



SCOUTS
Creating a Better World



Recruiting & Retaining Adult Volunteers



Strategic Priority

Volunteers in Scouting **Toolkit 2**



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Volunteers in Scouting Toolkit2

Recruiting & Retaining Adult Volunteers

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Recruiting & Retaining Adult Volunteers

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Foreword

The “Introduction to Adults in Scouting” (WOSM, 1991) set out a structured approach to the management of the full life cycle of Adult Volunteers in Scouting.

That approach formed the basis for the “World Adult Resources Policy” (WOSM) which was adopted by the 33rd World Scout Conference in Bangkok, 1993.

The “Strategic Planning Kit” (WOSM, 2004) declares the need for strategic planning to enable National Scout Organizations to grow and develop so that Scouting can increase its impact on the world today. It sets out a suitable approach and suggests some tools to help National Scout Organizations with the process.

The “Adult Resources Handbook” (WOSM, 2005) is directed at the Adult Resources Committee and Executives in each National Scout Organization. It provides further thoughts on each aspect of the Adults in Scouting approach to enable each National Scout Organization to decide its own practices in this area.

The “Volunteers in Scouting Toolkit” (WOSM, 2006) says that it is not sufficient to expect adults to volunteer for roles in Scouting and to continue doing those roles just because it is a good thing to do. That Toolkit invites each National Scout Organization to consider the facts about volunteering in their country and to develop a plan to attract, develop and retain the adults they need to enable them to be successful with the Mission of Scouting.



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This document, "Volunteers in Scouting Toolkit 2 - Recruiting and Retaining Adult Volunteers" (WOSM, 2009), emphasises the need for a comprehensive approach to managing all stages of the Adult Volunteer life cycle in order to attract and retain the adults we need to enable us to deliver the Mission of Scouting. It focuses on ensuring we recruit the right Adult Volunteers and then helping them to form a bond with the Association so that they may stay with us longer.

We wish to acknowledge the important contributions made to this Toolkit by our colleagues, volunteers and professionals (members of the Educational Method Committee, especially Adult Volunteer Task Team, the World Scout Training Network, World Scout Bureau and all volunteers translators) deserve thanks for their diligently commenting on drafts and revisions.

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Recruiting & Retaining Adult Volunteers

2 Introduction

One significant factor in the survival of the Scout Movement throughout its 100 years of existence is the millions of volunteers who have given their time to enable Scouting to exist throughout the world. Scouting continues to thrive today due to the ongoing commitment and dedication of hundreds of thousands of volunteers; their efforts and the efforts of those who will follow on after them will enable the Scout Movement to continue to prosper through a whole new century!

Paid staff members are, without doubt, a major asset to the Movement; ensuring a reliable and continuous service, but paid roles do not substitute for voluntary roles. Both sets of roles should be complementary; allowing us to tackle our work efficiently and with flexibility. Therefore, the development of both the quality and quantity of our Adult Volunteers is critical to the survival of our Movement.

To achieve real membership growth, we need to bring about a real transformation of our practices and approaches, while we retain our goals, principles and method. "The ingredients are still the same, but we can try new recipes, a new presentation". It's what some would call innovation and/or marketing¹.

Unfortunately, "wanting" to change things isn't enough to cause them to change; we must "be able" to do it for the outcome to be effective. This implies the need for strong change management skills; requiring specific knowledge, techniques and behaviour.

1. « Marketing is a mixture of responsibilities and tasks which have the objective of organising communication and exchange between an institution and the public which that institution addresses » in J.-J. LAMBIN & R. PEETERS: *La Gestion marketing des entreprises*, PUF, Paris, 1977, p.4.



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“Factsheet 01: Managing Change” provides more information about how to help your organization to prepare for and to manage Change. Many National Scout Organizations (NSOs) do not have enough Adult Volunteers; they are either not providing a youth programme to all of the young people who want it or they are not providing a good quality youth programme, or both. This illustrates problems in the recruitment, the support and training, and the retention of Adult Volunteers. So those in Scouting who manage Adult Volunteers cannot escape the need for innovation and transformation; having the right person in the right place is not always easy! It is necessary and urgent for all NSOs to develop an integrated strategic approach to the management of Adult Volunteers that can respond to the current challenges.

This document outlines a structured approach to creating and maintaining an Adult Volunteer Management Strategy which will help your NSO bring about better recruitment of Adult Volunteers, more committed Adult Volunteers and much better retention of Adult Volunteers; enabling you to provide better youth programme for more young people in your country.

A document of this kind is never finished; once it is published and people start to use it they discover new things which should be included. We hope you will find it useful and we ask you please to let us know your suggestions for improvements and additions.

Supporting documentation

Factsheet 01: Managing Change



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3 From “Adults in Scouting” to an Adult Volunteer Management Strategy

*“We have already thought
about everything.
The problem is to think
about it again.” Goethe*



Figure 1: Components of an Adult Volunteer Management Strategy for Growth

Nowadays, all organizations that have to develop and manage their human resources have to face complex situations that they don't fully understand nor completely control. This complexity of Adult Volunteer Management also applies to many NSOs, because they too face complexity, uncertainty and change in the world about them.

What we mean by Adult Volunteer Management is a comprehensive approach integrating all aspects of the way in which we work with our Adult Volunteers; planning and evaluating, recruiting, supporting and training and retention.

“The models that can be created not only help to understand the complexity, but also to move within and act in these situations” (LE MOIGNE, 1999).

The model outlined above should help you to understand, to manage and to act effectively. This model complements the “Adults in Scouting Approach” described in the World Adult Resources Policy (WOSM, 1993). The approach can be described as “An Adult Volunteer Management Strategy for Growth”.



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Whilst all four components that make up the cycle are linked in a single, holistic approach; each requires specific focus and actions if it is to work properly.

Each component can be described as follows (Figure 1) :

Planning & Evaluation

- Adapt the Adults in Scouting Approach to make it relevant to the mission and the vision of your NSO (which are based on WOSM's Mission and Vision). This positioning is an essential step to enable you to develop your strategy for recruiting, supporting and retaining Adult Volunteers.
- Evaluate the present situation, as well as the perspective of your NSO.
- Draw up or update an Adult Volunteer Management program, incorporating the following elements:
 - Regularly evaluating all actions taken, checking on successes and difficulties, periodically adjusts your efforts to keep them on track.
 - Developing and encouraging volunteer evaluation processes; Planning, Evaluation, Recruitment, Support & Training.
 - Implementing a suitable means of collecting, analysing and utilising data from the evaluations.

Recruitment

- Evaluate the image of Scouting and of volunteering in your country.
- Choose a volunteer recruitment strategy.
- Refine your NSO's message(s) so that they are relevant to each local situation.
- Implement the volunteer recruitment strategy and monitor its effectiveness.

Support and Training

- Review your approach to providing practical support to Adult Volunteers on an ongoing basis.
- Review the channels and methods for communication which are used for Adult Volunteers within the NSO.
- Help Adult Volunteers to structure their commitments, so that they avoid over-committing and/or over-working.
- Deploy training initiatives that are flexible and adapted for specific target groups and roles. These should be efficient and effective for your NSO as well as accessible by all Adult Volunteers.

Retention

- Establish and maintain a bond with each Adult Volunteer so that they become long term volunteers rather than short term ones.

Each of the four components is examined in more detail in the next chapters.





Recruiting & Retaining Adult Volunteers

4 Planning & Evaluating your Adult Volunteer Management Strategy

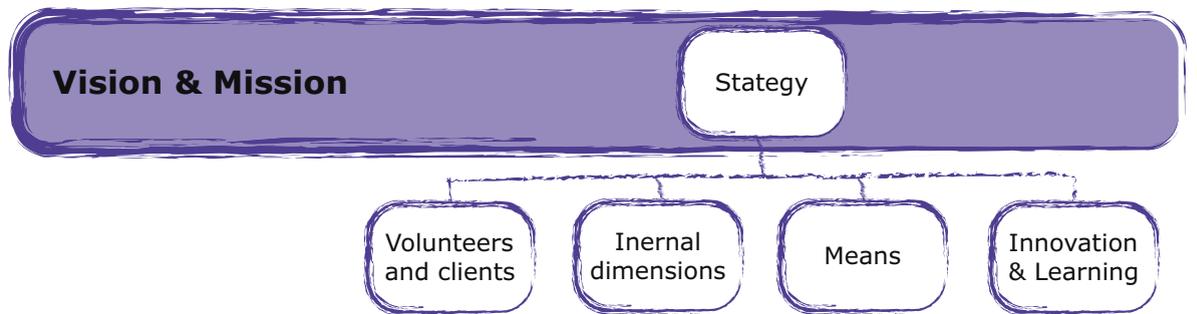


Figure 2: From the vision to strategic perspectives

A Strategy based on a vision

It's important that the NSO's vision and mission are easy to understand and that they are visible (available and shared). The Adult Volunteer Management Strategy should be based on the vision and the mission, because it is the work of Adult Volunteers which will mainly cause the vision to be realised and the mission to be fulfilled.

"If all of the ideas which excite the members of the organization at all levels could be aligned to pull in the same direction, the result would be extremely powerful, but, because these ideas pull in different directions, the forces may have little positive effect and sometimes they may even have a negative effect." (H. Emerson - 1912).



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The Adult Volunteer Management Strategy for Growth will come from the NSO's vision. If this strategy is to be effective, it must take account of several perspectives, such as (Figure 2):

- Adult Volunteers as clients. (What do they get out of it?)
- Structures or the internal dimensions of the NSO. (Are we organised for success?)
- Means, such as finances. (Is there enough and is it being used wisely?)
- Innovation and Learning. (Does this happen effectively?)

The Strategic Planning Kit (WOSM, 2004) and The Volunteers in Scouting Toolkit (WOSM, 2006) provide valuable resources to help you to develop a vision for your NSO and to implement a growth strategy.

Other tools which may prove useful are:

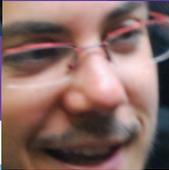
- Worksheet 01: The NSO's "Colourful Tree"
- Worksheet 02: The Actions House

Statistical Data to provide objective criteria for success

One of the vital steps in this process is an objective evaluation of volunteering in your own national context. Statistical data is vital for this. It would be useful to have both quantitative and qualitative data about your NSO, and also the general situation about volunteering in your country. This data will make it possible to position your NSO in relation to objective criteria.

A good approach seems to be:

- What are the important issues? (qualitative)
- What is the real status? (quantitative)
- What are the moments of truth, what can be improved? (quantitative)



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Target your data gathering

To be successful when you are gathering data, you should consider the population in which you may find your Adult Volunteers as having several segments (or groupings); for instance people who have similar needs or similar habits. This will help you to create focussed recruitment strategies. During this segmentation process, you will probably identify a **“Main target”** and a **“Secondary target”**.

Your main target is the main one you'd like to get to and convince. Obviously, this is the one that will occupy your attention and your resources first.

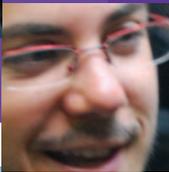
By secondary target, we mean a grouping that could be sensitive to your message and that could help you to get to, and maybe convince, your main target grouping.

Identifying key variables

The purpose of statistical data analysis should be to identify internal and external key variables. A key variable is something specific that can positively or negatively influence volunteering in a specific context; for example: The required working time (internal key variable), or tax rules that apply to volunteers (external key variable). This work can seem tedious and somewhat theoretical, but it's the basis for success in the other areas.

“Suppose one of you wants to build a tower. Will he not first sit down and estimate the cost to see if he has enough money to complete it?” (Luke, 14, 28).

See “Factsheet 02: Analysing data about Adult Volunteers” for more information.



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Involvement is required if success is to be achieved

Your vision, strategy and any statistical data should, of course relate to all aspects of your NSO, in particular Youth Programme, and not just Adult Volunteer Management.

Your Planning and Evaluation will only be successful and relevant if you have the cooperation and involvement of many people from across the NSO. The people responsible for Adult Resources and for Communications should be fully involved, as well as all the key people who will be responsible for implementing the planned actions.

Supporting documentation

Factsheet 02: Analysing data about Adult Volunteers

Worksheet 01: The NSO's "Colourful Tree"

Worksheet 02: The Actions House

Factor 4 in the "Action for Growth" toolkit produced by the European Scout Region provides some further information about Research, Evaluation and Analysis.



5 Recruiting Adult Volunteers

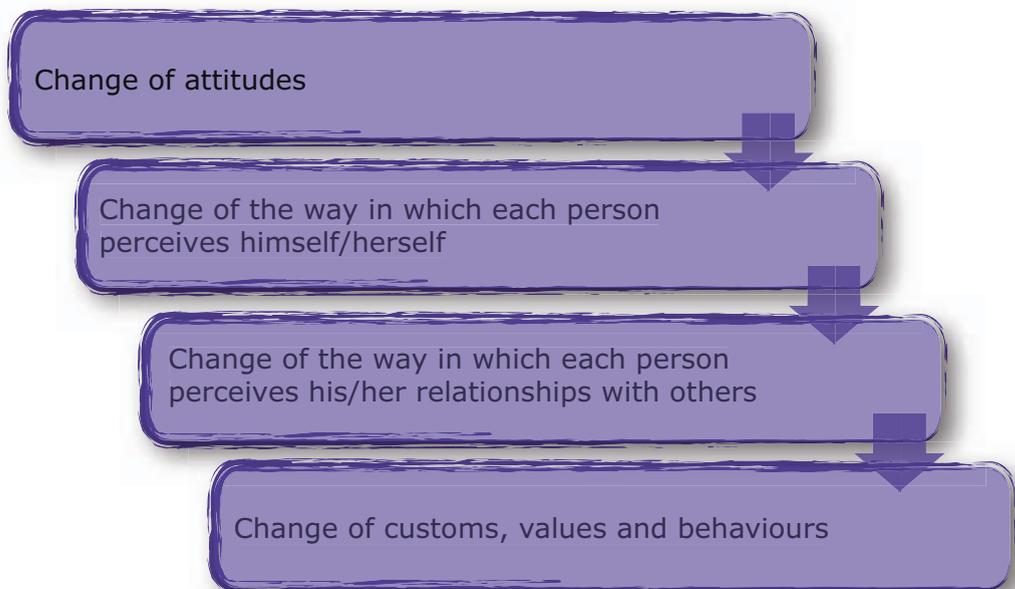


Figure 3: Process of change in a given target group

You will need to know your Target Groups

Our aim should be clear; we want to change external behaviour in favour of Scouting (Figure 3).

This aim is a strategic one, it is essential and long-lasting and it particularly needs to be presented to the public (our future volunteers) through a specific communications strategy.

The main principle is simple:

- Figure out the needs of the target group.
- Have strategies at hand that correspond to these needs.

This implies that the NSO should be capable of establishing a relationship with the target group(s).

This relationship will enable the NSO to:

- Understand the reasons why the target group does or does not adopt a new attitude towards Scouting.
- Identify ways to help the target group understand and accept the suggested attitude change.



