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# COORDINATING VOLUNTEERS FACILITATORS GUIDE

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**Implementing  
Volunteering  
Reimagined in  
your Unit.**

This Facilitators Guide is designed to provide Unit Commanders and Volunteer Coordinators with information and preparation activities relevant to recruiting, leading, managing and retaining all Volunteer types. Unit Volunteers, Spontaneous Volunteers, Community Action Team Volunteers and Corporate Volunteers.



## Acknowledgements

This Induction Facilitator Guide has been developed by members of the NSW State Emergency Service.

Please provide all feedback and corrections in writing to:

[traininghelpdesk@ses.nsw.gov.au](mailto:traininghelpdesk@ses.nsw.gov.au) or through EOS

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# FACILITATOR INFORMATION

## AIM

The aims of this workshop are:

- To upskill Unit Commanders and train the Unit Volunteer Coordinator in what is required to fill the role.
- To provide practical tools and planning assistance for the implementation of Volunteering Reimagined at Unit Level – recruiting, leading and managing and retaining all volunteer types.
- To further inspire and engage participants in the Volunteering Reimagined message, providing opportunities to develop a deeper understanding of its relevance to other long term strategic goals.

## WHO CAN DELIVER THIS WORKSHOP

This workshop has been developed to be delivered by a facilitator. NSW SES defines a facilitator as someone who can guide members through their learning. They are positive role model who demonstrate sound understanding and knowledge of NSW SES and in particular knowledge of Volunteering in their unit/zone.

Facilitators are not required to hold Skills Trainer or Assessor qualifications. Nor do they need to be endorsed in this workshop.

## USING THIS GUIDE

This Guide has been developed to assist you and other facilitators to deliver this workshop within your unit or zone. The guide is:

- Delivered in small sessions.
- Flexible and allows you to draw upon your own knowledge, skills and experience and contextualise to meet the needs of the new members.
- Delivery of this program can be achieved in a number of ways:
  - small groups
  - large groups with more than one facilitator

## PRE-REQUISITES

There are no pre-requisites for this workshop.

## SPECIAL NEEDS / REASONABLE ADJUSTMENT

Facilitators need to be sensitive to the requirements of learners with special needs. This may mean modifying activities or providing someone that can assist them with their learning needs.

## WORKSHOP TIMING

| PRE WORKSHOP  | WORKSHOP   | POST WORKSHOP   |
|---|--|---|
| <p><b>14 weeks prior to Workshop:</b> Send out Call for Nominations &amp; Email Volunteering Reimagined Team to create a secret Facebook Group</p> <p><b>At close of nominations:</b> Review nominations and select candidates based on:</p> <ul style="list-style-type: none"><li>• Ability to attend as a pair (Unit Commander and Unit Volunteer Coordinator).</li><li>• Recommendation of Zone Commander re priority of implementation support.</li></ul> | <p><b>2 Days:</b><br/>Day of the workshop: run workshop per the following facilitators guide instructions.</p> | <p>The week following the workshop: Post photos (as outlined here in the guide) in the Facebook group &amp; provide the relevant Zone Commander with a copy of each Unit's Action Plans.</p> <p>4 weeks after the Workshop: follow up phone call to each participant enquiring after their progress based on what is recorded on the Action Plans. Provide support or referral as needed.</p> |





## DELIVERY SUMMARY

| SESSION | SESSION NAME                          | NOMINAL TIME |
|---------|---------------------------------------|--------------|
| 1       | Welcome and Overview                  | 30 mins      |
| 2       | Workshop Outline                      | 25 mins      |
| 3       | Introduction to Recruitment           | 35 mins      |
| 4       | Morning Break                         | 15 mins      |
| 5       | Community Partnership                 | 20 mins      |
| 6       | Recruitment Needs                     | 45 mins      |
| 7       | Recruitment Options                   | 20 mins      |
| 8       | Recruitment Tips, Tricks & Highlights | 30 mins      |
| 9       | Leadership and Management             | 30 mins      |
| 10      | Training                              | 50 mins      |
| 11      | Training Considerations               | 55 mins      |
| 12      | Reflection                            | 45 mins      |
|         | <b>TOTAL</b>                          | <b>1 Day</b> |
| 13      | Volunteer Engagement                  | 45 mins      |
| 14      | Operational Considerations            | 45 mins      |
| 15      | Communication strategies              | 35 mins      |
| 16      | Delegating and referring              | 30 mins      |
| 17      | Volunteer Experience and Summary      | 30 mins      |
| 18      | Big Activity                          | 60 mins      |
| 19      | Retention                             | 15 mins      |
| 20      | Volunteer Experience                  | 60 mins      |
| 21      | Re-imagining Volunteering             | 35 mins      |
| 22      | Retention                             | 20 mins      |
| 23      | Workshop summary                      | 10 mins      |
|         | <b>TOTAL</b>                          | <b>1 Day</b> |

# FACILITATOR INFORMATION

## ROOM SET UP

1. Internet access is required for links in the PowerPoint
2. Projector for PowerPoint
3. Have Butchers paper with the following headings put up on the wall where participants can access them during the breaks. Write each heading on a separate piece of butchers paper:
  - Question Parking Lot
  - What motivated you to join NSW SES?
  - What do you love about Volunteering with NSW SES?
  - What do you enjoy at your Units meeting night?
4. Review Activity 1 and ensure that the room is not set up – ie: tables and chairs to the side of the room. Leave a space in the middle of the room to stand in a circle.

## HANDOUTS

The following Handouts will be used during the workshop. They are listed in order of use.

- Developing Your Recruitment Plan
- Recruitment Options and Roles
- SMEAC
- Training Risk Management Approach
- HANDOUT: Pathways infographic
- Activity Training: need 3 roles & completed EOI
- Staging Area Considerations
- Volunteer Experience Process

## LEARNERS TO BRING

- Their Units copy of the Support Pack
- Membership Procedures
- Pen

## MATERIALS NEEDED

- Butchers paper
- Blue tac
- Post it notes
- Marker pens for each group
- Phone with Camera & capacity to email photos & post to Facebook

## FACEBOOK GROUP

- Create a secret Facebook Group for each course. (Use the naming convention: NSW SES UVC Workshop (Location) (Date). Eg NSW SES UVC Workshop Lismore April 2018)
- Post photos of learners participating on the day
- Use the group to follow up with learners
- Ask learners to use the group to share ideas on return to their units
- Include a post about the Volunteering Reimagined Knowledge Hub
- First Post: Thank you for joining the group, please post below and tell us:
  - What you want to achieve by attending the workshop.
  - The two most important questions you would like answered.

## FACILITATOR FOLLOW UP TASKS DURING AND AFTER THE WORKSHOP

- During the workshop, take photos for posting in the Facebook Group. (take photos of: groups interacting, the butchers paper on the walls, the facilitators when they are presenting, the whole group, the food)
- Use the Poll option on Facebook for the Course Evaluation
- Schedule a check in with each Unit, 4 weeks after Course completion – to check on progress with Top 5 Action Items.

## RISK MANAGEMENT

Risk management is a part of the role of a facilitator and involves addressing the issues of:

### TAKE 5 BEFORE YOU START

|   |   |
|---|---|
| 1 |  Stop, stand back, observe |
| 2 |  Think through the task    |
| 3 |  Identify hazards          |
| 4 |  Assess and control risks  |
| 5 |  Continually monitor risks |

- Identifying hazards
- Conducting a risk assessment
- Assessing and controlling risks
- Continuously monitoring the activities

Facilitators are required to conduct a risk assessment when conducting classroom and practical activities.

# SESSION 1

## WELCOME AND OVERVIEW

### FACILITATOR TIPS

This session occurs at the start time of the workshop 9am and is aimed at putting participants into an experience that will challenge them & target their thinking about new ways of volunteering. It is important not to explain what is happening prior to the start time & to provide guided reflection at the completion of the activity about how it relates to volunteering in new ways

### SESSION OUTCOMES

Provide an experience which allows participants to reflect on:

- Quick thinking
- Decision making
- Team dynamics
- Different ways of working
- How it feels to be in the unknown

### Estimated Duration



Please allow **30 minutes** to complete this session.

### Suggested Resources



**PowerPoint**  
Slides 1-3



**SMEAC**  
Activity  
Briefing



**1 Materials**  
Pack per  
group



**Chairs and tables**  
at the sides of  
the room

### DISCUSSION POINTS



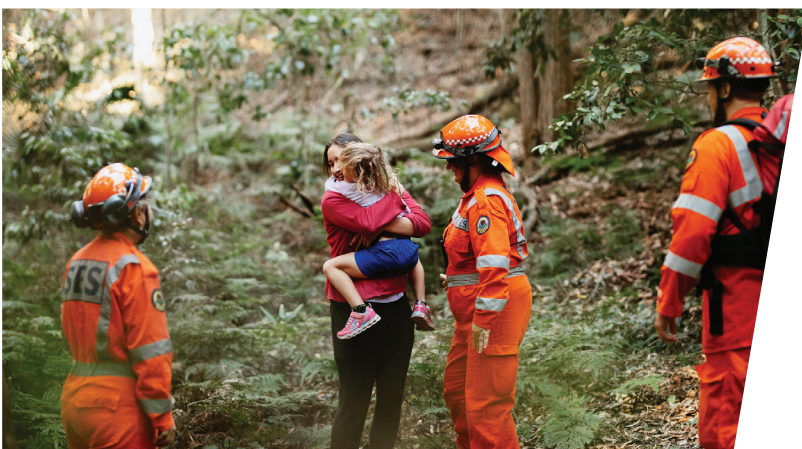
#### Intro

- Welcome Learners.
- Introduce yourself and other facilitators who might be helping out during the delivery of this program.
- Explain program outline.



