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Supporting Your Volunteers: Volunteer Leader Toolkit Launch

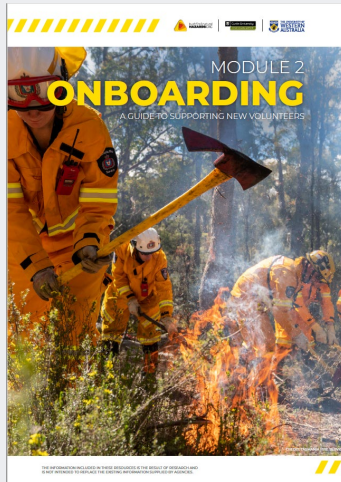
Associate Professor Patrick Dunlop and Hawa Muhammad Farid

Moderated by Blythe McLennan

Tuesday, 31st May 2022, 1 PM AEST

Supporting Your Volunteers:

A Resource Kit for Emergency Service Volunteer Leaders



Module 1: Recruiting Volunteers for the Emergency Services



Module 2: Supporting New Volunteers in the Emergency Services



Module 3: Leading Volunteers in the Emergency Services

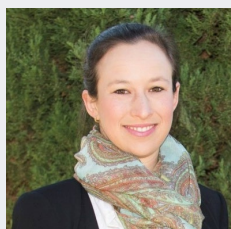
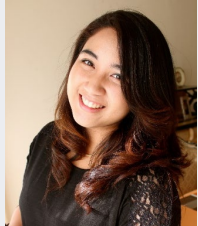
Who is this for?

- Today's volunteer leaders
- Volunteer leaders of the future
- Curious volunteers
- Volunteer Associations
- Volunteer group coordinators (e.g., District Officers)
- Online Learning Management personnel
- Strategic volunteering personnel
- Volunteer managers outside of the emergency services



Who was involved?

Collaborators, sponsors



Tasmania Fire Service



Who was involved?

Volunteers, and Advisory Committee

Volunteers:

Brad Nicholas and Steve Jones,
Marine Rescue Cockburn

Nick Elliott and Hazel Darkin,
Northshore State Emergency Service

Ty Cook and Brenden Hall, Wagin
Volunteer Fire and Rescue Services

Advisory Committee:

Christina Hovey

Jennifer Pidgeon

Kathryn White

Kylie Kapeller

Paul Wallworth



FOR A SAFER STATE



Tasmania Fire Service



Victoria State
Emergency Service



bushfire&natural
HAZARDS CRC



Curtin University

FUTURE OF WORK INSTITUTE



THE UNIVERSITY OF
WESTERN
AUSTRALIA



Our background

- **Organisational psychology**
 - Psychology in work (and volunteer) settings
- Inform management practice at the 'coal-face'
- "What makes people 'tick'?"
- "What makes volunteers tick?"



Mission Part 1:

Find answers to these questions

What does it take to become an emergency services volunteer?



Recruitment



Retention

What makes emergency services volunteers happy?



Wellbeing



Diversity

What keeps emergency services volunteers coming back for more?

How do we encourage more people to volunteer for emergency services?

Extensive Consultation and Co-design

- Stakeholders:

- *Volunteers*
- *Volunteer Leaders*
- *District Officers*
- *Volunteer Associations*
- *A panel of end-users*



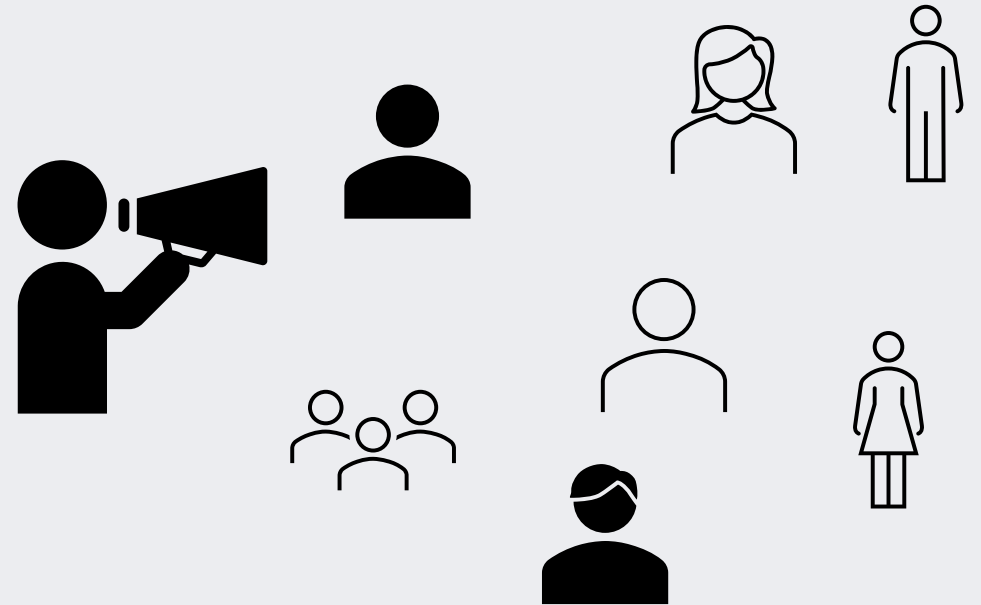
Mission Part 2: *Translate the answers into user-friendly resources*

