, resulting in a long-term impact and the growth of Scouting.

Supporting documentation

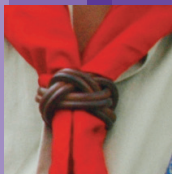
Worksheet 5.1. Developing an Action Plan

6 Factsheets

Factsheet 1.1

What is volunteering?

Popular literature describes volunteering as neighbourly, selfless commitment to the greater good. Over the years, it has developed into a significant and important social movement that is recognised worldwide (Volunteering Australia, 2001). However, the terms associated with the word volunteering may mean different things to different people and cultures.



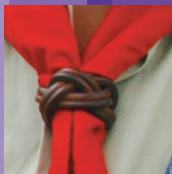
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Country/Region	Description of volunteering
Arab Region	Self-motivated action/service
Bhutan	Community gathering
Cambodia	Charitable action by a group of people doing charity work without profit
Ecuador	Volunteering is giving something to society that is worthwhile, it is a commitment, not just a fashion.
Germany	Free will
India	Self- sufficiency
Japan	Mutual aid systems- activities of social contributions performed in land-based societies
Kenya	The pulling together of people
New Zealand	Bringing people together and working like a family
Papua New Guinea	Responsibility borne by everybody in the community
Philippines	Desire to help each other
Singapore	Service without remuneration
United States	Participation in community service activities



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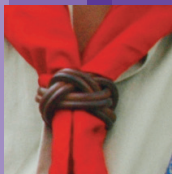


Factsheet 1.2

Definitions of volunteering

Here are some of the common definitions related to volunteering.

- Volunteering is an activity undertaken out of **free will**, where the motivation is **not monetary gain and the action is of benefit to others** (International symposium on volunteering, 2001).
Source: www.isv2001.org
- Volunteering is the **effort displayed by the citizen** for his society or for a particular group **without expecting a material reward** against these efforts whether they are personal or financial efforts (Arab Network of NGOs, 2001)
- Volunteering implies a **wish to offer one's time, effort, skills and goodwill** for the accomplishment of different tasks such as helping young children with their homework, collecting garbage in the park. (T-Kit on International Voluntary Service, Council of Europe, 2002).
- Volunteers are men and women who **give up their normal work and, without regard to financial benefits, devote their knowledge and abilities**, within the framework of common efforts, to the people in regions of social and economic need. (The Universal Charter of Volunteer Service, Paris, 1968)
- A volunteer is someone who gives time, talents and professional expertise on a **voluntary basis and without any remuneration** (National Council Social Service, Singapore, 1977b)
- Volunteering is the **commitment of time and energy, for the benefit of society, local communities, individuals outside the immediate family, the environment or other causes**. They are undertaken out of a person's **free will, without payment** except perhaps for the reimbursement of out of pocket expenses (Volunteering Ireland, 2000). www.volunteeringireland.ie
- Volunteering is an activity **undertaken in a community context without pay and of the volunteer's free will for the benefit of the community** (Volunteering Australia, 2001)
Source: www.volunteeringaustralia.org
- A possible definition generated during the discussions on the strategic priority, "Volunteer in Scouting" in Feb 02 is that **volunteering is about the professional or the volunteer offering a needed service by personal commitment without equivalent financial compensation**.
(A Strategy for Scouting: The Proposed Concept, WOSM, 2002)



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Factsheet 1.3

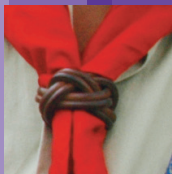
The criteria and principles of Volunteering

Source: www.information@unvolunteers.org, www.unv.org

Criteria

Despite differences in definitions of volunteering, there are elements common to all voluntary action. The UN paper on Volunteering (2001) identifies three common characteristics of volunteer activity as follows:

- 1. The notion of reward:** Volunteering should **NOT** be undertaken primarily for financial gain. They however can be rewarded through the provision of training and accreditation, the reimbursement of expenses or payment of an honorarium.
- 2. The personal motivation of the volunteers:** People's motivation to volunteer will perhaps always include a mix of reasons but **FREE WILL** must be present. This helps to distinguish genuine volunteers from those who offer their services in response to pressure from others. Typical sources of such pressure include enthusiastic peers, employers who expect their employees to contribute to the community, and national or local government who offer the option of doing community work instead of military service.
- 3. The beneficiary or a group of beneficiaries: A THIRD PARTY** benefits from the actions of the volunteers other than the volunteers, immediate family or friends. This criterion helps to differentiate volunteering from a purely leisure activity like playing football (although playing football to raise funds for a good cause might fall within this definition).



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Though the UN paper provides general interpretation of volunteering, we need to take into account the cultural differences across the continents. For example in some cultures, it is a common and established practice to reward volunteers financially. In the Arab countries, 43.5% of the institutions particularly in Egypt and Jordan, offer volunteers material and moral incentives in return for their volunteering work (Arab NGOs Network, 2001).

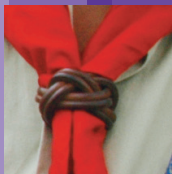
So, there is no one definition, interpretation or characteristic that can be applied universally to all cultures. However, there are common themes, which can be used to describe the meaning of volunteering.

We can now develop some principles associated with the concepts of volunteering.

Volunteering Principles

Given the various definitions and the above three criteria, some principles of volunteering can be formulated as follows :

- Volunteer work is internally driven.
- Volunteer work is not forced.
- Volunteer work is undertaken for reasons other than financial benefit.
- Volunteer work is not a substitute for a paid job.
- Volunteer work is a commitment of time energy and expertise for a given cause.
- Volunteer work is undertaken to make a meaningful contribution to society.
- Volunteer is about meeting a need.
- Volunteer work is based on mutual choice.
- Volunteer work is an activity that benefits both the community and the volunteer.



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Factsheet 1.4

Volunteers in Scouting

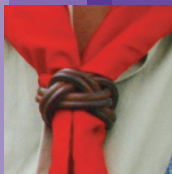
Many community and volunteering organisations are initially set up by volunteers. These people see social and other needs which are not being addressed effectively elsewhere, and they get together on a voluntary basis to respond and effect changes. History has shown that many organisations are run entirely by volunteers in their formative years of development.

Most recently, research has demonstrated that **volunteers make a major contribution** to the economy, which is equivalent to 8-14 % of global GNP (International Symposium on Volunteering, 2001).