#### Housekeeping

- Sign on.
- Sessions.
- Location of, and arrangements for, emergency exits, marshalling.
- Other WHS issues (learners to advise facilitator of medical conditions prior to undertaking activities).
- Local environment issues.
- Alcohol, drugs and smoking prohibition. Indicate outside smoking areas to learners.
- Personal protection, including jewellery, hair and closed in footwear.
- Specific local issues and requirements.
- Turning mobile phones and pagers off or to vibrate.







## SLIDES

### 1. Title Page

Have this slide on the screen when participants arrive.

Desks will not be set up due to Activity 1 and participants may be wondering what is happening.

Welcome participants as they arrive and don't provide explanation, just chit chat about what they are expecting to achieve or how implementation is going at their Unit.

**Start on time** and ask the teams to include any additional people into their plans as they arrive.

### 2. Activity 1 - SMEAC Part 1

#### Read SMEAC briefing.

Watch and listen to what the participants are doing so that you can provide feedback or guidance during reflection.



#### Duration

Approximately  
10 minutes

### 3. Activity 1 - SMEAC Part 2 & Debrief



#### Explain: Part 2 of Activity 1 Team Leader Briefing.

When participants have completed the activity complete the debrief asking participants to reflect on:

- How decisions were made, how you analysed skills and allocated tasks.
- SMEAC briefing.
- What was achieved with the instructions provided.
- How the task helped you bond as a team.
- How it felt to be in a time critical activity with many unknowns to contend with.



**Relate:** This reflection to some of the tasks, skills & feelings that will be present as we involve different types of volunteers into our Units.



#### Duration

Approximately  
20 minutes

# SESSION 2

## WORKSHOP OUTLINE

### FACILITATOR TIPS

This session provides an outline of what will be covered in the workshop, the outcomes to be achieved, topics covered and our approach to the learning journey. The goal is to ensure that participants are aware that this workshop's focus is to provide participants with opportunities to develop their own unique plans to carry forward on return to their Unit.

Ensure participants understand that we are not here to make rules or build structure into an inherently flexible approach.

We want participants to be inspired to create something new at their Units.

### SESSION OUTCOMES

Set expectations for participants in relation to:

- Concepts on which the workshop is based
- Workshop Outcomes
- Workshop Topics
- Workshop Approach
- Commissioners vision for their involvement

### Estimated Duration



Please allow **25 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slides 4–8

### DISCUSSION POINTS



#### Ask

*Does this fit with your expectations?*



#### Explain

The goal is to tailor our approach to what will work at your Unit.



#### Look for

Confirmation that participants will get what they were hoping to from the workshop. Realign any thinking or responses that are different from what was explained.



#### Discuss

Any questions that are raised.  
How flexibility provides scope for customisation.



## SLIDES

### 4. Workshop Concepts

Read concepts, gauge reactions as you go.  
Provide further explanation as needed.



#### Duration

Approximately  
5 minutes

### 5. Workshop Outcomes

Read outcomes



#### Duration

Approximately  
5 minutes

### 6. Workshop Topics

Read topics and explain that we will achieve our outcomes by  
working through these topics.



#### Duration

Approximately  
5 minutes

### 7. Workshop Approach

Read slide and gauge responses. If needed expand by explaining:  
Facilitators are here to guide and assist you to explore what will  
work in your Unique community. We are not here to make rules  
or build structure into an inherently flexible approach.



#### Duration

Approximately  
5 minutes

### 8. Commissioner's Message

Click YouTube link in slide & play message.



#### Duration

Approximately  
5 minutes

# SESSION 3

## INTRODUCTION TO RECRUITMENT

### FACILITATOR TIPS

This session covers the Recruitment related Outcomes for the course, an explanation of **why** we have a range of Volunteering Options and an Activity aimed at drawing out the thoughts of the participants relating to a more flexible & inclusive approach. This session should be promotional in focus and inspire the participants to create something new in their Units.

### SESSION OUTCOMES

At the completion of this session the *Learner* should:

- Understand the recruitment topic outcomes.
- Understand **why** flexible volunteering is important.

At the completion of this session the *Facilitator* should:

- Develop insight into their participants thinking around flexible volunteering.

### Estimated Duration



Please allow **35 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slides 9-11



Butcher  
Paper



Marker  
Pens



Blue  
Tac

### SLIDES

#### 9. Title Slide Recruitment



**Explain:** At the completion of this topic we will:

- Understand why people volunteer and the different options available.
- Explore what is needed through analysis of relevant information.
- Understand ways to source and approach new volunteers.
- Map a plan for recruitment.



#### Duration

Approximately  
5 minutes





## SLIDES

### 10. Recruitment - Why do people volunteer?



**Explain:** Australian communities have always rallied to **respond to threats** and **help each other** in times of disaster and emergency.

We volunteer as individuals, households, formal and informal groups.

The number of volunteers working in Emergency Management Organisations is estimated at more than 500,000.

Research shows we come together and are more cohesive than normal, working together to overcome challenges, meet local needs, help ourselves and those around us.

In the main EM Volunteers are looking to play a part in responding to threats to their community and are motivated by a strong desire to help others.

It is important to recognise that our motivations for volunteering are diverse but in the main altruistic.

This is of course a generalisation so it is important to build on this information and ask 'what has motivated you to volunteer with us?' when you engage with new and existing volunteers. Their response will help you start developing a picture of the volunteers' individual motivations and what they are seeking to achieve.

Refer to page ?? of the workbook – see table on motivations and categories of membership.

At this point it's important to recognise that there are a small percentage of people who volunteer with the motive to exploit (people, resources or power) and this is an understandable concern. From a risk management perspective; an assessment of likelihood, consequences and control measures should inform decision making. Unit Commanders have decision making authority in cases where a volunteer is deemed a safety risk. Containing risk is a strategy we will discuss during the Leadership and Management topic.

#### What has changed?

The landscape of volunteering has changed due many factors including large scale socio economic changes & advances in technology. The nature of work has changed, the structure and capacity of families around free time has changed and we are more connected by technology. Technology is allowing more of the population to experience a first person view of disasters and in this way they are feeling more connected to the response. And the disaster risk is changing and increasing due to population growth, urban development and climate change.



#### Duration

**Approximately 15 minutes**

#### Key Statement:

As a result of all these changes; Leaders in Emergency Management can expect to engage with a much wider and more diverse range of volunteers than in the past.

Volunteering Reimagined Repositioning: Volunteering Reimagined breaks down barriers between the community and the NSW SES around preparation, response and recovery. The creation of new membership categories opens up opportunities for the NSW SES and the Community to work more closely together at every stage.

#### Key Statement:

As an ideal the community and the NSW SES are working in partnership with a wide cross section of the community in preparing for, responding to and recovering from floods, storm and tsunamis.

Volunteering Reimagined provides this flexibility & when partnered with our strong systems around safety, training and operational management; we are perfectly positioned to enhance our service capability into the future.

#### Play:

Youtube clip explaining social media.

# SESSION 3

## INTRODUCTION TO RECRUITMENT

### SLIDES

#### 11. Activity 2

**Introduce Activity:** In your teams, discuss the following questions and summarise your answers on butchers paper:

1. How do you feel about the new options for people to volunteer in different ways?
2. What are your concerns about people volunteering in new ways?
3. How would you describe the benefits of the new volunteering options.

#### Advice for Facilitators:

Participants have 10 minutes to complete this activity. Monitor teams discussion and progress. Give a reminder of time if the team needs to move to the next question in order to meet the timeframe.

Encourage relevant discussion, realign to topic if the discussion is off track. Take note of good points and ensure these come out when you provide an overview of the teams responses.

#### Note:

Facilitators will provide the summary of responses on the butcher's paper for each team. (this ensures timely, relevant comment on what was discussed and noted). Subsequent facilitators will take note not to repeat points already noted by other teams if possible.

#### Summarise:

Summary from all facilitators should take 5 minutes in total – short and sharp. Reassure that we will address as many of these points as we can during the course.

(Facilitators – place these on the wall and where possible refer back to them as they become relevant during the course).



#### Duration

Approximately  
15 minutes

# SESSION 4

## MORNING BREAK



### FACILITATOR TIPS

During the morning break session, the aim is to encourage learners to get to know each other and network with other participants while gaining insights with targeted questions.

