



National
Trust

Resource Pack

This resource pack includes a range of useful case studies, how to guides and templates to support you in developing your people.

They were developed and tested by trainees and the project team involved in the Volunteer Management Traineeship.

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Introduction

These resources and case studies are for the use of non-profit organisations to support the development of their people.

They have been developed by the project team and trainees involved in the project, we hope you can adapt them to your own circumstances and that they will offer you some inspiration to try something different.



The development of these resources was made possible by the Heritage Lottery Fund, to show the impact they have had we would be grateful if you would take a few minutes to follow this link and give us some feedback.



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Inclusive recruitment

'I really appreciated that making a video was an option. It's a creative way of doing things using new techniques. It allows you to feel you can express yourself. Someone might be put off by having to write 200 words to a question, then another 200 words. To be given the option to record something and send it in, it just reaches out that little bit further.'

Volunteer Management Trainee



Making sure your recruitment processes are inclusive ensures that the people who make up your organisation reflect the variety found in your local population, and gives you the opportunity to draw on a wide talent pool.

Recruitment for the Volunteer Management Traineeship Project was based on a no experience necessary approach and looked to reduce barriers and increase inclusivity. In the next few pages we share some of the lessons we learnt and resources we've tested, these are relevant for many types of paid roles and some areas can inform your volunteer recruitment too.

We hope they inspire you to think about how inclusive your recruitment is and make some changes if necessary.

'What really stood out was that they didn't want experience. A lot of it was about passion and enthusiasm and I just thought well....I really love volunteering and that is the only thing I like. It is open to anyone and they are giving a people a chance.'

Volunteer Management Trainee

Promoting your opportunity

Language

1. Think carefully about the language you use on any recruitment materials, making sure it's warm, freindly and jargon-free.
2. Be really clear about what you are **and** aren't looking for, if applicants don't need to be qualified or experienced make sure they know it!
3. If you are trying to ensure you are inclusive to particularly under respresented audiences can they help you create your recruitment materials, so that they really speak to them?

Here's an extract from the information we used to promote the traineeship:

If you want to know whether it's a job for you, just ask yourself these questions:

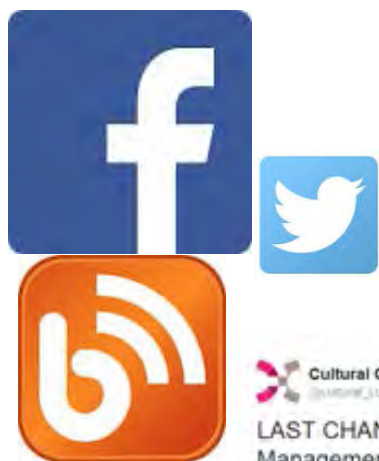
Do you have lots of energy, enthusiasm and passion, as well as good organisational skills?

Do you enjoy being part of a team made up of people with different ages, skills, abilities and attitudes?

Do you understand why volunteers give their time for free to do something they care about?

Do you want to help look after places with incredible pasts so they'll be around forever?

If you answered yes to all these questions, you're exactly who we're looking for. And the best news is you don't need lots of qualifications to get involved. We care far more about your attitude and personality than how many pieces of paper you have.



Images

Where your promotion materials use images make sure the people featured in them are representative of the community you are trying to include.



'Social media offered a great way to promote our opportunities to a wider audience, particularly when partner organisations got involved. It had the added bonus of keeping recruitment costs low.'

Creativity

Offering different and creative ways to apply for opportunities can make them accessible to a wider range of people.

You might include the option to create a short film clip, write a poem or draw a picture that expresses why the opportunity appeals to them and what they want to get out of it.



Project Manager

Group assessment

Top Tips

1. Our selection day involved three elements for each candidate so it was important to put together a really clear timetable to ensure everyone knew where to go and when.
2. Make it clear to candidates what you are assessing them on over the course of the day, busting any myths and making sure they all know what to expect will put them at their ease.
3. Use your organisation's values and behaviours to shape some of your activities, so that candidates can see if the culture is right for them. Remember it's a two way process!
4. Don't forget to have fun, and enable candidates to enjoy their experience.

'I really enjoyed the assessment day. We could assess them too and get a feel for the place, and if it was right for us.'

Volunteer Management Trainee

Useful reading

You might find these links useful...

Understanding unconscious bias

Equality Act 2010

Planning

Group assessments offer a really good opportunity to be more inclusive, and focus on recruiting for attitude over experience. Depending on the number of applicants you have, and the number of existing staff and volunteers you can involve in supporting the assessment, you may be able to invite all applicants to attend, without any need for shortlisting.

You will need one observer for every three to four applicants plus a meeter and greeter.

Your assessors will be scoring and taking notes on each candidate.

Your meeter and greeter will welcome and register candidates, take copies of eligibility to work documents, will oversee the smooth running of the day and will be on hand to answer any questions or provide support. On the day hold a briefing for your assessors so they are all clear what you are looking for, and how they should record their scoring.

Don't forget to print all your scoring sheets and activity briefs ahead of the day.

Allow some 'wash-up' time at the end of the day to get together and review all the scores.

Ice breakers

Start with introductions from the team involved in assessing, and explaining what will be involved to put people at ease.

It can help to have an ice-breaker first on your agenda. You could do this as a whole group, or split into pairs or small groups.

There are lots of ice-breaker ideas available here:

Mindtools.com

Businessballs.com

Walk-around activity

This walk-around activity is useful if your organisation is a visitor attraction. The candidate should be taken on a 15-30 minute tour of an area of the site.

When you introduce the activity make it clear it's not testing in-depth knowledge of the building, the architecture or any objects they come across – it isn't a technical test.

Explain you want to see their passion and enthusiasm for what they encounter. Why do they like it? What connection does it have for them? Why should visitors love coming here? Explain they might want to make up some stories about what they see. Encourage them to use their imagination.

Questions

You may decide you want to include a slot where you ask each individual candidate a set of questions and score their answers.

Another option would be to bring them all back together as a group and use a group question activity as an information sharing tool. In this case don't score this part of the assessment or you may find it unfairly favours more extrovert candidates, over those who have a more reflective style.

Group assessment

Activity

You could deliver the following brief to groups of four or more.

On your way back from holiday your flight to the airport is forced to make an emergency landing in a small clearing in the Brazilian rainforest. You, the pilot, and your fellow passengers have only sustained minor injuries but the plane has broken into pieces and the communication equipment has been destroyed in the impact.

Before the plane crashed the pilot had reported a problem with one of the engines, so there is a good chance that the authorities will start looking for you when you fail to arrive at your destination. However, the forest is very dense and it will take days to reach the edge of it on foot. You cannot remain where you are as there is a danger that the aeroplane fuel will catch fire. On searching through the wreckage and the remains of your suitcases you find the following items:

On searching through the wreckage and the remains of your suitcases you find the following items:

1. A guide to South American plant species
2. 3 elasticated luggage straps
3. 6 frozen airline meals
4. 4 blankets from the plane
5. A pack of 24 anti-malaria tablets
6. A 3 metre square piece of opaque plastic sheeting
7. Tourist map of Brazil
8. 2 large bottles of factor 12 sunscreen
9. Mobile phone with GPS, fully charged
10. 1 litre bottle of the local alcoholic spirit
11. 3 boxes of chocolate chip cookies
12. 4 current paperback novels
13. First aid box
14. Compass
15. Flare gun with one flare
16. A Swiss Army knife
17. A book of matches from the hotel

You are unable to carry more than 7 items from this list. (items containing more than one object still count as one item). In your group, decide which 7 items you will take with you. Why have you chosen these items? You will be required to present these choices and to explain your rationale behind them.

Good Luck!

The exercise will last approximately 1 hour, including a short brief from the assessor, 20- 40 minutes (depending on number of groups) of group discussion to decide on which items should be chosen and a presentation by the group on the rationale behind their choices.

Encourage the assessors/ or other candidates to question the group on their choices. Does their rationale stand up to scrutiny?

Other ideas

Build the highest newspaper tower using newspaper and cellotape which has to be able to support a book.

In twos or threes draw or write about what a great customer service person should be like. Share your ideas back to the whole group for discussion.

Identify in each group who would be the visitor and who would be the team member. Get the 'visitor' to complain and the 'team member' to demonstrate how they would resolve the complaint. The observers within the group to feedback. Within the group each person has the opportunity to 'play' a role.

Scoring and feedback

Keep your scoring method as simple as you can with ticks or crosses to show if the criteria you are looking for has been met, but make sure you also get your assessors to add an explanatory note that highlights the evidence they saw that demonstrated this criteria. This will make sure your final choice is evidence based and give you some useful information to feedback to unsuccessful candidates.

‘It’s an opportunity to change your life and show yourself and others what you’re capable of. If you’re lucky like me and all the trainees before me, it could be you.’

Richard, Existing National Trust Trainee.



‘You feel you’ve done something that makes a difference at the end of the day. And the visitors are really appreciative’

Pippa Ferguson, Volunteer

If you require this information in alternative formats, please call 01793 817400 or email libby.wingfield@nationaltrust.org.uk

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Encourage them

Amaze yourself

If you want to work with inspiring people and help look after an incredible place, a Volunteer Management Traineeship could be just what you’re looking for.

nationaltrust.org.uk/vmt

Hello

We are looking for our first ever Volunteer Management Trainees.

What's that? Well, the National Trust has over 60,000 amazing volunteers who give their time to look after special places so everyone can enjoy them. From guiding tours to maintaining gardens, managing projects to running family events, they're a passionate and committed bunch of people. But like any team, they need support and organisation.

And that's why we need you.

What's in it for you?

- An 18 month paid placement at a National Trust property
- An ILM Level 3 Certificate in Volunteer Management (equivalent to one A-level)
- All the help and management training you need, from our experienced mentors
- Working in one of the country's most amazing places
- Opens the door to a rewarding career in the heritage and charity sector



Will you like working with us? We hope so!

The National Trust was set up to look after special places for everyone to enjoy. And this inclusiveness goes for our employees as well as our visitors. That means we care more about your attitude and your passion than your qualifications.

If you want to know if it's a job for you, just ask yourself these four questions:

- Do you enjoy working in a team with people of all ages, skills, attitudes and abilities?
- Do you understand why people give their time for free to do something they care about?
- Do you have lots of energy, enthusiasm and passion?
- Do you want to help look after places with an incredible past so they'll be around forever?

If you answered yes to all these questions, you could be an amazing Volunteer Management Trainee. Whether you've just left school or college, are looking for a new direction in your career, or you're returning to work after a break, we really can't wait to hear from you.