To achieve its mission, like many other voluntary organisations, **Scouting depends on and continually needs adults** who are prepared to volunteer their services or time of their own accord, freely and willingly, without being paid. Each adult volunteer contributes to Scouting in his or her own way, according to his or her expertise, time, etc.

The Movement has historically been **led by volunteers** at almost all levels since it began in 1907.

At unit level, volunteers have been the major driving force since the beginning of Scouting. In fact, the bulk of our volunteers, millions of them, are operating at this level supporting and guiding young people with their personal development. They are the ones who make things happen and who can make a significant impact on the lives of young people. Simply put, without volunteers Scouting could not sustain its growth and maintain its position as a premier youth organisation Worldwide.



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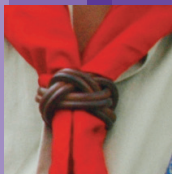
For example, the World Scout Conference, which is the “general assembly” of Scouting and where the delegations to the conference usually include top volunteer leaders of each NSO, conducts the formal business of the WOSM, including elections, applications for membership, amendments to the Constitution and By-laws, etc. The World Scout Conference elects volunteer leaders and delegates some of its authority to the World Scout Committee, the executive arm of WOSM, whose responsibility includes implementing the conference resolutions. Likewise, members of the World Scout Foundation’s Board and Executive Committee are all prominent volunteer businessmen and Scout Leaders from all continents. (WOSM: Scouting ‘Round the World, 1990).

Similarly, at regional level, regional volunteer leaders are elected to serve in the Regional Scout Committee. Many others are appointed to serve in sub-committees. In NSOs, key appointments, from the Chief Commissioner downward including members of the National Councils are usually volunteers.

Clearly, our volunteers in Scouting are the **lifeblood** of the Movement. They are the **‘heart and soul’** of the Movement. The Movement is what it is today, the largest youth organisation, because of the **active, passionate involvement and contribution** of many volunteers, past and present.

On record as at 31 December 2001, there were about **2.7** millions adult volunteers world-wide, of which 87% were male and an average age of 46 years (WOSM: Volunteers Serving World Scouting, 2002).

Hence, as we attempt to increase our growth and meet the challenges of the 21st century, we will continue to **need many more volunteers** in order to achieve our mission and make the world a better place for all to live.



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Factsheet 1.5

The contribution of volunteers

Volunteering provides people with the opportunity to **contribute to society** for causes they really believe in. In the words of a noted Soviet youth sociologist, I.S.Kon, "in as much as the human being is a social being, his **personal happiness** will also depend on his socially useful activity. The more a human being gives to people, the richer he or she becomes as an individual" (Moscow, 1968). The British review Journal, New Society, has referred this as "the **biological need** to help" (Scott, 1967).

People also volunteer so that they may **learn** new things, which will help them in the job market. Besides getting valuable training and experience for personal development, Scouting allows volunteers the chance to **help young people** and better understand the generation gap (WOSM: Scouting 'Round the World, 1990).

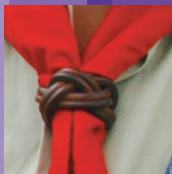
In some cases, volunteering work is the compulsory part of the academic curriculum. For example, some universities in France and America have begun granting academic recognition to voluntary service (UN: New Trends in Service by Youth, 1971).

A survey in 1997 at the National Center for Volunteering, UK, found that people volunteer for a variety of reasons, some altruistic and some based on self-interest. More emphasis is now being placed on **skills development**, particularly among the young people (18 to 24 years), while older people are more likely to stress free time as a motivating factor. Interestingly, the survey found that 50 % of the respondents volunteered because of **being asked**.

Confirming past studies, those from the highest socio-economic group are almost twice as likely to take part in a formal voluntary activity as those from the lowest and those in paid work were more likely to volunteer than those outside the labour market.

The survey also found that in terms of gender, men and women were equally as likely to volunteer (NB: In Scouting-87% of adult volunteers are male) and volunteering tends to peak in middle age, with a tailing off after the retirement age. This observation supports the statistics compiled by WOSM where the average age of volunteers in Scouting is 46 years. (WOSM: Volunteers Serving World Scouting, 2002).

Though the UK survey is culture specific, it provides us with useful information to mull over. A comprehensive list on why people volunteer (Adapted from Ellis, 1996, "The volunteer recruitment and membership development book") is in Factsheet 1.6.



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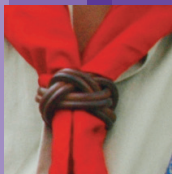
Factsheet 1.6

Why people volunteer?

Adapted from Ellis, Susan, J, 1996, "The volunteer recruitment and membership development book", Energise, USA.

To feel needed
 To make a difference
 To gain improvement skills
 Because a friend pressured them
 To test themselves
 For escape
 To become an insider
 To be an agent of change
 To explore career
 Because they are bored
 To have something to get up for
 For fun
 As therapy
 To keep busy
 To make new friends
 For recognition
 To get a better balance in life
 For work experience
 To give something back
 For religious reasons
 To repay a debt
 To get out of the house
 To do their civic duty
 To do something different from their job
 To do something with a family member

To be with people who are different
 Because the agency is close by
 To be part of a team
 To be an advocate
 To gain status
 To learn about culture
 Because there is no one else to do it
 To feel good
 Because they can't do paid work
 Personal experience with a problem
 Guilt
 Because of concern for client group
 To gain access to service themselves
 To be challenged
 To experiment
 As an alternative to giving money
 To be a watchdog
 To be proud
 Because they were asked
 To stand up and be counted
 To learn the truth
 To do one's share
 To donate their professional skills
 To have an impact
 As an excuse to do something they love
 To demonstrate commitment to a cause



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Factsheet 1.7

Why people stop volunteering

People generally stop volunteering because they feel frustrated and/or disappointed. Research indicates that common reasons for such frustration and disappointment include the following:

1. Lack of purpose

Volunteers are not sure of the core purpose of the organisation and whether their contributions are needed and their involvement valued.

2. Lack of support / guidance / resources

Volunteers are left to their own devices once appointed, to manage their responsibilities without either the essential training & support or the resources required to do the job well.

