

# Changing practices around Volunteers – training modules for a session around enhancing volunteerism in WAGGGS



World Association  
of Girl Guides  
and Girl Scouts

Draft version for MO's consultation. Please send your comments and ideas to the Volunteerism Task Group at [membership@wagggs.org](mailto:membership@wagggs.org)

## Introduction

WAGGGS is a movement of ten million girls, young women and volunteers in 146 countries. For over 100 years we have successfully developed girls as leaders; made a difference in our communities; and shaped the world so that girls are now much more likely to reach their fullest potential than ever before. Millions of supporters and communities around the world value and contribute to our work with and for girls. Our mission and vision are far from being completed. Now is the time to make even stronger progress on these aspirations. To do so we must grow the movement so that more girls in more places have a quality Girl Guiding and Girl Scouting experience.

According to the Membership Development Strategy (2014) there are 900 million girls aged 15 years or younger in the world. WAGGGS currently reaches less than one percent of these girls. We are determined to change this.

WAGGGS involves volunteers in its work with girls and young women. In fact, volunteers are at the heart of our task. Volunteers design the strategies, run programmes, manage organisations and provide training. It is through the unique knowledge and diverse skills that our volunteers offer that WAGGGS can achieve its success. Without volunteers WAGGGS would not be WAGGGS. They are the lifeblood of the organisation across the globe.

As part of delivering Girl Guiding and Girl Scouting we need to continually recruit new volunteers and support them so that they can carry out their role effectively and will choose to stay with the Movement. This includes adult leaders, trainers and supporters.

However, volunteers are not only a means of reaching our strategic goals, WAGGGS is determined to offer all volunteers ways to develop and grow themselves so they benefit from being a part of us too. We believe that in this way they will be happier, more motivated to learn and develop, and

will themselves be great advocates for volunteerism. To do this, we need to reflect on the needs of the volunteers and review our ways of working with them so that volunteers will continue to choose us when they have time and skills to offer.

To encourage a greater level of volunteering WAGGGS needs to consolidate what it does well and to ensure it supports the motivations that made volunteering for us attractive in the first place.

## Changing world - changing volunteerism

The world is changing and so are the needs of current and potential volunteers. We are all having to divide our time among more and more activities – work, meeting family needs, time for ourselves, our wish or need to volunteer with other organisations - all in addition to a burning passion for Girl Guiding and Girl Scouting and the apparently continuous demands of e-mail, the internet and social media.

In 2013 WAGGGS together with Northstar conducted a global research on Membership Pathways and more specifically on the ways to grow. The research was undertaken in five areas: Malaysia, Madagascar, Oman, Poland and St Vincent and the Grenadines and included a combination of a qualitative and quantitative data amongst the parents of young people, stakeholders, members and volunteers. The outcomes reflect similar research in other areas as well.

The findings underline once again the tremendous importance of creating a great organisational environment for volunteers to work in.

The study shows that in order to appeal to volunteers you need to pay close attention to:

- Social motivations: We need to consider how to create opportunities for volunteers to meet new people and network with others
- Activity motivations: To ensure we offer the sort of opportunities for volunteers that we say we will and include diversity and outdoor opportunities amongst them
- Self-development motivations: To provide opportunities for volunteers to enhance their personal skills both for WAGGGS and also to support their life goals
- Making it easy to volunteer: Entry of former and new volunteers must be as smooth as possible
- Time available: It is important to find ways to match roles to the time a volunteer can offer
- Reward and recognition: Certification and showing appreciation of the volunteers' contribution should be addressed

Hence the key challenges regarding volunteerism can be summed up as follows: an attractive offer, a warm welcome, a rich and rewarding volunteering experience, flexibly matching the role to the time offered (which may change over time), a reward and recognition system that reflects the local culture and needs of the individual and a friendly sociable and supportive environment.

In some of these areas we are already doing pretty well in. But in others, we need to do some serious rethinking. For example, according to research in the US the average time spent for volunteering activities is 30 hours whereas in general GSUSA requires of its volunteers 200 hours. Being conscious of the challenges facing an organisation that relies so heavily on volunteers and giving sufficient attention to them is absolutely crucial. WAGGGS wants to hereby offer training sessions to help member organizations and regions to direct their thinking into new pathways when considering recruiting new volunteers and being able to retain the existing ones.

