



# Scouts

South London

# People:

Supporting our adults



# People:

## Supporting our adult members

**Our new strategy; Skills for Life lays out a plan for the next five years to 2023 so that we can support even more adults and young people as we develop scouting's future together. With this plan we're building on the successes of our last plan 'scouting for all', by continuing to focus on growth, inclusion, youth shaped scouting and community impact.**

### **Our strategic objective:**

More adults and young people joining scouting from every community in South London.

Our adults are well trained, better supported and motivated.

This means:

- Promoting flexible volunteering within our groups and units
- Improving the 'volunteer journey' locally
- Providing great volunteer support: welcome, relevant training, ongoing support, recognition and appointment review
- Focussing on the programme - developing section leaders, giving them the skills and support needed to deliver a high-quality programme
- Inspiring our adults to be professional in their approach to show that we are a united professionally run organisation

**Growth | Inclusion | Youth Shaped | Community Impact**

## Our adults

Scouting is about everyday people working as leaders and supporters in their communities, giving young people confidence, a sense of purpose, life values and outdoor skills that are hard to find anywhere else – we call this everyday adventure!

It really goes without saying that adults are the lynchpin of scouting. Our volunteers come from all walks of life, from teachers to postman/women, from shop assistants to business men/women, there is no such thing as a typical volunteer.

Across South London we have over 1200 adult volunteers, but with increasing numbers of young people who want to get involved in scouting, we need more.

With basic facilities and volunteer support, scouting provides life-changing opportunities and adventure to both young people and adults. When someone talks to us about volunteering, we find a role that fits with their time and skills. If that means an hour a month, then we'll work out how we can make the most of that. Most importantly, we'll work hard to make that one hour enjoyable and meaningful for the volunteer too.

Over the last few years it has been our mission to make it easier for adults to give as much or as little of their time as they are able. It is how we change our society: many people doing a little bit.'

For scouting to be successful it needs a wide group of volunteers with a variety of skills, these include:

- **Leaders:** adults who work as a team to deliver the youth programme
- **Skills instructors:** adults who provide particular expertise which can extend the range of activities in the youth programme
- **Volunteer managers:** adults who manage and/or support the leaders who work with young people
- **Supporters:** adults with administration, chairing and finance skills who support the administration of scouting.

Scouting across South London is thriving! To fulfil our promise of “life changing adventure and skills for life” for the young people in our five scout districts, we need more volunteers than ever before. Our volunteers are talented, but they also need to feel supported and know that they can add value from day one.

We want scouting to be the number one activity of choice for young people, we can only achieve this if scouting is the best place to volunteer too. Imagine scouting in South London where all our volunteers are truly committed to the mission of scouting and can clearly internalise what a quality program looks like and how to deliver it. This is a time and a place where new volunteers are not alone and are supported by experienced scouters. These same volunteers receive the feedback necessary to help them grow, and they strive to be the best mentors for our youth that they can possibly be.

Fundamentally, effective execution of our people policy and development goals will lead precisely there.

### What adults get from scouting

The benefits of scouting are not exclusively reserved for the young people involved, well over 2500 adult volunteers' lives (this includes our registered occasional helpers), are enhanced. across the county, by being a part of scouting. Socially, it offers the opportunity to meet new people, make lifelong friends, travel and take part in adventurous activities. Professionally, it offers adults the chance to hone their leadership and management skills, build confidence and develop new skills. An independent report into scouting concluded that:

- 97% of volunteers agreed that being involved helped them with relationship building
- 95% stated that scouting helped them improve their physical skills including the improved ability to cope with outdoor conditions
- 91% of volunteers confirmed that scouting had helped them to develop key skills, such as leadership, teamwork, character development and social skills
- 41% of organisations reported that a job applicant's involvement in scouting would be a positive influence on their appointment

### The challenges for scouting and trends in volunteering

Perhaps, we should reflect and ask ourselves, what are the competitive advantages of scouting? Are we better off than others, in terms of our product: the programme, the process: the scout method or because of our fundamental principles: our core values?

Research has shown that successful organisations, which have survived for more than 50 years are those with strong core values. Our core values: integrity, respect, care, belief and cooperation are part of the fundamental principles of scouting and are enshrined in the scout promise.

The scout promise, the scout law, the scout motto, and the scout method are symbolic and unique to scouting. These, along with our rituals; the scout salute, the left-hand shake, investiture ceremonies, campfires, and jamborees, are all unique trademarks of scouting, which distinguish us from other youth organisations.

The purpose of scouting; to develop individuals in the five areas of personal growth (social, physical, intellectual, emotional and spiritual), using the scout method makes scouting the only youth organisation that truly focuses on the holistic development of individuals.

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

In essence, scouting provides a service, voluntary in principle, to society by contributing to the full development of an individual through a non- formal educational process, thus complementing the education provided by the formal sector and by informal means.

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

## **Inclusivity**

Scouting is an inclusive, values-based movement and membership is open to all those who share our fundamental values.

The association's equal opportunities policy outlines what we do to ensure the movement is open and accessible; and that people are treated equally and with respect. This policy is reflective of the ethos of scouting, expressed by our fundamental values (integrity, care, co-operation, respect and belief), and our commitment to delivering scouting for everyone.

By removing any real or perceived barriers to participation, we can ensure that even more young people and adults can enjoy the adventure of scouting and that scouting across South London will be as diverse as the communities we serve.

# Adult recruitment

Historically scouting has relied upon a substantial number of long term and deeply committed 'career volunteers', however in recent years many external commentators have identified that organisations relying on long-term or regular volunteers, and particularly those operating a membership model of volunteering, are going to have to rethink the way they designed volunteering opportunities in order to survive.

Furthermore, both internal and external commentators have suggested that voluntary organisations such as scouting should see its adult volunteers as its customers (along with the young people), for whom an attractive value proposition needs to be developed and implemented.

## Section based roles

From research it is clear that nearly 90% of the adult volunteers recruited into section based roles (section leaders, assistant section leaders and section assistants), come from two key sources.

### **Between 40-45% of new volunteers come from the parents of current youth members (or prospective youth members).**

In this regard the research also identified that parents' rotas are a particularly effective method of getting parents initially involved in scouting, whilst residential events such as camps, were identified as offering critical 'tipping points' in converting informal, limited involvement into a more formalised, committed association.

### **A further 40-45% of new adult volunteers 'come through the movement'**

This typically being explorer scout young leaders who take on an adult appointment when they reach their eighteenth birthday. Both the external research and anecdotal evidence from within scouting indicates that the volunteers from this source often develop a lifelong commitment to the organisation, becoming the key volunteers upon which scouting has historically depended.

