

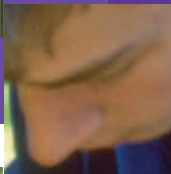


7 Worksheets

Worksheet 1.1

Questionnaire about volunteering in your NSO/association

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



Volunteers in Scouting Toolkit

worksheet

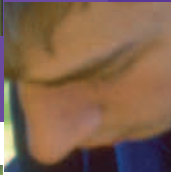
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GENERAL

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

SOCIAL

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



Volunteers in Scouting Toolkit

worksheet

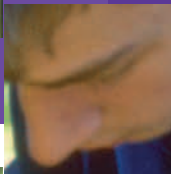
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PARTICIPATION

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

AWARDS

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



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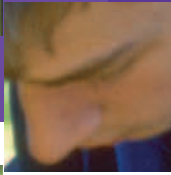
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FORUMS

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

REPRESENTATION

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



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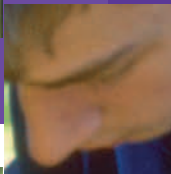
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MORALE

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

LEAVERS

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



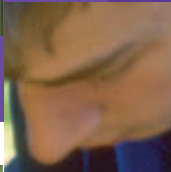
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JOINERS

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



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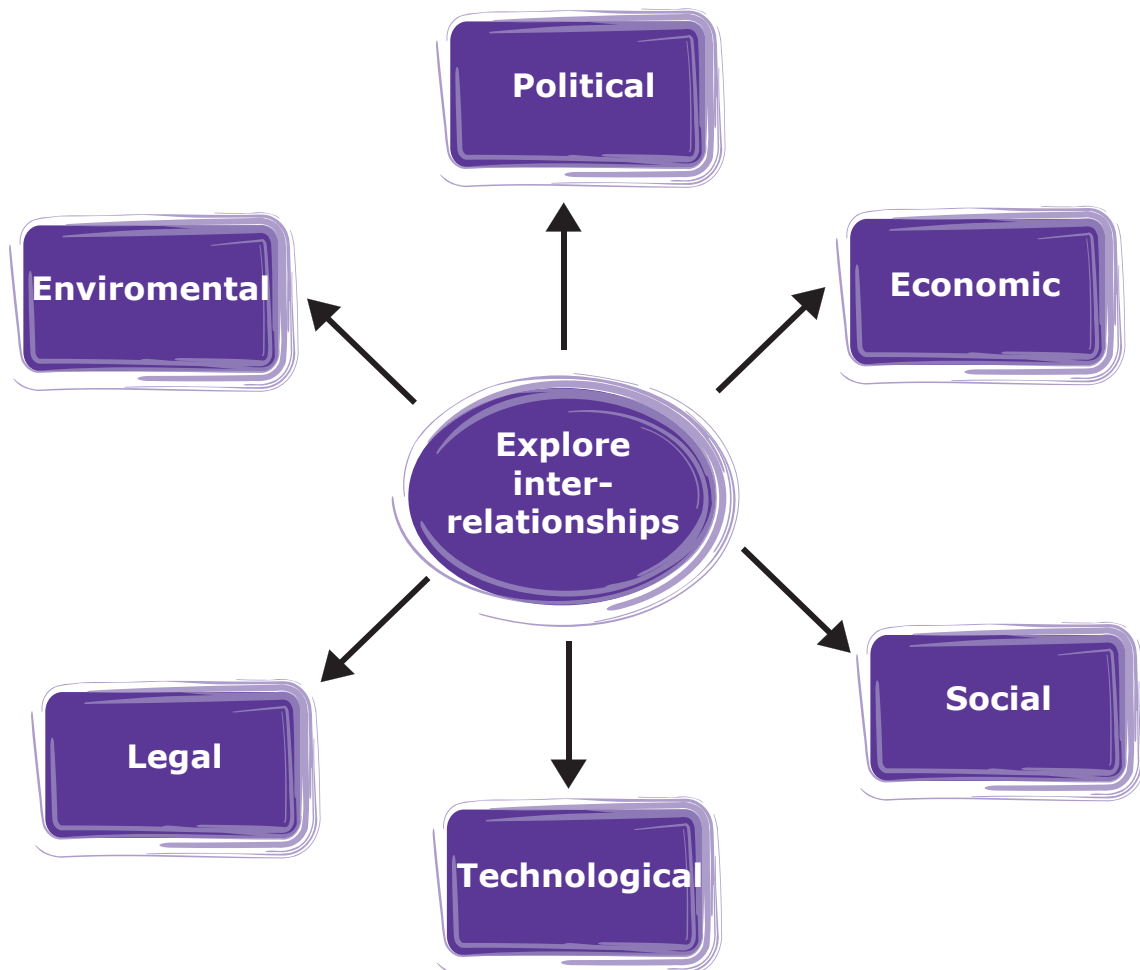
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Worksheet 1.2

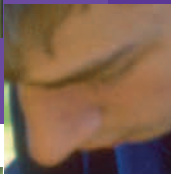
'PESTLE' analysis

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



What have you learned?