Many solutions will have to be discovered locally as they will need to fit the circumstances of your own MO and your culture so the emphasis within the training package is on providing an environment to help you explore the issues. It is very easy for challenges such as this to be seen as difficult, depressing or impossible to solve so we encourage you to follow a pathway which presents the issue in a way that is truthful but which dwells on the negative aspects for a very little time. There are lots of examples of MOs finding new and fresh approaches to working with volunteers and we are sure that you too can create an atmosphere which will allow ideas to flow for you too.

We encourage you to be creative and to use techniques which reflect WAGGGS's core values of being BRAVE, listening to MEMBERS, thinking INCLUSIVELY, EMPOWERING volunteers to try new things, SHARING successes, and through all of this to continue to set high PROFESSIONAL standards both for the training and the solutions.

## The training modules

WAGGGS has designed a series of easy-to-use and flexible training modules which can be used in various situations with a variety of volunteers. The aim of the training session is to raise awareness of the changing needs of volunteers and the vital need to change the ways we work in order to reach for more volunteers.

The training sessions can be offered at different levels though some are clearly signposted as being more suitable for local or national level for example. There is no point in offering a local group the chance to change a national policy, though you may wish to spend time with them to explore issues for consideration back at national level.

The modules are intended to offer a good variety of topics for the individual facilitators to choose from, adapting them to their cultural needs, the space and facilities available and any other special situations. They are divided into broad topics such as:

- building understanding of the need to grow
- exploring the local situation
- developing solutions on challenges identified by the participants
- developing solutions on the distinct challenges identified by Northstar report
- going forward – bringing about the change
- related topics

The training sessions do not offer any ready-made answers in how to solve the individual challenges but point to the direction to take. We want you to find your answers yourself.

The idea was to create a modular training tool/workshop on the Recruitment and Retention of Volunteers that adapts to different kinds of needs: to MOs, Regions, WAGGGS World and that is easily accessible so that the person running the workshop can pick and mix the modules to fit the possible timeframe and local needs.

Being fully conscious of the time constraints on all of us, the modules are limited and of course you are welcome to bring in your own additional ideas, speakers and experiences. We believe you know what you want - more motivated volunteers in order to offer more opportunities to more girls and young women. We want to offer you insights into how to reach that goal.

To make this as simple as possible this manual offers two types of entities:

- Individual modules that you can pick and mix quite as you like to fit the timeframe you have to use and the local needs and special challenges that you know need to be addressed.
- 3 complete training sessions that you can run as such - to save you even the trouble of picking and mixing.

All modules and training sessions offer detailed descriptions of the aims and objectives, as well as of the material, human resources and times needed. Being fully conscious of the huge amount of material produced on the advancement of volunteerism worldwide, both outside WAGGGS and especially in the Member Organizations and regions all modules also include advice on further reading on the theme. Why not have the materials mentioned available during the training sessions so that the participants can leaf through them and see if they can be of help for them!

Happy training and good luck with volunteering!

# Trainer/Facilitator Checklists for all sessions:

## **Before the Workshop the facilitator will:**

*Set and advertise the learning outcomes: eg.*

**Learner:** Participants will deepen their understanding of the need to grow and will be able to identify some ways to meet the need; will be inspired to change the ways we think of volunteerism and change the ways we work with the volunteers;

**Organizational:** The MO/region/etc. will get more inspired members who understand the need to grow and deliver the growth by changed ways of work/thinking regarding volunteerism

*Decide how the effectiveness of the session will be measured: a feedback form on the day, a post-event survey, level of attendance etc.*

*Design the content:* The facilitator will choose a suitable number of sessions from the different modules in the list offered here below and/or create additional sessions which suit the local circumstances. Each module covers a different aspect of the question. Ideally you will have a chance to do a session or more from each of the modules. But if you don't, don't worry. The first step might prove to be a giant leap in the long run.