### **The remaining 10-20% of new volunteers in section based roles come from a wide variety of sources including people simply interested in volunteering in the youth sector or seeking youth work experience to boost their CV.**

It should however be noted that a very significant number of this final 10-20% of new volunteers have had some previous involvement or connection with scouting. In many cases they are former youth members (albeit many years ago); are the friends or relatives of existing adult volunteers; have links with an associated community body (such as a church or other sponsoring authority) or have had some other contact with scouting such as through membership of Girl Guiding UK. Critically, the research shows that, one third of those people with some form of connection with scouting would consider volunteering for the organisation.

These internal findings are strongly supported by the external research which shows that volunteers are often those that have been touched by the organisation and that involvement with a voluntary organisation as a child significantly increases the likelihood of re-engaging with that organisation as an adult volunteer.

### **Relatively few volunteers come through externally focussed campaigns and only 4% of recruits come via websites.**

The internal research has also identified that existing section leaders are the people most often involved in recruiting new adult volunteers into sectional roles, although they receive little formal training for this role.

Disappointingly, group scout leaders often have little or no contact or involvement with new volunteers until the formal appointment process is initiated.

## Manager and supporter roles

Unfortunately, there is only limited research on the recruitment sources for manager and supporter roles, however the research that has been undertaken and the considerable anecdotal evidence indicates that the overwhelming majority (over 95%) of these appointments come from within the movement, with them often being seen as 'promotion'. It has also been recognised that too many appointments to management roles are made on the basis of length of service rather than for the skills required to carry out the role.

Research carried out amongst Department of Health staff identified that 80% of them would be particularly interested in being able to use their professional, organisational and management skills in a volunteer capacity, however 81% of them did not realise that scouting had a need for volunteers to take on roles which did not involve working directly with young people. We can assume that this willingness to volunteer and perception of our needs is typical and should be something that we embrace and change as part of our development goals.

## Generic issues

In more general terms, researchers have identified a number of other important elements to the recruitment of volunteers.

The time pressures on people in modern society together with concern over the demands placed upon volunteers have been identified as perhaps the single largest barrier to recruitment, with nearly 60% of non-volunteers citing them as the main reason why they did not volunteer.

Linked to prospective volunteers' concerns over time is the often inflexible way volunteering opportunities are designed and presented by scouting. In many cases unrealistically high expectations are placed upon the availability and commitment of potential and new volunteers, many of whom want flexible/convenient, one-off or time limited volunteering opportunities.

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

Perhaps surprisingly given the internally accepted need, scouting can often present itself as a well established, well-resourced and confident organisation leading few people to realise that it has a need for new volunteers. Some potential volunteers also perceive scouting to be an old fashioned, boring, boys only organisation.

The research has also shown that a significant number of potential volunteers do not believe that they have the skills required by the organisation. This links to the misconception that all volunteers work directly with young people and the very specific concerns expressed by potential volunteers that they do not have and will not be provided with the knowledge and skills to work with and manage the behaviour of difficult young people. Interestingly this finding is somewhat at odds with the fact that working with young people is one of the most popular forms of volunteering and that both prospective and existing volunteers report that enabling young people to grow and develop is a significant motivation.

The concern about the lack of skills is particularly keenly felt by those people that have not had previous experience of scouting, many of whom believe that all volunteers in scouting have considerable experience and have 'come through the movement'. Similarly, younger potential volunteers often feel that they "don't yet have anything to pass on" although they are interested in both the "fun" and CV building aspects of volunteering.

Both the internal and external research shows that many new volunteers are deterred or subsequently leave because existing volunteers form a tight knit community or 'clique' which fails to provide a warm welcome. To some extent this also reflects the fears expressed by potential 20-something volunteers that they would be "stuck with older" volunteers.

Scouting also faces the challenge of converting interest or peripheral involvement into 'regular' participation. Often this process occurs over an extended period (described by one new recruit as being "sucked in slowly"), however it is clear that people on the edge of the organisation are much more likely to become involved if they are specifically asked to volunteer. In terms of adults working with young people it has also been identified that involvement in a camp or other residential experience can be a key tipping point in the recruitment process.

## Driving adult recruitment

The key thing to remember is that successful recruitment relies on good planning. This includes thinking about how we are going to reach potential leaders, what we want them to do and how we are going to support them. It also means that we need to set goals and deadlines that are realistic and achievable and monitor our progress as we go along. This will allow us to adapt and change to meet the local needs of our groups and units and their potential volunteers.

To successfully recruit more adult volunteers our scout groups and explorer scout units must be seen as:

- open and welcoming: it should be a 'place of doors, not a place of walls'
- an energetic place, full of enthusiastic people and full of activity
- making a major contribution to the community
- well organised where people's time is productive
- safe (especially for young people)
- well managed
- part of a huge, vibrant and successful national and international organisation.

### Time commitment

Part of scouting's modern appeal to adults is our approach to flexible volunteering, it's great when people can make a regular commitment to help to provide weekly scouting to young people but we know it's not always possible. We understand that people have busy, often unpredictable lives – meaning that they can't commit set hours, on set days.

With this in mind, all of our volunteering opportunities should be based on a flexible volunteering model, meaning that if an adult is unable to make the meeting its fine, we don't expect everyone to be available every week. Scouting is still scouting, whether they are involved once a week, once or twice a month or every 'six weeks'. The key to this is that the leadership work together to ensure the appropriate number of adults are present at each meeting.

To achieve this, each recruitment drive should begin with a call to action for the most basic unit of voluntary commitment which is 'one hour'. This is the shortest time per week/fortnight/month etc. during which one person can help make a difference to scouting. While it might appear a small amount, lots of one hour voluntary commitments can add up to a highly effective, focused group of volunteers who can take much of the hard work away from others in the section/group/unit.

If the volunteer then decides to double (etc.), their commitment, once again the workload of the regular volunteers is reduced. All requests for volunteer help should begin on the understanding that the entry level commitment will be one hour. This means that the volunteer is aware of their job and is in control of their duties.

### The way forward

In order to have a real and sustained impact, our recruitment (and retention), strategy should be considered at three levels.

1. our volunteering culture
2. the underpinning policies, procedures and approaches that support that culture
3. Our volunteer messages and the segmentation and identification of the appropriate differentiated offers to volunteers for key target groups across both recruitment and retention elements.