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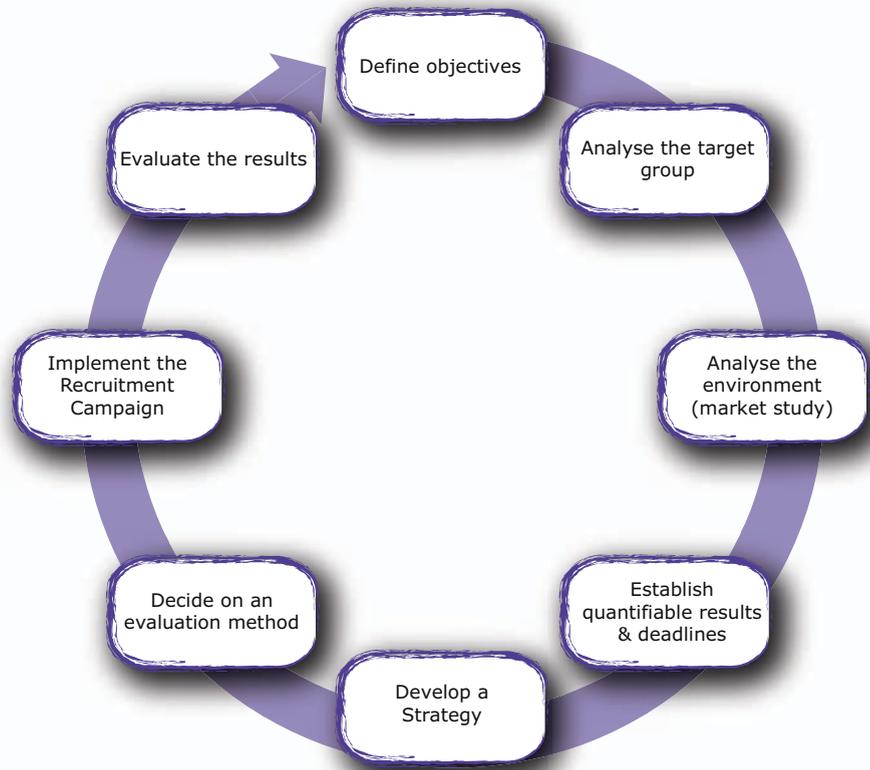


Figure 4: The phases in a Recruitment programme

You will need an organised recruitment programme

One tool which may be useful to help you recruiting Adult Volunteers is called social marketing.

For Philip Kotler, social marketing is: "... devising, running and controlling programmes designed to promote, to a target group, an idea or a social practice."

The programme will go through the above phases (Figure 4).

See "Factsheet 03: Organising a Recruitment Programme" for more information.



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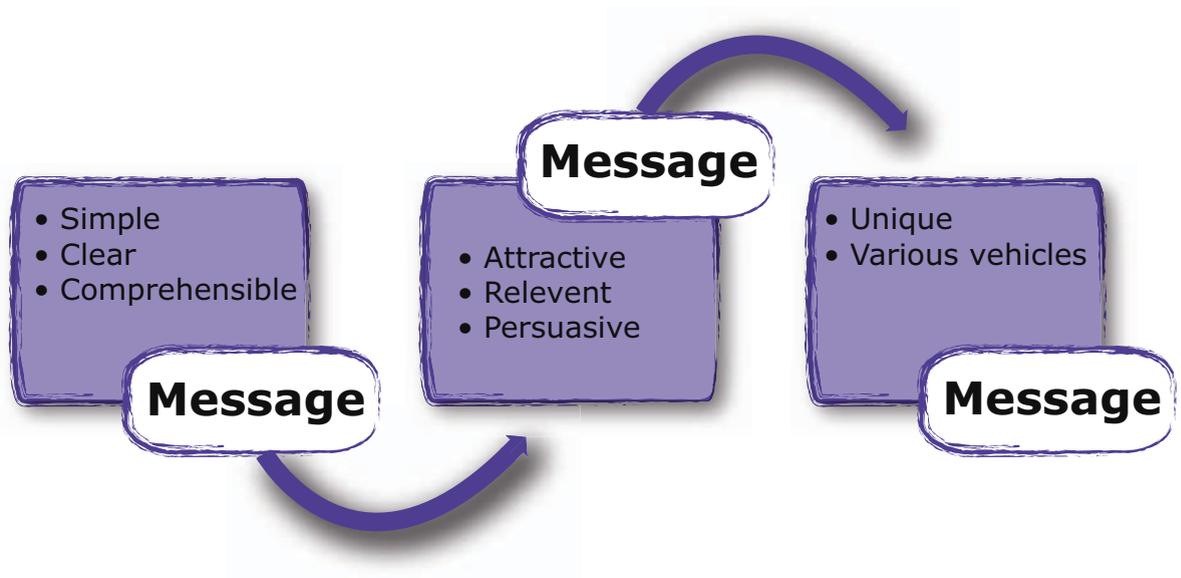


Figure 5: Characteristics of good message

You will have to work on your message (Figure 5)

Here are a few questions that any NSO looking to succeed in its recruitment programme should answer, see Scout.Boom.Comm (WOSM, 2009):

- What is my image in my target group?
- What are the actions/attitudes that I could do/have to help me carry out my message?
- In what way does my offer differ to the other ones?
- What are the best ways to get to my target group?
- In what places can I find my target group?



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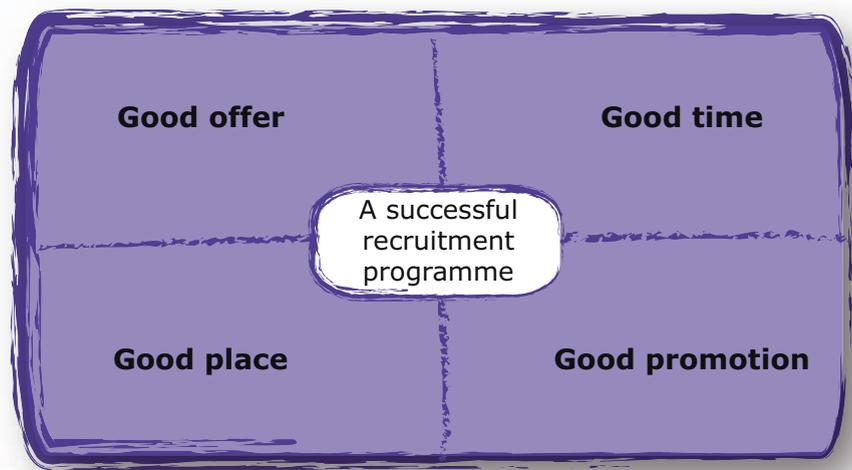


Figure 6: The ingredient's of successful recruitment programme

To summarise, a successful recruitment campaign (Figure6)
See "Factsheet 04: Ideas for Recruiting Adult Volunteers", these ideas were collected from visitors to the Adult Volunteers tent at the World Jamboree in 2007.

Supporting documentation:

Factsheet 03: Organising a Recruitment Programme
Factsheet 04: Ideas for Recruiting Adult Volunteers
Factor 3 in the "Action for Growth" toolkit produced by the European Scout Region, including associated factsheets, provides some further information and ideas about Recruiting adults (as well as recruiting young people).



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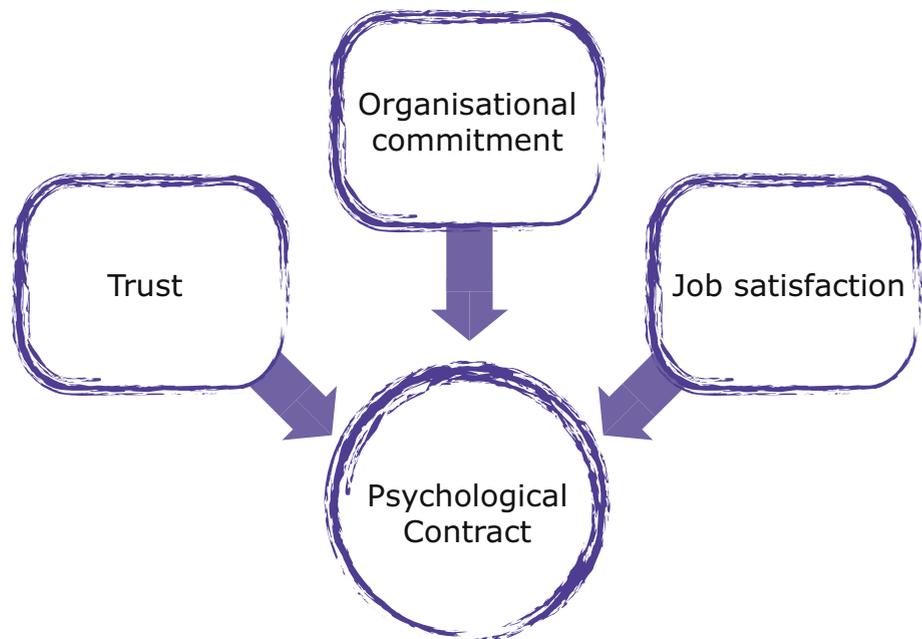


Figure 7: three key factors of the psychological contract

Supporting & Training Adult Volunteers

The World Adult Resources Policy (WOSM) advises us to make a volunteer's recruitment formal through a "Mutual Agreement" between the NSO and the adult who takes on a responsibility within the organization. This formal process is an excellent tool; unfortunately, a Mutual Agreement doesn't really bind the Adult Volunteer to the organization in a long-term way, this is what the notion of a "Psychological Contract" covers.

"A Psychological Contract is defined as a collection of tacit understandings (or relationships) between the members of an organisation and the people in charge." (ROBINSON & ROUSSEAU, 1994).

Using the Psychological Contract

Here we will discuss the processes of supporting Adult Volunteers in the context of this Psychological Contract.

A newly recruited Adult Volunteer will continue to learn and to live through Scouting, and they will be enriched by Scouting values, by fundamental principles, by the rules and the norms of the NSO, by one or more Scout cultures and by knowledge of Scouting ways and methods.

This expertise will change each of them into a Scouting "expert" in the end. During this "organisational socialisation" process, the volunteer develops a Psychological Contract, meaning a set of beliefs concerning the organisation, of implicit promises or commitments that the latter would have made, thus creating or not an expression of expectations by the volunteer.



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These will continue to evolve as the volunteer acquires knowledge and masters his or her role within the NSO.

Research conducted in this field, and in particular concerning volunteer management, clearly shows that three major elements influence the quality of the Psychological Contract, as shown in the above diagram:

"If an organisation fails to deliver on any of these three elements the Volunteers may consider this as breach of contract. This can result in loss of motivation, disengagement, decrease in performance, or even departing from the organisation!" (FARMER, 1997)

Knowing how serious this can be to the NSO, it is essential that those who are responsible for Adult Volunteers should better understand these questions.

See "Factsheet 05: The Psychological Contract" for more information.

Coaching and Training

A gradual and supported introduction to additional aspects of the job over time can be a real help in maintaining interest and building the Psychological Contract. This might include:

- Encouraging group members to manage their own tasks.
- Reducing or removing policies and procedures that limit participation.
- Encouraging them to participate in decision-making.
- Meeting the Adult Volunteers' expectations concerning recognition.
- Realistically evaluating their work, taking into account the real needs of the Organization and Adult Volunteers' capabilities.

On the job coaching by another Adult Volunteer or by a paid member of staff can be most helpful in reinforcing the Psychological Contract. The Coach can help by being available to discuss challenges as they arise, by re-assuring the Adult Volunteer, by encouraging them to seek alternatives, and by making them aware of other sources of help which are available.

Training for Adult Volunteers

- should take account of the knowledge they currently have,
- it should use methods which are appropriate for the Adult Volunteer,
- it should be flexible so that they can avail of it at times and for durations which suit them,
- they should be able to see the immediate relevance for all of the learning, and
- they should have the opportunity to put it into practise during or right after the training has taken place.

See "Factsheet 06: For a Flexible approach to Training Adults" for a further discussion on flexible training. "Worksheet 04: Measuring Training Performance" provides a simple tool you can use to check the performance of your training for Adult Volunteers.

Careful consideration of the Psychological Contract will help NSOs greatly when they are deciding on policies about supporting and training Adult Volunteers.



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An equation for supporting Adult Volunteers

These conceptual considerations should help those who are responsible for Adult Volunteers to appreciate:

- the extraordinary diversity amongst Adult Volunteers;
- the factors that influence their actions;
- how complex the management system is.

So there is no universal approach for success, no "Silver Bullet".
"There is no quality universal enough to reflect all the diversity and variety of things" (Montaigne).

To summarise, below an equation reflecting all that has been written about supporting Adult Volunteers.

Supporting documentation:

Factsheet 05: The Psychological Contract

Factsheet 06: For a Flexible approach to Training Adults

Worksheet 04: Measuring Training Performance

Factor 2 in the "Action for Growth" toolkit produced by the European Scout Region, including associated factsheets, provides some further information about Supporting and Training adults.



Figure 8: Supporting Adult Volunteers



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Rewarding and Retaining Adult Volunteers

Earlier in this document we discussed the need to plan how we recruit and welcome Adult Volunteers into Scouting.

We then went on to discuss some important considerations about the ways in which we can support Adult Volunteers in Scouting and about how we should design and provide training relevant to their own specific needs.

If you were to analyse it you would see that recruiting and training Adult Volunteers is very costly, in terms of both time and money. It is actually much more efficient, and usually more effective, if we can retain Adult Volunteers in the Movement than if we have to keep recruiting and training new ones. The business world has a similar challenge when considering customer retention. This gave rise, some years ago, to the concept of Customer Relationship Management (CRM). There are now books, methodologies and tools available to enable commercial companies to manage their relationships with their customers.

In Scouting we are quite good at retaining Adult Volunteers but we can always be better at this. So we would like to propose an adaptation of the CRM model to suit the needs of voluntary Organizations, and Scouting in particular, in relation to retaining Adult Volunteers. We have called this approach Volunteer Relationship Management (VRM).

"Factsheet 07: Volunteer Relationship Management (VRM)" provides a description of this proposed approach to retaining Adult Volunteers.

Put simply, if the Adult Volunteer;

- trusts the NSO and feels that they are trusted
- feels a sense of commitment to the Organization
- receives a sense of achievement from their role in Scouting they are most likely to continue to contribute as an Adult Volunteer in Scouting.

Embedded in the VRM approach is the idea of recognising the contribution of Adult Volunteers. "Factsheet 08: Recognising the contribution of Adult Volunteers" provides some ideas for recognising Adult Volunteers.

One additional factor is required if we are to retain Adult Volunteers on a long-term basis. We must be ready to offer them a change of role after a time so that they can:

- continue to expand their own skills and knowledge
- maintain a sense of challenge in their work with us
- achieve a sense of advancement or of progress
- continue to apply a fresh approach and remain open to change

The Mutual Agreement and Review cycle provides the ideal opportunity to ensure that each Adult Volunteer is given the opportunity to discuss their role, their progress and achievements and their future with us. If those who are responsible for Mutual Agreement and Review in a National Scout Organization consider also the idea of a Psychological Contract they can use the cyclical process to reinforce the Contract. In this way they can cultivate long-term Adult Volunteers, rather than short-term ones.



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Mutual Agreement and Review and the Psychological Contract are particularly powerful when each Adult Volunteer has a coach or mentor who will help them to evaluate their progress and who may suggest ways in which they can get any help they may need to do a good job.

Conclusion

In conclusion, it is worth remembering that the quality of the Scouting programme and the impact that Scout training has on society depends on the quality of our Adult Volunteers. They make it possible to put our mission into action.

