An exploration of the 'Volunteer' within the Scout Association; motivating factors, level of involvement and reward within a unique voluntary organisation.

by

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ABSTRACT

Despite much research into the definition of volunteering, managing volunteers and understanding the motivations of volunteers, investigations have fallen short in addressing the specific journey that the Scouting volunteer takes, so a need for a dedicated investigation emerged. This study aimed to explore the degree to which Scouting volunteers are 'atypical', concentrating on selfless and selfish motivations, as well as exploring the concept of a 'non-work career' in Scouting. Embracing more than one methodological perspective (Moses and Knutsen, 2007) helped to explore the phenomena of Scouting volunteers with a common-sense constructivist approach. The research design was also pragmatic and problem-driven. Online surveys were undertaken by (n= 118) volunteer members of the U.K. Scout Association. Questions were semi-structured as in an interview, with the added benefit of collating demographic data to provide responses with context. Data analysis was by an inductive process, identifying a series of 'codes' based on recurring themes.

Clear progression through a 'non-work career' was evident, as many volunteers progressed into volunteering roles from being a youth member. The Scout Promise also seems to create a unique environment in which their volunteers work, bound by the concept of 'duty', which assisted in the exploration of selfish and selfless attitudes to their volunteering time.

The study re-enforced the need for organisation specific research, as it highlighted major differences in attitude between Scouting volunteers and volunteers in previous literature. These were created by the ethos and background of the organisation, creating conditions that could not be considered in other organisations as being applicable. Further exploration of this by means of interviewing volunteers would provide a rich seam of data by which to understand these unique conditions further.

Key words:

Scouting, Volunteer, The Scout Association, Volunteer Motivations, Non-Work Career, Atypical Volunteers, Selfish Volunteering, Volunteer Function Inventory

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INDEX OF ABBREVIATIONS AND SCOUTING TERMINOLOGY

ABSL- Assistant Beaver Scout Leader

ACSL- Assistant Cub Scout Leader

AESL- Assistant Explorer Scout Leader

AGSL- Assistant Group Scout Leader

ASL- Assistant Scout Leader

BSL- Beaver Scout Leader

CSL- Cub Scout Leader

DC- District Commissioner

DESCOM- District Explorer Scout Commissioner

ESL- Explorer Scout Leader

GSL- Group Scout Leader

SASU- Scout Active Support Unit

SL- Scout Leader

SplashU- Splash Unit- Paddle Sports Support Unit

VFI- Volunteer Function Inventory

SECTIONS- age groups into which young people in Scouting are divided:

Beavers- aged 6-8 years

Cubs- aged 8-10 years

Scouts- aged 10-14 years

Explorers/Explorer Scouts- aged 14-18 years

Scout Network/Network- aged 18-25

Adult volunteer positions- aged 18 +

Young Leader positions- aged 14-18 years

INTRODUCTION

This thesis is an investigation into the knowledge and understanding of motivation and reward for adult volunteers in the Scout Association. The intention is to explore the concept of what it means to be a volunteer specifically within this distinctive organisation. So far, academic investigations into volunteering and motivations of volunteers have fallen short in terms of addressing the specific needs and qualities of Scouting volunteers. It is considered that volunteers within this organisation cannot be wholly categorized or explained by previous research, and so emerges a need for a specific investigation in order to explore the nuances of such a popular, growing and constantly evolving youth movement.

The study also intends to assess and establish the current ways in which we understand the roles of volunteers in such an organisational setting, and to identify the degree of applicability that these concepts hold to Scouting volunteers. These differences are considered particularly pertinent due to Scouting in the U.K. being largely volunteer-led, and being a longstanding, multinational and therefore culturally noteworthy organisation to investigate. All of these factors make the exploration of Scouting's driving force, the volunteer, particularly important. The aims of the research are therefore to:

1. Explore the concept of progressing in a 'non-work career' through volunteering in Scouting
2. Consider the notion of selflessness and selfishness as a contributing factor to reward for Scouting volunteers
3. Assess to what degree the unique ethos and social background of Scouting creates 'atypical' volunteers.

The interest in such an unique area of volunteer research can be considered pioneer work, as the intention is to focus on the specificities and intricacies of the organisation, and it is hoped that this may result in volunteers feeling as if their experiences are 'heard'. Much of the literature surrounding the Scout Association in the U.K. is commissioned by the Scout Association itself, leading to a perception of there being an 'official view', which is often at odds with the views of those who

actually participate. It is hoped that a study such as this, an investigation without commission from Scout Headquarters, conducted at 'grass-roots' level, may begin to restore this balance.

The background to the research stems from the author's long-term involvement in Scouting in a County in the North West of England. The author has been an adult volunteer in Scouting for eight years, progressing from being a youth member in Scouting, and before that involved in the Scout Association's Sister Organisation Girl Guiding. The author is now an Assistant Explorer Scout Leader at a busy, active and adventurous Explorer Scout Unit, as well as holding several committee roles. This personal involvement over many years has sparked a curiosity as to the various contributing factors that participate in motivating Scouting volunteers. The various reasons why thousands of volunteers give their time freely to Scouting can be considered a phenomenon both to academic studies such as this, and to volunteers themselves. It could be said that amongst volunteers, there is an undercurrent of feeling puzzled as to why they give so much of their time, as they are often left wondering, 'why *do* I do this?' Before commencement of this study, enquiring informally with fellow volunteers for their thoughts on the topic induced a state of bemusement, and amusement that they were bemused.

The research therefore seeks to capitalize on this, attempting to understand some of the forces that propel Scouting volunteers into action. Paying attention to their genuine concerns and barriers to motivation may also assist in retaining volunteers on a long-term basis, and ensuring their ongoing satisfaction may be the key to doing so.

REVIEW OF THE LITERATURE

The motivation of people who volunteer has long fascinated those researching and working alongside volunteers, and is a recurring theme pre-occupying much of the literature on volunteering (Esmond and Dunlop, 2004). Even with millions of volunteers working across the world to provide invaluable services and to promote significant societal change (Pearce, 1993), the concept of volunteerism has been relatively understudied (Johnson, 2007). This lack of research is perplexing, especially considering the salience of volunteering on both economic and social terms (Widjaja, 2010). Over the past 15 years, a steady rise in the proliferation of volunteer motivation research has emerged, and it is considered that this rise reflects the way in which non-profit organisations and government agencies have begun to rely more heavily on the volunteer sector (Jessen and Kristiansen, 2010), in order that essential services are not placed into decline by the modern financial climate. What has emerged is four main research themes: defining volunteering, understanding the motivations of those who volunteer, the organisation and management of volunteers, and the overall extent of voluntary action (Rochester, 1999). Despite these apparent trends, the overarching feeling across these four areas is that of uncertainty. This is reflected in the efforts of volunteers to understand their own roles within organisations (Pearce, 1993). This turn-around of reliance on volunteers highlights the way in which most previous research has focused on work-related motivation, and as it is deemed more important to the economy, it is therefore becoming regarded as being a more important area of research (Johnson, 2007). However, without this simple yet significant difference in financial remuneration, the question of volunteers is still, 'why do they work?' (Pearce, 1993).

What is Volunteering?
This sense of wide-ranging uncertainty is also established through the lack of agreement on a working definition of volunteerism (Kendall and Knapp, 1996), and being an "essentially contested concept" (Gallie, 1964. p. 157) makes it difficult for those investigating to ascertain exactly what the term covers, due to the countless highly individualized meanings associated with the term. Elementary definitions describe volunteers as those who help others with no expectation of

monetary reward (Kirkland, 2006), and a type of activity that is intended to improve the wellbeing of others (Mowen and Sujan, 2005). As well as this, many add more comprehensive elements to their definitions, including clauses encompassing the concept of volunteering on an ongoing basis, that it is planned, helping behaviour, increasing the wellbeing of strangers, whilst offering no monetary reward and typically occurring within an organizational context (Clary, Snyder, Ridge, Copeland, Stukas, Haugen and Miene, 1998; Penner, 2002; Finkelstein, 2009). Jessen and Kristiansen (2010) agree that volunteer work is unpaid, but add that it is "it is for the benefit of others, is of free choice and consists of active participation" (p. 5). A further additional element that takes into account some of the lesser-explored aspects of defining volunteer work is the consideration that the worker "owes no contractual, familial or friendship obligation" (Musick and Wilson, 2008; p. 5).

Bearing in mind the varying elements included in various authors' definitions, it is considered that the most relevant to Scouting is provided by Volunteering Australia (2005; p.1):

> *Formal volunteering is an activity which takes place through not for profit organisations or projects and is undertaken to be of benefit to the community and the volunteer, of the volunteer's own free will and without coercion, for no financial payment, and in designated volunteer positions only.*

Although it must be borne in mind that the authors of the definitions are basing their description on Australian 'formal volunteering', rather than volunteering culture within the U.K., it is considered that the transferability of the definition across countries and cultures makes it an extremely useful definition in terms of approaching a standard definition. The clauses within it fit well with the way in which volunteers are involved in the Scout Association; since it is an not-for-profit organisation, may involve working on projects, is of benefit to the community and usually to also the volunteer. A scouting volunteer receives no financial payment, and time is given of the volunteer's free will. Only the final clause, "in designated volunteer positions only", may be contested. The majority of volunteers in U.K. Scouting can be considered to be in designated positions, or roles, but this is not

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universal, and many are involved on a more ad-hoc basis, where their role cannot necessarily be 'designated'. What the definition provides is a way of assimilating exactly what volunteers do, and the evidence supporting the nature of volunteering is generally considered strong. Cuskelly, Hoye and Auld (2006) remind us that there are a number of underlying and enduring questions concerning volunteer participation. In this sense, the double advantage of a working definition not only provides a sense of what the volunteer does, but also a way in which to begin distinguishing the various strands that contribute to their motivations to volunteer.

The Scout Association and its Cultural Significance

The Scout Association (2002) describes itself as a worldwide, values-based educational movement. Founded by Robert Baden Powell in 1907, and based on his instructional book 'Scouting for Boys' (Baden-Powell, 1908), the Scout Association is now the largest co-educational voluntary youth organisation in the U.K., and the world's largest youth movement, spanning 216 countries (Kirsz, 2007). Given the worldwide centrality of Scouting as a historical and influential movement, it is surprising to find a general lack of scholarly literature on Scouting in existence (Dean, 1992, Putney, 2002). The Scout Association (2016) tallies a U.K. Scout Membership of 573,000, comprised of data from the yearly membership census. Of this figure, 115,000 were registered as adult volunteers, and 458,000 young people, reflecting significant growth for the 11th consecutive year. With Scouting numbers burgeoning, with over 35,000 young people on waiting lists to join (Twine, 2012), the significance of the Scouting movement in society cannot be overlooked. All of this growth, longstanding continuation and popularity are facilitated by the forgotten members of the Scout Association- the adult volunteers. Pearlman (2007) notes that adults involved in Boy Scouting across the USA total a third of the organisation's numbers, and, "*thrives because of its volunteers and could not exist without them*" (Pearlman, 1999, p1). In beginning to understand the ethos and place of Scouting in modern society, both for youth and adult members, the most obvious identifying feature of Scouting is the Scout Promise and Law:

The Scout Promise:

On my honour, I promise that I will do my best
To do my duty to [my] God and to the Queen,
To help other people
And to keep the Scout Law.

The Scout Law:

A Scout is to be trusted

A Scout is loyal

A Scout is friendly and considerate

A Scout belongs to the worldwide family of Scouts

A Scout has courage in all difficulties

A Scout makes good use of this time and is careful of possessions and property

A Scout has self-respect and respect for others

These clearly defined laws create a difference between Scouting and other youth organisations, as well as visibly delineating the expectations that Scouting members are expected to uphold. Very similar (if not the same) laws and promises are upheld across many Scouting countries, creating a sense of worldwide identity and a level of exclusivity, whilst adapting to meet the specific needs of the society, youth and culture in their location (World Scout Bureau, 2005). However, the act of creating a law and promise may also seek to demonstrate the history and culture of Scouting, rooted in an English military background, with elements of religion and patriotism affected by the movement's founder, Baden-Powell. It may therefore be prudent to investigate anything surrounding the Scouting movement with sensitivity to cultural influences, which may vary based on geographical location and differences in cultural settings. A particular cultural sympathy, which may contribute to the understanding of volunteers in Scouting, is the 'western' understanding of unselfish giving. The understanding of the notion of 'duty' could be called into question here, as our traditional understanding of duty could be considered something that we are morally compelled to do, or not do, whether we like it or not. The concept of duty is brought into question by Palmer (2013), bringing our attention to anything beyond the basic duties of a good citizen (not

killing, stealing, lying) as a "blind spot in Western ethics" (p.3). The criticism here is that of creating minimum standards, often stated negatively in the form of laws (possibly even commandments, if considered through a religious lens), frequently offering sanctions for wrongdoing. The Scout laws bring about an element of this, but manage to remain positive, by bringing the focus to what *should* be done rather than what *should not* be done. Palmer suggests that we have somehow developed negatively tuned ethical lenses, and therefore an inability to compute actions that go beyond this base level of societal duty. Acts of excessive kindness or courage, good but not morally required, is termed by Heyd (2012) as Supererogatory. Differing exponentially from the concept of duty (an act that would be wrong not to do), the term refers to an act that is more than is necessary, and where a lesser course of action would be acceptable. It is with this lens of sensitivity that duty-bound volunteers could be considered, especially as it incorporates the concepts of unselfish and duty-bound giving into a linked concept rather than a 'one-or-the-other' approach.

Scouting in Academic Literature

A search of the British Library Archives for theses related to Scouting returns two results. Grimshaw (1978) focuses on the social meaning of Scouting, with an ethnographic and contextual analysis of the movement, and investigating the cultural significance of the Scout Movement in the U.K. Grimshaw's research also sought to explore the sociology of education in Scouting, considering it as a form of formal education. Although aspects of Grimshaw's paper are interesting and still holds concepts that are relevant, it is considered that the movement has indeed moved on from the organisation that Grimshaw explored. One major way in which this has happened is the change from being a single-gender organisation to co-educational. The effect of this major shift on the organisation has been increased numbers; from 2004 to 2014, female membership swelled from 69,996 to 128, 042 (The Scout Association, 2016). This consideration is at great odds with Grimshaw's considerations of the militaristic characteristics of Scouting, citing the influence of parades, uniforms, inspections, working in troops and flag break as of a "traditionally masculine character" (Grimshaw, 1978; p. 9). Although Grimshaw's could now be considered socially outdated, the way in which he conducted his detailed ethnographic study through rigorous observations and interviewing,

providing an in-depth approach to exploration of the significance of Scouting on society.

The second thesis returned by the British Library is the more recent research of Kirsz (2007), which seeks to explore the knowledge and understanding of leadership amongst leaders within the Scout Association. Using a case study methodology, Kirsz investigates the principles of leadership in relation to voluntary providers of informal education. He uncovers a degree of uncertainty with regards to the impact of leader training, and examines the nature, diversity and sources of leadership knowledge, understanding and training provision. Kirsz uses the quantitative method of questionnaires for data collection, in order to yield data in greater numbers to assist with validity and reliability concerns. It is considered that both theses provide valuable insights into the way in which the organisation operates, and that the two studies contain opposing methodologies, data collection methods, and areas of focus. Grimshaw's work focuses on the effect of the organisation on the young people, whereas Kirsz focuses solely on adult members. As well as this, Grimshaw explores the awareness that Scouting provides aspects of formal education, whilst Kirsz explores the notion of adult leaders as 'informal education providers' at great length.

Outside of these studies, literature considering the Scout Association is limited at best. Texts vary from those written and published by the Scout Association for use by its members, such as Policy, Organisation and Rules (The Scout Association, 2014), which is updated yearly to reflect changes to operation procedures. Scouting is also explored in relation to specific countries, such as Hungary (Bodnar, 1986), Slovenia (Bozic, 2007), Portugal (Rodrigues, Menezes and Ferreira, 2015; Sardinha and Cunha, 2012), Malaysia (Rahmawati, Abiddin and Ro'is, 2014; Rahmawati, Abiddin and Ro'is, 2015), Hong Kong (Kua, 2011) and America (Wills, 2009). However, each nation governs its own National Scout Association (World Organisation of the Scout Movement, 2011), and the organisation and structure in each country can differ greatly, depending on cultural and historical influences. Transferability of texts originating in other countries can therefore be considered limited. An example of this is the difference in operations in the U.K. and the U.S.A., where Scouting is not co-educational, and operates Girl Scouts and Boy Scouts as

very separate entities. Mechling (2001) notes the three G's of Scouting; that is: God, Girls and Gays, all of which create controversy in the organisation of the Boy Scouts of America. These slight cultural differences and focuses of the movement remind readers from other cultures of the degree to which Scouting can truly be considered a worldwide movement. In this case, Scouting in the UK could not be more opposite; welcoming male and female Scouts coeducationally, from all faiths, and with all personal circumstances. It should however be noted that since the publication of Mechling (2001)'s research, that homosexuality is no longer a controversy within the Boy Scouts of America, as it was voted in 2015 by BSA members that all sexualities would be welcome in the organisation. As such, in the U.K., texts based on American Scouting can therefore only be considered as partly generalisable, since their gender-based foundations are fundamentally different. Similarly, it is noted that Scouting in Portugal places great emphasis on it "being necessary to be Catholic" (Rodrigues et al, 2015, p. 155), even going so far as to titling their organisation The Portugese Catholic Scout Association. Although many parallels can be drawn between these similar and ultimately linked organisations, being aware of subtle cultural differences that influence the focus of operations of Scouting in different countries brings allows researchers to take advantage of the wider pools of knowledge provided by research within their organisations.

Bearing in mind the limited U.K. research so far, and the growing entity that the U.K. Scout Association is, it is proposed that an exploration of the movement in it's modern state may begin to address some of the gaps in the limited scope of available literature.

One helpful literary contribution in a related area is the exploration of volunteers in the Guide Association (Nichols and King, 1998). Although it must be borne in mind that the date of publication creates a level of out-datedness, it is concerned with the importance of various contributing factors to difficulties faced by Guide volunteers. Similar to research done for the Boy Scouts of America, influenced by research from the Girl Scouts of America (Pearlman, 2007), similarities can identified between the U.K. Scout and Guide associations due to the similar ethos they hold, as well as the similarities in background, structure and involvement of youth and adult members. Operating within the same U.K. culture also assists with

difficulties experienced by research and texts created for different countries. Although obvious differences can be observed- in that, Guiding is not co-educational like Scouting, and therefore not considered as 'popular' as Scouting in terms of overall numbers involved, many of the suggestions made by Nichols and King (1998) can be seen as mostly transferrable. Long-term commitment was explored, and possible barriers to this discovered, most critically, "the balance between motivations and rewards changed with the length of involvement and personal circumstances" (p. 25). The suggestion also that the organisation's strong ethos explains a great loyalty for volunteers (p.26) is something that could potentially transfer across very successfully to Scouting, due to the similarities in ethos, and could be considered further. Bearing this in mind, it is noted that the research on Guiding was indeed commissioned by the Guide Association and one criticism could therefore be a level of bias, as there may have been omissions based on the need to appear externally robust.

Roles and Structure in the Scout Association

It may also be useful to consider the structure in which members of the Scout Association operate, especially as research into role ambiguity and task uncertainty continues to hold a prominent place in organizational behaviour theories (Dess and Beard, 1984). The concept of uncertainty continues into the structure of volunteers within organisations, as volunteers themselves often struggle to understand their own roles. As volunteers face far less crystalized expectations regarding their behaviour and purpose than paid workers do, authors such as Kirkland (2006) recommend that organisations should outline and describe clear roles and responsibilities, determining exactly what the role requires, in a similar way to a job description. This need or specificity in job roles is actually something that the Scout Association outlines well at a national level, utilising job titles and their remits successfully. For example, the way in which the roles of 'Assistant Scout Leader' and 'Scout Leader' are delineated is something that is useful both to the volunteers in their roles, in recruitment and when difficulties regarding the remit of the 'job' arise. In Appendix 6, an example of how the Scout Association outlines job descriptions can be seen, which can be considered helpful both to those recruiting and those being recruited, since expectations of both are managed by the description.

However, the reality at a more local level is the difference between the official description of the 'job' and what the volunteer is actually being asked to do. Although technically, these two should be aligned, in actuality it may not be the case. This may leave the volunteer feeling that their goodwill is being taken advantage of, or indeed, the constant overburdening by being asked to do tasks outside of their level of responsibility (Kirkland, 2006). On the other hand, volunteers may become demotivated due to being in an underwhelming role that does not use their skills, resulting in lack of alignment in the way that the job role was presented versus actuality. One of the difficulties here lies in the way that volunteering is 'work', whilst also being 'leisure activity'; working within a formal structure to provide service and leisure as something done whenever convenient because it is personally rewarding (Pearce, 1993).

This juxtaposition of work and leisure, two concepts that traditionally oppose each other, creates tension by attempting to align the two distinctly opposite notions. Kirkland's (2006) recommendations are based on the needs of sports clubs, which have structures similar in size to small businesses. By drawing comparisons between paid and non-paid worker systems, Kirkland succeeds here in contributing to this juxtaposition, underwriting the tension between work and leisure further. Lessons can be taken from Kirkland's workbook-style textbook in which he suggests that volunteers are often the least well-managed assets within a club, despite being the most valuable. Although a small business is dissimilar to Scouting's overall national structure in many ways, it is considered that Scouting at a local level (as opposed to the national level under which the movement is governed), may indeed be considered in parallel to a smaller business, and lends itself to a structure-within-a-larger-structure approach to understanding the way in which volunteers are organized.

The suggestion of Rochester (1999) that 'one size does not fit all' is certainly true when defining the involvement and parameters of volunteers in Scouting, and the author notes that the body of literature to date does not take sufficient account of the variety of organizational contexts in which voluntary action takes place. The

model that Rochester proposes groups these various arrangements into four models for categorizing volunteer roles, as shown in Figure 1.
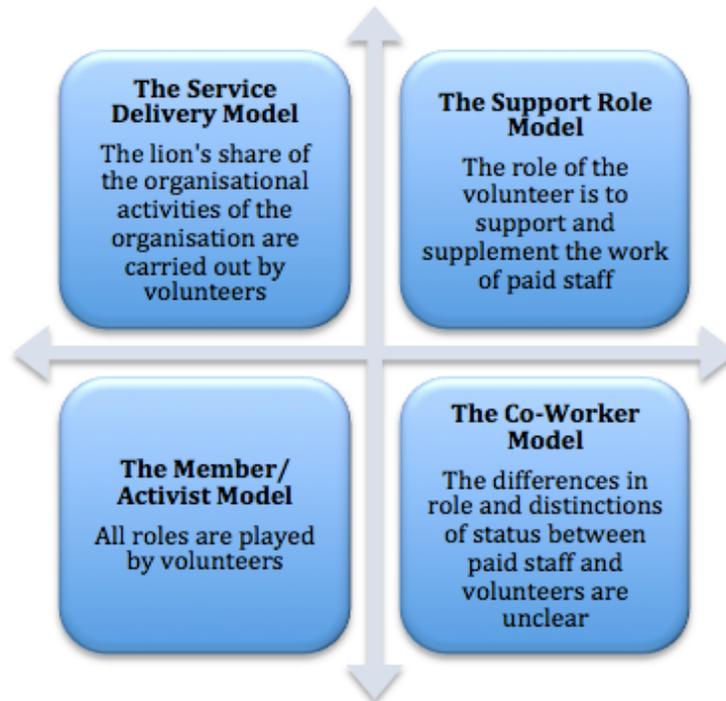
Figure 1: A representation of Rochester's (1999) four models for categorizing volunteers.

The author prefaces the exploration of the four models by stating that they are "distinctive" (p 12), and it can be seen how volunteer efforts in other organisations could be categorized quite specifically based on Rochester's descriptions. However, it could be considered that within Scouting, the range of volunteering roles could cover aspects of three of the four model typologies. It may even be considered that the four models might be of more use when structured as a spectrum, rather than 'one-or-the-other' (Figure 2). The applicability of Rochester's model further establishes that taking an approach towards producing a specific typology based directly on the structure and nuances of Scouting is necessary. Bearing in mind the work of Rochester and his fellow researchers, it may be possible to assimilate previous research into a relevant, useful and specific typology. However, it must also be remembered that, "there is little typical about these people who give so freely their time" (Noonan, 1998; p. 124).
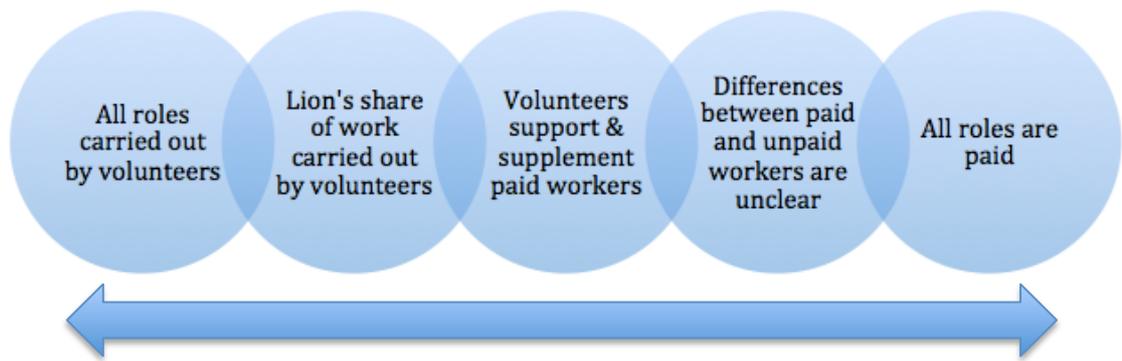
Figure 2: Imagining Rochester's (1999) four models for categorizing volunteer roles as a continuum rather than as separate entities.

The Concept of Leisure

Stebbins (2005) goes some way towards identifying the types of volunteers that typically occur in leisure volunteering. Stebbins qualifies the assumption that volunteering is "frequently, if not invariably, a form of leisure" (p. 3), with support from Henderson (1984),"somewhat more lofty than…. the fun and frivolity associated with leisure"(p. 58). One way of providing a separation for volunteers from leisure is Stebbins' (1997, 2001) Serious-Casual Leisure Perspective. The proposal made by Stebbins provides a way of distinguishing those who have been offered special (and separate from their paid work) careers and rewards by their volunteering work as engaging in 'serious' leisure. This perspective also offers the opportunity to refute the idea that the term 'leisure' trivializes the work involved in being a volunteer, and the assumptions that come along with this trivialization. Such traditionalist expectations of volunteer might include the feeling that volunteers are somehow unreliable, prone to giving less effort than paid workers, and subject to demotion to the 'bottom of the pile' in terms of their time's worth. Bearing in mind the connotations of the leisure terminology, Stebbins (1992) proposes that volunteering as leisure comes in three main forms; casual, serious and project-based (Figure 3). All of these three forms can all be found in Scouting volunteer roles, with some being more prominent than others. Casual leisure can be classified based on the way it is a relatively "short-lived, pleasurable activity requiring little or no special training to enjoy it" (Stebbins, 1997; p.18). On the other hand, serious leisure is:

The systematic pursuit of an amateur, a hobbyist or volunteer activity sufficiently substantial and interesting in nature for the participant to find a (non work) career therein acquiring and expressing a combination of its special skills, knowledge and experience. (Stebbins, 1992; p. 3)

Although most of this definition can be applied to Scouting volunteers, definitions such as this also serve to create tension, since currently volunteering roles in such an organisation are far from being clearly conceptualized and defined. Difficulties arise since volunteer roles in Scouting are so wide and varied that it may prove impossible to outline their characteristics definitively. However what we can explore is the various elements of definitions such as Stebbins' (1992), considering each of the components and its applicability to a general body of Scouting volunteers, in that generalities can be made despite a variety of factors that differ from role to role.

One of these will be what McCurley and Lynch (2001) term "the long-term volunteer", identified by a strong sense of affiliation and strong emotional investment, fulfilling Stebbins' requirement to 'find a [non work] career within, which inherently suggests a long-term commitment. This is furthered by other notable features of serious volunteers also include an ability to persevere in order to meet challenges, opportunities to have a career in the endeavor, shaped by stages of achievement and involvement. Again, the concept of tension arises once more here, considering the lengths to which serious volunteers might go in their endeavors might be more recognised in the world of paid work. Involving training and a 'career', shaped by stages of achievement and development of skill, in the world of paid work these attributes would be developed with a view to furthering one's career, possibly with the intention of receiving financial remuneration for the effort. However, despite all of the grey areas surrounding the definition of volunteering, one standout feature is that financial remuneration is not involved in the process of inspiring volunteer action. Despite this, significant personal effort is also observed in serious volunteers, based on acquiring knowledge, training and skills. Personal benefits such as self-expression, feeling of accomplishment, sense of belonging and social interaction are further reasons for involvement on a serious level. As Stebbins (2004) suggests, the possibility of realising such benefits

constitutes a powerful goal in serious leisure, and it is even considered that these benefits serve as a form of reward for volunteers; and is something that could be explored further both in this study and future research. This identification of volunteering as serious leisure could possibly also draw close parallels with many of the attributes observed in volunteers in Scouting, and comes the closest of all the volunteering research so far towards best describing the nuances of Scouting volunteers.

This is furthered by the suggestion of Unruh (1979, 1980) that social worlds carry with them their own characteristic practices, events and routines. This along with Stebbins' (2004) suggestion that participants in serious leisure "tend to identify strongly with their chosen pursuits" (p.6) can be further identified with the community of Scouting and the notion that the community is like a "tribal species, fiercely loyal to our own" (Bennett, 2001, p. 8). This seems particularly poignant when we draw attention back to the laws and promise that create the Scouting community. Indeed, being 'loyal' is the first of the Scout laws, and is inferred by 'duty' in the promise. A Scouting volunteer is therefore caught in a difficult conundrum where the line is blurred between duty and leisure - *a labour of love*. Is it *labour* bound by duty, or because they *love* their volunteering work?
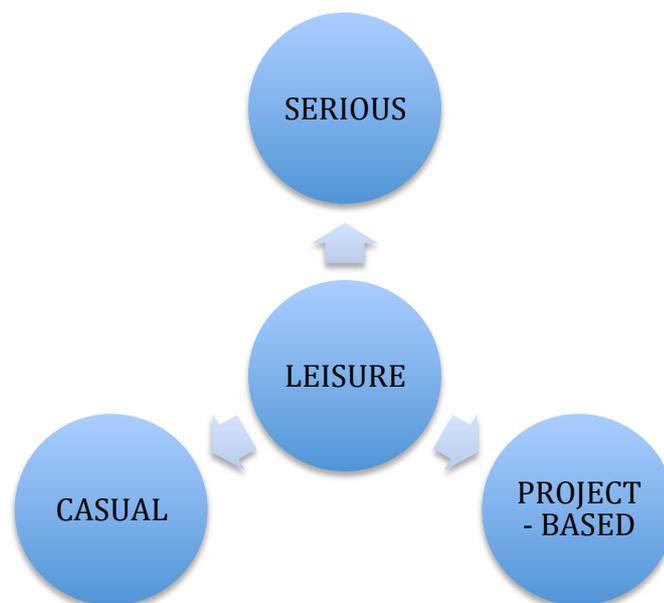
Figure 3: Stebbins' (2004) identifications of the three types of leisure as separate entities.