### Scouting's volunteering culture

The core of our recruitment strategy is the development and reinforcement of a positive and supportive volunteering culture. To make a real difference this culture needs to permeate throughout our groups, units, districts and the county and include:

- the genuine availability, acceptability and encouragement of flexible volunteering
- the acceptance that the level and type of volunteering can and should change (or indeed end), as the circumstances or needs of a volunteer change
- that we must offer a genuine, positive and enthusiastic welcome to new volunteers (no matter what their role or involvement)
- the acceptance that volunteers without a scouting background can offer key skills which may not otherwise be available

Whilst a volunteering culture of this type already exists in many places, ensuring that it becomes the universal culture across our groups and units will require both active steps and a consistent approach over a considerable period. Specific steps which should be adopted include:

- the strengthening of these cultural elements through their regular and consistent inclusion in messages, publications, talks and presentations by key opinion formers
- the active adoption of these key elements at all levels across the county
- the identification and sharing of genuine positive examples and good practice from across the UK, the London region, the county, our districts, groups and units

### Underpinning policies, procedures and approaches

The second layer of the strategy comprises of the key policies, procedures and approaches which underpin our (and the association's), approach to volunteering. In many cases these policies are already in place and include:

- appointment process (national policy and process)
- welcome and induction (county support tools and local best practice)
- volunteering agreement (county support and policy)
- adult training scheme (national scheme run and managed by the county)
- ongoing support (national and county tools and resources and county and district teams)
- recognition (national award scheme and local initiatives)
- review process (national process with district support and county support and tools)

Whilst clearly these need ongoing monitoring and regular review in order that they remain relevant, a number of specific improvements can be identified including:

- ensuring we provide appropriate training and support on managing the behaviour of young people, to new volunteers at an earlier stage (module 1 training)
- providing additional support and training to section leaders on their role in recruiting, welcoming and supporting new adult volunteers
- increasing the flexibility and availability of training in order to ensure that new volunteers are helped to prioritise and access in a timely manner the modules most critical for their role.

### Our recruitment messages, segmentation and the “volunteering offer”

The third layer of the strategy is split into recruitment and retention elements. Each element then comprises of a number of segmented target groups, with each target group requiring a different “volunteering offer”, a modified approach to their recruitment and retention as well as varying levels of support.

Whilst clearly there are a large number of potential target groups (and numerous sub-groups), it is clear that to have maximum effect we need to target our efforts and resources at those groups which potentially offer the best return.

In terms of recruitment, based upon the research, the key target groups and potential actions can be identified as:

#### Parents

- the continued explanation and promotion of parent recruitment to leaders, group scout leaders and other existing volunteers
- positive reinforcement of the value of parental (episodic) volunteering
- increased promotion of adult rotas
- continued support for camps and other residential experiences as opportunities to further engage volunteers involved on the periphery of scouting
- the provision of accurate information and resources explaining scouting (including the range of volunteering opportunities available), to the parents of our youth members

#### Existing / recent youth members

- the provision of support and guidance to our groups and units encouraging them to contact recent youth members with an appropriate volunteering offer
- the identification and promotion of a clear link between skills gained through volunteering and skills required by the employment / higher education markets
- design and implementation of schemes to support the continued or re-engagement of youth members who move away from their home scout group or explorer scout unit
- the development of clearer links between the youth programme (including the youth awards and the young leader's scheme) and the adult training scheme
- the promotion of the young leader's scheme and its benefits to our current explorer scouts

#### Managers & professionals

- the adoption of recruitment messages which specifically mention / target the recruitment to management roles
- identification of, and active engagement with, potential employee volunteering initiatives
- investigation of the potential to work with specialist volunteer recruitment organisations to source volunteers with expert skills



- identification and implementation of methods to support the identification of external candidates for management roles at all levels
- work to identify opportunities and existing good practice in the recruitment, support and use of managers and professionals from outside the movement for both established and short-term (project type) roles

In addition to the work on the target groups given above, work to identify other potential groups and appropriate volunteering offers should continue. Important potential areas of research might include:

- people with a history of involvement with scouting either as youth members or lapsed volunteers
- friends of our existing volunteers
- individuals requiring youth work experience for professional or career development

### Our recruitment messages

On the theme of volunteer recruitment marketing, we need to assess our messages. There are two key components to writing great volunteer recruitment messages, these are:

- 1) focus on a single idea
- 2) provide an answer to what our potential volunteer needs, and not what our organisation needs.

In hand with this there are a number of generic 'marketing' messages that we need to get across to potential volunteers which form part of our underpinning approach to recruitment, these include:

- whilst scouting is a well-established organisation, it still has a need for new volunteers to carry out a wide range of roles (including roles that do not involve working directly with young people)
- scouting is a dynamic and positive organisation
- scouting is open to all
- all our roles are flexible and enables you to volunteer in a way that suits you
- scouting offers the opportunity for adventure and fun for everyone involved
- previous experience of scouting or working with young people is not required as flexible training is provided

Volunteer recruitment can seem like a never-ending struggle. But, by using some basic marketing practices, volunteer recruitment doesn't have to be all drudge – it can actually be fun!

### The one big idea in volunteer recruitment messaging

We need to start by identifying our one big idea, our thesis. Our recruitment copy thesis is the one big argument we will make for the benefits of volunteering. It should describe one compelling reason that joining scouting makes sense for volunteers and will address a key volunteer "problem" (see below). It will also be our guiding star as we develop the rest of our recruitment campaign messages.

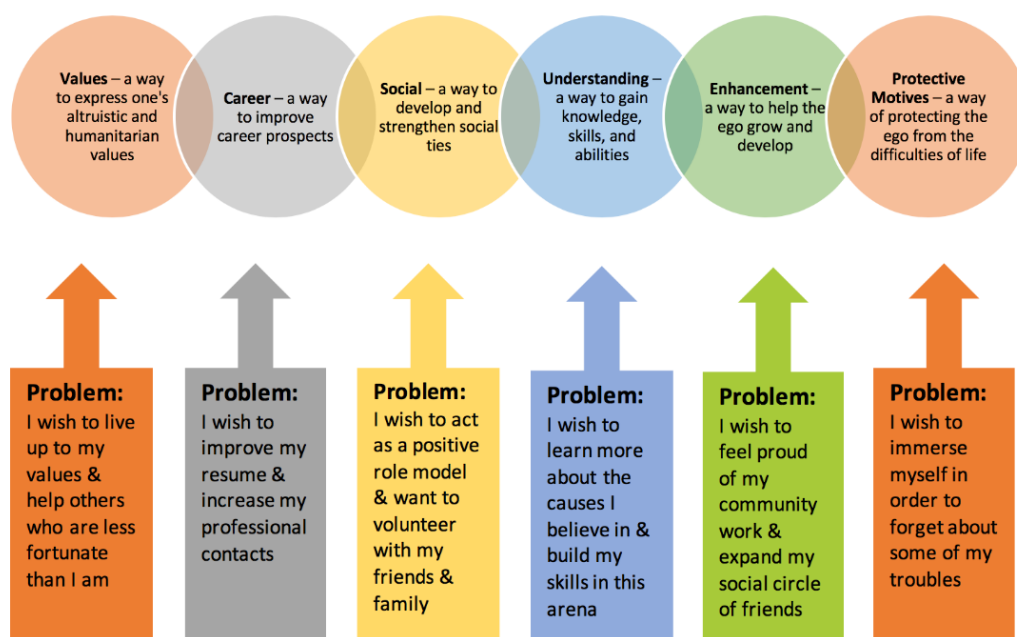
*The Formula:*

*Any [type of volunteer you seek] can [solve their problem] by volunteering for your cause because [how it solves their problem]*

*For example:*

"Anyone who cares about developing young people to become active citizens can help by becoming a leader with the 1st Southwark Scout Group — we provide training and will support you in providing exciting programmes to young people in your community as a member of a small leadership team.