**Workshop title:** eg. Fresh approach to volunteerism// Changing Volunteerism, changing the organization// Reaching more volunteers and keeping the old// Membership growth through enhancing volunteerism

# MODULES

## 1. Building Understanding of the need to grow

### A. Introducing the available research materials and inspiration packs

### B. Discovering local traits of the MO and the individual participant

#### Notes for trainers/facilitators

Purpose of module: *To introduce participants to the WAGGGS theme of Growth and Volunteerism; to give participants information on the available materials on enhancing volunteerism; and to give them facts about the local situation in relation to this strategy.*

	Purpose	ACTION	TIME	HR	MATERIALS
	To share an understanding of the mutual challenges of all MOs and participants.	<p>Participants of the workshop introduce themselves by saying their name and the greatest challenge they see for retention/recruitment of volunteers in their MO/region/district/local unit.</p> <p>The facilitator writes down the challenges on a spreadsheet split according to similar challenges.</p> <p>After the round, see together which challenges come up the most.</p>	15 min	1 person	<p>- paper</p> <p>- pens</p> <p>- flipcharts</p> <p>If there is a very large number of participants, this activity should be done in smaller groups or too much time will be used.</p>

<b>Background/ materials</b>	1. Offer the participants information and knowledge about some already available materials on enhancing volunteerism, from GG/GS and other associations.	Participants will leaf through some materials offered by WAGGGS in enhancing volunteerism and growth (5min) in order to find one useful idea on how to enhance volunteerism in their MO.	20 min	1 person	<ul style="list-style-type: none"> <li>Facilitator will have downloaded and printed out sample copies of some of the materials available</li> <li><b>LINK TO THE “Resources page” prepared by the Task Group</b></li> </ul> <p>NOTE: There are some very long documents so if time is limited, you may wish to put some markers on pages which are most likely to be quickly read and understood. You will need to consider whether your participants will enjoy reading and whether they have the language skills to understand the contents of the chosen documents. If not, you may prefer just to do a verbal presentation of the key points you have chosen to address followed by discussion. This may also be necessary if you have limited copies of the documents and many participants.</p>
		The ideas are presented to the group.	5-10 min		
	2. Get the participants excited about using the existing materials.	Ask participants to identify one idea which they would like to find out more about and ask them to consider how they could do that.	10 min		



<p><b>3 I</b></p> <p><b>SOLUTIONS</b></p> <p><b>Inspiring practices</b></p>	<p>Participants have gained an understanding of the ways other MOs have reached success in enhancing volunteerism.</p>	<p>Ask the participants to think of one best practice on how their MO has been successful in enhancing volunteerism.</p> <p>Ask for 4 volunteers who will present shortly the idea to the whole group.</p> <p>After that ask the rest of the group to choose the success story they were most interested in/maybe have done similar things and tell them to move to sit around that person.</p> <p>The small groups will hear of the success story in closer detail and share their related stories and exchange ideas.</p>	<p>2 min</p> <p>8 min</p> <p>10 min</p>		<p>Using a marketplace approach where different speakers set up their own stalls can be good to get people moving around if they have been sitting for a while. It can also be a good approach to use after lunch to re-energise people before they return to a training room, but if space is limited it can be done as described.</p> <p>NOTE: These allow for some enthusiasts who have overcome some volunteerism challenges to share their stories and inspire others to try out similar ideas. You should brief your experts on the key messages in the volunteerism research and ask them to consistently key their solutions to these themes. You will need to allow time for presentations and questions. This could be run in a “marketplace” style so that participants can choose 2 or 3 different subjects to learn about. There is a risk you have no-one who feels they have stories to share on any of the themes in the room if it is an open event. It is probably better to pre-position at least some speakers, other stories then may flow from other participants.</p>
<p><b>Conclusion</b></p>		<p>Facilitator concludes by congratulating the participants for having found solutions to some very tricky questions.</p> <p>Facilitator can also remind the participants that the problems are not solved before actions identified have been put in place.</p>	<p>2 min</p>		

### 3. Developing Solutions for the distinct challenges identified by Northstar report

- C. Time Utilisation
- D. Certification
- E. Re-entry of previous volunteers
- F. Entry of New Volunteers
- G. Socialisation of the Volunteers
- H. Ensuring a Challenging Programme Offer