Features

- User-friendly
- Relevant to emergency services volunteering
- Practical

Target Audiences

- BGU Volunteer leaders – all services
(change practices)
- BGU Volunteers
(learning and development)
- District Officers (distribution)



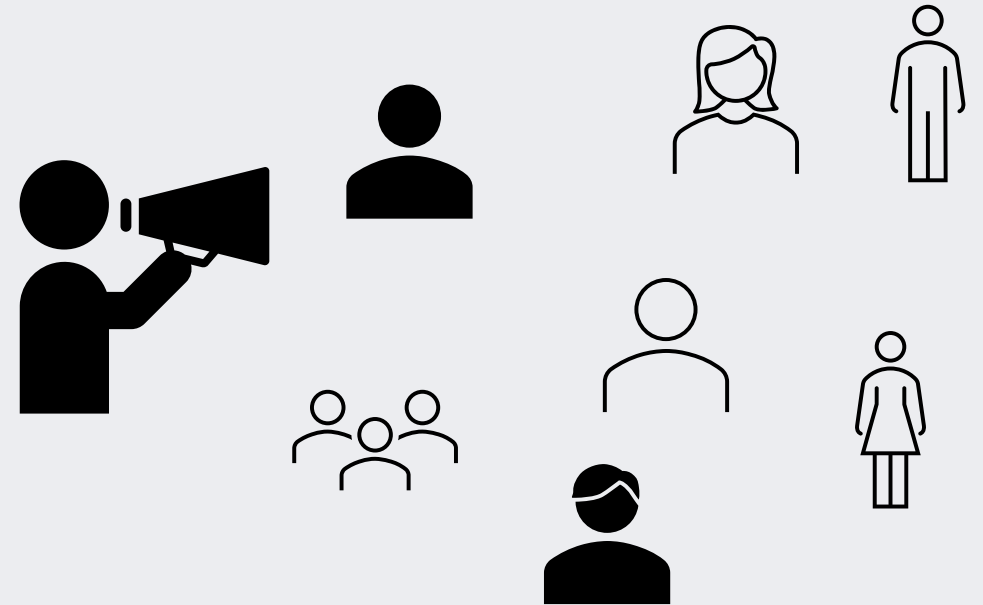
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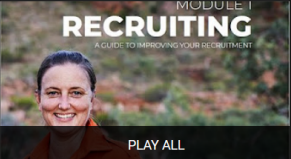
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 - **SHORT! videos**
 - Reflection exercises
 - Step-by-step guides
 - Tip sheets
 - Guidelines
 - Editable templates
 - Case studies (modelling)

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SHORT! Videos



Supporting Your Volunteers: A Resource Kit for Emergency Service Volunteer Leaders

37 videos • 2 views • Last updated on May 22, 2022

Unlisted

Future of Work Institute **SUBSCRIBE**

- 1 Recruiting New Volunteers Video 1 - Introduction (2:08)
- 2 Recruiting New Volunteers Video 2 - Plan (0:57)
- 3 Recruiting New Volunteers Video 3 - Make your group appealing (3:52)
- 4 Recruiting New Volunteers Video 4 - Prepare volunteer role descriptions (2:40)
- 5 Recruiting New Volunteers Video 5 - Identify your recruitment targets (2:09)
- 6 Recruiting New Volunteers Video 6 - Learn from the past (1:46)
- 7 Recruiting New Volunteers Video 7 - Form a promotion strategy (2:09)
- 8 Recruiting New Volunteers Video 8 - Promote (0:47)