Secondly, we should focus our recruitment messages on volunteer needs that we can meet. Below are six well-researched motivations for volunteering and the volunteer “problem” or need each serves.



We don’t usually think about volunteer needs or “problems” they hope to solve. But, research has shown that volunteering serves people’s specific functional needs. We humans are self-centered, but not necessarily selfish. We hope to have needs met (conscious or unconscious), and often times those needs align with giving back to the community or helping others.

We need to focus on only one or two “problems” per recruitment campaign and build our messaging around them. Where possible we should include volunteer quotes or testimonials that offer proof that the “problem” is “solved” or the need met.

This approach allows our potential volunteers to know clearly and quickly who we need and for what purpose. From there, we can position our messaging to address the “problems” our potential volunteers may be feeling.

Drawing upon the earlier example, our message could expand out like this:

“Anyone who cares about developing young people to become active citizens can help by becoming a leader with the 1st Southwark Scout Group — we provide training and will support you in providing exciting programmes to young people in your community as a member of a small leadership team.

No previous knowledge is required as we provide training and will support you, all you need to get started is an interest in learning practical ways to provide exciting programmes and activities to young people and a willingness to work as part of a flexible team that allows you to volunteer in a way that suits you.

So why not make contact with others who share your interest in developing young people and explore leadership opportunities on our flexible team.”

Thoughtful volunteer recruitment messaging isn’t going to automatically bring hundreds of volunteers knocking at our door. It is, however, more likely to connect us with more of the right volunteers for scouting.

By focusing our volunteer recruitment messaging on a single idea and connecting it to potential volunteer needs, we stand out to those who are looking for a mission or volunteering opportunity like ours. Others may pass, but those are not the applicants we want anyway. The goal in refining our messaging may be to get more applicants, but it must also be more of the right applicants, lest this process just become even more suffocating than it already may be.

# Adult retention

Considering the energy and resources we put in to recruiting, training, supporting and recognising the work of our adults, we also need to pay serious attention to ensuring that we retain them for a mutually acceptable period under mutually acceptable conditions.

To achieve this, work will be needed on the following elements:

- **Quality:** everyone involved expects quality in terms of services, image, relationships, etc. If our volunteers receive quality treatment, they are more likely to deliver quality in return
- **Values:** everyone needs to adhere voluntarily to our shared common values
- **Satisfaction:** both in what people actually do and in relationships with others, which implies a constant effort to listen to and support them
- **Trust:** not only in managers and colleagues, but also in our capability to succeed in our mission

Indicators of good retention are:

- a reduction in the turnover of our adults
- better quality in the services provided by qualified adults
- enthusiastic leaders, who are able to convey a positive image of scouting, generate interest in it and attract others to join.

Research shows that the main reason adults leave scouting in the first 12 months was the realisation of the scale and scope of the volunteering role they had taken on.

For adults working in sections, the research also showed that whilst volunteers gained real satisfaction from working with young people, the difficulty and challenges of managing their behaviour was a key reason for leaving in the first 12 months of their involvement.

The research also identifies that a significant number of those new adult volunteers that had considered leaving scouting, had done so because of difficulties with other adults. Conversely, the research also shows that one of the reasons that adults stay in scouting is the close bonds of friendship and interdependence that builds amongst teams working together.

The retention research has shown that parents tend to engage in episodic volunteering, becoming involved whilst their children are youth members but often leaving once their children leave the organisation.

Overall, we know that people generally stop volunteering because they feel frustrated and/or disappointed. Research feedback indicates that common reasons for such frustration and disappointment include the following:

1. **A lack of purpose** – Volunteers are not sure of the core purpose of the organisation and whether their contributions are needed and their involvement valued
2. **Lack of support / guidance / resources** – Volunteers are left to their own devices once appointed, to manage their responsibilities without either the essential training and support or the resources required to do the job well
3. **Too many 'tasks'** – Volunteers are assigned too many things to do. They experienced 'burn out' syndrome. This happens to volunteers who demonstrate the sincerity and willingness to continuously undertake more and more work / responsibilities
4. **Incompetence** – Volunteers are given tasks for which they have little expertise. Hence, they feel inadequate, inefficient and ineffective to handle or cope with the given tasks
5. **Lack of recognition** – Volunteers are not adequately appreciated for their contributions. There is little or no acknowledgment of the service rendered and therefore they feel that their contributions are not valued.
6. **Lack of focus** – Volunteers find the role / task boring, unchallenging and unfulfilling as they are often given mundane tasks instead of 'jobs' that make significant impact and that are of importance to the aims and mission of the organisation. They experience little or no sense of achievement as they are unable to evaluate their accomplishments
7. **Lack of information / communications** – Volunteers are not kept updated on changes and new developments and therefore they lose touch with reality
8. **'Gate-keepers'** – Organisational "gate-keepers" who are keen to keep volunteers dependent upon them for selfish reasons. They filter out information to create invisible barriers making it extremely difficult for volunteers to function effectively

9. **Change in priorities** – Through no fault of the organisation, some volunteers may quit because of competing demands from their family and career. Because of changing circumstances, they give up volunteering work to cope with these new demands
10. **Poor personality / job fit** – Volunteers are assigned tasks that are in conflict with their personality traits, skills set or their values
11. **Mismatch of expectations** – Volunteers come to the organisation with plans and ideas they want to implement and accomplish, they are given the impression that this is the place where they can make things happen. Regretfully, over time, they discover that reality doesn't match their expectations; things don't go as they planned or change as they might like them to. If they don't feel they actually have the chance to make a real difference, they may leave
12. **The politics in an organisation** – Volunteers often leave because of 'political' intrigue or infighting. They offer their time to make a difference and see political gameplaying as blocking their contribution and in conflict with the values and ethos of the organisation

We therefore need to find answers (as a minimum), to the following key questions:

- Why do adult volunteers leave scouting?
- What actions might we take to encourage people to reduce or change their involvement rather than leave?
- Can adult volunteers that express their intention to leave be reassigned into a different (less demanding?) role?
- What actions might we take in order to reduce or prevent people leaving?
- Should we simply accept that some volunteers (such as parents and professionals), are likely to only stay involved for a limited period of time?
- What actions might we take to enable and encourage leavers to stay connected and return at a future date?