Your

first step

If you like the idea of joining our team as a Volunteer Management Trainee, you'll find all the information you need at nationaltrust.org.uk

We hope to see you soon!





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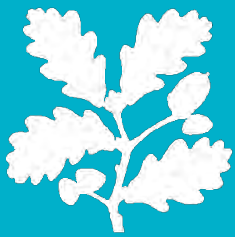


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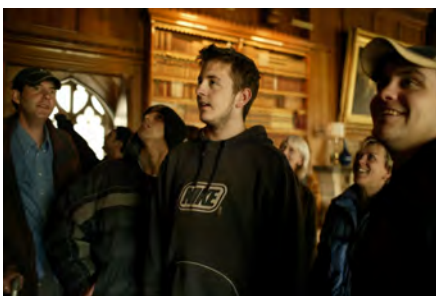


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Working in partnership recruitment guide

'The organisations that we worked with to support the recruitment of trainees made a real difference, particularly in helping us promote the opportunities to people who might not be aware of the National Trust.'

Project Manager



Working in partnership with other organisations, local to your place, can help make your recruitment more inclusive.

It's important to make sure your opportunities are open to all, but in addition, working in partnership enables you to take positive action to reach groups of people who may be less well resourced in your organisation.

The traineeship identified a range of partners that worked with black and minority ethnic groups (BME) and 16-25 year olds, connecting to these partners enabled us to raise awareness of the traineeship to these audiences through displaying our promotional posters, handing out our fliers and through their social media channels, alongside our regular recruitment promotion.

In many cases the National Trust places involved in hosting trainees already had existing relationships with these organisations, that had developed through previous projects, school visits or the promotion of volunteering opportunities.

'In 2013/14 only 4% of our workforce were young people aged 24 and under. We wanted to reach out to new audiences with the traineeship roles and as a result of our recruitment campaign 61% of our applications were from young (50%) and/or BME groups (12%).

56% of the trainees we recruited were from young (56%) and/or BME groups (13%).'



Project Manager

Identifying potential partners

A simple stakeholder mapping activity can help you explore potential partners. If you reasonably think that people with a protected characteristic are under-represented in your organisation this could help you focus your research.

Remember we can tend to be more aware and connected to organisations that are 'like us' so take time to think outside the box and challenge yourself to identify partners that could open up new audiences.

If your opportunities are entry-level roles schools, colleges and support services for those not in education, employment or training (NEET) can be a great place to start.

Useful reading

Positive action guidelines.



Building relationships

We all know that building relationships takes time and effort, so it's important to recognise this and allow for it.

It can help to think about the level of relationship you want or need with different organisations and apply your effort accordingly, some might be better placed and willing to simply share your recruitment materials. Where you can identify more potential barriers to awareness and understanding about your opportunities a more personal approach will benefit both you and them.

Organisations can be naturally defensive on behalf the people they are involving and supporting so you need to make the effort to show your genuine interest, and work together to identify areas of mutual benefit.



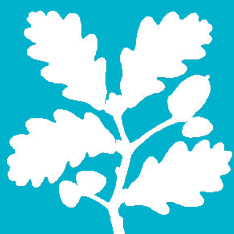
Challenges

Plan ahead. It can be easy to only think of this when you urgently need to recruit, although that may be fine when working with existing partners or if your ask is quite light touch, when building new relationships you need to plan ahead and allow time for them to grow.

Take a step back and look at the bigger picture. It can be easy to just look at partnership working through one particular lens such as recruitment. If you can identify a variety and range of opportunities to work together with a new or existing partner, sustaining the relationship will be more natural and having a place to promote your opportunities can be one of many benefits.

Measure your success. Make time to ensure applicants tell you where they saw or heard about your opportunities, to enable you to evidence the impact your effort is having to yourself and others.





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Support networks

In the next few pages you can find a selection of templates and tools to help develop your own volunteer buddies and mentors. We hope you will try them out and find them useful and don't forget to give us your feedback.



Top Tip

Voluntary mentoring is a great way to offer a flexible and 'remote' volunteering opportunity, however even if your volunteer mentors don't come to your place make sure you include them in your team communications and invite them to social and thank you events so they can get more involved if they choose.

The project involved volunteer buddies and specialist mentors to support the trainee's development.

These support networks could be equally successful for a range of other specialist roles at different levels.

We recruited mentors from both within and outside the National Trust. Think about how you can make use of your existing or sector specific networks to promote mentoring opportunities.

Recruitment for this type of role might be as simple as word of mouth at a sector event. Your selection needs to be based not only on the mentor's specialist experience but also on identifying whether the mentee and mentor connect and can build a good rapport.

Involve your mentee in any selection process, it may be as simple as making time for them to have an informal chat to see if they hit it off.

If your mentor is external make sure they are connected in to any general induction programme you have to help them understand your organisation.

Volunteer buddies are most effective in the support of someone who is new to a role. They would ideally be drawn from your existing team as they have the relationships and knowledge to help things go more smoothly for the new person.

'The experience has been a real pleasure. It's always hard to juggle extra commitments but seeing my trainee develop his skills and confidence has made it all worthwhile, and I definitely improved my mentoring skills as a result.'

Project Mentor

What is a Volunteer Mentor?

As a volunteer mentor you will be matched with an appropriate member of a National Trust team at a place near you.

You will provide coaching, support and expert advice in relation to your specialist knowledge or field of expertise, sharing your skills, experience and connections with your mentee for an agreed period of time that is mutually suitable, enabling them to achieve their specific development objectives.

What's in it for you?

- Build and develop your coaching and mentoring skills
- Gain satisfaction through supporting the career development of a mentee
- Improve the status of your specialism as a distinctive skill set, for example volunteer management, visitor experience etc.
- Expand sector links, networking and partnership skills

What's involved?

- Meet regularly with you mentee over an agreed period of time - this could be online, face to face, or telephone support
- Together with the mentees line manager, coach the mentee to carry out tasks and activities to enable them to achieve their personal development objectives
- Signpost the mentee to relevant training according to individual needs
- Provide career advice and mapping, CV and job application support and sector networking as appropriate
- Become familiar with and then following the National Trust's Health and Safety Policy at all times

This role will suit people who...

- Are professionals in their chosen field, with up to date specialist sector knowledge
- Have a drive to help others learn
- Are committed to improving the status of their specialism within the heritage sector and more widely
- Have excellent people management skills, including coaching, mentoring and active listening skills
- Have access to sector networks, forums and publications

This role is purely voluntary and does not create a legally binding arrangement or employment contract

What is a Volunteer Buddy?

As a volunteer buddy you will be matched with a member of a National Trust team at a place near you that is either new to the organisation or new to their role.

You will have an informal pastoral care relationship with this person, complementing the support they receive from their line manager and mentor. Buddies play a crucial role in welcoming new volunteers and staff, helping to ease them into their place of work or volunteering and supporting them to build relationships. You may find tea, biscuits and listening play an important part in your role!

What's in it for you?

- Sharing your love of your National Trust place with a new member of the team.
- Gaining satisfaction through supporting someone else's development.
- The opportunity to building on your coaching and active listening skills.

What's involved?

- An induction phone call or face to face session prior to the new person starting to understand the requirements of their role and how you can help them.
- Spending concentrated time with the new person at the beginning of the time with the National Trust, ensuring they become familiar with the place where they are based and the locality, the team, facilities, structures, systems and culture.
- Regularly meet with the person to check on progress and levels of engagement in their role, providing a listening ear to help them resolve any issues.
- Promoting and respecting the relationship between the trainee and the line manager, and encourage issues to be discussed openly and honestly.
- Become familiar with and then following the National Trust's Health and Safety Policy at all times

This role will suit people who...

- Are already involved with the organisation as a volunteer or member of staff and keen to share their enthusiasm about their local place with others
- Have an existing network of good relationships at their local National Trust place
- Like to support and develop others through enabling relationships and active listening

Guide for mentors

This guide is designed to help mentors.
Remember, it is up to you how you do it!



Here are the four key tasks of a mentor:

- Support the mentee
- Challenge the mentee's assumptions
- Help set development goals and objectives
- Encourage the mentee to reflect on their experiences and to learn independently.



Benefits for the mentor

- Personal development
- Opportunity to develop mentoring skills
- Personal satisfaction from making a positive contribution to your mentee's future
- Opportunities to improve networks with other areas of the organisation or with new organisations
- Listen and share experience, knowledge and skills
- Represent your mentee's views and give support.

Remember these five points to help you in your role as a mentor:

- Have a good understanding of yourself, your specialist profession
- Have a good understanding of others (especially your mentee) and their role
- Get to know how the organisation where your mentee is employed works
- Keep a sense of proportion at all times and a sense of humour!
- Use good communication techniques.

Roles and responsibilities

Joint responsibilities

- Together, you both create and maintain your mentoring relationship, your way.
- You both must make sure the information you share remains confidential unless there is a real need to share it.
- If either of you are asked to talk about your mentoring relationship check it is OK with the other one first.
- Either of you can leave the mentoring at anytime.



Your roles and responsibility as a mentor

- Be understanding and realistic
- Be positive and encouraging
- Talk about the goals your mentee wants to achieve
- Help the mentee find their own path – don't lead them down a particular route
- Use your expertise and experience to support your mentee to achieve their goals
- Go through the actions with your mentee and make sure they are clear about them and have considered any consequences.



'The opportunity to share my own specialist skills to help someone else on their journey of self development is a great motivation, I had a great support network to get me where I am today and now I can make a difference to someone else.'

Mentor

Your mentoring meetings



Before your meetings

Time and location

Make sure you have enough time in your diary and make sure the room is comfortable, the phone is switched off and you are not likely to be disturbed.

Relationship

Consider the relationship with the mentee, is there anything you think could be improved?

Frame of mind

Are you in the correct frame of mind to devote the next however many minutes to your mentee? Are you distracted by work or personal issues?

Agenda

Remember it is up to the mentee to set the agenda but you might want to offer them some help.

During your meetings

Reflection

The mentee may need to take time to reflect on what they actually want from the relationship or meeting. **Here are some questions that might help start them off**

- What do you hope to gain from this (mentoring) relationship?
- What do you wish to focus on?
- What particular issue have you decided on? What led you to this issue?
- How would you like to use my support?
- What would you like to do and over what period of time?

Mentoring tools

These will help with:

- **Question Bank**
- **SWOT analysis** - help the mentee think about their strengths.

Small steps

Although the mentee may set a long term outcome, it may be useful to set it out in smaller steps or stages. Small steps are usually more achievable and more rewarding.