### SESSION OUTCOMES

Provide an experience which allows participants to:

- Meet someone new
- Practice networking skills
- Talk about motivations for joining NSW SES
- Gain insights into why others joined

### Estimated Duration



Please allow **15 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slide 12



Butcher  
Paper\*



Post it  
Notes

\* With heading  
'what motivated  
you to join NSW  
SES?' stuck up on  
the wall.

### DISCUSSION POINTS



#### Ask

Participants to talk to one person they don't know during the Morning Break and discuss: "what motivated you to join NSW SES?". Summarise on a post it note, write your name to the bottom corner and add it to the butcher's paper on the wall. Ask participants to review others responses as they return from Morning Break and take note of the range of motivations.



#### Explain

On completion of the morning break, read out some of the motivations. Explain that although each are unique, most are related to helping people. It is important to know what peoples motivations are so that you can provide meaningful opportunities.



#### Look for

Interaction between participants who haven't met yet, a variety of motivations, ways to group motivations together.

# SESSION 5

## COMMUNITY PARTNERSHIPS

### FACILITATOR TIPS

This session is focussed on demonstrating one of the key goals of the range of volunteering options – to involve a more of our communities in the work we do. The aim is to motivate participants to understand how they can benefit from involving a wider range of volunteers.

The session also includes a brief pause and Segway to the next Session.

### SESSION OUTCOMES

At the completion of this session, participants will understand;

- How the volunteering options provide access to more community members.
- Opportunities that may work at their Unit.
- The benefits of being more flexible in our approach.
- What we have covered so far and what is next.

### Estimated Duration



Please allow **20 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slides 13-14

### SLIDES

#### 13. Volunteering Options



**Explain:** Let's now look at how the new volunteering options provide us with new ways to resource our Units so that we can work in a way that enables us to create a partnership with our Community.

Imagine the circle represents the Community we live in:

**Click Slide:** To reveal Unit Volunteer.

#### Unit Volunteer

In the past we have recruited for Unit Volunteers, often requiring people to fit a fairly rigid model of attendance and training. In this way – we could only access a small portion of our community.



#### Duration

**Approximately  
15 minutes**





## SLIDES *(continued)*

### **Unit Volunteer**

We can now offer Unit Volunteers more flexibility in how they volunteer with us by considering each individual's currency, capability, contribution and training.

**Click Slide:** To reveal a bigger slice labelled 'Unit Volunteer'

Remember members' commitment to the unit cannot be defined solely on their attendance. While this is a very important requirement for some roles and a routine often enjoyed by members, we can all benefit from welcoming other diverse contributions & demonstrations of commitment. New training options will also enable greater flexibility into the future.

**Click Slide:** To reveal CAT.

### **CAT Volunteer**

CAT teams are usually meeting a specific need, so the requirements for these groups are generally specific to the role they undertake. The possibilities are very broad, some examples include; Geographic: Flood Plain CAT, Isolated Community CATs.

**Click Slide:** To reveal Spontaneous

### **Spontaneous Volunteer**

Spontaneous volunteers can assist us when we/our communities need 'extra help'. Their commitment is finite and the tasks they undertake can vary from general to specialised depending on the situation, their skill set and the requirements of the role.

The dotted line here indicates two common differences we see in Spontaneous Vols. The smaller portion is those that you will pre-plan for and utilise at Unit Level and the larger portion represents those occasions where we see very large groups such as Lismore Helping Hands.

**Click Slide:** To reveal Corporate

### **Corporate Volunteer**

Corporate partnerships facilitate Corporate Volunteer Membership. The range of possibilities is huge - industry type, to scale of workforce and a myriad of specialist skills and capabilities. At present these are facilitated with support from Regional Headquarters.

**Key Statement:** Each Category of Volunteering provides us with access to more of our Community members. There is greater scope to become involved with NSW SES and more opportunity to create a sense of Partnership with the broader community.

**Advise:** Further details on the Categories of Volunteering can be found in your workbook.

## **13. Pause Review**

We have now explored WHY and HOW people volunteer with NSW SES. Next we will move on and have a look at recruitment NEEDS



**Duration**

**Approximately  
5 minutes**

# SESSION 6

## RECRUITMENT NEEDS

### FACILITATOR TIPS

This session provides participants with a simple process which will assist them to – define what needs to be done, creating a role description. This session introduces the need to match tasks, skills and knowledge – with people and explores the idea that the people resourcing could be from a variety of volunteer types. The activity in this session aims to kick start their implementation planning.

### SESSION OUTCOMES

At the completion of this session, participants will:

- Document what needs to be done at their Unit – task list.
- Develop one role based on the task list.
- Make a start on implementation planning.

### Estimated Duration



Please allow **45 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slide 15-17



Blank Role  
Descriptions



Handout: Designing your  
Unit Recruitment Plan

### SLIDES

#### 15. Determining Needs



**Explain:** The first step of recruitment is; to define what needs to be done. We do this by creating a role description, outlining TASKS & associated SKILLS & TRAINING.

Most Units have clear role descriptions for positions such as: Unit Commander, Admin Officer, Rescue Officer, Team Leaders etc...

These have been created by grouping a set of tasks together – then mapping the skills/knowledge and training required to execute the tasks.



**Key Statement:** Using this process, we can scale roles up and down in size and also match people to roles by either looking at the tasks involved or the skills and knowledge needed.



**Refer:** To the EXAMPLE on the slide.



#### Duration

Approximately  
5 minutes



## SLIDES

### 16. Activity 3



**Provide:** Handout Designing your Unit Recruitment Plan.



**Talk Through:** Page 1 of the Handout.

Direct participants to complete the Activity on Page 2  
(Allocate 10min)

Direct participants to complete the Activity on Page 3  
(Allocate 10min)



**Conclude:** By reiterating the HIGHLIGHTS listed on Page 4 of the Handout and advise participants to continue this process on return to the Unit.



**Ask:** If you wanted assistance to undertake this task, a person employed in what industry may be able to help? (Human Resources).



#### Duration

Approximately  
30 minutes

### 17. Pause



**Pausing for a moment:** we have now looked at why and how people can volunteer and matched this up with information about what we actually need.

Take a moment to write some tasks into your action plan:

- What is relevant so far to take back to the unit.
- How can you convert what you have explored into meaningful tasks which will progress your implementation plan.

Next up we will look at the range of recruitment options we can use to find these people.



#### Duration

Approximately  
10 minutes

# SESSION 7

## RECRUITMENT OPTIONS

### FACILITATOR TIPS

This session explores the various options available to recruit volunteers and makes the link between who and what when determining how to recruit. This session also involves a break and pause to review what we have learned so far and what's next.

### SESSION OUTCOMES

During this session, participants will;

- Explore recruitment options.
- Link what and who into their decision making.
- Practice choosing a recruitment option.
- Network with someone new.
- Review learning so far.

### Estimated Duration



Please allow **20 minutes** to complete this session. (including lunch break)

### Suggested Resources



PowerPoint  
Slide 18-21



Handout: Roles and  
Recruitment Options



Post it  
Notes

### SLIDES

#### 18. Recruitment Options



**Explain:** There are many recruitment options available & the one that you choose should be matched to:

- **WHO:** The person you are seeking (who might they be, what part of your Community might they be from, what industry could they work in, how much time do they have available, what ways can they volunteer – which Category of Volunteering might apply)
- **WHAT:** The role that is available (what tasks are required, what skills and knowledge do they need, how much training is involved)

Exploring WHO and WHAT will lead you to decide HOW to best recruit.



### Duration

Approximately  
5 minutes





## SLIDES

### 19. Activity 4



**Provide:** Handout Roles & Recruitment Options.



**Explain:** There are many options available when it comes to recruitment. Think about your own experiences and the different ways you became involved with the NSW SES.



**Activity:** Using the list of recruitment options on page 1, review each role on the Handout and make a decision about which option you would choose and why. (What industry could you recruit from!)

The goal of the activity is to practice the process.



#### Duration

Approximately  
10 minutes

### 20. Lunch Break



**Advise:** During Lunch – talk to one person you don't know and discuss. HOW were you recruited into the NSW SES? Summarise on a post it and add to our board.



#### Duration

Approximately  
55 minutes

### 21. Pause Review



**Review:** We have covered WHY and HOW people can Volunteer with us (Motivations, the new landscape & Volunteering Categories).

We looked at a simple way to: define what needs to be done, creating simple task lists and Role Descriptions.

We have explored some of the options available for recruitment.

We will now look at some tips, tricks and highlights to kick off your Recruitment plan.



#### Duration

Approximately  
5 minutes

# SESSION 8 RECRUITMENT TIPS, TRICKS & HIGHLIGHTS

## FACILITATOR TIPS

This session explores three keys to successful recruitment; brand messaging, linking to industries and involving current volunteers. This session completes the Recruitment topic and includes an activity where participants are required to focus in on what tangible actions they will undertake on return to their unit.

## SESSION OUTCOMES

During this session, participants will;

- Explore the importance of our Brand Messaging.
- Explore how to leverage existing capability by linking with workplaces.
- Explore how to utilise and involve current volunteers.
- Complete their action plan detailing what they will do on return to the unit.

## Estimated Duration



Please allow **35 minutes** to complete this session.