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



Worksheet 2.1

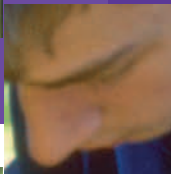
Questionnaire on "Adults in Scouting" in your NSO/association

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

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

GENERAL

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



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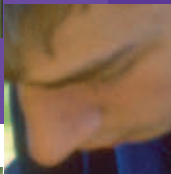
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MUTUAL AGREEMENT

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

SUPPORT

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



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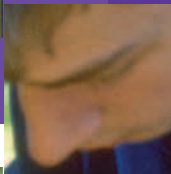
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TRAINING

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

REVIEW

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



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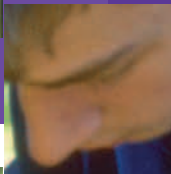
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REASSIGNMENT, RETRAINING, RETIREMENT

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

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



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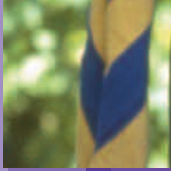
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Worksheet 3.1

Collecting demographic data

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

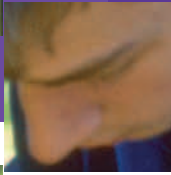
Demographic Data		Numbers		Total Numbers
		Male	Female	
Number of Volunteers Age group of Volunteers	18 -- 30			
	31 -- 45			
	46 -- 60			
	Above 60			
Volunteers at National Level				
Volunteers at Local/District Level				
Volunteers at Unit Level				
Number of volunteers who have completed Woodbadge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



Volunteers in Scouting Toolkit

worksheet

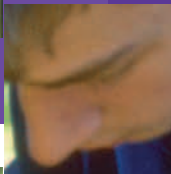
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Next, analyse the current situation based on the data collected and respond to the following questions:

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

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



Volunteers in Scouting Toolkit

worksheet

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Worksheet 3.2

QUESTION FOR VOLUNTEERS IN YOUR NSO/ASSOCIATION

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

I am involved in Scouting at:

Local level ___ Provincial level ___ National level ___

Professionally ___

I am:

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

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

1. SOCIAL ASPECTS of SCOUTING

1.1 Social events are held regularly

1 2 3 4 5 6 7 8 9 10

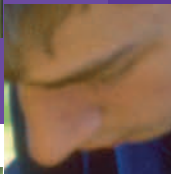
1.2 Social events are important to me in Scouting

1 2 3 4 5 6 7 8 9 10

1.3 For volunteers the social aspect of Scouting should be strengthened

1 2 3 4 5 6 7 8 9 10

Comments on the social aspect of Scouting:



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worksheet

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2. TRAINING AND SUPPORT

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

1 2 3 4 5 6 7 8 9 10

2.2 The training received was of high quality

1 2 3 4 5 6 7 8 9 10

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

1 2 3 4 5 6 7 8 9 10

2.4 I feel adequately supported in my role in Scouting.

1 2 3 4 5 6 7 8 9 10

Comments on the training and support received in Scouting

3. PROFESSIONAL DEVELOPMENT

3.1 Scouting gives me the opportunity to do new things

1 2 3 4 5 6 7 8 9 10

3.2 Scouting gives me the opportunity to develop new skills

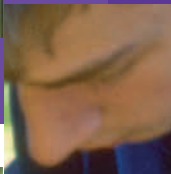
1 2 3 4 5 6 7 8 9 10

3.3 Scouting has helped to be gain self-confidence

1 2 3 4 5 6 7 8 9 10

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

1 2 3 4 5 6 7 8 9 10



Comments on the opportunities in Scouting to support professional development.

4. RECOGNITION OF YOUR CONTRIBUTION AS A VOLUNTEER

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

1 2 3 4 5 6 7 8 9 10

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

1 2 3 4 5 6 7 8 9 10

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

1 2 3 4 5 6 7 8 9 10

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

1 2 3 4 5 6 7 8 9 10

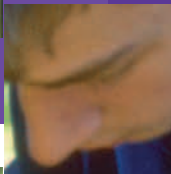
Comments on how Scouting recognises the contribution of volunteers.