Identify people who can help

It is unlikely you will have all the answers to all the mentees questions, but with their permission you could ask someone else for advice.

Review and reflect

At the end of each session it is useful to review each session, a **Mentoring Diary** could be used to do this.

After your meetings

Review and reflect

Reflect on the session and mentoring journey as a whole. Do you feel it is being as successful as it could be? Be open and honest and tell your mentee during the next session.

Be reliable and carry out any tasks that you said you would. It's not your job to meet the mentees objectives for them.

Mentoring toolbox

This toolbox provides you with some resources to support you with mentoring – both as a mentor and mentee.



Questioning techniques

Solution focused questions

These questions help a mentee focus on solutions rather than the problem. It is sometimes easy to continue to delve into 'what is wrong' rather than help the problem holder 'look into the future' or identify 'what is going right'.

Here is a selection of solution focussed questions that you might like to add to your tool box:

- What is happening (in your life / in the workplace etc) to make you feel hopeful that you can change the situation?
- What will be the benefit to you when you manage to make the change you want?
- What is working for you?
- What have you done so far that hasn't worked?

- What will be the first signs that things are improving?
- What would be the first things that happen?
- Look ahead – things are much better... what examples might you give me about helpful things you or others have done?

The Fundamental Question

What would be different if your problem was solved?

Erickson's Crystal Ball Technique

- Look into the future. What do you see?
- How has what has happened come about?
- Set a date for when this has happened – what steps have you taken to get there?



Useful tools

- ▶ Question bank
- ▶ Mentoring code of practise
- ▶ Mentoring diary
- ▶ Mentoring agreement
- ▶ SWOT analysis

The miracle question

Assume you wake up tomorrow morning and for some reason or other the feelings you have are no longer a problem, what will be different then?

- How will you know?
- What else?
- What would that mean for you?
- Who would be the first person to know a miracle had happened?
- How will they react?
- What difference will that make to you?
- How will your Boss / Colleagues know a miracle has happened?
- If you went to work tomorrow and the situation that was causing you problems had been resolved, what do you think you would notice?
- If you went to work tomorrow and all your problems were solved, what would have happened?
- Suppose you were starting your job again, what would you like to be different?

Scaling questions

On a scale of zero to ten, with ten representing the best it can be and zero the worst, where would you say you are today?

- What was happening at a time you scored higher?
- In the past have you ever been higher up the scale? How did that happen?
- Where would you realistically like to get in the next few days / weeks?
- If you move up the scale, what will be happening that will tell you that you have arrived at that point?
- What would need to happen for you to move one point up that scale in the next few days?
- What do you need to do, or not do, to prevent you from going down the scale?
- What might sabotage your efforts and how could you resist?
- What do you know about yourself / your team that makes you hopeful that you can achieve what you want in this situation?
- What have you learned from other times in your life / career that would be useful now?
- What skill / quality / strength would be really helpful for you at the moment?

Asking the right questions

Without references

- **Sharing** – passing on thoughts, insights and experiences can create an opportunity for better conversation and discussion. Let others learn from what you have learnt. But be careful not to slip into the “When I was in that situation I did this...” mode – which can sound like you are telling them what to do.
- “That’s something you might want to keep in mind”
- “That’s been my experience. What similar experiences have you had?”
- Tell a story
- Share an observation you may have seen the mentee do. Be careful to do it sparingly and at the right time and you should be fine.

Challenging

Another powerful tool is challenging through asking questions, e.g. ‘Challenge them to think for themselves’.

Question asking is very powerful. You could ask directly about what your mentee’s plans are and what their decisions are. This can really stretch your mentee but can give good results.

Mentoring code of practice

Mentor code of practice

As a mentor within the [insert organisation], I agree to operate within the following Code of Practice and demonstrate:

- Personal integrity, honesty, openness and commitment to the mentoring journey
- A non-judgemental approach that builds trust and demonstrates mutual respect
- An awareness and understanding of the mentee's learning style and development needs
- To work within the limits of my own competence and ability. If required, refer the mentee to another professional.
- Continuing responsibilities beyond the end of the mentoring relationship such as confidentiality, safe maintenance of records and upholding the mentoring position.
- Commitment to continuing personal development to enhance performance and knowledge
- Act within the organisations Values and Behaviours Framework.

Mentee code of practice

As a mentee I agree to operate within this code of practice and demonstrate:

- An awareness of the mentoring journey and my role within it
- Courtesy and respect at all times
- Consideration of the needs and expectations of all stakeholders, including line management

Maintain a level of confidentiality agreed with the mentor both during and after the mentoring relationship has ended

- Be proactive
- Act within the organisations Values and Behaviours Framework
- Take responsibility for my own learning and development needs.

Mentoring diary

Session No: _____

Date and times (start and finish of session: _____

Outline a brief plan of the Session (goals / knowledge or skills to be covered):

Actions agreed (SMART):

Joint reflections on the effectiveness of the session and what have been done differently or better, what worked well etc:

Date of next session: _____ Time: _____

Mentoring agreement

Name of mentee: _____

Name of mentor: _____

We agree the purpose of this relationship is to support the mentee [name] _____
over the next _____ months of their development.

This mentoring agreement will finish on _____

The key purpose / objectives of this mentoring agreement is/ are:

We will review¹ the mentoring agreement and relationship on _____

If for any reason our meetings have to be cancelled we have agreed that it is the responsibility of the person who cancels to rearrange the meeting.

Mentoring is confidential. Exceptions of this would be in the event of

- A breach of the organisations rules
- A breach of health and safety policy
- A person being a risk to themselves or others
- Illegal or unethical actions

If circumstances change a new mentoring agreement must be agreed. Either party can terminate the relationship if they believe there is a breakdown in the relationship, inadequate commitment to the mentoring journey or lack of progress being made.

Signed:

Mentee _____ Date _____

Mentor _____ Date _____

Your mentoring journey

My personal SWOT analysis



Individual exercise



Activity: 75 min

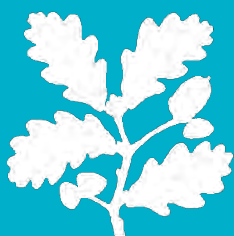
Do you know what your strengths are and “therefore” where opportunities may lie? In order to plan your career you need to be aware of what you have to offer and where possible threats may come from.

Please think about the role you would like to take up, then consider your strengths and the areas you need to develop in order to be the best candidate for that ideal role.

Hints & tips

Think of threats in terms of barriers. What could get in the way of you achieving your career plan?

Strengths	Weakness
Opportunities	Threats



National
Trust

Building a business case for a volunteer manager

‘Having someone dedicated to volunteer management at the property made a huge difference to what we were able to achieve, and really improved communication between staff and volunteers.’

Line manager



This guide is intended to support you in developing a business case for a dedicated volunteer management role at your place.

It draws on the evidence and lessons learnt as a result of the project.

You may find this guide also acts as a prompt to highlight where you need to plan to gather further evidence that is specific to your place and circumstances, to allow you to build a strong business case in due course.

Having a trainee role helped some of the National Trust places involved recognise the need for a dedicated volunteer management role, they had first hand experience of the impact this type of role can have and used this to develop their business cases.

Nine trainees went on to work in volunteer management roles at the National Trust and another five are in volunteer management roles with other organisations.



‘Funders need to be more receptive to requests for resources for volunteer managers and coordinators, especially where charities are able to demonstrate a strong potential volunteer base. We recommend that government guidance on public sector grants and contracts is amended to reflect this and set a standard for other funders.’

House of Lords select committee on charities report 2017



Current situation

Describe what your current opportunity or issue is.

You might be about to start a new project that means you need to increase your volunteer team.

You might have been approached by a partner organisation or local business who are looking to develop a regular programme of volunteering opportunities and you don't have the capacity to say yes.

You might have the right number of volunteers already but they are unhappy with the level of management they get.

You might be thinking about future-proofing your existing team if the majority of your volunteers are older and becoming less able to give the time that they once could.

Purpose

What are you hoping to achieve by recruiting a dedicated volunteer management role?

This is likely to be about increasing resource but should relate to addressing the opportunity or issue you have identified.

Expected benefits

You could use some of these statistics as examples in your business case. The project found that having a dedicated volunteer management role provided the following benefits:

Increase in number of volunteers

Each trainee recruited an average of forty volunteers during their eighteen month placement, working a four day week.

Increase in the variety of ways volunteers supported the organisation

Across all 16 National Trust places involved trainees introduced an average of three new volunteer initiatives, positively impacting the experience of both new and existing volunteers.

Increase in the diversity of volunteers involved in the organisation

Across all 16 National Trust places involved trainees were asked to focus some of their effort on developing and testing opportunities to attract a more diverse audience. At those places 48% of existing volunteers felt the project attracted a wider range of volunteers to their place, including young people, and 30% saw an increase in the diversity of volunteers, including people from other ethnicities. Don't forget the impact any dedicated role could have on increasing diversity will depend on the demographic of your local community.

Increased volunteer satisfaction

Across all 16 National Trust places involved 67% of the 589 volunteers who responded to our project survey felt the role improved their volunteering experience.

Increased staff confidence and capability in managing volunteers

Having a person dedicated to managing volunteers who brings or is focussed on building specialist knowledge, can have a knock-on effect to the confidence of other staff in your organisation, who may be involved in volunteer management alongside their day-to-day role.

The National Trust's annual staff survey measures staff confidence in managing volunteers. During the three years of the project confidence increased amongst staff at all properties involved.

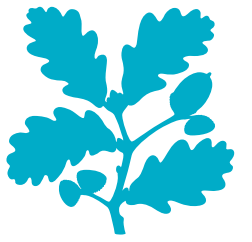
You may also want to set up some ways to measure the existing experience of your volunteers to highlight where improvements need to be made. If you already ask your volunteers and staff for feedback include quotes from them to back up your points.

Look for benefits that link to your organisations strategy and any key performance indicators you have in place. Don't forget to include the impact these new, more diverse and happier volunteers will have on your organisation, particularly the benefit to your visitors or customers.

Risks

The project highlighted the importance of having the backing of leadership roles to enable a dedicated volunteer manager to maximise their impact.

What support or training might be needed to ensure the new volunteer manager is able to do their role well?



National
Trust

Leadership in Volunteering



A short guide for regional leadership teams and General Managers

Plan

- Recognise that volunteering is not a free activity and budget accordingly. Consider the resources, work space, time and skills required to involve volunteers effectively.
- Support teams to understand the full costs and benefits of investing in volunteering. Calculate the value of gifted time as well as the cost of expenses etc.
- Make the most of existing resources. Encourage your teams to talk to other properties, find out what existing resources are available and seek current good practice. Your Volunteering Consultant can help with this.