If we recruit the right Adult Volunteers and look after them well this will go a long way towards ensuring the success of Scouting now and for the future. See "Factsheet 09: Building a Volunteer Generator" for an overview of a holistic approach to recruiting and retaining Adult Volunteers.

Supporting documentation:

Factsheet 07: Volunteer Relationship Management

Factsheet 08: Recognising the contribution of Adult Volunteers

Factsheet 09: Building a Volunteer Generator

Worksheet 05: Planning for VRM

Worksheet 06: How well do you Recognise Adult Volunteers

Factor 2 in the "Action for Growth" toolkit produced by the European Scout Region, including associated factsheets, provides some further information about Retaining adults.



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6 Factsheets

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Volunteers in Scouting Toolkit2 factsheet

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Factsheet 01: Managing Change

« It's not because things are difficult that we don't try, it's because we don't try that things are difficult. » Seneca

For successful change...

Another approach to manage the change is available in the "Strategic Planning Toolkit"» (WOSM, 2004).

Success in developing people requires the outcome of several activities that have themselves succeeded.

An organization taking on the challenge of developing people needs to be aware that it's going to be following new paths, that it will probably alter some of its' practices, it will certainly have to try new things. In short, it is going to risk making "changes".

These so-called organisational changes should have two goals:

1. Improving the organization's capacity to adapt to future changes in its environment.

This means aligning itself better with changes in society, communicating the values of Scouting better, an improved strategy for recruiting, supporting and retaining Adult Volunteers, etc.

2. Supporting behavioural changes amongst all Adult Volunteers.

Here, too, the aim is to focus the attention of individual Adult Volunteers on being effective with the things they do and the interaction they have with other members. We have to realise that this second aim is vital. The success or failure of an organization lies with its members. Structural or technical changes can only have a limited effect on the effectiveness of an organization.

On the face of it, there is no argument about the need to make changes to take account of the drop in our numbers. Unfortunately many of our Adult Volunteers are resistant to change, this is normal for most organizations. Such resistance can be explicit (resignation) or implicit (demoralisation) and its effects can be obvious or subtle. Often they combine, which increases their effect.

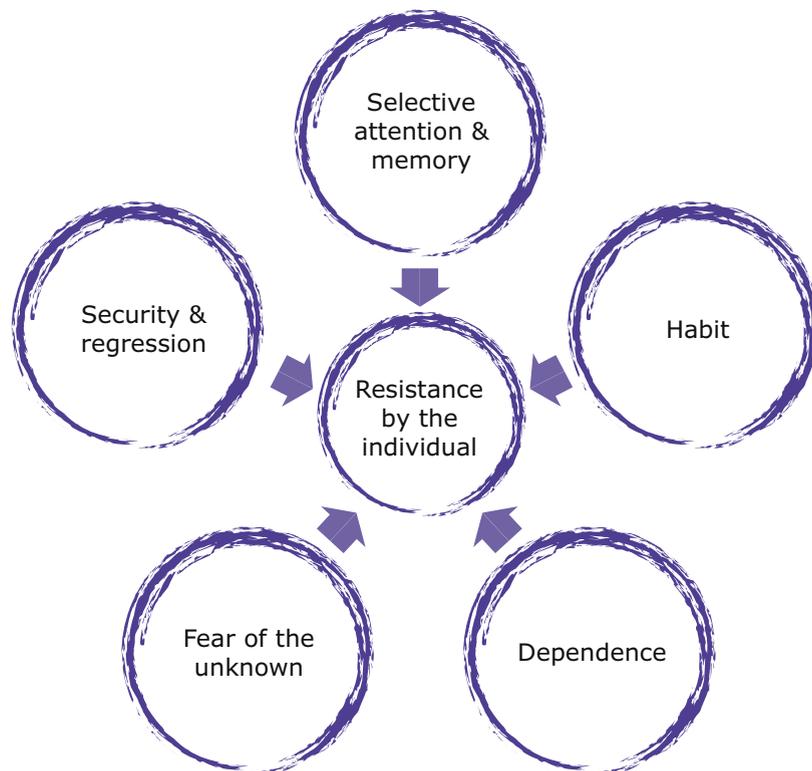


Figure 1: Resistance by individual

Why do we resist change?

We offer the following response model based on five possible causes, there can obviously be others (Figure 1).

Selective attention and memory

We tend only to select the things that conform to our view of the world. We only read or listen to what matches our preconceptions and we even erase from our memory anything that could cause us to adopt new attitudes. We water down the content of a communication if it does not fit our way of thinking. All trainers recognise this mechanism as they often hear "This is an excellent method but, unfortunately, it doesn't suit my activity". In other words, any transformation that could suddenly disturb our perception will probably be rejected.

Habit

To meet the demands of our daily environment we all develop a series of responses that appear comfortable and comforting to us. These we could call our habits. Therefore, departing from these habits means risking the unknown. This is far from comforting and naturally uncomfortable. We will certainly avoid this source of discomfort unless we can immediately be shown the benefit of the new departure for us.



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factsheet

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Dependence

Our social nature makes us “socially” dependent beings. Individual independence is supposed to be one of the goals of people’s upbringing and maturity, it manifests itself in the ability to decide and act freely. But even the most independent individuals are not totally independent of other people. At the same time, when dependence increases to the detriment of free choice, people will resist any change unless they are provided with a way to adopt and accept it themselves. Awareness of the social fabric (the position and relationships of dependence and power within an organization) can be valuable in overcoming certain types of opposition.

Fear of the unknown

Besides the discomfort mentioned above, change is a source of genuine anxiety for some people. Since change in itself naturally brings about uncertainty, it might cause consequences that are potentially unpleasant or worse. It would be foolish to ignore these irrational reactions in any strategy that, at times, may take on the aspect of a juggernaut (large moving object needing time to change direction).

Security and regression

When faced with today’s world that is for them, difficult, uncertain and even “hellish”, people sometimes head off in search of “a lost paradise” represented by a past that was “happy, reassuring, perfect, etc”.

Change sometimes doesn’t allow people to find the old habits and reference points that they would like to hang on to.

So, whatever the cause of resistance and whatever its source, the important thing is to understand that it exists and that it can have a real, negative impact on the introduction of change.

Wise leaders will try to identify the reasons for resistance to change and try to see how they can limit their effect and eliminate them where possible rather than pretend that they are only of limited importance. Otherwise they will have to devote enormous effort into getting acceptance of the changes they are proposing.

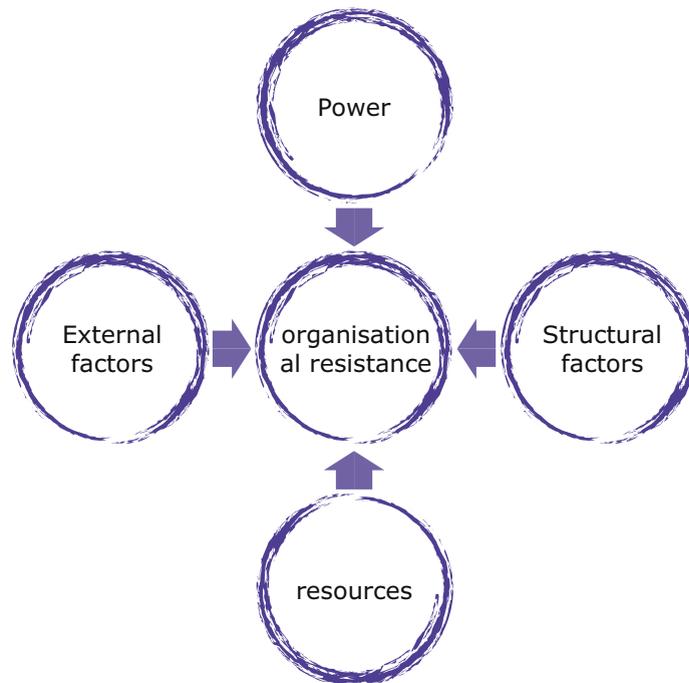


Figure 2: Organisational Resistance

Why do organizations resist?

Such resistance is quite natural because an organization tends to create its own equilibrium, through its procedures and rules, its decision-making methods, its operations, its communications and its relationships with, and reactions to its environment. Such a system obeys the laws of homeostasis, that is, when it undergoes slight change it tends to return to its original state after a time. When a proposed change is too great, the organization will resist the change in order to “defend” itself against the turbulence.

There are four components of the organization that will be most sensitive to change and will cause significant opposition (Figure 2).

Power

Any time a change could;
alter the balance of power
or reduce spheres of influence,
or the resources a person, team or departments possesses,

it may be seen as a threat.

Structural factors

The organisational type or model involved may act as a brake on the change. For example a highly structured, hierarchical organization will probably have greater difficulty introducing change. Change is viewed as disturbing the status quo.

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Resources

Even when the above factors are absent and there is a real desire for change, the organization may lack resources (human, financial, technical or just time) and this forces it to postpone or give up the idea of change.

External factors

An organization develops in an environment of partners, competitors, institutions, regulations and rules. The organization is forced to take account of constraints and agreements with its external environment in designing its change. If external pressure is too great, the organization will opt to give up on the change.

Enabling change in a National Scout Organization

One of the methods often used in Scouting to analyse a multi-factored situation is called Force Field Analysis. This method was developed by Kurt Lewin. Some further information on this method is available in the "Volunteers in Scouting Toolkit" (WOSM, 2006). It suggests that any situation can be described in terms of the forces which act on it. Some are helping and some are resisting (Figure 3).

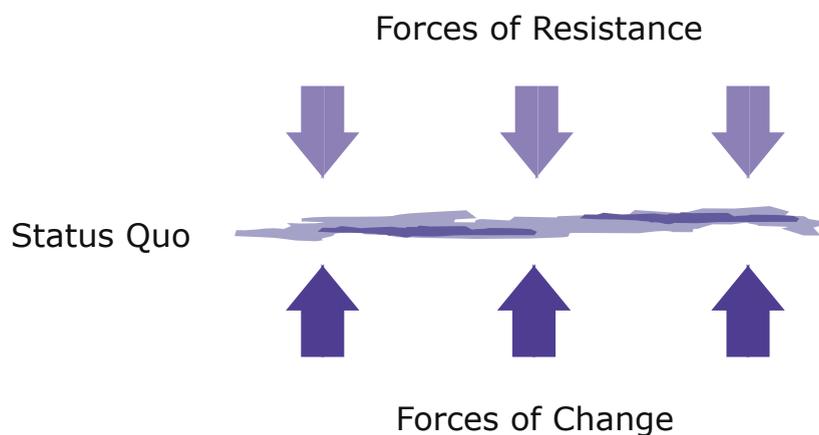


Figure 3: Force Field Analysis

To produce a change the model suggests we can:

- Support and encourage a force which is working in favour
- Reduce or limit a force which is working against
- Alter a force which is working against and cause it to work in favour



He proposes a three phase process for this as illustrated in the diagram below:

This is illustrated in the diagram below:

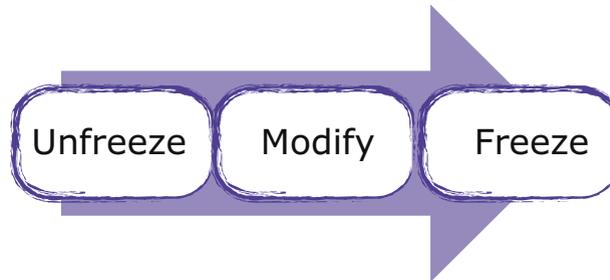


Figure 4: Lewin's process of change

Unfreeze

In this phase we try to reduce the forces which try to keep behaviours as they are in the organization. One of the methods often used to "unfreeze" an organization is to provide evidence of the gaps between desirable behaviours and real behaviours.

Modify

During this phase we introduce changes to procedures and structures with a view to achieving a change of behaviour by the members of the organization.

Refreeze

During the final phase a new equilibrium is achieved. It is often necessary to call on the culture, norms, policies and organisational structures to reinforce the new state of the organization.

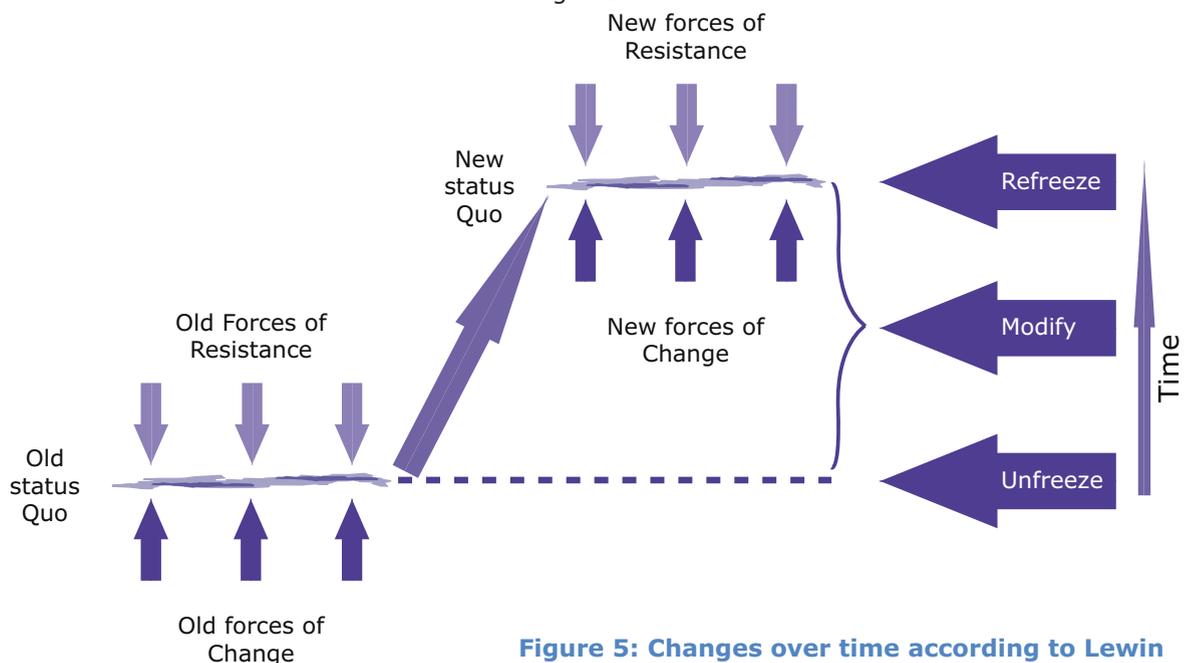


Figure 5: Changes over time according to Lewin

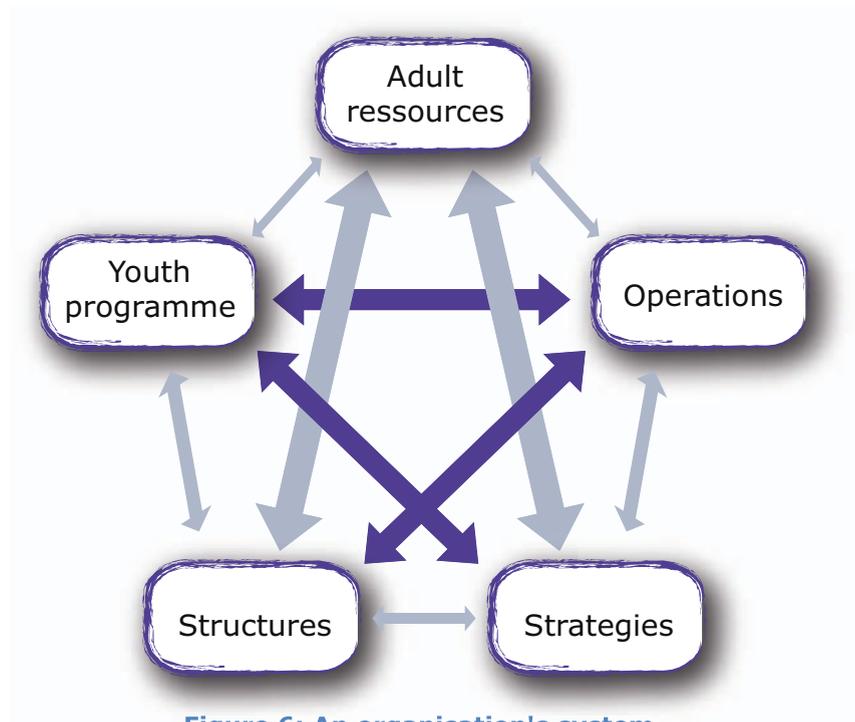


Figure 6: An organisation's system

Organising change in a National Scout Organization

Change may impact overall strategy, structures, operations, Adult Volunteers and youth programme (Figure 6).