In terms of the research that has been undertaken, the groups that may be initially identified and the potential actions would include:

#### **Recent recruits**

- continued and additional reinforcement of the need to provide a genuine and positive welcome and an effective induction for new leaders
- continued and additional reinforcement of the need for a genuine and positive welcome and an effective, structured induction for managers in scouting
- continued and additional reinforcement of the need to support and hold informal and formal reviews for all adults in scouting at all levels

#### **Parents**

- identification of whether and to what extent parents recruited to help in their child's section engage in episodic volunteering (and how we might best support such a model of volunteering)
- identification of potential methods to encourage the long(er) term retention of parent volunteers

#### **Career volunteers**

- identification of the turnover of long term or career volunteers
- identification of any typical reasons for career volunteers ceasing their volunteer involvement
- identification of methods to support the positive reassignment of career volunteers

# Explorer Scout Young Leaders (ESYL)

The young leaders' scheme is just one of the exciting programme elements in the explorer scout section and provides an ongoing programme of training and in the role experience, designed to enable explorer scouts to work effectively in the section that they choose and to develop and grow as individuals. It allows them to make a valuable contribution to their community and give service to others. The scheme also helps them fulfil the service elements of their explorer scout and Duke of Edinburgh Awards.

Young people aged between 14 to 18 years can become young leaders. They can help in the beaver scout, cub scout, and scout sections.

ESYLs who volunteer alongside the leaders in a section are a valuable asset to any leadership team, ESYLs play an active role in the section, bringing a range of fresh ideas to the table, and acting as positive role models for the young people they work alongside.

Young people become young leaders to:

- gain the knowledge, skills and confidence required to become an effective leader
- further their own personal development
- work towards awards such as the Duke of Edinburgh Award
- acquire skills and knowledge that they can accredit to their learning plan when they start to work towards their wood badge
- to have fun!

As part of completing the scheme, explorer scout young leaders undertake 11 training modules and 4 missions (projects), which helps them to put their leadership skills into action.

All young leaders are also explorer scouts and are encouraged to take part in the explorer scout programme provided by the district. They are also automatically members of the district young leaders' unit.

Although the scheme is usually taken on by explorer scouts looking for a new challenge, young people from outside scouting can also participate if they are working towards their Duke of Edinburgh's Awards or Queen's Guide Award. They can do this by volunteering as non-members for a set period of time i.e. for three to six months if completing their Duke of Edinburgh's Award (Bronze). If they want to continue after this time, they would need to become a member of the movement (an explorer scout).

There are many benefits to working with ESYLs. For example, young people are more likely to feed back to an ESYL than they are to an adult volunteer, which means ESYLs can more effectively gather feedback on what the young people want to get out of scouting. By passing this information on to the wider team, the ideas that ESYLs come up with can really enhance planning meetings and contribute to youth shaped scouting. Like any leader within the team, ESYLs bring their own unique skills and strengths to the group, which can be utilised to deliver a high quality, balanced programme.

With the right support and opportunities, young leaders can be a valuable part of a section's leadership team. They can help provide better scouting for more young people and lead to them taking on an adult appointment once they turn 18.

Youth leadership opportunities are often overlooked by adults, either knowingly or unknowingly, but the results are the same; a lost opportunity for young people to take the lead. Even when adults consider themselves champions for youth in leadership roles, many times adults are asked to assume the leadership positions instead of letting youth take the lead.

ESYLs must not be counted in the adult ratios for young people. They are still a young person themselves, (but they should also not be counted as a member of the section). The section leader has a duty of care and responsibility for the welfare of the ESYL.

# Supporting our adults

Our role in supporting our volunteers is to ensure that they have the knowledge and skills to carry out their role and that they know (and believe), that they are empowered and valued which ensures that they have the enthusiasm they need to thrive and be proud of what they achieve. Without making this happen for our volunteers, we risk not having the broad impact on our young people to become active citizens of tomorrow.

Our volunteer support framework is underpinned by our five pillars of adult support, these are:



The activities undertaken to deliver on these five pillars must be the primary focus of all our adults in manager or supporter roles. As we move forward, specific attention must be paid to successful initiation and support of new volunteers such that their first experiences as members are positive and fulfilling.

Competent and confident leadership is the cornerstone of a high quality and successful youth program that will enable us to attract and retain more members, volunteer and youth alike.

## Local support

The scout group and explorer scout unit are at the core of what scouting is about. Scouting takes place in the communities where people live and in most cases is provided by and for those local people. The local nature of the organisation means that if scouting is to grow at a district and county level then this growth actually needs to happen locally.

Support is everything that is done to assist leaders and supporters in offering high- quality scouting. Much of it will be operational, responding to requests for assistance in practical matters. Underlying that is the psychological dimension of knowing that they can count on someone for advice and that someone is available and willing to listen, provide guidance and encouragement when needed.

Providing local support requires people to take the time to make regular contact and build relationships. This can be achieved through team meetings, on a one- to-one basis, socially, through visits to section meetings, training courses, by telephone or even through text messages and email.

Reviewing the support offered can often highlight changes that need to be made or ways to improve the communication flow. We should ask ourselves:

- Do all the adults in our group/unit or district know where to get support?
- Do they get the support they need?
- Do they have to ask for support, or is it readily available?

The next step is to identify the support that is needed. An ideal way is to ask the leaders themselves. However, it is important not to promise or raise expectations of a level of support that cannot be delivered.

Areas of support to think about include:

- communications
- information flow
- 'workload' of individuals
- facilities and resources
- programme
- governance, administration and paperwork
- support structures
- formal training
- informal and ongoing training

Once we have created a list of support needs, a list of potential methods for meeting these needs can also be drawn up. The list of methods should be as imaginative as possible, allowing people to think creatively.

### Our checklist for good support

- make contact or visit on a regular basis
- review the support you offer or have access to
- identify the needs people have
- list options in response and set priorities
- decide on action
- allocate resources and people as necessary
- provide the support identified
- review and response appropriately

## Empowered

For our adults to feel empowered they need to believe that they are being listened to, that their views will be duly considered and that they are able to have a positive impact on their sections programme.

Feedback from a national consultation showed that respondents generally did already feel empowered within their immediate sphere of influence. However, there is a wide range of opportunities for everyone to have a greater involvement in decision-making. For whatever reason, there is a perception that many areas are out of reach to all but a select few. Addressing this perception will be a major step forward in empowering people.

Examples include:

- making sure people are aware of the dates and times of group and district meetings and that they go along - they are the best place to meet people, discuss issues and find out what's going on first hand
- ensure new leaders are properly introduced and welcome at their first meeting
- give new leaders a positive overview of what they can expect at meetings
- ensure meeting are minutes available in a timely manner
- ensure that everyone knows what is going on and if they do not attend a meeting provide them with edited highlights from someone else
- ensure that the format of meetings is such that attendees feel able to express their views and ask questions
- make sure that fully functional forums are taking place where leaders can bring their thoughts and ideas
- communicate information timely and effectively – don't assume that everyone checks their emails several times a day or is permanently logged in to a local website
- remember that some information is better communicated by a good old-fashioned phone call or letter and is much more likely to receive a positive response than being assigned to the "to do" list on their computer

## Valued and have a sense of belonging

The development that needs to take place to make our adults feel valued should happen on two fronts, internally and externally. On the whole, those who feel valued in their role do so because they know that the other members of their team and the wider scouting community understand, appreciate and recognise the role that they are carrying out.