Role model

- When making plans and decisions, ask “What are the opportunities and implications for volunteer involvement?”
- Praise great volunteer contribution and challenge practice that doesn't meet our values and behaviours.
- Support your teams when they are finding volunteer management a challenge. Signpost training and support options to up skill volunteer managers.

Champion

- Actively challenge assumptions that volunteering only takes place at properties or in low skilled activities.
- Understand the key drivers of a good volunteer management experience and what your volunteer managers have in place to deliver these (*see overleaf*)
- Understand the 2020 ambition for volunteering in the National Trust and actively talk about the opportunities and implications for your teams.

‘Volunteers need leadership, someone who inspires them and ensures that they are focussed on the vision and values that brought them together. Management is not the same as leadership.’

Wally Harbert, Author of Baby Boomers and Big Society.

5 Factors that improve volunteering

What to ask and what to look out for...



1 Be organised

Are the day-to-day basics in place?

Ask about

- How well do we process enquiries from potential volunteers?
- Are volunteers clear when they are required?
- What is the feedback from new volunteers on their welcome and induction?
- Is there a consistent approach across all departments?

Top tips

- Agree a common property approach to recruiting, selecting & inducting volunteers and train all volunteer managers in using it
- Monitor processes to check if they are working efficient and ensure feedback loops are in place so volunteers feel that they are being listened to
- Have sufficient resource to be able to respond quickly to volunteer enquiries. The volunteers can be this resource! There is increasing competition for volunteers, so it's easy for them to lose interest and go elsewhere. Survey results show even volunteers who go on to get involved with us remember these delays and it effects their likelihood to recommend

What do volunteers say?

'We need a better organised system for managing rotas and duties in Visitor Services. With three part-time members of staff and several different methods of offering help, (lists in the Bothy and the office, email and phone calls), it sometimes seems the left hand doesn't know what the right hand is doing. It can be frustrating to volunteer in response to an emergency appeal for help and find there are far too many people, who end up standing around doing nothing.'

Volunteer Survey respondent 2013

2 Communicate

What is in place to enable volunteers to access information and feel their voices is heard?

Ask about

- How are volunteers involved in property communications?
- How do you ensure feedback from volunteers is acted on and they receive a response?
- What communication channels do your volunteers prefer?

Top tips

- Circulate regular bulletins to all staff and volunteers with key messages and 'upcoming' events. Use email, noticeboards and on sign-in sheets and encourage use of the online volunteer system for info on the wider National Trust
- Create a weekly list of what's happening (*group visits, functions, deliveries, contractors on site etc.*) so all staff and volunteers know what is happening. This also helps with visitor survey scores as there are fewer surprises!
- Consider quarterly coffee mornings with the General Manager so volunteers can hear about future developments, ask questions and feed in their ideas

What do volunteers say?

'Have more follow through on items like management/business plan, interpretation plan. We all contributed then heard nothing more.'

Volunteer Survey respondent 2013

3 Culture and values

Do volunteers feel part of the team?

Ask about

- How would you describe the relationship between staff and volunteers?
- How is the volunteer contribution recognised at the property?
- What is in place to help create a culture of one team?
- Are things different in different departments and how are you managing that?

Top tips

- Consider creating a 'sounding board' where volunteers can contribute to property plans. These could be fixed term opportunities for volunteer representatives from all departments to comment on plans for development
- Think about creating review meetings for new volunteering roles where staff and volunteers jointly evaluate how things are going and agree improvements
- Try a 'Success of the month' session at each

Head of Department meeting to vote on special achievements, going above & beyond etc. These would be open to staff and volunteers, with a small prize awarded

What do volunteers say?

'I can't get this down to one specific thing but it would nice to be treated as a person and not a resource to be managed.'

Volunteer Survey respondent 2013

4 Empowerment

Where are the opportunities for volunteers to make best use of their skills?

Ask about

- How volunteers can help plug gaps in skills, knowledge or capacity?
- What skills and experiences do you have in your volunteer team and are you making best use of them?
- Are you highlighting current good practice at the property?

Top tips

- Challenge teams on whether they are involving volunteers in a new project or piece of work
- Celebrate successful examples where volunteers have used their skills in new ways. This can give staff confidence to try things and encourage volunteers to come forward
- Appeal for volunteer help with particular projects and being very clear about the skills required and time commitment involved

What do volunteers say?

'Be aware of opportunities for my particular (specialist) skills to be applied at other National Trust properties in the regional group, not only at my regular property. This would increase my sense of value to the National Trust, and give opportunity to appreciate volunteering with other teams.'

Volunteer Survey respondent 2013



5 Leadership

Do volunteers understand the direction of the National Trust and changes taking place at the property?

Ask about

- How volunteers are kept informed about what is happening in the National Trust?
- How do volunteers feed in to developments at the property?
- How do volunteers feel about what's happening overall at the property? How do you know?

Top tips

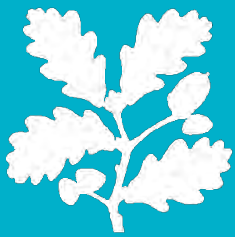
- Involve volunteers in business planning sessions and reviews, don't assume they won't be interested or have the skills to make a meaningful contribution
- Make sure volunteers have easy access to business plans and information on major projects or plans affecting the property
- Use regular communications channels to share information and invite comment and questions
- Encourage volunteers to use the online volunteer system as a way of finding out about developments in the wider National Trust

What do volunteers say?

'We need a greater understanding of the long term aims of the Trust and where my property fits in.'

Volunteer Survey respondent 2013





National
Trust

Developing youth volunteering opportunities

In the next few pages you can explore case studies from our trainees as they develop and test a range of volunteering opportunities for young people, if you like what you see please give them a go. Don't forget to [give us your feedback](#).

Involving young people as volunteers at your organisation can seem daunting at first, but can be hugely beneficial for you and them. This toolkit is intended to help get you started and inspire you to give things a try.

The tool kit is split in to four sections and structured around the volunteer journey framework that the National Trust uses.

At the end of the tool kit you will find a collection of useful links to existing resources and guidance developed by other organisations that specialise in involving and supporting young people. These places have the expertise and often the connection to young people looking for opportunities - so make the most of them!

How involving young people can help your organisation

It's important to consider how involving young people can help your organisation, being able to articulate this will ensure you can get people on board and get the resources you need to make it happen.

More visitors – young people love showing off their work and often come back to see it with friends and other family members, if your organisation is looking to grow your younger or family visitors they could really help you develop your visitor offer. Don't forget they are your future visitors and members.

Increases your relevance in your local community – it helps you build strong partnerships with youth involving organisations such as local schools.

Existing staff and volunteers gain valuable skills – they feel more confident about involving young people. Remember those young people could be your future employees.

Encourages your organisation to think differently – stretching yourselves to develop different ways for people to get involved secures your future, involving young people in developing plans can take you to unexpected places.



Plan



Good planning is the first step to creating successful, enjoyable and fun youth volunteering opportunities.

Young people can get involved in all sorts of ways. If you are new to involving young people it may be useful to try out some taster opportunities first, being really clear that you are testing some things and encouraging them to give you some constructive feedback.

You may find it useful to run a planning session with other members of your team who will be involved, not only to get them on board and hear their ideas but also to give you the opportunity to bust some myths and alleviate any concerns they may have.



Below are a few examples of ways in which the National Trust involves young people:

Work experience. Schools normally organise work experience placements during Year 10 or Year 11, and during June or September. The vast majority of pre-16 placements last for one or two weeks but post-16 placements can be more varied in length depending on the course being followed.

Duke of Edinburgh's Award. The volunteering section requires young people aged 14-24 to volunteer for between 3 and 18 months, depending on which level of award they are completing.

Youth Discovery Working Holidays. Residential group volunteering, designed specifically for those aged 16-18 to give the opportunity to carry out conservation work and enjoy social activities with other teenagers.

Student Volunteering. Usually offered during the school, college or University holidays and with an emphasis on flexibility.

Summer Challenge. A summer school with a difference each summer at Birmingham Back to Backs, we open our doors for a week to a handful of young people who wish to learn about local history and heritage, and also explore how to pass this knowledge on.

Youth Ranger programmes. Group volunteering activities for 12-18 year olds to get involved and make a difference at their local green spaces.



Here are some of the key things you'll need to think through:

Flexibility

Depending on the age of young people involved you may need to work around school hours, targeting weekends and school holidays. You might want to think about half day roles or even drop-in opportunities.

Variety, learning and fun

Switching between different roles or tasks helps to keep energy levels up and maintain interest.

Recording achievements

What could you put in place to help young people record their progress with you? This might be required by some partner organisations – see the manage section of this guide for an example.

Support

Do existing staff or volunteers have experience working with young people? Could you recruit a volunteer to help? You might also want to identify buddies or mentors for the young people.

Once you've come up with an idea, it can be tempting to jump straight into recruiting volunteers to do the task. But taking time to plan it all out from the start will make problems less likely along the way. If you can, try to involve young people in your planning of youth volunteering. They can offer a unique perspective, test ideas to iron out any problems and help make sure all angles are covered.

Plan

Health and safety

Health and safety concerns can often be the thing that stops places involving young people as volunteers.

Obviously there are some extra things to think about when involving young people, but these are simpler than you may realise in many cases. If you're working with a partnership organisation be open about your concerns and work together to plan your health and safety measures.

Make sure you ask yourself these three things:

Have you done a risk assessment that covers having children involved? Get the risk assessment done early. It will inform your planning, the age range you can accommodate and resources you'll need.

Do you or any of your team need to have a DBS check? Your risk assessment should be used to help you decide this, and if so what level of check is required. It can be easy to assume everyone needs checking but this isn't always the case.

Does your organisation have a policy or guidance that covers the safety of young people? If not do some research and talk to your network about what they have in place. You don't need to reinvent the wheel. This type of document can make sure everyone is on the same page about what's expected.

DBS Myth Busting

Myth: DBS (Disclosure and Barring Service) checks are needed for anyone who comes in to contact with children.

Busted: No DBS check is required if contact is purely infrequent, incidental or regularly supervised.

Myth: DBS checks always cost money.

Busted: Although there is a fee for DBS checking employees, volunteers who need a DBS check get theirs free.

Useful links

[NSPCC guide to writing a safeguarding policy](#)

[Government disclosure and barring service](#)

[Health and Safety Executive guide to work experience](#)



Recruit



Youth Ranger Group Dunham Massey

Launch date Sunday July 2nd followed by the
first Sunday of every month 10-2pm

Aged between 12 - 18 and want to get involved and make a difference to your local green space? Want to make friends and try something different? Do you like being outside in all weather and getting stuck in? If yes, then this is the role for you. Ready to get involved? Call or email for more information.