It is considered that casual and project-based types of leisure, in the case of Scouting, may well be (but not necessarily) done alongside the serious leisure of their role, rather than being a case of 'one-or-the-other'. One way in which Stebbins' roles could be organized, in terms of Scouting volunteer behaviour, is that most volunteers are serious volunteers, and occasionally engage in casual leisure within this role. However, it may be that their casual leisure may be part of their serious leisure role, but, for example, may be a job that does not require a long-term commitment or training. Alongside this, it is noted that many serious volunteers in Scouting also lend themselves to projects and events, whether at a local or larger level. Events varying from international expeditions, camps and jamborees to local overnight events and annual competitions often require the serious leisure volunteer in Scouting to step outside their usual role in order to contribute to the organisation or supervision of an event. Often, stepping into a new role in this way requires specialist skills aside from their leadership skills, such as team and event management. This assumption that the three areas of leisure are distinct (as in Figure 3) can be considered to contribute in an important way to our understanding of the Scouting volunteer typology, but still requires modification in order to reflect the Scout Association accurately (Figure 4).
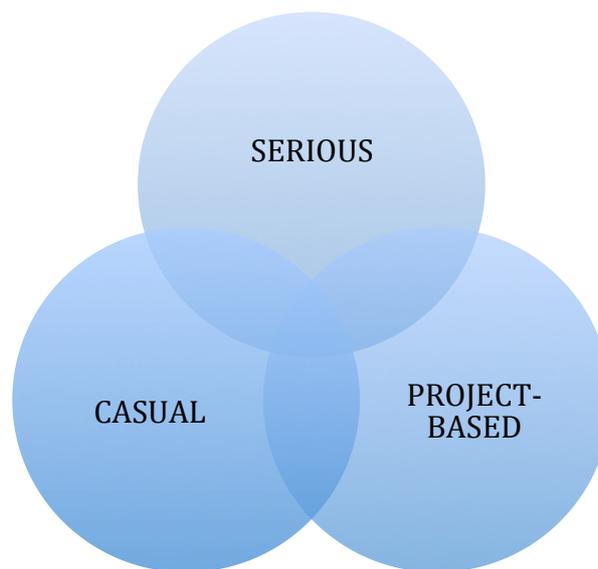
Figure 4: Stebbins' (2004) three types of leisure modified to assist in understanding how the various elements of each type are often combined in volunteering for the Scout Association.

Volunteer Motivations

Although we can justify through definition what a volunteer is, how volunteers are structured, and realize that nuances in understanding between volunteers within different organisations both assist and impair our understanding of their complex nature, what actually motivates a volunteer is a vexing and multifaceted question (Esmond and Dunlop, 2004; Winniford, Carpenter and Grider, 1997; Esmond, 1997). There has been much research in the way of classifying and typifying motivational elements, there is nevertheless a number of underlying and enduring questions concerning volunteer participation (Cuskelly, Hoye and Auld, 2006), and is therefore the subject of little agreement (Cuskelly and Harrington, 1997). In part, this is not assisted by the realization that motivation is a complex phenomenon (Lundberg, Gudmundson and Andersen, 2009), and a search of the literature reveals the fact that a precise definition of 'motivation' is elusive as far back as Carpenter and Strawser's (1971) work. It is in these initial studies during the 1970s that the emergence of studies involving volunteering and motivation could be observed (Pitterman, 1973; Tapp and Spanier, 1973; Howarth, 1976; Gidron, 1978). These studies, generally centred around a two or three factor model, have been heavily criticised along with earlier studies such as McLelland, Atkinson and Lowell (1953) for being predominantly descriptive, and neither consistent nor systematic, and had not considered the interrelationships between different motives (Cnaan and Goldberg-Glen, 1991). These studies also faced condemnation due to the small sample sizes and the fact that only small groups of volunteers in one organisation were investigated, and therefore not based on empirical evidence (Esmond and Dunlop, 2004).

At a basic level, previous research has suggested some possible motivations that affect volunteers on a general basis. Low, Butt, Ellis-Paine and Davis-Smith (2007) establish that motivations contain a mixture of altruistic and self-interest reasons, preceded and confirmed by Horton-Smith (1981), who conceived a two-factor model based on the distinguishing factors of altruistic and egoistic motivations. Separately, Frisch and Gerrard (1981) also found that motivations were either altruistic or egoistic, in a study of college students. Gillespie and King (1985) found a similar classification, but both Fitch (1987) and Morrow-Howell and Mui (1989) added the third construct of 'social obligation' (figure 5), having researched older

volunteers. These two or three factor theories have the critical advantage of being extremely diverse, focusing on greatly varying workers and cultures (Jessen and Kristiansen, 2010). Although Sledge, Miles and Coppage (2009) suggest that despite the universality of such theories, there is room for even more research to be done on the areas surrounding two and three factor theories.
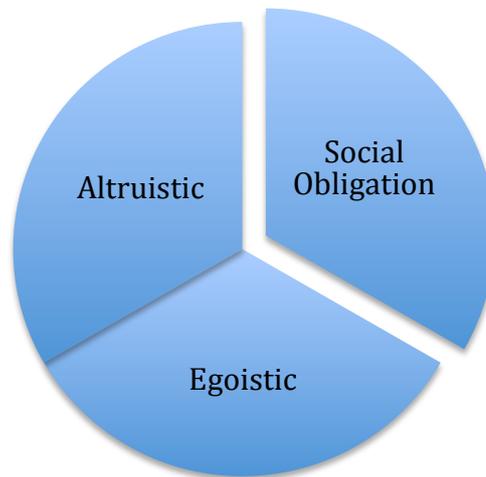
Figure 5: Two-factor theory, expanded to include a third factor by both Fitch (1987) and Morrell-Howell and Mui (1989).

One seminal reason why two and three factor theories continue to underwrite motivational research is due to the popularity of Herzberg, Mausner and Snyderman's (1959) Motivation-Hygiene Theory (a summary of which, by Bosman 2011, is depicted in Figure 6). One of the most replicated studies ever made, according to Basset-Jones and Lloyd (2005), the theory and its overall application have remained influential within the domain of organizational theory (Lundberg et al, 2009). The popularity of Herzberg's work could be due to the way in which the model has combined the seminal work of Maslow (1943) on the Hierarchy of Needs (Figure 7). Considering the personal hierarchy of needs within the context of an external work environment demonstrates the potential to sustain behaviour (Harris and Kleiner, 1993).

The links between the two models that are now central to our understanding of human and motivational needs provide a way of demonstrating the understanding of the external and internal contributing factors that surround roles in organizational settings. Concerned primarily with what "arouses or starts behaviour" (Berl and Williamson, 1987), Herzberg's theory continues to hold some

influence over motivational investigations to the present day. However, one concern regarding his work is that the subjects of the investigations were not volunteers. Rather, it was employees within an organizational context and therefore provides an insight into working within these confines. It is the assumption that people's needs provide the force for action, and directs action towards the fulfillment of these needs (Lundberg et al, 2009). With all this in mind, one of the major criticisms surrounding the use of Herzberg's work in volunteerism cases is that being paid to work and it's relevance to motivation was discussed at length by the author, something which sits in direct opposition to volunteering work. This is especially pertinent when most definitions of volunteering discuss the lack of remuneration for the volunteers' efforts. Therefore, although contentious in many ways, it can be considered that Herzberg's theory has paved the way for further investigation into motivation, especially when working within an organisation, although there is a prerequisite to bear in mind the context of such research.
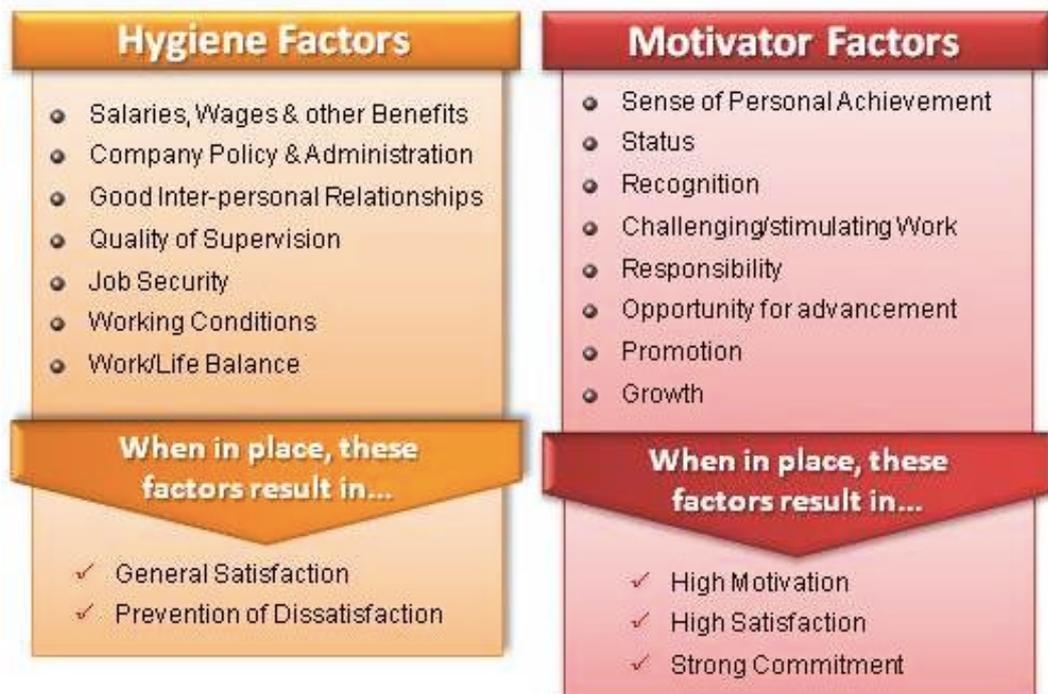
Figure 6: Bosman's (2011) adaptation of Herzberg et al's Motivation Hygiene Theory
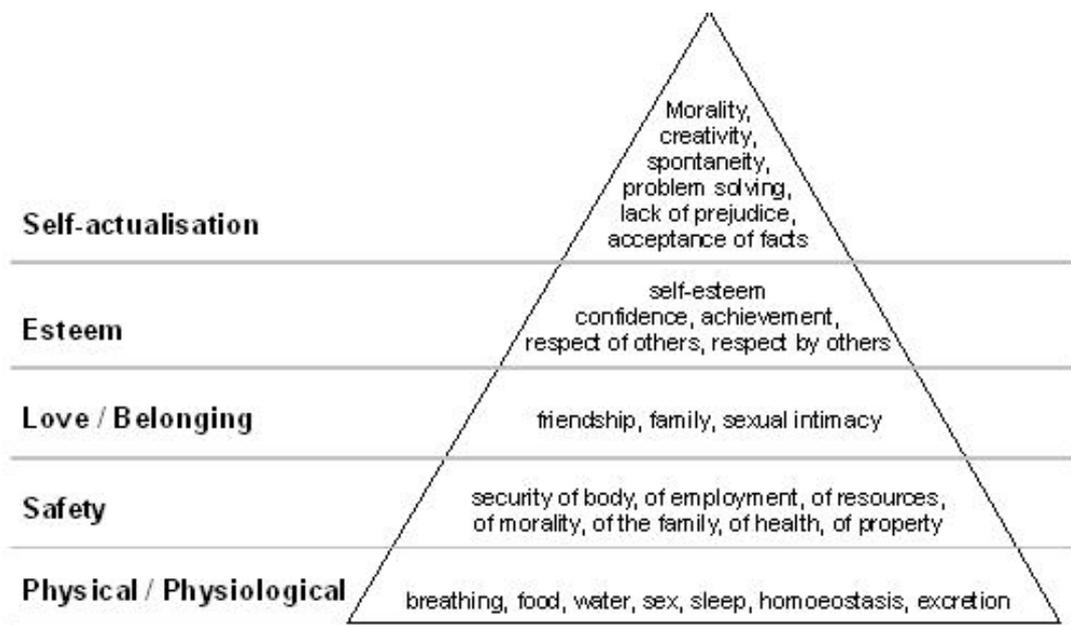
Figure 7: Maslow's (1943) Hierarchy of Needs

More recent research has addressed the issue of two or three factor theories by presenting their motivating factors as a continuum rather than a linear version of exploring internal and external motivating factors. Most noticeably are Ryan and Deci (2000), psychologists who have presented the self-determination continuum (Figure 8), as a way of demonstrating that a combination of internal and external work and leisure factors contributes to the source and style of motivations.

	Amotivation	Extrinsic Motivation				Intrinsic Motivation
Regulatory style:	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Source of motivation:	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal
Motivation regulators:	No intention Incompetence Lack of control	Compliance External rewards or punishments	Ego-involvement Approval from others	Valuing an activity Endorsement of goals	Congruence Synthesis with self	Interest Enjoyment Inherent satisfaction

Non self-determined — *Self-determined*

Figure 8: Ryan and Deci's (2000) Self Determination Continuum.

The above continuum also introduces a link between work and leisure that had not been considered previously. The question of whether volunteers extend their work skills by volunteering, or whether they use volunteering as an antidote to the workplace is a paradox that has also received little literary attention, and could be a contributing factor to Scouting volunteers' motivations also.

Considering motivations in this way also addresses a constant debate within volunteerism; can volunteering ever be truly altruistic? Despite differences in context, background and methodological approach, what can be seen by comparing elements of Stebbins' Types of leisure, Herzberg's Motivation-Hygiene theory and Ryan and Deci's continuum is that the benefits to the volunteer are paramount in all three. Overarching all three of these theories is Maslow's Hierarchy of Needs, which assists in providing further supporting evidence for the inability to be truly altruistic in volunteering efforts.

Despite seminal research and the consideration of human, work-related and external contributing factors, one of the main barriers that researchers, both old and new, continue to face, is the way in which volunteers themselves are often uncertain of their own motivations. The theme of uncertainty once again surfaces, as we wonder, 'why do they work?' (Pearce, 1993). Despite the largest body of volunteering research dedicated to establishing this, the debilitating issue facing researchers is that it seems that volunteers themselves don't know the answer. As Lundberg et al (2009) realize, motivation is very elusive and hard to quantify, meaning it cannot be seen and is hard to measure.

The consensus from research more recently published goes further towards identifying motivating factors and their relationships than before. Cnaan and Goldberg-Glen (1991), who criticised much of the earlier work based on validity and reliability of methods, identified 28 different motives, concluding that volunteers have both altruistic and egoistic motivations, rather than previous approaches, which suggested motivations were either altruistic or egoistic. Their study also found that volunteers do not distinguish between the types of motives, and do not act on one motive alone, or within a single category. It is therefore the combination of these motives that contribute towards the whole experience. A uni-

dimensional model therefore best explains the complexity of these interrelationships (Esmond and Dunlop, 2004). Since Cnaan and Goldberg-Glen's (1991) study, the concept of the 'multifactor model' has gained strength, through studies furthering the exploration of several contributing motivators. Clary et al (1998) rightly describe their investigation of motivators as a "psychological phenomena - that is, the personal and social functions being served by an individual's thoughts, feelings and actions…" (p. 1517), therefore requiring an approach derived from theories on attitudes from the world of social research (Smith, Bruner and White, 1956; Katz, 1960). The result was the development of the VFI (Volunteer Functions Inventory), based on over a decade of papers and studies (Clary and Snyder, 1999; Snyder, Clary and Stukas, 2000; Stukas, Clary and Snyder, 1999; Omoto and Snyder, 1995; Clary, Snyder, Ridge, Meine and Haugen, 1994). Based on a large amount of empirical evidence through testing of the method, the VFI can now be considered one of the few reliable measures of volunteer motivation, and having undergone rigorous and extensive testing it can be considered to have a solid conceptual base (Esmond and Dunlop, 2004).

However, it must be borne in mind that, like much of the research on the Volunteer Functions Inventory, and like much of the other research on the subject area since (for example: Bennett, 2001; Raynolds and Stone, 1999), the authors are based in the United States of America. Rochester (1999) notes that there has been a "steady stream of publications for practitioners and a rather more modest trickle of academic work" (p.7) drawing on research based in the United Kingdom since the formation of the National Centre for Volunteering. Despite this, much of the most extensive and substantial material that researchers can draw on originates in the U.S.A. Although not a criticism as such, it must be borne in mind from a British researcher's point of view, the differences in culture from where the seminal studies have originated. This is especially true given the cultural differences in the operation of the Boy and Girl Scouts of America, and the U.K. Scout Association.

A further consideration of Clary et al's (1998) work and the development of the VFI (seen in Appendix 7) is the method that is used to collect data. Based on the authors' creation of six 'functions' - Values, Understanding, Career, Social, Esteem and Protective (Clary and Snyder, 1991; Clary, Snyder and Ridge, 1992), and five

statements for each function, participants are asked to work on a seven-point likert scale to indicate to what degree they concur with the statements. Although as a likert questionnaire the VFI is straightforward to administer, potentially easier to yield higher response rates due to simplicity of completion, and, as a result, less complicated to analyze the results; however it is considered that a true reflection of such complicated human thought processes may not be gleaned. It is therefore contemplated that a more 'human' approach may be needed to the method of data collection, or a 'hybrid' approach to the selection of methods, possibly including more open questions for participants to consider, or interject with their own feelings rather than merely responding to the statements they are given. As Widjaja (2010) points out, the set of motives underlying the complex and intricate topic of volunteerism means that most researchers assume the truth of the Functional Motivation Theory. However, the uncertainty that continues to overshadow research on volunteerism seems to demonstrate that although research has uncovered one useful method, others may be required in order to supplement likert scale results and provide a 'human' element. The consideration of selecting appropriate and useful methods is considered further in the next chapter of this study.

The thorny problem that ensues from considering elements of human behaviour is that often volunteers do not know why they are working themselves (Pearce, 1993). Whilst some research dealing with work-related motivation is applicable, there is an essential difference. If one is paid for their work, often their motivation is not questioned, but volunteers are essentially unpaid workers and are therefore motivated by factors other than monetary compensation (Widjaja, 2010). As we know from varying definitions of what it means to be a volunteer, one essential concept within those characterizations is that volunteers expect no financial remuneration (Volunteering Australia, 2009; Musick and Wilson, 2008; Mowen and Sujan, 2005). The only assumption then is that volunteers' time is given of their free will, time that can be used to freely pursue goals with energy and enthusiasm (Abimbola, 1997). This could be stimulated externally, for example with the happening of external stimuli such as an event or disaster, but is mostly concerned with the desire to engage (Jessen and Kristiansen, 2010). This desire to engage distinguishes a link between motivation and reward of volunteers and

therefore must be considered as a direct motivating factor and/or outcome of volunteering.

Gidron (1978), drawing on the seminal work of Herzberg et al (1959), surmised that the rewards for volunteering were personal, social or indirectly economic. This suggests that volunteering might be more of a two way process of give and take (Pearce, 1993), and more recent studies seem to suggest this also. Indeed, Bennett (2001) posits that an excellent volunteer is a selfish volunteer, and that deep down, people volunteer for selfish reasons, and it is commonly suggested that membership of an 'association' (in our case the Scout Association) is based on an exchange relationship, in which the member secures benefits in return for their contribution (Lansley, 1987; Knoke and Prensky, 1984). Although most definitions of volunteering include the clause 'for the benefit of others' (Selby, 1978; Musick and Wilson, 2008) the concept that volunteerism (as opposed to a member of an association) may be of benefit to the ones helping and being helped has so far gone relatively undiscussed (Stebbins and Graham, 2004). Stebbins works to relieve this omission in his work on the concept of volunteering as leisure, considered earlier during the discussion on types of volunteering. However, we can see from the way in which 'serious', 'casual' and 'project-based' leisure volunteers are typified that some clues are given to the motivations and rewards of volunteers that can be considered selfish benefits.

Focusing with particular attention on 'serious' leisure volunteers, one way in which we can quickly tell whether these volunteers are selfish is through their longstanding time commitment to their volunteering activity. With Bennett (2001) advocating that selfless behaviour is a quick 'feel-good', but can quickly become weary unless there is something in it for them. With Widjaja (2010) also concurring that volunteerism is typically an ongoing behaviour, making a commitment that may continue despite potentially imposing sacrifices to personal time and opportunities, it can be seen that volunteers likely feel that the sacrifices they make to their volunteering causes must also provide them with a mutual return.

This concept of non-obligatory helping is also central to the many definitions (Omoto and Snyder, 1995) of volunteering, that is, not to be motivated by obligation towards others (Penner, 2002), for example, by "contractual, familial or friendship obligation" (Musick and Wilson, 2008, p.5). So without financial recompense, and no contractual obligation with an organisation, the question still remains as to why volunteers stay, and indeed why they stay on a long-term basis. Certainly within Scouting, many of Stebbins' (2004, p. 5-6) 'qualities of serious leisure', certainly ring true.

1) **The need to persevere**

Participants who wish to continue experiencing the selfish benefits of volunteering may occasionally need to endure in order to ensure their continuation. For example, Scouting volunteers may be required to endure periods of difficulty such as recruiting young people to their group, resulting in feeling as if their efforts are wasted on such a small group of recipient Scouts. However, persevering with small numbers will ensure continuation of their involvement in the Scout Association until such a time when numbers increase, possibly as a result of those moving up from a younger section.

2) **The opportunity to follow a leisure career**

Many in Scouting begin as assistant leaders or helpers, and continue their career based on advancing experience and as a result of circumstance- for example, if a more senior leader decides to leave or moves to another role, it may be necessary to take a step up on the career ladder in order to continue volunteering. This may sit alongside a volunteer's paid career, in that volunteering may lend transferrable skills such as risk-taking, as well as practice of leading, managing and budgeting (Raynolds and Stone, 1999).

3) **Significant personal effort based on specially acquired knowledge, training and/or skills**

Most volunteers in Scouting are required to take some form of training. Leaders are required to take up training specifically related to the age group they lead, and are required to validate this training by improving their leadership skills over time. As well as this, volunteers are expected to hone the ability to plan

programmes, events and meetings, relying on a significant level of personal organisation and skill. Furthermore, some volunteers may extend their role to include leading activities that require qualifications, such as adventurous activities. Doing this requires significant training, knowledge and equipment, as well as improving in ability over a period of time.

4) **Tangible, salutary outcomes of such activity for volunteers- eg self-actualization, self-enrichment, self-expression, regeneration or renewal of self, feelings of accomplishment, enhancement of self-image, social interaction and sense of belonging, self gratification (or pure fun), lasting physical products**

Scouting offers opportunities for individuals to plan and organise their own programme of activities, which lends a flexible level of opportunity for volunteers to express their own identities, skills and talents in any way they choose. Running successful activities invariably encourages a feeling of accomplishment, and acts as a form of escape from more mundane, everyday tasks such as paid work, encouraging regeneration. Social interaction is encouraged due to the regularity of volunteering opportunities (often weekly), and, if we consider volunteering as a form of leisure, it might also be considered that it is 'fun' to the volunteer. A side benefit to this might be a 'halo effect' (Raynolds and Stone, 1999) - a 'warm glow' in the knowledge that you are helping others as well as yourself.

5) **Part of a unique social world - distinguished by unique ethos, shared interests, with it's own characteristic groups, events, routines and practices.**

Scouting is characterised by having a distinct ethos, not dissimilar from Baden-Powell's original mission. The shared interest of Scouting and all that it encompasses, from activities, badges, groups, law and promise assist in distinguishing a unique social world. As Rochester (1999) suggests, those coming forward will be in sympathy with the organisation's mission and it is likely that they will also be attracted by the nature of activities involved.

6) **Identify strongly with chosen pursuits - based on the preceding five qualities.**

Based on the above, Scouting volunteers identify with a unique social world, and whilst ensuring that their own needs are met, provide a service with camaraderie alongside other volunteers that is often long enduring and varied.

It is this way of being motivated by one's own heart, rather than by someone else's bottom line, as in a paid job (Raynolds and Stone, 1999) that sits at odds with Morrow-Howell and Mui's (1989) suggestion that motivations can be classified in one of three ways; altruistic, social or material, since it can be said that it might indeed be more of a combination of all three, rather than just one. Their further suggestion that one motive is more dominant than the others (Esmond and Dunlop, 2004) seems both poignant and frustrating at the same time, since volunteers' high degree of individual independence (Pearce, 1993) results in the ever-continuing issue of a combination of uncertainty for volunteers and unpredictability for their researchers.

One strand of interest continues to link most aspects of volunteering research, both old and new, and from the investigation of various methods, methodologies and types of research, there is strong evidence to suggest a vast and wide-ranging level of uncertainty within the volunteerism academic community. Other than establishing an overwhelming sense that the concept is a 'phenomena', that despite various attempts, seems insurmountable, researchers are left knowing very little about how and why individuals volunteer, and even less about how their efforts are organised and directed once at work (Pearce, 1993). One possibility for beginning to overcome this is by conducting research specific to an organisation. Although there are general commonalities between the ways in which organisations operate, the intricate specificities of each mean that more general research is barely considered advantageous at all. On the contrary, having sound empirical knowledge specific to an organisation provides a better understanding of their volunteers' motivations, thus enabling a way of improving working conditions for volunteers, as well as improved recruitment and retention techniques. If organisations know what motivates their volunteers, and what rewards they seek, they may even be in a position to decrease volunteer turnover rates, or even recruit volunteers by matching persuasive communications with specific motives (Widjaja, 2010).

The following chapters therefore seek to outline the way in which this research will be conducted. In assimilating the work of other research, the intention of designing this study is to encompass elements of work that have gone before, whilst also investigating additional elements that are relevant to the Scout Association, since Scouting volunteers have not been explored in this way before. It is also important to bear in mind that because of the way that some aspects of previous research have proven inapplicable to the Scout Association, that it might be necessary to consider a new approach to the method used to attempt to gain new ground on solving a much-debated issue.

TIMELINE OF THE RESEARCH PROJECT

Consideration of methods to be utilised, write up phase of Literature Review begun

⬇

Survey designed and application for ethical approval filed 22/08/2014

⬇

Write up phase of Research Methods and Techniques begun

⬇

UCLan Ethical Approval gained 08/10/2014

⬇

Survey opened to attendees of monthly District Leader's Meeting 13/10/2014

⬇

Survey open for 6 weeks on Survey Monkey - closed on 24/11/2015

⬇

Data analysis and Discussion write-up phase December 14 - January 2015

⬇

Conclusions and Recommendations formed

⬇

Draft Thesis submitted for comments by the supervisory team 22/01/2015

⬇

Feedback meeting with full supervisory team 03/02/2015

⬇

Revisions made to thesis

⬇

Submission of Thesis for examination 27/02/2015

⬇

Viva examination 30/04/2015. Recommendation is to revise and re-submit (with further Viva examination).

⬇

Supervisory team meetings 21/05/2015, 08/07/2015 and 22/10/2015 to monitor progress

⬇

Fully revised thesis submitted for comments by the supervisory team 02/02/2016

⬇

Supervisory team meeting 16/02/2016 to identify areas for improvement before resubmission for examination

⬇

Resubmission for examination April 30/04/2016

RESEARCH METHODS AND TECHNIQUES

Throughout the course of designing, administering and analysing the research, it is important to consider the various ways in which validity and reliability can be measured, and therefore whether the research is useful in any meaningful way. The research in this case is borne out of the author's desire to explore the Scouting community from within, to seek some level of understanding of the volunteers and organisation they are within. Much informal discussion goes on between volunteers in Scouting, often wondering, "why do we do this?" The research therefore aims to explore the resulting phenomenon, defined as: A fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question (Oxford English Dictionary, 2016). There are therefore theoretical sensitivities that arise from approaching research in this way, and by justifying the decision-making processes that have been considered in the research's design, the aim is to generate useful and meaningful data.

Methodological Approach

Exploring the methodological approach to this research is the first way to provide a sense of where the research and the researcher are grounding their knowledge and suppositions. Research based in a social context is inextricably and unavoidably historically, politically and contextually bound (Fontana and Frey, 2008), both from the point of view of the researcher and the researched. However, traditional ontological constructs suggest that there is a separation between knowledge collected in the social world, and knowledge collected in the scientific world (Jarvie and Zamora-Bonilla, 2011). This separation has led to an assumption that research must be either social or scientific, and has placed scientific research in a largely unchallenged role in the media, academic institutions and the government (Benton and Craib, 2001). This results in the notion that social research is therefore somehow more contestable than scientific research (Hoyle, Harris and Judd, 2002), leaving it open to greater levels of criticism on validity. However, this positivist viewpoint intrinsically suggests that unobservable or intangible entities cannot be considered to be empirically scientific knowledge, since there are elements of subjectivity involved. However, sticking rigidly to methodological principles can result in researchers being inflexible, and it is

recommended by many researchers that we therefore accept the possibility of embracing more than one methodological perspective (Moses and Knutsen, 2007), since the physical world is neither wholly deterministic, nor recurrent or regular (Roscoe, 1995). With regard to a methodological approach in this research, as with social sciences in general, a methodological pluralism is therefore encouraged. By doing this, the research of such phenomenological areas becomes 'problem-driven', as opposed to 'methods-driven', selecting the tool most appropriate for the job (Robinson, 1993), letting the research problem be the driving factor, since the ultimate goal of both approaches is to arrive at a valid explanation for people's behaviour (Hoyle, Harris and Judd, 2002).

This sense that a pragmatic approach is required for exploring the methodological background of research extends into other considerations that concern the overall quality of the research outcomes. It is considered that this research, as is much of social research, is borne of a constructivist viewpoint, as the researcher is presenting a specific version of constructed social reality based on personal experience, rather than one which can be regarded as definitive (Bryman, 2012). This may sit at odds with the social reality held by others, but as practicing participants in social life, it could be argued that all of us possess knowledge of it (Benton and Craib, 2001). This social reality created by individuals is essentially a mixture of constructivist approaches, based on the assimilation of experiences and scientific knowledge, as it seems sensible that the study of a phenomenon carries with it certain basic assumptions (Morgan, 1983). A 'common sense' approach is taken, since "the ways of humans cannot be grasped by means of simple, straightforward linear logic" (Morgan, 1983, p. 83). Bearing this in mind, the uncertainty surrounding the question 'how do we *know?*' can be explored by embracing it in an epistemologically axiomatic way; as a positive condition for exploration, rather than in a sense of scientific inadequacy (Clegg, 2010).

Validity and Reliability

The discussion surrounding the subjectively constructed everyday world (Sanger, 1996) continues to contribute to issues of reliability and validity. Whilst positivistic 'laws' provide a framework for a secure and irrefutable means of creating knowledge by providing ways of 'testing, the constructivist approach to

validity and reliability can be considered to be less certain, and therefore the results are often viewed as a weaker form of proof. Validity, which we understand as the assessment of findings in the measurement process, as opposed to reliability- assessing the measurement technique and strategy (Hammersley, 2009), is indicated by the rigour that the researcher employs, and the justification of decisions that support this.

The difficulty therefore comes when dealing with individual's beliefs, which may not be considered 'real' or acceptable according to pre-exisiting theory. However, it is considered that such beliefs are real enough to those concerned, and real in the consequences for their future lives (Sanger, 1996). This is certainly true of this research, since previous knowledge surrounding motivations of volunteers have not dealt with the difficulties specific to the volunteers within the organisation of Scouting. It is considered that whilst we have a generalized subject background on the topic in the previous literature that we can use as 'pre-existing theory', exploring the individual issues within an unusual organisation go much further in illuminating and understanding the consequences of their issues for those volunteers. Combining the two methodological ideals in a practical and pragmatic research design also demonstrates the intention for this research to be extended beyond the academic community. The hope is that the research will be put to practical use, reaching outside the realms of traditional tests of validity and transferability. It is questioned whether stereotypical notions of validity, reliability and generalizability are really applicable to this study, and it is hoped that by considering the various methodological approaches, a level of trustworthiness, authenticity, fairness and meaning can be established (Jacobs, 2009; Sparkes and Smith, 2009).

As well as internal validity, it is also considered that in general terms, a level of external validity should also be aimed for, to some degree. Whilst it is ideal to have a level of construct validity and generalizability, Sanger (1996) suggests that causality is not something that social scientists should attempt to vouchsafe, as the criteria for doing so may not be appropriate. Indeed, in the case of this research, it is not appropriate to aim for total external validity. The aim has therefore been to achieve validity in other ways, including the way in which greater validity can be

achieved by those who volunteer in Scouting recognising a version of themselves, their actions and motives in the researcher's findings, and echoed by those outside the research, and recognise that the findings echo what they feel to be right, true or reliable (Sanger, 1996).