3. Too many jobs

Volunteers are assigned too many tasks. They experienced 'Burn Out' syndrome. This happens to volunteers who demonstrate the sincerity and willingness to continuously undertake more and more work / responsibilities.

4. Incompetence

Volunteers are given assignments for which they have little expertise. Hence, they feel inadequate, inefficient and ineffective to handle or cope with the given tasks.

5. Lack of recognition

Volunteers are not appreciated adequately for their contributions. There is little or no acknowledgment of the service rendered and therefore they feel that their contributions are not valued.

6. Lack of focus

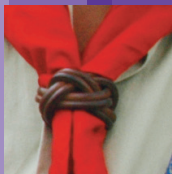
Volunteers find the job / task boring, unchallenging and unfulfilling as they are often given mundane task instead of jobs that make significant impact and that are of importance to the aims and mission of the organisation. They experience little or no sense of achievement as they are unable to evaluate their accomplishments.

7. Lack of information / communication

Volunteers are not kept updated on changes and new developments and therefore they loose touch with reality.

8. Lack of policies and procedures

The volunteer organisation has not got adequate systems in place to manage the needs and aspirations of the volunteers. For example, the lack of policies or clear transparent procedures on how appointments are made and how people are recognised for their contributions can demoralise any person. This is especially true for volunteers, particularly if the systems are perceived as being inequitable.



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9. 'Gate-keepers'

Organisational "gate-keepers" who are keen to keep volunteers dependent upon them for selfish reasons. They filter out information to create invisible barriers making it extremely difficult for volunteers to function effectively.

10. Change in priorities

Through no fault of the organisation, some volunteers may quit because of competing demands from their family and career. Because of changing circumstances, they give up volunteering work to cope with these new demands.

11. Poor personality / job fit

Volunteers are assigned tasks that are in conflict with their personality traits or their values.

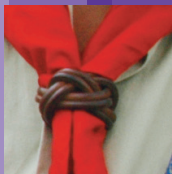
12. Mismatch of expectations

Volunteers come to the organisation with plans and ideas they want to implement and accomplish, they are given the impression that this is the place where they can make things happen. Regretfully, over time, they discover that reality doesn't match their expectations; things don't go as they planned or change as they might like them to. If they don't feel they actually have the chance to make a real difference they may leave.

13. The politics in an organisation

Volunteers often leave because of 'political' intrigue or infighting. They offer their time to make a difference and see political gameplaying as blocking their contribution and in conflict with the values and ethos of the organisation.

Some of these observations are also reported in the WonderForum discussion on "Volunteering in Scouting" held in 2002. The full report no.8 on the discussion can be obtained from www.scout.org/front/wonderreports.shtml



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Factsheet 3.1

What motivates volunteers?

Available research suggests that most participants in voluntary organisations are primarily motivated by **purposive benefits** such as working toward the improvement of the neighbourhood or community and the desire to make a contribution. Purposive benefit being defined as doing "one's civic duty and fulfilling a sense of responsibility" (Clark & Wilson, 1961). For example, the inherent feeling of good, experienced from doing something meaningful to improve society is in itself a powerful motivator for people to volunteer their time and expertise, gainfully.

Other writers like Widmer, 1985 identify four types of incentives, which could be used to motivate volunteers from four perspectives as shown below.

1. Social Incentives

Looking for rewards such as friendships, social recognitions and social contact.

Emphasis on interpersonal relationships

2. Developmental Incentives

Looking for intangible rewards such as individual learning, discovering new things, acquiring new skills, and meeting interesting people.

Emphasis on personal development, and individual accomplishments through being involved in a collective action.

3. Ideological Incentives

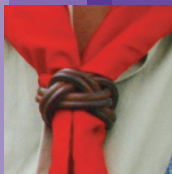
Rewards coming from the fact to be satisfied in working for a cause we believe in.

Emphasis on the cause promoted by the organisation.

4. Material Incentives

Looking for rewards such as access to some goods, to some services, or to some jobs; acquiring skills or developing relationships, which might be useful in professional life.

To be a volunteer is perceived as a springboard or a step towards a job or a better job.



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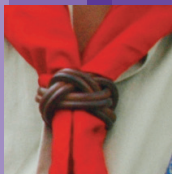
It is possible that people could be motivated by all the above incentives, however, for most people who volunteer altruistically, the developmental and ideological incentives seem to be the key factors of motivation.

- Is this observation valid for volunteers in Scouting?
- Could these dimensions be explored further?

Past research supports the notion that most volunteers are not purely altruistic, and acknowledges the fact that they benefit from the volunteering experiences, as well? Some theorists have even argued that volunteering is not a function of altruism, but rather it provides some direct benefit to the volunteers themselves; for example, the chance to learn something new (the developmental incentives) an opportunity for career rehearsal (the material incentives), or the realisation of some psychic benefit (the ideological incentives) Gidron, 1983.

However, the art of motivating volunteers lies not only in knowing how to tap a given motivator, but in being able to figure out what are the volunteers' needs (Soh, 1998). The challenge therefore for a volunteering organisation is finding a **"fit"** between the volunteers' diverse talents, skills, energy, work habits and attitudes and the volunteering organisation's needs.

Some studies (Gidron, 1983; Qureshi et.al., 1979) have established that satisfaction in volunteering is significantly dependent upon the organisational context such as supportive peers, recognition, good interpersonal relationships, working conditions and professional assistance. These are the main elements in the organisation's culture which affect and influence the motivation of volunteers.



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Factsheet 3.2

The challenges for Scouting and trends in volunteering

1. Some reflections

Perhaps, we should reflect and ask ourselves, what are the competitive advantages of Scouting? Are we better off than others, in terms of our "product" (the programme) and the "process" (the Scout Method) or because of our "fundamental principles" (the core values)?

Research has shown that successful organisations, which have survived for more than 50 years are those with strong core values, values, which never changed over time (Collins & Porras, 1994). The fundamental principles of Scouting, our core values: "Duty to God", "Duty to Self" and "Duty to Others" which are enshrined in the Scout Promise have not changed since Scouting began more than 90 years ago. And, they are unlikely to change in the future.

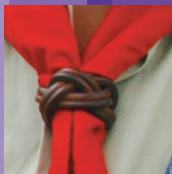
The Scout Promise, the Scout Law, the Scout Motto, and the Scout Method are symbolic and unique to Scouting. These, along with the rituals; the Scout Salute, the Left Hand shake, investiture ceremonies, campfires, and jamborees, are all unique trademarks of Scouting, which distinguish us from other youth organisations.