These different components make up a mutually dependent system:

When you change one variable, the others may well be affected too.

To illustrate this systematic effect with an example:

If an organization decides to conduct a communications campaign aimed at young people from an ethnic minority, it will need to review its educational programme, redefine the profile of its Adult Volunteers and their training, and adapt its operations and its strategy.

So the leaders of any NSOs who are embarking on transformation need to analyse their overall system carefully, consider the "favourable and unfavourable" forces and determine the likely consequences of such forces.

There are many tools that can help leaders in this critical phase of organisational change by analysing the possible impact of changes according to one or more variables.

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A matrix bringing together the system variables and the proposed actions/transformations could help show the relationship between one or more factors. It could also clarify the nature and importance of these relationships. See Worksheet 03 for a sample matrix.

This work is not just intended to help a team of leaders clearly identify the actions to take or to anticipate the difficulties of implementation. It is also an excellent way to involve people, encouraging the majority to adopt the project, express their opinions, their agreements and disagreements and, as a result, remove the main barriers to change.

Supporting documentation:

Worksheet 03: Matrix to help you analyse factors





Factsheet 02: Analysing data about Adult Volunteers

This type of study will enable you to paint quite an accurate picture of your Adult Volunteers. When you have a better understanding of your Adult Volunteers you will be better equipped to respond to their needs and to adjust your structures to suit them. This work could be developed through partnership with academic institutions or universities specialising in social sciences or economics (demography, sociology, marketing, etc.). Also don't forget your internal resources (your Adult Volunteer may be researchers or students in these areas!). See the Management Manual (WOSM, 1995).

An internal questionnaire should give you information on, for example:

Age	Responsibility in Scouting (position)
Gender	Number of years in that position
Family situation	Number of years as a Leader
Level of education	Level of Scout training
Employment	Way in which recruited
Annual revenue	5 factors which motivate you
Place of residence	5 factors which demotivate you
Religion	Etc.
Ethnic origin	

A questionnaire should be short, simple and easy to handle. Using closed questions will facilitate the filling in of the questionnaire.

- Female
- Male

The disadvantage is that this will not let those who fill in the questionnaire express themselves freely, and you will not be able to collect information that may have not been thought of when the questionnaire was first conceived.

For example a list of possible responses to the question

"Why did you become and Adult Volunteer?"
 might be:

- To occupy my free time
- To take part in adventurous activities
- To contribute to the education of young people
- To participate in the life of my community

However, this does not provide the following options:

- To acquire a new skill
- To make new friends
- To share my experience
- Etc.

Particular attention should be paid to the way in which you formulate your question, especially when asking questions which could be embarrassing, such as ones to do with revenue, intimacy, convictions, religion, origin, etc.

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Each NSO should also be aware of different methods for collecting responses, which could have cost or time implications.

A survey via the post is, for example, fairly expensive and often the number of responses received back is very poor.

Using the NSO website can be an excellent method of communicating if it is well thought out.

Another solution could be to conduct direct interviews during the course of activities organised by the NSO, e.g. school camps, gatherings, general assemblies, etc.

Factor 4 in the "Action for Growth" toolkit produced by the European Scout Region provides some further information about Research, Evaluation and Analysis.

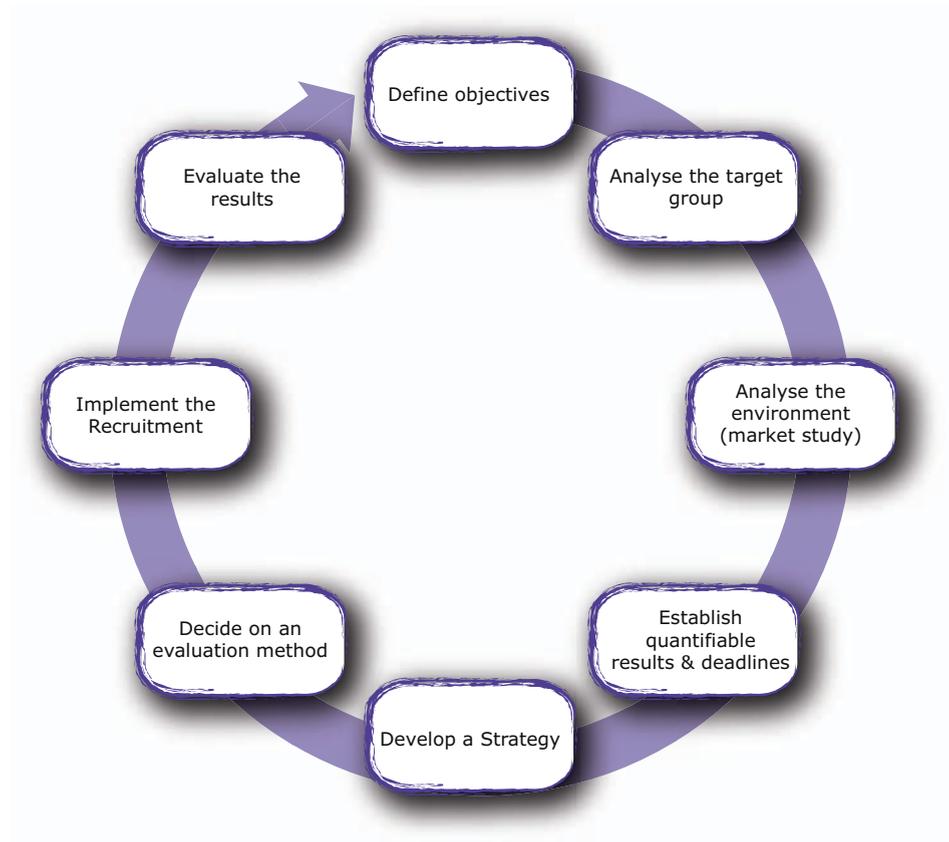


Figure 7: The phases in a Recruitment Campaign

Factsheet 03: Organising a Recruitment Programme

One tool which may be useful to help you recruiting Adult Volunteers is called social marketing.

For Philip Kotler, social marketing is: "... devising, running and controlling programmes designed to promote, to a target group, an idea or a social practice."

The programme will go through the following phases (Figure 7):

Define objectives

Objectives should, of course, be Specific, Measurable, Achievable, Realistic and limited in Time (SMART) so that they will enable us to measure results. The objectives should reflect what the NSO wants the target group to know, think and do (get involved as a volunteer!). Questions asked beforehand should help the NSO to develop its objectives.

Many techniques can be used, i.e. The SWOT analysis as outlined in the "Volunteers in Scouting Toolkit" (WOSM, 2006).

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This or other tools should help to answer the following questions:

- What are our strengths?
- What are our weaknesses?
- What are our opportunities?
- Whom are we addressing?
- What is our product? (Maybe Scouting is too abstract, too caricatured, too misunderstood!)
- What is important to our clients (youth, parents)?
- To what extent have we satisfied the needs of our clients?
- What are the achieved results?
- What are our possibilities?
- What is the action plan for the desired change to take place?

Analyse the target group

We have already talked about the term and the idea of a target group, of a main target group and a secondary one.

The following are all possible target groups for a NSO:

- Parents
- Students, young people aged 18 to 24
- Teachers
- Pensioners, baby-boomers
- Women, couples
- Employees
- Members of a particular community
- Former-Scouts
- Etc.

In some cases, the NSO will be able to use studies published by universities, research institutes, etc.

In any case the NSO will have to have useful data on these aspects:

- Beliefs, values, social norms
- Interests, activities, lifestyles
- Attitudes and tendencies
- Foreseen advantages
- Foreseen risks and costs
- Etc.

In this phase, the NSO will have to try to answer the following questions:

- What is the main target group?
- Why would these people join Scouting?
- What are the potential benefits for them?
- What aspects of Scouting are they attracted to?
- What aspects of Scouting repel them?
- How is it possible to get to them?
- In what way(s) can Scouting correspond to their needs, their expectations, their lifestyles?

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Analyse the Environment (market study)

By definition, we cannot influence all environment parameters, but by identifying them as parameters having an influence on our project, it will make it much easier to adjust and adapt our project for a successful outcome.

These influences can be positive or negative.

Tools such as PESTEL, force fields, etc. can be of use to this analytical work. Further information on these techniques is available in the "Volunteers in Scouting Toolkit" (WOSM, 2006).

The NSO will answer questions, such as:

What are the political, economic, social, technical, legal and environmental stakes that may have an impact on the main target?

What are the competitors for this target?

What are the other sources of competition that the NSO will have to face?

Who are the actors (targets) with whom the NSO can work to get to and influence this main target?

The NSO should also be capable of carrying out a self-assessment of its own working methods and practices, so as to implement its recruitment strategy.

Establish quantifiable results and deadlines

Once the target group and the environment in which the NSO will have to act have been analysed and precisely described, the objectives will become clearer. This will make it possible to define indicators and deadlines.

The NSO will have to try to answer the following questions:

Whom do we have to reach?

What percentage of the public will be reached?

What are the opportunities that will have to be looked for?

When will the opportunities be noticeable?

Establish a strategy

A recruitment strategy will enable a NSO to attract volunteers in a complex and competitive environment. A successful recruitment strategy will enable the NSO to achieve a positive image and a clear visibility.

Those who are used to marketing terminology know the 4Ps (Product/service; Price; Promotion; Place) very well. (See Management Handbook1 WOSM, 1995)

In our case, we could identify 8 Ps! These are: Product, Price, Place, Promotion, Partnership, Policy, Professionals (Paid Staff), Positioning.

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1.Product (Service)

It's what the volunteer will receive, or what he/she would like to receive, namely the "offer" that the NSO makes to him/her.

The identification of the offer is fundamental in this project. What is important is not what I am offering, but rather what the volunteer is looking for. The offer is a response to an attitude or a desire.

2.Price

It's what the volunteer will leave behind when joining Scouting; time, money, lifestyle, etc.

Many studies have shown that time, as well as money, are the main obstacles to the decision to volunteer.

NSOs must be careful as to their volunteers' time management; watch out for burn-out!

They should also avoid imposing expenses on the volunteers for their services to Scouting; in fact, it is recommended that NSOs should reimburse all reasonable expenses incurred by Adult Volunteers in their Scouting roles. The NSO may also be in the position to offer some services free of charge or at reduced rates to their Adult Volunteers.

This does not mean that people cannot choose to decline a reimbursement for the expenses caused by their Scouting activities. Where they do this, they are in fact choosing to make a cash donation to Scouting.

3.Place

From the volunteer's point of view, it's the place where he/she will meet Scouting for the first time.

This place is not necessarily at the NSO's headquarter or at a camp in the mountains. One must look for places to promote Scouting, places where potential volunteers are likely to be.

One way to reach out to people living in the city may be to create spaces for events in the centre of town; leading activities in a school is a good way of reaching out to teachers, etc.

4.Promotion

Here, we mean the process by which the "potential" volunteer will be convinced that the service provided by Scouting is worth its Price.

This can be communicated rationally, emotionally or in a sensory manner and through different means:

Bulletins	Radio	Advertisement
Telephone	Newspapers	Mail
Web	Events	Television
Written press	Information centres	Members
Exhibitions	Networking	organizations
Etc,		

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5.Partnership

Scouting doesn't act alone, it has many partnerships (institutional, non-profit organizations, companies, etc.)

Some NSOs establish very successful partnerships with both national and local organizations such as churches, service clubs, schools, and others with similar or complementary goals to Scouting. Each NSO must find out which ones are ready to be associates in a recruitment campaign and should be ready to establish new partnerships if they are needed.

6.Policy

The Adult Volunteer approached by the NSO expects quality services. A major consideration is how well the offer, as advertised, matches the actual quality of the "client services" that are provided.

The NSO's structures, way of functioning, etc. will have to reflect what it has promised its Adult Volunteers!

7.Professionals (Paid Staff)

Paid staff can play a positive role in your recruitment campaign by illustrating the quality and capability of your NSO.

On the other hand, some potential volunteers may see paid staff as inappropriate advocates for volunteering, as they are paid for the services they give to Scouting.

8.Positioning

Taking all of the other "Ps" into account, as well as nature of the specific target group, the NSO will have to determine its Positioning.

In other words, the NSO will have to determine how to:

- Distinguish itself amongst all organizations looking for and using Adult Volunteers.

- Be noticed by the target group.

Establish an evaluation method

The evaluation will have to be created and planned as of the beginning of the development of your campaign. This evaluation will have to cover different aspects, including:

<p>Evaluation of materials produced Strengths and weaknesses, costs, quantity, etc. of the material produced for the campaign.</p>	<p>Evaluation of the approach Methods, procedures, campaign implementation phases.</p>
<p>Evaluation of the results Quantity of contacts, of expressed intentions, of new volunteers, etc.</p>	<p>Evaluation of the impact Measure of observed changes, time span of volunteering, noticed secondary effects.</p>

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Keeping accurate and up-to-date statistics will enable you to measure the effects of your strategy. By defining the objectives well and by properly assigning relevant indicators to each objective, you can achieve an objective, facts-based understanding of progress. Without such measurements you will be left with only a subjective understanding based more on opinion and the prevailing mood, than on fact.

In any case, the evaluation should help the NSO to do their job better, to make better use of its assets, and to avoid repeating mistakes. The NSO will have to question:

- The choice of its actions.
- The way that they were carried out.
- The choice of a target group.
- The encounter with the target group.
- The public's perception of the message.
- How well the offer matches the target group's needs.
- Observed changes.

Implement the recruitment campaign

The rules for implementing a recruitment campaign are the same as the rules guiding any project, namely coordinating resources and meeting agreed deadlines to achieve the defined objectives.

Efficient communication and good organization are important assets.