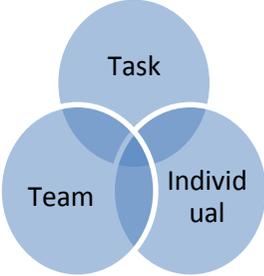
#### Notes for trainers/facilitators

Purpose of modules: *These individual modules offer ideas for exploring a single issue in more depth. These may be helpful when a particular issue has been highlighted in the area or you wish to give local trainers or leaders ideas for how to run a session on a particular theme locally.*



	<p>-will understand that one of the key drivers for volunteer attrition is that 'it took too much time'</p> <p>-will rethink how to offer volunteerism possibilities that respect the volunteers' time constraints</p> <p>-will have identified solutions for enhancing volunteerism in their MO taking note of the time utilization</p>	<p>Participants are divided into small groups. Each group will get a flipchart with one position.</p> <p>The facilitator will ask them to identify ways to make the time set aside for this particular position more effective so that no one needs to feel overburdened.</p>	10 min		participants' roles.
<b>SOLUTIONS/certification</b>	<p>The participants will have</p> <p>-understood that amongst some volunteers there is a robust</p>	<p>The facilitator will share statements which might be used to address the rewarding and recognition of the volunteers, e.g.:</p> <ul style="list-style-type: none"> <li>-volunteers should get a monetary reward for performing duties.</li> <li>-training should be organized to teach the volunteers to appropriately tell about GG/GS experience in their CV</li> </ul>	15 mins		<p>This is a good opener. Forming opinion lines is a good way to encourage discussion. After discussion, it is often good to allow people to change their</p>

	<p>demand for 'professional/academic' development.</p> <p>-identified solutions for enhancing volunteerism in their MO taking note of the needs of the certification</p>	<p>-GG/GS activities should result in academic study points.</p> <p>All volunteers are recognized after 5, 10, 20, 30+ years of service with a presentation</p> <p>All recognition awards are based on level of responsibility.</p> <p>-earning a badge/medal/certificate should be sufficient as a thank you for volunteers</p> <p>-volunteering with WAGGGS should be a sufficient reward itself</p> <p>-career enhancement is a big motivating factor for volunteers</p> <p>-WAGGGS/MO should have clear guidelines on a certification regime</p> <p>The facilitator will ask the participants to form a line according to the degree they agree with statements.</p> <p>After each statement the facilitator will invoke discussion on the statement and on the positions the participants have taken.</p>			<p>position in the line after they have heard different arguments. You can adjust the number of statements to fit the time or if it is proving really valuable, be prepared to allow more time.</p>
<p><b>SOLUTIONS/ re-entry of previous volunteers (I)</b></p> <p><b>Imagining Roles</b></p>	<p>Participants will have</p> <p>-understood the vital need of reintegrating former volunteers who left due to a change of personal circumstances</p>	<p>(In advance) Facilitator writes on A4 papers following cases, or invents whole new set more relevant to their own area /MO:</p> <p>19 year-old formerly eager girl scout who has moved to study on another side of the country and lost contact with girl scouting.</p> <p>33 year old mother of baby twins who used to be girl scout but dropped out because of raising a family.</p> <p>64 year old recently retired lady who used to be a girl scout but lost contact with the movement a long time ago.</p>	<p>7 min</p>		<p>-A4 sized paper</p> <p>-pens</p>

	<p>(employment, study, family)</p> <p>-acknowledged the need to create practices of easier and leaner entry</p>	<p>19 year-old girl who recently stopped girl guiding because she chose to concentrate on playing the bassoon in an orchestra.</p> <p>Ask the participants, in small groups, to identify and write on a flipchart ways to encourage these people to re-enter the movement: how can we reach them, how can we entice them, what can we offer them etc.</p> <p>When all are ready, ask them to pass their flipcharts to the next group.</p> <p>Give time for the new group to read and discuss the challenge and suggested enhancement.</p> <p>Ask groups to share the enhancement idea, they may enhance the ideas provided!</p>	<p>5 min</p> <p>7 min</p>		
<p><b>Entry of New Volunteers</b></p>		<p>Facilitator explains the method of Task-Team-Individual</p> <p>Using the method of Task-Team-Individual the participants discover pros and cons of different ways of screening of volunteers</p> <p>Working in small groups of 4</p> <p>Groups are given a position e.g.</p> <p>*All leaders must complete a recognised first aid qualification before they can take a group on a trip outside their meeting place.</p> <p>* All volunteers will need to be screened by the police before being allowed to take on a volunteer position</p> <p>* New volunteers must complete a training on “Introduction to Guiding” before being allowed to take on a volunteering position</p> <p>Groups decide where on the chart the benefit falls</p>	<p>30 min</p>		<p>- Flipcharts</p> <p>- Pens</p> <p>- Task-Team-Individual diagram (Appendix1 )</p> 