The purpose of Scouting; to develop individuals in the five areas of growth (social, physical, intellectual, emotional and spiritual) using the Scout Method (WOSM: Achieving the Mission of Scouting, 2000), makes the Scout Movement the only youth organisation that truly focuses on the holistic development of individuals.

The historical role that Scouting has in **moulding and shaping the character** of people who have been involved either as a young person or as a volunteer coupled with supportive **testimonies of many world and business leaders** who themselves had been Scouts before as well as being the **largest youth Movement** in the world gives Scouting the competitive edge over others.

In essence, Scouting provides a service, voluntary in principle, to society by contributing to the full development of an individual through a non-formal educational process, thus complementing the education provided by the formal sector and by informal means (WOSM: The Essential Characteristics of Scouting, 1998).

The uniqueness and the competitive advantages of Scouting should well place us in a better position to attract and recruit people to Scouting. The challenge is how to create opportunities for a lot more people to derive optimum benefits and satisfaction by volunteering in Scouting and, in the process, increase the retention rate of volunteers in Scouting.



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2. Challenges for Scouting

Several thought provoking questions (in italics) are listed below to stimulate the thinking process and facilitate the generation of ideas.

2.1. A Competitive World

We are not alone. There are other youth organisations with similar philosophical ideals doing similar things like us. All are trying to increase the number of volunteer leader memberships. Unfortunately, the supply pool of available volunteers is limited; however we should look on this as an opportunity and not as a problem.

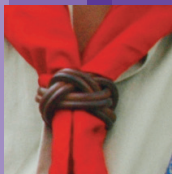
Recognising that Scouting is in the people business and that we need to be able to attract and retain volunteers should help us to improve our efficiency and effectiveness in this area. We should recognise the importance of volunteering and collaborate with volunteering organisations so that we have up to date information on trends and good working practices. We can also learn good practice from other youth organisations.

We need to rise to the challenge, be proactive and develop a strategy on volunteering.

- *What do we have that others do not have such that we can attract more volunteers? From a marketing perspective, what is the unique selling point of Scouting?*
- *What can we offer to existing and potential volunteers so that they can fully benefit from their volunteering experiences in Scouting and thus place us in a better strategic position to attract, recruit and retain more volunteers?*
- *Do you have a recruitment strategy or campaign? If so, is it attractive enough to create a desire and interest, and to cause adults to volunteer?*
- *Is there a policy that restricts us from recruiting volunteers from 'outside' the Scouting community?*

2.2. Enter the Net Generation!

Recent articles have shown that the future workforce will comprise people who are technology savvy, mobile and cool with chaos (Alch, 2000). Born between 1977 and 1997, they are called the net or echo-boom generation. They are strong advocates of life-long learning and not interested in status or rank. Evidence suggests that the Net Generation will thrive in environments which offer the opportunity for learning. They want to have a direct say in how work is done and where they can add value and innovate. They are interested in their knowledge and skills in decision-making, collaborating and establishing connections with others. They speak of having a 'portfolio of assets', a collection of skills that makes them value-added contributors (Short & Opengart, 2000). They don't expect a life-time career with a single employer and take responsibility



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for charting and preparing their own professional futures (Packer, 2000). These are the Knowledge Workers (Drucker, 2001) of the new millennium. How then do we attract and recruit this new group of knowledge workers?

- *How do we motivate and develop them so that they stay with us?*
- *What motivation and reward (extrinsic and intrinsic) strategies can we use to retain them?*

2.3. Enhancing lifelong employability!

In preparing young people and adults in the new millennium, employers world-wide have re-emphasised the importance of skills in communication, decision-making, and critical thinking as essential job success factors. (Murnane & Levy, 1996; SCANS, 1991; OECD; 2001). These essential life skills are seldom addressed in the traditional formal school setting. Though academic knowledge and skills are critical to success in life, they are not sufficient on their own.

• *How can Scouting provide volunteers an opportunity to learn relevant life skills to help them find a job or get into university, given that many employers and universities look at volunteering in a very positive light? It shows that you have drive, determination and skills beyond those taught in school and in many cases, the volunteering experience is what makes the difference! (Source:www.unv.org)*

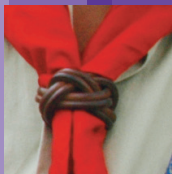
• *What can Scouting offer to complement their competencies to promote employability?*

2.4. Reimbursing out of pocket expenses

The UN paper on volunteering supports the notion that all legitimate out of pocket expenses incurred by volunteers should be reimbursed by the organisation that involves them. This consideration is important so as not to disadvantage people who want to serve but have limited financial resources.

Based on a WOSM survey carried out in 2002 for the "proposed strategy", over 50% of the NSOs which responded, indicated that they reimbursed volunteers' expenses.

- *Then, from a financial perspective, should we make it a policy to reimburse legitimate expenses of all volunteers even for those who can afford it?*
- *What if the NSO could not afford it?*
- *Are we then exploiting the services of volunteers by regarding them as cheap labour, the unsalaried employees of the organisation?*



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3. Trends in volunteering

3.1 The concept of 'selfish volunteers'

'Selfish volunteers' are people who are as interested in what they get out of volunteering as to what they put in. Often the idea of people who are 'selfish' about how they give their time is alien to Scouting, but in many countries there are an abundance of opportunities for volunteering, so Scouting is in the 'market place' for volunteers and it needs to be able to attract and retain the volunteers that it needs.

To help us to understand this it might be useful to think about paid employees. Nobody would expect a person applying for a job to be uninterested in the salary, the holiday entitlements, the skills they might learn and how satisfying they see the role.

In the same way, many volunteers now expect us to be able to explain to them the benefits to them of their involvement as a volunteer.

If the trend continues then volunteers will resemble paid staff in everything except in how they are rewarded for their services.

3.2 'Volunteers are doing it for themselves'

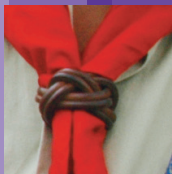
Volunteers will increasingly want to know what is in it for them, whether it is career experience, the opportunity of a life-changing experience, to use their skills, to be part of a team, to overcome loneliness or to become integrated into a new community.