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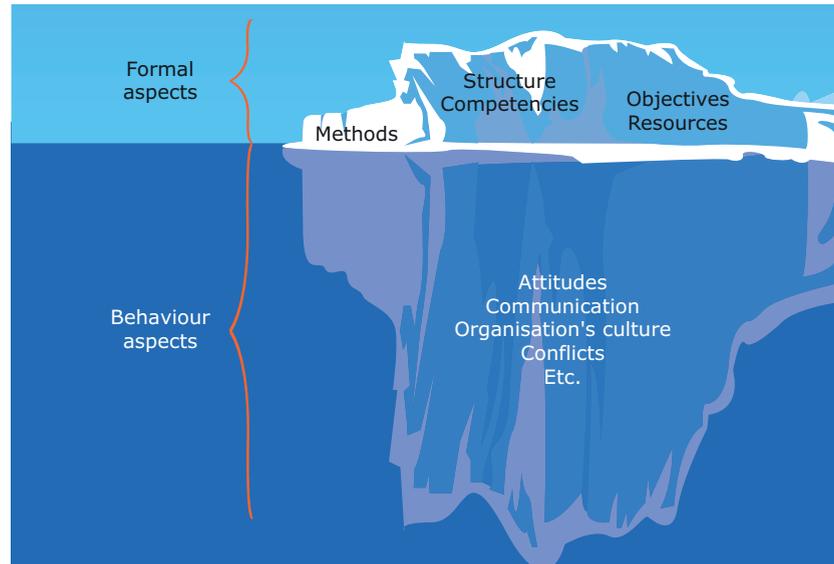


Figure 8: Your project is an iceberg

It's important to remember three fundamental rules:

1. Your project is an iceberg

Do not underestimate the behavioural aspects, the resistances and other obstacles to the project's success!

2. Your project is unique

Your project has nothing to do with a McDonald's product or with the way that the state treats income statements. These two organizations can be efficient because, in both cases, they deal with routine tasks.

A volunteer recruitment campaign is not a routine task for most organizations, which means that it's impossible to deal with it through universal rules or processes.

Its structure should be flexible; according to the contingency principles, as described by P. Lawrence and J. Lorsh, in 1968: "No structure is better than the others, but there are different structures that are the best in different conditions".

The contingency principles state that there are no universal keys to success that apply in all circumstances.

Each NSO has to find the right combination of human, organisational, technical and financial factors, so as to be efficient and effective in its own context.

3. Your project is dynamic

A good campaign must be open to its environment. It should be capable of integrating changes in needs, in the unforeseeable, and in the constraints. It must be flexible and creative.

Evaluate and plan for the future

Use the evaluation methods(s) you decided on earlier in the process to determine how successful the programme has been, document any lessons you have learned and plan the next one.



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Factsheet 04: Ideas for Recruiting Adult Volunteers

These ideas were collected from visitors to the Adult Volunteers tent at the World Jamboree in 2007.

Be an advocate for Scouting	Let parents see how much reward you get from working with their children. They will soon show an interest no matter how small. Eyeball a suitable person, tell them about the activities you have experienced in Scouting; climbing, canoeing; meeting new people, foreign travel at modest cost, etc. Advocate for legislation, for example; providing cheaper housing for young people so that they can afford to live in the area where they grew up & did their scouting as youngsters.
Be a role model	Be nice to people Keep the simple life Help people Make friends Be willing to pass on values Engage positively with society
Update your own skills	Learn to guide others Intercultural learning Learn good methods
Encourage young Leaders	Scout Leaders should be young, the younger the better! We should have more young Leaders
Show that it is fun	Having fun ourselves will encourage others to join, tell others how much fun it is Make Scouting exciting & enjoyable for adult volunteers
Be Flexible	Be really flexible about the opportunities you offer If someone offers an hour a month take it, if they enjoy it they may offer more Make things easier for parents to volunteer Allow adults to commit to as much or as little as they are able for, part time is ok! Identify reasons which stop people volunteering and find ways to get around them, e.g. if someone is not able to afford uniform then help them get one second-hand Think about how to deliver a programme in a very rural area, perhaps monthly meetings for a whole day instead of a few hours each week

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<p>Be Relevant</p>	<p>Make Scouting relevant Change the uniform to be more fashionable and casual Promote the activities of Scouting more and more The world needs Scouting. Politicians won't sort the world out; it's up to the young people and their Leaders Climate change and oil war are not good, Scouting offers sustainable alternatives Develop programmes to tackle indifference, intolerance and hatred Use computers more Be active in the whole world</p>
<p>Offer Quality Youth Programme</p>	<p>Have a fun-filled interesting Scouting program that encourages camping every month of the year Go on a one week long summer camp Take a group to another country Ensure the Scouts are learning from the programme Have fun but be safe Scouts will tell their friends and others will come</p>
<p>Use the Scout Method</p>	<p>Use all aspects of the Scout Method in the everyday practise of your Scout Unit Do lots of outdoor activities Encourage an ethical way of living, this will help the Scouts and their parents will appreciate it Make a "no smoking" rule Develop a Scouting Tradition for your Unit</p>
<p>Be seen, promote community involvement</p>	<p>Get involved in the local community with supermarkets and fundraising; bag-packing, gardening, car washes not only increase awareness, young people join and parents follow! Community work and through schools Scouting exhibition Involving Scouting with other organizations Involvement with ex-service organization for community service Speak at business peoples clubs, such as Lions Clubs and Rotarians</p>

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<p>Manage your Public Relations (PR)</p>	<p>Publicise better, provide more visibility of the Scout movement to your target audiences (P.R.) Advertise Scouting events on TV, radio and billboards Insist on the educational aspects of Scouting and not only what we share with other organizations Highlight the valuable role played by adult volunteers in the movement as well as in the society Make Scouting transparent, by doing this you eliminate perception of "haves" (senior Leaders) and "have nots" (junior Leaders and potential Leaders). Arrange to speak at clubs and other volunteer organizations to inform them about Scouting Articles in Church bulletin, local paper All information about Scouting should be open source; by closely holding information the perception of "have-nots" is perpetuated Give information at national and international events Publicity to local community and create interest among young people Tell them about the activities, district camping and huge events Link with parents Published in local papers Show people what Scouting is about!</p>
<p>Campaign actively</p>	<p>Target the right people and ask them We recruit from Parents of Scouts or former scouts, those whose interests hobbies or careers are compatible with the Scout program Contact former Leaders & talk to them. A new Group? A new Section? Perhaps their personal commitments have changed? Direct approach to former Scouts and Leaders School teachers Recruit sporting people, they are dedicated and work well in teams Advertisement in the middle of the city Try to recruit for a job. Example: advertise Show benefits of Scouting Ask... Ask... Ask...</p>

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<p>Reach Out</p>	<p>Commit yourself to the actions that will give someone the feeling that you care about them. They should be smiling and feeling better after meeting with you!</p> <p>Time to learn new languages, for more communication with other Leaders Keep in touch with Scouts to encourage them to volunteer within the pre-Scouts Find ways to continue Scouting during university years Make a presentation stand/booth at universities with volunteers that study there Ask parents about their interests, then you can target them for specific support</p> <p>Giving opportunities to the people that are displaced or excluded Overweight adults can bring in overweight children. Since we are then able to explain what not to do, this will help the next generation. Big is beautiful. Open your mind... be more open to other adults</p>
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<p>Invite adults to help</p>	<p>Use a unit resource survey to find out parents interests and abilities then recruit from the strength you have. Get them involved within their comfort zone and soon you can move them beyond it. Parents, get involved... Scouting is not just a free babysitting service Parents are your future Leaders. Involve them! Don't be afraid to ask a parent to do something for you. Most of them want to help they just don't know it yet! Ask everyone to do something small with limited time, this makes it less daunting Sheets with small jobs and a party to get people to sign up Fill out a form + get the parents on camp + get them having fun Build a wildlife/nature garden. Parents can help! Involve older people Ask people how many hours they spent watching TV or playing computer games. Let them tell you how many hours in one week. Then ask them to divide that number of hours by three. That will be a lot of hours. Tell them that there is a way to spend these hours in a very interesting, helpful and useful way, they surely would like. Start talking about Scouting and that you need them. Give short jobs in the beginning. Afterwards some bigger ones. Get them enthusiastic and then you have Leaders or helpers.</p>
<p>Invite adults to participate</p>	<p>Invite people to come and join in the fun. Once they get a taste, they will want to enjoy the full banquet we share Involve parents in a fun activity Hold family fun events / public hike to interesting place Tell them how to it is and invite them to a meeting Be friendly to children, parents, individuals. Take them to outings. Then ask them to volunteer.</p>

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<p>Invite adults to see</p>	<p>Bring a friend night for Scouts and Leaders, do that 4 times a year, only allowed to bring the same person twice Once a month have a party, parade, special event and invite others to attend Hold an event to encourage people to join Scouts, for example; a fair, a jamboree</p>
<p>Look after adult volunteers</p>	<p>Say thank you Remember "there is a kid in the adult", that's why they are involved to help, but make them feel "appreciated" Stress benefits to them personally Social events, people power Helping poor Leaders Give more awards to volunteers Need for being recognised and appreciated Recognition for the work (can also mean recognition for your job) Give after having taken Give responsibilities to the volunteers in managing the association at all levels Give more incentive to volunteers More involvement + job satisfaction Support for Leaders Provide good, convenient training It's important to recruit volunteers but try also to keep the young Scouts interested so they one day become Leaders. Give them an assignment; give them a responsibility, and a chance to show that they can. Give them active feedback. Everybody's quality is useful and try to keep the members within your own Group (to become Leaders)</p>

Factor 3 in the "Action for Growth" toolkit produced by the European Scout Region, including its' associated factsheets, provides some further information and ideas about Recruiting adults (as well as recruiting young people).



Figure 9: Three key factors of the psychological contract

Factsheet 05: The Psychological Contract

“A Psychological Contract is defined as a collection of tacit understandings (or relationships) between the members of an organization and the people in charge.” (ROBINSON & ROUSSEAU, 1994).

Research conducted in this field, and in particular concerning volunteer management, clearly shows that three major elements influence the quality of the Psychological Contract, as shown in the above diagram (Figure 9).

Trust

“A high level of trust in a person means that he or she believes that his or her superiors and colleagues are open, honest, steadfast, fair and that they have good intentions” (GABARRO, 1978).

It’s important that Leaders in NSOs are aware of how demanding and fragile the notion of trust is.

It’s demanding because it requires many human and fragile qualities, and because it applies not only to all the people directly responsible for this person (vertical responsibility), but also to the people who contribute to the



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same actions or tasks, in other words to the other members of the team (horizontal responsibility).

So, any person who is responsible for managing Adult Volunteers should pay attention to this factor at all times, as much as to other factors involving the Adult Volunteer.

Organisational commitment

"This is what links a person to an organization emotionally. This link is represented by a set of common values and ethics, and above all, the increasing desire to remain a member of the organization and to contribute to it functioning properly" (MEYER & ALLEN, 1988) (MEYER & HERSCOVITCH, Commitment in the workplace: Towards a general model, 2001).

The "Commitment towards Scouting" can clearly illustrate this because it is a set of shared values; an attachment to the Scouting Movement and a desire to enable young people to learn through Scouting.

The development of "organisational commitment" gives us a few key points to help us to manage Adult Volunteers and Paid Staff properly within Scouting. The result of this good management will encourage all Adult Volunteers to give all they can and to develop loyalty towards Scouting.

Each individual's perception of the organization is dynamic: it evolves in time and is strongly dependant on the organisational changes that the person will experience, of the way he or she develops, of his or her age, etc.

Here are three different types of commitment:

- a. **The "affective" commitment:** A real wish to belong to the organization.
- b. **The "moral" commitment:** An obligation coming from personal ethics or from social expectations.
- c. **The commitment "by necessity":** Staying on as a member because the "cost" of leaving would be too high to pay.

The commitment to volunteering should, in theory, correspond to the first type of commitment. However, it an Adult Volunteer may also be motivated by the two other types of commitment.

So, even if an Adult Volunteer's commitment starts from the satisfaction they get by working in the organization (affective commitment), the volunteer may become dependent on the organization and its benefits (intellectual, psychological, social, etc.), once he or she has discovered them.

Alternatively, or perhaps in addition, the Adult Volunteer may become afraid of losing the benefits of membership (commitment by necessity), and/or develop the feeling of needing to be loyal and grateful to the organization offering these advantages (moral commitment).



Work satisfaction

The satisfaction, happiness and well-being that a person feels as a result of the work he/she does are the last element of the Psychological Contract. Referring to the work of (SPECTOR, 1997).

Here is a list of points which influence this perception:

- Promotion
 - The opportunities for and fairness of promotions or movements within the organization.
 - For example: How are leadership functions nomination dealt with by the organization?
- Supervision
 - The fairness and “managerial” skills that direct superiors demonstrate
 - For example: How do direct superiors handle evaluations or work meetings?
- Benefits
 - The advantages coming from the work that the member does for the organization.
 - For example: What are the services offered specifically to members of the organization?
- Recognition
 - The feeling that the members are appreciated and that their self-esteem is improved by the organization.
 - For example: What are the policies and the ways that the organization has developed to value their members?
- Procedures
 - These are the set of policies, procedures and regulations that operate within the organization.
 - For example: How are guidelines and rules accepted, respected and applied within the organization?
- Team-mates
 - Skills and pleasant relationships that develop amongst the team.
 - For example: How are teams supported in acting efficiently and in a pleasant atmosphere?
- Type of work done
 - Satisfaction felt when working.
 - For example: How does the organization make sure that its Leaders are happy in their role?
- Communication
 - Quantity and quality of information exchanged with the organization.
 - For example: How does the organization distribute its written information and how can members access this information?



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Factsheet 06: For a Flexible approach to Training Adults

For adults to successfully implement Scouting they should:

- Have the ability to provide young people with experience of the Scout Method
- Have an understanding of young people's needs and interests
- Be willing to support the young person in their personal growth and development (i.e. in their learning)

Ever since the early years of Scouting, the need to train new Adult Volunteers in these Scouting fundamentals was evident.

In fact, developments in this area have continued right through the history of the Movement. Several models have emerged over time, such as; linear learning, modular learning, competency based learning.

Distance Learning has also been used successfully in some areas. As more and more people gain access networks, it is anticipated that this method will be used by more people to provide flexible training opportunities as they need them.

As we progress through the early years of the 21st Century, we should reflect on the changes which are happening in society and the impacts these are having on Adult Volunteers.

Technology, communications, economics, work availability, work practices and social norms are all changing at a rapid pace. So we should examine the relevance of the methods we use for training and supporting Adult Volunteers.

This does not mean that we should throw away everything we have been doing, but rather that we should examine the methods and approaches we use and adjust them to take account of the needs of today's Adult Volunteers.

We should not confine ourselves to an analysis of current methods and practices in isolation instead we should take a more holistic view of the Adult Volunteer; their needs, their availability, their capability. We should consider the total environment in which the Adult Volunteer lives in order that we will prepare and provide suitable learning opportunities for them.

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Family size and type of family unit, work type and required working hours, commuting distances and methods, are amongst the factors which affect Adult Volunteers today. In addition, we should consider the wider environment in which our Adult Volunteers live their lives, such as; national and local laws, community size and structure, type and condition of physical environment, etc.

A systematic review of the methods and approaches we use for training Adult Volunteers should enable us to consider the matter from a number of different perspectives such as; the NSO, young people, parents, society, etc. But we must keep in mind that the end result of any review should be a system of training which is suitable for each individual Adult Volunteer.

For example:

A volunteer might say - "An eight-day training course is way too long!"

A trainer might say - "We need an eight-day event to create a proper Scout atmosphere, it's the best way!"

An administrator might say - "Eight-day courses are just too expensive."