## Suggested Resources



PowerPoint  
Slide 22-25



Butcher  
Paper\*



Recruitment Action  
Plan in workbook

\* With pens  
and scribe for  
brainstorming  
activity.

## SLIDES

### 22. Brand Messaging



**Ask:** (pre-empt with saying, I'm going to ask you some questions; there are no wrong answers or recriminations here. Answer honestly based on where things stand at this moment).

- In your experience, does the Community know what we do?
- Have you ever been asked how we are going with fighting the fires?
- Ever been mistaken for a paid employee?

(The general consensus at this point is likely to be; NO many members of the Community have limited understanding of our role and purpose)

- Does everyone in your Unit know our Combat role, Vision and Mission?
- What about your Unit... if you were asked what your Unit does, could you sum it up in a few sentences & create some interest?



## Duration

Approximately  
10 minutes



## SLIDES *(continued)*



**Conclude:** Our ability to quickly and clearly convey who we are and what we do is a really important part of recruitment.

We must undertake PREPARATION so that we are ready to explain:

- What the NSW SES does AND
- What our Unit does AND
- Why Volunteering with NSW SES is AMAZING



**Brainstorm:** Brainstorm as a group how we can make sure you can convey (refer to PP 1,2,3) (ask participants to write Action Items during this brainstorm).

Look for responses including:

- Have all members learn the Vision and Mission, create a brief paragraph about what your Unit does & learn it, use the resources of Brand Online, share stories about what your Unit members enjoy about Volunteering, Read the Support Pack and understand the concept of VRI.

### 23. Link to Industries



**Explain:** To reduce the time and effort required for training/skill & knowledge building... Link roles to industries or workplaces where capability already exists.



**Brainstorm:** Let's generate some ideas now:

(Facilitator to allocate a scribe to write responses on butchers paper)

1. You need someone to assist with writing communication pieces for the local paper, newsletter and social media. (local Journalist).
2. You are looking for someone to Manage Catering for the Unit when you are Operational (chefs, kitchen & restaurant staff).
3. You need someone to help you develop your Recruitment plan (Human resources staff).
4. You need someone to deliver Community Engagement presentations (Trainers, teachers).

Think about what industries, workplaces, businesses are in your area and what skills/knowledge do they have which could be leveraged by the unit. Truck drivers for Light Heavy licencing, Riggers working at heights.



#### Duration

Approximately  
10 minutes

## SLIDES

### 24. Involving Current Volunteers



**Explain:** Ensure you involve current volunteers in your Recruitment Plans and Activities. Think about, how you could involve;

- Trainers and assessors.
- Younger volunteers.
- Team Leaders.
- Community Engagement Officers.
- Long term volunteers.



**Advise:** Participants to use the expertise of their Unit members in preparing for new volunteers to join the Unit.



#### Duration

Approximately  
5 minutes

### 25. Activity



**Complete:** Recruitment Action Plan in your workshop.



**Advise:** Next we will move on to Leadership and Management.



#### Duration

Approximately  
5 - 10 minutes

# SESSION 9

## LEADERSHIP AND MANAGEMENT

### FACILITATOR TIPS

This session introduces the Leadership and Management topic and encourages participants to explore how onboarding will work at their Unit. Participants will use key documents to inform their onboarding ideas (Support Pack and Membership Procedures).

### SESSION OUTCOMES

Provide an experience which allows participants to:

- Be introduced to the Leadership and Management topics.
- Use key documents to explore onboarding.
- Consider how this will work in their Units.

### Estimated Duration



Please allow **30 minutes** to complete this session.

### Suggested Resources



**PowerPoint**  
Slides 26 -28



**Workbook**



**Membership Procedures**



**Support Pack**

### SLIDES

#### 26. Title Slide

#### 27. Leadership and Management Topics

**Intro:** With people volunteering in a range of ways within our Units, we need to consider how we will lead and manage this more diverse workforce.



**Explain:** During this topic we will explore:

- **PROCESSES FOR ONBOARDING:** We look at the different ways to onboard new members, such as online membership application forms, EOI, issuing PPE, questions to ask.
- **TRAINING REQUIREMENTS:** We will explore the variety of training requirements which may apply – we will talk about Induction, safety, IMSAFE, SAFEHOLD, Safe Work Method Statements, existing materials, existing skills, job ready and more.



### Duration

**Approximately**  
**10 minutes**

## SLIDES *(continued)*

- **VOLUNTEER EXPERIENCE:** Early on in our volunteering journey it is especially important to create a positive experience. We explore 4 simple steps which can help.
- **COMMUNICATION:** Tweaking our communication and updating our operational communication plans will be required to address some of the characteristics of the new Categories of Volunteering. We will talk about what we are communicating, when we are doing it and how to improve.
- **BRIEFING AND DEPLOYMENT:** Using SMEAC.
- **DELEGATING:** A key to utilising the wider range of resources we will have available is effective delegation. It is a skill that takes practice so we will talk about the steps needed to do it well. We also have a comprehensive range of support services we can refer to such as CISP, Chaplains, Mental Health Team – we will talk about ways to access and use this network to best effect.
- **VOLUNTEER EXPERIENCE:** Interpersonal Conflict Management and Chain of Command.

### 28. Onboarding



**Explain:** Processes for onboarding new Volunteers vary depending on which Volunteering Category applies. Membership Procedures are the source of truth regarding onboarding.



**Activity:** Using the documents provided (Support Pack and Membership Procedures) create a list of steps which outline the process for onboarding and exiting a Spontaneous Volunteer who has come in to assist with writing social media content for the day. Use the space provided in the workbook to write down your process.



**Advise:** The support pack also contains numerous complimentary information sources.



#### Duration

**Approximately  
20 minutes**



# SESSION 10

## TRAINING (FAQS, REQUIREMENTS & RISK MANAGEMENT)

### FACILITATOR TIPS

This session begins our exploration of how to approach training for the various volunteering categories. The first Kahoot activity is intended to inject some fun and a light-hearted feel to checking the participants level of understanding around training and its impacts. This topic may be contentious due to its complexity and there may be some resistance to a more flexible approach. Aim to empower participants to make training decisions suited to the unique circumstances they face, using a Risk Management approach.

### SESSION OUTCOMES

Provide an experience which allows participants to:

- Be informally assessed on current knowledge via FAQ Kahoot.
- Explore a Risk Management approach to training decision making.
- Practice applying Risk Management to training decision making.

### Estimated Duration



Please allow **50 minutes** to complete this session.

### Suggested Resources



**PowerPoint**  
Slides 29 - 31



**Handouts: Training Risk Management Activity & Pathways Infographic**



**Risk Matrix Template**



**Smart Phone to access the online Kahoot**

### SLIDES

#### 29. Training FAQs



**Advise:** Participants to use these to reassure and educate the volunteers in your Unit. Run the Kahoot of Training FAQs by clicking the Link in the PowerPoint.



#### Duration

**Approximately 20 minutes**

#### 30. Identifying Training Requirements



**Explain:** Some roles have clear training requirements which should be researched through the T&E Tab on EOS. Examples include current roles such as RCR Operator or Flood Rescue Tech L1.

These requirements are mandated within the service already.



#### Duration

**Approximately 20 minutes**

## SLIDES *(continued)*

Some changes which may require you to customise your approach to determining what training is required include; new roles, new ways that volunteers are engaged with us.

To ensure we are flexible, agile and responsive to the context of the situation we are operating within - it is ideal to take a Risk Management approach to determining requirements.

A Risk Management approach to determining training requirements requires consideration of the task or role being undertaken and the capability (skills & knowledge) of the person undertaking the task/role.

This should sound familiar – because we have already started detailing tasks and relevant skills/knowledge and training back in our recruitment planning.

Let's now work through one example and then you will each complete a couple of examples in your teams.

**Handout:** Training Risk Management ACTIVITY

**Handout:** Pathways infographic

---

### 31. Activity



**Refer:** To the example role on the slide and draw a quick risk matrix to identify what training requirements are needed to mitigate any risks associated with the role.

**Reiterate:** The importance of going through this process as a way to demonstrate your duty of care to volunteers who are working under your supervision. Involve Unit Trainers in these discussions.



#### Duration

**Approximately  
6 - 10 minutes**

# SESSION 11

## TRAINING CONSIDERATIONS



### FACILITATOR TIPS

This session continues our exploration of the training topic, providing specific considerations for Spontaneous and CAT Volunteers. We mention RPL and options to provide training, then give participants the opportunity to practice the skills they have learned with a role play and brainstorming activity. Remember to stay positive and reinforce the benefits of flexibility as this topic may challenge some participants who are invested in the detailed nature of some of our traditional training requirements.

### SESSION OUTCOMES

Provide an experience which allows participants to:

- Consider some specific requirements for Spontaneous and CAT Volunteers.
- Reflect on RPL and Options to provide training.
- Actively practice their assessment skills.
- Participate in a brainstorm of training options that would suit their Units needs.

### Estimated Duration



Please allow **55 minutes** to complete this session.