This means that volunteers are unlikely to be satisfied if roles are repetitive and uninteresting. They are increasingly looking for challenge, adventure and social activities.

3.3 Volunteering needs to be more like fundraising (and fundraising like volunteering)

Fundraising and fundraisers are becoming more professional and professionalised. Charities invest in recruiting new supporters at a loss, because of the return that this can provide to the organisation over the long-term. Charities hire a host of different fund-raising specialists: individual fundraisers, corporate fundraisers, community fundraisers etc., which has reaped dividends for the charities that have invested in this.

Compared to fund-raising, professional volunteer management is in its infancy. Very few charities are prepared to invest in recruiting and nurturing volunteers to the same extent that they are prepared to invest in donors.



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Volunteers however are far more likely to use words such as 'enjoyment', 'satisfaction' and 'achievement' to describe their experience than are donors, who tend to emphasise 'commitment', 'satisfaction' and 'loyalty'.

So, fundraisers could also benefit from understanding how they can give their donors an experience more like that of volunteers.

3.4 Short-term to long-term volunteers

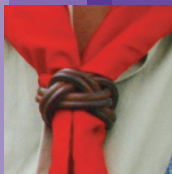
Research in Canada and the United States indicates that organisations can no longer rely on long-term regular volunteers. Volunteers seem less likely to commit themselves in the long-term. More flexibility will be needed in designing volunteer roles in the future.

When designing any volunteering opportunity, the key is to ensure that there is a clear beginning, middle and end so that volunteers do not feel that they are signing their life away. Volunteers need to feel that they are making progress and it helps if volunteers themselves set their own short and medium term goals to keep them motivated.

Short-term volunteers can take on another role if they feel motivated and challenged. The idea of bite-sized roles that volunteers can dip in and out of should be encouraged according to a volunteering guru in the USA, who speculates that offering short-term roles could potentially lead to a bigger and more diverse pool of long-term volunteers.

His reasoning is that the opportunity for 'no-strings attached' volunteering will entice more people to try voluntary work and that these small commitments will lead to larger commitments. This thinking reinforces the need for proper induction and training for all volunteers.

Source (nfpSynergy The 21st Century volunteer, November 2005), research undertaken by The Scout Association.



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Factsheet 4.1

Preparing a vision for the future

Preparing a vision for an organisation is very important for strategic planning and also during the implementation and review of an organisation's strategy.

Here is how visioning can be used to as part of the process of strengthening volunteers in Scouting.

Here are some characteristics of a Vision Statement.

A Vision Statement is a powerful statement which:

1. presents clearly what is to be achieved
2. is easy to read and understand
3. captures the desired spirit of the organisation
4. is perceived as achievable
5. is challenging and compelling, stretching beyond what is comfortable
6. keeps people on track
7. helps decision making

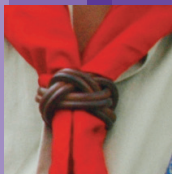
Here are two methods which can be used to create a vision.

1. Visualisation

The visualisation process starts with imagination – using sights, sounds, smells, tastes and sensations in the absence of any external stimuli. It is a means of improving communication between the conscious and unconscious levels of the mind. Basically it is about dreaming and creating a visual image of the future, which is a powerful technique of encouraging action and keeping actions focused on what is to be achieved.

It is important that the people participating in the exercise are comfortable and relaxed. It will be helpful for the members of the group to know each other and feel comfortable with each other before moving into the visioning exercise. Comfortable seats, music, relaxed atmosphere and plenty of time allocated to the exercise will help everyone to feel relaxed. Coloured pens, coloured paper, scissors and glue will help people to be creative in expressing themselves.

The factsheets provided give guidelines for the visioning exercise. It is important that this is undertaken individually so that each person can express their view of the present and their vision for the future. From this individual work an overall vision can then be created.



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2. Symbols and Metaphors

Symbols or metaphors can also be used to create the pictures or images which represent the vision. They are not logical, therefore again link the conscious and unconscious minds, but they can powerfully demonstrate issues or problems in an association. For example, describing volunteering in your association as an iceberg, could give an image of a small group of people being seen as the key volunteers in the association, basking in the light, with a clearly defined structure, but underneath there is 90% of the volunteers, working in the dark with an unknown structure, seen as a threat to others.

An image for the future could be of a simple sailing boat, everything working well and all the parts working together to make the boat sail well. It is dependant on external factors, the wind, but it needs to capture the wind that is there and maximise the energy.

As above it can be helpful to undertake this exercise for the current and future state of your NSO/association. People again need to feel comfortable; and coloured pens, paper etc and some photographs or interesting inanimate objects can be used to help generate imagination.

It is also important that the pictures are used to undertake an analysis of now and the future; they are not an end in themselves.



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Worksheets

Worksheet 1.1

Questionnaire about volunteering in your
NSO/association

Organisation:	Date:
<p>This form is designed to help you to assess your organisation's approach to volunteering and to identify where you may be able to improve.</p> <p>Please tick or circle the rating that best represents the situation in your organisation for each item below.</p>	<p>Rating Scale</p> <p>n/a Not applicable X Insufficient information to assess 1 Non existent 2 Partially in place 3 Mostly in place 4 Fully in place</p>



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worksheet

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GENERAL

A	The organisation is affiliated to the relevant national body for volunteering	n/a	X	1	2	3	4
B	The organisation attracts an appropriate share of the adults who work as volunteers in the country	n/a	X	1	2	3	4
C	The age breakdown of voluntary adults in scouting is equal to or lower than the national breakdown of ages for all adults	n/a	X	1	2	3	4
D	The age breakdown of voluntary adults in scouting is equal to or lower than the national breakdown of ages for adults who volunteer	n/a	X	1	2	3	4
E	Adult volunteers stay in Scouting as long or longer than in other volunteer organisations	n/a	X	1	2	3	4
F	Adult volunteers in Scouting receive as much training as adult volunteers in other organisations	n/a	X	1	2	3	4

SOCIAL

Are social events held for:-							
A	Volunteers at local level	n/a	X	1	2	3	4
B	Volunteers at provincial level	n/a	X	1	2	3	4
C	Professionals at provincial level	n/a	X	1	2	3	4
D	Volunteers at national level	n/a	X	1	2	3	4
E	Professionals at national level	n/a	X	1	2	3	4