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worksheet

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5. RECRUITING OTHER ADULTS

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

1 2 3 4 5 6 7 8 9 10

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

1 2 3 4 5 6 7 8 9 10

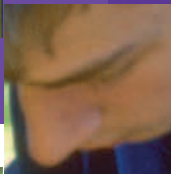
5.3 I am confident in recommending Scouting to other adults

1 2 3 4 5 6 7 8 9 10

5.4 I have asked another adult to volunteer in Scouting

1 2 3 4 5 6 7 8 9 10

Comments on how Scouting recruits other adults to be members



Worksheet 3.3

SWOT Analysis

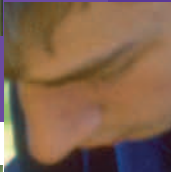
A SWOT analysis is a management tool for analysing the organisation's overall situation. SWOT stands for Strengths, Weakness, Opportunities and Threats. This approach attempts to balance the present internal strengths and weaknesses of the organisation with the future opportunities and threats, which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

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

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

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

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



Worksheet 3.4

WHY ADULTS VOLUNTEER

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

Please circle the top 5 reasons that apply to you.

soo that my son/daughter could be a member

to keep Scouts running locally

the international dimension

to do something different from my professional life

to help young people

because I was a Scout

to meet new people

because I have time

to make new friends

because a friend/family member asked me

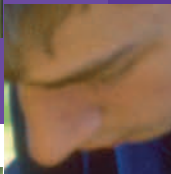
to learn new skills

it seemed to be fun

because I am unemployed

to be outdoors more

because I like camping



Worksheet 4.1

Individual Exercise on Vision Creation

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

The following questions may help you to develop that picture.

What is volunteering like in your association at the moment?

Do you have

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

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

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

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

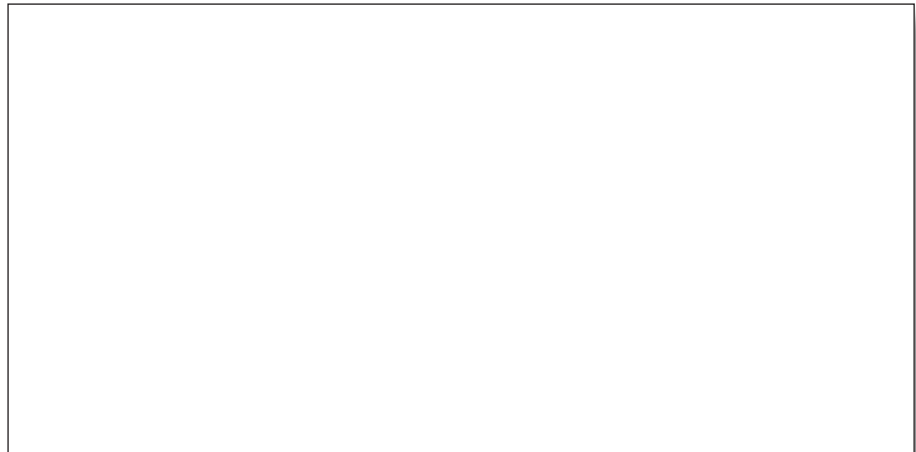
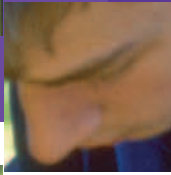
How would you like others to describe volunteering in Scouting?



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worksheet

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

Ask yourself;

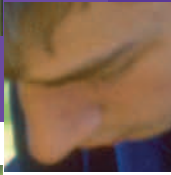
- how do you think volunteering will be in your association in the future?
- How would you like it to be?



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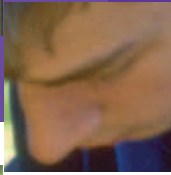
Worksheet 4.2

Group Exercise on Vision Creation

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

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

List the common concepts and themes below.



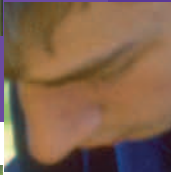
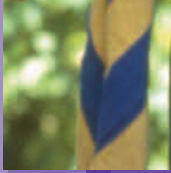
Worksheet 4.3

Drafting a Vision Statement

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

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

Record your Vision Statement below.



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worksheet

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Worksheet 5.1

Developing an Action Plan

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

Area of work:

Objective 1:

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

Objective 2:

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

Objective 3:

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



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Education, Research and Development
November 2006

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