Internally, the main obstacle to people being valued is in not being acknowledged or others not even being aware of the tasks people do and the successes they have. Therefore, the crucial point is to demonstrate the value of roles and areas that are not familiar to others in scouting. This is to ensure that people feel valued within our organisation.

Externally, those in scouting do not feel valued by the parents of their youth members. Therefore, the key is to raise awareness of what our volunteers give and how they have made a positive impact on the lives of young people of all ages.

## Proud

Nationally the questions were asked: Are you proud of being a scout? Do you advertise the fact? What would make you feel more comfortable?

Overwhelmingly the response from the consultation to the questions was "Yes"! However, whilst the vast majority of responders were happy to admit to being a scout if asked, very few seem to go out of their way to advertise the fact that they are. Many feel comfortable in wearing scouting hoodies, having car stickers or talking about what they do in scouting but conversely some do not feel comfortable in overtly drawing attention to their involvement.

For some, the question of pride is not so much what activities we provide but who we provide them for.

The ethos of being open to all no matter what ethnicity, religion, level of income, ability, gender or sexuality is what sets scouting apart from other youth organisations. A World Scout Jamboree is a perfect example of where you can have the whole world represented in one place and see young people engaging, sharing and having a fantastic time with hundreds of new friends. This is something we can all be proud of and in some way we should seek to emulate it in our local communities.

## Summary of the research

The research can be helpfully summarised using a SWOT analysis with the internal strengths and weaknesses identified alongside the external opportunities and threats.

### Strengths (internal)

- The wider movement has accepted the critical importance of recruiting and retaining adult volunteers if it is to succeed and grow
- A positive volunteering culture is starting to emerge; however, it is not yet in evidence at all levels of the county
- We have many of the necessary policies and procedures to support effective volunteering (including recruitment, induction, training, support, recognition and review) already in place
- Local scouting already holds the details of the people making up the principle sources of new volunteers (i.e. parents and existing explorer scout young leaders)
- A significant number of people have had previous involvement with the movement (as former youth members, friends of existing volunteers, parents of former scouts etc.) and therefore are more likely to volunteer
- Residential experiences provide a key opportunity to convert peripheral involvement into regular commitment

### Weaknesses (internal)

- Section leaders receive very little training or support in the recruitment of additional volunteers and group scout leaders are frequently not involved prior to the formal adult appointment process
- despite the inclusion and promotion of flexible volunteering as a key concept, many existing adult volunteers have failed to accept or adopt the concept. Consequently, some new volunteers struggle to find the flexible volunteering opportunities they require
- New volunteers do not always receive a positive and supportive welcome from existing volunteers
- Management roles are frequently filled on the basis of length of service rather than for skill set
- There is insufficient understanding of why volunteers choose to leave scouting
- Although we have many of the necessary policies and procedures to support effective volunteering (including recruitment, induction, training, support, recognition and review) we could work smarter in adopting a more global approach to induction to compliment the processes groups and units may have in place

### Opportunities (external)


- Working with young people is one of the most popular forms of volunteering
- Adults with a current or previous connection to the organisation are more likely to volunteer for scouting than the general public
- Friendship and a desire to help other adults is a key reason why people both become and stay involved with voluntary organisations
- There is genuine interest amongst potential volunteers to offer specialist skills (including management skills)

### Threats (external)

- Pressure on time caused by modern society significantly impacts upon people's ability and willingness to volunteer
- The membership model approach to volunteering is losing its attraction amongst potential volunteers who increasingly want flexible opportunities
- Many people do not realise that scouting needs new volunteers
- There is the continued perception amongst potential volunteers that scouting is old fashioned and boring
- Working with young people and particularly being able to manage challenging behaviour is a significant concern amongst potential and new volunteers
- Potential volunteers often fail to realise that scouting offers volunteering opportunities that do not involve working directly with young people



# Our Adult support pillars

 <p>Welcome &amp; Induction</p>		
1	Recruitment	Appointment Process  *As required
2	Mutual agreement	
3	Application*	
4	Disclosure and Barring Service clearance*	
5	Appointments Panel meeting *	
6	Approval	
7	Full appointment	
8	Welcome to scouting (induction)	
9	Our volunteer agreement	
10	Your training	

Adult  
Training

1	Training Adviser	
2	Getting started training (modules 1,2,3 or 4 & GDPR)	Wood Badge Training
3	Module 10: first aid	
4	Training for all appointments (green modules)	
5	Training for leaders and section supporters (grey modules: programme & people)	
6	Training for managers and supporters (blue modules)	
7	Nights away training	
8	Supplementary modules	
9	Module validation	
10	Mandatory ongoing training	



Tools &  
Resources

1	Policy, Organisation & Rules
2	Compass
3	Online Scout Manager
4	<a href="http://southlondonscouts.org.uk">southlondonscouts.org.uk</a>
5	Going for growth recruitment tools
6	Executive committee tools
7	Management tools
8	Scout active support
9	The county development service
10	Programme support
11	The young leaders scheme
12	Members communications
13	Policy, Organisation & Rules
14	Media manager
15	Ongoing learning/training



Ongoing  
Support

1	Volunteer line managers
2	District Team
3	County Team
4	County Development Service <ul style="list-style-type: none"> <li>- Health checks / planning</li> <li>- Growth</li> <li>- Adult recruitment</li> <li>- Retention</li> </ul>
5	<a href="http://Southlondonscouts.org.uk">Southlondonscouts.org.uk</a>
6	<a href="http://Scouts.org.uk">Scouts.org.uk</a>
7	Third party web sites (e.g. <a href="http://easierscouting.com">easierscouting.com</a> )
8	Ad-hoc workshops
9	Module renewal
10	Mandatory ongoing learning
11	Programme support
12	Scout stores
13	Information centre
14	Other leaders

Recognition  
& Review

1	Long service awards
2	Local recognition
3	National awards for good service
4	National St Georges Day awards for good service
5	Commissioners Commendation
6	County Commissioner's Cypher
7	Informal annual review
8	Formal review process
9	DBS Renewal

# Leadership teams

A team of adults made up of Leaders, Assistant Leaders and Section Assistants plan and run activities for the young people in their section for an hour or so each week. This normally takes place in a community hall.

Section meetings normally take place during the evening, once a week, during term time, plus occasional day trips and camps at weekends and during school holidays (as organised by the leadership team). There will also be the need for planning and additional preparation for weekly meetings.

## Responsibilities

Leaders are responsible for delivering a safe, enjoyable and interesting programme of activities for their Members. It is a real team effort; with everyone working together to plan the programme and run the activities.