### Suggested Resources



**PowerPoint**  
Slides 33 - 37



**Butcher Paper\***



**Role Play Expression of Interest Form**

\* With pens and scribe for brainstorming activity.

### SLIDES

#### 33. Training Spontaneous Volunteers

Because the engagement and deployment of Spontaneous Volunteers can occur in a wide variety of ways, the risk mgmt. approach provides us with the flexibility we need to suit the situation.



#### Duration

**Approximately 10 minutes**

In addition to this role specific training, there are a number of important considerations to include in your decision making around what training is appropriate for SVs including:

- The level of understanding around our Service and Combat role.
- WHS and the hazards they may face.
- Boundaries, reporting and levels of responsibility.
- The volunteers work and life experience.
- Time restrictions (to do the work, to train, availability).

To address these specifically, we must ensure a thorough Briefing which includes these items.

## SLIDES

### 34. Training Community Action Team Volunteers

Training for CATS will depend on their role and the existing capabilities of the volunteers involved.

Consider that formal training may or may not be required, although it will be important to develop their understanding of:

- NSW SES and Combat Role.
- Relevant Policy or Procedures eg: TARPS, Dispute Resolution.
- WHS and hazards they may face.
- Boundaries, reporting and level of responsibility.

Remember that training can also be fun and seen as a positive team building and professional development opportunity. If possible you could consider OFFERING training for this reason, rather than solely providing role based/essential training.



#### Duration

Approximately  
10 minutes

### 35. Recognising Existing Skills and Experience

In the new volunteering landscape; the importance of recognising existing skills and experience quickly and effectively increases.

Increased flexibility in meeting training, currency, capability and contribution is expected for all Unit Members.



**Discuss:** Spontaneous Volunteers will come with a wide range of life and work experience – we need to assess this quickly.

CATs perform a specific role, how do we determine and recognise current skills and knowledge and provide for any gaps.

RPL Process is relevant for all volunteers but may not be practical for Spontaneous Volunteers during operations.

**Note:** keep risk management approach top of mind.



#### Duration

Approximately  
5 minutes



## SLIDES

### 36. Activity 7 Training



**Explain:** The following activity requires you to undertake some assessment of Volunteer skills and knowledge and come up with a recommendation for:

- What role would be most suitable,
- What training will be required &
- Any ways to recognise existing skills.

**Note for Facilitators:** Initiate a role play with your team, be cooperative with the team interviewing you and use the info provided on the EOI to guide you with your character. Look for the team to ask “what motivated you to join the NSW SES today” or something similar. Provide feedback on how they went & whether they are being OTT or under-evaluating the need for training/RPL.



#### Duration

Approximately  
15 minutes

### 37. Options to Provide Training

There are numerous options available to provide ‘training’. As a rule use existing NSW SES material as a first option (if it is suitable).



**Brainstorm:** In your teams let’s do a quick brainstorm of training options. Make a list of how we could train people and what materials we could use.



**Refer:** At the completion of the brainstorm refer Learners to the workbook and review the page Options to Provide Training. Put brainstorm ideas up on the wall.



#### Duration

Approximately  
15 minutes

# SESSION 12

## REFLECTION

### FACILITATOR TIPS

This session is timed to conclude day one if all sessions are undertaken in sequence. Activities included in this session are group photo, silent learning reflection and farewell.

### SESSION OUTCOMES

During this session, participants will;

- Have a group photo taken.
- Reflect on their learning and update their Action Plans.
- Prepare for tomorrow's sessions.

### Estimated Duration



Please allow **45 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slide 38 - 40



Butcher  
Paper\*



Camera for  
group photo

\* From previous sessions.

### SLIDES

#### 38. Group Photo

Take a photo of the entire group including facilitators. Take one sensible and one silly photo.



#### Duration

Approximately  
15 minutes

#### 39. Reflection

Read the following SMEAC to the learners:

**S:** We have come together today to explore the implementation of Volunteering Reimagined and upskill the Unit Commander and Volunteer Coordinator.

**M:** Our goal is to develop our skills and understanding and chart the path of implementation in each of our unique Units.

**E:** What we will do now, is spend some time reflecting on what we have learned so far. To achieve this what I'd like each of you to do is:



#### Duration

Approximately  
20 minutes





## SLIDES *(continued)*

- Work in silence for the next 15 minutes (focussing on reflection on what you learned).
- View the PowerPoint and note anything that stood out for you.
- Review your Recruitment Action Items and add any more that you feel are needed.
- Review the notes from around the walls and photograph or note anything you'd like to take home from that.
- Complete the feedback request.
- Think of one thing that you learned that was powerful for you, be ready to share with the group.
- Add any questions that have come up for you to the Parking Lot.
- Really, really try to be silent!!

**A&L:** Get up and walk around the room as needed.

**C4:** Silence & open Workbook to Action Items page when done.

---

### 40. Farewell

Thank participants for their time and attention.



**Explain:** A brief overview of upcoming sessions.



#### Duration

**Approximately  
10 minutes**

# SESSION 13

## VOLUNTEER ENGAGEMENT

### FACILITATOR TIPS

This session focusses on two important features of successful volunteer engagement; creating a positive volunteer experience and briefing. The aim is to get participants thinking about how they can welcome new volunteers and make their early experiences positive in their Unit. The briefing part of this session highlights the importance of clear communication especially when engaging with a wide range of volunteers.

### SESSION OUTCOMES

At the completion of this session, participants will understand;

- Work through a simple process to focus on positive early experiences.
- Start making a plan for Volunteer Experience in their Unit.
- Relate SMEAC to specific volunteer types.

### Estimated Duration



Please allow **45 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slides 41 - 43



Handout:  
SMEAC

### SLIDES

#### 41. Title Slide

Welcome participants back. Provide a brief overview of what will be covered today.



#### Duration

Approximately  
5 minutes

#### 42. New Volunteer Experience



**Explain:** These four points are especially important early on. We want new volunteers to feel welcome and at ease in their new surroundings, so paying attention at some key points will help ensure our first impression is positive.



#### Ask:

- Ever turned up somewhere and had no-one acknowledge you?
- How does it feel to be in a room full of people and not be introduced to anyone?
- How awkward does it feel when you don't know where anything is or how things happen?

We can all agree; when someone is new this is a critical time to make them feel comfortable! Let's talk through each point now.



#### Duration

Approximately  
10 minutes



## SLIDES *(continued)*

### 1. Welcome and first impressions

Acknowledge people, welcome them by greeting and offering your assistance. SMILE, be the first to initiate contact & remember names. Keep the Unit tidy and if you are expecting a group of new people, think about; signage, tea/coffee station, seating and prepare any admin etc.. to reduce waiting.

### 2. Introductions

Introduce new members to others, they might not remember everyone but they will feel acknowledged. Use an elevator introduction to give people something to talk about. (Quickly role play this with the other facilitators) - e.g. "Jim, this is Sandy – Sandy has come in to help us with catering today" "Jim is a big fan of cakes so that's a sure way to keep him happy".

### 3. Buddying

You won't be with the new member all the time so hand over to a buddy as needed. Think who might be a good buddy by considering what the new member will be doing, who has similar interests, who has good people skills.

### 4. Hospitality

Involves getting new members up to speed quickly with; premises (toilets, kitchen, lockers etc.), people and processes (sign on, PPE etc.)

### 43. Briefing

In NSW SES we use the SMEAC format for briefings.

**Handout:** SMEAC.



#### Duration

**Approximately  
30 minutes**

**Note:** Remember when briefing Spontaneous Volunteers you will need to add some specific information.

- Context of the Operation (factual overview & what may be encountered).
- NSW SES role in the Operation.
- The SVs role including boundaries and limitations.
- Hours of work.
- Who is in charge and how this works.
- Self care and ongoing support (CISP).
- WHS considerations and duty of care.
- Policies the volunteer will be expected to adhere to (eg; TARPS).

A thorough explanation of boundaries and limitations is especially important for Spontaneous Volunteers to mitigate risks.

# SESSION 14

## OPERATIONAL CONSIDERATIONS

### FACILITATOR TIPS

This session covers specific considerations when operational. Spontaneous and CAT Volunteers introduce some different considerations when deploying, supervising, managing safety, handling logistics and debriefing. Given the nature of the work we do, supervision and safety management are likely to be of keen interest to participants. Advise participants we will have a 15 minutes table talk at the end of this session where we can talk through any specific examples or questions they have.

### SESSION OUTCOMES

At the completion of this session, participants will understand;

- Explore supervision of Spontaneous Volunteers.
- Consider staging areas and commence planning for their Unit.
- Consider safety management at their Unit.
- Discuss Unit specific questions during a table talk.

### Estimated Duration



Please allow **45 minutes** to complete this session.

### Suggested Resources



**PowerPoint**  
Slides 44 - 48



**Handout: Staging**  
**Area Considerations**

### SLIDES

#### 44. Deployment Spontaneous Volunteers



**Explain:** When we deploy SVs we must ensure that SUPERVISION is provided as a risk mitigation strategy. Supervision can be provided in a number of ways including;

- One on one - buddying.
- Team Leader and team of SVs.
- Team Leader and multiple teams of SVs.
- SV working within a team of Unit Volunteers.