Researcher's Position

One unavoidable issue that is raised in the exploration of the validity and reliability of this research project is the consideration of the author's position as a long-standing Scouting volunteer. This inherently provides a risk of bias, and the need to remain impartial remains a focus throughout. However being 'on the inside' also has several advantages to the research (Palmer and Stott, 2012). Inside knowledge provides systematic knowledge of organisation-specific structure, terminology and understanding of background, avoiding the need for survey participants to modify their responses to be understood. It is central to the generation of the research problem that the researcher is directly involved in the Scout Association, since it is this involvement that has highlighted the need for investigation into the complicated nature of volunteer's involvement. It could be said that there is an element of ethnographic and opportunistic research, in that the researcher is immersed in the social world that they are researching. It is more accurate, however, to consider the researcher in this case as being in a 'complete membership role' (Adler and Adler, 1987) and used extensively by Lois (2003), and who engaged in analytic auto-ethnography (Anderson, 2006) from a position inside an organisation. It is noted that Lois was a 'convert' ethnographer, as she joined the organisation she researched in order to research it. In this research, the difference comes from the author already being immersed in the organisation being researched before embarking on the project.

Figure 9 shows the various perspectives that fieldworkers can occupy on a continuum. It is considered that the author of this research may be in a position to occupy the status of complete participant/participant as observer, whilst unavoidably being involved and therefore susceptible to subjectivity. This brings with it the advantages in understanding the nuances of Scouting, and being positioned internally as the researcher also lends a level of sympathy towards

participants and a unique observatory that would possibly not be accessible by an outsider.
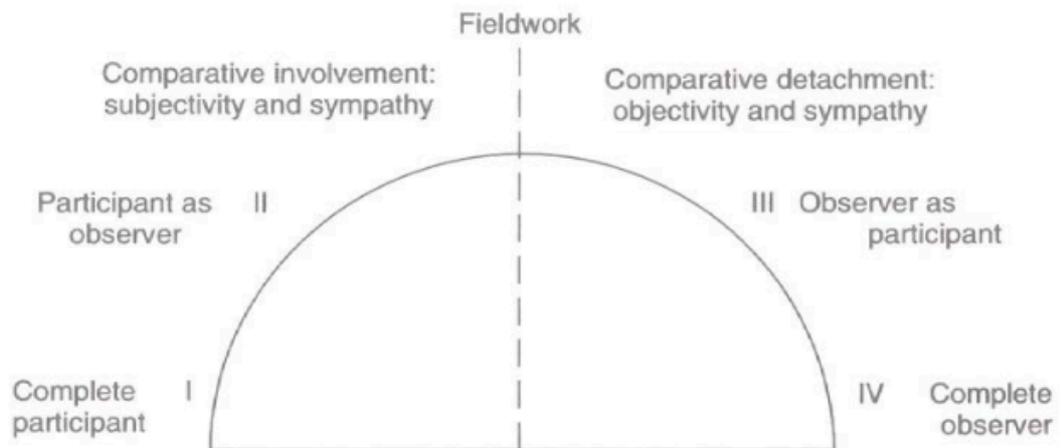
Figure 9: Theoretical social roles for fieldworkers (Junker, 1960)

Although Lois's work brings with it ethical questions of its own, she highlights the advantages that being 'on the inside' brings. Having the organisation's sub-culture already understood allows research participants to be free to use their culture's terminology, slang and jargon, without fear of their contribution being misconstrued. One other way in which this researcher's position differs greatly from Lois's study is the way in which she engaged with her sub-culture as a covert researcher. In the case of this study, it was felt unnecessary to undergo the process covertly, both in terms of the ethical and practical implications. This was based on practical reasons, such as the need to recruit participants in the local Scouting community, and the feeling that the respondents would not be adversely affected by knowing the researcher's identity, since the method of data collection was not face-to-face, and did not involve them discussing concepts that might be considered contentious or risky for them in any way. However it is noted operating overtly as a researcher, especially one who is known to the subjects, brings with it the possibility that participants might respond in a way that they feel would be helpful, rather than a way which is wholly representative of their true feelings. The other problems that Lois encountered were also largely negated during this research, such as the need to penetrate cliques as an outsider, and the need to accumulate equipment in order to be accepted into the sub-culture.

Additionally, the requirement to 'disengage' with the sub-culture at the end of the study was not required, something which Lois describes as, "emotionally difficult" (p. 42). This level of involvement has allowed a seamless transition from member to member-researcher, as it was possible to identify and subsequently attend events where it was possible to promote the need for research participants, such as the monthly District leaders meeting. This gathering of the local Scouting volunteers allowed a regular and definite time in which to approach potential participants in one place, explain the premise and advantages of the study, and answer questions that potential participants may have. There was also access to people occupying the broad spectrum of roles that Scouting volunteers hold, including leaders of all age groups, those in various administrative and managerial roles. This access to such varied roles went some way to ensure a sampling of a variety of roles in Scouting, which ensured a level of internal validity by verifying that the research population was representative of the various volunteer roles that can be held. It is considered that providing a 'face' to the introduction of the survey acted as a way of convincing respondents to co-operate (Snijkers, Hox and de Leeuw, 1999), and persuades reluctant respondents into participation (Groves and Couper, 1998). The regularity of these monthly meetings provided an opportunity to present a timely reminder, which proved useful in gaining further responses (Dillman, 2000).

Use of a Critical Friend

This need for balance and avoiding balance of recognition has been negated to some degree by the decision to consult a critical friend during the data discussion process. First introduced as a concept by Stenhouse (1975), a critical friend is "a trusted person who asks provocative questions, provides data to be examined through another lens and offers critiques of a person's work as a friend" (Costa and Kallick, 1993, p.50). Engaging a critical friend as part of a 'data checking' process is a method that is offers alternative interpretations (Kember, Ha, Lam, Lee, Ng, Yan and Yum, 1997), and collaboratively offers great potential for the advancement of understanding (Swenson and Sims, 2000). Helping to overcome the 'critical disability' of the researcher (Greenleaf, 2002) can assist with concerns over validity by placing newly generated research within a social construct. The critical friend, in this case, was carefully selected in order to meet the criteria of being

external to the organisation, in order to provide a level of transferability. Papadatou, Papazoglou, Petraki, and Bellali (1999) advocate a critical friend with a shared background and understanding of context. The critical friend selected for this research was chosen due to a shared knowledge of Scouting from being involved as a child, as well as a parent, and previously an adult volunteer, which provided understanding of the purpose and structure of the organisation. The chosen critical friend has also been involved in working with volunteers and volunteer organisations for much of his working life, lending him the ability to be informed by how other organisations work, situating this research within a wider field of volunteering knowledge (Everton and Galton, 2004). Discussing the most commonly occurring themes that had emerged from the data analysis, he was able to identify underlying assumptions borne from the researcher's own biases, and steer the analysis towards a more critical understanding (McNiff, Lomax and Whitehead, 1996) of the motivations behind volunteering in Scouting. The critical friend provided an additional perspective by being male, opposing the researcher's female viewpoint, which has the potential to engender bias (Zeera, 2001). In this case, the critical friend afforded a less emotional reaction to one of the participant's responses. It was felt by the researcher that the identity of a participant was compromised by the disclosure of their role, leading to an emotional reaction when considering the content of one of their responses due to personal involvement in the anecdote. However, since the critical friend was not aware of the respondent's background, role or angle, it was easier to distance himself from the emotive aspect and provide a less sensitive way of considering the response.

Research Design

The considerations of involvement, validity and reliability bring with them a realization of the need for 'real world research' (Robson, 2011). Taking place in highly complex situations, real world research is small in scale and modest in scope. It also explores problems within a specific context, offering only tentative conclusions. The emphasis throughout is on "the substantive or practical importance of research results rather than in merely 'statistically significant' findings, and second, a multi-disciplinary approach which in turn leads to the eclectic use of any and all research designs which might prove helpful in answering

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the questions posed" (Hakim, 2000, p. 13). Designing the research is therefore largely determined by the purpose of the research (Cohen, Manion and Morrison, 2000), and a mixed approach to design was considered in order to find a way in which to capture the most representative form of data. Employing the advantages of several methods of data collection has ensured a level of internal validity by employing the methods deemed suitable, rather than selecting them based on the methodological background to the research.

Selecting methods such as the Volunteer Function Inventory (discussed more thoroughly in the literature review) that have been refined over a series of explorations of volunteer motivation were also deemed inappropriate choices, despite being well respected, refined and used as a volunteering research method. Using the VFI provides an industry-standard level of validity and reliability, but using a likert scale in order to record participants' motivational levels only allows a surface-level of data to be captured, asking 'what?', without opportunity to ask 'why?' With a need to collect richer data, the instinct would be to consider interviewing as a technique, and it is such a widely used technique. Fontana and Frey (2008) and Atkinson & Silverman (1997) and Silverman (1993) consider us an 'interview society', as it is the most widely employed method in qualitative research (Bryman, 2012). However, it is considered from previous experiences of research experiences that interviewing can also bring with it a series of issues. One main reason that the interview was eventually discounted from the research process is that often, there is incongruence between what interviewees may know, and what they may be able (or willing) to express (Alvesson, 2011). This is a particular concern as it is highly likely that the researcher may already know interviewees through Scouting together. Although an all-important rapport with the participant would already be established (Hannabus, 1996), the dynamic of the interview may be affected by this prior relationship, and may influence the outcomes of the data by the respondent not offering the interviewer their true feelings. They may also hesitate to share their private judgements due to reasons of social desirability and self- preservation (de Leeuw, 2008). Since the aim of interviews is to generate detailed, direct and in-depth descriptions of human experiences (Roulston, 2010; Adams and Van Maanen, 2008), it is considered in this case that using interviews could not be relied upon to produce data with those

characteristics. However, the need remained to generate data with a level of depth more involved than that generated from a questionnaire. However, methods such as surveys and questionnaires are uncommon in qualitative research (de Vaus, 2008), due to the relative ease of collecting rich data through interview.

However, surveys can be an effective way of exploring a phenomenon in quantitative research, and have been used widely for this purpose. Greenfield (2002) provides an endorsement that perhaps the method can be more widely used in exploring little-understood concepts. Combining the principles of a questionnaire with the unrivalled ability of the interview to generate rich data was therefore considered a real-world approach to collecting data for this study. As Atkinson, Coffey and Delamont (2001) realize, qualitative research can be considered an "umbrella term" (p.7) as a framework that manages a number of different approaches. Combining the emphases of real world and academic researchers (Robson, 2011), the constraints of time and cost, whilst working in the field, with a need to be oriented towards client needs that real world researchers experience, is directly complimented by academic researchers' desire to gaining useful knowledge in order to advance their discipline. Therefore it can be said that the combination of two very different methodological approaches, complement each other in order to provide data of a real-world, useful nature.

One major area where the two methods do not sit harmoniously is in their structural composition. Interviews tend to rely on the interviewer's handling of the situation as the key element in conducting interviews (Alvesson, 2011), and are often described as 'semi-structured'; a general structure is set up by the interviewer, leaving a degree of flexibility for respondents to answer at some length (Drever, 2003). Conversely, questionnaires are nearly always carefully structured, due to the requirement for the questions to guide the participant in a logical way from one to the next, especially in self-administered questionnaires where the researcher is not present and therefore cannot influence or re-focus the attention of the participant as they work through the questions (De Leeuw, 2008). Bearing these factors in mind, the most appropriate method of capturing a rich level of data, without the undesirable aspects of interviewing, was a mixture of both methods, designed in a 'real-world' way, ensuring that the needs of the

research were met, whilst combining methodological approaches. Designing an online survey using the popular survey tool Survey Monkey, a conveniently and quickly distributed survey was created. As both Sue and Ritter (2007) and Cresswell (2009) agree, instruments of data collection are being increasingly designed for online surveys, and the design of this survey was constructed with an online survey in mind, and included a mixture of open and closed questions, as a semi-structured interview should (Drever, 2003). Roulston (2010) advises that asking only closed questions implies that the response is restricted in some way. Asking open questions alleviates this, and invites unrestricted scope that could lead to respondents wandering off topic in an unwanted way. Allowing this to happen during the process of an interview could allow the respondent to bring up issues that may be important to them, and in doing so, highlights areas for further exploration. However, in terms of practicality, this level of 'open' question can leave the interviewer with a transcription that could be time consuming and difficult to assimilate due to the wide and varied nature of the response's exploratory areas. Greenfield (2002) advises that the use of open questions be minimized in surveys, but concedes that it is difficult to recommend one method over others when their selection is so context dependent. The online survey therefore allows respondents to type as much or as little as they please, based on how strongly they feel about the question matter, as well as how much time they have, and also allows them to order their discussion points before moving onto the next question. However, the act of typing their response might also mean that their reaction to the question may be self-checked before submitting, leaving the researcher with a more polished answer than their immediate reaction to the question.

Using a survey format also allowed the collection of some demographic data such as gender, age and how long each participant had been involved with Scouting as a volunteer. Furthermore, a survey design allowed participants to complete the survey at their leisure, in an environment where they felt comfortable, a consideration that Gratton and Jones (2004) recommend is not overlooked when attempting to generate a high quality of data. The survey was made as easy as possible to locate online by circulating the direct web link via the local scout district email chain, which is updated yearly to reflect the most up-to-date

addresses for all adult volunteers in the area. As well as this, cards detailing the web link and contact details were handed out at local meetings and events in order to remind potential participants of the survey's web link and provide a way of them to contact the researcher with questions they may have before completing the survey. The issue of physical access to a computer and therefore access to the online survey that de Leeuw (2008) and Greenfield (2002) suggest could be a barrier to participation is largely negated by the need for most Scouting volunteers to be online, due to the Scout Association's online system for central administration, and requires input from most adults involved in the organisation.

Very often, a major consideration of surveys and questionnaires is the difficulty in gaining an adequate number of responses. As Frankfort-Nachimas and Nachimas (1996) consider, there are three main factors in participants feeling motivated to contribute in a study. Firstly, the participant must feel that the study is worthwhile. Having experienced the highs and lows of volunteering within the Scout Association, participants may have felt that the exploration of motivations of volunteers was interesting and important, as well as providing an opportunity to have their voice 'heard'. The respondent must also feel the survey is enjoyable and satisfying. It may be that by contributing to such a study, the understanding of volunteers will become more informed and therefore potentially provide ways in which change could be created, stimulating their satisfaction in taking part. Finally, there may also be perceived barriers in the respondents mind to be overcome. Respondents may never have been asked to participate in a study previously and so may be understandably anxious about taking part. Steps taken to minimize such anxiety included explaining the purpose of the study in person and how the data would be protected and anonymised. However, the advantage of being known to other Scouting volunteers in the local area meant that they were keen to assist in the advancement of the study and naturally curious about what everyone's responses (and therefore the conclusions drawn) would be.

Surveying a sample of the appropriate size is a difficult and often-contested issue to which this study was not immune. The concern with the use of a survey over an interview brings a feeling of the need to increase the size of the sample. However, since the survey was generating data of rich quality and that the study is not

seeking to make conclusions generalisable to the general population, the total response of n=118 exceeded the anticipated maximum total of 50. Unfortunately one issue that did affect this research is the number of non-responses for some of the questions. Experiencing non-responses presents difficulties due to the loss of potential information and potential problems that can arise in data analysis. This lack of responses could probably be mostly attributed to the way the online survey was designed. On all of the questions, the option was given to continue to the next question without leaving an answer. Although this has been the main contributing factor to lack of responses, the option to leave a question unanswered was borne out of an understanding that it is desirable to offer a 'no opinion' or 'don't know' response, as forcing participants to complete an answer to which they genuinely hold no opinion could result in creating false and therefore unreliable answers (de Leeuw, 2008).

Question Design

One other contributing factor to the level of non-response could have included the design of the questions, a consideration that de Vaus (2001) and Greenfield (2002) believe to be comprised of eight principles.

1- Reliability - respondents 'reading' the question the same, consistently on different occasions.

Since many of the questions seek to explore the volunteer's personal feelings, it is possible that respondents may 'read' the question differently based on their recent experiences, or be affected by their emotional state. With insight into the work of Scouting volunteers and personal experience, it is considered that volunteers may feel more motivated if they have recently experienced a success as a volunteer, such as organizing a successful activity or event, and may be negatively affected if they have recently dealt with an unsuccessful issue.

In the data, Questions 6, 7, 8 and 10 in particular seem to evoke powerful responses in some respondents. This might be due to the way that the question is phrased to induce a negative response, or since the responses are submitted in the participant's own time, it must be considered that participants might have completed the survey after a particularly challenging or successful scouting experience, leading to the emotive nature of their responses.

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2- Validity - the question actually measures what it says it does.

The questions contain an assortment of complex concepts, for example; reward, motivation and self-assessment, all of which may contribute to a reduced level of overall validity. The dimensions of each concept could be considered differently by each individual, projecting an explanation of their perceived understanding the in each answer. An example of this was clearly shown in the responses to Question 7, *"Are there any things that you would change that would make you feel more rewarded as a Scouting volunteer?"* The intention of the question was to gain suggestions for ways that change could be introduced. In actuality, many of the responses crossed over with Question 6, *"Has there ever been a time when you have felt that your efforts have gone unrewarded".* This resulted in the second question being treated by some respondents as another opportunity to air their discontent at feeling unrewarded, rather than to suggest positive and constructive solutions to their issues. Although unfortunate in some ways, it could be considered that this lack of shared interpretation may introduce an interesting element to the data, by providing an insight into the way that respondents view the concepts in their own way, and therefore highlighting what truly matters to them.

3- Discrimination - measuring real and meaningful differences in a sample.

The sample's variety can be measured in the most obvious sense through the way that participants are asked for their 'most' rewarding experience. In Question 5 they are asked, *'Can you think of a time when you felt MOST rewarded as a volunteer in Scouting?'* Asking respondents to prioritise their experiences in this way deduces the variety of factors that contribute to their feeling of reward, and allows a freedom to elaborate on the differences between their most and then least rewarding experiences, explored in Question 6, *'Has there ever been a time when you have felt that your efforts have gone unrewarded?'* A sense of difference are also measured in Question 12, when respondents are asked to rank the most important statements, as this exercise forces the participant to assess the meaning and value of the statements to them. This proved useful in highlighting a difference in the value between formal and informal methods of reward in the Scout Association.

4- Response rate

Varying levels of detail in responses to most questions is something that affected the quality of the data collection process exponentially. As Greenfield (2002) suggests, intrusive, insensitive or irrelevant questions can produce frustration and non-response. It is not considered that the questions in this study could be perceived as being particularly insensitive or irrelevant, but it is conceded that participants may find aspects of the survey intrusive, due to their nature in asking questions relating to emotional responses to their volunteering. A question that may have been construed in this way is Question 15, which asks for the respondent's age group, although it is considered common practice for researchers to collect demographic information regarding their sample. Choosing to ask instead for the respondent's age group (as opposed to asking for the respondent's specific age, which may have been considered more intrusive) was assisted by the readily constructed question bank on Survey Monkey, allowing a level of standardization that assists in the process of carefully structuring each question.

5- The same meaning for all respondents - interpretation of the language within a question is important in ensuring the meaning of participant's responses.

The prospect of participants misunderstanding the language or terminology used in the question has the potential to affect the results significantly. Certainly, the apprehension in creating this study was the different interpretations of the concept of 'reward'. In Question 6 this is particularly evident, where responses mention that their enjoyment does not constitute a reward. This was unexpected and initially puzzling, but gave insight into the value that volunteers place on their motivations. Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live (Atkinson et al, 2001). With this in mind, it is expected that Scouting volunteers may need to make sense of what the term 'reward' means to them before responding accordingly. It may be that they have never considered what the concept of reward means to them previously. Although the data reports a myriad of different understandings and constructs, it is considered that these differences contribute to the overall understanding of the various factors that make up such a conceptual phenomenon.

6- Relevance - each question must be truly relevant and necessary in contributing to the research question.

Each question in this study was carefully selected to explore the various facets of the research aims. One way that relevance could have been further ensured is through conducting a pilot study to test the effectiveness of each question. It is considered that if the study were repeated or furthered that piloting the quality of the questions would be an important step in ensuring they are truly relevant and necessary. One way that this would have been helpful in this study is in evaluating the usefulness of Question 11, "*how closely does Scouting relate to your occupation?*" Although originally intended as a gauge of whether participants volunteer to supplement their paid work or as a form of escape from their day job, it is conceded that the question could be restructured to enhance the data that it produces, as the quality of responses varied greatly. From a straightforward 'yes' or 'no', to conflicting answers regarding the same or similar jobs, perception of similarities in their volunteering and paid jobs was a difficulty that the design of the question encouraged. For example, some respondents cited that their occupation was in healthcare, but perceived completely different parallels between their work and Scouting. Overall the design of the question resulted in the relevance of responses being limited in the contribution it could make to answer the research questions.

7- Exhaustiveness - sufficient response alternatives that all respondents can answer the question.

The consideration of response alternatives was largely negligible due to the open style of the questions, which resulted in ample opportunity to record true responses, without limiting the participant to making a choice between options. The questions asking for demographic information contained options to fit any adult volunteer. The decision was taken to remove the option to select a 'don't know' or 'rather not say', due to the perceived ease of selecting such options rather than gain a true response, in the hope that the respondent would instead select the most appropriate category for them. However, the respondent was not obliged to answer any question and was able to move onto the next question if they felt truly uncomfortable recording their true response. The decision to do this unfortunately left a negative effect on response rate, as providing this option allowed some

respondents to skip questions that required an amount of thought beyond the surface level. With hindsight, perhaps it would have been prudent to heed Robson's (2011) advice, "Don't allow people to skip questions." (p.378). Question 11, which asked participants to rank the statements in order of their perceived importance, could also have been criticised for limiting responses to a choice of seven ways in which volunteers could be rewarded. However, this was followed up by asking respondents for other factors that were important to their feeling of reward, deliberately structured as an open question to invite a sense of interest in as many factors as they wished to discuss.

8- Inclusiveness - alternative responses should be mutually exclusive.
This consideration was largely negated due to the use of open questions, but was considered in the use of demographic questions. Categorizing age groups, years of involvement and average weekly time involvement required each category to be mutually exclusive. This was achieved by providing categories that could be considered both broad (in order to protect the sensitivity of asking a person their age, for example, in Question 15), but fairly specific in pinpointing their stage of life (measured in brackets of ten years). This had the advantage of indicating whether a respondent might be likely to be retired from paid work, or whether they might still be in education, which could indicate a level of volunteering experience and the differences that these contributing factors create.

Data Analysis
Having designed an appropriate data collection tool, and considered the ways that data could be created and interpreted, the way in which the data is analysed is therefore the next logical consideration. Designing a tool that has a considerable level of crossover between two epistemologically separate techniques implies that data analysis tools must be employed with a similar level of pragmatism. Issues of internal and external validity and reliability aside, the task of analysing data from such wide and varied contributors has been challenging to assimilate. Since there are no clear and universally accepted conventions for analysing qualitative data, the prospect of interpreting data carries very different conceptual baggage to the analysis of quantitative data (Robson, 2011).

The technique that Kvale (2007) refers to as '*bricolage'*, provides the overall basis for data analysis for this research. Without following any specific research design, a mixture of approaches to the analytical method is also required. A tactic to generate meaning, the 'inductive' approach (Silverman, 2006) works on the premise of uncovering connections and structures in order to suggest a premise or theory. This is opposed to a 'deductive' approach, seeking to deduce meaning based on already established theory. Using a deductive approach would reduce the unpredictable vagaries of human life to error or variability (Clegg, 2010), and so is not suited as a tool to analyse the phenomenon of volunteers in Scouting.

Within this research, the analysis of the data has amounted to a search for 'plausible stories' (Sanger, 1996), based on the categorization, emergence of patterns and prioritization of the data. Although the concept of bricolage is inherently without rules in its approach, it is evident that without realising, the process of data analysis in this research has followed "a fairly classic set of analytic moves" (Miles and Huberman, 1994, p. 9). Their list of recurring features is reassuring in substantiating the process of the inductive approach. In the process of this research's data analysis, identifying a series of 'codes' that have arisen from interacting with the data was the first natural step, as there was a need to group similarities and recurring themes. Attempting to identify similarities in phrases, themes, sequences, relationships, and then using these to create a focus for further exploration assisted in the ability to gradually create a series of tentative assumptions and generalisations that demonstrate some consistencies in the results.

Of course, the analysis is as much of a test of the researcher as it is of the data (Fetterman, 1998). Robson (2011, p.468) lists a series of twelve "deficiencies of the human analyst" (adapted from Sadler, 1981) that relate mostly to the unavoidable element of judgment, but remind researchers that the analytical process may be impaired by their human tendencies. This might include the discounting of the novel or unusual response, since the researcher is looking for similarities and recurring themes. Additionally, a limitation was discovered in data overload (that is, when there is too much to remember, receive and process), something that was experienced in the process of completing this study. Being heavily invested in the

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world of the volunteer, from reviewing the literature, creating and releasing the survey, analysing results and drawing conclusions, whilst living immersed within the volunteer community has created the awareness of the effect that data-overload could have on the integrity of an immersive research project.

This awareness of the researcher's role can also be considered reflexively, encouraging a conscious consideration of researcher integrity. Differing subtly in definition to reflection, reflexivity concerns an ongoing self-awareness (Finlay and Gough, 2003) and requires researchers to "take stock of their actions and their role in the research process" (Mason, 1996, p.6). Finlay (2012) proposes five lenses of reflexivity to create a framework by which to assess the researcher's role, and how this may affect the research overall. Although Finlay's recommendations relate specifically to interviewing, they share many applications with the research design chosen for this study.

*1- **STRATEGIC** - methodological and epistemological self-conciousness, before, during and after the collection of data.*
Before collecting data, researchers must consider the issues their roles bring, such as their presentation, behaviour and planned approach. This was particularly important during the entire process of conducting this research due to the author already being within the Scout Association, and the effect that this might have on the study. Although involvement brings with it advantages such as access, insight and understanding, in order to avoid this spilling over into bias, a constant methodological self-consciousness overshadowed the research process. This aimed to avoid later criticisms of the researcher's influence on the data analysis. During the data collection phase, a constructivist approach and an inductive method were introduced from the outset. Since the subjects explored in the study contribute to the investigation of a phenomenon, beginning to make sense of the data even before all responses were collected played an important role in anticipating the various directions that the investigation might take. After the data collection phase, the need to provide a sufficiently transparent analytical method to address validity and reliability concerns became paramount. Justifying the use of an inductive, real-world approach is consistent with other researchers'

experiences for exploring a phenomenon and well-respected texts assisted in supporting and demonstrating this widely used approach.

*2- **CONTEXTUAL DISCURSIVE** - considerations of the social context and world of shared meaning.*

Throughout the process of establishing the place of the research in the social world, the consideration and awareness of identity was important in establishing the value of the research both in its own right, and in more broad socio-cultural contexts. This was done through a process of reviewing the body of previous literature which established the need for this organisation-specific research. Finding research that only generally addressed the types and motivations of volunteers, it was unsurprising to find nothing concerning the specific needs of scouting volunteers. Therefore, broad-sweeping general applicability could be taken from other research, but the need for research specifically within a Scouting context was established. There was also an awareness that structural dimensions encompassing nationality, ethnicity, race, culture, religion, sexuality and class were also a consideration. This became apparent during the exploration of texts relating to Scouting in countries outside the U.K. and the realization that situational context may affect overall applicability of findings to Scouting volunteers around the world.

*3- **EMBODIED** - the potentially significant implicit meanings of data*

The possibility that participants might be engaged in an implicit (non-written) way with their response highlighted a requirement for awareness that there may be an element of inter-subjectivity required. Attempting to engage with the research in a way that explores meaning, other than through the participants' or the researchers' lived experience requires a constant awareness of external influencing factors. Evidence of this was certainly evident when analysing the responses to Question 10, when participants are asked, *"have you ever experienced any difficulties with managing volunteers".* It is accepted that several factors might affect the response given by a volunteer, based on implicit considerations. These might include the desire for respondents to appear in control of the situation in which they are managing volunteers, rather than present themselves as an individual who has difficulties in completing their role. This is reflected in the

number of short answers given without explanation, often just, 'yes' or 'no', as this allows the respondent to believe they have answered the question appropriately, without leaving themselves vulnerable to scrutiny.

*4- **RELATIONAL** - the interpersonal effect of the researcher and the researched*
It is considered that the relationship between the researcher and the researched could overlap when considering all of the lenses of reflexivity. Relationships between these elements are of particular interest in researching a phenomenon because of the need to acknowledge and validate our personal bonds with others by acting from our hearts and minds (Ellis, 2007). Since we can never be truly neutral, objective and unbiased (Nicholson, 2003), it is important to consider the degree to which the researcher affects the informant. Separating what belongs to the researcher and the researched (Finlay and Evans, 2009) has been one of the most difficult considerations during both the data design and analysis process. It has been important throughout the design of this research to consider the researcher's roles in Scouting and their relation to the roles of others, and whether this has had an overall effect on their responses. Perceived role differences on the respondent's side may provide an element of self-preservation in considering carefully how they feel, or perhaps the need to officially 'put the record straight' on behalf of the Scout Association if their role is higher or more involved with the workings of the organisation. An additional element contributing to responses may be the perception that in changing role from 'Explorer Scout Leader' to 'researcher' more articulate responses are expected from volunteers due to the awareness that the research is being completed for academic purposes. By designing the survey in such a way that is not completed face-to-face, it is hoped that this goes some way to alleviating some of these issues.

*5- **ETHICAL** - protecting and respecting participants*
The process of data collection, from design to analysis, creates context-specific ethical challenges. Although Finlay (2012) concedes that whilst emotionally charged research may be distressing for some, others may experience a level of therapy and validation by feeling that they have been 'heard'. This reflexive lens offers a reminder that research should be mutually respectful, considering the

different and delicate social positions involved, in order to protect participants from any form of 'harm'.

This process of ethical consideration runs concurrently with the design of the research method. The ethical approval of this study was confirmed by the University of Central Lancashire BAHSS Ethics Committee Chair, based on the highly structured method for gaining approval, and gained before the collection of any data took place. Approval requires approval of a system for gaining informed consent of participants, protecting their identities and storage of data, all of which were carefully considered in order to safeguard both participants and researcher, and added a standardized level of integrity to the research. Scout Association approval was sought and granted from UK Headquarters, although it was not strictly required by their Policy, Organisation and Rules (The Scout Association, 2014), and permission to recruit volunteer respondents was also granted by the District Commissioner.

It is considered that the process of justifying the decision-making processes, choice of methods, methodological approaches and evaluating ethical, validity and reliability concerns has undoubtedly enhanced the overall academic integrity and competency of the research. A phenomenological approach has focused on attempting to understand "the characteristics and structure of the 'phenomenon' under study" (Tesch, 1991, p. 22). The understanding that the researcher holds a 'complete membership role' (Lois, 2003; Adler and Adler, 1987) also brought with it questions of bias and validity, requiring a reflexive approach. Seeking external validation from a carefully chosen Critical Friend reduced the potential for methodological criticisms, and the pragmatic, real-world approach to research design, data collection and data analysis is proof that qualitative research is not static but developmental and dynamic in character, with the focus on process as well as outcomes.