Call 0161 942 3958 for details
volunteeratdunham@nationaltrust.org.uk

When you visit, donate, volunteer or join the National Trust, your support helps us to look after special places for ever, for everyone.

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Photographs © National Trust Images.

#nationaltrust



Recruitment

Working in partnership is a great way to recruit young volunteers, and has the added benefit of enabling you to draw on the specialist knowledge of partner organisations that already know them and support them. In some cases youth supporting organisations will have developed their own programmes such as the Duke of Edinburgh's Award scheme to encourage young people to volunteer, these can be a great starting point with plenty of support and an existing structure for you to make the most of.

It's also really important to think about how you can 'go to them' rather than expecting young volunteers to find your organisation or opportunities on their own. You might give a talk, or run a taster event at a school or youth club.

Language is really important when recruiting. Not all young people will be aware of what volunteering involves or in some cases even what it means. Like any volunteer recruitment it's about understanding your volunteering audience and what might attract them to get involved.

To the left is an example recruitment poster for the volunteer Youth Ranger group at Dunham Massey.

Selection

It's still important to think about how their involvement can be mutually beneficial when working with young volunteers, but it's helpful to acknowledge much of their volunteering experience will also be a learning and development experience for them.

You are less likely to be looking for existing skills and experience, but depending on the role they will be doing may need to base any selection around attitude and enthusiasm.

Volunteering is a brilliant confidence building experience for many young people so if the young people you are thinking about involving are less confident or outgoing you might want to start with offering some kind of group or paired volunteering opportunity, or less visitor facing role, to get them started and use a staged approach to support them to try different things out as their confidence grows.

Induction

It can be helpful to have a welcome pack that's tailored to the needs of young people, you might adapt it from existing resources you use with visitors, or get young people involved in developing it with you.

This is a great time to introduce young people to a buddy that is already part of your team, if this is a young person like themselves, even better.

You might include some time where parents, carers or partner organisation representatives are involved too, to ensure everyone is clear about what's happening.



Manage

Welcome to Anglesey Abbey

Thank you for choosing to complete your Duke of Edinburgh volunteering with us here at Anglesey Abbey. We hope you enjoy your time with us.

Before you begin we'd like you to complete the following questions and read through the information below...

What would you like to achieve during your volunteer placement? _____

Why did you choose to complete your volunteering at Anglesey Abbey? _____

What are you most looking forward to? _____

Take a few minutes to chat through your answers with your placement contact to ensure you get the best out of your experience.

About the National Trust...

We're a charity founded in 1895 by three people who saw the importance of our nation's heritage and open spaces and wanted to preserve them for everyone to enjoy. As a charity we rely for income on membership fees, donations and legacies, and revenue raised from our commercial operations. We have over 4.5 million members and 62,000 volunteers. We protect and open to the public over 350 historic houses, gardens and ancient monuments. But it doesn't stop there. We also look after forests, woods, fens, beaches, farmland, downs, moorland, islands, archaeological remains, castles, nature reserves, villages - for ever, for everyone.

What do young people need to know about your place?

Are there clear expectations you have about behaviour that need including?

CATERING

Who's who?

Frances Booth

Catering Supervisor

'I am responsible for the presentation standards in the restaurant. I also work on team training and support volunteer management in catering'



Chantelle Callen

Team Leader

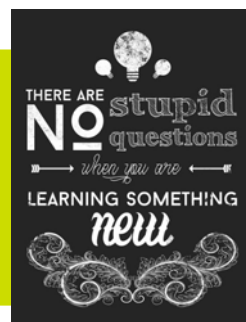
'I am responsible for running a day to day shift and managing all of our volunteers'



If you have a big team of staff and volunteers a quick reference page with key names and peoples photos can help young people out.

We are always more than happy to help if you feel uncertain or have a question.

No question is ever a stupid question.



HOUSE

Skills Checklist

You should learn lots of things whilst you are here but here are a few things we hope you will do whilst you are in the house!

- ☐ Have a tour of the house (and ask at least two questions at the end!)
- ☐ Detail clean a wooden item
- ☐ Detail clean a metal item
- ☐ Identify a insect on a insect trap using the bug poster.
- ☐ Be able to tell a visitor all about one object in the house that you really like

Sharing a 'day in the life of....' can help young people who want to find out more about potential future jobs.

What is a Conservation Assistant?

The National Trust cares for its collections in two key ways: though preventive conservation and housekeeping, and through remedial conservation or repair. The role of our four Conservation Assistants here at Anglesey Abbey is mainly the first, maintaining a suitable environment and carefully monitoring objects so that we can manage change. We do this in a variety of ways. We check light levels to enable visitors to enjoy the collection in a way that does the least amount of damage; and we do regular pest monitoring, so we know that our precious objects aren't damaged by bugs or mice. On a more day to day level, we do regular vacuuming and dusting.

One of the best things about being a Conservation Assistant is how varied the role can be. One minute you've got a vacuum strapped to your back, the next you're cleaning a Constable painting, and tomorrow you'll be out in the gardens statue cleaning!

RETAIL

Display guidelines

Have a look around the shop and see if you can spot any offers. The offer may be advertised with POS. What does POS stand for and why do we use it? (ask a member of the team if you're not sure)

As well as the offer POS there are some general notices too.

There are certain laws we have to follow as retailers and we have to display notices about these. Find two examples and write them here:

Tills

It's really important to process things properly through the till, not only to make sure that we're charging the customer the correct amount but also to make sure that we keep an accurate stock file. Anything sold through the till is removed from the stock file, anything refunded is added back on.

Have a go on the till and learn how to:

- ☐ Process a cash sale
- ☐ Apply a staff or volunteer discount
- ☐ Do a price enquiry
- ☐ Do a refund

Having a simple work-book for young people to fill in can support their development experience and make sure they don't miss out.

Could you include a certificate or similar at the end to thank them for their contribution?

Grow



Staying in touch

Although young people volunteering with you may only be involved for a short period of time it's helpful to think about ways they can stay in touch longer term and/or reconnect if they want to. This might be through your ongoing relationship with their youth organisation, with them as individuals or through their parents depending on their age.

If you already have existing newsletters or communications that go out to volunteers do these appeal to young people, or could you form an 'alumni' group and tailor some regular communication just for them?

Could they come back as an ad-hoc mentor, buddy or trainer for other young people who are new to volunteering with you?

If you have family events and activities, could they be invited to preview or launch these?

Feedback

The feedback you get from young people about their experience with you can help you shape and improve your future activities.

Below are some example questions used by one of our trainees running a Duke of Edinburgh programme:

How easy was it to start volunteering with us? Please mark on the scale with 1 being 'Terribly difficult' and 10 being 'It couldn't have been any simpler!' Please explain...

What skills do you think you have learnt or acquired whilst volunteering with us?

What has been your proudest moment as a volunteer with us?

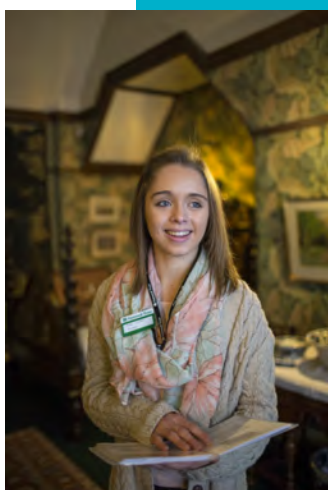
Please mark on a scale of 1 to 10 whether you felt your contribution was appreciated and valued, 1 being 'Definitely not' and 10 being 'Most Definitely' Please explain...

Please mark on a scale of 1 to 10 how much you feel you were supported by the staff and volunteers here, 1 being 'Not supported at all' and 10 being '100% supported' Please explain...

Do you feel that having a mentor during this process, someone who could help you get the most out of your experience, would have helped?

Has your experience met your expectations?

How could we improve your volunteering experience?



Useful links

[BITC Guide to creating inspiring work experience opportunities](#)

[Duke of Edinburgh's Award](#)

[National Youth Agency](#)

[#iwill social action campaign](#)

[School finder](#)

[UK Youth members listing](#)

[Vinspired](#)

[Children's Centre finder](#)



National
Trust

Developing Youth Involvement

Working in Partnership

The Volunteer Management Traineeship Project explored the merits of a structured, accredited development programme in volunteer management for the heritage sector.

Each trainee completed accredited ILM level 3 training as part of their eighteen month placement, and worked with teams at their host property to build skills and capacity to engage with volunteers in meaningful ways.

Virginia Büls Stackpole



Our pilot project, matching volunteering opportunities with the needs of young people working towards their Duke of Edinburgh's Award, meant lots of extra helping hands for us and new skills for them.

Our volunteering ambition includes developing new approaches to volunteering, at Stackpole we could see there was potential for involving young people in volunteering, but wanted to find a structure that would help us develop our offer.



‘Working alongside these young people has given me hope that our special places will remain that, with just a little encouragement from us for others to connect.’

Virginia, Volunteer
Management Trainee



Top Tips

1. Being clear what your objective is helps you sell it to other organisations. By researching the type of tasks I was willing to supervise for the group the benefits were clear to the National Trust, Duke of Edinburgh and the participants.
2. Plan the activity carefully to ensure basics like correct tools, risk assessments etc. are in place allowing you to relax and enjoy the interaction. If you don't enjoy it then your target audience won't either.
3. Never forget the power of praise...and chocolate biscuits.



'I think these are great opportunities for young people.'

David, Duke of Edinburgh's Award Manager

Discussions with the head of each department on the property helped me to discover where young volunteers could be involved, either singly or in groups, and talk through the different roles that might be suitable. I researched local youth organisations and groups with these roles in mind, to see which groups may have the skills or interests we needed.

I approached a short list of youth groups, with the idea of running a pilot scheme of Saturday sessions for them to become involved in. After meeting with these organisations the Duke of Edinburgh's Award group surfaced as the best fit for regular Ranger activities.

Our pilot was successful and we now have a regular group activity available for young local people to become involved in. They are developing the knowledge and an understanding of the natural environment by working in it as well as soft skills such as working as a team with an end goal. Some parents have approached me to let me know how this has benefitted particular individuals.

We now have a great relationship with the local Duke of Edinburgh's Award Administrator, who has given us positive feedback about the sessions. Those involved have achieved their aim of completing the required number of volunteer hours needed for their award.

