

# KEEPING DEVELOPING AND MANAGING VOLUNTEERS

Learning Guide



**Note:** Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading, this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

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# Keeping, Developing and Managing Volunteers Learning Guide

## What is the purpose of this learning guide?

This learning guide is aimed at managers and supporters in Scouting. The purpose of this learning guide is to build on the information given in the video [Keeping, Developing and Managing Volunteers](#). As well as providing extra details of some of the models outlined, it also seeks to help you reflect on how to apply them in your Scouting role.

The total learning time for this resource is approximately 30 minutes.

## How to complete this learning guide

Before completing this learning guide you should watch the video [Keeping, Developing and Managing Volunteers](#).

Read through the chapters in this learning guide for a more detailed explanation of some of the models outlined in the video and complete the tasks to help you reflect on how to apply them to your role in Scouting. If you are unsure of a theory or task, revisit the video and discuss it with your Training Adviser or line manager. Then go back and complete the learning guide.

While using the workbook you will see the following symbol:



**Task:** activities, discussions or reflections for learners to undertake

Throughout this learning guide you will be undertaking practical activities, making notes and reflecting on relevant examples from your Scouting experiences. We hope that the video and learning guide will provide you with useful knowledge to aid you in your role in Scouting.

## What resources do I need to accompany this learning guide?

- [Keeping, Developing and Managing Volunteers](#) (video)

## Associated reading

Further resources are available from the Member Resources section of [scouts.org.uk](https://scouts.org.uk):

- [Motivation of Volunteers](#) (factsheet)
- [The Review Process](#) (web text)
- [Renewal](#) (web text)
- [Reassignment](#) (web text)
- [Retirement](#) (web text)
- [Finding out how volunteers are getting on](#) (leaflet)
- [The Scout Association Awards](#) (web text)

Additional resources:

- Building Effective Teams – [video and learning guide](#)
- Enabling Change – [video and learning guide](#)
- Dealing With Difficult Situations – [video and learning guide](#)
- Planning For Growth - [video and learning guide](#)

# Positive Relationships

Building relationships is key to being effective as a manager or supporter in Scouting. Using your network of relationships, both inside and outside of Scouting, can often help you to identify opportunities for development and growth. They can also help you to find support when dealing with issues or challenging situations.

Your relationships with other adults in Scouting should be based on the Scout values as embodied in the Fundamentals of Scouting.



You should try to build and maintain good relationships with everyone; however, there are certain relationships that deserve extra attention. For example, it is important to form a bond with the people you work with directly as they will help ensure that your projects are carried out effectively.

# Motivation

## Maslow's Hierarchy of Needs

Motivation involves fulfilling a set of needs that A.H. Maslow classified into a five-fold hierarchy of needs: basic needs, safety, social, esteem and self-fulfilment. These are often depicted as a pyramid of needs:



As the lower needs in the pyramid are satisfied, higher-level motives further up are released. A need does not have to be completely satisfied before the next one emerges. Put in Scouting terms, it is difficult for participants on a course to concentrate on the subject in hand if they are hungry, tired or uncomfortable; just as it is hard to imagine Section Leaders being fully effective if they are never certain that the village hall will be available next Friday night when they plan to meet.

## Hertzberg's Theory of Motivation

Another theory on the motivation of people was developed by Frederick Herzberg, who split his factors of motivation into two categories called 'hygiene factors' and 'motivation factors'. The hygiene factors, such as relationships with peers, can de-motivate or cause dissatisfaction if they are not present. However, they rarely cause satisfaction when they are present. The motivation factors, such as achievement or recognition can motivate or create satisfaction, and are rarely the cause of dissatisfaction if they are not present.

This diagram explores some examples of motivation factors and hygiene factors.



### Task: Motivating volunteers

Think about the ways in which you support and motivate your team. How can you help to improve the hygiene and motivation factors for the people that you manage or support? Write your answers below.

Motivators – How can you increase motivation?

Hygiene factors – How can you remove dissatisfaction?



More information on the **Motivation of Volunteers** and both Maslow and Herzberg's theories can be found on Member Resources.

# Developing Others

## Situational Leadership

The Situational Leadership theory, developed by Paul Hersey and Ken Blanchard, provides a framework of different leadership styles that are applicable to different situations. There is no one correct style of leadership that can be used all of the time; the style needed is dependent upon the circumstances and demands of the situation in question.



# Effective Reviews

A review in Scouting is an opportunity to look at what has happened since someone started their role, or since their last review, and to see what further support and guidance they might need. Reviews can be both formal and informal, depending on what stage an individual is at in the course of their appointment.



Reviews are useful because they offer an opportunity to:

- recognise the successes of our volunteers
- identify any support needs
- ensure that adults are happy and motivated in what they are doing, and if not, to consider changes to their roles
- create and maintain effective teams
- prevent conflict
- make volunteers feel valued, supported and understood
- clarify what you expect from them in their role and what support they can expect from you.