In fact, the question is not really about an eight-day course, but rather how can the NSO ensure it has an adequate supply of suitable Adult Volunteers to enable it to carry out its mission.

If training is offered only in chunks of several days each then some Adult Volunteers will not be able to attend and so will not be able to support quality Scouting. Equally if a NSO only offers a small number of informal training sessions based on what specific Adult Volunteers ask for at any point in time they may easily fail to satisfy real needs, and Scouting will crumble over time. In other words, if a NSO cannot satisfy the expectations of Adult Volunteers or if it does not take account of their daily circumstances it will fail.

So there is a real challenge in trying to find some balance between the two extremes. A flexible approach is required.

Sailing provides us with a useful metaphor for this (Figure 10);

The best route between 2 points on the ocean is not usually a straight line. The sailor will have to consider the effects of wind and tide, plan a course to take account of both, and be ready to make adjustments along the way as circumstances change.

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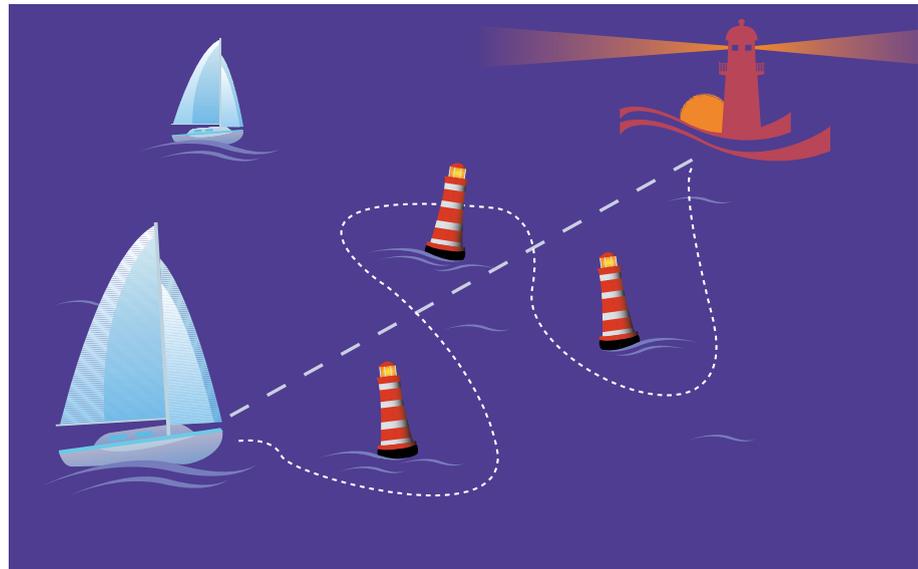


Figure 10 training navigation model

In this model one should:

Define a direction and a clear final objective for each Adult Volunteer.

For example a Leader should have a particular set of skills required by the NSO

Allow each individual to evaluate their previous knowledge and skills and to integrate them into a specific roadmap for their own future learning.

Each individual should be able to choose which specific skills they will need to develop, for example a Leader who was an assistant Leader for a few years may not need to learn about the rituals required in a Troop.

Suggest learning sessions which are short, well-defined, diverse and useful.

For example: "History of Scouting", a 30-minute presentation, recorded on mp3 and downloadable; "National policy for Child Protection", a 4-page document; "Planning a large-scale game", a training game run by an experienced Leader and lasting 90 minutes, etc.

Put forward some practical tasks or activities which serve as learning opportunities.

These should be well documented, the purpose should be clearly specified and there should be a way to allow the individual to evaluate their learning. An example might be to immediately have the individual take on a position of responsibility within a team for a specific purpose, as well as helping to perform the task they could be learning about the Patrol System or the District organization.

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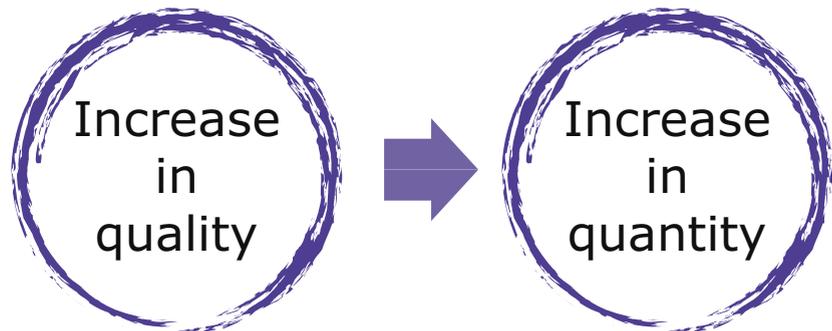


Help Adult Volunteers to identify their different learning opportunities and how they can combine them to meet their needs. Examples of learning opportunities might include; training modules or courses which required the individual to be present, on-line training and materials, networks of resource people, documentation, opportunities to learn-by-doing, etc.

Not overlook the possibility that an individual's plan may have to be changed or interrupted. Changes in personal circumstance, changes to the leadership team, significant changes to planned programme, a different role in Scouting, may all mean that the plan has to be altered. An Adult Volunteer who encounters such changes may have to be guided to consider the effects of the change, to consider their options, and to redefine their plan.

Implementing these principles may be challenging but providing a flexible approach to learning is vital if we are to attract and retain the Adult Volunteers we need to deliver on our mission.

Worksheet 04 provides a useful tool to help you to evaluate the performance of your system for adult training.



Factsheet 07: Volunteer Relationship Management (VRM)

Organizations that rely on Adult Volunteers to deliver their mission need a reliable way to retain the Adult Volunteers they have.

Such organizations face many challenges in this regard today, these include;

- An increasing number of other organizations looking for volunteers
- People generally more accepting of change and so more likely to try something else
- Adult Volunteers generally having higher expectations of what they should get from volunteering, and the level of service which voluntary organizations should provide
- A greater variety of legal, social and economic pressures on Adult Volunteers nowadays

VRM is proposed as a framework to allow organizations to pay particular attention to their Adult Volunteers and thus increase the likelihood of retaining more Adult Volunteers for longer.



Figure 11: Components of a volunteer Management System

VRM consists of the following components:

Quality of Service

Adult Volunteers respond to the quality of the service provided to them and to the young people in the organization. They also respond to the quality of the image portrayed by the organization in the community.

Good quality brings about a growth in demand and poor causes a drop in demand. If the quality is right then Adult Volunteers will join and stay. If the quality is not right then they will be slow to join and quick to leave.

Value

Adult Volunteers respond to the value that they receive from an organization and the value they perceive that the organization provides to young people who are its' members.

Things do not have to be free of charge or even particularly cheap, so long as they are seen as worth the money. Likewise Adult Volunteers need to feel they are actually gaining real knowledge from their training.

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Other examples of poor value might include;

- Unnecessary paperwork or administration activities
- Meetings which achieve little, or to which the Adult Volunteer contributes little
- Waiting in line or standing about, being treated as part of a crowd

Examples of good value might include;

- Processes that are efficient and that work
- Events which deliver what they promise
- Only being required to attend when they are of use
- Being able to contribute something special themselves

Satisfaction

If an Adult Volunteer is satisfied with their work in the organization, with the support that they get and with the organization itself then they are likely to stay involved.

The main aspects which affect the Adult Volunteer's satisfaction are described in "Factsheet 05: The Psychological Contract". In summary they are:

- The opportunities for and fairness of promotions or movements within the organization
- The fairness and "managerial" skills that direct responsible demonstrate
- The advantages coming from the work that they do for the organization
- The feeling that they are appreciated and that their self-esteem is improved by the organization
- The policies, procedures and regulations that are accepted, respected and applied within the organization
- The skills and relationships that develop amongst the team
- The type of work they are called on to do
- The quantity and quality of information exchanged with the organization

Those involved in supporting Adult Volunteers should pay constant attention to the morale, level of motivation, and frame of mind of each Adult Volunteer, so as to be best able to help them overcome any low spots and deal with any issues they may face in this regard.

Trust

In order to stay motivated and thus contribute effectively to the organization, each Adult Volunteer must feel that they can trust:

- The people who give them leadership and/or direction
- The priorities set by the organization
- The projects and initiatives undertaken by the organization
- The organization's capability to carry out its mission

This trust is built through a consistency of words and action at all levels in the organization. The Adult Volunteer must continuously feel that the ideas, principles, plans and actions of the organization are all part of a consistent picture that they believe in. If they see evidence that this is not so then they will begin to doubt and, if they are not reassured, they will soon lose trust. Once trust has gone, interest in staying involved will quickly disappear.

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If an organization does not do what it says it will do, it will quickly lose its' Adult Volunteers.

Loyalty

If an Adult Volunteer believes in the organization, trusts that it can deliver on its mission, and is satisfied with the way s/he is treated, then s/he will develop a loyalty to that organization. This loyalty takes time to establish but, once established, it is usually difficult to undermine.

The following levers are commonly used to increase loyalty in an organization:

- Quality
 - The organization keeps its promises of delivering expected services to its Adult Volunteers; indeed, it goes further and delivers additional services when possible.
- Relationships
 - The organization responds to the individual's need for contact, ensuring personal contacts are made and personal relationships are fostered with those who are Adult Volunteers in the organization
- Recognition
 - The organization finds ways to recognise the contribution made by Adult Volunteers and finds appropriate ways to say "Thank You" to them
- Privileges
 - The organization gives some special privileges to its Adult Volunteers; such as special rates in its stores, access to campsites, etc.
- Products
 - The organization develops and maintains loyalty-inducing products; such as a club for Adult Volunteers, a badge they wear, branded quality outdoor gear, etc.
- Cost of leaving
 - The organization develops ways of increasing the Adult Volunteer's alliance to the organization, thus decreasing the chance that they will leave. See "Factsheet 05: The Psychological Contract" for more about this.



For this factsheet we use the concepts and proposals made by Laval University teams, Canada, and especially the work of Jean-Pierre Brun¹.

Factsheet 08: Recognising the contribution of Adult Volunteers

A study by the Northwestern University of Evanston, Illinois, indicates a strong connection between the characteristics of an organization and the behaviours and attitudes of its personnel. This may suggest that the loyalty and performance of Adult Volunteers is strongly influenced by ongoing, positive Recognition. Such recognition can help them to realise that the way in which they perform their role can have a really positive effect and can really help the organization achieve its mission.

Four types of Recognition

It can be said that there are 4 types of Recognition:

Recognising the person	Every-day recognition of the person as a human being, given by means of regular contact and exchange. This type also implies that the person has a right to express their views and should be included in decision-making.	Each individual seeks recognition for their own unique character, for their personality. This recognition is best provided by peers, each adult in Scouting should play their part by supporting those they work with in this way.
Recognising the work practices	Recognising the knowledge, skills and behaviours that an individual displays in their work. Emphasising creativity and developed competencies.	Thus, each Adult Volunteer is recognised for their competence and their educational effect.
Recognising the investment being made in the work	Emphasising the efforts and the energy employed by an individual in the tasks they are entrusted with. This form of recognition is not linked to the results achieved.	NSOs must systematically recognise the effort put in by their Adult Volunteers.
Recognising the results	This form of recognition is about appreciating the effectiveness of an individual in the performance of their task(s). It is a sign of gratitude for the results achieved	NSOs must find ways to congratulate their members every time they are successful in their actions and they achieve their objectives.

Meeting Expectations

Every Adult Volunteer wants to receive a positive return; a recognition of their involvement, of their efforts, of the results of their actions, and of the competencies they use in the service of their organization

There is evidence that recognition in Scouting, as elsewhere, is primarily a feature of a good relationship where mutual respect and sharing is the norm! It must be an everyday occurrence conveyed by simple gestures and actions; the message must be true and sincere, and it must make sense both to the person receiving the recognition and the person giving it.

Recognition must be a fundamental part of our values and of the approach we take to relationships; it should not be something we are told to do, it must be a way of life!

¹ More informations available at: www.cgsst.com/eng/whats-new-.asp

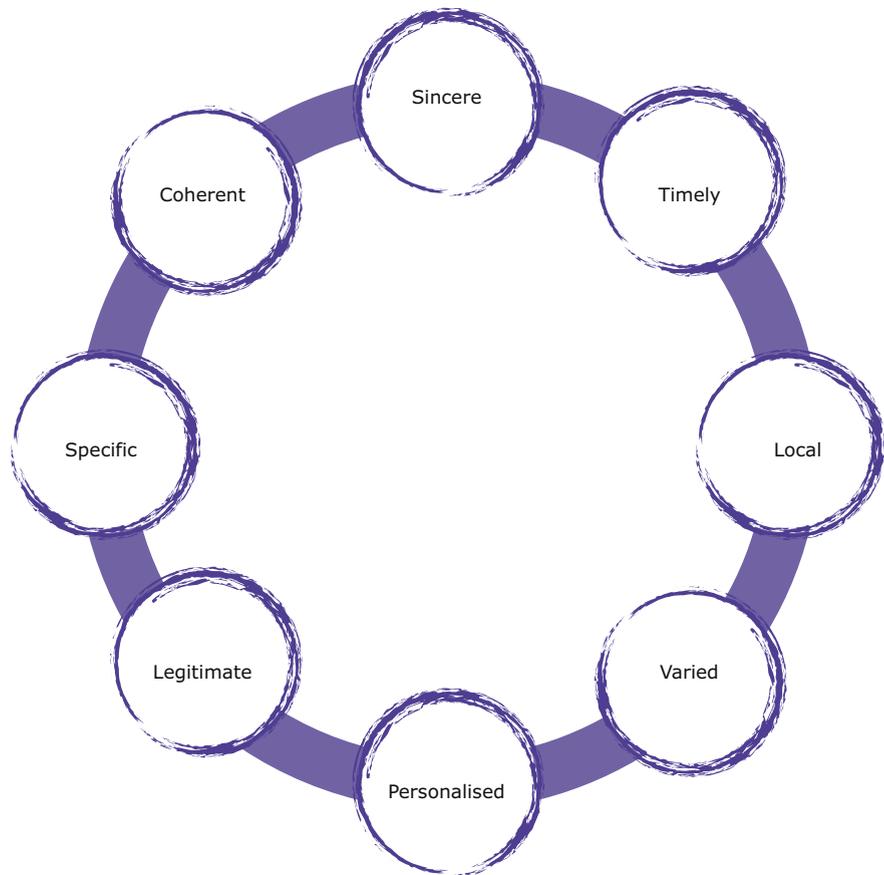


Figure 12: Eight criteria for quality Recognition

Eight Criteria for quality Recognition

The eight criteria for quality Recognition are presented in the figure above.

Recognition must be:

Sincere; authentic, frank and honest

Timely; it should be given promptly after the task is accomplished or the result is achieved, this rapid reaction indicates the interest and importance which the organization feels towards the Adult Volunteer and their actions

Local; it is the immediate responsibility of the Adult Volunteers who are in charge of providing recognition, intervention by others (from higher levels) can be used to provide additional recognition later on

Varied; to ensure that recognition retains its value and to meet the changing expectations of the Adult Volunteers, we should look for ways to vary how we provide recognition

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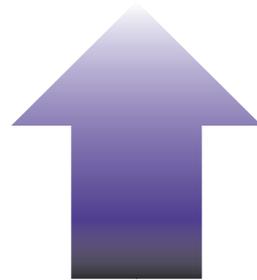
Personalised; recognition should be tailored to suit the person who is to receive it, so there is a need to know each Adult Volunteer well and to adjust the means of recognition to suit their character and their values

Legitimate; it must be provided by someone who knows the Adult Volunteer's work and is able to objectively appreciate it

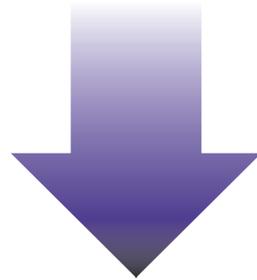
Specific; the reason must be evident to the Adult Volunteer from their own perspective, their own background and their own motivations

Coherent; with the values and objectives of the organization

Besides these criteria for quality, it is essential that NSO's reinforce or create conditions which favour expressions of recognition while at the same time removing conditions which would impede this.