Collectively, the team:

- Plan and deliver a high quality balanced programme, run in accordance with the Association's official publications for the section which enables members to earn badges and ultimately achieve their Chief Scout's Award
- Actively support and promote the achievement of badges and awards
- Ensure the safe delivery of the programme in accordance with our policies and rules
- Ensure there is at least one night's away experience each year
- Work with other adults in the group to support and promote group or multi-section activities and events
- Ensure regular opportunities are provided for young people to express their views on the programme and running on the section, and that where possible these views are acted upon
- Work with the other leaders in the group to ensure that young people successfully move on from section to section
- Attend group leader's meetings
- Attend group executive committee meetings to represent the section
- Support the recruiting and the induction of leaders, section assistants and parent helpers for the section
- Keep membership and badge records of each young person in the section
- Attend programme planning meetings
- Review the operation of the section
- Get to know and maintain good relationships with parents/carers of the young people in the section
- Attend and contribute to district meetings
- Implement a communications plan with parents (e.g. letters, social networking, email, text etc.).
- Keep section accounts
- Buying relevant resources and equipment needed for the programme
- Ensure new members are made to feel welcome and involved
- Ensure that new adults are made to feel welcome, are informed and get involved
- Run games
- Run 'badge work'
- Organise visitors to the section meeting
- Organise day trips or visits
- Organise outdoor activities

## Insurance

All our adult members are covered by a range of comprehensive insurance policies while taking part in scouting, these are:

- Public Liability
- Personal Accident and Medical Expenses
- Trustees Indemnity (as required)

Further details on the cover these policies provide can be found at: [www.scoutinsurance.co.uk](http://www.scoutinsurance.co.uk)  
(Non-members, such as supporters and occasional helpers are not provided with the same automatic basic Personal Accident Insurance as members.)

## Our leader roles

We use the term leader to define those adults that work directly with young people. All adults in scouting are 'leaders' in the sense of 'leading the young people'. Without adult 'leaders' scouting would simply not exist.

We offer several leader options for volunteering with a section and each has specific training requirements. All people taking adult roles in scouting must be aged over 18. The different roles available are:

### Section Leader

An adult or team of adults responsible for the delivery of the programme and the overall management of the section (Beavers, Cubs or Scouts). Sections can have more than one section leader which enables the management responsibilities to be split.

### Assistant Section Leaders

Adults appointed to assist and work with the section leader(s) in running the section and planning and running the programme. There is normally a number of assistant section leaders in a section's leadership team.

### Section Assistants

Adults who assist the section leader(s) and assistant section leaders in delivering programmes to young people in the section and does this more than once in a 31-day period. There is normally a number of section assistants in a section's leadership team. section assistant cannot run the sections programme without at least one section leader or assistant section leader being present.

### Scout Active Support Member

Adults appointed to help support the running of the section on an ad-hoc basis with no responsibility for other adults or young people. These people help run the sections programme as and when they are asked to or can.

### Occasional Helper (typically parents on a rota) *not a member of the scout association*

An adult who assists the section leadership team in delivering programmes to young people in the movement and does this less than once in a 31-day period. People that take on this role do not hold an adult appointment in scouting and are not members of the organisation.

## The training requirements for leader roles

We are committed to helping our volunteers develop their skills and knowledge and support them in running great scouting. Our training is delivered in several different ways through evening modules, weekend courses and elearning and adults can choose the ways that they complete the training required for their role.

Our adult training scheme is designed to support our adults, so the training provided is relevant and tailored to what they do in scouting. It is worth mentioning at this point that our adult training scheme is designed to be fun, enjoyable and beneficial and will give you the opportunity to meet other people that carry out the same role as you and the many other roles within scouting.

The scheme also recognises there may be learning and skills that an adult has gained through work and life experiences, and the scheme is designed to recognise 'prior learning' and complement these with further opportunities to enhance their skills.

The training and development opportunities available range from skills-based training such as first aid, risk assessment, safeguarding and public relations through to experience in leadership, management, communication, organisation, safeguarding, executive training and experience of working with young people.

The training scheme is made up of a series of modules that cover each of the different development areas and different roles have different training requirements. These are:

### Training requirements for Section Leaders and Assistant Section Leaders

*Getting started training (to be completed within 5 months of appointment)*

- Personal Learning Plan
- Essential Information
- General Data Protection Regulations (GDPR) Training
- Tools for the Role (Section Leaders)

### *First Aid*

*To be completed ASAP after appointment (at least 1 qualified first aider must be present at each weekly meeting)*

- First Response

### *Leader Training*

*To be completed within three years of appointment*

- The Fundamentals of Scouting
- Delivering a Quality Programme
- Scouting for all
- Administration
- Changes in Scouting
- Programme Planning
- Running Safe Activities
- Practical Skills
- An Introduction to Residential Experiences
- International
- Supporting Young People
- Promoting Positive Behaviour
- Growing the section
- Working with Adults
- Skills of Leadership

### **Training requirements for Section Assistants**

*Getting started modules (To be completed within 5 months of appointment)*

- Essential Information
- General Data Protection Regulations (GDPR) Training
- Tools for the Role (Section Leaders)

### *First Aid*

*is recommended (at least 1 qualified first aider must be present at each weekly meeting)*

- First Response

### *Leader Training*

*Leader training is not required for this role.*

### **Training requirements for Scout Active Support Members**

*To be completed within 5 months of appointment*

- Essential Information

### *First Aid*

*A basic first aid qualification is not required for this role.*

### *Leader Training*

*Leader training is not required for this role.*

### **Training requirements for Occasional Helpers (typically parents on a rota)**

*To be completed ASAP*

- Essential Information

### *First Aid*

*A basic first aid qualification is not required for this role.*

### *Leader Training*

*Leader training is not required for this role.*

To read more about each of the modules please visit our adult training web pages which you will find in the members area of our website [www.southlondonscouts.org.uk](http://www.southlondonscouts.org.uk)

### **Our adult appointment process for leaders**

To carry out our work we seek to appoint effective and appropriate leaders and supporters, all of whom are required to accept fully the responsibilities of their commitment.

We recognise the important contribution that our adult volunteers make to our organisation. Our overriding considerations when making all appointments in scouting is the safety and security of our young people, and their continued development in accordance with the purpose of the association.

Accordingly, all those whom we accept as volunteers must be “fit and proper” persons to undertake the duties of the particular role to which they have been appointed (including, if relevant, meeting the requirements of the Sponsoring Authority) and, where appropriate, the responsibilities of membership.



All volunteers, regardless of their level or length of involvement, have rights and responsibilities to work within the policies of the scout association. This includes any involvement in a variety of decision making bodies, the payment of out of pocket expenses (where possible), and access to grievance procedures.