### Informal reviews

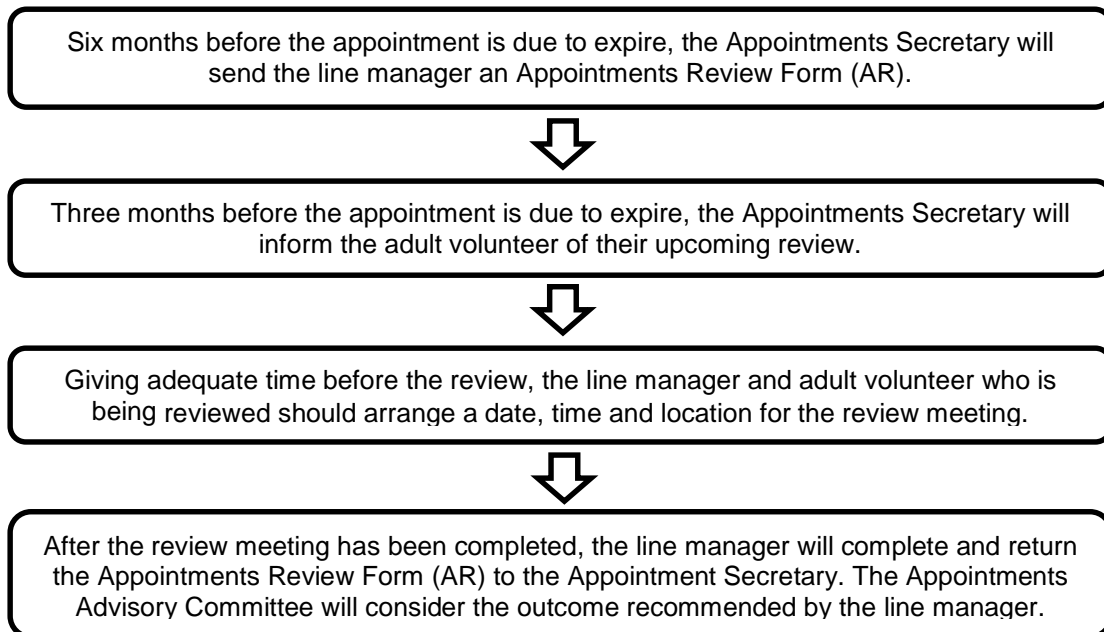
An informal review is held at least annually, to build on the chats you have during the year. A formal review takes place at the end of an appointment, and an agreement is made over whether the individual's appointment should be renewed, whether they should take on a different role, or whether they will retire.

An effective review consists of meeting with the adult involved, in comfortable surroundings, and openly discussing how they have found the last year. Reviews are also beneficial because they help us to ensure that people are in the right roles, both for themselves and for Scouting.

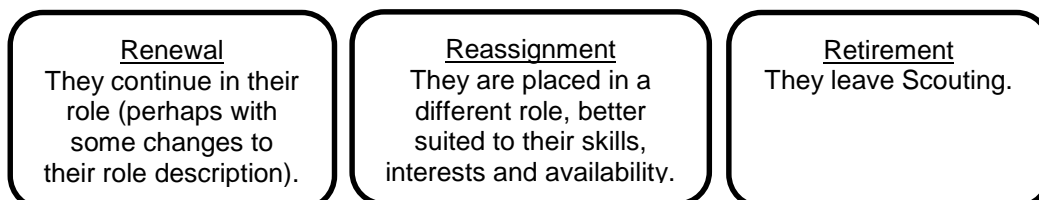
### Formal appointment reviews

Formal reviews must be carried out for every adult in Scouting at least every five years and will normally be carried out by the person's line manager. The length of time before a review should be agreed between the member and their line manager; when appointing a new member, it is important to agree with them the date for their first review. It is also good practice to carry out an informal review of progress on an annual basis.

#### Four-step process for formal reviews



#### Three possible outcomes from a review



Remember that the outcome will depend on what the individual wants and needs, as well as what you, as their line manager, feel is most appropriate.

The leaflet **Finding Out How Volunteers Are Getting On** outlines all of the key tips to remember when carrying out reviews with volunteers and provides guidance on the review meeting itself and what to cover.

## Available resources

There are a large number of resources to help you plan and carry out reviews, as well as deal with difficult reviews.

Further information on **The Review Process** can be found in the Member Resources section of **scouts.org.uk**

There are also specific resources connected to the three possible outcomes of a review that will support you through these processes:

- **Renewal**
- **Reassignment**
- **Retirement**

# Saying Thank You

Adult volunteers are essential to running Scouting activities so it is important to recognise their commitment and dedication. Making people feel valued and supported encourages them to continue to volunteer their time.

There are a number of ways to show your appreciation such as giving them a box of chocolates, organising a social event or just saying thank you. We also have a national awards scheme to recognise outstanding volunteers. More information about **The Scout Association Awards** and how to nominate someone can be found on Member Resources.

By having motivated, well trained and appreciated members, you will be able to influence the overall retention of leaders and improve their happiness at carrying out their role in Scouting.





### Task: Showing your appreciation

Make an action plan of how and when you will commit to showing your appreciation for the people that you manage or support.

Team member's name:	How I will show my appreciation:

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You have now completed the independent learning guide for 'Keeping, Developing and Managing Volunteers'.

For more information on managing volunteers and other training resources for managers and supporters in Scouting, please visit [scouts.org.uk](https://www.scouts.org.uk)