2 June 2022



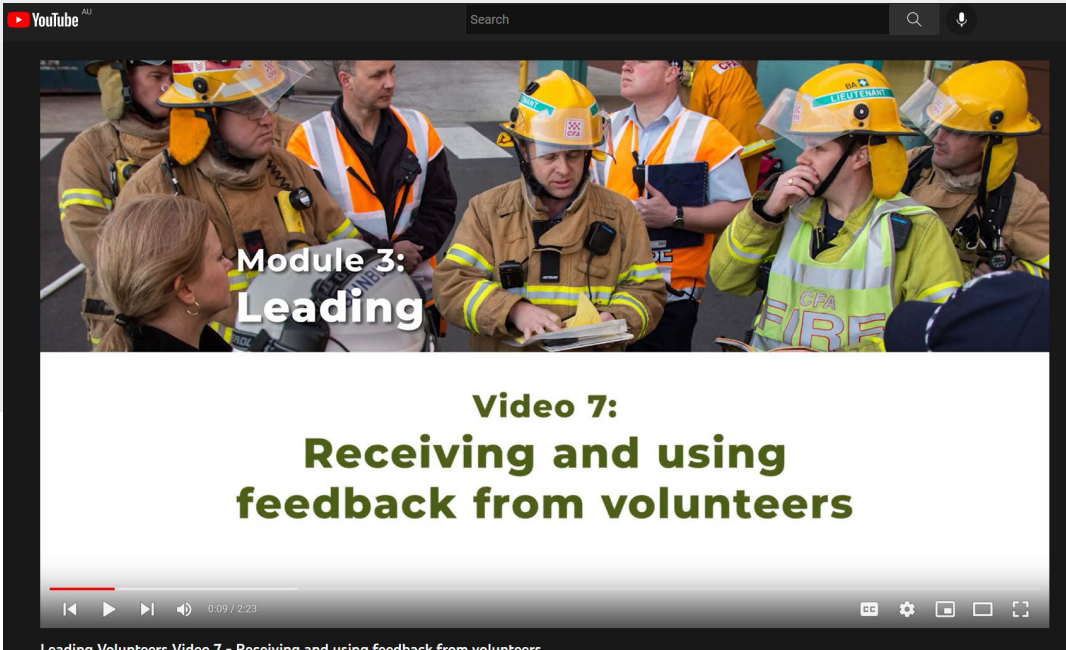
YouTube AU Search

Module 2:
Onboarding

Video 3:
Step 2 - Inducting your new volunteers

0:09 / 3:14

Onboarding Volunteers Video 3 - Inducting your new volunteers



YouTube AU Search

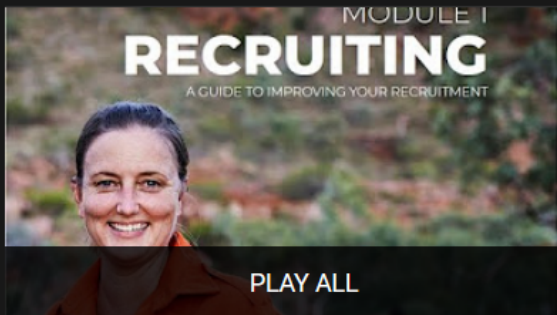
Module 3:
Leading

Video 7:
Receiving and using feedback from volunteers

0:09 / 2:23

Leading Volunteers Video 7 - Receiving and using feedback from volunteers

SH



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Recruiting New Volunteers Video 5 - Identify your recruitment targets

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Recruiting New Volunteers Video 6 - Learn from the past