EMERGENT THEMES- CONTRIBUTING FACTORS

The diagram below demonstrates the range of themes that have inductively emerged from the data. The direction of the arrows depicts the direction of the flow of motivational factors contributing to the respondents feeling rewarded.
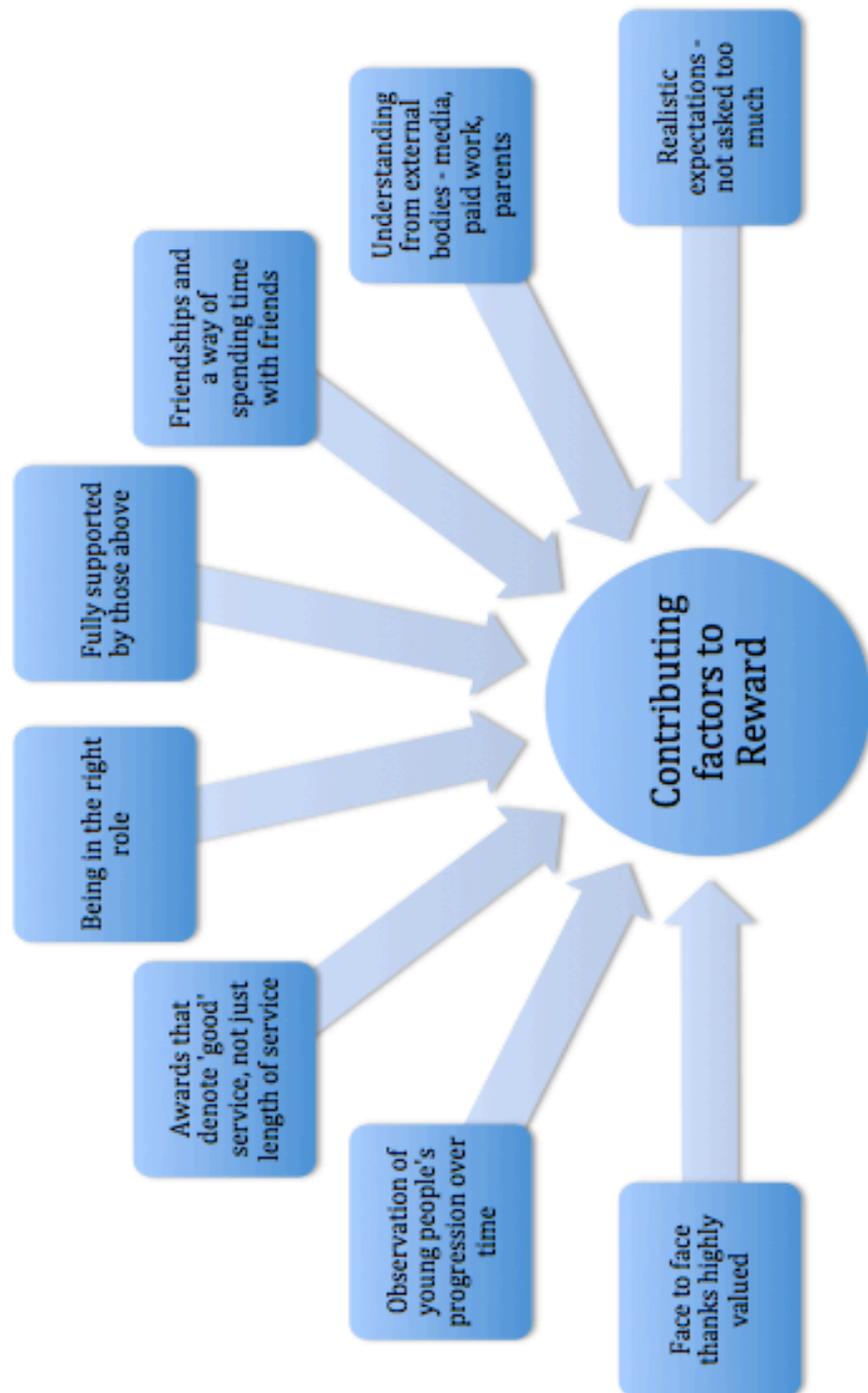
EMERGENT THEMES- DIRECTIONAL FLOW

This diagram represents the direction of motivational flow, demonstrating the ways in which motivational elements are rewarding and unrewarding.

IIN- CONTRIBUTING FACTORS
- positive recognition of external world / media
- friendships / relationships with fellow volunteers
- knowledge that you are providing a positive contribution
  - to Y P. - to society
- witnessing progression of YP - awards, learning
- face-to-face thanks from Y.P + parents valued
- official ways of rewarding hold some value.....

MOTIVATION & REWARD

OUT- DEMOTIVATING FACTORS
- Lack of understanding - purpose of organisation
  - not paid
  - of background work
- role - different / more difficult than what was anticipated
- unrealistic expectations - of parents
  - of other S.A. volunteers
- negative recognition from external world / media
- not supported by hierarchy of volunteer roles.
- lack of parents understanding + willingness to be involved
- official ways of rewarding ranked as not very important.

MAP OF THE DATA LANDSCAPE

The mind map below provided a useful means of beginning to map the data as it relates to the research aims, and how different themes interact with each other. Creating links in this way proved very useful during the initial stages of forming the discussion chapter.
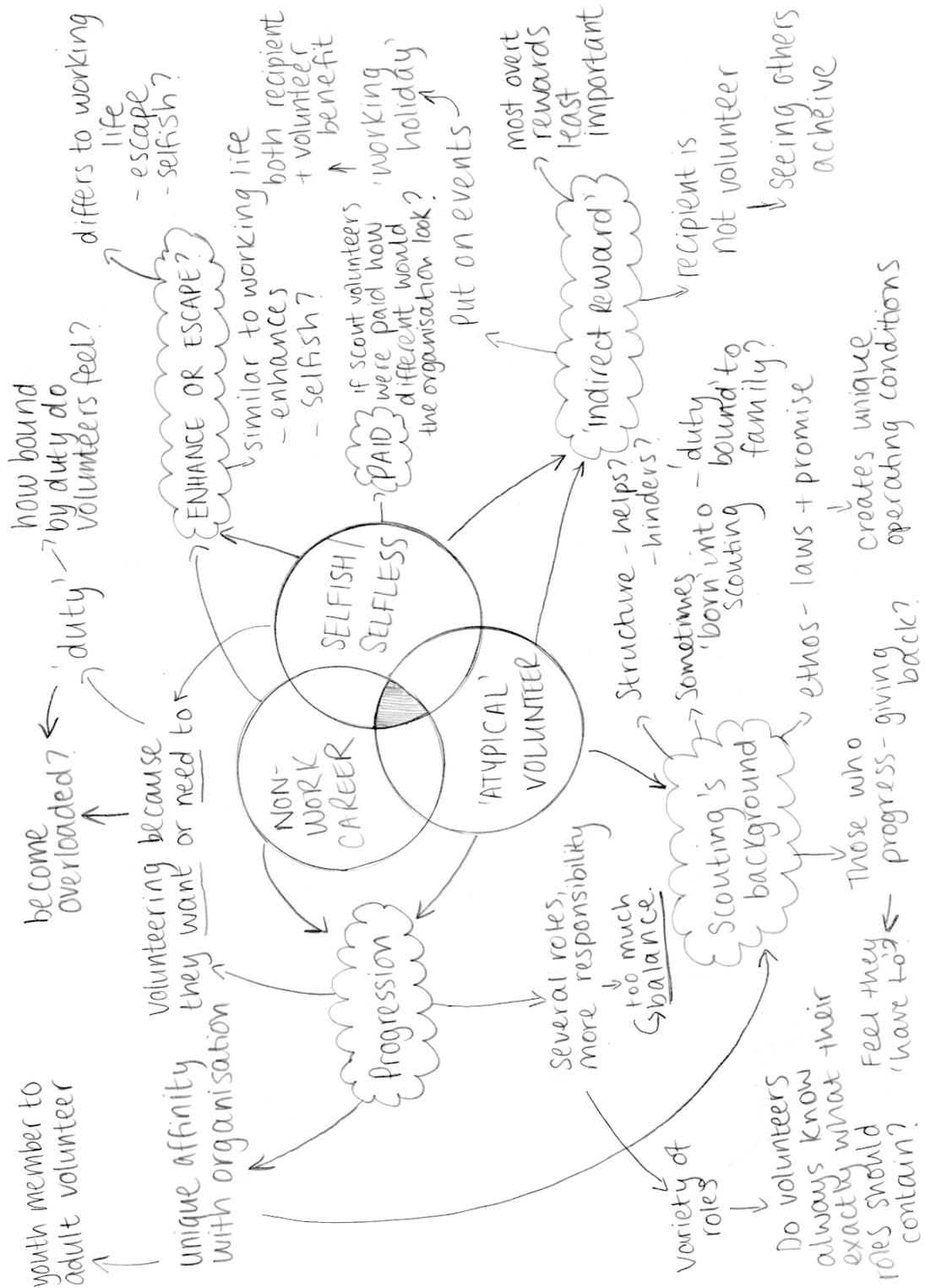
DISCUSSION

Through a process of systematic inductive analysis, the data provides a picture that both confirms and detracts from much of the previous literature. Responses to the online survey were, unsurprisingly, widely varied, but nevertheless vivid and candid portrayals of the respondents' viewpoints. Through the analysis process, it has been possible to distinguish themes and ideas that occur frequently, giving a general sense of the contributing factors that go some way to exploring the phenomenon at hand. The full catalogue of responses to the Survey Monkey questions appears in Appendix 1. As well as the inductive analysis on the responses to the 'open' questions, analysis was also conducted on the questions that focused on the demographics of the respondents. Ascertaining whether volunteers were male or female, their age, role/roles, the time they give to Scouting on a weekly basis, and the length of time they have held their role have provided important background and context in which to to ground their responses. Appendix 8 is a chart created from these responses in order to generate a more quantitative illustration of contributing factors. Combining these qualitative and quantitative responses has worked as intended in the research's design, creating a deeper field of knowledge than previous research, which has typically chosen one methodology.

Bearing in mind the intentions of the research's original aims has also assisted with the data analysis process:
1. Explore the concept of progressing in a 'non-work career' through volunteering in Scouting
2. Consider the notion of selflessness and selfishness as a contributing factor to reward for Scouting volunteers
3. Assess to what degree the unique ethos and social background of Scouting creates 'atypical' volunteers.

From attempting to analyse the data in a meaningful and useful way, it is observed that many aspects of the three areas overlap and inform each other of the contributing factors to inform each response given. However, in order to address the aims of the research effectively, the intention is to focus on the key elements

from within each aim, regarding the areas of overlap as useful links between themes.

Progressing in a 'non-work career'

The concept of leisure careers has been explored at length in previous literature, and links to discussions on differences in long and short-term volunteers as well as discussion on roles, progression and satisfaction.
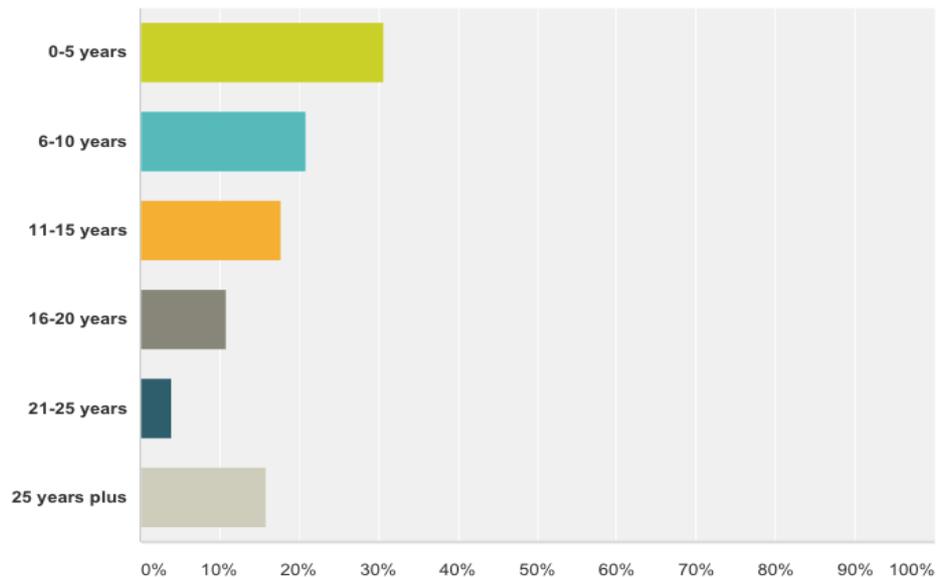
Figure 10: Responses to Question 4.

The responses to Question 4 (shown in Figure 10) suggest a generally wide and varied spread amongst length of volunteers' commitment in the sample, confirming at a basic level that Scouting volunteers are indeed 'long-term volunteers'. The possibility of this was explored in the literature review, with McCurley and Lynch (2001) identifying that such volunteers identify with a strong sense of affiliation and strong emotional investment, fulfilling Stebbins' (1992, p.3) requirement to 'find a [non work] career therein', which inherently suggests a long-term commitment. However, the highest proportion of volunteers featured in the 0-5 years category (30.69%), and it is considered that this might have the implication of obscuring the contributions of data provided by the most long-term volunteers. What is also of interest is the comparatively large amount of respondents in the '25 years plus' category. At 15.84%, this is more than in both the 16 to 20 and 21 to 25 year categories (total of 14.85%). Producing the graph

also helpfully shows that there have been sample is representative of volunteers at all stages in their Scouting careers.

As well as length of service, exploring the weekly commitment levels of respondents has also been helpful in establishing context to the variety of responses that has been produced by the survey. Question 3 (results shown in Figure 11) in the survey asked respondents to report how many hours a week on average they gave to Scouting. The results produced a true sense of the level of commitment that volunteers give to their role, or roles. Although it is noted that these figures could have been exaggerated due to the self-assessment nature of the question, the results point to a body of volunteers who truly do have another 'career' aside from their professional lives, with hours in excess of some part-time paid roles.
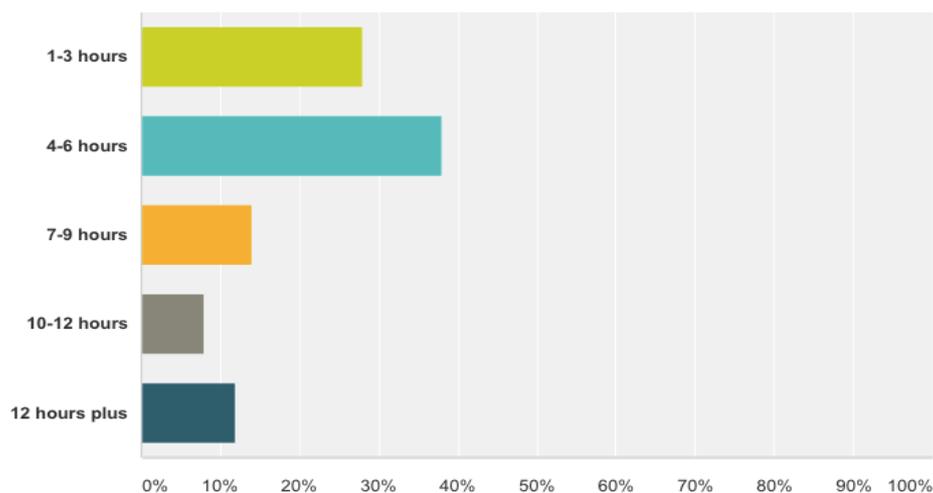
Figure 11: Responses to Question 3: As a Volunteer with the Scout Association, how many hours a week (on average) do you give to Scouting?

A key theme that has dominated volunteer research and literature previously, and which has also been identified in this study is that of the roles that volunteers take up. Much published 'self-help' is available to would-be volunteers to assist in their decision in what type of volunteer role to take up, whilst other literature (most notably, Kirkland, 2006) advocates the satisfaction of volunteers being partly based on the clear outlining of roles in order to manage volunteers' expectations and satisfaction. Defining roles in terms of a 'job description', as you would expect to see when advertising a paid role, is actually something that the Scout Association does very well at a national level. Appendix 6 shows the very clearly

delineated differences in expectations between a Section Leader and Assistant Section Leader.

Creating clearly outlined roles in Scouting creates a sense of structure and uniformity for the organisation, and, similarly to a workplace job description, assists in defining the parameters of responsibility. However, placing volunteers effectively, where the needs of the individual and the organisation are mutually satisfied, is more difficult than it sounds. Dissatisfaction relating to roles, boundaries of responsibility and the tenure of conflicting roles are all reported often by Scouting volunteers. Whether volunteers are satisfied in their role therefore directly links to whether they feel rewarded and motivated to continue with their involvement. Responses to Question 14 (Figure 12) showed that of the 90 respondents (those responding that they held a primary role), 47 also held a second role, 29 held a third role, and 12 also held a fourth role. It is considered in the case of Question 14 that the low response rate could be a result of the participant feeling vulnerable that disclosing their role might compromise their anonymity.
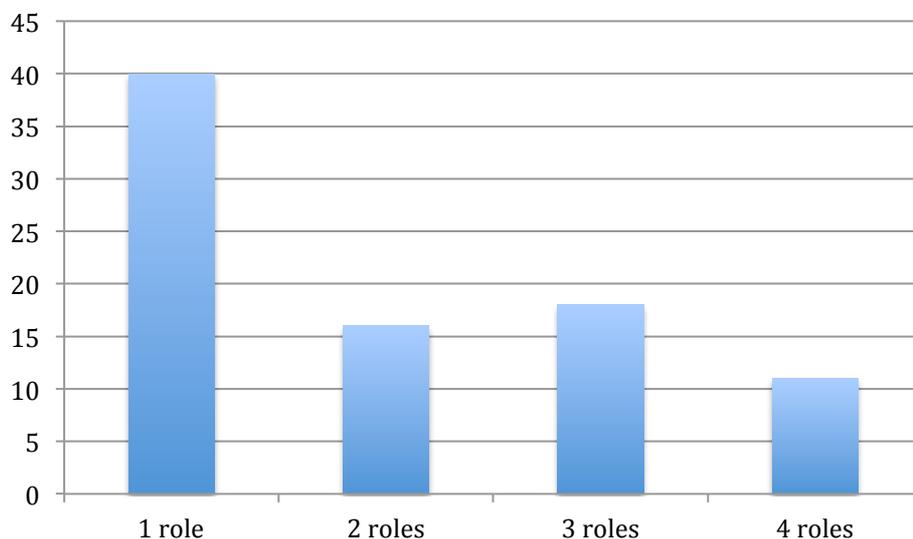
Figure 12: Responses to Question 14 - What is your role as an Adult Volunteer in Scouting? (if you have more than 1, please include these too)

Respondents gave their role titles in response to Question 14, rather than just the number of roles that they held, assisting in identifying the wide variety of roles that are taken up by the sample. Requiring differing levels of responsibility and

time commitments each week, the responses included leadership and administration roles, as well as roles at Group, District, County, National and International level. To demonstrate the variety of roles that the respondents listed, Appendix eight is a word cloud indicating recurring role names/descriptions in direct proportion to their size on the page. There was also a definite sense that respondents were proud of the variety of roles that they held, which could be determined by the role titles that included such roles as 'manager', 'trainer', 'co-ordinator' and 'assessor'. All of these role titles evoke a sense of superiority, suggesting the potential of importance for the way that roles are named, although this would need further investigation to be substantiated as a truly motivating factor.

Fifty-five of the 90 reported their primary role to be a leader or assistant leader in either Beaver, Cub, Scout or Explorer Scout sections, whilst eight held more supervisory roles, such as Group Scout Leader (GSL) or Assistant Group Scout Leader (AGSL). Eleven respondents held District roles, mostly responsible for a particular section or activity, but some were also involved in the management of the District as a whole. Nine respondents' roles involved work at a County level, with some at the top end of the County hierarchy in Assistant County Commissioner (ACC) roles.

Secondary roles (47 in total) were again dominated mostly by leadership roles within sections, indicating that some volunteers may lead within two different sections. Holding a dual leadership role has implications for training, requiring volunteers to embark on two sets of training, as it is usually section-specific. District roles accounted for 11 secondary roles, in various positions from formal and requiring regular input, to those required on a lesser basis, perhaps only committed to three or four times a year.

Those with a third role were predominantly in advisory roles, or were engaged on an ad-hoc basis. Scout Active Support Unit (SASU) featured prominently, which is often considered a secondary or background role on an ongoing basis in addition to other roles. Leadership roles only accounted for four of the 29 third role respondents. Committee members and training advisors featured, as did advisory

roles for training and skills such as shooting and climbing. Roles in relation to specific events were also observed, ranging from local large events on a yearly basis to those held every four years on an international scale. Of the nine respondents holding a fourth role, none were in a leadership capacity. Supervisory or committee roles featured heavily, either by sitting on an assets or appointment committee, being an advisor for nights away, or acting as head of finance at a large event. Again, SASU was present in the fourth role category.

With respondents reporting their actual role titles, a sense of difference between those holding foreground and background roles also emerged. For the purpose of this investigation, those holding roles SL and ASL or District versions thereof as their primary role, have been separated from those holding other roles, and those holding SL or ASL positions as secondary or tertiary roles. In separating these, a small but notable difference has been observed in their responses to Question 8 - *Do you ever feel that too much is asked of you in your Volunteer role?* (Figure 13).
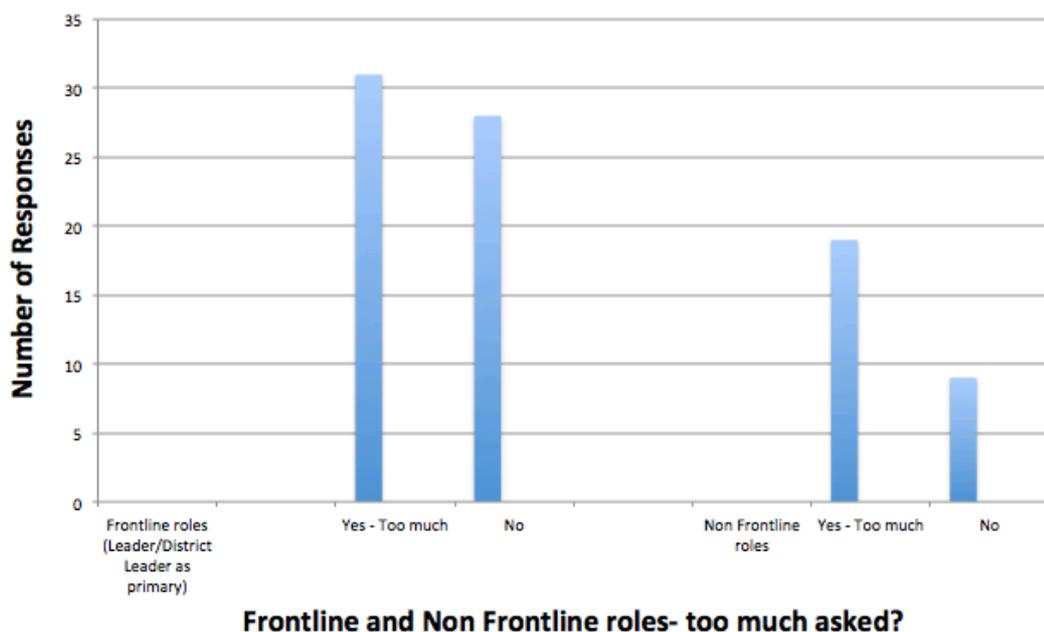
Figure 13: Responses to Question 8, separated into frontline and admin roles

The potential for inference stems from the observation that many more 'frontline' respondents report a feeling that too much is being asked of them than non-frontline roles. However, this tentative observation is qualified by noting that both groups have a large proportion of those who do not feel that too much is asked of them, and in the frontline roles, this figure is much closer to those that do. One way

that this result could have been affected, though, is by those who hold a single role, where the likelihood for being overloaded is significantly less than those who hold multiple roles.

Considering the results of Questions 3 and 14 together, respondents occupying multiple roles may explain the varying but altogether high amounts of time given to Scouting per week. This level of commitment helps to confirm the belief that Scouting might be Serious Leisure, as proposed by Stebbins (1997, 2001). It is also considered that holding multiple roles might involve the two other types of Stebbins' leisure definitions; casual and project-based. For example, if the primary role is leadership based, this would be considered serious leisure, since through a regular and ongoing commitment, a definite 'leisure career' can be observed, and specially acquired knowledge, training and skills are obtained. If the volunteer then also holds a secondary role related to assisting with the organisation of an event, such as 'logistics head on an international Scouting event', this would constitute 'project-based' leisure, confirming that the types of leisure are not necessarily separate and distinct, as Stebbins assumes. Third roles where volunteers are required on an ad-hoc basis, such as SASU membership indicates aspects of casual leisure according to Stebbins' outline, lending support to the difference between Scouting volunteers and those in other organisations.

Selection of roles can also be considered a delicate balancing act that causes consternation amongst the volunteer respondents if not done with deliberation. Some respondents hold a selection of wide and varied roles simultaneously (detailed in Question 14 and shown in Appendix 8), and the suitability and significance of these are highlighted in their responses throughout the course of the survey. It is noted that in Scouting, often the allocation of roles and placement of volunteers is not always in the most deliberate way, often based on necessity rather than the particular wishes, needs and/or skills of the individual. It could be said that some volunteers allocated to certain roles are not suitable for the role, although willing, which is something that Kirkland (2006) acknowledges is an issue for many volunteer recruiters. Although Kirkland's work is focused on volunteers in sports clubs, it could be said that this issue is in agreement with

other volunteer organisations and demonstrates that such operational difficulties are reassuringly shared amongst other organisations.

When considering the responses to Question 8 overall, there appears to be a clear divide between those who answered 'yes' (40 of 91) and 'no' (38 of 91), as demonstrated in Figure 14. The remaining 13 respondents said that 'sometimes' too much was asked of them, and it could therefore be said that some of these fall under the 'yes' category, since most of them qualify their statements with additional information that confirms this. Others that detailed 'sometimes' in their answer did not leave supporting information, and so cannot be so easily categorised.

This half-and-half divide becomes more illuminating when considering the more complex responses, and there is a clear discrepancy between those who feel they are able to say 'no', limiting the amount of time they give to their volunteering roles to a level they are comfortable with, and those that do not feel able to do so. Responses vary between:

"You just need to ask for help"
"If you don't like it, you can say no"
"I'm old enough to say NO"
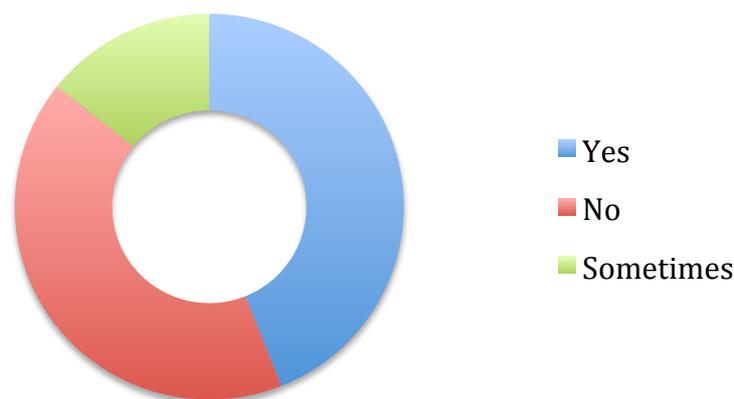
Figure 14: Diagram of responses to Question 8.

These respondents seem very self-assured that there is an option to decline, but many other responses directly oppose this. The feeling that it is difficult to say no is exacerbated for volunteers when they feel that if they decline, there will be

nobody else to complete the task, resulting in a knock-on effect of reducing the quality of Scouting for young people. Respondents have reported feeling guilty if they are unable to accept a new task, but the feeling that it is *"always the same people who are asked, and they are generally the busiest"*. This creates a moral dilemma for those who feel they are not able to accept; their enjoyment of Scouting often seems dependent on the feeling of being able (or not able) to help more.

One of the most important factors in feeling as if too much is asked of volunteers is fitting their Scouting in around other commitments. Work and family life may mean that volunteers have to say 'no' - and as discussed above, this proves easier for some than others. Some respondents report being well supported by other volunteers, who allow them to get the volunteering-life balance right. Others feel frustrated that others do not take on their fair share of volunteering duties such as preparation, leaving some feeling overloaded. This sense of being overwhelmed by their Scouting-life balance is echoed by many a respondent. If their working life is perhaps not very understanding or accommodating of their Scouting, this results in volunteers feeling frustrated. For example, working at irregular times prevents a regular Scouting commitment, resulting in volunteers' frustration.

A further issue reported by several respondents was the way that their role had not developed as they anticipated. Respondent 79 reports their original intention to be in an 'occasional helper' role. However, the role burgeons into leading a section, a large increase in responsibility and overall involvement, and the feeling that their expectations have been negatively exceeded is palpable. Another respondent also reports their role *"turned into a major task"* when assisting with the organisation of a major international event, suggesting that the role was not initially as expected. Some respondents established that the expectations placed on them are over and above what could be expected as a volunteer. Respondents suggested:

 "Sometimes we are dealing with issues that would be tough if you were earning a wage"

"Sometimes we are expected to deal with children who would get extra support and money in school and yet as volunteers we sometimes have little support in this."

It is felt that many of the responses that relate to expectations being negatively exceeded are steeped in frustration, sometimes anger, and sometimes guilt, that the volunteer is unable to do more to help their Scouting cause. One possible source of this clearly evocative subject is the possibility that volunteers feel that they are not always in control of the time they give.

Much debate in the literature review took place, attempting to agree on the "essentially contested concept" (Gallie, 1964. p. 157) of a volunteering definition. Despite a wealth of potential inclusions, one element that is agreed in many definitions is that volunteering does not offer monetary reward (Clary, Snyder, Ridge, Copeland, Stukas, Haugen and Miene, 1998; Penner, 2002; Finkelstein, 2009; Jessen and Kristiansen, 2010). The assumption is therefore made that pay, of any kind, was therefore assumed to be discounted as a factor in both the motivation and reward of Scouting volunteers. However, the respondents had other ideas, mentioning the concept of '*earning a wage'*, *'money'* and *'being paid'* which is an interesting and unexpected insight into the mentality of their expectations and problems that arise from this.

Their frustration continues into a noticeable feature of many responses that mention the concept of pay because outsiders have a perception that they are paid. It is difficult to ascertain whether this is a problem caused by inaccurate perceptions of those outside the organisation, or whether it is more of a reflection of frustrations of Scouting volunteers. The level of sensitivity regarding the issue of pay draws attention back to the concept of motivation and reward, and infers that lack of pay is somehow used as a 'currency' amongst volunteers. The desire for volunteers to make it known and understood that they are not paid therefore forms a tool by which to demonstrate their selflessness. It could be said that in fact, this need to overtly distinguish the altruism shown by some volunteers is a form of reward, providing a form of social capital that can be used to demonstrate their character in non-Scouting environments. Further research could determine more a more accurate picture of the perceptions of pay inside and outside of the organisation, in an effort to determine whether there is a lack of external understanding, and to what degree the concept of pay and selflessness are interlinked, and therefore the degree of social capital obtained as a result.

Responses to Question 6, 'Has there ever been a time when you have felt that your Scouting Volunteer efforts have gone unrewarded?' included several mentions of pay:

"I am convinced they think we are paid"

"Some [parents] actually believe we get paid for being leaders!"

"There sometimes seems to be an expectation that the volunteer has the same amount of time available as paid member of staff."

One strand that could link these frustrations together is the concept of expectations; those of the volunteers, those of the Scout Association nationally and locally, and those who put their children into the care of Scouting volunteers. A lack of understanding and inaccurate perceptions contributes to frustrations for volunteers - perhaps what they desire is acknowledgement of their contribution? In a traditional working career, acknowledgement might be easily seen in the form of financial reward, and so the two are paired unconsciously in Volunteers' minds, despite their knowledge that they will not be paid financially for their volunteer work. It is considered that in paid work, expectations are often laid out very overtly by the job description, indicating a clear outline of where the level of responsibility stops. Rarely are employees asked to step further than originally agreed, and rarely are the motivations of employees questioned - it is assumed that a basic reason for working is to earn money. It is also accepted, of course, that other factors influence the level of reward that workers take from their roles, but overarching this is a level of fair remuneration for time, either negotiated between worker and organisation, or overtly communicated.

The result of a combination of the assumption that workers must be paid for their effort, and the expectation that childcare is a paid-for commodity, may result in parent expectations being misaligned with that of a voluntary organisation such as Scouting. It would seem from the responses that these difficulties represent a key link to feeling rewarded for Scouting volunteers, and parents also provide the key to the success of the organisation - their children. However, misaligned expectations and misguided assumptions have presented difficulties for respondents in their various roles. One highlighted concern is the complications in parents' abilities to differentiate between the various 'services' that provide for

their children. It is considered that since parents are paying (usually in the form of subscriptions) for their child to be involved in Scouting, there may be an element of confusion with other extra-curricular activities in which parents pay to engage their children, such as music lessons or sports, where professional (and paid) professionals teach or care for their children. Therefore, there may be an assumption that a professional level of care and progression will take place, as one would be expected to progress in skill level by paying for music lessons. Adding to this may be the perception that since badges of achievement are involved in Scouting's programme, that parents are not 'getting what they pay for' if their child is not achieving badges. Expectations of parents are often difficult for volunteers to satisfy, as one explains:

"Parents who are not prepared to volunteer and think we should be held accountable for when their Scout does not achieve what they believe is an adequate level."