Favourable
Organisation Context
Working Climate
Management Context



Unfavourable
Fear of losing power
Lack of time
The desire to treat everyone
equally
Difficulty of interacting with others

Figure 13: Conditions for Recognition

Conditions for Recognition

NSOs could also ensure that their policies include the following elements.

Organisational Context:

Organisational priorities place the individual at the centre of their thinking, the well-being and development of the organizations' members are core principles. All structures and processes for recognition promote this vision.

Working Climate:

A pleasant friendly environment, where respect and cooperation are common place, helps greatly to allow each person to give recognition or to receive it when it is appropriate. Those responsible for teams of Adult Volunteers support their teams to achieve the norm of a dynamic and collaborative working atmosphere.

Management Context:

The World Adult Resources Policy affirms the necessity to take the individual into account when thinking about managing adults. Management of Adult Resources in Scouting is not a simple matter of control; but must consider the person, their aspirations, their history, their commitment to Scouting. It is important that those responsible in each NSO serve as role models in this regard and that their actions reflect this philosophy.

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In addition to promoting those elements which favour the expression of recognition, each NSO must try to overcome the elements which work against such expression; they must also focus on the following.

Fear of losing power:

In certain organizations, recognition may be perceived for cultural reasons as a weakening of authority. It is important that those organizations stress that, recognition is not associated with hierarchy or status. Recognition is not about power.

Lack of time:

There is a danger that those in charge in Scouting may have the idea that "time is money" and so be lead to believe that spending time recognising someone is not a priority. This tendency is, in fact, counter-productive as it leads, over time, to disillusioned and unmotivated Adult Volunteers. So, in fact, each NSO must make recognition a central priority in its management of Adult Resources.

The desire to treat everyone equally:

Those in responsible positions in Scouting may be reluctant to offer specific recognition to some individuals for fear of a negative reaction by others in the organization. Because they fear jealousy or lack of understanding by others they see a sort of justice in not recognising individuals. We must establish an appropriate climate whereby the eight criteria described earlier in this section are applied and so recognition becomes both an acceptable and a practical thing to do.

Difficulty of interacting with others:

Effective recognition is very much dependent on the personalities involved. There is no one form or means of providing recognition which would be suitable forevery person and for every circumstance. Some people are very good at "saying the right thing" and others find this difficult. Each NSO must be aware of these limitations and must encourage their members to invent their own methods.

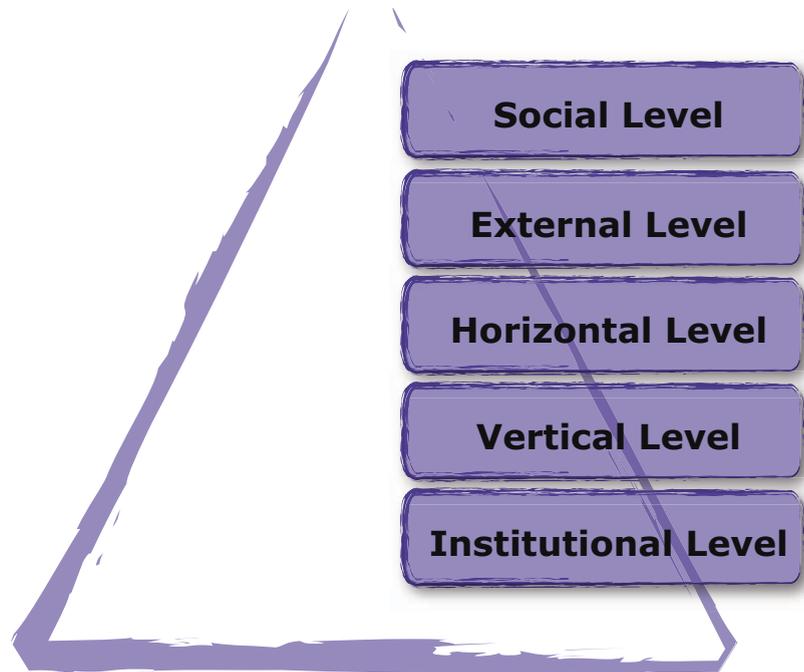


Figure 14: Levels of Recognition

Levels of Recognition

If an NSO is preparing a policy for recognising Adult Volunteers they should consider the following six levels of action.

Institutional level:

Formulating a clear policy and programmes as well as creating supports (for example: insignia, badges, etc). Providing a clear means to encourage and to support the process of recognition throughout the NSO.

Vertical level:

We should not see recognition only as a hierarchical thing coming down from higher up, it should work in both directions.

Horizontal level:

Peer recognition should be encouraged; when this is effective it improves the quality of relationships and encourages personal development. Scout teams are an excellent means of achieving this objective.

External level:

Many people surround a Scout Leader, young people, their parents, community leaders, etc. These people can complement the internal mechanisms for recognition and can provide excellent feedback and recognition in both formal and informal ways.

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Social level:

Each NSO can help to bring about the situation whereby society values Scout Leaders and sees their contribution as a positive thing. They can do this by communicating the positive social impact of Scouting.

Effects of Recognition

In summary, a policy for recognition in an NSO should have the following effects.

For Adult Volunteers

- Contribute to the development of a positive self-image
- Consolidate a sense of worthwhile and noble involvement
- Reinforce self-esteem through positive consideration of the persons actions and attitudes
- Increase motivation and job-satisfaction through positive stimulation

For the NSO

- An asset to the organization
- A good climate and a quality atmosphere
- Motivation and strong retention of members and especially Adult Volunteers
- Increased performance from the members

For our clients (young people, parents, etc.)

- A positive image seen by all who are in contact with members of the NSO
- A quality service created by an upward spiral of good performance, recognition, improved performance, recognition...



Volunteers in Scouting Toolkit2

Recruiting & Retaining Adult Volunteers

7 Worksheets

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"Only practice can perfect theory." Babeuf

This section provides some tools which could assist leaders of NSOs to work on understanding their situation, getting to know their Adult Volunteers and elaborating their strategy for recruitment, training, support and retention. The tools here have one thing in common, they are tools for teamwork and they will only be truly effective when they are shared with others.

However, a tool is just a tool!

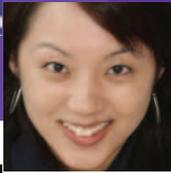
The tool can never replace the worker, who not only understands the tool, but can master the instrument and has the capacity to use it to achieve an agreed goal.

A toolbox is made to be built on and used. Don't hesitate to add your own tried and tested tools to it, and any new tools which you might come across!



Volunteers in Scouting Toolkit2 worksheet

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Worksheet 01: Building a "Volunteer Generator"

The "Generator" is constructed using several sheets of paper, coloured markers and a team of active, creative geniuses. Here's how it goes...

VOLUNTEERS

- Women
- Students
- Employee
- Minorities
- B. Boomers
- Formers V

Search for sources of volunteers
Using a number of creative exercises such as brainstorming, ideas box, etc; this phase could, or should, involve the largest possible number of people. The objective is simple; to list all of the profiles for possible Adult Volunteers in your context. This list will be the first component of your Generator, arrange your list like the one enclosed.

Make an inventory of your assets
Using the same approach, draw up a list the things that you can offer to your potential Adult Volunteers. And so you will have created the second component of the Generator.

- Skills don. imp
- Keep busy
- New friends
- Recognition
- Fun
- Community ser
- Making a dif

OFFERS

Decide your objectives

The Adults in Scouting Approach, described in WOSM's World Adult Resources Policy, emphasises the interaction of each phase of the management lifecycle. We have chosen to use different objectives for each phase of the lifecycle. Here is an example of a list of objectives; it is the third component of the Generator.





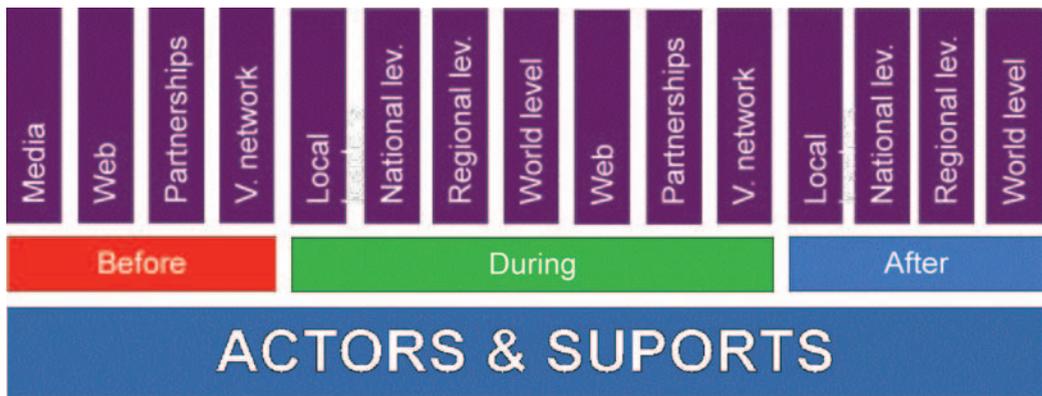
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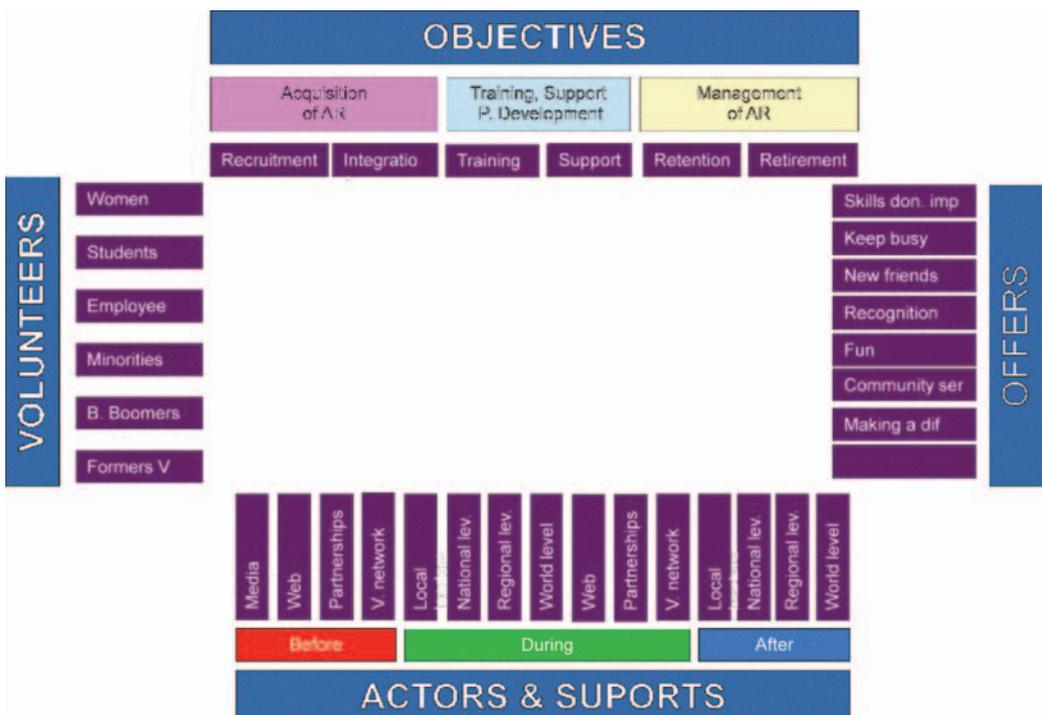


Determine your methods

Each NSO must find a way to provide and to mobilise adequate resources to enable them to achieve their objectives. So you must make a suitably comprehensive inventory of the methods you could use. This exercise allows you to create the fourth component of the Generator.



Now the Generator is ready for use. The intersection of the four components provides a multitude of possibilities. Some are easy to eliminate because they are not feasible, not acceptable to your organization, not affordable, etc.; others may have already been tried; while some may be truly innovative. So each team must attempt to determine how the four components they have created fit together to provide useful ideas.





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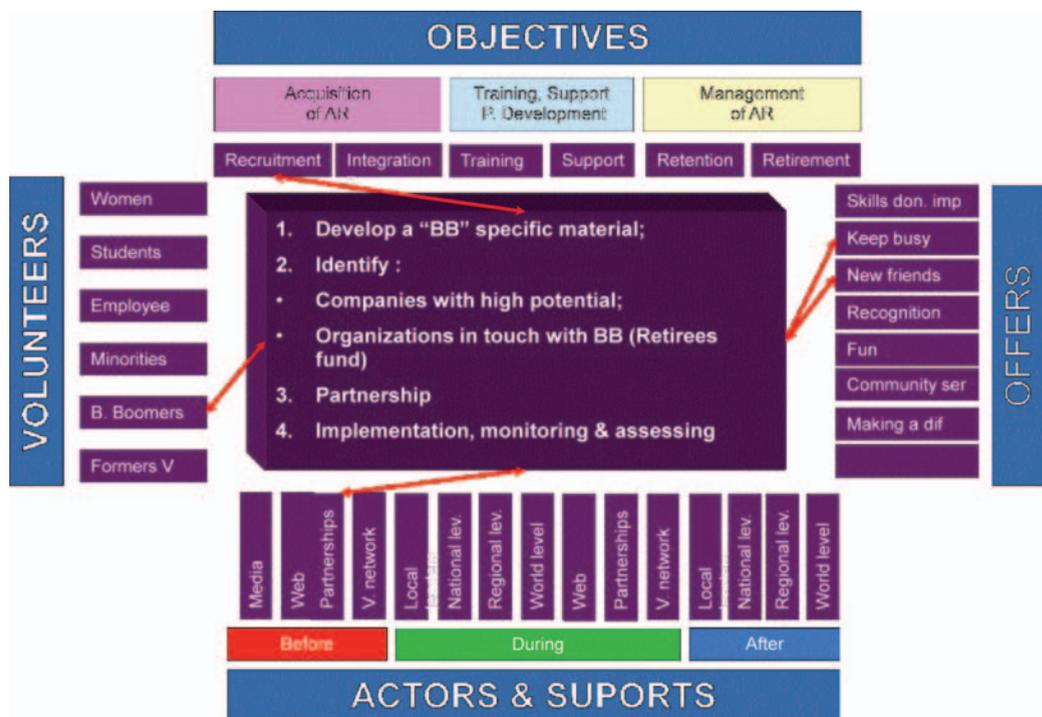
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For the purposes of illustration, here is a sample showing the selection of a targeted recruitment drive to attract Baby-boomers, as well as the choice of a method to identify them and to create a partnership with them. Following the combining of elements in the Generator, the team propose the following actions:

- Create specific materials targeted at the Baby-boomers
- Identify
- Companies with most potential to help
- Organizations that Baby-boomers might be identified with
- Make a partnership with these actors
- Implement, monitor, evaluate





Volunteers in Scouting Toolkit2 worksheet

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Worksheet 02: The NSO's "Colourful Tree"

"Colourful Trees" here are adapted from the concept of the competence trees created by Marc GIGET (1989) used in a strategic analysis of businesses.