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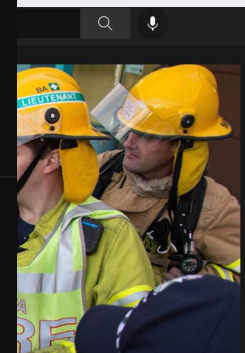
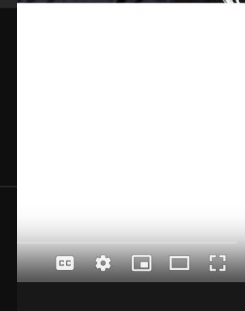
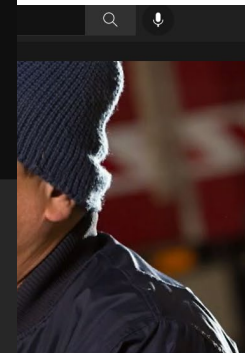
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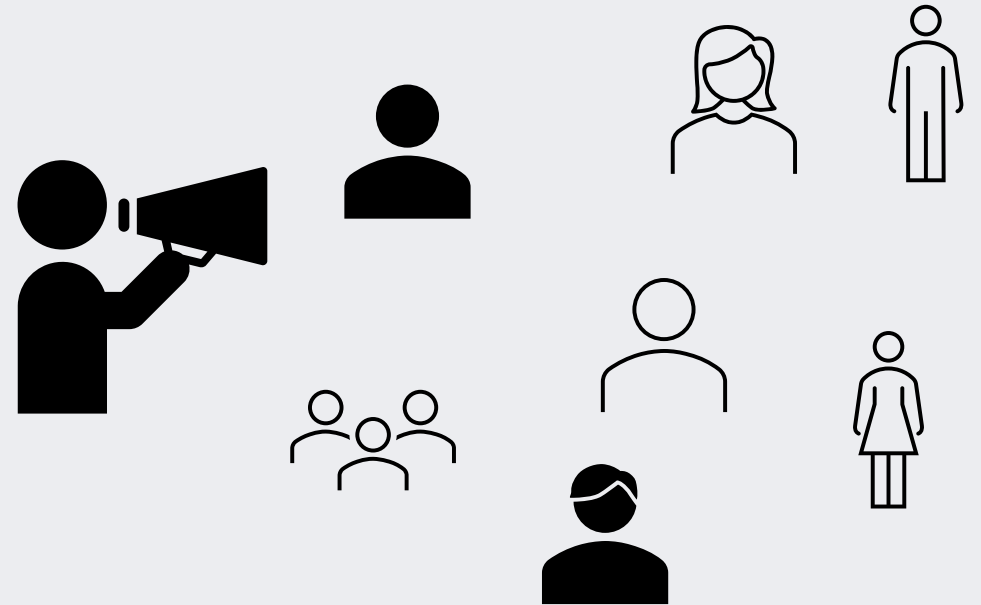
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Reflection Exercises

1. INTRODUCTION TO THE RECRUITMENT MODULE

REFLECTION EXERCISE

Take a moment to think back to **before** you were a volunteer in your group.

1. How did you first find out about volunteering with the emergency services?
2. What processes did you go through to become a volunteer (e.g., who did you speak to, were you interviewed?)?
3. What did you enjoy about those processes?

1. INTRODUCTION TO THE ONBOARDING MODULE

REFLECTION EXERCISE

Take a moment to think back to a time when you first started as a volunteer at your group...

1. What processes did you go through when you first joined? How did you become an active operational and/or non-operational volunteer who could perform and get involved in volunteering duties?
2. Was there anything you remember enjoying about that early phase of your volunteering journey? What went well for you in that first phase?
3. Was there anything you remember not enjoying during that first phase, or things that could have been done better for you during that time?
4. Now think about your current group's situation. What processes are in place for new volunteers currently? What experiences would a new volunteer go through before they can participate fully in group activities?
5. Can you think of any ways you could improve the processes or experiences for new volunteers?

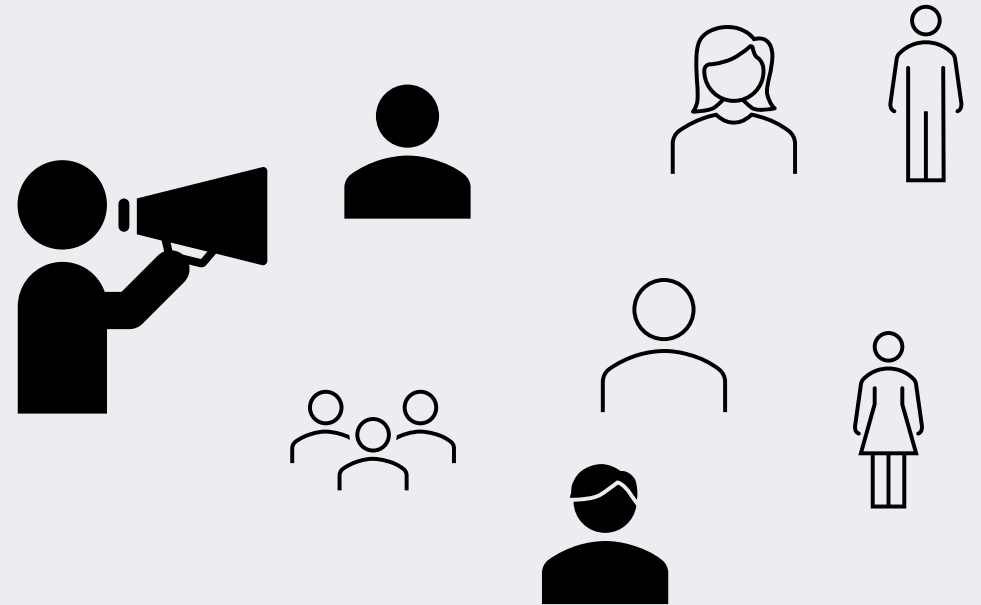
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Step-By-Step:

Guided resources

The Onboarding Process

-  Registering
-  Inducting
-  Supporting
-  Training
-  Engaging

CONTENTS

This document collects only the PDF pages from Module 2: Onboarding, and does not include videos or other elements of the module. The numbering system used in this document corresponds to the topic folders in the larger Module 2: Onboarding.