The difficulty is therefore the differences in understanding between those inside the organisation (volunteers) and those outside (parents). These difficulties result in volunteers reporting that their motivation to continue volunteering suffers when they feel that parents are "*ungrateful"* and use the volunteer's Scouting service as a "*babysitting service*" or "*crèche*" which would usually be paid for by the parent for the attention of a trained professional. However, upon hiring professional childcare services, certain expectations are placed on that person to care for their child. The feeling of being unrewarded by lack of parental understanding is one of the key reasons why respondent reported feeling unrewarded in Question 6.

Once again, the feeling of a need for occasional thanks, an understanding that volunteers are not paid for their time or effort, and the acknowledgement that volunteers are doing their best is prevalent. One question that the survey data raises is the difficulty in understanding the reasons why parents involve their children in Scouting if they are not interested in the organisation, aware of the organisation's aims and how it operates. Of course, the data cannot tell us this as it is contributed from the side of the volunteers, but the lack of interest in parents does offer a difficult challenge that could be explored further in future research, since this study has flagged the issue amongst those engaged in the organisation.

In consulting with the Critical Friend regarding this recurring and obviously fundamental volunteer concern, he surmised that this difficulty could be the result of the way that parents might never have crossed the 'leadership line'. The person selected to take on the role of Critical Friend for this study was chosen for this very reason - he was a Scout as a child, has children who have been involved in Scouting, has been a Scouting volunteer himself, and does not currently hold a volunteer role. Consulting with him on a personal level has led to a series of insights based on a deep level of understanding of the organisation, as well as experience as a parent and volunteer. Upon discussing the issue of parental assumptions and understanding, the Critical Friend proposed that a parent's deficiency in the understanding of the association, their operating principles and the work that goes on behind the scenes may be to blame. Although frustrating for those who volunteer, the need for honest communication between the two parties is clearer than ever, and demonstrates a fine and delicate line between feeling rewarded and frustrated.

A 'lack of understanding' between those within the organisation and those outside continues in the survey responses as a key theme linking directly with paid employment. One way that respondents believe would assist in improving their motivational situation is through a greater level of understanding by their employers. The difficulty lies in the way that employers are often impressed by Scouting volunteers at interview, *"it has very much helped in providing some great examples in job interviews and has no doubt improved and developed the skills I use in my job"* and *"I have been told that having Scouting on my CV is an amazing thing"*, but once hired, employees feel that their volunteer work could be supported better by their employers.

This understanding could have the additional benefit of volunteers being able to support other volunteers on events without the concern that valuable paid leave must be conserved for a personal or family holiday. Ultimately from doing this, Scouting events are often left understaffed and struggling, creating more work for the fewer volunteers that are available, due to the unavailability of the majority of supplementary volunteer leaders. Although these responses create difficulties with

implementing more helpful systems to ease the issue of time, it is important to realize the concerns of such a committed body of volunteers in order to understand the influences and constraints on their volunteering time in order to begin creating an environment in which it is easier to give their time.

The dynamic between Scout volunteers and their employers uncovers several issues which stem from one motivational need: recognition. The same as the need for recognition from parents, the need for employers to recognise, in some way, what volunteers give in their spare time to Scouting. As the respondents suggest from their survey answers, Scouting can be an 'expensive' hobby. However, this 'expense' takes several forms, not just monetary, and the point is made that although volunteers' time is given of their free will (Abimbola, 1997), time is an expensive commodity. Suggestions for recognition and understanding mostly surround the use of paid annual leave for Scouting activities:

Employers should recognize the service Scout volunteers provide to the community and education of young people, like they do for members of the T.A. Volunteers often give up annual holidays to take Scouts on camp etc- we do it because we enjoy it but it's still very tiring (sometimes, in a good way, sometimes, just needing another holiday) often paying for ourselves as well... this may mean taking unpaid holidays (and may account for some leaders not being able to attend camps) making Scouting an expensive (£:time) hobby.

The volunteer in this case makes the point that gaining understanding from employers eases the delicate balancing act of time and work. This has the dual benefit of volunteers feeling recognised by employers as giving their free time to a valuable cause, whilst being able to support other volunteers on events without the concern that valuable leave from their employment will be used for Scouting activities. Although creating this reality would be costly to the employer and likely unrealistic to achieve, the difficulties felt by volunteers in this way is ultimately a barrier to their volunteering reward and motivation. A knock-on effect of this is that Scouting activities are often left without the assistance of volunteers willing to help, but unable to do so because of work commitments. This creates more work for the fewer volunteers that are available, creating the potential for overload, and subsequently demotivation and dissatisfaction. Although these responses create

ultimately unachievable solutions to the barriers volunteers face, it is important to realize the value of time that such a committed body of volunteers give, as it helps understand the influences and constraints on their volunteering time.

Extending conversation on internal-external understanding, Question 7 asked respondents, 'Are there any things that you would change that would make you feel more rewarded as a Scouting Volunteer?" Answers highlighted the desire to be understood and appreciated by those outside the organisation. It could be said that many minority groups within society are besieged with misunderstanding from the outside world. It would seem from the responses that Scouting is no exception to this, and the volunteers report frustration at the lack of understanding, not just from parents, that contribute to difficulties within Scouting, and affect their volunteering experiences. This lack of understanding between volunteers and outside parties also causes concern in other areas. Respondents note that they feel that they would like to see *"more positive publicity to Scouting nationally"* and *"public attitudes to scout leaders to change as these can be negative at times"*.

The Critical Friend noted that there had been much in the way of negativity surrounding Scouting in the media lately, added with great sadness that he was unable to recall the last time he read anything positive regarding Scouting in the press. Volunteers seem keen to redress this balance, stating that they would feel more rewarded if there were "*better recognition from the local media"* and *"wider publication of achievement"*. Considering the social context in which the study has been conducted, it is of note to bear in mind that there has recently been a series of damaging high-profile cases regarding Scouting volunteers, all of which the media has covered with great fervor. However, for volunteers within the organisation, their frustration at the bad publicity the organisation receives is palpable, especially considering the passion that most hold for their Scouting role. There is a real feeling of a need for frustrated volunteers to show the 'outside' world how worthwhile their passion for Scouting can be. Doing this may go some way to aid parents and outsiders' understanding of 'behind the leadership line' and in turn create an environment where volunteers feel valued and therefore motivated by positive re-enforcement from those outside the Organisation.

It is through the discussion of money, time and recognition that we begin to address the second of the research's aims; the discussion of selfish and selfless-ness in volunteering. Much talk of the balance between these two opposing concepts has been made in the body of volunteering literature and the results of this study's survey further this continuation of discussion. The literature review explores the chronology of assumptions that have been explored in research to date and the arrival at an understanding that the volunteer rarely volunteers for completely selfless reasons. Nor does the volunteer give their time without receiving something in return, according to previous research (Pearce, 1993, Bennett 2001, Jessen and Kristiansen, 2010). Indeed, the well-respected Volunteer Functions Inventory (shown in Appendix 7) embraces this need for reciprocity by exploring the level to which respondents consider selfishness a key part of their volunteering experience. The difficulty in deciding upon what constitutes selfish and selfless motives, and whether they can be separate entities, is something that has extended from previous literature to the results of this study. Of course, in asking Scouting volunteers what rewards them most and least in the survey, invited a natural focus on what they feel they tangibly gain from their experience, but it nevertheless forms an important thread in establishing motivational reasons. However, there does seem to be some confusion as to what constitutes reward and whether volunteers' efforts and expectations of their altruistic contributions are equally matched. Question 6, which asks respondents if there has ever been a time when they felt that their Scouting volunteer efforts have gone unrewarded, presents a picture of respondents looking for some sort of reward, although it is noted that feeling unrewarded takes various forms.

Figure 15 demonstrates the large proportion of respondents who feel that their efforts have gone unrewarded (shown in blue) in comparison to those who feel that their efforts do not/have not gone rewarded (shown in red). The largest response contained 59 people out of a total of 90 and detailed the various ways in which they had felt unrewarded. This varied from simplistic *'yes lots'* answers, to a sense of acceptance, *'yes but that's life'*, and those that were much more specific. Those who answered that they had not ever experienced a time when they were rewarded included 24 of the 90 respondents. Again, responses varied from the unspecific *'not really'* and '*nope'* to more specific reasons, such *as 'never felt it to be*

relevant' and *'no, it's a personal matter and I know I am doing my best'*. The variety of responses and their often opposing differences demonstrates that volunteers are often expecting to gain some kind of reward, and the type of reward they are lacking is explored through the rich data that illustrates the surface-level response.
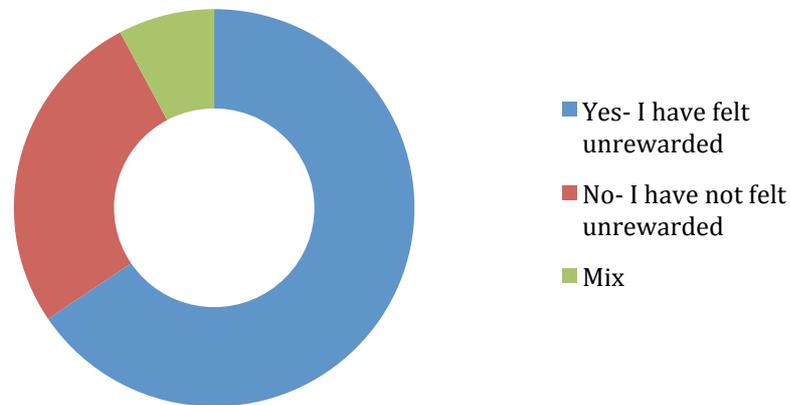
Figure 15: Question 6's positive and negative responses demonstrated in chart format for direct comparison.

This in combination with the variety of responses to Question 5 (Can you think of a time when you felt most rewarded as a volunteer?) presents a data set that is rich in variety and values. One notable way in which many participants felt most rewarded was the act of being thanked, a response that was prominent in Question 5:

"Being thanked by a young person who had achieved a hard earned award"
"When you get the handwritten thank you card when they move up to Cubs"
"One of my Beavers made me a card to say thank you for taking them to trooping of the colour"

One notable element of the responses above is the esteem in which the volunteers regard the thanks of young people who they lead. It could be considered that a young person thanking a volunteer could transfer a sense that they also respect the volunteer, leading to an increased sense of accomplishment and attachment to the organisation. Another source of appreciated thanks was through parents and ex-scouts, and it is evident that a seemingly easy way of showing appreciation can be considered one of the most effective. This is highlighted most obviously by the overwhelming result of Question 12 (Figure 16) where survey participants were asked to rank the statements in order of what was most important to them. Fifty-

five out of 92 of those surveyed rated 'parents and/or young people saying thanks at the end of an evening meeting or camp' highest of all seven options. The value of thanks as a low-cost and powerful motivational tool holds important implications for the organisation as a whole, especially considering that it is of no cost to the Scout Association, parents or young people.

It was even observed that some respondents professed their selfless acts and then go on to illustrate their example with a selfish trait. The difficulty seems to arise from the perception of what it means to be 'selfish'. There is an assumption in previous studies that this terminology is universally understood, but respondents to this study have forced a reconsideration of this preconception, especially when their commitment to volunteering is long-term.
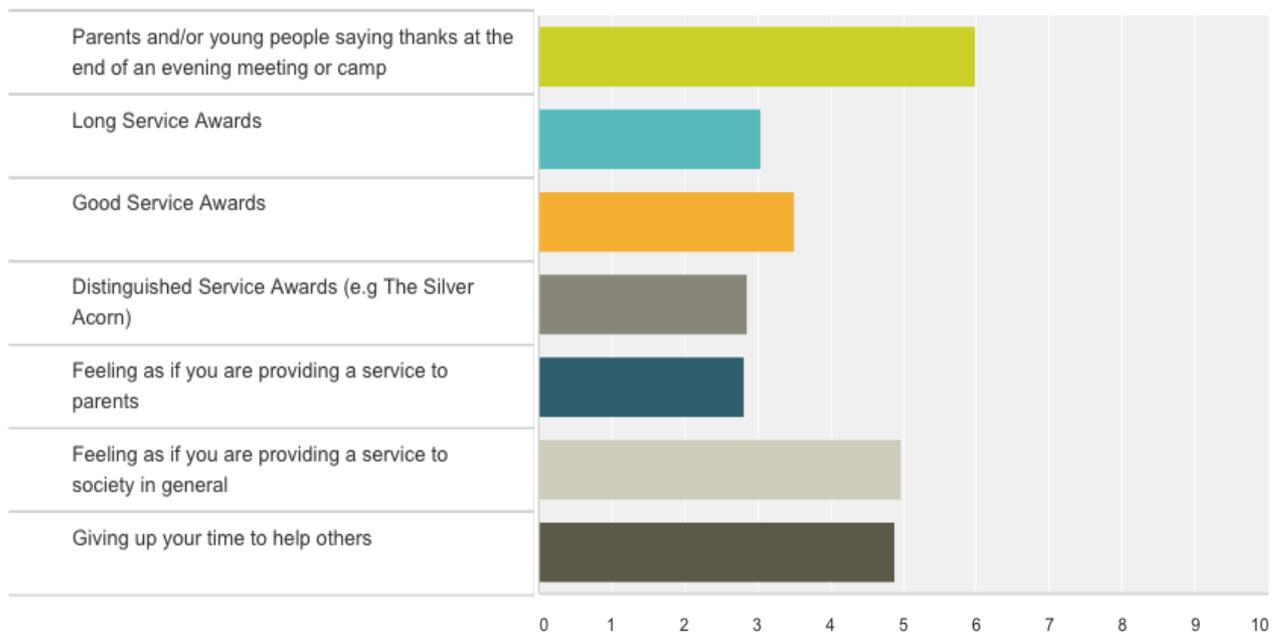
Figure 16: Responses to Question 12: Please evaluate the statements in order of which is most important to you in terms of being rewarded by Scouting.

Another overt method of reward is the tradition of awards. The Scout Association has a long tradition of awarding badges and certificates for long service and good service, awarded periodically to volunteers who fit the criteria. Medals of honour are also presented much more infrequently, usually as a result of an extended period of excellent service. Although these awards hold some providence amongst the respondents, their importance ranks far lower than other, less overt rewards in Question 12. One notable aspect is that 'good service awards' rank as more

important than 'long service awards'. Despite a subtle difference in title, the difference in how these awards are made is the key reason why 'good' service ranks higher. Long service awards are given much more frequently and to every volunteer, at intervals of five years since the beginning of their Scouting volunteer career. However, good service awards are far less predictable, being awarded only to those who are nominated, or considered to have made a high level of contribution over an extended period. The perceived rarity of such awards and the lack of predictability concerning who will receive them go some way to explaining their heightened value and reward upon receiving one. However, it is noticed that in Question 5, asking respondents to name their most rewarding experience, that these awards are only mentioned once out of a total of 90 responses. Due to the overt and formal nature of such awards, as well as the recommendations in previous literature to overtly thank your organisation's volunteers, it was assumed that receiving award would feature more prominently than they have.

It could therefore be questioned whether awarding volunteers in this way is actually effective or appreciated. Whether the Scout Association assume that their awards are most effective, or whether they are just the easiest way of overtly demonstrating thanks, the issue is that this value is assumed by the organisation, but not necessarily deemed as valuable and important by volunteers. In fact, tangible and overt ways of rewarding receive barely any attention from respondents in comparison to the more subtle and inexplicit ways that they feel motivated and rewarded. Interestingly, the most often-mentioned aspects of reward that volunteers feel are also the least selfish, taking their reward from the enjoyment and achievement of others. Respondents cited observing the enjoyment of others:

"When I ran my first winter group camp, watching the Scouts have a fantastic time"
"Seeing the young people challenged and enjoying themselves"
"When kids go home after a weekend away and say they have had the best time ever."

It is perhaps in knowing that this enjoyment has been facilitated by their contribution that rewards Scouting volunteers, and this 'indirect' fulfillment of their volunteering time is something that sits uncomfortably with previous explorations and theories. The focus in previous explorations has been on the

direct impact of volunteering experiences on the volunteer, whereas here, the fulfillment is witnessing the enjoyment of others. It could be argued that this is a very altruistic method by which to be rewarded, but it still gives something back to the volunteer which reduces the completely selfless nature of the experience. However, it does directly challenge the notion of traditional gratification, since the volunteer is not directly affected by the experience. This 'indirect' approach to receiving reward is also threaded through other experiences that respondents share in the survey. Scouting volunteers also cite the facilitation of achievement and learning new skills as a large contributing factor to their involvement in Scout activities:

"Seeing the look of pride when the young people achieve something they have been learning about, and then use it for the first time"

"When a youth member could tie a knot that they had been struggling with all night"

"Seeing the smiles on the faces of the Scouts as they enjoyed and learned a new skill that prior to the evening they all knew nothing about".

Again, these reports of 'indirect' reward challenge the usual concepts of gratification and reward, since the recipient is not the volunteer directly. However, these responses imply that facilitating the development of skills and achievement reflect a sense of innate social responsibility, in the knowledge that they are doing something good as volunteers, or in the traditional sense, 'giving back to society'. On a wider level, this notion of social responsibility extends to other social implications. Contributing to the improvement of skill levels, both physical and emotional, of young people, could be considered as the provision of a service to society as a whole, applying wider consequences to the place of Scouting as a service outside of mainstream education. Although not necessarily the outright intension of Scouting volunteers, one consideration is that their contribution is also valued on a political level, by providing an environment in which to focus on practical and social skills, rather than on academic skills as in traditional education. Providing a service such as this could have the effect of equipping young people with well-rounded skills much desired by employers, and in which case, the contribution of Scouting volunteers would extend far beyond comparatively trivial discussions on selfishness and direct reward.

Furthering this theme of education and indirect reward, playing their part in the successes of others continues to dominate the responses to the survey in other ways. Whether this constitutes presenting high-level awards to others, or seeing those they have led receive awards, witnessing the achievement of others was often mentioned as a highlight:

"When two of my Scouts were selected for the 2015 World Scout Jamboree in Japan; which I had encouraged them and talked them through applying for"

"When I see Scouts get their Chief Scout's Gold Award, knowing I helped them get it"

"Presenting Queen's Scout Awards to young people."

It is an interesting paradox to consider that Scouting volunteers often seem to gain their reward from giving others the opportunity to earn rewards, but there is an overwhelming sense that celebrating the achievement of others is an important part of the ethos of the association. This seems at odds with many of the previous assumptions and theories, as well as the social world outside of the Scout Association, which can often feel like 'every man for himself'. However what is not surprising is that this unusual reward has been brought to light by volunteers in Scouting - an unusual organisation. What seems to be common, fortunately, across these intangible motivating factors for Scouting volunteers is that those considered most rewarding are also those that happen most often. Adversely, tangible thanks and awards for good and long service are infrequent and unpredictable in when they can be expected. Moments of witnessing the enjoyment, achievement and learning of others, however, are almost guaranteed on a more regular basis, resulting in immediate gratification, on an ongoing basis, at a predictable level. This might explain why respondents report these reasons as being most valuable, since it is these smaller and more frequent events that result in an ongoing reason to continue volunteering.

Being involved in the facilitation of Scouting events remains a rewarding highlight, as well as the more regular Scouting explored previously. Roles that were more 'project-based leisure' (Stebbins, 1997, 2001) were enjoyed by respondents, often alongside a 'serious' leisure role in Scouting. Noted responses to Question 14 included '*AAC International*', '*gang show technical support', head of finance [major international camp]'* and '*head of logistics for [major international camp] 2014'.* All

of these were listed as secondary or tertiary roles, indicating a variety of roles which brings attention to the fact that events are very much a part of Scouting life, and aspects of these roles can be identified as a factor motivating the respondents to volunteer. It is considered that being involved in the organisation of events is also a factor that assists in defining the distinctive community of Scouting. The level of involvement in events that volunteers experience is demonstrative of their deep-rooted commitment. When the respondents discuss the concept of events, their enjoyment is often indirect and based on the enjoyment of others:

"End of a good camp"

"At the end of a large international camp watching Scouts leave with big smiles and tired eyes, good job done!"

"Taking part in organizing and running big camping events."

Whilst volunteers seem to take nothing from the event themselves, their reward comes from creating the opportunity whereby young people are exposed to new experiences, seeing them challenged and witnessing their enjoyment. Further to this, respondents often note the act of assisting in the organisation of events as a motivator - their reward is partly in knowing that they have played a part in providing the experience. However, this selfless attitude is in a difficult juxtaposition as volunteers do reap benefits from such events. Both selfless and selfish, it is considered that Scouting events provide the medium to become a 'working holiday' for some volunteers, delivering opportunities to extend the period over which they can witness enjoyment and therefore benefit indirectly, furthered by the opportunity to give the young people new experiences and spend time with likeminded volunteers and friends. Valuable leave from their paid working lives is often sacrificed to Scouting which is frustrating to some volunteers as it is clearly felt that they could give more to Scouting if they were unencumbered by financial or paid work constraints. However, this frustration shows a distinctly high level of commitment that Scouting volunteers are prepared to give to the organisation, as well as the degree to which they perceive the reward of their experiences outweigh these drawbacks.

Relating the previously discussed paid work and selfish/selfless-ness, the responses to Question 11, 'how closely does your Scouting Volunteer work relate to your occupation?' Figure 17 demonstrates the closely matched opposition of

responses. The blue portion represents those respondents who said that their occupation did relate to their volunteer work (46 of 89 respondents). Those who did not identify similarities with their occupation are shown in red (43 of 89 respondents).

■ Occupation relates
■ Occupation does not relate
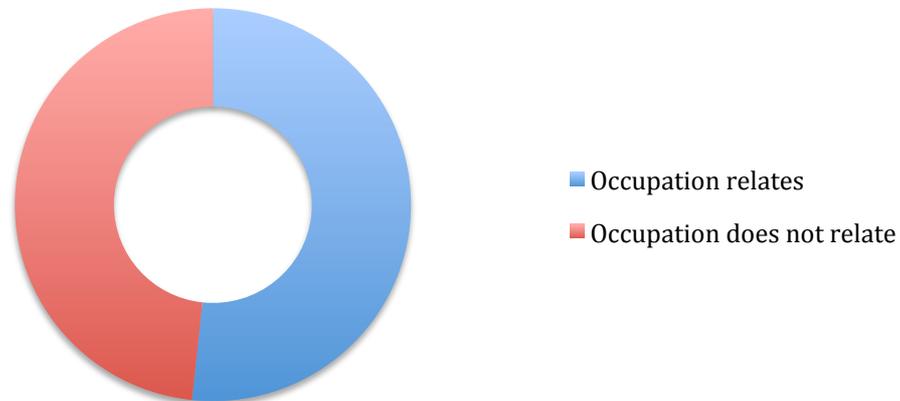
Figure 17: Responses to Question 11- 'how closely does your Scouting Volunteer work relate to your occupation?'

The intention of this question during the research design process was to explore whether volunteers engaged in volunteering work in order to supplement their working lives, or as a form of escape and variety from work. This throws the concept of 'volunteering as leisure' into question as well as the dynamic of selfish and selfless motivating factors. Using the results of Question 11 and measuring them against Ryan and Deci's (2000) Self Determination Continuum, a great deal of intrinsic motivation, inherent satisfaction and interest in the Scouting respondents was demonstrated possibly because their volunteering is self-determined. This means volunteers are more likely to be motivated by interest, enjoyment and a feeling of inherent satisfaction as they volunteer their time on a self-determined basis - because they *want* to volunteer.

However, those who give their time on a 'non self determined level' are more likely to merely comply with the organisation, rather than become actively involved, and respond better to external rewards or punishments. Based on the exploration of motivational factors for Scouting volunteers so far, it can be tentatively accepted that they are intrinsically motivated, rather than motivated by external factors, such as what they seek to gain from volunteering. However, the reason why this acceptance is tentative is the open nature of Question 11 which helps to illustrate

the difficulty in work role and motivational differences. From those who use volunteering as an escape:

"Very little that is what I enjoy"

"Nil that's why I was happy doing it, now retired"

"When I was working not a great deal. I was travelling the world in a high-pressure job... Scouting was my reality check."

There were also responses that detail the symbiotic nature of their volunteering work and paid work:

"Both involve working with young people"

"Very closely, I work as a secondary teacher"

"I am a primary school teacher. My role as a Beaver Scout and Scout Leader was helpful when applying to my university degree. I think my behaviour management strategies at school have been greatly improved because of my volunteer roles."

As Pearce (1993) highlights, volunteering might be a two way process of give and take, based on an exchange relationship in which the member secures benefits in return for their contribution (Lansley, 1987; Knoke and Prensky, 1984). Indeed, one definition of an association (in this case the Scout Association) is *"a connection or cooperative link between people or organizations"* (Oxford English Dictionary 2016). The use of the word 'cooperative' suggests a working relationship and the respondents to this question have confirmed this to be a correct assumption. Not only are the volunteers working for Scouting, but Scouting is working for them.

One potential difficulty that was highlighted by the variety of responses to Question 11 was the variability of how the respondents perceived their jobs to be similar to their Scouting work. In designing the study, this was not expected, but nevertheless raises some further questions surrounding volunteers' perceptions of how volunteering fits into their working lives. Two particularly interesting examples include:

"I am currently a student nurse. There are aspects of nursing that can tie into Scouting team working, leadership and caring to name a few"

"None what-so-ever! I'm an anaesthetic nurse."

The two respondents hold similar job roles in these cases, yet their perceptions of their role in work and in Scouting differs greatly. This highlights the possibility of those volunteers who choose to see their job as separate from their Scouting and those who use the links between the two to their advantage in both settings. The reliability of responses to this question in the survey are therefore called into question, as respondents were, it turns out, asked to report the perceived links between their work and Scouting roles. However, it is considered that this self-reporting is based purely on perception and that these may not form a truly accurate representation of the exploration of using Scouting as an escape from, or to augment their working lives, as was originally intended.

However, one potential for connection that could be more accurately made was the large number of responses that placed the volunteers' job role in a teaching environment, or at the very least, a role that supported young people in some way. Twelve respondents cited work in an area that involved teaching, education, engaging with young people or caring for young people in some way. The suggestion that could be made here is therefore two-stranded. The first is that those in these types of professions may seek out volunteering opportunities that assist in their work in some way. Scouting would not appear to provide much 'escape' from their day job! However, Scouting may provide an opportunity to try out new skills and techniques, as well as engage with young people on a more relaxed level, in a less professional environment. The second potential for inference relates to an important theme from both the research aims and the review of the literature.

In considering the U.K. Scout Association's context, background and cultural surroundings, as well as the ethos of the organisation in the U.K. and around the world, as well as the concepts of serious, long term volunteers in Scouting, certain inferences could be made with regards to the types of people that volunteer for such an organisation. The Scout Promise contains one particularly important clause and several other contributing factors that may help to understand the mentality of Scouting youth members and adult volunteers alike:

On my honour, I promise that I will do my best
To do my duty to [my] God and to the Queen,
To help other people
And to keep the Scout Law.

The undertaking to *'do my duty'* suggests a level of selflessness, which could, in some volunteers, extend to the way they operate in working and volunteer life alike. This could contribute to the reason that some volunteers give their working and leisure lives to young people - they feel in some way that it is their duty. This, along with the requirement to *'keep the Scout Law'* overtly demonstrates the culture and ethos of Scouting and what its adult volunteers are asked to demonstrate to the young people in their care.

The Scout Promise is something that separates Scouting from other organisations and provides members with a reminder of the purpose of Scouting, creating a sense of history and proud division from others. However, the promise of 'duty' also presents difficulties as there is the potential for doing one's 'duty' to spill into 'going beyond the call of duty' in order to fulfill the promise. If this is the case, Scouting volunteers can be considered Supererogatory (Heyd, 2012). With this, volunteers engage in an act that is more than required, but where a lesser course of action would also be morally acceptable. This differs from the concept of duty - where it would be morally questionable for an individual not do act. Palmer (2013) suggests that some people have somehow developed negatively tuned ethical lenses and therefore an inability to compute actions that go beyond this base level of societal duty. This study, furthering the work of others, shines a light into the 'blind spot in Western ethics" (Palmer, 2013; p. 3) exploring motivations that move people beyond mere mortal requirements into the realm of volunteering without obligation. This assumption that Scouting volunteers give more than 'required' is shown in the exploration of their survey responses to Question 8, asking *'Do you ever feel that too much is asked of you in your volunteer role?'* Although roughly half of respondents answer 'yes', and half 'no', the results in combination with Question 4, *'How long have you held an Adult role in Scouting?'* create an interesting sense of going beyond the call of duty, and a glimpse into the mentality of the Scouting ethos. Figure 18 compiles the results in a table of comparison.
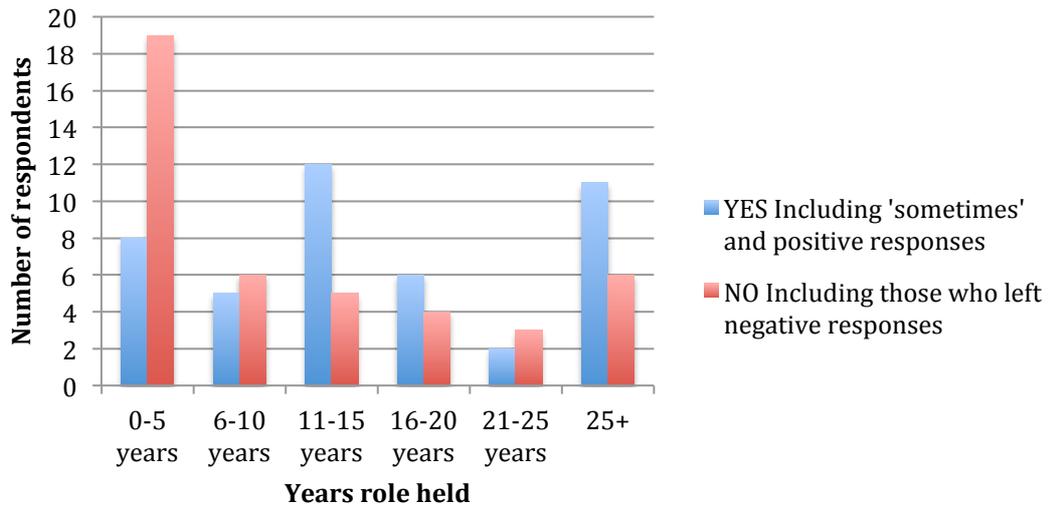
Figure 18: Chart detailing number of years a volunteer role has been held in Scouting, showing their responses to whether they ever feel that too much is asked of them in their volunteer role.

An interesting spike in the results of Figure 18 occurs in the 25+ years bracket, as the number of respondents reporting 'yes' or 'sometimes' is exponentially higher than both the 16-20 and 21-25 years brackets. It was expected in designing the study that in comparing these results, reports of dissatisfaction might decrease over time, since experienced volunteers have had the opportunity to negotiate the terms of their volunteering, in order to suit their requirements and expectations. However, this result comes as an interesting twist in the discussion of duty for Scouting volunteers. The question is raised whether volunteers are continuing in their volunteer roles because they are duty-bound, yet dissatisfied, or whether they continue in their roles as some aspects of their role/roles balance their overall satisfaction and dissatisfaction. Looking to the results of the other 'years role held' brackets, the responses at every stage of experience are very mixed, accurately reflecting the conflict that volunteers face. The exploration of these conflicts can be seen on page 87, where a mind map links and explores various conflicting facets of Scouting volunteering. However, it would seem that a general trend could be tentatively observed. In the first bracket, 0-5 years, there is a noticeable high in those who report that they are not overloaded. However, moving into 6-10 years, this margin of divide is greatly reduced. One reason that could account for this is the possibility that others see this bracket as more

experienced volunteers and are maybe asked to do more than those just beginning their volunteer career. This is supported by the results for the 11-15 years bracket that sees a significant increase in those reporting that they feel too much is asked of them. The 21-25 years category decreases significantly in both yes and no responses, but in direct proportion to the number of respondents that identified with that category.