I set the sessions up once a month for a period of five hours. The young people completed outdoor conservation tasks like invasive plant clearance, path repairs, fence repairs etc. Tools and materials were supplied by the Stackpole Rangers team. Parents were more than happy to provide transport to and from the estate so outlay was confined to chocolate biscuits!

The first session only had three attendees but this increased steadily and we have had to set a maximum of fourteen each Saturday as the group has proved so popular.

Visitors to the site who witnessed the group working have stopped to remark how well they are doing and are pleasantly surprised to learn they are local young people giving up their free time.

Because members of our ranger team were involved from the beginning they are now motivated and able to take over the longer term running of the group to make it sustainable.

Some of those involved have moved onto helping in our events, and have been motivated to regularly volunteer with us outside of their Duke of Edinburgh's Award group.

Challenges

1. Initially some members of staff were unsure if the group would complete tasks to a satisfactory standard. This meant I had to ensure the task was explained fully to the group so they were aware of what I was asking. I also checked and clarified during the task explaining why it was important to complete it to a particular level. I sought feedback after the sessions from the staff to ensure they were happy with the work done.
2. Initially I underestimated how much work could be achieved in the time period, the group was really productive so I learnt to always have available more tasks than we could complete in one session – just in case!



National
Trust

Inspiring the Next Generation

Involving Student Volunteers

The Volunteer Management Traineeship Project explored the merits of a structured, accredited development programme in volunteer management for the heritage sector.

Each trainee completed accredited ILM level 3 training as part of their eighteen month placement, and worked with teams at their host property to build skills and capacity to engage with volunteers in meaningful ways.



Gemma Jackson

Dunster Castle



Working in partnership with our local college, West Somerset College, we joined their Sixth Form Enrichment Programme, aimed at getting students out into their local community and developing skills, knowledge and experience working with local businesses and charities.

We recruited eight students to join our House, Gardens and Visitor Services teams.

In 2014-15 only 1% of Dunster Castle's volunteers were under 25. We wanted to change this, making our volunteer community more diverse, with young people bringing energy, enthusiasm and new ideas to Dunster Castle. By creating a volunteering offer through which young people learned skills and gained knowledge, they could work as part of team and connect with the National Trust, the work we do and the reasons we do it.





Top Tips

1. Outreach and site visits were really important for us, letting young people know that they can volunteer with us and giving them a clear understanding of what they can learn, and how the experience can better prepare them with life skills for UCAS and job applications.
2. Explain and 'land' the project well with existing volunteers and teams.
3. Be prepared for student's priorities to change.

The first stage of the project focused on outreach work to our target audience, identifying groups of potential young volunteers and getting our volunteering message over to young people. To achieve this we:

- Set up a team of 'Student Recruitment' volunteers at Dunster Castle, who met regularly to discuss ideas and new approaches.
- Created a 'volunteering stall' with resources, posters and postcards designed to attract student's attention. The postcards cost around £100 to print, but proved to be a vital resource for students to take away with them.
- Visited colleges and fresher's fairs in the local area with our volunteering stall and built up contacts with local careers advisors.
- We were approached by a local college to join their new '6th Form Enrichment' initiative.

I gave a 10 minute presentation to 400 6th formers in assembly to advertise our volunteering opportunities. From this presentation I gained interest from eight students who became our first group of student volunteers.

The second stage of the project focused on supporting and developing young people while they volunteered with us, focusing on building skills, knowledge and experience.

- We identified volunteering opportunities within departments that students could do for 90 minutes each Wednesday afternoon.
- Set up weekly catch-ups with students to see how they are getting on.
- Encouraged students to keep a record of the activities they did, the skills they are developed and what they want to achieve.
- Planned for the future development of skills.

Having students settle in departments, working with our team, gaining confidence and becoming more chatty and outgoing as the weeks past was a real highlight. There was a sense of achievement in students

learning how to conserve ceramics with Argo hooovers, plant box hedging that will still be there in 40 years time and create advertising seen by 1000's of visitors with our templates system.



Challenges

1. An unexpected outcome was that some of our older volunteers thought that we wanted to recruit students to replace older volunteers. We dealt with this by explaining the aims and ambitions of the project clearly to all our volunteers.
2. The 90 minute time slot allocated by the college was a real challenge, trying to identify meaningful learning opportunities in such a short space of time that was not labour intensive for staff in departments to organise and set up.
3. Students' attendance – this became more of a problem towards the end of the project as A level mock exams and revision became more of a priority for students.





National
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Getting Young People Involved

Youth Rangers

The Volunteer Management Traineeship Project explored the merits of a structured, accredited development programme in volunteer management for the heritage sector.

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Alice Devitt

Lyme Park



At Lyme Park we had no voluntary opportunities for under-eighteen's and wanted to change this; we developed a Youth Ranger Programme, running a monthly group that continues to expand.

I found that we were turning many young people away who had an interest in conservation, outdoor work, wildlife and nature. Learning about other Youth Ranger Groups within the National Trust sparked my interest and I knew that if the if ranger team wanted to collaborate we could make it a success at Lyme Park.



'It's really great to see young people who have a real interest in wildlife and conservation be able to lead, assist and participate in a group that aims to build confidence, team work, and an array of skills, including, dry-stone walling, fencing and fire-lighting to name a few.'

Top Tips

1. Don't assume all young people will have extrovert personalities. Plan exciting, active ice-breakers as ultimately it ends up being a core group who return each month, and ideally you want to see them build a rapport with each other.
2. Outline, as soon as you can, who is responsible for what and put deadlines in place. Gather feedback from Youth Leaders and Youth Rangers to develop future sessions.
3. Create a varied range of activities that allow Youth Rangers to demonstrate specific skills & team work. Each session our Youth Rangers receive a star in their log-book for the appropriate activity, after completing nine activities they receive a Youth Ranger hoodie and after twelve a certificate and series of wildlife identification guides.

I contacted other National Trust properties that already have youth groups to learn a bit about their activities and management; I presented my findings to our Lead and Area Ranger. We agreed it was a great idea however the current Rangers team didn't have the capacity to lead or manage the group. I suggested developing a volunteer youth leader role which they were keen to support.

I developed a role profile and promoted the opportunity through different internal and external avenues. When we settled on the title 'Youth Ranger Leader' we started to receive applications.

We carried out formal interviews - we wanted the volunteers we recruited to have some relevant experience, basic conservation knowledge but also provide a development opportunity for them. Our three Youth Ranger Leaders are aged between eighteen and thirty, studying a variety of courses from forestry to outdoor coaching.

We settled on a launch date and I put together an action plan that covered a variety of tasks. The Rangers organised equipment, risk assessments and a timetable of events and briefed the volunteer leaders on activities. I focussed on promotion and advertising the group. I designed a youth ranger log-book and managed bookings and admin, creating an essential info document for parents.



We are continuing to expand the group, it currently stands at fifteen and we have a small waiting list. Our current limit would be twenty youth rangers as we want each participant to have adequate support throughout the group and be able to get to know the other team mates.

The current group is for twelve to eighteen year olds but we have noticed a demand for eight to twelve year olds too.

The prospect of having another youth ranger group is something we are considering but it will require more planning, tailoring activities and recruitment of more volunteer Youth Ranger Leaders.

Challenges

1. You need to contact a larger number of schools than you may think as some didn't respond to our enquiries; however one that did has invited us to present at an assembly and a learning event with parents and pupils.
2. Some of the Youth Rangers can be quite shy initially so our volunteer Leaders have prepared some ice breaker activities to do at the beginning and during each session, to help people get to know one another.
3. It's hard to know what to do next - cap the group at fifteen and turn people away or gradually expand the group to its limit and spend time recruiting and inducting more Youth Ranger Leaders.





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Developing Youth Volunteering in Partnership

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Richard Bunn Anglesey Abbey



Developing a programme for young volunteers completing their Duke of Edinburgh Award has helped to engage a younger volunteer audience, and has empowered both staff and volunteers to be both creative and supportive of new volunteer roles.

We receive a lot of interest from young people looking to complete their Duke of Edinburgh Award who want to complete the volunteering element at Anglesey Abbey, historically what we were able to offer has been a bit inconsistent. To ensure our Duke of Edinburgh Award volunteers have the best experience possible, so that they become advocates for the property, the National Trust and consider volunteering with us further once they complete their award, I developed a clear range of taster roles and development tools.

‘It’s great to be able to provide opportunities and offer a well-rounded experience of working at Anglesey Abbey and expand our support network to reach a younger audience.’

Richard, Volunteer Management Trainee



Top Tips

1. Gain the buy in and support from volunteer managers and current volunteers across your site, to maximise the expertise on hand to develop an exciting and detailed programme.
2. Make sure you've been given the green light. Planning is important so make sure you've thought through everything needed such as the consent from parents or guardians and the consideration of risk assessments and DBS checks if required.
3. Be flexible where you can. A set day seems to work best for both volunteer managers and the volunteers, but good communication means I have been able to identify opportunities to add other, more flexible opportunities as the scheme progresses.

'The best parts are when a visitor says thank you or smiles at you. You know that you have made their time there just a little better by helping them. Additionally, every member of staff is so wonderful. They all make you feel welcome and are grateful for your help. Finally, I have also learned lots about each department and how the National Trust, as a whole, runs.'

Alina, Duke of Edinburgh Volunteer

When receiving enquires about opportunities to complete the Duke of Edinburgh Award I had informal chats with the young people and their parent or guardian to see what they were interested in doing.

I also worked with volunteer managers in each department at the property to identify a key contact in their team for the volunteers, and to agree the role and tasks the volunteers could do. We identified existing volunteers who could help to teach the young people the skills they would need and support them in their role.

To match the opportunities we had available I took on eight young volunteers at the same time and outlined a plan that would see them spend time across a number of different departments in these taster roles.

I could see a need for a more structured programme that would better engage the volunteers and developed the idea of a booklet that the young volunteers could follow as they complete their volunteering. I asked volunteer managers to create their chapter of the booklet, to include things such as an induction quiz, a skills checklist and tasks to try. I encouraged volunteer managers to empower current volunteers by involving them in the creation of the booklet.

There will be a regular feedback gathering and review of these supporting materials to ensure they are providing what's needed and in the future the booklet will be assigned to new Duke of Edinburgh volunteers when they are recruited.

Working on the programme has brought together members of the wider team to work towards the same goal, and engaged them in helping to think about enhancing our offer to younger volunteers. Colleagues have responded positively and have been willing to make the programme work with one colleague stating that they had longed to see a bit more attention devoted to Duke of Edinburgh Award volunteers.