All adults wishing to hold an adult appointment in scouting must complete the Association's Adult Information Form and will start their journey through our appointments process. There are four stages to the adult appointment process, these are:

- **Application:** where an adult interested in taking on a role in scouting agrees their role and completes our adult information form.
- **Approval:** where independent checking, (the successful outcome of the Disclosure and Barring Service (DBS) record check and (where appropriate) two references), concludes that the person is suitable for an appointment.
- **Appointment:** following a meeting with the District Appointments Panel (if necessary), and completion of the relevant 'Getting Started' training modules.
- **Induction:** where the line manager ensures that the adult receives a welcome and induction in Scouting.

Adults who are volunteering some of their time to scouting on an 'occasional basis' in 'regulated activity', (as define by the uk government as: once a week or more often, or on 4 or more days in a 30 day period, or overnight in the same establishment), or may have unsupervised access to young people, or will be involved with the handling or management of money, but are not adult member of the association are required to complete an enhanced DBS record check through the scout association.

The scout association does not accept DBS checks from other organisations. This is because the nature of the information that may be disclosed on a scout DBS criminal record check may differ from that provided to another organisation.

We seek to be open and accessible to all. A lack of experience or a criminal conviction will not necessarily prevent an individual from volunteering. This will, however, depend on the nature of the position and the circumstances and background of their offences.

### **Appointment Process obligations for your chosen role**

#### ***Section Leader***

- **Application**
- **Approval:** DBS check and references
- **Appointment:** meeting with the District Appointments Panel and completion of the relevant 'Getting Started' training modules.
- **Induction**

#### ***Assistant Section Leaders***

- **Application**
- **Approval:** DBS check and references
- **Appointment:** meeting with the District Appointments Panel and completion of the relevant 'Getting Started' training modules
- **Induction**

#### ***Section Assistants***

- **Application**
- **Approval:** DBS check and references
- **Appointment:** meeting with the District Appointments Panel and completion of the relevant 'Getting Started' training modules
- **Induction**

#### ***Scout Active Support Member***

- **Application**
- **Approval:** DBS check
- **Appointment:** completion Essential Information
- **Induction**

### **Occasional Helper (typically parents on a rota)**

Occasional Helpers are not covered by the Appointment Process but need to complete the following steps:

- Fill in the relevant parts of the Adult Information Form
- If necessary undertake a DBS check (i.e. if they may have unsupervised access to young people, or are staying overnight, or will be involved with the handling or management of money or any combination of these)
- Complete Essential Information elearning module

### **The role of the Group Scout Leader**

The group scout leader (known as the GSL), is the manager of the scout group. The GSL is responsible for ensuring that the group is well run and has a team of adults who are well inducted, supported and undertake their training to provide an exciting weekly programme to the young people in the sections of the group.

One of the key roles in every scout group is that of the group scout leader (GSL). All groups should have a GSL because the part they play can really help a group develop and enable more young people to get the most they can from their time in scouting.

The main tasks of a group scout leader is to:

- ensure that the scout group thrives and has the best systems in place to support adult volunteers and develop the group - including a group executive committee and section leadership teams
- provide line management and support to the leaders in the group, including setting objectives for their work and holding regular reviews and one-to-one meetings
- Ensure that the group has an adequate team of supported and appropriate adults working effectively together and with others to meet the scouting needs of the sections and group
- Ensure that a challenging, exciting and balanced programme is offered by the leaders to the young people in the group
- Work with the district commissioner and other group scout leaders in the district to ensure that the district thrives and mutual support exists.

### **The official stuff**

- Maintaining effective communication with others whose advice and support can be of use to the group
- Acting as chairman of the group scouters' meeting and encouraging co-operation among the leaders of the group
- Nominating the group chairman and maintaining an effective group executive committee
- As necessary, deal with matters relating to the admission and membership of young people to the group
- Building and maintaining a good relationship with the group's immediate community and, in the case of a sponsored group, with the sponsoring authority and the community it represents

### **The sections**

- Make sure that sections are running fun and progressive programmes
- Encourage sections to build on the skills learned in the previous section
- Ensure that section leaders are continually reviewing their programme to keep it relevant and progressive
- Through regular meetings make sure that the group's leaders know what the other sections are doing

### **Section links**

- Ensure that there is a smooth transfer of young people from one section to the next at the relevant age
- Encourage joint activities across sections
- Try to create a family atmosphere across the group
- Make sure that young people in the scout section have the opportunity to move on to the local explorer scout provision at the appropriate time

### **Supporting adults**

Managing the adults in the group is one of the key parts of the role of GSL, and can also be broken down into further sections.

### Recruitment

- Ensure that there are sufficient adults in a section to guarantee its effective and safe operation
- Make sure that all adults with the group are 'fit and proper' for their role
- Ensure that all new adults follow the appropriate appointments and checking process

### Induction

- Make sure that all new adults in the group receive a warm welcome and induction so that they feel valued and part of the team

### Support

- agreeing role descriptions
- communicating with them the leaders in the group
- ensuring that the sections have the appropriate equipment and resources
- encourage and motivate the leaders and supporters in the group

### Review

- Provide a regular opportunity for all adults within the group to discuss their role and 'what happens next'
- Make sure that adults not happy in their role have the opportunity to change
- Provide feedback to the district appointments advisory committee on the outcomes of formal review of appointments
- Have both formal and informal discussions with the adults in the group

# Volunteer expectations

Everyone who volunteers with scouting is entitled to be treated with dignity and respect. Our volunteers have a right to:

- accurate information on scouting at local and national level
- a clear description of the role they have taken on
- negotiate a choice of roles and tasks on a flexible basis
- a named person (volunteer line manager), they can go to for advice and support and peer mentoring and a training adviser (as necessary)
- protection from exploitation by other volunteers and service users
- say 'no' without feeling guilty
- have their contribution valued by all areas of the organisation
- receive constructive feedback on their contribution
- have opportunities to develop skills
- have opportunities for training
- have local scouting deal with disciplinary and grievance matters
- to volunteer in a friendly atmosphere

## Volunteer responsibilities

In return, they are required to commit to scouting's values and abide by our organisational policies, rules and procedures. Specifically, they are expected to:

- wear scout association uniform as appropriate to their role
- treat everyone associated with scouting (children and adults) with courtesy & respect
- cooperate with other volunteers and staff
- carry out agreed roles and tasks to the best of their abilities
- be committed, reliable and punctual
- ask for help or support when needed
- follow and adhere to the policies, procedures and rules of the scout association
- refrain from public criticism of scouting
- undertake relevant training as necessary
- exchange information and offer feedback
- notify the appropriate person if they are unavailable/unable to fulfil their volunteer duty

All adults in scouting are expected to operate in accordance with the key policies of The Scout Association. These are:

- the fundamentals of scouting
- religious
- equal opportunities
- safety
- child protection
- vetting
- anti-bullying
- development
- privacy and data protection

Further details on all these policies can be found in the current edition of The Policy, Organisation & Rules of The Scout Association ([www.scouts.org.uk/por](http://www.scouts.org.uk/por))