It is also noticed that alongside the time volunteered, the proportion of those taking on additional roles (rather than a single role) balances out to form a picture of volunteers that was not expected. Figure 19 shows the balance of age and the number of roles taken on. Given that age and experience can often be considered linked in Scouting volunteers - in that often they progress from a youth to an adult role in the organisation (Figure 20) the number of those taking on additional roles correlates positively with the number of years volunteered and feeling of being asked to do too much. It is mooted that with experience, volunteers are asked, or feel they are able to, take on additional roles, which disrupt the balance of their previous, singular role.
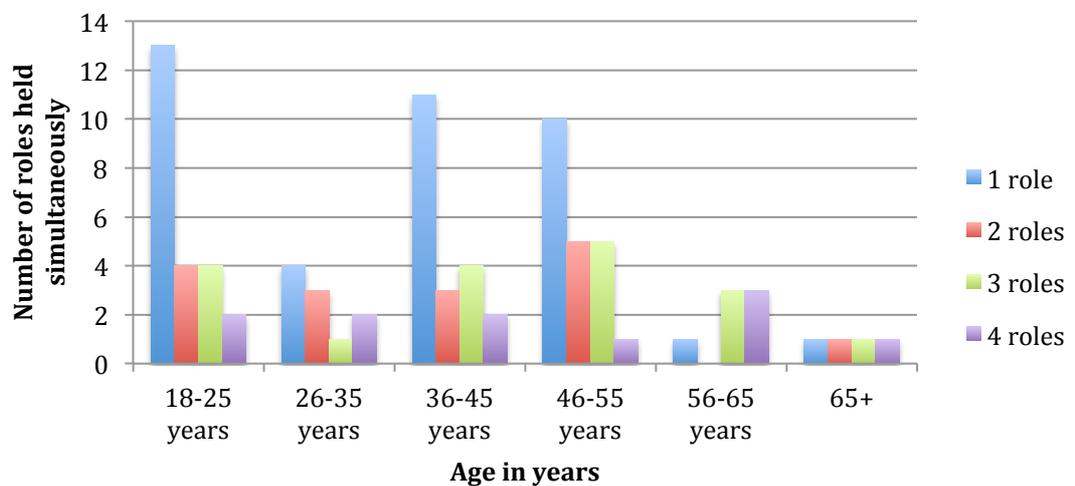
Figure 19: Age assimilated with the number of roles that respondents hold simultaneously.
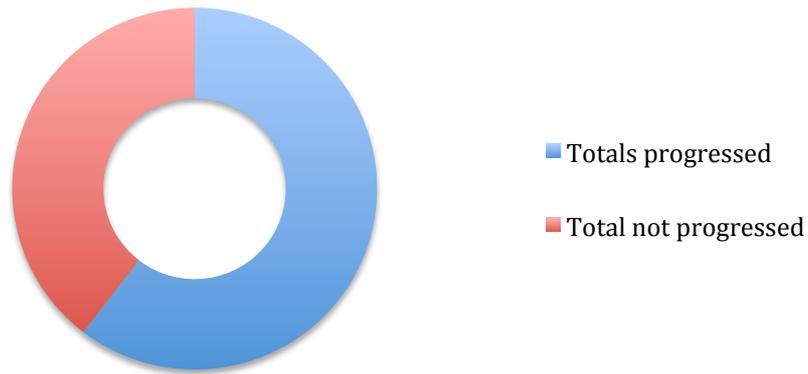
Figure 20: Graph comparing those who have progressed through Scouting from being a youth member to adult volunteer.
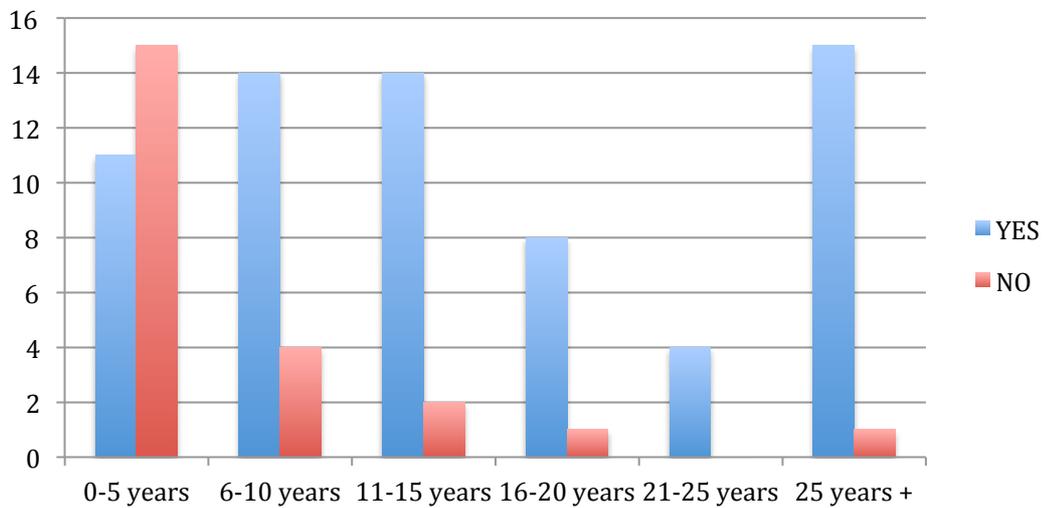
Figure 21: Responses to Question 9- 'In your role, do you ever manage or oversee other volunteers?' Results assimilated with number of years holding volunteer role.
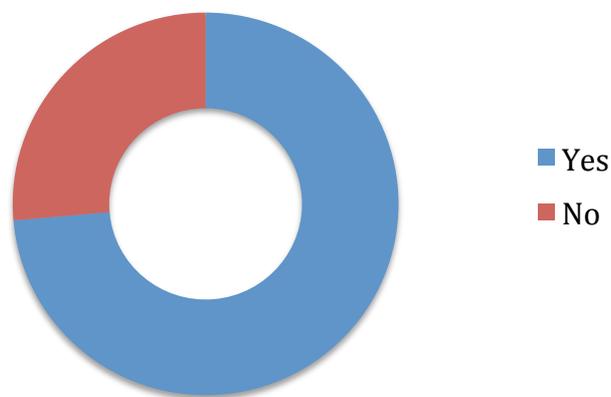
Figure 22: Simplified responses to Question 9.

VOLUNTEER CONFLICTS - MIND MAP

Linked with the discussion beginning on page 82, various conflicts divide Scouting volunteers on their reported motivations. Many of the concepts explored in the mind map are also open to individual interpretation, which may in itself lead to conflict if expectations are mismatched.
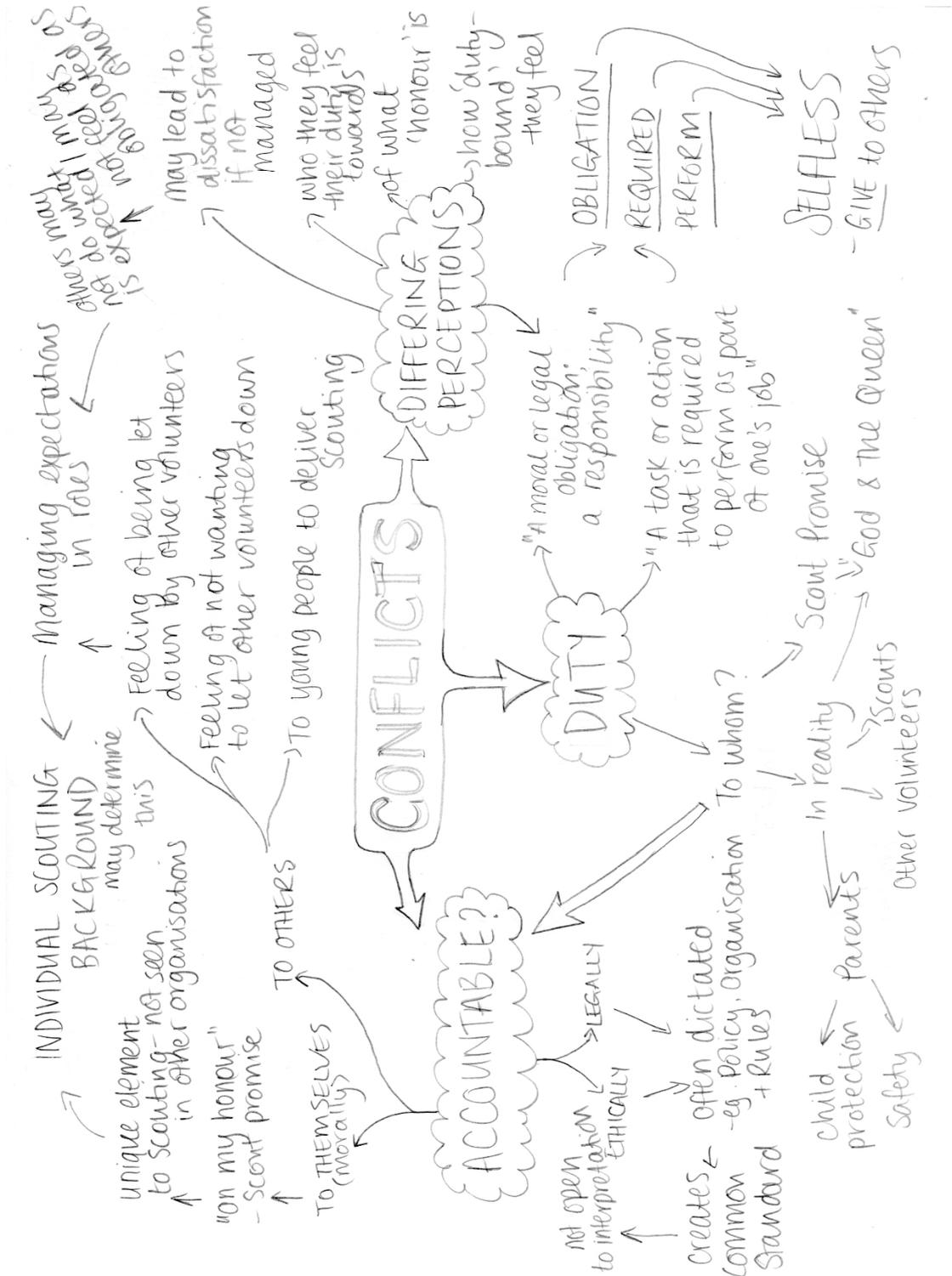
Figure 22 shows the balance of respondents (67 out of 91) that have responsibilities for overseeing or managing other volunteers, or have done in previous roles. Some don't elaborate on their supervisory role, replying in very non-specific terms. However, overseeing young leaders was mentioned seven times, whilst some manage a combination of young and adult leaders and sometimes also parent helpers. Some respondents also mention their role when qualifying their answer. Some specifically say that they are, or have been 'GSL' or 'AGSL', which suggests a higher level of overseeing volunteers, since they are managing several teams of volunteers in each of their group's sections, as well as young leaders, parent helpers and any fundraising committee activity (see diagram of the Scout Group structure in Appendix 9).

What is most notable about all of the roles listed on the diagram of Appendix 8 is that they are all voluntary roles and so the many roles are managed by volunteers, and often also manage volunteers themselves. This contrasts with many other organisations employing a volunteer workforce and volunteer structures discussed within the literature review chapter of this research. Although this structure could be considered unusual but effective in many ways, difficulties in maintaining relationships is reported as a problem by the volunteer respondents, both with those above and below them in the volunteer role hierarchy.

Relationships with those above them in the hierarchy are often mentioned in various guises, but most often cite the concept of feeling 'supported' as an important contributing factor to feeling rewarded. This seems to concern both the organisation at a local level and on a more national basis, and could be considered unsurprising based on the complexity and quantity of role levels and responsibilities involved. Concerns included:

"Being given the support you ask for when you ask [the District Commissioner]"

"Appreciation by the District team. Less of a clique ethos within the District"

"Less people who only seek the status of higher roles"

"I need support in my role and an understanding that not everyone works Monday-Friday 9-5"

These illuminating responses highlight the complexity of issues related to relationships with those above them. However, it can be reckoned that key similarities relate to the distance between volunteers and their superiors, which seems to contribute to the varying difficulties that the respondents face. The distance creates an 'us and them' divide which renders superiors inaccessible and unapproachable, creating dissatisfaction that demotivates volunteers. Individuals report feeling grossly unsupported in their hour of need, a lack of appreciation from the local team and understanding about how the scouting role and the employment role fit together. These responses indicate that at a basic level, those in higher roles within the hierarchy could have forgotten that those they are managing are similarly human, allowing the increased power of the role to be affected by the power that their higher role bestows on them.

On a larger scale, the need for support is still clear. A frustration regarding lack of recognition for time given up by volunteers to engage in training, as well as the time it takes for this to be validated suggests that on a more organizational level, some administrative work may achieve a more basic sense of reward. The concept of training also featured in the need to provide more training in key areas such as the outdoors. The politics of the organisation also sometimes hinder progress, it is claimed, and consultation with those volunteers on the 'front line' would also be appreciated. The need for the national organisation to allow a level of individuality was also expressed, but opposed by another's request for key enforceable policies with clear guidelines to assist with their enforcement.

Overall, some respondents were quite clear in their need for support both at a local and national level, whilst others asked them not to interfere. One respondent took the decision to become proactive, joining a county team in order to redress some balance for those who require support on a practical level, whilst leaving others to 'get on with it'. It is difficult to know whether this issue is solely experienced in Scouting, but the lack of other volunteer organisations that are run almost exclusively by volunteers suggests that this emergent issue could be created by this difference in relationship dynamic and the perceived difference that separates roles within the hierarchy.

This feeling of distance is continued into relationships between respondents and the organisation at a national level. The impression that Scout Headquarters is out of touch with those 'on the ground' is demonstrated by the following response:

Decrease the level of interference from a national level who seem to be trying to make all Scout Groups clones. Different groups have different strengths and they should be given more discretion on what to offer their children provided the main aims/guidelines of Scouting are followed. We don't all have to be the same.

There is a difficulty arising in this case from the intention to standardize operations in order to portray a level of standardization, professionalism and raise the level of overall standards. The Critical Friend reported a similar instance in a previous occupation, working (paid) for a charity that aimed to standardize their operations. Whilst he acknowledged that some areas of his charity were in need of this in order to provide a framework that brought their standards into line with other places, some areas were working well independently and as a result of the standardization process, and others felt that some of their excellent work was undone. In Scouting, responses such as the one above suggest that a similar dynamic of assumed need for intervention only seeks to provide the feeling that their volunteer work is not of the correct standard for the organisation's requirements. However, the need for a support framework is highlighted by other respondents, and observed when a respondent says they would benefit from *"statutory key policies for each group or unit, which need to be enforced throughout. For example, behaviour policy with clear guidelines rewards and sanctions."* This suggests that whilst some wish the Scout Association to provide guidance but remain at distance, there is also a clear need for a closer and more accessible support network amongst some volunteers. It is concerning to note that the above quote depicts a volunteer in need of support that is not available. It is considered that assistance in areas such as behavioural policy and sanctions suggests a frustration on the individual's part, which may be more effectively addressed by support at a District or County level, or perhaps even a Group level. This difference in opinion puts the Scout Association at National level in a difficult predicament, and it is proposed that volunteers who require the more applied support might benefit from the supervision of a more local team, who may lead the individual to

more useful and more personalized results, with a focus on where it is needed. This would have the double advantage of validating the success and effectiveness of those who do not require assistance with the reassuring feeling of support for those in need of support.

Relationships between volunteers continue into the management of others lower in the volunteer role hierarchy, and were a particular focus of Question 10. Figure 23, shows the results of the question, "have you ever experienced difficulties in managing volunteers?" In the diagram, responses have been rated either 'yes' or affirmative answers, with 'no' or similar answers, and provides a small demographic of those where their response did not constitute 'yes' or 'no'.
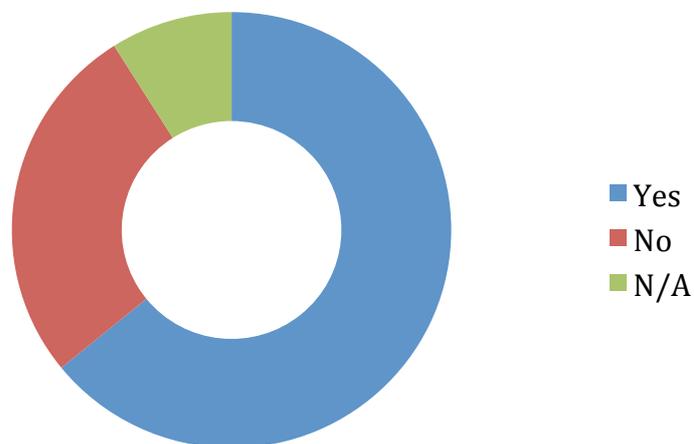
Figure 23: Diagram of responses from Question 10- 'Have you ever experienced difficulties in managing volunteers?'

Within the 50 of 78 respondents confirming that they had experienced difficulties, a wide variety of issues were reported and demonstrated that there might perhaps be some frustration that issues that have gone unresolved, or they have felt unsupported from above in their role as volunteer manager. One of the main concerns observed could be outlined by the differing level in standards and expectations between those who volunteer and those who oversee. This caused issues with a difficulty to motivate, especially with administrative tasks, as well as a sense that volunteers cannot always be relied upon; ignoring deadlines, or over-committing to other roles and therefore having the effect of becoming too busy: *"When they don't do as they have said or ignore deadlines"*

"People over-committing so not having time to do everything"

"Can sometimes be difficult to motivate people, especially for the more administrative roles behind the scenes"

Therefore, the difficulty in relying on others to complete their tasks on time and/or to a standard deemed reasonable is prominent. Being 'let down' by other volunteers is also a noticeable feature of survey responses, often as a result of a disappointing level of commitment:

"Usually when they judge others by their values rather than valuing them for the efforts they are all putting in"

"Generally differing standards and expectations"

"When they are not interested and let you down"

The feature that links the difficulties that volunteer managers experience and the struggle with standards and expectations is an acute awareness that the volunteers on which they place these expectations are just that, volunteers. There is therefore a juxtaposing position of needing to 'get the job done', balanced with an awareness of the basis of volunteering, that creates an unusual dynamic between the two levels of volunteers. This leaves volunteer managers with the feeling of being unable to give criticism, or there is a sense that if criticism is given, there is a feeling of guilt that they are criticising someone who gives up their free time. Some respondents report having to tactfully guide those who do not know what is expected of their role, or give guidance to those who are not necessarily *"cut out"* for it in order to keep up a level of quality. However it is also reported that this level of involvement with those who are new to the organisation and those who require guidance requires more time which is not always available - leaving those who are in need of some guidance to be "thrown in at the deep end".

On the other hand, those who answered 'no' seemed to believe that since most of their volunteers come through the system of Scouting, that they are aware of the expectations on them. With other volunteers taking the stance of "all volunteers are equal", there is a sense of more realistic and fair expectations, and one respondent reports that their local SplashU are *"amazing to work with".*

When this theme of manager-volunteer dynamics was discussed with the Critical Friend, he suggested that a lack of communication might be to blame. His concept of an 'informal contract' that we hold between each other, if not negotiated by communicating effectively, results in difficulties in managing expectations and so without communicating these from the very start of a relationship, it may not be enough to assume, *"they have usually come through Scouting and know what is expected of them"*. Through communicating expectations early on, this mismatch could be avoided and provides an agreement that can be referred to if this mutual expectation is broken in some way. This would also ease the potential for difficult situations to be tackled, in which volunteers do not feel they can reprimand or criticize other volunteers:

"it is very difficult to challenge people who do things voluntarily"

"can be like treading on eggshells"

"it can be hard to give constructive criticism/tell someone things are not acceptable, as they are volunteering"

Communicating in this way may also reduce the frustration that some respondents report for feeling let down by others, particularly at the last minute, and may enhance the level of understanding of the implications of one volunteer's expectations on another.

The difficulty in striking the right balance between motivating and demotivating someone might also lie in the realization that, as the external Critical Friend put it, "everyone has an agenda". The delicate framework around this agenda is constructed depends on their role and it's surrounding context. How they operate within this role, their background, previous experiences, how they were introduced to the organisation, their length of service and how they prioritise their volunteering around other commitments, as well as a complicated network of personality traits and practical reasons, might all contribute to a person's agenda. Of course, in a real world sense it would be difficult to consider all of these before making a judgment as to whether a request might demotivate a volunteer. However, being aware that everyone's motivational agenda is different does assist in accounting for the reasons that drive volunteers' actions and involvement.

As obvious as it might seem to increase communication levels in order to create a level of understanding, remembering that each volunteer has an elaborate series of needs, motivations and personality traits in the form of their 'agenda' may mean that an informal contract may need to be flexible to the needs of each person. The contract may differ by role, for example, since expectations on an Occasional Helper will be different to those placed on a Section Assistant or Leader. Since a volunteer's role is unavoidably taken out with their own agenda in mind, further expectations placed on them may result in them being unable to meet the terms of an inflexible agreement, resulting in managerial frustrations and barriers to volunteer motivation and reward.

The interesting thing about exploring enabling factors and barriers to volunteer satisfaction and progression of members in Scouting is that the responses from the survey link all three of the research aims together. 'Progressing' is a key factor in the first aim and extends the exploration of a 'non-work career' even further. It could even be proposed that Scouting members who progress from youth roles into adult roles have a 'Scouting career' that has not been conceived previously, let alone academically explored. The second research aim, considering the often-discussed balance between altruism and selfish volunteering, is provided with a different viewpoint when considering this from the point of view of the progressed volunteer. An idea that has dominated speculation as to Scouting volunteers in conversations that propelled this research project was the feeling that volunteers have been given their Scouting experiences by volunteers before them and that in progressing are therefore 'giving something back', keeping the ethos and tradition alive. This is where the third research aim comes into play - 'atypical' volunteers are, it seems, created by the social world and ethos of Scouting. Holding a Scouting career is something that can be matched rarely by other organisations using volunteer workers. Only those who are similar in ethos, such as Girl Guiding, would ever experience such progression and therefore such a level of deep-rooted commitment.

One further contributing factor to this idea of a Scouting career and another continually recurring theme in the involvement of adult volunteers in Scouting is that of relationships in their various forms. For some, a lifelong involvement in the

organisation goes beyond the 'natural progression' from section to section, as discussed above, but also from birth into a Scouting family. This seems to demonstrate that their motivations to volunteer for the organisation is deep rooted, and 'a way of life':

"*My dad was a Scout master…. I spent some of my family holidays with lots of Scouts and older brothers on camps.*"

"*Parents were leaders so I was brought up in the movement.*"

These links with the organisation from early in life further outline the distinctive volunteering community that Scouting holds and suggests that motivations might go far beyond the prospect of any kind of reward in the traditional sense of the concept. Admittedly, this took the research in an unexpected direction, since this had not previously been foreseen as a particularly important involvement or motivational factor. However, from experience within the organisation, an individual's long-standing involvement in a particular Scout Group or District/County in part defines the individuals' experience of Scouting.

The author is reminded of a Scouting friend who jokes that if they were to be cut in two, their body would be half red, and half grey, in the same way that their group's Scout neckerchief is half red and half grey. This person identifies with their group in such a way due to their 'Scouting Career' being lived out with the group and those who are in it. Relationships in this example are particularly important, as this person has been in Scouting since the age of 8, along with those who now form a volunteer team and friendship group around him. Journeying through from youth to adult member, along with like-minded individuals must surely be a motivating factor to further continuation of these relationships and Scouting is the facilitator for this. This statement of meaning symbolizes the personal and deep-rooted significance of the Scouting community on volunteers. This embodiment of commitment to the organisation seems to be illustrating a community of tradition, duty and obligation that extends far beyond the usual realms of volunteer involvement and motivation described in literature and is considered far more intricate than the traditionally considered means of reward.

Although this level of emotional investment can be considered an overwhelmingly positive contributing factor to continued involvement, motivation and reward, it is

not the only reason why volunteers remain involved. The sense of duty that is revealed by respondents could be questioned further by considering the source of their feeling of duty. It could be that volunteers feel externally duty-bound to give their time in some way, rather than their motivation being strictly self-generated. Familial involvement could therefore be both a motivating and binding factor, if volunteers feel as if they must contribute to the organisation to continue a tradition of their family being involved in a particular Scout group, area or activity. The data generated for this study is unable to observe the possibility of whether volunteers would give their time to another organisation, if their familial links to Scouting were not in place, but would make for interesting further exploration. This deficiency in the data delivers speculation about whether volunteering is done for Scouting because they truly identify with Scouting's ethos and concerns, or whether this is out of duty and/or convenience to the individual volunteers. It is considered that this could provide an important difference in the dynamic of the motivational factors that Scouting volunteers experience and therefore the rewards that they seek to gain.

Additionally, familial introductions to Scouting volunteerism extends to the identification of many respondents that their involvement is on a parental basis. Respondents reported various ways in which this parental involvement came about:

"My eldest son joined Scouting as a beaver some 28 years ago and as he moved up through Cubs and Scouts I volunteered as a helper and then as a leader 20 years ago"
"My son was a Scout and I initially was a member of the fundraising committee"
"As a parent of a 6 year old who wanted to join Scouting 12 years ago and the group needed leaders, so my husband said he would be a leader and I said I would be a treasurer."

The responses highlight different and potentially revealing circumstances as to how their involvement was instigated. One standout feature of the above quotes is the ongoing nature of their volunteering which confirms the data established in Question 4, supporting the supposition that long-term commitment is a defining feature of Scouting's volunteers, despite these types of volunteers not progressing through the organisation from youth. Another feature of this method of

recruitment is the element of the necessity to recruit parents into roles that assist other volunteers. The way this is done is by volunteers recruiting other volunteers into roles that are deemed necessary to the success of Scouting in their group or area. This is of particular significance since much of the research on recruitment of volunteers suggests a 'top-down' approach, with someone responsible for recruitment and more specifically recruiting the right people into the right roles. However the data of this research implies a more needs-based approach, filling roles locally based on the requirement of someone to fulfill the role. Of course, parents in Scouting provide a convenient and sometimes willing bank of assistance, and volunteers could be considered much better placed to recruit those to fulfill their required roles at a local level than a recruiter from outside of that community. Another consideration of recruiting parents at a local level is the perception that they are assisting in the enjoyment of their own children. The inference here is that one way of motivating parent volunteers is to emphasize the link between their assistance and their child's continuous involvement and enjoyment of Scouting. Additionally, promoting Scouting as an organisation that can involve the whole family, male and female, youth and adult, could be of further motivational use, especially when recruiting parental involvement that the respondents to this study report as so often lacking.
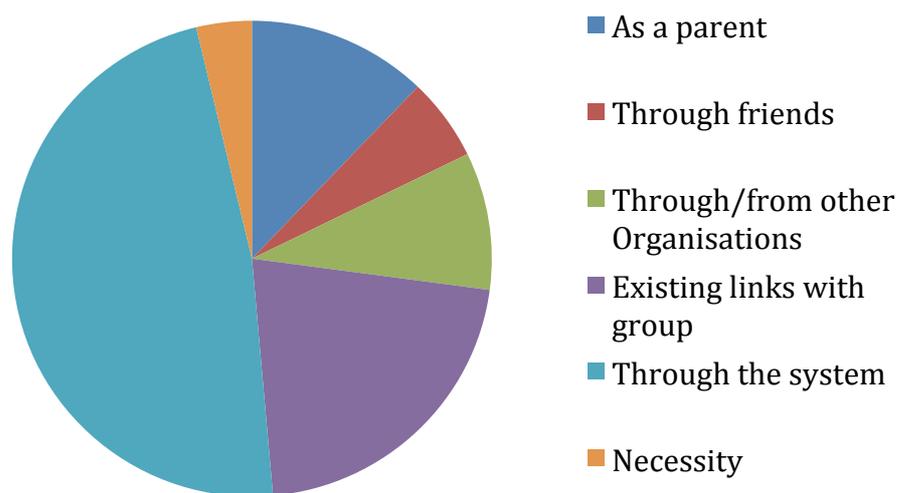
Figure 24: Diagram of responses to Question 2- 'How were you introduced to volunteering with the Scout Association?'

As discussed previously, the overwhelming majority of responses to Question 2 listed their involvement over the longest period possible, stating that they progressed 'through the system', a phrase used commonly amongst respondents, from involvement as a child. Noting this is particularly important as it distinguishes Scouting from other organisations that make use of volunteers. It is considered that it would be difficult to find volunteers in other organisations who are committed on a more long-term basis to the organisation than those in Scouting, since involvement is now possible from the age of 6. This is also unique in the sense that the ethos of the organisation is therefore deeply ingrained, leading to arguably to a more committed volunteer workforce, which re-enforces the links between the organisation and the volunteers.

Another way in which Scouting becomes distinctive amongst the volunteer community is that as a result of retaining members from youth to adult, the results of this study show that much of the adult volunteer workforce is sourced from within the organisation - another factor that would be difficult to match by other organisations. Much is written in the general literature about sourcing volunteers, recruiting the right volunteers and retention techniques, and as a volunteer, how to select an organisation to volunteer with, and the difficulties surrounding this. One of the most well documented issues that volunteers face is the identification of an organisation that matches with the individual's values and ethos, which is a stage of the Scouting volunteer's career that is already dealt with through previous involvement. The wider implications of such a match extend far beyond the ease of which volunteers are recruited and retained. Such relatively simple means of retaining volunteers as a valuable resource could encourage an environment of complacency, allowing disillusionment to encroach upon the volunteer population. To this end, it is considered that although their work brings rewards, volunteers in Scouting still need to feel as if they are valued and cared for by the organisation as much as any other volunteering community.

A potentially important implication of the result that suggests that most volunteers progress 'through the system' is that most of the respondents falling into this category will more than likely be male. Although on the surface this could be considered a sweeping generalization, this supposition is based on the knowledge

that Scouting only became fully (that is, on a non-optional basis) co-educational since the year 2000. It is shown in Figure 25 that more males have progressed from youth membership to adult volunteer roles. The possibility of more male progressions also increases with the age of the respondents, in line with expectations.
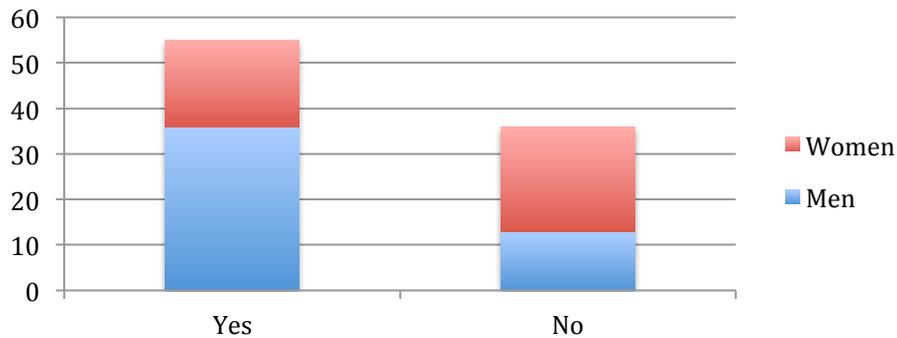
Figure 25: Male and Female - progressed through Scouting?

Although the balance of male and female responses to the survey can generally be considered balanced, the effect of gender on recruitment in this way cannot be ignored. Since a large proportion of the response group were also of a younger age, it could be possible that there is a mix of males and females who have progressed through the system, and may become more likely as time moves on, to the point that more women will have had the opportunity to move through all the sections and into adult roles over the next few years. It would be interesting to poll a sample of Scouting volunteers in several years time to see if this balance has been redressed. Figure 26 suggests that this imbalance might already be being redressed, as the numbers of males and females volunteering over time become closer in number.