The level of supervision needed will depend on the task being completed and the level of skill and experience the SV has.

A priority consideration for deployment of Spontaneous Volunteers is to utilise these volunteers in public spaces, in this way reducing the risks associated with being in private homes.



### Duration

**Approximately**  
**10 minutes**



## SLIDES

### 45. Supervision and Safety Management



**Explain:** A key priority of Supervision is Safety Management, specifically;

1. Ensure awareness of relevant safety issues or considerations
2. Ask questions to check understanding of how to respond to safety issues.
3. Monitor safe work practices through observation.
4. Appoint or delegate someone to monitor safety in your absence.
5. Discuss safety in the AAR.



#### Duration

Approximately  
5 minutes

### 46. Activity 8 Logistics



**Explain:** A consideration during larger operations or when the volume of volunteer resourcing cannot be accommodated at the Unit HQ is a Staging Area.

**Handout:** Staging Area Considerations.



**Activity:** Review considerations as a team and add any extras you can think of. Make a list of at least 3 facilities in your area which have potential as a Staging Area.



#### Duration

Approximately  
10 minutes

### 47. Debriefing AAR

We currently use the After Action Review format to conduct our debriefing and this process continues to be relevant and effective for all Categories of Volunteering.

The AAR Process provides opportunities to reflect on experience and identify challenges, improvements and successes.

During the AAR is also a good time to mention the support available such as CISP which volunteers may wish to access as a result of their experience.



#### Duration

Approximately  
5 minutes

### 48. Table Talk



**Advise:** Participants that we will now participate in a Table Talk on the topics covered in this session. 'Your facilitator will answer any questions you have about how things will work in your Unit.'

**Note for Facilitators:** Use this session time to draw out any concerns or questions your learners have and provide feedback on practical ways to implement in their Unit.



#### Duration

Approximately  
15 minutes

# SESSION 15

## COMMUNICATION STRATEGIES

### FACILITATOR TIPS

This session focusses on how communication can impact volunteering. A focus is on social media and how this form of communication can be leveraged.

The aim of this session is to motivate participants to review their communication strategies and invest resourcing as needed to improve outcomes at their Unit.

### SESSION OUTCOMES

During this session, participants will;

- Watch YouTube clips demonstrating the reach of social media.
- Consider what to communicate and when.
- Explore key aspects of good communication.

### Estimated Duration



Please allow **35 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slide 50 - 51



Butcher  
Paper\*

\* With pens  
and scribe.

### SLIDES

#### 49. Communication Strategies



**Play:** Increase in Social Media Communication clip from YouTube (2010).



**Ask:** What are your observations following that clip?

Taking into consideration some of the characteristics of the new Categories of Volunteering – updating our Communication Strategies will assist us in engaging with people in new ways.

Communication before, during and after events about what we are doing and what we have done will become more important given the new variety of volunteer types and the ways they interact with us.

If you establish a CAT this becomes a new avenue for communication and for Spontaneous Volunteers the communication they receive before, during and after an event can have a major impact on how they engage with us.



**Highlight:** Traditionally much of our time and effort prior to an impending event is spent preparing ourselves and the Unit for response. Extending this focus to involve the Community in preparing alongside us is a hallmark of success in the new volunteering landscape.



### Duration

Approximately  
30 minutes





## SLIDES *(continued)*



**Activity:** Facilitator to ask the questions of the group and have a scribe note down responses. Expected responses are listed in brackets after each question.

Let's now think about what we should be communicating before an event.



**Ask:** What should we be communicating **before** an event?  
(The role of the NSW SES, how they can assist themselves or prepare for an event, how to Volunteer with NSW SES, threats relevant to their location).

**Ask:** What should we be communicating **during** an event?  
(What we are doing, what response is occurring, number and type of jobs, volunteering opportunities, what people can do to help themselves).



**Advise:** We also need to monitor and gather communications from the Community during an event, how could we do this? (Monitor social media, talk with people in your networks, talk to crews coming back from jobs, go to key community locations and gather intel).



**Ask: After** an event, what should we be communicating?  
(Recognising efforts, response activities undertaken, thank you's, future Volunteering opportunities, connecting people with recovery services).



**Remember:** Communicate with words and images and engage Communication experts such as local journo or wordsmith as well as social media peeps to draft and post communications.



**Play:** Increase in Social Media Clip (2018).



**Ask:** What are your observations following this updated clip?

### 50. Communication Highlights



**Read:** The highlights listed on the slide.

- "If you don't tell me what you are doing, you are doing NOTHING".
- Communicate with words and images.
- Utilise communication experts.
- Allocate resources to Social Media.



#### Duration

Approximately  
5 minutes

# SESSION 16

## DELEGATING AND REFERRING

### FACILITATOR TIPS

This session focusses on the importance of utilising the capability of volunteers and our Service referral network. Delegating is related to managing the workload of the Volunteer leaders and also providing meaningful work to others. NSW SES referral network is also explored as a resource to assist volunteers.

### SESSION OUTCOMES

During this session, participants will;

- Consider the benefits of delegating.
- Explore a process to delegate effectively.
- Explore NSW SES referral network.
- Consider when the referral network could be used.

### Estimated Duration



Please allow **30 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slide 52 - 53



Butcher  
Paper\*

\* With pens  
and scribe.

### SLIDES

#### 51. Delegating

We are going to talk about Delegating on two fronts now.

- Why and How.

##### Why:

- "You can't be good at everything."
- "Utilise the capability of others by delegating tasks matched to their strengths."
- "Delegating allows you to focus your efforts on your high priority tasks."

##### How:

- Define the outcomes sought and detail any required process or procedures to be followed.
- Create a brief SMEAC.
- Match the task with a person who has relevant capability and approach them to take on the task.
- Deliver SMEAC briefing.
- Check in, supervise or monitor as appropriate.
- Follow up at the completion of work and debrief performance against the outcomes sought.



### Duration

Approximately  
**20 minutes**



## SLIDES *(continued)*



**Explain:** CATS will be delegated a range of tasks and roles and it is important that these are very clearly articulated in the agreement made between the CAT and the Unit.

Using a similar process in terms of checking in, supervising or monitoring the CAT and then reviewing this performance against the original agreement.

**Explain:** When we delegate to Spontaneous Volunteers we may need to add more information about the SES and our role as outlined in the information we covered during briefings.

Spontaneous Volunteers can be a great source of expertise and a good resource to delegate to. If when you are operational you find something that could be delegated to an expert, consider working this back into your recruitment plans for next time.

### 52. Referral Network



**Explain:** NSW SES has an excellent internal referral network & in relation to CAT and Spontaneous Volunteers – we need to ensure that we promote these services and refer as needed.



#### Duration

**Approximately  
10 minutes**

CAT and Spontaneous Volunteers may not have had previous exposure or detailed understanding of the sometimes distressing situations which can arise (from injuries, to suffering and potentially death) as part of our work.

While we brief all members of this potential before deploying them, what they imagine and the reality of that experience could be different and there is potential for emotional distress or suffering.



**Ask:** What referral services does NSW SES offer? (have a scribe note these down for the whole group and put this list on the wall).

# SESSION 17

## VOLUNTEER EXPERIENCE AND SUMMARY

### FACILITATOR TIPS

This session covers how effective management of interpersonal conflict can improve the volunteer experience during operational conditions. The focus is on identifying and addressing situations quickly and effectively. This session also concludes the Leadership and Management Topic, with a summary of learnings included.

### SESSION OUTCOMES

During this session, participants will;

- Explore how interpersonal conflict impacts volunteer experience.
- Practice how to handle interpersonal conflict.
- Review the Leadership and Management learnings.

### Estimated Duration



Please allow **30 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slide 54 - 55



Case Studies in  
Workbook



Leadership and  
Management Action  
Items in Workbook

### SLIDES

#### 54. Volunteer Experience during Operations

We have discussed a range of ways that we can contribute to a positive volunteer experience so far including;

- Effective briefings using SMEAC.
- Clear job roles.
- Supervision.
- Training.

We also need to understand that a broader volunteer mix will bring more connections (friendships, good working relationships) AND potentially more... (interpersonal conflict)

Our ability to quickly identify and effectively diffuse these situations will ensure everyone retains a focus on our Operational priorities.



**Activity:** Let's get practical now and work through some Case Studies as a group. Refer to page \_\_ of the workbook.



### Duration

Approximately  
**20 minutes**



## SLIDES

### 55. Summary Leadership and Management

**Intro:** We have now worked through a number of critical aspects of Leadership and Management which will help you implement VRI at your Units. We have covered: (mention headings only or expand with content listed in brackets as needed & depending on time available).