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8. ONBOARDING CHECKLIST

This checklist can be printed and used each time a new volunteer or group of new volunteers joins. It can be used as a guide to make sure that processes to support volunteers are in place and followed within a new volunteer's first year.

STEP 1: REGISTERING YOUR NEW VOLUNTEERS

- The registration form for the new volunteer was processed.
 - Relevant forms may include registration forms at the volunteering group, service, and organisational levels.
- The new volunteer has completed all applicable checks (e.g., National Police Clearance, Working with Children Check).
- The new volunteer is informed if they are on probation, what that involves, and how long the probationary period will be.
- A Confirmation of Registration (COR) was given to the new volunteer, via email and/or a physical copy.

STEP 2: INDUCTING YOUR NEW VOLUNTEERS

- A formal induction session was held for the new volunteer, either as a presentation and/or with an induction booklet. In the induction session:
 - Information on the training pathways were given.
 - Information on the social and mental health support services available to volunteers were given.
- The new volunteer was shown around the place, so that they understand where the different rooms, facilities, and equipment are.
- The new volunteer was introduced to other volunteers within the group.
- The new volunteer was given the opportunity to voice their concerns and questions, and they received clarification.
- The new volunteer has been asked if they have any prior skills they could contribute to the group.

Step-By-Step:

Guided resources

The Onboarding Process



Registering



Inducting



Supporting



Training



Engaging

ONBOARDING CHECKLIST

This checklist can be printed and used each time a new volunteer or support volunteer joins. It can be used as a guide to make sure that support volunteers are in place and followed within a new year.

REGISTERING YOUR NEW VOLUNTEERS

Registration form for the new volunteer was processed.

Registration forms may include registration forms at the group, service, and organisational levels.

The new volunteer has completed all applicable checks (Police Clearance, Working with Children Check).

The new volunteer is informed if they are on probation, what that probationary period will be.

Confirmation of Registration (COR) was given to the new volunteer by email and/or a physical copy.

INDUCTING YOUR NEW VOLUNTEERS

An induction session was held for the new volunteer, either as a group or with an induction booklet. In the induction session:

The new volunteer's training pathways were given.

The new volunteer's social and mental health support needs were discussed with the new volunteer.

The new volunteer was shown around the place, so that they understand the layout of rooms, facilities, and equipment are.

The new volunteer was introduced to other volunteers within the group.

The new volunteer was given the opportunity to voice their questions, and they received clarification.

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Step-By-Step

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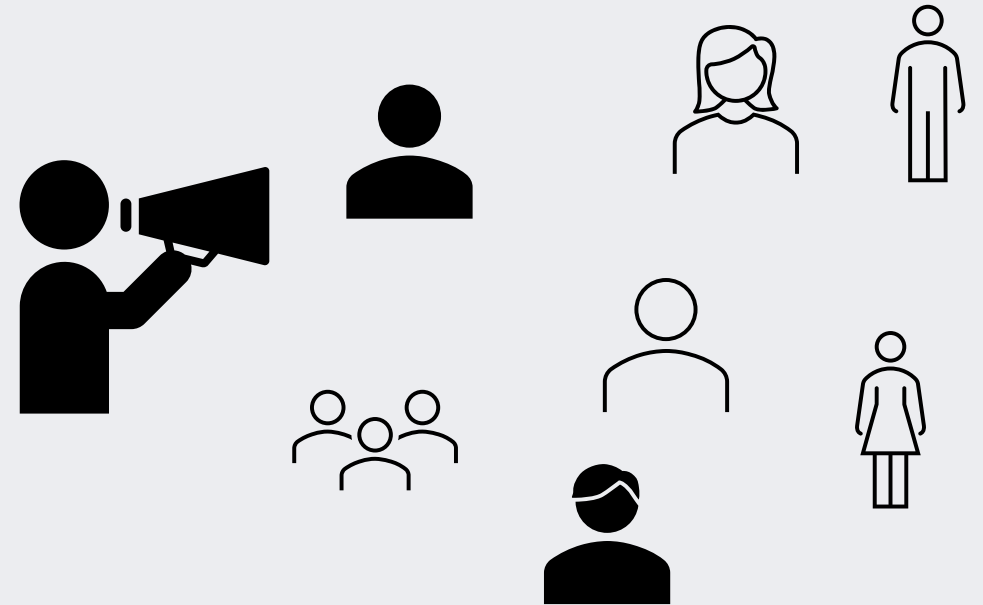
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Target Audiences