The discussion on the influence of gender on volunteers in Scouting continues to the significance of several responses to Question 2. The proportion of those respondents reporting to have transferred from volunteering in other organisations was notably significant, especially considering that Girl Guides was often the organisation they left behind. Responses included:

"…wanted a new challenge"
"I was a ranger Guide and I hated it"
"Was a Guide first then had a Scout boyfriend - now do both!"

One of the most prominent implications is that although Guiding can be considered Scouting's sister organisation, respondents are reporting that there are differences in the way they enjoy being involved in the two organisations. Despite it being assumed that due to the outwardly similar structure and organisation, one of the main characteristics that sets the two apart is the concept of gender.

The first response listed above focuses on the element of challenge, and requiring new challenges in order to remain interested. The author's personal experience of involvement in both Scouting and Guiding supports this focus, and agrees that the lack of challenge for some women works in favour of Scouting's recruitment. That is not to say, however, that Guiding does not challenge young women, and further research into the difference between these organisations and the people who stay and leave would provide an illuminating comparison of the factors that retain members (both youth and adult) and encourage an exchange of information that may benefit retention and recruitment for both parties.
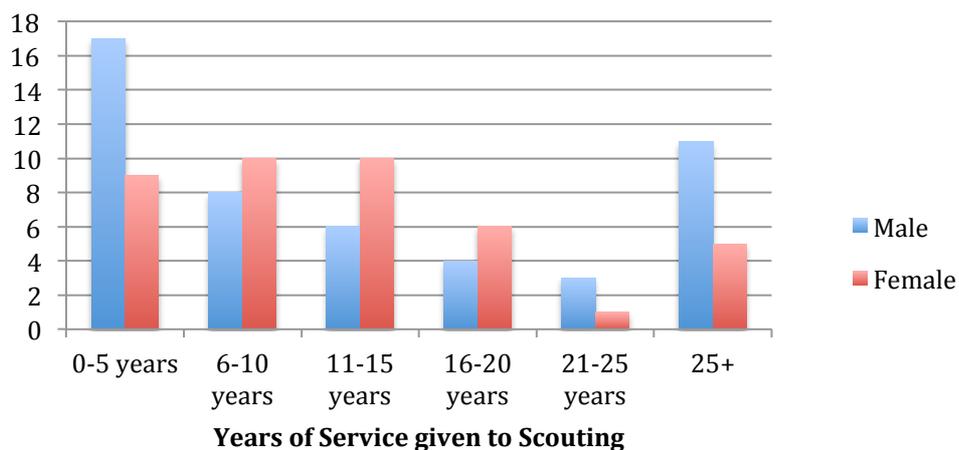
Figure 26: Male and Females - How many years they have been an adult volunteer in Scouting.

One explanation for the differences experienced could be due to the way that being co-educational is more true to real life situations, combining male and female counterparts. Rarely are young people exposed to single gender environments in today's society, or are prevented from participation because of gender. An example of this might be mixed gender schools, as popularity in single-sex education seems to be in decline. However, although sports teams such as football continue to be single-sex, there is ample opportunity for male and female involvement, although

on separate teams. This sits entirely at odds with Girl Guiding, since there is only opportunity for females to engage. However, Scouting opposes this by providing inclusion of both genders, as would be the case in most school classrooms or in the workplace. Although not many concrete conclusions can be drawn from noticing this difference in the data, the possibility of the influence of gender is a prominent and potentially revealing theme of participation in Scouting. This focus is both unexpected and creates a unique entity to Scouting that has gone previously unexplored, providing a different demographic to the exploration of involvement in the Scout Association. However, there is an awareness that the data provided by participants for this study regarding the significance of gender on their participation is frustratingly limited, due to the inability to probe their responses further. Although useful in establishing various demographic factors, and contributing to potential inferences, it is difficult to truly distinguish the reasons behind why some respondents transferred from other organisations, and the differences that they have experienced between the two. The biggest question that arises from this deficiency is therefore the reasons which have made them stay in Scouting, which would provide some explanation as to their motivating factors for continuing involvement.

Considering factors for involvement, ethos, motivation and reward alongside demographic factors such as gender demonstrate the need for Scouting to change and advance within the society in which they are placed, but also highlight many areas that should remain the same. It must be borne in mind that when exploring the Scout Association, it is an organisation that is operating throughout the world in various guises and under various cultural influences. These differences were explored in the literature review, with factors such as gender and local culture (such as religion for example) emerging. Whilst it is inarguable that these factors govern the way that Scouting is operated in their own countries, the data from respondents in this study have some highlights that appear to transcend these local differences. Discussion on relationships in Scouting, progression through youth and adult membership, and several motivations could be considered to be culture-free, and therefore generally more applicable to the worldwide movement of Scouting.

One way in which this is particularly evident is that when respondents were asked for their most rewarding Scouting moments, most mentioned helping others to achieve, whether this is badges or awards - a tangible outcome of Scouting at every level- or witnessing the acquisition of skills - another cultureless underpinning of the Scouting ethos. Furthermore, providing the means to do this, through facilitating these experiences, volunteers appear to gain most of their satisfaction. Being involved in the organisation of events, and seeing young people grow from their participation in events, also provided much satisfaction to the respondents. There is an underpinning to all of these responses in that they are all very specific outcomes related to the ethos and purpose of Scouting, and contain elements - such as opportunities and events- that are also very specific to Scouting.

However, this specificity does not end in this country - the purpose, ethos and opportunities of Scouting remain the same worldwide, regardless of cultural surroundings. For example, the ethos of Scouting remains the same as the U.K. for both the Catholic Scouts of Portugal, despite a religious overtone, as well as the Boy (and Girl) Scouts of America working towards the same goals of Scouting despite their gender exclusivity. Overall, this observation is encouraging as it addresses a fundamental aim of this research project - to assess the degree to which the unique ethos and social background of Scouting creates 'atypical' volunteers. The assessment of the degree to which this can be measured rests in a two-fold approach:

1) It is considered, based on reviewing previous literature, combined with the results of this study, that Scouting's volunteers are atypical from the research done into volunteering in other organisations. Equally, the various factors that can be seen to contribute to volunteering participation in Scouting are very difficult to apply to other organisations, since very few others have equivalent structures, ethos and opportunity for such extended careers of involvement.

2) When considering volunteers within Scouting, both in the U.K. and overseas, it is tentatively suggested that there may be patterns in volunteers' motivations, requiring further investigation. However, if motivational patterns could be identified, it would create a picture that

Scouting volunteers are actually very typical. Such a large body of volunteers could create a whole new 'type' of volunteer to which other organisations could compare their volunteers. Rather than seeing Scouting volunteers as the odd ones, perhaps collating evidence of similarities could contribute to a new way of considering volunteers in other organisations. Maybe in years to come, research on volunteers will be considering Scouting volunteers as typical, and comparing and contrasting features of participation with Scouting in mind to learn lessons for their own organisation.

CONCLUSION

This thesis set out to investigate the contributing factors to motivation and reward for volunteers within the Scout Association. The intention was to explore the various concepts and contributing factors affecting volunteers within this organisation. Literature about Scouting volunteer's experiences and requirements was virtually absent and a need for investigation into the various nuances of Scouting was therefore uncovered. Overall, the enquiry aimed to:

1. Explore the concept of progressing in a 'non-work career' through volunteering in Scouting.
2. Consider the notion of selflessness and selfishness as a contributing factor to reward for Scouting volunteers.
3. Assess to what degree the unique ethos and social background of Scouting creates 'atypical' volunteers.

This project identified significant limitations to the application of findings from previous research into volunteering in Scouting. A deeper understanding of the various facets of volunteer roles in Scouting has emerged and it is hoped that the volunteers participating in the study have felt that their voices have been heard through the promulgation of the results.

The data and it's subsequent analysis have revealed several unanticipated aspects of volunteering that have not before been considered in the literature and highlight specific points about being involved within the Scout Association that could genuinely be addressed in order to improve the conditions for those involved. The overarching revelation that the responses uncovered was the unique way that selflessness and selfishness are considered by Scouting volunteers. Although previously literature has touched on this, it is a concept that the data have revealed further and showed the showed the importance of embracing the two concepts which are inextricably linked. One other assumption that the data directly challenged was that large, overt gestures of volunteer appreciation were in fact regarded as less important than more subtle and costless efforts to demonstrate thanks. Linked to discussions of whether Scouting volunteering endeavours are ever truly altruistic was the questioning of long-standing assumptions that

volunteers require overt gestures of thanks to be rewarded. The main way that respondents seemed to prefer were more indirect ways of being rewarded, such as facilitating the enjoyment and learning of others. These lesser-explored methods of receiving reward can be considered linked to the central features of Scouting's programme and ethos, demonstrating a specificity to the reward of Scouting volunteers in particular.

One topic prevalent amongst the background literature was that concerning the 'types' of volunteer and this research drew some parallels, albeit in an unusual way. Some aspects of Stebbins' (1997, 2001) volunteer typologies had applicability, however it is considered that the way in which volunteers are recruited to the organisation might also affect the type of volunteer. Scouting seem to be unique in that volunteers have often progressed 'through the system', creating unique issues surrounding recruitment and retainment from within the organisation. This is a dynamic that many other organisations could not consider applicable, but understanding the power of this unusual dynamic could provide a useful tool in understanding volunteers unique motivating factors.

The discussion surrounding 'roles' whilst volunteering in Scouting has undoubtedly contributed to the growing body of research on the various factors that affect a volunteer's placement within an organisation. The outcome of such research has received much literary attention across a broad field of volunteering platforms on a broad level. However, Scouting specificities seemed to break the mould created by such broad research, with the realization that Scouting volunteers are often in roles where they are both managed by other volunteers, and are managers of volunteers themselves. This provoked a valuable discussion on the pressures that such relationships bring to a Scouting volunteer's role, as well as the implications that other types of relationships have, as well as questioning whether they affect volunteer motivation or foster any sense of reward.

One main consideration from the data, linked with the difficulties some faced with these relationships was the clear need for clearer, more structured efforts to communicate. Major difficulties arose as a result of communication breakdown

between several different groups of people. These difficulties resulted in a major sense of discontent and therefore potentially demotivation. Clearly communicating expectations and values between volunteer managers and those being managed suggest a lack of mutual understanding and support. It is considered by this study that encouraging clearer communication could ease these difficulties.

Difficulty and frustration also arose within the concept of communication between Scouting and the outside world. The concept of a 'leadership line' suggested by the Critical Friend, demonstrated imbalance between the perception of Scouting from inside and the view of the general population, seeming to cause strained relationships with the world outside of Scouting. Volunteers reported disengaged or difficult relationships with parents, as well as a lack of positive representation in the media. Having awareness of these issues could assist the Scout Association in helping to ease these strained relationships.

One of the most important implications for the outcomes of this research is to consider the place of Scouting in the social world. How the organisation is viewed from the outside differs greatly from those who operate inside, and it is proposed that Scouting forms a social world, creating a sub-culture within Society. Considering the social position of Scouting has also enabled reflection based on the input from the Critical Friend. It is considered that overall, a clear theoretical and pragmatic significance has emerged, despite the initial concern that the need for a pragmatic focus would impact on the theoretical value of the study.

It can be said that the process of exploring a phenomenon in an inductive way truly provides a level of uncertainty. The study has sought to explore these uncertain avenues, in an inductive way, assisted by the way that the method is inherently unencumbered by the constraints of a hypothesis or rigid testing procedures. The process of inductively analysing the data has also ensured that what matters most to Scouting volunteers is uncovered and discussed, rather than material which is important to established theory and preconceptions of what is most important. However, that is not to say that the research design and process has been without flaws or difficulties. Partly considered in the Methods and Discussion chapters, the possibilities for extending the study and the opportunities for exploring some

areas in more detail have been discovered through the research process. Despite the potential for these discoveries to limit the scope of the project, the subject areas uncovered are so multifaceted that the possibilities are almost endless. However, three main areas for future investigation are considered most of interest:

- The exploration of the expectations of Scouting held by parents.
- The role and importance of 'indirect' rewards in other organisations, to test the degree of applicability to other volunteer organisations.
- An exploration of the differences between Scouting and Guiding and why some women 'jump ship' from Guiding to Scouting.

Although much is discovered through the relatively rich data responses, there is an awareness that there is much also left unsaid by respondents and the design of the research ensured that probing the respondents for further meaning was not possible. It is with regret that more personal interviewing techniques were not employed on a face-to-face basis, as employing this method as a second phase of data collection could have enhanced the study further. The research design of a second phase could have been influenced by the first and would have provided opportunity to explore a smaller sample size in more depth. Being limited to one level of data collection has also limited the theoretical and pragmatic value, but it is still considered that useful messages can be taken from the results.

Upon reflection, further limitations of the study have been largely based upon practical reasons. Access to a sample reaching more widely across the National population of Scouting volunteers would been preferable, but constraints on time and the need to keep the sample a manageable size has reduced it to a local level. However, one difficulty related to the location of research has been overcome by the electronic design of the survey. Using an online survey research design enabled the research respondent's pool to be widened by the use of social media. This method of circulation was unexpected but proved to be a useful and popular tool in those further afield with awareness of the study and subsequent easy access to the survey.

The possibilities for further use of social media might also extend, at least in part, the dissemination of the research's findings. At the very least, social media could

be used as a vehicle to provide a link to an online page detailing the findings, since this method worked well during the data collection process. The effectiveness of disseminating the link to participate in the research also clearly demonstrates the power of communicating social media for other Scouting reasons. The method by which people access the study's results is of importance, possibly requiring the creation of a demonstrative presentation of results, perhaps created visually rather than textually, which might assist in publicizing the main outcomes in an accessible way. With a more organizational focus, it is also intended that the research will be presented to the Scout Association Headquarters at Gilwell Park, London, based on their request to do so upon completion. One final method by which the results will be distributed will be the way in which the research began; at the local District leaders meeting from which most of the respondents were sourced. This is in thanks for their involvement and out of interest for those whom the research is most applicable to.

The following chapter is based on the formulations of some recommendations for action based on the conclusions gathered from the data with a clear emphasis on their practicality. This is intended to increase the pragmatic value of transfer from theoretical research to the very real world of volunteering in Scouting.

RECOMMENDATIONS

The act of recommending actions is suggested below as a means for creating research that is pragmatic, useful and applied directly to the needs of Scouting volunteers. One of the most realistic ways to do this could be to suggest long and short-term actions that could be applied to increase satisfaction levels of Scouting volunteers, focusing on their motivational factors in order to develop the sense of reward from their roles.

Short Term

- Encourage the participation of adults in Scouting in events where possible, increasing the opportunity to work with friends and experience indirect enjoyment. The data (and subsequent mind mapping) has identified this benefit as being a motivation to volunteer within Scouting.
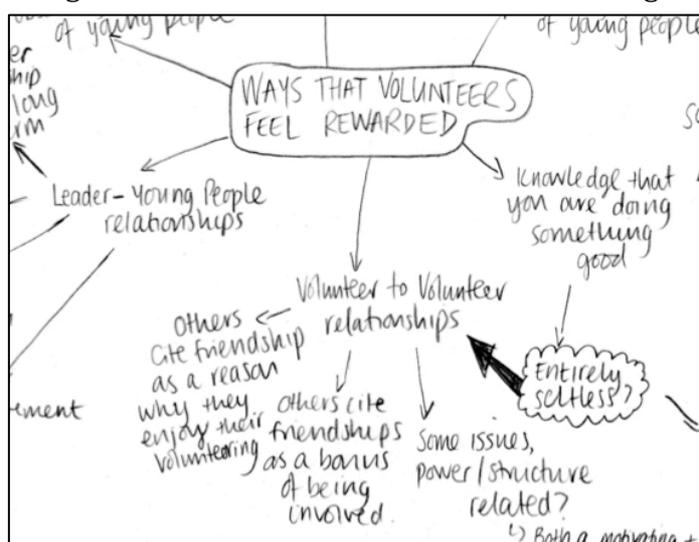
Figure 27: Volunteer to volunteer relationships - as explored in Appendix 3.

- Advocate the benefits that engaging in person with the parents of new and current youth members brings. This building of communication between the two estranged parties may assist in reducing the deficit in understanding between the two parties. It is also thought that in cultivating this relationship on a personal level may lead to benefits in the longer-term (see below).
- There is the potential to increase the feeling of support for volunteers by engaging at a group level on a regular basis in order to establish the areas

that are working and those in need of support from others. It is acknowledged that some Scout Groups hold a regular leader's meeting in order to provide a forum for which issues can be discussed. This is very effective in encouraging face-to-face communication between the various roles within a group, enhancing relationships and the feeling of being supported in a role.
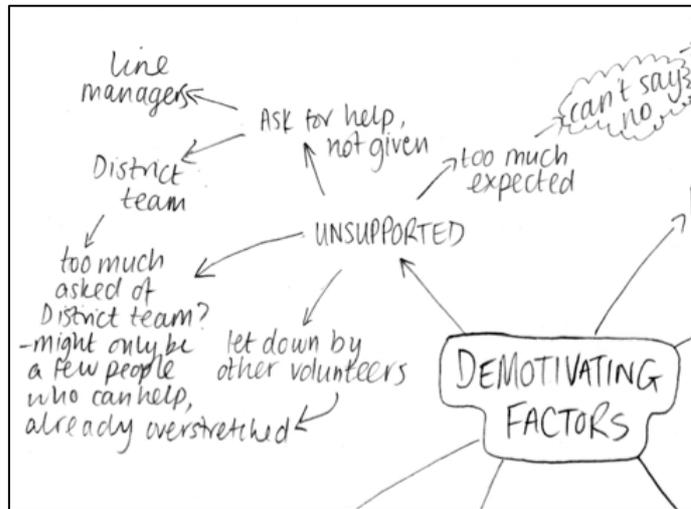
Figure 28: Volunteers feeling unsupported – as explored in Appendix 4.

Long Term

- Where there is a vacancy for a volunteer, especially in a role that oversees other volunteers, it may be prudent to recruit based on suitability, rather than out of convenience. It is considered that there may also be the option for two suitable candidates to share a role, rather than one unsuitable but willing candidate. Job sharing may ease the issue of asking too much of one volunteer, whilst ensuring suitability for the role. Ensuring the right person (or people) are in the right role when managing others may have the knock-on effect of motivating other volunteers by feeling adequately supported by those above them.
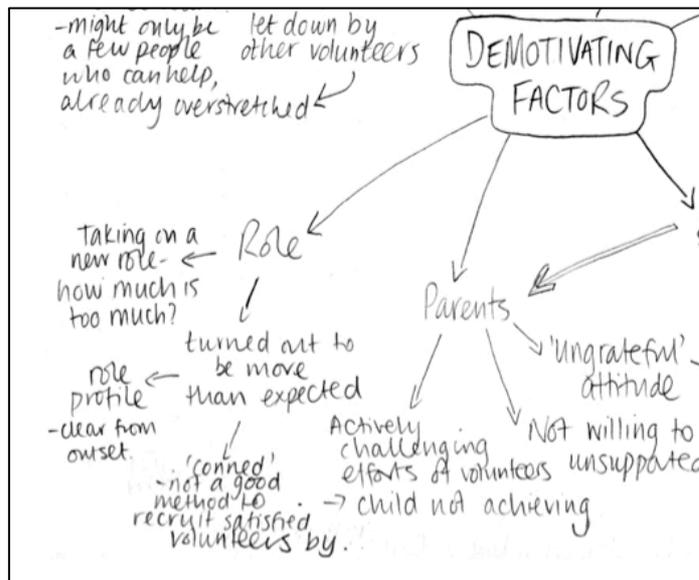
Figure 29: Both role ambiguity and parents were uncovered as demotivating factors from the data - as explored in Appendix 4.

- Building on the informal socialisations with parents, it may be possible to cultivate the relationship to a point where parents are more inspired to get involved in family Scouting activities, based on the reassurance of the regular interactions with adult volunteers advocated in the short term.
- Continue to offer official awards for distinguished good service and merit, as these demonstrate that the wider organisation is aware of the difference between length and quality of service, and therefore holds more resonance for volunteers who are presented with them.

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APPENDIX 1- SURVEY MONKEY END-OF-SURVEY DATA REPORT

Q1 Please tick each of the statements below to confirm that you are aware of the study's purpose, the researcher's intentions and that you agree to take part in the research.

Answered: 118   Skipped: 0
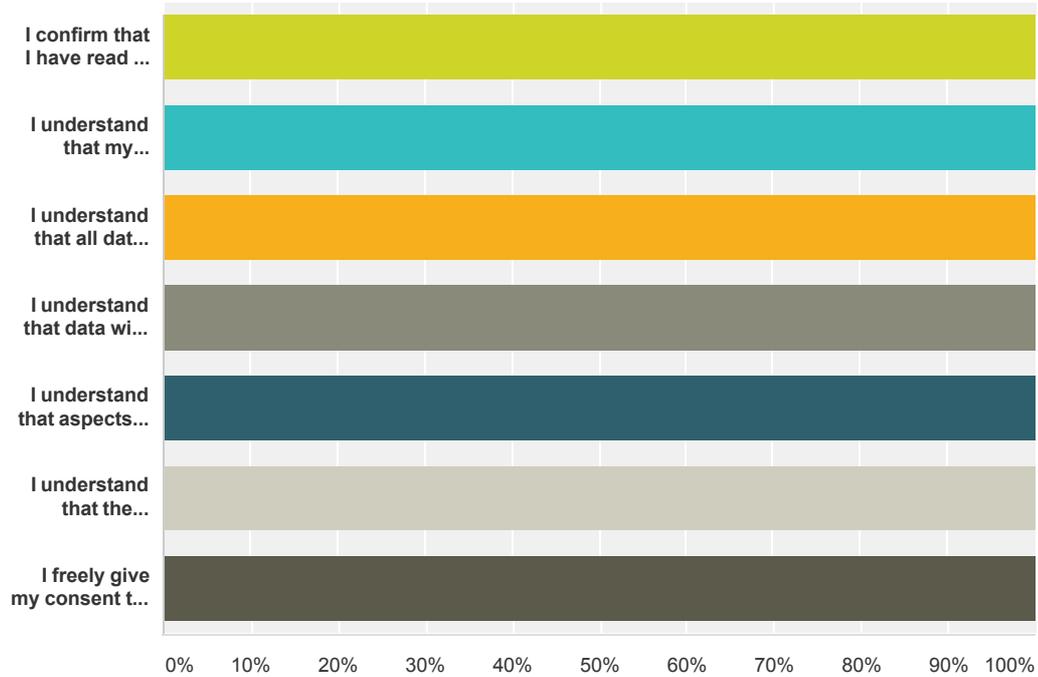
Answer Choices	Responses
I confirm that I have read and understand the information for the study and have had the opportunity to consider the information.	**100.00%** 118
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason, up to the time the questionnaire is completed and submitted.	**100.00%** 118
I understand that all data I provide will be treated in strict confidence and that due to the data being anonymous, I will not be named in any written work arising from this study.	**100.00%** 118
I understand that data will be securely stored for 5 years following the end of the study, and then destroyed (in accordance with the University's policy on Academic Integrity).	**100.00%** 118
I understand that aspects of data I provide may be used in publication and that my identity will be anonymous.	**100.00%** 118
I understand that the researcher will be discussing the progress of their research with research supervisors/tutors at The University of Central Lancashire.	**100.00%** 118
I freely give my consent to participate in this research study.	**100.00%** 118
Total Respondents: 118	

Q2 How were you introduced into volunteering with the Scout Association?

Answered: 102   Skipped: 16

#	Responses	Date
1	I found an advert on www.Do-It.org	11/28/2014 2:52 AM
2	On returning form University and some time with the Navy I had some free time on my hands and the Scout Group at the church I went to was short of leaders	11/18/2014 9:06 AM
3	I came up "through the system" so it was the natural thing to do.	11/10/2014 1:33 PM
4	existing links with the group	11/3/2014 11:27 AM
5	Been in scouting since i was a cub all of my imeediate family have been involved at one point or another	10/29/2014 5:56 AM
6	When I was a scout I had to do community service to get my Chief Scout Award. I helped out in a beaver colony. I then helped out at scouts when I was 25.	10/26/2014 4:38 AM
7	Joined scouting as a child	10/26/2014 1:01 AM
8	Was asked if I would like to come back and help after leaving Explorers	10/22/2014 1:03 PM
9	Having been a scout myself, and through the Young Leaders scheme	10/19/2014 9:01 PM
10	My father was a leader and the group he was with needed a female leader. So I agreed to join.	10/19/2014 9:12 AM
11	Natural progression - having been in scouting since beavers it was considered normally to volunteer with the association	10/18/2014 3:25 AM
12	Through ranger guides	10/18/2014 12:58 AM
13	A friend was volunteering when my son joined beavers	10/18/2014 12:18 AM
14	I am a young leader at 1st Chorley Methodist Chorley	10/17/2014 10:49 AM
15	Through family	10/17/2014 8:04 AM
16	I was a youth member and remained in the Movement after 18.	10/17/2014 1:34 AM
17	From being a youth member aged 6 onwards	10/17/2014 1:20 AM
18	My daughter wanted a cook for a camp.	10/17/2014 1:18 AM
19	by friends	10/16/2014 11:55 PM
20	My Dad volunteered as my Venture Leader. I then volunteered to help at Beavers as part of my Doe Bronze and never looked back	10/16/2014 11:10 PM
21	My Dad was a Scout Master for a few years in Sheffield, so I spent some of my Family holidays with lots of Scouts & my older brothers on camps. I loved it! I was a totally committed Tom Boy. I have been involved as a Leader with Scouts for almost 10 years. I initially went into Uniform as a Beaver Leader, for 2 years, then as a Scout Leader for the last 7yrs. When making initial inquiries about my son joining Beaver Scouts, I was asked whether I would be interested in becoming a Beaver Leader. I thought back to the wonderful times I'd had 30+ years ago, & thought it would be a fantastic opportunity. So that was me hooked!! I am now also an Explorer Leader with a Young Leaders Explorer Scout Unit as well. I was introduced to this, again, through my son who is a Young Leader! The Explorer unit is based 10 miles away, so, having dropped him off, I hung around, and inevitably ended up helping out, as there was no point driving home. After spending an extremely enjoyable 3 weeks with the Explorere & their two fantastically motivated Explorer Leaders, it was decided that I might as well put my uniform on, and was eventually invested as an explorer Leader.	10/16/2014 3:56 PM
22	Parents were scouters	10/16/2014 3:29 PM
23	I was a young person member and became a leader whilst a Venture Scout	10/16/2014 2:31 PM
24	My brothers friend invited him and me to come down for a look one night. And we did	10/16/2014 2:27 PM
25	Through my children joining the association	10/16/2014 2:23 PM
26	Taking my child to beavers	10/16/2014 2:22 PM
27	Was a venture scout, natural progression into becoming a leader	10/16/2014 2:06 PM

28	Through sailing, and sea scouts.	10/16/2014 1:58 PM
29	I started from the bottom and worked through the ages. I went from a beaver to an explorer today and it's been amazing. I knew about scouting because of 5th Blackpool scout hut down the road. My mum always wanted us to try new things so she contacted the leaders at 5th and we started going as soon as possible.	10/16/2014 1:51 PM
30	I first volunteered when I moved to a new village aged 19, there was an advert in the post office and thought I would give it a go!	10/16/2014 1:45 PM
31	By a friend	10/16/2014 1:37 PM
32	Through my leaders when I was a scout. I am a young leader so a leader who is under 18.	10/16/2014 1:28 PM
33	Have been involved since a child as a Cub Scout	10/16/2014 12:57 PM
34	Through a friend because it was a new area I was living in. However I always had an intention to become a leader when I could as I had enjoyed my time as a Venture Scout.	10/16/2014 12:25 PM
35	Was a guide first then had a scout boyfriend - now do both!	10/16/2014 12:13 PM
36	I have been in Scouting since Beavers and when I joined explorers became a young leader. When I turned 18 it was just a natural progression from being a young leader as I stayed at the same group. I first started volunteering as a young leader as part of my D of E and enjoyed helping so stayed on.	10/16/2014 12:06 PM
37	Been in since beavers	10/16/2014 12:00 PM
38	Young leader scheme to which I decided to take out a warrant	10/16/2014 11:58 AM
39	Previously an explorer scout I continued my membership as an adult volunteer	10/16/2014 11:51 AM
40	By default. I took my 9 year old son to his first Cub meeting. He didn't know anyone else and asked me to stay. The leader said" if you are staying then you can help". Been there since then!	10/16/2014 11:44 AM
41	Lead on from being a scout	10/16/2014 11:43 AM
42	I was a scout as a young person beforehand, that is my motivation for being a volunteer. My brother was asked to take over an explorer unit and it seemed natural for me to be his assistant leader.	10/16/2014 11:37 AM
43	I began at the age of six after attending beavers as my parents were leaders with the local group.	10/16/2014 11:32 AM
44	I was a Cub and Scout previously. As I could not go to a local Venture Scout Unit (distance) I opted to volunteer as a leader.	10/16/2014 11:30 AM
45	Through being a unifiormed member since I was 9	10/16/2014 11:28 AM
46	I have been in scouting for many years, so it seemed only natural that once I became old enough to help other young people enjoy scouting the way that i have, that I should de it/	10/16/2014 11:25 AM
47	Through my son's scout group needing a committee member	10/16/2014 11:25 AM
48	I was encouraged by my Rover leader to start helping with cubs.	10/16/2014 1:35 AM
49	I was in Beavers, Cubs and Scouts continuously, and became a young leader at cubs as part of my Chief Scouts Gold Award, aged 13.5. When I turned 14, I joined explorers, continued as a young leader at cubs and then started to be a young leader at scouts as well. I was a very active young leader and when I turned 18, after one year at uni, took over as Cub Scout Leader, and then Scout Leader too. I do it because I love it. I am 20 years old and also in Newtwork too!	10/15/2014 2:50 PM
50	Through being a youth member within the younger sections and then being a Network member.	10/15/2014 12:56 PM
51	Progressed as a young leader as Iwas a guide.	10/15/2014 8:10 AM
52	My son started Beavers and they needed help	10/15/2014 8:02 AM
53	My son was a Scout and I initialy was a member of the Fundraising Committee	10/15/2014 6:21 AM
54	I was invited down to explorers, became an Explorer scout then was asked if I'd like to volunteer in the Beaver scout section. I now act as a Beaver Scout Sectional Assistant.	10/15/2014 2:32 AM
55	Moving from Guides to Venture Scouts at 16. Also brothers and father involved.	10/15/2014 2:12 AM
56	My then boyfriend, was a volunteer and I was asked to come along on one of the activities.	10/15/2014 2:08 AM
57	My husband was in ventures and he wanted our son to go to Beavers. He joined as a leader and 12 months later I joined.	10/15/2014 12:50 AM
58	Through my progression through the scouting movement from beavers	10/14/2014 9:44 PM

59	I was an Explorer Scout and became involved in the Young Leaders programme. I then moved on to Scout Network and continued to be a leader at a Beaver Colony and Scout Troop	10/14/2014 7:26 PM
60	I was to become a leader when my son was a cub.	10/14/2014 6:43 PM
61	By my partner, a lifelong member.	10/14/2014 4:51 PM
62	Through a family member and some friends	10/14/2014 3:58 PM
63	As a parent of a 6 year old who wanted to join scouting 12 years ago and the group needed leaders, so my husband said he would be a leader and I said I would be treasurer	10/14/2014 3:20 PM
64	I joined as a young person and have remained a member since	10/14/2014 2:56 PM
65	I joined Beavers aged 6 and didn't leave	10/14/2014 2:34 PM
66	I was a girl guide and joined the venture scout section where I volunteered as a helper to the local cub section as part of my awards	10/14/2014 2:06 PM
67	The scout leader at the group I helped at filled out the application form and gave it me for my 18th birthday	10/14/2014 2:00 PM
68	I came through the movement	10/14/2014 1:52 PM
69	I was a youth member and just continued into an adult role	10/14/2014 1:11 PM
70	I was introduced at 15 by another leader. I was a ranger guide and hated it	10/14/2014 1:07 PM
71	Through my father - he was asked to become a scout leader but due to shift patterns couldnt commit to every week so volunteered me instead!	10/14/2014 1:03 PM
72	Parents were leaders so I was brought up in the movement	10/14/2014 12:58 PM
73	As a parent involved in a fundraiser, invited by the GSL and Chairman to assist	10/14/2014 12:57 PM
74	I was a venture scout and helped out as a young leader to complete my venture scout award and then becoming a leader we was a natural progressiom	10/14/2014 12:38 PM
75	A new group was established in our village and I enrolled my son as a Cub Scout and volunteered to get back in to Scouting as a leader at the same time, after being away since I went to University.	10/14/2014 12:31 PM
76	I was a cub, then scout, then pack helper before becoming a leader.	10/14/2014 12:26 PM
77	My so was a beaver scout. He moved to cubs and I offered to be a regular parent helper.	10/14/2014 12:22 PM
78	Joined at 15 as Venture Scout. It was normal to help the younger sections so helped at scouts. When turned 20, became a VS leader. So, just natural progression.	10/14/2014 12:06 PM
79	via wife	10/14/2014 12:05 PM
80	My son was a cub, we went to family camp where my daughter made friends with some scouts and decided to join, I went in the Canadian canoes and took some cubs around the boating area and really enjoyed it. I volunteered to help at cubs following that and have been there since my son is now in scouts, daughter in explorers and youngest at cubs too!	10/14/2014 12:03 PM
81	Coerced by a previous leader of mine.	10/14/2014 11:55 AM
82	Parent of young person in scouting - first as parent helper then as a leader.	10/14/2014 10:59 AM
83	My partner was a leader and I started assisting when he was working away	10/14/2014 9:54 AM
84	Joined as a Beaver - became a YL	10/14/2014 9:47 AM
85	i started as a beaver and kept going up through sections to Network. During Network i got involved with service teams at the local campsite and from their involved with leadership and became a volunteer at the site and at a local unit.	10/14/2014 9:21 AM
86	I was a young leader helping with cubs while a Scout and Venture Scout. Upon turning 18 I took up an adult leadership role.	10/14/2014 9:14 AM
87	My eldest son joined scouting as a beaver some 28 years ago and as he moved up through cubs & scouts I volunteered as a helper and then as a leader 20 yrs ago.	10/14/2014 9:07 AM
88	As a girl guide before joining scouts, i was doing my duke of Edinburgh as a young person and wanted a new challenge. I found a local cub group who wanted help and i joined as a young leader and progressed into explorer scouts and then to a leader.	10/14/2014 9:00 AM
89	I continued helping with my scout group after the creation of the explorers section effectively removed me from my group. I became a young leader once that process was set up and then became a leader at 18.	10/14/2014 7:42 AM

90	In 2013, UCLan ran its Employment and Volunteering Fair, where there was a booth for both Guiding and Scouting present. Since my schedule at the time was much more suited for when the local area Scout groups met, I chose to get involved with them. (Additionally to that, I've several friends who have a really good experiences with UK Scouting, which has influenced my choice to stick with volunteering)	10/14/2014 5:13 AM
91	I attended at the Scout Group in which I was a Cub Scout and Scout, and made enquiries about becoming an adult leader	10/14/2014 3:09 AM
92	My parents were involved as leaders.	10/14/2014 1:54 AM
93	through my husband (met him the joined him on scouting activities	10/13/2014 2:35 PM
94	I have grown up in the Scouting movement since being a Beaver Scout so once I was old enough volunteering as a leader seemed like the natural progression route.	10/13/2014 2:17 PM
95	I began volunteering with the Association after reaching the end of the young person programme (aged 20). After which I felt the need to give back to the association that had given me so much.	10/13/2014 2:14 PM
96	I was a rainbow, brownie, guide, ranger and young leader leader for many years, I became involved with scouting through supporting a young person with disabilities to access his local scout group and haven't been 'allowed' to leave since!!!!	10/13/2014 2:14 PM
97	Moved from ventures to scout leader, leader asked me	10/13/2014 2:14 PM
98	I wanted to join as a child but my mother wouldn't let me so I decided to volunteer as an adult.	10/13/2014 2:12 PM
99	by partner	10/13/2014 2:10 PM
100	The District Commissioner is a friend and asked if I would help out.	10/13/2014 2:10 PM
101	Through a conversation with my Group Scout Leader asking for help through a transition period of leaders.	10/13/2014 2:03 PM
102	From joining as a beaver	10/13/2014 1:15 PM

Q3 As a volunteer with the Scout Association, how many hours a week (on average) do you give to Scouting?