Something to improve upon would perhaps be the recruitment process; it is important that the volunteers taking part can offer value to our existing team and these young volunteers could benefit from experiencing a process by which they are assessed. We will also be thinking about how we can move from being reactive to applications to becoming proactive to ensure a regular flow of young people volunteering with us.

Challenges

1. Sometimes having enough jobs for the volunteers to do has been a challenge as we try out new tasks and learn what works and how long they take to complete. The framework of the booklet provided a focus for the volunteers to learn new skills and complete set tasks.
2. Sometimes volunteers ended up stuck with one team for too long. I improved this by asking volunteer managers to identify how many weeks and what time of the year would best suit them to host the volunteers, this means the programme can now be more structured giving both departments and the volunteers more clarity on their progress, and giving the volunteer variety.
3. Some volunteers were not suited to all environments and tasks. Individual cases have proved to be a careful balancing act between giving the volunteer the best experience possible and ensuring the property is benefitting from their input.



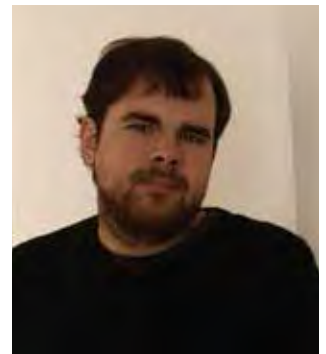
National
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Capturing Younger Audiences

Diversifying our Volunteering Offer

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Joshua Ward Melford Hall



Working with property staff and volunteers we have increased our offer of new and exciting opportunities, with the aim to attract a younger audience to Melford Hall. As well as boosting our recruitment generally, targeting the under 35's is beginning to have a positive effect by allowing us to engage with new volunteers and help people shape their future.

At Melford Hall our volunteering offer was not particularly diverse. It became clear in order for the property to develop we needed to engage with a wider group of people. Some things had already been tried on a small scale but there was no real process to it, so we have been working to put together a framework to attract younger audiences to volunteering here.





Top Tips

1. Really think about the skills young people want to gain for their CV and structure volunteering opportunities around that.
2. Try and get the training and induction structure right before bringing in new volunteers.

We have worked with members of staff and volunteers to develop flexible volunteering opportunities which don't require a set commitment and are easy to start and finish.

Roles have been created that are more engaging for young people and involve moving around the property and doing several different things in one day. We have also revised our induction session to make it more dynamic and engaging.

We created recruitment posters, which some of our new, younger volunteers modelled for, and have put them up in the local area. They also helped us to design recruitment fliers which we could take out to local schools and colleges. This has resulted in us

recruiting volunteers from a local college for the first time!

We launched a work experience placement and have put a plan in place to make this a reoccurring opportunity for local young people.

We created a new training session for our tour guides so we could run a 'Become a Tour Guide' summer challenge for young people. There is also a plan to develop a new role which offers young people a chance to gain experience of supervising others.

We have started to network with other organisations in the same sector to see how they are doing things and learn from their experiences.

We have already had a good response to our recruitment efforts and have seen seven young volunteers take up regular roles here. It has increased awareness amongst the wider team of the changes happening in volunteering, and because we have had success it's increased our own confidence in being able to plan and deliver.

Existing volunteers have also enjoyed being able to help out younger people and share their skills and experience. As we have come up with one project we have realised the potential for others so we now have more ideas than ever to pursue!

Challenges

1. Getting people on board in the first place and making them realise the need for younger volunteers.
2. Challenging the way existing roles work and creating new flexible roles.



'Working with younger volunteers is fantastic- it gives them valuable experience for their futures as well as sharing what we do as an organisation. It has increased awareness amongst the team of the changes happening in volunteering, and because we have had success it's increased our own confidence in being able to plan and deliver.'

Joshua, Volunteer Management Trainee



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Developing Youth Volunteering

Summer Student Opportunities

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Keeley Hensby

White Cliffs of Dover & Winchelsea



Building relationships with local Universities and getting our name out in the local area has resulted in over 10 new student volunteers who want to get involved over the summer. Giving them a brief understanding of the site, what volunteering involves and building a strong relationship.

Our summer season is really busy and we extend our opening to 7 days a week, so our existing volunteer team can become stretched quite thin, leaving us with gaps in our rotas that need filling. We decided to try targeting volunteer audiences who have more free time over the summer, for short term opportunities, this has the added benefit of broadening our volunteer demographic too!



‘I loved volunteering for the National Trust because I gained first-hand knowledge of the organisation and worked with a really friendly and welcoming team.’

Abbey, Volunteer

Top Tips

1. Create a student handbook that outlines what the students are going to be doing and offer them a skills self-assessment so they can track their development - also don't forget to ask them to take photos to document their experience for you and them!
2. Start recruitment early, you can get your volunteers interviewed and trained ready for when the summer starts, but don't forget to keep them in the loop with regular communications about what's happening.
3. See if volunteering opportunities can help with their studies - some Universities, colleges or schools celebrate student volunteers so see if you can help them track their volunteer hours, or shape their experience around a report or activity they need to deliver for their course. Be open to discussions that are mutually beneficial.

'It's great having students at the White Cliffs of Dover, they bring so much enthusiasm and a new perspective to the site'

Keeley, Volunteer Manager Trainee



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I met with teams across the site to identify key roles across that had the interest and flexibility to make good opportunities for young volunteers, these included opportunities in our shop and tearoom.

I went out to talk to the students we were targeting, rather than hoping they would come to us - presenting at the local University about the volunteer roles early on in the year to identify if there was interest.

We also held volunteer open days in the local town, giving young people the chance to pop in somewhere easy to reach to find out more. We decided to start the recruitment around February, so we could then invite potential new student volunteers to come for interviews and training during their Easter break. This helped us ensure they were ready to go as soon as the summer holidays started.

This pilot is helping us diversify our volunteer offer and giving an opportunity for our current volunteers to share their knowledge with young people. This works both ways as some of our younger volunteers are more confident in IT, so can support our current volunteers to use our new online volunteer management system.



The site doesn't have lots of transport links so we made sure we were really clear about this from the start, enabling student volunteers who did drive to think about sharing lifts or getting their parents to help with transport.

We designed a flexible schedule for volunteer managers across the different teams to help them manage which teams the student volunteers were with and at what time.

So far we have a mix of student volunteers from local universities, colleges and some who had previously volunteered with us to do their Duke of Edinburgh Award and liked the option to do more in a flexible way.

It's been really useful to make sure we listened to the feedback from young volunteers and identified where improvements can be made to make their experience better. A few of the student volunteers have been especially keen and act as great advocates for the site and National Trust to get others on board.

Challenges

1. Sometimes with the new, more flexible way of involving these volunteers there wasn't always as much for them to do and some staff found it difficult to adapt to the situation, once we started to use a rota across the different teams it helped staff plan tasks that needing doing more effectively.
2. A student volunteer offer may need extra resources to work, before starting a project plan it around what you have the capacity to do - you can start small and test the water.



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Community Partnerships

Improving Volunteer and Visitor Diversity

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Graeme McGrath

Speke Hall and Liverpool
Properties Portfolio



Working in partnership with The Liverpool NHS Social Inclusion Team, South Liverpool Housing, Riverside Housing and the Liverpool Guild of Students we have diversified our volunteer recruitment approach to specifically target under-represented groups from the local community who may be missed by our traditional advertising.

The team at Speke Hall wanted to diversify their volunteering offer to attract young volunteers, the BAME community and local residents from the surrounding housing estates, we were unsure how to go about it but we wanted to try new approaches to see what we could learn from the experience.



‘This is a really good opportunity for our Chinese families and children to find out about English history and to give the elders a wonderful experience seeing the historic buildings.’

Christine, Social Inclusion Team

Top Tips

1. Look at your local recruitment strategies and tailor them to target audiences rather than hope for a “one size fit all” approach. Our existing advertising doesn’t always reach or may not seem relevant to some of the underrepresented groups so we need to be pro-active in alternative recruitment strategies. If they don’t come to us we must go to them!
2. Partner with existing community service providers as making fresh connections to individual groups can be very time consuming and is not always that productive.
3. Consider putting limitations on any free visit. Specify your quieter times or limit numbers as there will be a large uptake for the free offer!

‘Working in partnership with existing service providers allows us to reach some excluded groups that we would not ordinarily be able to access alone.’

Graeme, Volunteer Management Trainee



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John Millar/Chris Lacey

We identified some existing local community service providers to approach - to talk through our ideas rather than trying to make individual connections ourselves.

The Housing Associations were interested in highlighting volunteering opportunities to the long term unemployed and young people under 25, who they worked with already. This supported some of their aims as well; by helping young people give back to their local community and by improving their resident’s job prospects.

The Social Inclusion Team was keen to introduce BAME groups to our culture and heritage as well as promoting social interaction and volunteering with the Trust to improve community cohesion.

The Guild of Students highlighted an annual student volunteer event where we could have a stand to promote volunteering with the Trust. We spoke with around 50 students about the many roles available and encouraged them to give us their input on how we could make the opportunities more attractive to their peers.

I met with staff from each organisation to talk through what types of volunteer roles might work best in their area and answer any questions or concerns they had – the NHS Social Inclusion Team representative was quite cautious. He had reservations that we were only looking to ‘tick a diversity box’ for our own ends and that the BAME community were fed up of this type of token interaction from organisations. I assured him we were looking to create a sustainable relationship and as a gesture of good will we would invite several community groups to visit free of charge. That went down very well!

To date we have recruited five students and two local residents under 25, a corporate group of fourteen housing association staff as well as a bi-lingual student fluent in English and Mandarin to translate our short guide book for Chinese visitors. She has also offered to provide guided tours in Mandarin to the group visits from the Social Inclusion Team.

There were some concerns raised by a few of our existing older volunteers who thought that the younger volunteers were not suitable for some roles. We tackled this by talking to them about their concerns and at the same time reminding them of our organisational values, behaviours and equality and diversity guidance. Identify existing volunteers who are happy and willing to buddy up with younger volunteers rather than leave it to chance!

It made us think about how we could adapt our existing roles to be more attractive and flexible to a younger audience. Short term roles, remote volunteering and acceptance of prior commitments such as revision and exams has allowed us to recruit and retain younger volunteers successfully.

It has strengthened our local community relationships and we’ve now started a project to help develop a work experience programme for young people aged 16-25 from the neighbouring Housing Association.

Challenges

1. A couple of organisations were slow to respond to our offer and required some persistence on our behalf to achieve the desired outcome.
2. We had to think about how we could demonstrate our genuine offer to the Social Inclusion Team’s community groups to ensure their ‘buy in’, free access was a good start to this.
3. Although the existing volunteers were consulted about the project several were resistant to change and needed good communication and reminders about our organisational values, behaviours and equality and diversity policy.