#### Duration

Approximately  
10 minutes

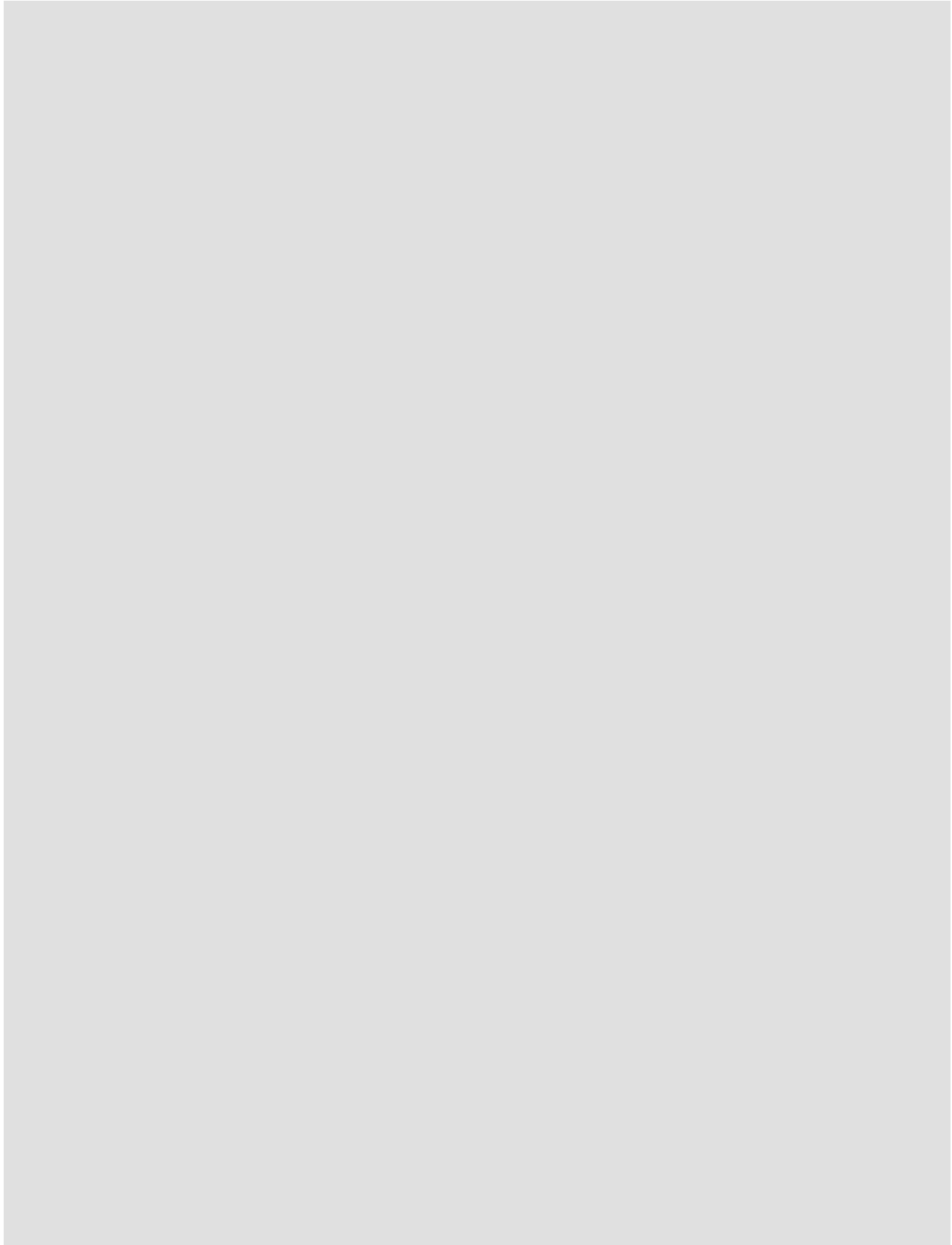
- **PROCESSES FOR ONBOARDING:** (we looked at the different ways to onboard new members, such as online membership application forms, EOI, issuing PPE, questions to ask.)
- **TRAINING REQUIREMENTS:** (We explored the variety of training requirements which may apply – we talked about Induction, safety, IMSAFE, SAFEHOLD, Safe Work Method Statements, existing materials, existing skills, job ready and more.)
- **VOLUNTEER EXPERIENCE:** (We looked at 4 things to help early on in a volunteers engagement.)
- **COMMUNICATION:** (We talked about what we are communicating, when we are doing it and how to improve.)
- **BRIEFING AND DEPLOYMENT:** (Using SMEAC.)
- **DELEGATING:** (A key to utilising the wider range of resources we will have available is effective delegation.)
- **REFERRAL NETWORKS:** (We have a comprehensive range of support services we can refer to such as CISP, Chaplains, Mental Health Team – we talked about ways to access and use this network to best effect.)
- **VOLUNTEER EXPERIENCE:** (Interpersonal Conflict Management and Chain of Command.)



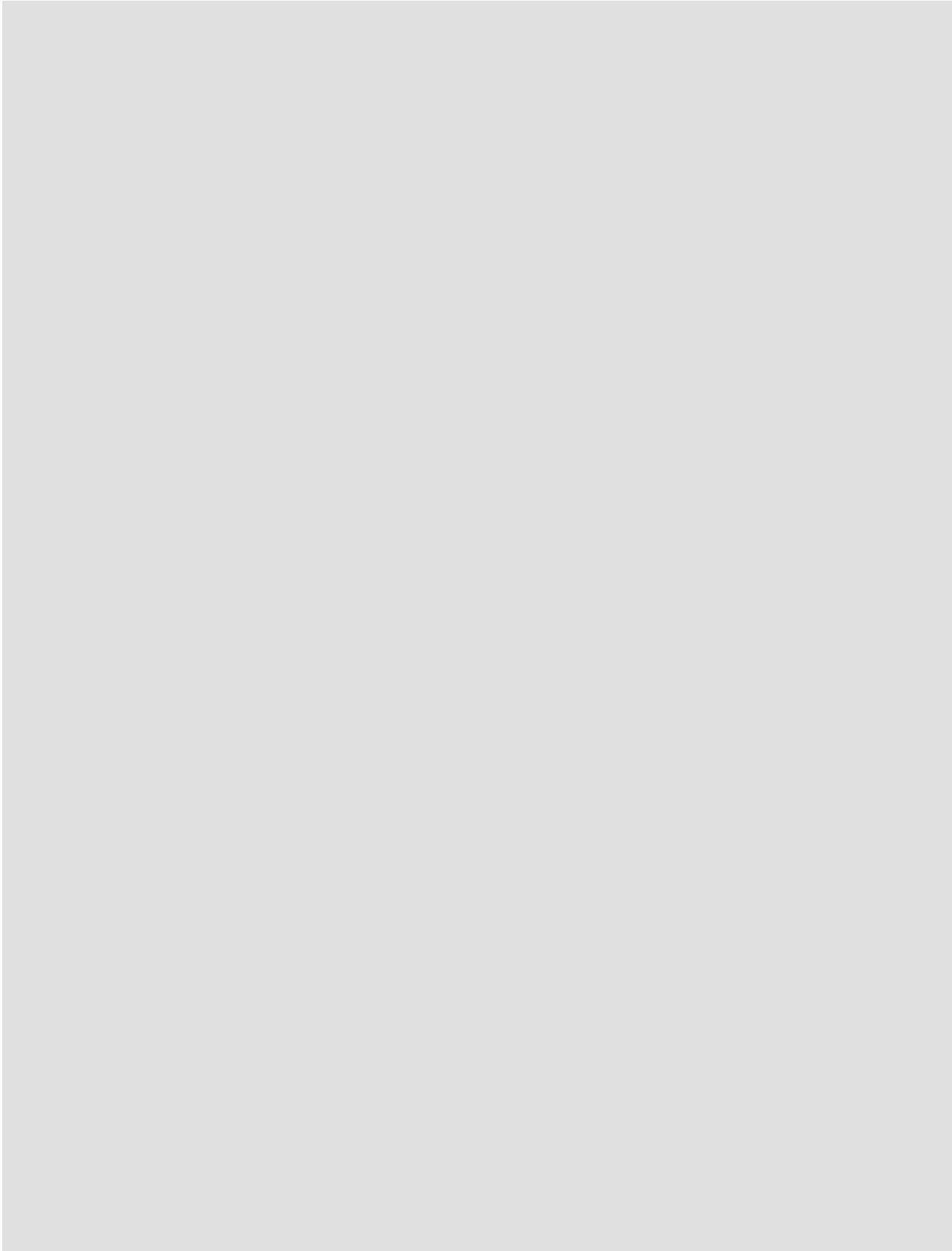
**Refer:** To workbook 'Leadership and Management Action Items', ask learners to take 5 minutes to complete the follow up action items page.

# SESSION 18

## BIG ACTIVITY







# SESSION 19

## RETENTION

### FACILITATOR TIPS

Retention is the final topic of the program. This brief session outlines what we will cover and provides a definition of retention. The definition provided may be different from what participants thought so there is potential for discussion on this. Aim to have participants develop an acceptance of retention as an individual measure.

### SESSION OUTCOMES

During this session, participants will;

- Be introduced to the topics covered in retention sessions.
- Explore a definition of retention.