- BGU Volunteer leaders – all services
(change practices)
- BGU Volunteers
(learning and development)
- District Officers **(distribution)**



Practical Tip Sheets

What to do and what NOT to do

PROBATION DO'S		PROBATION DON'TS	
COMMUNICATE EFFECTIVELY	<ul style="list-style-type: none"> • Give new volunteers relevant and clear information early on (see Induction section). • Communicate what is expected of the new volunteer (e.g., hours needed per week, rules to follow). • Inform the new volunteers what the probationary period is for and how long it will be. • Provide volunteers positive and constructive feedback on their performance and/or progress. 	INEFFECTIVE COMMUNICATION	<ul style="list-style-type: none"> • Not providing new volunteers with enough information or giving them too much information at once. • Not communicating regularly with new volunteers. • Not giving new volunteers feedback on their performance and/or progress. • Not informing new volunteers what the outcome of their probationary period is upon completion.
SUPPORT VOLUNTEER DEVELOPMENT	<ul style="list-style-type: none"> • Provide new volunteers with social support (see Support section). • Give volunteers the means to complete the basic training they need. 	RESTRICT SUPPORT	<ul style="list-style-type: none"> • Withholding the new volunteers' registration papers for longer than a month. • Socially isolating the new volunteers. • Preventing new volunteers from doing any basic training.

6. TIP SHEET 4: PROVIDING FEEDBACK

EXAMPLES OF EACH OF THE GUIDELINES

1. Focus on specific behaviours that can be changed

Positive feedback



"The financial spreadsheets look really organised. By separating the different outgoing finances into separate columns, it was clear to me where our money is being spent. It would be even better if you organised the spending categories in alphabetical order as well."



"Good job on the finance spreadsheets!"

Negative feedback



"I noticed that some corners were being cut at this point in the exercise. Make sure that when we do x, we are following procedure xyz"



"The whole exercise was really messy. You need to make sure you're doing things the right way"

PROBATION DO'S	PROBATION DON'TS
<p>COMMUNICATE EFFECTIVELY</p>	<p>INEFFECTIVE COMMUNICATION</p>
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PROBATION DO'S

COMMUNICATE EFFECTIVELY

- Give new volunteers relevant information early on (see **section**).
- Communicate what is expected of a volunteer (e.g., hours needed, rules to follow).
- Inform the new volunteer that the probationary period is for how long it will be.
- Provide volunteers with positive and constructive feedback on their performance and/or progress.

SUPPORT VOLUNTEER DEVELOPMENT

- Provide new volunteers with the necessary resources (see **Support section**).
- Give volunteers the opportunity to receive basic training they need.

Practical Tip Sheets

What to do and what NOT to do

4A. TIP SHEET 4: INTERVIEW VOLUNTEERS

An interview helps you to understand why someone is interested in volunteering and it helps you identify any misconceptions they may have upfront. It also gives the applicant (i.e., potential volunteer) a chance to ask you any questions they may have and clarify their expectations.

1. STRUCTURING AN INTERVIEW

1. Start by introducing yourself and your position.
 - a. Thank the applicant for their interest and for making the time.
 - b. Tell the applicant the purpose of the interview and how long it is expected to take.
 - c. Let them know there will be a chance to ask questions at the end.
2. Start with an easy, open question as an ice-breaker.
 - a. E.g., "How did you hear about this opportunity?"
3. Move on to the main interview questions. These should cover 3 to 5 topics (e.g., teamwork, coping under pressure), with one or two questions per topic.
4. Finish by letting the applicant know what the next steps in the processes are for them and give them an opportunity to ask questions.

4. TIP SHEET 3: SHARING RESPONSIBILITIES

THREE STEPS TO DELEGATION

1. Assign responsibility

This step is about finding the right person for the task or role. Keep these questions in mind:

What skills does someone need to perform the task or role?

Does this person have the necessary skills or the potential to learn those skills?

If they don't already have the necessary skills, who is going to teach them?

Is the person willing, available, and interested to take on the task or role?

7. TIP SHEET 5: RECEIVING AND USING FEEDBACK FROM VOLUNTEERS

USING COMMUNICATION TECHNIQUES TO ENCOURAGE FEEDBACK FROM VOLUNTEERS

Using communication techniques such as open-ended questions, active listening, and appropriate non-verbal signals, will make your volunteers feel comfortable providing feedback to you.