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PARTICIPATION

Is there a strong attendance at:-							
A	Provincial gathering of adults	n/a	X	1	2	3	4
B	National Gathering of adults	n/a	X	1	2	3	4
C	National Youth Forum (if separate)	n/a	X	1	2	3	4
D	National gathering of young adults (is separate)	n/a	X	1	2	3	4
E	National decision making body	n/a	X	1	2	3	4

AWARDS

Does the pattern of awards issues indicate that they are being availed of for:-							
A	Volunteers at local level	n/a	X	1	2	3	4
B	Volunteers at provincial level	n/a	X	1	2	3	4
C	Volunteers at national level	n/a	X	1	2	3	4
D	Young adults	n/a	X	1	2	3	4
E	Professionals at national level	n/a	X	1	2	3	4
F	Professionals at provincial level	n/a	X	1	2	3	4
G	Non-Scouters	n/a	X	1	2	3	4



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FORUMS

Are there forums (meetings or online discussion groups) for:-							
A	Volunteers at local level	n/a	X	1	2	3	4
B	Young adults	n/a	X	1	2	3	4
C	Volunteers at provincial level	n/a	X	1	2	3	4
D	Volunteers at national level	n/a	X	1	2	3	4
E	Professionals at provincial level	n/a	X	1	2	3	4
F	Professionals at national level	n/a	X	1	2	3	4

REPRESENTATION

Are the following adequately represented at the National decision making forum(s):-							
A	Volunteers at local level	n/a	X	1	2	3	4
B	Volunteers at provincial level	n/a	X	1	2	3	4
C	Volunteers at national level	n/a	X	1	2	3	4
D	Young adults	n/a	X	1	2	3	4
E	Professionals at provincial level	n/a	X	1	2	3	4
F	Professionals at national level	n/a	X	1	2	3	4
G	Non-Scouters	n/a	X	1	2	3	4



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MORALE

Is there an accurate measure in place for how satisfied the following are:-							
A	Volunteers at local level	n/a	X	1	2	3	4
B	Volunteers at provincial level	n/a	X	1	2	3	4
C	Volunteers at national level	n/a	X	1	2	3	4
D	Young adults	n/a	X	1	2	3	4
E	Professionals at provincial level	n/a	X	1	2	3	4
F	Professionals at national level	n/a	X	1	2	3	4
G	Non-Scouters	n/a	X	1	2	3	4

LEAVERS

Is there an exit review carried out when any of the following leave us:-							
A	Volunteers at local level	n/a	X	1	2	3	4
B	Volunteers at provincial level	n/a	X	1	2	3	4
C	Volunteers at national level	n/a	X	1	2	3	4
D	Young adults	n/a	X	1	2	3	4
E	Professionals at provincial level	n/a	X	1	2	3	4
F	Professionals at national level	n/a	X	1	2	3	4
G	Non-Scouters	n/a	X	1	2	3	4



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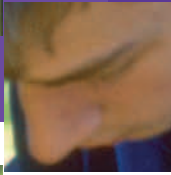
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JOINERS

Is there a clear measurement in place for how many of the following are joining us (each year):-							
A	Volunteers at local level	n/a	X	1	2	3	4
B	Volunteers at provincial level	n/a	X	1	2	3	4
C	Volunteers at national level	n/a	X	1	2	3	4
D	Young adults	n/a	X	1	2	3	4
E	Professionals at provincial level	n/a	X	1	2	3	4
F	Professionals at national level	n/a	X	1	2	3	4
G	Non-Scouters	n/a	X	1	2	3	4



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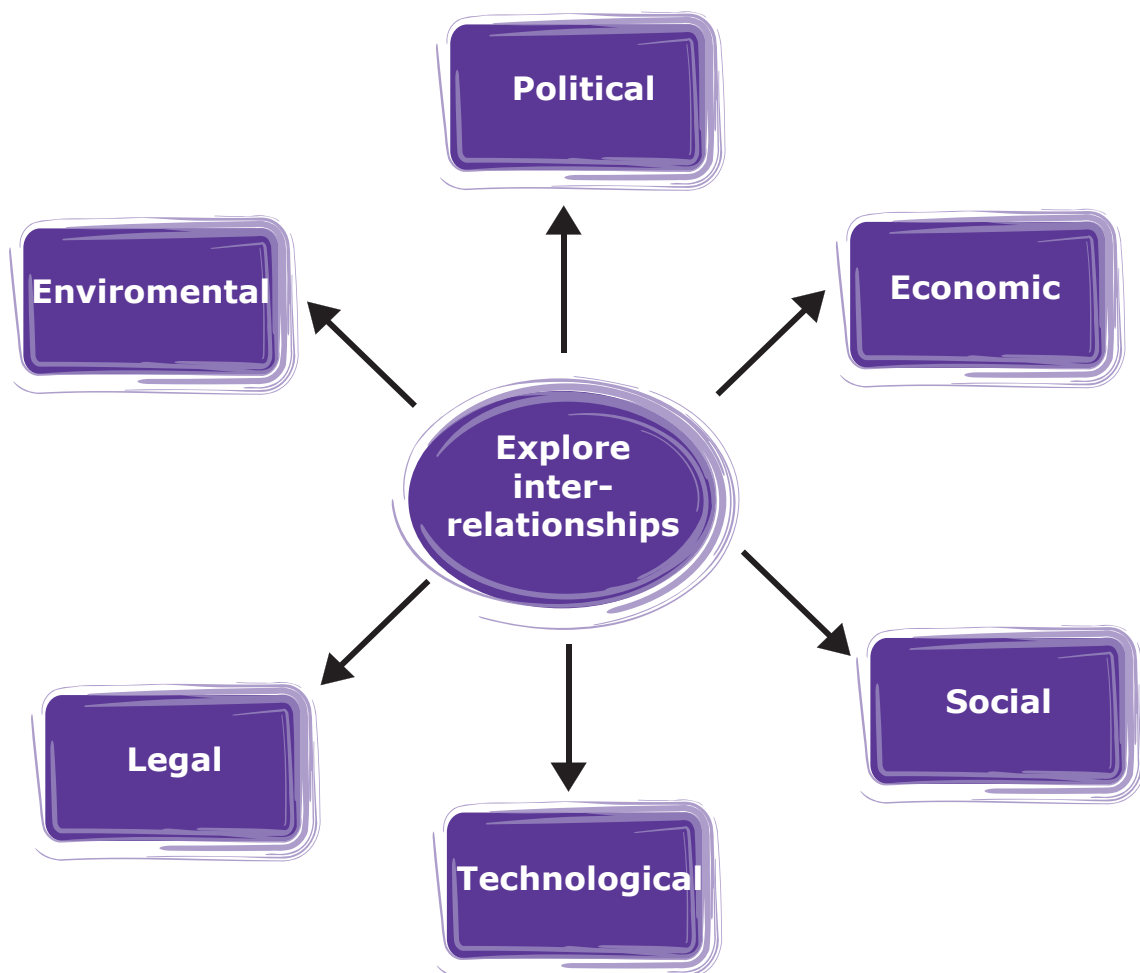
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Worksheet 1.2