		<ul style="list-style-type: none"> <li>- to the task (is it safer for girls if there is a qualification?),</li> <li>- to the team (is it a good thing for Guiding if more leaders improve their First Aid qualifications?) or</li> <li>- to the individual (it offers a young adult an opportunity to present an additional qualification on their university application?) or</li> <li>- or maybe somewhere on an overlapping part of the diagram.</li> </ul> <p>Groups can further discuss:</p> <p>Would it be mandatory to achieve certain qualifications or standards and what happens if volunteers are unable or do not wish to?</p>			
<p><b>Socialisation</b></p> <p><b>My personal time</b></p>	<p>Participants will have considered the dilemma of time constraints of volunteering and the benefits of making time for the social aspect</p>	<p>Divide into groups, though each person works individually, sharing what they are doing with the group</p> <p><b>Activity 1</b></p> <p><b>My personal time</b></p> <p>Each person is given a similar container (jar ideally) and some materials of 4 different sizes (marbles, stones, beads, sand) etc. The jar represents 24 hours.</p> <p>They are told the largest items are the things they absolutely have to do in a day. Each one is a task but if it is a very big task, they can assign two or more items to the task (eg 8 hours sleep might take 3). These have to go into the jar first – how much room does that leave?</p> <p>The second sized item is other things they feel are really quite important to get through each day. They put these in the jar – how much room does that leave?</p>			<p>This activity has no right or wrong answers, part of the outcome the facilitator needs to reach is an acceptance that this is a personal choice and that this should be respected.</p> <p>Activity 1 is used to show that although we have busy lives, there should be time left for “me” time – the things that make you feel good or happy.</p>

		<p>The third sized item is assigned to things they do which may not be productive but they think are important to them personally. Once these are added, how much room is left?</p> <p>Finally the sand is there for “me” time – chatting on the phone, having a cup of coffee, playing computer games, is there room for that in the jar?</p> <p>It is suggested that after each type of item is added to the jar, they discuss what sort of activities they assigned to the different items. What sort of differences are there amongst them?</p> <p>At the end, there is time to talk about why that exercise helps them think about how they each divide their time, but also why it isn’t a true representation of reality. Would every day of the week look the same?</p> <p>Did anyone choose Guiding as part of their jar filling exercise? What size of object did they choose and how much of it?</p>			<p>You need lots of containers (jam jars or uses food tins are ideal) and bags of different sized materials (not something you necessarily want to use again as the items will get mixed up).</p>
<p><b>Interesting Programme Offer</b></p> <p><b>Happy Memories</b></p>	<p>This addresses what the MO says it is offering and how that can be interpreted within an age-appropriate girls’ programme</p>	<p>Divide the room into groups and ask participants to either recall or imagine activities they or girls would have enjoyed in past 3 decades (1930s, 1950s, 1970s, 2000’s). Write a word or two about them on a post-it note. If you can use 4 different colors of paper that is helpful.</p> <p>Scouting principles grew out of the following framework:</p> <ul style="list-style-type: none"> <li>-learning by doing,</li> <li>-working in teams,</li> <li>-Scouting and Guiding badges and awards,</li> <li>-Personal growth,</li> </ul>	<p>30 min</p>		<ul style="list-style-type: none"> <li>-Post-Its</li> <li>-Pens</li> <li>-Different colored papers</li> </ul>

		<p>-Nature and the outdoors,</p> <p>-Helping others.</p> <p>Have a brief conversation about what these mean then ask everyone to place their activities under the most suitable heading.</p> <p>Where do the earliest ones mainly fall?</p> <p>Are some headings more heavily populated than another?</p> <p>Ask everyone to look at the sheets and choose the activity THEY have the most vivid and positive memories of (no matter what era it comes from). Mark it with a tick.</p> <p>Returning to the group – what were the most popular choices?</p>			
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