Here is how you can do this.

OPEN QUESTIONS

Open questions don't have a straight 'yes' or 'no' answer. Using open questions is an effective way of encouraging someone to open up and provide more information.

Here are some examples:

CLOSED QUESTION	OPEN QUESTION
Did you enjoy that training exercise?	What did you enjoy about that training exercise?
Are you able to handle that task?	What support or help do you need to get that task done?
Didn't you understand the instructions?	Which part of the instruction was unclear?

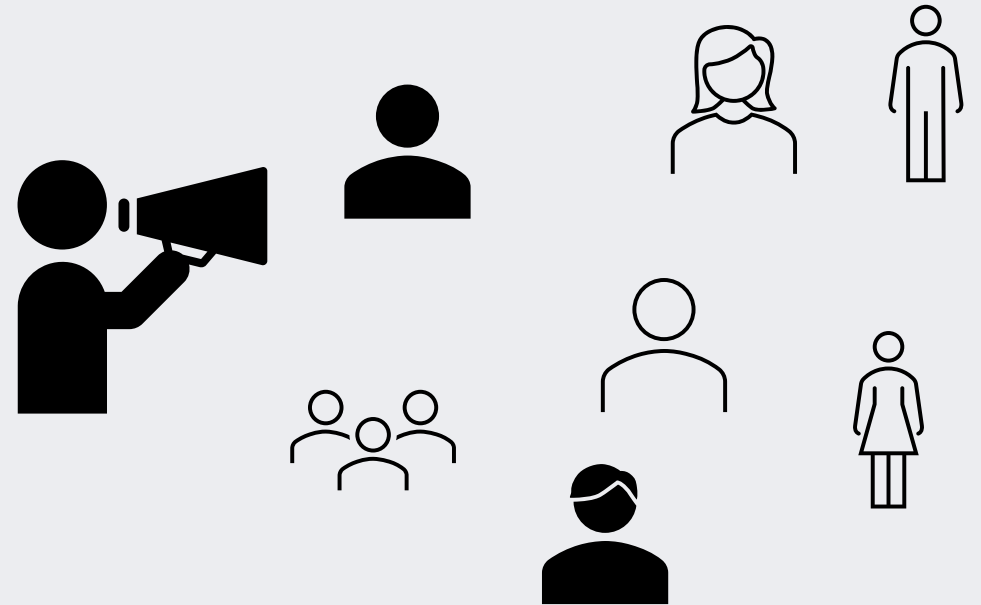
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Practical Guidelines

Suggestions on what you can do

Most volunteers don't join the emergency services for any reward, but acknowledgment and recognition are important tools for enhancing commitment and satisfaction and ensuring that volunteers feel appreciated.

Some ideas are provided below:

INFORMAL AND VERBAL RECOGNITION

- Say "thank you" regularly
- Mention achievements and contributions at monthly meetings
- Give constructive praise regularly
- Shout-outs on social media
- Recognition in emails and newsletters
- Share positive feedback from the community

TANGIBLE RECOGNITION

- Awards night
- Novelty awards
- Certificates
- Provide refreshments at or after training and emergencies
- Follow up on the formal reward and recognition program at your emergency service organisation
- Contact local news agencies to promote volunteer achievements
- Provide references if requested

Situational questions

- » These are hypothetical questions related to situations that may occur on the job. They are well suited for people with little experience because they talk about a hypothetical situation.
- » Answers are usually assessed against example answers and rated on a 1-5 scale, with a score of 1 reflecting the least desirable behavioural response and 5 reflecting the most desirable response.

EXAMPLE:

"You are part of a team responding to an emergency. The team leader gives you an instruction that would go against what you learned in your training. How do you respond?"