'PESTLE' analysis

Explore volunteering in your association in each of the six areas set out below and identify the inter-relationships between each of the areas.



What have you learned?

What are the key factors that need to be taken into consideration in the future?



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Worksheet 2.1

Questionnaire on "Adults in Scouting" in your NSO/association

The "Adults in Scouting" approach is referred to as AIS below for the sake of brevity.

Organisation:	Date:
<p>This form is designed to help you to assess your organisation's approach to "Adults in Scouting" and to identify where you may be able to improve.</p> <p>Please tick or circle the rating that best represents the situation in your organisation for each item below.</p>	<p>Rating Scale</p> <p>n/a Not applicable X Insufficient information to assess 1 Non-existent 2 Partially in place 3 Mostly in place 4 Fully in place</p>

GENERAL

A	Does your organisation have a documented Adult Resources Policy?	n/a	X	1	2	3	4
B	Does your organisation have published material to support AIS?	n/a	X	1	2	3	4
C	Does your organisation provide training in AIS?	n/a	X	1	2	3	4
D	Does your organisation provide professional support specifically targeted at helping the implementation of AIS?	n/a	X	1	2	3	4
E	Is the use of AIS in your organisation measured?	n/a	X	1	2	3	4
F	Is the use of AIS in your organisation monitored?	n/a	X	1	2	3	4



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MUTUAL AGREEMENT

Are there mutual agreements in place for all of the following?							
A	Volunteers at Unit level	n/a	X	1	2	3	4
B	Volunteers at local level	n/a	X	1	2	3	4
C	Volunteers at Provincial level	n/a	X	1	2	3	4
D	Volunteers at National level	n/a	X	1	2	3	4
E	Professionals at Provincial level	n/a	X	1	2	3	4
F	Professionals at National level	n/a	X	1	2	3	4

SUPPORT

Are there adequate arrangements in place to provide focussed support for all of the following?							
A	Volunteers at Unit level	n/a	X	1	2	3	4
B	Volunteers at local level	n/a	X	1	2	3	4
C	Volunteers at Provincial level	n/a	X	1	2	3	4
D	Volunteers at National level	n/a	X	1	2	3	4
E	Professionals at Provincial level	n/a	X	1	2	3	4
F	Professionals at National level	n/a	X	1	2	3	4



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TRAINING

Is there an adequate needs-based training scheme in place for all of the following?							
A	Volunteers at Unit level	n/a	X	1	2	3	4
B	Volunteers at local level	n/a	X	1	2	3	4
C	Volunteers at Provincial level	n/a	X	1	2	3	4
D	Volunteers at National level	n/a	X	1	2	3	4
E	Professionals at Provincial level	n/a	X	1	2	3	4
F	Professionals at National level	n/a	X	1	2	3	4

REVIEW

Is there a review held with all of the following at least once each year?							
A	Volunteers at Unit level	n/a	X	1	2	3	4
B	Volunteers at local level	n/a	X	1	2	3	4
C	Volunteers at Provincial level	n/a	X	1	2	3	4
D	Volunteers at National level	n/a	X	1	2	3	4
E	Professionals at Provincial level	n/a	X	1	2	3	4
F	Professionals at National level	n/a	X	1	2	3	4



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REASSIGNMENT, RETRAINING, RETIREMENT

Following review it may arise that the individual may require additional training, be-reassigned, or be-encouraged to move on to a non-leadership role?
Are there procedures in place at all levels to record the outcome and to facilitate the following?

A	Developing and recording a training plan	n/a	X	1	2	3	4
B	Appointing a mentor/coach	n/a	X	1	2	3	4
C	Moving individuals easily into new roles	n/a	X	1	2	3	4
D	Allowing individuals to decide to step out of leadership and/or active service gracefully and with dignity	n/a	X	1	2	3	4
E	Formally recognising sustained quality service	n/a	X	1	2	3	4
F	Monitoring the effectiveness of any re-assignments	n/a	X	1	2	3	4



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Worksheet 3.1

Collecting demographic data

Obtain demographic data that reflects the actual situation of volunteers in your NSO/association. A suggested list of data which may be collected appears in the table below. This can be done by checking records, if they exist, or by sending out membership census to get the required information.

Demographic Data		Numbers		Total Numbers
		Male	Female	
Number of Volunteers Age group of Volunteers				
	18 -- 30			
	31 -- 45			
	46 -- 60			
Above 60				
Volunteers at National Level				
Volunteers at Local/District Level				
Volunteers at Unit Level				
Number of volunteers who have completed Woodbadge training Educational level of volunteers				
	PRIMARY			
	SECONDARY			
	DIPLOMA			
	DEGREE			
OTHERS				
Volunteers who have been a member of Scouting as a young person				
Volunteers who are school teachers				
Volunteer turnover rate <i>number of leavers divided by number of volunteers at the beginning of year</i>				



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Next, analyse the current situation based on the data collected and respond to the following questions:

- Who are your volunteers?
- Who are more likely to volunteer in terms of gender and why?
- How do educational levels influence the number of volunteers?
- Do you have enough volunteers to meet present and future needs and why?
- Do you have adequate number of volunteers across the various age groups?
- Are you too dependent on volunteers in the certain age group and why?
- Do you have appropriate balance of gender representation across the various levels in the organisation?
- Are the numbers of trained volunteers at an acceptable level?
- What is the percentage of school teachers as volunteers?
- What is the cause of the low or high turnover rate of volunteers?