The branches are the different services offered by the NSO, for example: Youth Programme, Adult Training, camps for disadvantaged children, etc.

The trunk represents the structures and organization of the Scout Association. National level (executive team, committees, etc.), regional and local level, etc.

The roots are the competencies of the NSO: human, educational, technical, logistical, etc.

A NSO can quite accurately analyse its past, present and future situation, using this tool to enable people to participate and to apply their energy to support development.



Yesterday

->



Today

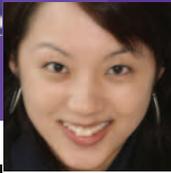


-> Tomorrow



Volunteers in Scouting Toolkit2 worksheet

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How to design your Colourful tree?

Imagine a NSO with the following branches:

- Youth Programme
- Adult Training
- Community Development
- Lucrative activities (Fundraising)

The NSO could qualify each branch, the development of each 'fruit', with colours, e.g. green meaning very well developed, orange meaning fairly well developed and red meaning moderately developed.

The Youth Programme consists of the following 'fruits':



Adult Training consists of the following 'fruits':



Community Development consists of the following 'fruits':



Lucrative (Fundraising) Activities consist of the following 'fruits':



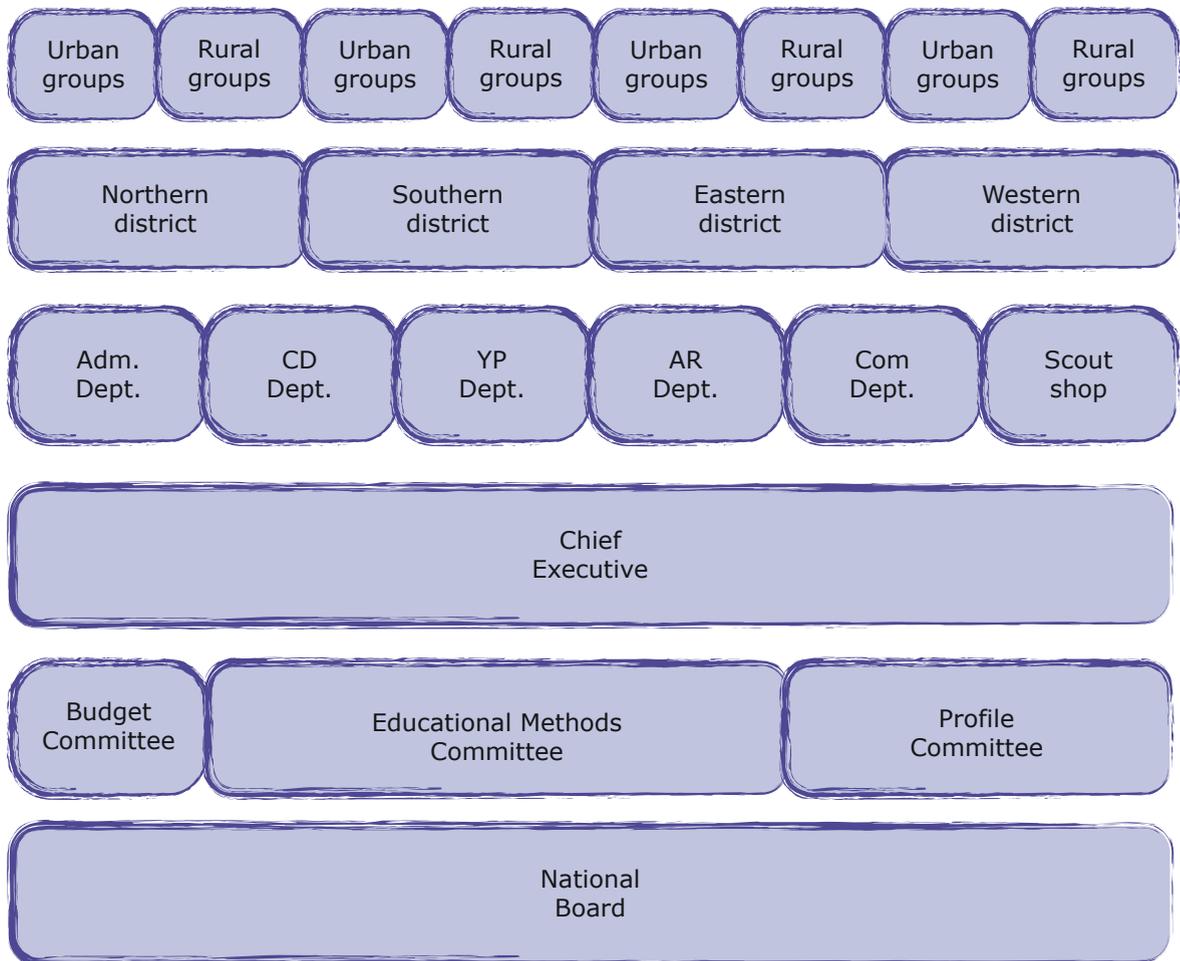


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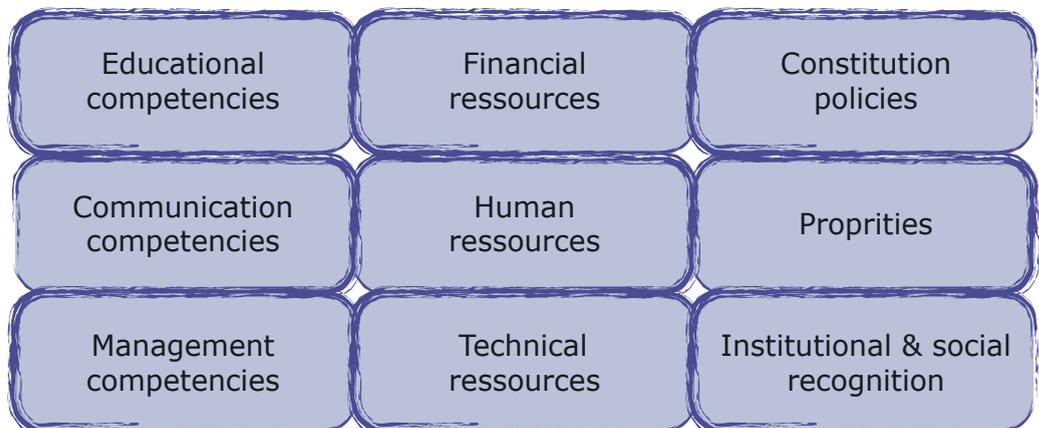
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The trunk of the organization is composed of the elements listed below, and the same colour scheme is used to evaluate the performance of the structure (manpower, effectiveness, efficiency, durability, etc.):



The roots of the organization are the following:





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Figure 22: "Colourful Tree"



Volunteers in Scouting Toolkit2 worksheet

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Worksheet 03: The Actions House

A tool to help decision-making by teams responsible for the introduction of changes in a NSO.

The team leading the analysis should draw up a table or matrix. Ideally this group should be composed of all those who will be responsible for the follow-up of decisions taken, e.g. representing the national board, national teams, development committee, etc.

Let's imagine a team working in a new Volunteer Recruitment programme.

Step 1

Introduce the various components of your association system into a table. We chose 5 for the example (you should try not to have more than 8!):

NSO system component
Youth programme
Volunteers
Operations
Structures
Strategy

Step 2

Classify these components according to their strategic importance, with a score of 5 for the most important element

NSO system component	Importance
Youth programme	5
Volunteers	4
Strategy	3
Structures	2
Operations	1

Step 3

Build up a list of actions through a creative exercise such as brainstorming. Now add these actions to your table as columns. (Again, try not to exceed 8 actions.);

NSO system component	Importance	Actions				
		A1	A2	A3	A4	A5
Youth programme	5					
Volunteers	4					
Strategy	3					
Structures	2					
Operations	1					



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Examples of actions could be:

Action 1: Develop a recruitment programme for Adult Volunteers of different ethnic groups.

Action 4: Introduce nautical activities into the Youth Programme.

Step 4

Now proceed to the evaluation, by consensus, of the impact of each action on the components of the system. Award the following three values to the three components that are most closely linked to each action:

- Strong impact = 9 points (you can also use a green sticky dot)
- Moderate impact = 3 points (you can also use a yellow sticky dot)
- Weak impact = 1 point (you can also use a red sticky dot)

NSO system component	Importance	Actions				
		A1	A2	A3	A4	A5
Youth programme	5	1	9			1
Volunteers	4	9		1	9	3
Strategy	3		3		3	9
Structures	2		1	3		
Operations	1	3		9	1	

These values should now be multiplied by the 'importance' score accorded to each element, and then totalled.

$$\text{Action 1} = ((5 \times \mathbf{1}) + (4 \times \mathbf{9}) + (1 \times \mathbf{3})) = \mathbf{44}.$$

$$\text{Action 2} = ((5 \times \mathbf{9}) + (3 \times \mathbf{3}) + (2 \times \mathbf{1})) = 56.$$

$$\text{Action 3} = ((4 \times \mathbf{1}) + (2 \times \mathbf{3}) + (1 \times \mathbf{9})) = 19.$$

$$\text{Action 4} = ((4 \times \mathbf{9}) + (3 \times \mathbf{3}) + (1 \times \mathbf{1})) = 46.$$

$$\text{Action 5} = ((5 \times \mathbf{1}) + (4 \times \mathbf{3}) + (3 \times \mathbf{9})) = 44.$$

NSO system component	Importance	Actions				
		A1	A2	A3	A4	A5
Youth programme	5	1	9			1
Volunteers	4	9		1	9	3
Strategy	3		3		3	9
Structures	2		1	3		
Operations	1	3		9	1	
TOTAL		44	56	19	46	44



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These results can assist us to estimate the amount of change/input required to complete each action.

According to our example:

Action 1 would necessitate significant changes in the area of Youth programme, Adult Resources as well as local structures. However, Action 4 is essentially a modification of procedures and rules so would involve qualified Leaders and the promotion of activities amongst local Scouts - and would require fewer changes!

N.B. This result does not necessarily mean that Action 1 should be eliminated without further thought, but rather highlights the fact that it could be more challenging to implement!

The sum of the values attributed to each line indicates the components which are more or less susceptible to undergo changes:

NSO system component	Importance	Actions					Total
		A1	A2	A3	A4	A5	
Youth programme	5	1	9			1	11
Volunteers	4	9		1	9	3	22
Strategy	3		3		3	9	15
Structures	2		1	3			4
Operations	1	3		9	1		13
TOTAL		44	56	19	46	44	

Youth programme = $1 + 9 + 1 = 11$

Volunteers = $9 + 1 + 9 + 3 = 22$

Strategy = $3 + 3 + 9 = 15$

Structures = $1 + 3 = 4$

Operations = $3 + 9 + 1 = 13$

In our example, Volunteers is the most sensitive component and the area of Structures will be the least concerned!

Step 5

In some cases, the team could try to imagine a series of additional actions focused on the weaker components, which would create less upheaval. Each new column should be evaluated in turn, as well as the importance of the generated changes.



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Step 6

Finally, if the team opts to undertake a combination of actions, it would be wise to complete the matrix with a "roof", a "matrix of correlations", a complicated expression for something that is actually quite simple!



NSO system component	Importance	Actions					Total
		A1	A2	A3	A4	A5	
Educational Methods	5	1	9			1	11
Volunteers	4	9		1	9	3	22
Strategy	3		3		3	9	15
Structures	2		1	3			4
Operations	1	3		9	1		13
TOTAL		44	56	19	46	44	

Step 7

Now you can compare each action in turn, remembering that an action can be:

- In harmony 😊
- Neutral 😐
- In opposition 😞

in relation to another action.

This supplementary exercise will enable you to anticipate difficulties which could emerge from the implementation phase.

In our example we need to review again A1 and A5!

Do the same for A2 with A3, A4 and A5 A3 with A4 and A5 and A4 and A5.



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Worksheet 04: Matrix to help you analyse factors

Example only, use your own Factors!

Factor	Current Situation	Desired Situation	Dependencies	Priority
Programme support materials are in place				
Adults are available				
Adults are properly trained				
Support materials are in place for adults				

Worksheet 05: Measuring Training Performance

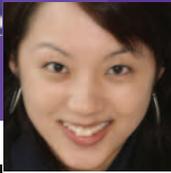
Here are a few factors that will come in handy when analysing a training system's performance, consider these and develop your own:

Factor	Current Situation	Desired Situation	Action to be taken
Centred on individual trainee			
Objectives oriented			
Coordinated by a Leader			
Builds synergy: all supports are focussed towards the same goal			
Uses a variety of methods and supports			
Has continuity: is it a dynamic circle			
Any person can read and understand it easily			
Visible: any person can find it			
Empowers each individual trainee			
Motivates the trainee			
Accessible to all those who are required to undergo it			
Flexible: it adapts to new realities			
Relevant: it responds to local needs			
Sustainable: it creates real transformations			
Effective: results correspond to the defined objectives			
Efficient: cost of providing it are justified by the results			
Valuable: cost of participating in it are justified by the results			



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Worksheet 06: Planning for VRM

See below a model evaluation questionnaire for you to adapt according to the needs of your NSO. (idem for next worksheet).

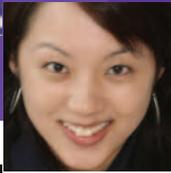
How would you rate the quality of the service you provide to your adult volunteers?				
Excellent	Good	OK	Poor	Very poor
What will you do about this?				
How would you rate the value that adult volunteers get from being involved in your organization?				
A great deal	Quite a lot	Some	Not a lot	Almost none
What will you do about this?				
How satisfied are your adult volunteers with your organization?				
A great deal	Quite a lot	Some	Not a lot	Almost none
What will you do about this?				

How much do your adult volunteers trust your organization?				
A great deal	Quite a lot	Some	Not a lot	Almost none
What will you do about this?				
How loyal are your adult volunteers to your organization?				
A great deal	Quite a lot	Some	Not a lot	Almost none
To improve loyalty, what will you do about:				
Relationships				
Recognition				
Privileges				
Products				
Psychological contract				



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Worksheet 07: How well do you Recognise Adult Volunteers?

How good are you at "recognising the person"?				
Excellent	Good	OK	Poor	Very poor
What will you do about this?				
How good are you at "recognising the work practices"?				
Excellent	Good	OK	Poor	Very poor
What will you do about this?				
How good are you at "recognising the investment being made in the work"?				
Excellent	Good	OK	Poor	Very poor
What will you do about this?				

How good are you at "recognising the results"?				
Excellent	Good	OK	Poor	Very poor
What will you do about this?				
To improve loyalty, what will you do about:				
Sincere				
Timely				
Local				
Varied				
Personalised				
Legitimate				
Specific				
Coherent				
What is the quality of your organizations policy on recognising adult volunteers?				
Excellent	Good	OK	Poor	Very poor
What will you do about this?				
How effective are you at measuring the effects of recognising adult volunteers in your organization?				
Excellent	Good	OK	Poor	Very poor
What will you do about this?				



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