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Erddig on Tour

Taking Our Stories Out to the Community

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Rachael Wellings

Erddig



Recognising that transport and access present a significant barrier to some people 'Erddig on Tour' was developed to take the stories of Erddig out to the local community.

After one of our interns discovered a series of hidden and untold stories from Erddig's past, we wanted to develop something different from our existing talks and tours, thinking about people who weren't able to come to us. We created 'Erddig on Tour', working with a dedicated team of volunteers to develop the stories into roadshows to take out to the community, raising vital funds and building important relationships in the process.



'I have been programme secretary for the past 18 years and welcomed many speakers in my time, but the 'Erddig on Tour' team was by far one of the best. Very well done and thank you!'

Group Secretary, Women's Institute

Top Tips

1. Communication is critical, with volunteer and staff team members and community contacts, both before and after presentations.
2. Be honest with what can or can't be done to manage expectations of both volunteers and community contacts.
3. Make your expectations on behaviours clear - being friendly, professional and showing enthusiasm to ensure the team makes a welcoming impression on others.



'I've loved being part of the Erddig on tour team. Being able to share my passion and enthusiasm for Erddig has been wonderful'

Sue, Erddig on Tour Volunteer

I worked with a team of existing and new volunteers to deliver the talks and ensured they had time to practise the talk with me; this was a key factor to ensure the talks were presented to the highest standards. Uncomfortable speakers - equals bored audience!

We had a fantastic team on property who were willing to let us present to them and test our stories before going 'live' with our offer. Having honest feedback from these pilot presentations was an immensely useful thing as it enabled us to create a comfortable and relaxed product.

Sending out an updated booking calendar to all volunteers each time a booking was made was hugely important as it enabled them to choose which dates they could do. It also enabled them to see how popular the bookings were, feedback forms were used to enhance the presentations to increase the interest of the talks as needed, and I shared the feedback we had, so volunteers could see their talks were being recognised.

It was important to manage the booking process well and be honest with groups making enquiries - we only had the capacity to deliver three talks each month. We also sent a short outline of the talk with relevant contact details on to the groups interested in making a booking, so they knew what to expect, this included being clear on suggested donations and following up any donations with thank you letters.



We've delivered over ten talks so far and raised more than £500, plus we have another ten bookings in place already. All funds raised are going towards Erddig's education department for visiting school groups.

Challenges

1. Over booking was an issue I faced when I first started offering the talks to the community. I had to be honest with any groups who were enquiring and tell them that we were doing a maximum of three talks a month.
2. Trying to contact people via post was a challenge. They either preferred post or wouldn't leave a phone number or email. I had to persevere and made sure in my letters that I stated clearly the deadlines we had for booking confirmations.
3. It was important to ensure we had the right number of volunteers delivering the talks, this took a while to perfect - too few meant it was hard to fill all the bookings and too many meant that the number at each talk could get a bit overwhelming!



National
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Community Engagement

Families, Students and Home Schoolers

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Rick Boulding

Sheffield Park and Garden



The Sheffield Park team is committed to sharing the ethos of this special place with new and younger audiences. Due to our geographical location and lack of public transport it's a challenging task, so local community engagement has been essential in exploring potential new avenues to volunteering.

We started by holding recruitment events to better understand the demographic of the community on our doorstep. Through networking at local and place events we have successfully increased the young volunteers within our Parkland team, and also involved home schooling groups with important wildlife surveying.



'This new approach at Sheffield Park has shown the diverse way in which young adults, students and family groups can get involved at an outdoor portfolio. It has helped our young volunteers gain a valuable skillset and has inspired them to seek employment in the outdoor field.'

Rick, Volunteer Management Trainee



Top Tips

1. Create short, effective, educational and interesting roles. Find out what a prospective volunteer's interests are and try to create a role that encompasses this.
2. Get out into the community! Don't be afraid to give presentations to local groups. Spread the word of current projects people can get involved in, especially if it's beneficial to wildlife and the community.
3. Identify the transferable skills and training young volunteers can receive and take forward into rewarding careers. Inspire people!

'The team here are always keen to help you learn. As I would like to be a Ranger myself, they are helping me to pick up some skills and experience which I am really grateful for.'

Catherine, Volunteer

Images © National Trust Images/David Levenson

Liaising with departments to identify suitable roles for younger people was important. Through meetings with our Head Gardener and Ranger I identified the Outdoors and Parkland teams as the most effective for diverse, interesting and creative opportunities. My focus was on offering shorter, hands-on roles which provide mutual benefit to the property and the young volunteers involved.

We started by drawing up a list of local schools, colleges and community groups. Potential outdoor opportunities were discussed with tutors from local agricultural colleges. A meeting was set up to network with a local community group supporting young adults, and we joined a nearby volunteer centre enabling us to share our message with a wider audience.

We attended community events to promote the place and our new volunteering roles, and gave presentations to highlight the diverse ways people could get involved with Sheffield Park.

This new approach at Sheffield Park has shown the diverse way in which young adults, students and family groups can get involved at an outdoor portfolio. It has helped our young volunteers gain a valuable skillset and has inspired them to seek employment in the outdoor field.

Through community engagement and online methods we have been

Recruitment media ranged from creating new leaflets, posters and fliers to posting opportunities online. We also advertised recruitment fairs through social media and set up window displays within our local town. I encouraged one of our volunteers to give an interview for a double page article in a local parish magazine. I also gave a short radio interview myself to spread the word.

Through our "Big Camp" event in 2015 I was able to network with local home schooling families. I came up with the idea of utilising the group to do wildlife surveying through the summer season. This was volunteer led and has involved butterfly and pond surveys. The intention now is to encourage the inducted family groups to continue these simple surveys throughout the busy summer season.

As a result of this recruitment drive we now have three dedicated Parkland volunteers, Cameron, 19, Adam, 23 and Katherine, 21 who volunteer two days each week. Through the experience two have been inspired to become Rangers in the future.

able to promote opportunities to a more diverse group of people and spread the word about wider volunteering at Sheffield Park. Self-led surveying has also proved to be important in aiding property land management plans. The assistance to wildlife surveying and conservation tasks has eased the workload on our Ranger team, and I hope this will become a more regular feature of every survey season.

Challenges

1. The key challenge of home schooling volunteers was to make sure we offered short, interesting and mutually beneficial volunteering sessions. I achieved this by holding meetings with the Head Gardener and liaising with parents, to make the offer enjoyable for them and their children alike.
2. Environmental factors often provided a challenge in regards to wildlife surveying. Communication via phone or email was important to re-arrange days if the weather was unsuitable.
3. Networking with colleges was great to spread the volunteering offer to younger individuals. However, most students wanted to participate as part of a formal work placement or experience, rather than through an interest in giving their time to the outdoors.



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Access for All

Volunteers Inspiring Inclusivity

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Graeme McGrath

Speke Hall



The purpose of our Access for All project is to identify new approaches to inclusivity across the Speke site. We want to become more accessible to minority groups including those with disabilities.

Liverpool is a culturally diverse and vibrant city and it's important to reflect this in our work at Speke Hall. We have made a commitment to broaden participation of the local community, involve and engage with under-represented groups and improve accessibility for all across the site. There is real passion among our staff and volunteers to work with local disability groups, and in partnership with other organisations to improve the visitor experience for all our guests.



'I am proud to be involved with a group of like-minded people working together on a project we all feel so strongly about. We will improve Access for All at Speke Hall!'

Graeme, Volunteer Management Trainee



Top Tips

1. Talk to other sites that have something similar, go on fact finding visits, search the internet for access statements and social stories and ask groups/individuals for feedback and ideas after their visit.
2. Ask your volunteers if they have skills or experience they could contribute. There is a wealth of knowledge out there... they are just waiting for you to ask!
3. Encourage imagination and inventiveness! Look for opportunities to partner with internal and external stakeholders. Explore funding streams, grants; sell raffle tickets if you have to. Money is the main barrier to implementation.

‘Knowing the kids had time without the crowds to participate in the Easter trail really took the pressure off us and we all had a fine time! It’s events like these that enable autism families to feel really included.’

Hannah, Visitor and Parent

We identified some current volunteers who had experience of access issues from their working or personal lives and approached them to participate in the Access for All working group. It was important for the volunteers to have as much input as possible, so I asked them for their ideas without prompting them to discuss any ideas staff may have had.

We asked them to think of all possibilities, without the restrictions of time, money and staffing resources, as we see this as an ongoing project to continue developing in the future. The volunteers highlighted a number of interesting ideas through mind mapping and we assessed the pros and cons in group discussions.

A few ‘quick wins’ were identified which were resource-light and deliverable, such as a social story for autism groups with early opening on event days; a sensory trail through

the house and a translation of our short, self-led guide. We also put in place a few longer term goals such as becoming a Dementia friendly site, delivering British Sign Language guided tours and improving paths and signage.

I put myself forward to contact the Alzheimer’s Society to become a Dementia Friend and also get training to deliver awareness sessions to staff and volunteers. We also re-instated and updated the sensory trail which had been developed by our Conservation Assistant and House Manager a few years previously.

Our Visitor Experience Officer also created a ‘social story’ for people with autism; a walk-through of the site from arrival at the carpark, through reception, restaurant, shop and facilities as well as the grounds and house.

The sensory trail has been well received by visitors, but there were some concerns from staff and volunteers over conservation. We stressed that we would always get approval from the House Manager before introducing any new ideas, and utilised a lot of non-collection handling items such as reproductions, representations and free wallpaper samples.

Our social story and early opening allowed autism family groups to experience our Easter event without worrying about the large number of visitors detracting from their enjoyment.

This was an easy task to implement with staff and volunteers coming in a couple of hours earlier.

One of our volunteers crafted a relief reproduction of a section of the house, to explain where the eavesdropper was located in relation to the old main entrance for visually impaired visitors.



Challenges

1. No money! We started the project after the budgets had been set for the year. It would have been better to plan ahead, seek funding and partners at the concept stage. We had to use what we had at our disposal, sourcing herbs and vegetables for the sensory trail from the property’s kitchen garden.
2. Convincing some volunteers that the sensory trail is NOT for every visitor and that discretion is needed. Ensuring items for the sensory trail were approved by conservators.
3. Managing volunteer expectation. Explaining that we may not be able to do everything we would like to due to practicalities and finances.



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our trainees stories here:

www.nationaltrust.org.uk/volunteermanagers