### Estimated Duration



Please allow **15 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slide 58 - 59

### SLIDES

#### 58. Retention

**Intro:** Our final topic to explore is RETENTION and to do this we will work through:

- **A definition of RETENTION:** what does retention mean and how do we achieve it.
- **Benefits NSW SES Offers:** We will explore the benefits volunteers can gain through their engagement with us.
- **Unit Volunteers:** Specific things to consider around retaining Unit Volunteers and how the changes and increased flexibility can benefit them.
- **CAT Volunteers:** Specific ideas for these groups.
- **Spontaneous Volunteers:** Specific ideas for these volunteers.



#### Duration

Approximately  
10 minutes

#### 59. Retention Definition



**Explain:** Volunteer retention is the end result of a well organised, welcoming and meaningful volunteer engagement.

**Refer to Slide:** Retention is when a volunteer remains with you, for the period of time which they committed to when beginning service.



#### Duration

Approximately  
5 minutes

In this way retention is an individual measure and our goal is not to keep everyone forever. **We must accept that a meaningful volunteering experience can be many different things.** "Lots of things influence RETENTION, let's have a look at some of them now."

# SESSION 20

## VOLUNTEER EXPERIENCE



### FACILITATOR TIPS

During this session we explore a simple process to assist with providing a positive experience for all Volunteers. We also look at the variety of benefits available through volunteering with NSW SES. The aim is to encourage participants to reflect on the volunteer experience at their Unit and how to reap the many benefits associated with volunteering.

### SESSION OUTCOMES

During this session, participants will:

- Review the Volunteer Experience (VE) Process.
- Determine actions they can take to make the process effective.
- Describe benefits of volunteering.
- Consider how benefits can be achieved.

### Estimated Duration



Please allow **60 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slide 60 - 62



Butcher  
Paper\*



Handout: Volunteer  
Experience Process

\* With pens  
and scribe.

### SLIDES

#### 60. Volunteer Experience



**Explain:** Our experience of Volunteering is arguably the most important factor of whether we stay or go. So what is our experience made up of?

It's not just the people we interact with, it's the systems and processes we deal with, the work we do and the feeling we get as a result of our experience.

The following simple process focusses our attention and effort on key areas aimed at making our whole experience positive.



**Refer:** to butchers paper (positioned on the walls at intervals around the room) with the following headings:

1. Provide genuine hospitality.
2. Understand volunteers motivation and interests.
3. Provide opportunities to help the community.
4. Recognise efforts with thank-you's and expressions of gratitude.
5. Maintain and ongoing connection through experiences and dialogue.



### Duration

Approximately  
30 minutes

## SLIDES



**Ask:** A facilitator to act as scribe at each one and ask each team to move around the room in round robin fashion, until they have contributed to each heading. 'You will have 4 minutes at each heading, list as may tangible actions/things you could do to achieve this'. Start now.

**Handout:** Volunteer Experience Process

Compare the lists made on the butchers paper with the actions listed on the handout.

### 61. Volunteer Benefits

NSW SES is just one of many organisations competing for volunteers. What makes us special or attractive to volunteers?

A benefit is an 'advantage'. Depending on the person volunteering, different things will be important to them.

Consider now how 'Understanding volunteers motivation and interests' will help you to determine what benefits or advantages may be attractive to them.



#### Duration

Approximately  
15 minutes



**Activity:** Working in teams brainstorm on butchers paper, as many benefits of volunteering with the NSW SES as you can. Start with benefits that are personal to you and then think about others that you know of.

(Some common themes you could use to prompt this activity include: Establishing friendships, opportunities to socialise, developing skills/knowledge/capability, being recognised by the community, pride of service, training opportunities, personal development and growth, social interaction, feeling of self-worth and achievement.)

**Reiterate:** Use these benefits to remind you of what experiences your volunteers are looking for as part of their involvement in the NSW SES. Use these in your promotions and recruitment activities.

### 62. Break Activity

Talk with one person you don't know about: **What do you enjoy about your Units meeting night?** Summarise on a Post-it and add to the butchers paper.



#### Duration

Approximately  
15 minutes

# SESSION 21

## REIMAGINING VOLUNTEERING



### FACILITATOR TIPS

This session focusses on the benefits to those currently volunteering with NSW SES. We explore using the flexibility available to all volunteers to improve the experience. We talk about challenging what we currently do and this could be confronting to some participants. This session needs to be motivational in focus, meaning it will be important to ensure volunteers don't feel like the message is change everything or we have been doing this wrong. Your goal is to get across the idea that it is healthy to re-evaluate (re-imagine) so that we can keep what is good and make improvements if we find opportunities.

### SESSION OUTCOMES

Provide an experience which allows participants to:

- Explore the information available about Volunteering Reimagined.
- Talk about how to use information to inspire people.
- Consider how to evaluate a case for change.
- Challenge themselves with some questions about their Unit.

### Estimated Duration



Please allow **35 minutes** to complete this session.

### Suggested Resources



**PowerPoint**  
Slides 63 - 64



**Workbook**  
Retention Section

### SLIDES

#### 63. Unit Volunteers

Volunteering Reimagined has changed the way people can engage in the NSW SES, including existing volunteers.

It's a great opportunity to engage with more people, but also to stop and evaluate what we are currently doing and how we can improve, change or flex to make the experience more positive for existing Volunteers.

Since the VRI launch in September 2017, there has been a lot of communication including:

- The Support Pack.
- Communication pieces on FB Groups.
- Articles in Member Connect.
- Unit Visits and Presentations from the VRI Team.
- Presentations at Internal Events eg: Controllers Conferences.



### Duration

**Approximately**  
**15 minutes**

## SLIDES *(continued)*

It's really important to help our existing volunteers to see the benefits, understand why the changes have been made and their place in the new landscape.



**Remember:** More flexibility is available to Unit Volunteers too, meaning we can be less rigid and prescriptive in our approach to Capability, Commitment, Currency and Training.

- Ask UVs what their concerns are.
- Provide information to address their concern.
- Get in touch with VRI Team for more info.

### 64. Re-imagining Volunteering

INTRO: Taking the time to stop and evaluate what we do and why we do it, is a beneficial process which helps to ensure...

**We don't just do things, because that is what we have always done.**



**Duration**

**Approximately  
20 minutes**



**Explain:** To re-imagine we need to challenge ourselves and ask some questions: (these questions are listed in their workbook).

- Do you have a good understanding of our Unit Volunteers interest and motivations?
- What traditions and routines are important to our Volunteers and why?
- How can we balance a range of commitment levels while meeting our Units capability requirements?
- How can we complement and enhance our Unit Volunteers involvement by engaging Spontaneous Volunteers or a CAT?
- What is the goal of our Meeting Night and what improvements could be made?
- How could we incorporate more opportunities to integrate, connect and engage the community in our work?
- What specific actions can we take to bring the Volunteer Experience process to life at our Unit?

To be successful remember to:

- Keep an open mind.
- Listen to new ideas and take time to consider them.
- Keep what you enjoy and has meaning.
- Let go of things that aren't aligned with what you are trying to achieve.



# SESSION 22

## RETENTION



### FACILITATOR TIPS

This session covers specific retention activities that can be undertaken for different Volunteering Categories and the completion of the retention Action Items. It is important for participants to share ideas and note down what they will do on return to their Unit.

### SESSION OUTCOMES

Provide an experience which allows participants to:

- Explore specific ideas to retain various volunteer types.
- Complete their Retention Action Items list.

### Estimated Duration



Please allow **20 minutes** to complete this session.

### Suggested Resources



**PowerPoint**  
Slides 65 - 67



**Workbook**  
Retention Section



**Workbook Retention**  
Action Items



**Camera for**  
photos of Action  
Items pages

### SLIDES

#### 65. Spontaneous Volunteer Retention

Review Workbook



#### Duration

**Approximately**  
**5 minutes**

#### 66. CAT Volunteer Retention

Review Workbook



#### Duration

**Approximately**  
**5 minutes**

#### 67. Retention Action Items



**Refer:** participants to their Retention Action Items page in their workbook.

**Facilitator Note:** Take photos of each participants Action Items pages (recruitment, leadership & management and retention). Advise participants we will use these to follow up regarding their progress.



#### Duration

**Approximately**  
**10 minutes**

# SESSION 23

## WORKSHOP SUMMARY



### FACILITATOR TIPS

This session closes the workshop and is a chance to revisit the Course Outcomes and reflect on learning. The focus of delivery should be motivational, focussing participants in on IMPLEMENTATION and what they will do differently with the new knowledge they have gained.

### SESSION OUTCOMES

Provide an experience which allows participants to:

- Reflect on their learning.
- Focus on implementation and what they will do.

### Estimated Duration



Please allow **10 minutes** to complete this session.

### Suggested Resources



PowerPoint  
Slide 68



Butcher  
Paper\*

\* To be put on  
the walls.

### SLIDES

#### 68. Workshop Summary

**Revisit:** Course outcomes.

**Motivate:** Participants with a high energy recap of what has been learned using the posters on the wall. Play slide show of photos while this recap is happening.

**Reiterate:** A focus on IMPLEMENTATION, what are you going to do differently when you return to your Units and what are your first top 5 action items to get started.



### Duration

Approximately  
**10 minutes**

## Notes