1
Review the particular role and tasks required

2
Identify the necessary knowledge, skills, and abilities to do the tasks

3
Decide how to assess the chosen knowledge, skills, and abilities

4
Assess potential volunteer/s against chosen criteria

5
Decide if the individual is suitable

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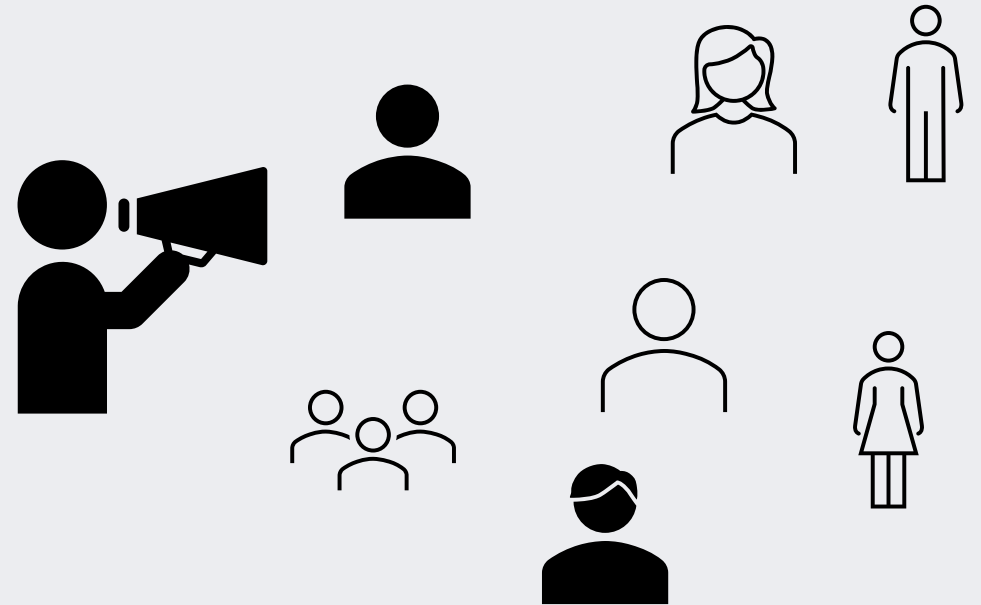
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Editable Templates

Make it your own!

Blank Role Description Template [Re-print this template as many times as you need]

Role		
Reports to		
Position overview		
Time commitment		
Expected busy months		
Benefits of volunteering in this role		
What is needed for this role?		
Key skills	What is most important?	How is it done?

Can you think of some effective and ineffective examples of recruitment efforts that your group has done in the past?

EFFECTIVE EXAMPLES OF RECRUITMENT (What has worked well)	INEFFECTIVE EXAMPLES OF RECRUITMENT (What did not work well)
	

What recruitment channels will work best for different groups within your community?

RECRUITMENT CHANNEL	GROUPS THIS CHANNEL WILL WORK BEST WITH
Traditional Media	
Social Media	
Community Outreach Events	
Word of Mouth	
Volunteer Job Boards	

Edit
Make

Blank Role Description Template [Re-print this template as many times as you need]

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Position overview		
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(not work well)

groups within your community?

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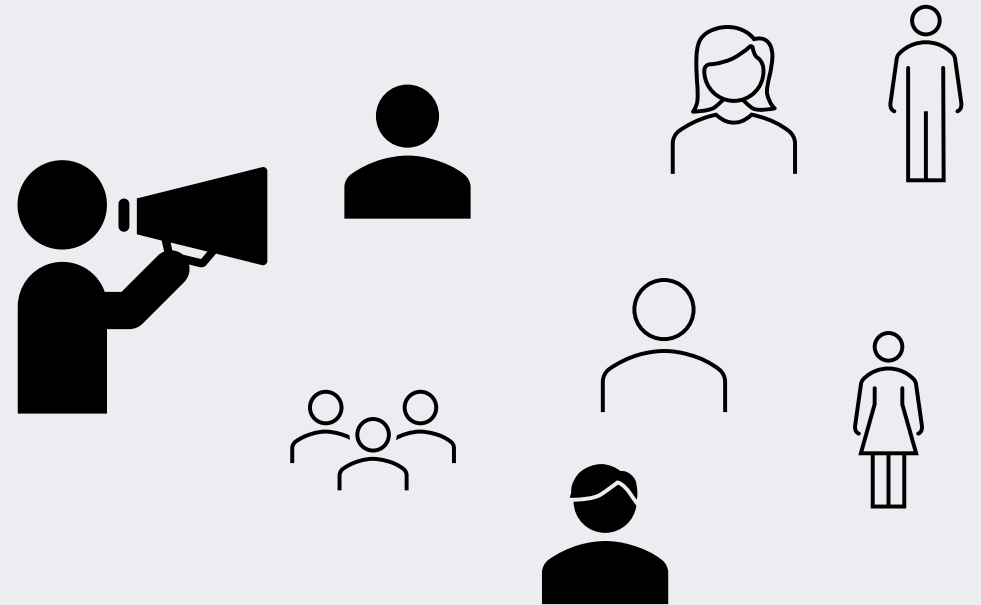
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(learning and development)
- District Officers (distribution)



Real-world case studies from volunteering groups

Video and text



How do you provide informational and social support to new volunteers?



Guiding Philosophy

Provide support,

NOT

Directives!