Overall, are you satisfied with the current situations and why?



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Worksheet 3.2

QUESTION FOR VOLUNTEERS IN YOUR NSO/ASSOCIATION

This form is designed to help you to assess how volunteers involved in different roles in your organisation feel about how they are treated, what Scouting offers them and provides the opportunity to receive comments...

I am involved in Scouting at:

Local level ____ Provincial level ____ National level ____

Professionally ____

I am:

Male: ____ Female: ____ 18-29 ____ 30-39 ____ 40-49 ____ 50-59 ____ over 60 ____

Please rate the following statements for the different aspects of Scouting.
1 low, 10 high

1. SOCIAL ASPECTS of SCOUTING

1.1 Social events are held regularly

1 2 3 4 5 6 7 8 9 10

1.2 Social events are important to me in Scouting

1 2 3 4 5 6 7 8 9 10

1.3 For volunteers the social aspect of Scouting should be strengthened

1 2 3 4 5 6 7 8 9 10

Comments on the social aspect of Scouting:



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2. TRAINING AND SUPPORT

2.1 I have received adequate training to support my current role in Scouting.

1 2 3 4 5 6 7 8 9 10

2.2 The training received was of high quality

1 2 3 4 5 6 7 8 9 10

2.3 Providing quality training for volunteers is an important recruitment tool for Scouting

1 2 3 4 5 6 7 8 9 10

2.4 I feel adequately supported in my role in Scouting.

1 2 3 4 5 6 7 8 9 10

Comments on the training and support received in Scouting

3. PROFESSIONAL DEVELOPMENT

3.1 Scouting gives me the opportunity to do new things

1 2 3 4 5 6 7 8 9 10

3.2 Scouting gives me the opportunity to develop new skills

1 2 3 4 5 6 7 8 9 10

3.3 Scouting has helped to be gain self-confidence

1 2 3 4 5 6 7 8 9 10

3.4 Linking the training and experience gained in Scouting to professional development is important for me.

1 2 3 4 5 6 7 8 9 10



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Comments on the opportunities in Scouting to support professional development.

4. RECOGNITION OF YOUR CONTRIBUTION AS A VOLUNTEER

- 4.1 I feel that my volunteer role in Scouting is valued by the other leaders that I work with closely.

1 2 3 4 5 6 7 8 9 10

- 4.2 I feel that my volunteer role in Scouting is valued by the leaders who support me.

1 2 3 4 5 6 7 8 9 10

- 4.3 I feel that my volunteer role in Scouting is valued by the community.

1 2 3 4 5 6 7 8 9 10

- 4.4 The national scheme for recognising volunteers helps people feel valued.

1 2 3 4 5 6 7 8 9 10

Comments on how Scouting recognises the contribution of volunteers.



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5. RECRUITING OTHER ADULTS

5.1 I talk positively about my experiences in Scouting with other members of my family.

1 2 3 4 5 6 7 8 9 10

5.2 I talk positively about my experiences in Scouting with colleagues and friends

1 2 3 4 5 6 7 8 9 10

5.3 I am confident in recommending Scouting to other adults

1 2 3 4 5 6 7 8 9 10

5.4 I have asked another adult to volunteer in Scouting

1 2 3 4 5 6 7 8 9 10

Comments on how Scouting recruits other adults to be members



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Worksheet 3.3

SWOT Analysis

A SWOT analysis is a management tool for analysing the organisation's overall situation. SWOT stands for Strengths, Weakness, Opportunities and Threats. This approach attempts to balance the present internal strengths and weaknesses of the organisation with the future opportunities and threats, which the external environment presents.

Using the table below, identify and list down the strengths and weakness of current volunteers in Scouting in your NSO/association as well as the opportunities open to them and the probable threats facing them.

This could be carried out for your current volunteers and new volunteers that might be recruited. How does the chart differ for the two groups? Does a different approach need to be taken to make sure the needs of the two groups are accurately identified and met.

Strategies can then be developed to address the identified and analysed issues.

Internal Analysis (Present-focus)	
Strengths	Weakness
External Analysis (Future-focus)	
Opportunities	Threats



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Worksheet 3.4

WHY ADULTS VOLUNTEER

On this page are some reasons why adults volunteer to support Scouting.

Please circle the top 5 reasons that apply to you.

soo that my son/daughter could be a member

to keep Scouts running locally

the international dimension

to do something different from my professional life

to help young people

because I was a Scout

to meet new people

because I have time

to make new friends

because a friend/family member asked me

to learn new skills

it seemed to be fun

because I am unemployed

to be outdoors more

because I like camping



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Worksheet 4.1

Individual Exercise on Vision Creation

Draw a picture or a symbol to show how you see volunteering in your association today

The following questions may help you to develop that picture.

What is volunteering like in your association at the moment?

Do you have

- a lack of leaders,
- a lack of trained leaders
- not enough managers or commissioners

Do people in your country not have time to volunteer for any organisation?

What will attract people to Scouting and make it their first choice for volunteering?

What benefits can volunteers get from Scouting that will help them personally and in their professional lives?

How would you like others to describe volunteering in Scouting?



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Create another picture of how you see your association in 5 years time.

Ask yourself;

- how do you think volunteering will be in your association in the future?
- How would you like it to be?



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Worksheet 4.2

Group Exercise on Vision Creation

Share the ideas and pictures that were created by each individual during the "Individual Exercise on Vision Creation".

In small groups identify the key concepts which describe the preferred future of your NSO/association based on the individual contributions.

List the common concepts and themes below.



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Worksheet 4.3

Drafting a Vision Statement

Working in your small group, and using the key concepts, themes, words and phrases which have been identified, draft a Vision Statement as to how volunteering will be in your NSO/association 5 years from now.

The statement should be positive and include significant improvements from the current situation.

Record your Vision Statement below.



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Worksheet 5.1

Developing an Action Plan

Here is a simple chart which can be used to develop an action plan for each area of work identified in your plan.

Area of work:

Objective 1:

Task (what is to be done)	By when?	Who is involved?	Resources needed?

Objective 2:

Task (what is to be done)	By when?	Who is involved?	Resources needed?

Objective 3:

Task (what is to be done)	By when?	Who is involved?	Resources needed?



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Education, Research and Development
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