Answered: 100   Skipped: 18
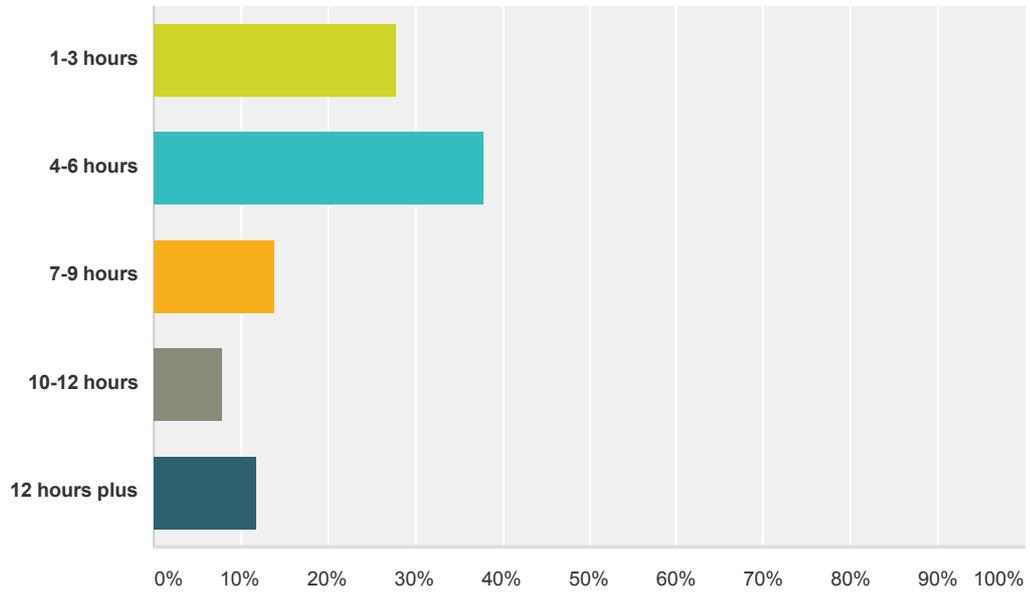
Answer Choices	Responses	
1-3 hours	**28.00%**	28
4-6 hours	**38.00%**	38
7-9 hours	**14.00%**	14
10-12 hours	**8.00%**	8
12 hours plus	**12.00%**	12
Total		**100**

Q4 How long have you held an Adult Volunteer role within Scouting?

Answered: 101   Skipped: 17
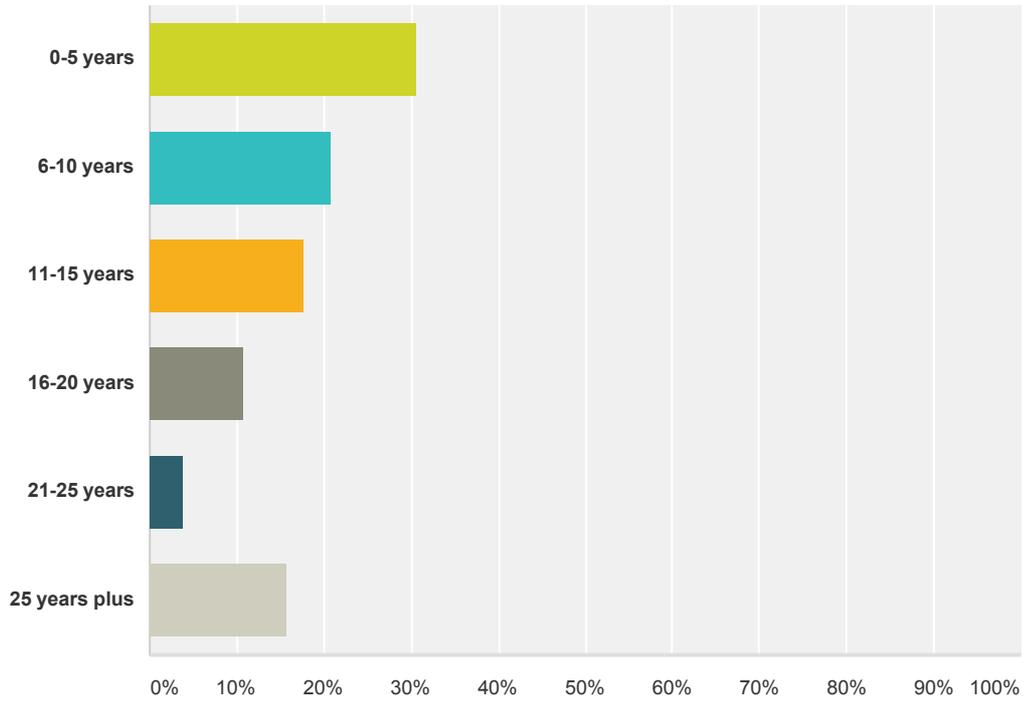
Answer Choices	Responses	
0-5 years	**30.69%**	31
6-10 years	**20.79%**	21
11-15 years	**17.82%**	18
16-20 years	**10.89%**	11
21-25 years	**3.96%**	4
25 years plus	**15.84%**	16
Total		**101**

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Q5 Can you think of a time when you felt MOST rewarded as a volunteer within Scouting?

Answered: 90   Skipped: 28

#	Responses	Date
1	Working with 1st Moorfields, the disabled Group in Preston. Taking under privalaged kids into the great outdoors is wonderful. Thi summer while organising a sausage sizzle in Silverdale beach for thm at their camp a little girl looked up at me and said "thank-you - I have never seen the sea before".	11/18/2014 9:08 AM
2	Its usually accidental feedback from a young person blurting out "thats the best thing i have ever done"	11/10/2014 1:36 PM
3	being thanked by a young person who had achieved a hard earned award	11/3/2014 11:29 AM
4	Seeing young achieve something they thouight they never could	10/29/2014 5:57 AM
5	When my scouts get there Chief Scout Gold awards presented to them at county level.	10/26/2014 4:40 AM
6	End of a good camp	10/26/2014 1:01 AM
7	I felt most rewarded when I was asked to help lead water activities, mainly kayaking	10/22/2014 1:09 PM
8	Every time I see a young person achieve a personal goal.	10/19/2014 9:13 AM
9	Working at county level to provide support to big projects	10/18/2014 3:27 AM
10	I got a chief scout commendation	10/18/2014 12:19 AM
11	When the you g people are going home after an event.	10/17/2014 8:06 AM
12	Helping young people to take part in life-changing experiences, such as international events.	10/17/2014 1:36 AM
13	Watching children change weekly and grow in confidence	10/17/2014 1:20 AM
14	the point where the Scout group I run had gone from a low point of 7 Scouts to 24 Scouts and it was mentioned at the AGM	10/16/2014 11:56 PM
15	When you get the handwritten thank you card when they move up to Cubs	10/16/2014 11:14 PM
16	When I ran my first winter Group Camp, watching the Scouts having a fantastic time.	10/16/2014 4:01 PM
17	When one of my beavers made me a card to say thanks for taking them to trooping the colour of his own accord	10/16/2014 3:30 PM
18	Being able to attend the Windsor celebrations	10/16/2014 2:33 PM
19	When I won alcatraz. (evasion exercise)	10/16/2014 2:31 PM
20	When the parents contact me after a camp to thank the leaders for giving their children a great time and teaching them new skills	10/16/2014 2:25 PM
21	Taking kids on camp when they hadn't even had a family holiday	10/16/2014 2:23 PM
22	Being chosen to go on a world scout jamboree	10/16/2014 2:08 PM
23	When a drop out but too cool kid learnt about forces on lock gate, then decided to sit science sat test.	10/16/2014 2:01 PM
24	When ever I got a badge. When ever we did something. What ever we do I always feel like I have been rewarded. It's amazing.	10/16/2014 1:54 PM
25	When parents thank us buy presents at the end of a very long summer term with lots of camping and outdoor activities - knowing that I make such a positive impact on the cubs is ace	10/16/2014 1:48 PM
26	When I see the scouts get their chief scouts gold award, knowing I helped them get it	10/16/2014 1:39 PM
27	When I see scouts who have left and they approach me to say thank you	10/16/2014 12:59 PM
28	Lots of times. So many good times.	10/16/2014 12:30 PM
29	I help at a cub pack and so seeing the cubs getting involved at County Camp and using the skills that I and the other leaders have taught them.	10/16/2014 12:09 PM

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30	When a youth member could tie a knot the they had been struggling with all night	10/16/2014 12:02 PM
31	I am in a new pack and getting the pack invested was a proud moment.	10/16/2014 11:48 AM
32	Seeing a smile on a young person	10/16/2014 11:44 AM
33	Yes, when I see my explorers genuinely amazed at how much fun they are having.	10/16/2014 11:43 AM
34	Seeing the young people succeed and take a constructive role in society. To see them enjoy themselves, have ful, learn and get the most out of life	10/16/2014 11:34 AM
35	When several of my braces achieved there CSBA.	10/16/2014 11:34 AM
36	When "Scouts" remember the efforts you have gone to for them and when they realise they can do the things you've been encouraging them to try.	10/16/2014 11:32 AM
37	When a member said how much he was enjoying explorers. I had almost said no to him going to a camp as he was very late asking. He loved it and is now an enthusiastic explorer.	10/16/2014 11:31 AM
38	When I helped young people decide to take part in their first international expedition and the gratitude they showed me when they returned afterwards.	10/16/2014 11:27 AM
39	When I meet older scouts who show great respect and are always positive in their memories of scouting.	10/16/2014 1:39 AM
40	When two of my scouts were selected for the 2015 World Scout Jamboree in Japan; which I had encouraged them and talked them through applying for.	10/15/2014 2:53 PM
41	Following a successful day activity after everyone goes home happy.	10/15/2014 12:59 PM
42	Helping young people develop to their full potential.	10/15/2014 8:13 AM
43	The moment when a child who didn't want to/was worried about an activity looks at you full of excitement and shouts loudly " that was awesome!!!"	10/15/2014 8:09 AM
44	When my Scouts achieved their Chief Scout Gold award	10/15/2014 6:23 AM
45	Being asked to join a specific discussion group within our District made me feel my opinions were valued.	10/15/2014 2:13 AM
46	At a leaders overnight camp, a new leader just turned 18 who used to be one of my scouts when I started, said that the best time of his life so far was the time he had in scouts.	10/15/2014 12:53 AM
47	After the scouts have completed something they never thought they ever could	10/14/2014 9:50 PM
48	I was a leader on an international trip where the Explorer Scouts had to take part in teaching the local children. At the start of the trip it was really hard for them to do. But by the end of the week they all absolutely loved it. It was rewarding to see how far they had come in such a short space of time.	10/14/2014 7:30 PM
49	When introducing young people to a new activity.	10/14/2014 6:44 PM
50	Blackpool Gang Shpw	10/14/2014 4:52 PM
51	When I was selected to represnt my district, county and country at a world scout jamboree	10/14/2014 3:59 PM
52	When children come up to you with their news and when they manage to do something for the first time	10/14/2014 3:22 PM
53	Most rewarding is when the young people learn and grow in their abilities. It is also nice to be thanked and appreciated	10/14/2014 3:03 PM
54	Red Rose International Camp- the whole thing was just brilliant and summed up why I'd be a volunteer in Scouting	10/14/2014 2:35 PM
55	Seeing the young people being challenged and enjoying themselves on camps	10/14/2014 2:08 PM
56	When old scouts come back asking how they can become leaders	10/14/2014 2:03 PM
57	As an A D C Scouts in Sunderland	10/14/2014 1:56 PM
58	When I see the young people in the association achieving and when I received my commendation for good service	10/14/2014 1:12 PM
59	When the children we work with achieve their biggest goal and go on to do better things	10/14/2014 1:09 PM
60	Seeing a young person achieve something always makes me feel proud and rewarded	10/14/2014 1:06 PM
61	At the end of a large international camp watching Scouts leave with big smiles and tired eyes, good job done!	10/14/2014 1:00 PM
62	Seeing a troubled young person become a responsible adult	10/14/2014 12:59 PM
63	Seeing a child receiving their first scout badge after feeling they could never do it	10/14/2014 12:39 PM

64	Seeing the smiles on the faces of the Scouts as they enjoyed and learned a new skill that prior to the evening they all knew nothing about.	10/14/2014 12:33 PM
65	Received award for merit.	10/14/2014 12:27 PM
66	Working with an autistic child and helping them gain the confidence to integrate.	10/14/2014 12:23 PM
67	When you hear the young people tell someone else about the great time they had that you were responsible for.	10/14/2014 12:10 PM
68	When one of my scouts effected by ASD gained his Chief Scout Gold	10/14/2014 12:09 PM
69	Seeing the look of pride when the young people achieve something they have been learning about and then use it for the first time	10/14/2014 12:06 PM
70	Probably the sunday morning chaos on county camp. That or getting people to abseil for the first time.	10/14/2014 11:57 AM
71	Training a team of young scouts to enter the bowlander walking competing and them placing in the top 10.	10/14/2014 11:12 AM
72	When the kids go home after a weekend away saying they have had the best time ever	10/14/2014 9:56 AM
73	When you see young people develop from infancy to independence (World Jamboree etc.)	10/14/2014 9:48 AM
74	Yes - Taking part in organising and running big camping events	10/14/2014 9:24 AM
75	Successful completion of large events.	10/14/2014 9:15 AM
76	Yes when 3 x under 17 olds made 4,first ascents of previously unclimbed mountains in Greenland in 2004 and also similar team successes in a 2007 expedition which I played a major part in planning	10/14/2014 9:13 AM
77	Seeing my explorer scouts gaining awards.	10/14/2014 9:00 AM
78	At the end of any successful camp or event where at least one kid thanks you of their own accord.	10/14/2014 7:45 AM
79	In July of last year, when the Beaver section for 1st Ashton was planting/cleaning St Michael's churchyard out.	10/14/2014 5:17 AM
80	Being awarded CSG commendation	10/14/2014 3:16 AM
81	When being thanked by a child	10/14/2014 1:57 AM
82	when someone who was a scout and has now grown up remembers you when they bump into you and thankyou for what you did	10/13/2014 2:39 PM
83	Seeing the wonder on a young person's face when they complete a task they thought impossible.	10/13/2014 2:18 PM
84	Every night working with the young people is rewarding, whether it is seeing them acheive a badge, learn a new skill, or simply enjoy their time.	10/13/2014 2:18 PM
85	When the young person I supported gained his chef scout gold award	10/13/2014 2:17 PM
86	Presenting queen scout awards to young people	10/13/2014 2:17 PM
87	The reactions from other leaders, congratulating me on setting up a new Scout Group!	10/13/2014 2:14 PM
88	When I arranged for 2 young Scouts to be interviewed on a local radio station	10/13/2014 2:11 PM
89	When asked to take on district responsibilities for training.	10/13/2014 2:05 PM
90	When you see the young scouts you worked with gain a reward	10/13/2014 1:17 PM

Q6 Has there ever been a time when you have felt that your Scouting Volunteer efforts have gone unrewarded?

Answered: 90   Skipped: 28

#	Responses	Date
1	Working on county training teams in the late 1970's when we were seen by many leaders as being "the enemy"	11/18/2014 9:08 AM
2	yes, usually perieved arrgance and contempt from other leaders, usually the ego maniac types.	11/10/2014 1:36 PM
3	yes	11/3/2014 11:29 AM
4	yes lots	10/29/2014 5:57 AM
5	When the scouts don't listen on a troop night.	10/26/2014 4:40 AM
6	End of a bed troop night	10/26/2014 1:01 AM
7	I don't expect rewards, but there are few times when i'm not thanked for helping	10/22/2014 1:09 PM
8	No, having been a scout, I know how much my help is appreciated	10/19/2014 9:02 PM
9	Yes but irony do it for the reward.	10/19/2014 9:13 AM
10	Most evenings - unruly behaviour and little support from other volunteers, group and district.	10/18/2014 3:27 AM
11	Most of the time.	10/18/2014 1:00 AM
12	When leaders complain about having to work!!	10/17/2014 8:06 AM
13	Doing long-winded administrative tasks.	10/17/2014 1:36 AM
14	Yes, there is a lot of work behind the scenes many parents have no idea of the time it takes	10/17/2014 1:20 AM
15	When I was a leader at a colony whilst studying for my degree. I went as an assistant two weeks later I was the only leader with no support	10/16/2014 11:14 PM
16	Still having not received recognition or Wood Beads for completing my training over 2years ago, despite regular reminders!	10/16/2014 4:01 PM
17	when parents complain about everything and nothing	10/16/2014 3:30 PM
18	Previously often occurred when working at group level, but believe this is different now.	10/16/2014 2:33 PM
19	No, Not Really	10/16/2014 2:31 PM
20	no	10/16/2014 2:25 PM
21	No	10/16/2014 2:23 PM
22	No not really	10/16/2014 2:08 PM
23	Lots, but thats life.	10/16/2014 2:01 PM
24	Once but that was a mistake. They didn't write my name down on the badge list. I recovered it the next week :)	10/16/2014 1:54 PM
25	not really - I don't do it for the reward	10/16/2014 1:48 PM
26	When I am not listened to or respected	10/16/2014 1:39 PM
27	Yes when they are behaving badly	10/16/2014 12:59 PM
28	No. But sometimes the behind the scenes stuff is not noticed by some or not appreciated as much as it should by some.	10/16/2014 12:30 PM
29	Yes. It sometimes feels like the parents of the young people don't "get" scouting and that they see it as just another club.	10/16/2014 12:09 PM
30	When you are told that something I tried with yls would work due to someone else coming in as desc and technically being told that I did everything wrong	10/16/2014 12:02 PM

31	Not yet!	10/16/2014 11:48 AM
32	I feel everything I do rewardeds young people in one way or another	10/16/2014 11:44 AM
33	Yes, sometimes young people can overlook your efforts. In our role this needs to be anticipated.	10/16/2014 11:43 AM
34	Un-grateul parents, who don't care the struggle that the leaders and other volunteers go through, so that their children can enjoy themselves	10/16/2014 11:34 AM
35	when the scouts don't follow to the program and you put effort into then planning.	10/16/2014 11:34 AM
36	Usually with parents who are not prepared to volunteer and think that we should be held accountable for when their Scout does not achieve to what perceive to be an adequate level.	10/16/2014 11:32 AM
37	Yes when my DC can't be bothered to speak to me. When he is to busy and makes me feel like I am a waste of his time. When he gave someone else my role with no warning with the aim of pushing forward the very areas I had slogged my guts out doing over the last year. Made me feel like a fool and humiliated me.	10/16/2014 11:31 AM
38	Yes, on a few regular meeting nights, when the scouts have been ungrateful for the planning that I have put into the meeting.	10/16/2014 11:27 AM
39	No..It is a personal matter and I know I am doing my best.	10/16/2014 1:39 AM
40	I don't do it for recognition. I know that even if I don't get a 'thank you', that I have enjoyed it, and that the young people who have taken part, even if they have complained or not enjoyed something at the time, will have got something out of it, will have learnt from it and will remember it for a very long time, if not the rest of their lives; so I would never feel this. Sometimes adults may not appreciate efforts, but I don't do it for them!	10/15/2014 2:53 PM
41	When a lack of uptake to an event and of understanding from the district result in cancelling said event.	10/15/2014 12:59 PM
42	Yes. Parent take you too much for granted. They forget you give up your free time.	10/15/2014 8:13 AM
43	When the powers that be pick on some little thing to comment negatively on and ignore all the million and one things done well	10/15/2014 8:09 AM
44	When parents fail to acknowledge your efforts. A simple thank you would be sufficient	10/15/2014 6:23 AM
45	After a very important occasion in my Group appeared to be insignificant within the District.	10/15/2014 2:13 AM
46	I don't really do it for the rewards. I help to provide opportunities for young people that they wouldn't get otherwise.	10/15/2014 12:53 AM
47	When you don't get any feedback from senior scouters about how you lead etc. Its always good to be able to know how you can improve your performance	10/14/2014 9:50 PM
48	No.	10/14/2014 7:30 PM
49	no	10/14/2014 6:44 PM
50	yes, all the behind the scenes work done at home.	10/14/2014 4:52 PM
51	No	10/14/2014 3:59 PM
52	Parents are a nightmare, they seem to moan and ask questions that you have already sent out info about and with the answer to their question	10/14/2014 3:22 PM
53	At times it can seem that there is lots to do and your efforts go unnoticed, but the organisation has good recognition schemes for adult volunteers and a word of thanks or a great event usually comes along when you need it	10/14/2014 3:03 PM
54	When other people I know question what the point of it is	10/14/2014 2:35 PM
55	There is a lot of "behind the scenes" work that no one sees, including the assistant leaders of the sections	10/14/2014 2:08 PM
56	At the end of a wet camp putting wet kit away on your own	10/14/2014 2:03 PM
57	Yes as an Explorer Leader	10/14/2014 1:56 PM
58	no	10/14/2014 1:12 PM
59	I feel taken for granted and that things wouldn't happen if I wasn't there	10/14/2014 1:09 PM
60	Sometimes feel a little disheartened but know that there is a reason for doing what we do	10/14/2014 1:06 PM
61	When parents don't encourage their child to say thankyou	10/14/2014 1:00 PM
62	most of the time!	10/14/2014 12:59 PM
63	Yes when parents think we get paid	10/14/2014 12:39 PM

64	Rarely.	10/14/2014 12:33 PM
65	When dc took decisions and carried out actions without consultation	10/14/2014 12:27 PM
66	Sometimes,but not very often or for very long	10/14/2014 12:23 PM
67	When my DC decided to replace me but didn't bother to tell me.	10/14/2014 12:10 PM
68	never felt it to be relevant	10/14/2014 12:09 PM
69	No, I know that the children appreciate the opportunity and time that is taken to provide the activities we carry out	10/14/2014 12:06 PM
70	Plenty, but the fine tweaks here and there which are necessary to make things run smoothly are opten unseen.	10/14/2014 11:57 AM
71	Had a couple of occasions when parents have turned up to pick their children up after a camp and not even thanked us for looking after them all weekend.	10/14/2014 11:12 AM
72	Ungrateful parents that do not realise the time and effort preparing planning and executing a night for there child not to turn up, and not give an explanation	10/14/2014 9:56 AM
73	Yes. But I don't do it for reward. That's not the point.	10/14/2014 9:48 AM
74	no support from parents - treat you like a crèche!	10/14/2014 9:24 AM
75	No Explorers turning up to activities we've organised.	10/14/2014 9:15 AM
76	Sometimes when parents 'stop & drop' their children & play no part or help in doing things within scouting for their own child , eg not helping to clear up / pack away after a weekend camp	10/14/2014 9:13 AM
77	No	10/14/2014 9:00 AM
78	When the group is struggling and receiving no help.	10/14/2014 7:45 AM
79	Yes.	10/14/2014 5:17 AM
80	No	10/14/2014 3:16 AM
81	Sometimes when there are a lot of activities going on and you don't feel appreciated for all you are doing.	10/14/2014 1:57 AM
82	when the scouts are being a pain in the rear end and not wanting to join in with what they are supposed to do	10/13/2014 2:39 PM
83	Disappointing parental support on fundraising activities.	10/13/2014 2:18 PM
84	Never	10/13/2014 2:18 PM
85	When the leader in charge phones an hour before the night with no idea what to do and I pulled an activity together and ran a night with no thanks - on more than one occasion!	10/13/2014 2:17 PM
86	When dealing with leader problems	10/13/2014 2:17 PM
87	Nope	10/13/2014 2:14 PM
88	no	10/13/2014 2:11 PM
89	no.	10/13/2014 2:05 PM
90	No	10/13/2014 1:17 PM

Q7 Are there any things that you would change that would make you feel more rewarded as a Scouting volunteer?

Answered: 87   Skipped: 31

#	Responses	Date
1	Onl;y if there was a way of making the majority of parents realise how much we freely give. I am convinved they think we are paid	11/18/2014 9:09 AM
2	As a voluntary organisation we can take each other for granted. We need to just make sure we dont lose sight of the quality and quantity of what we deliver. In addition, external recognition is good as we can lose our sense of perspective.	11/10/2014 1:40 PM
3	no	11/3/2014 11:29 AM
4	the oppurtunity to work with the young people for longer. The reward /pay off is seeing them retain their interest in scouting and becoming the next generation of Leaders	10/29/2014 5:58 AM
5	More support from parents.	10/26/2014 4:40 AM
6	Tax breaks on equipment. Additional paid leave.	10/26/2014 1:05 AM
7	None	10/22/2014 1:09 PM
8	I have been asking for my training to be validated. Having that done would do that.	10/19/2014 9:14 AM
9	Statutory key policies for each group or unit which need to be enforced throughout. For example, behaviour policy with clear guidelines, rewards and sanctions	10/18/2014 3:28 AM
10	I need support in my role and an understanding that not everyone works Monday to Friday 9-5	10/18/2014 1:01 AM
11	No	10/17/2014 8:06 AM
12	No.	10/17/2014 1:36 AM
13	no we don't do it for a reward the children's enjoyment is why we do it.	10/17/2014 1:20 AM
14	Recognition of Adult training - e.g. you are required to do certain levels of training that you give up weekends to do but the certificates etc takes months if not years to come through	10/16/2014 11:57 PM
15	Tax breaks	10/16/2014 11:15 PM
16	More time.	10/16/2014 4:04 PM
17	parents being ungrateful!	10/16/2014 3:30 PM
18	More recognition outside of Scouting, especially by local authorities who benefit greatly	10/16/2014 2:35 PM
19	No	10/16/2014 2:31 PM
20	no	10/16/2014 2:25 PM
21	More training in outdoor activities	10/16/2014 2:23 PM
22	Ni	10/16/2014 2:08 PM
23	Seeing kids grow and gain from experiences.	10/16/2014 2:02 PM
24	More publicity. Not for me but for scouting. It's an amazing comunity to be in you meet new people and you have fun. There's been times when I've been down and I've gone to scouts and it's made me myself again.	10/16/2014 1:55 PM
25	not really as said previously I don't do it for reward, sounds really altruistic but it's true :)	10/16/2014 1:49 PM
26	No	10/16/2014 1:39 PM
27	Not really think scouting has a positive ethos to rewarding and acknowledging volunteers	10/16/2014 1:00 PM
28	No	10/16/2014 12:30 PM
29	No on the whole I feel that it is rewarding enough to see the young people progress and improve.	10/16/2014 12:09 PM
30	Being given the support you ask for when you ask the dc	10/16/2014 12:02 PM

31	Yes, better organisation from the pack leader. It is currently badly organised.	10/16/2014 11:50 AM
32	Personally, I am not looking for a reward as such. I think I am more looking to gain something from my experience. I like to actually do activities and go on the camps for cheaper than I would normally.	10/16/2014 11:46 AM
33	No	10/16/2014 11:44 AM
34	More recognition of volunteers, and the hard work they do. More volunteers so that more children can enjoy Scouting.	10/16/2014 11:36 AM
35	Nope	10/16/2014 11:35 AM
36	No	10/16/2014 11:32 AM
37	See previous	10/16/2014 11:31 AM
38	No	10/16/2014 11:27 AM
39	None i can think of at the moment	10/16/2014 1:40 AM
40	I am currently looking to join the county team, to inject some youth and enthusiasm into decision making. Why complain when I could do something about it? I think more leaders should have camp permits and there should be more camps and trips and expeditions as that is what the young people remember. I think less focus should be on the admin and the messing around and talking about POR, and more time and effort spent on the whole reason that people volunteer in the first place. I think all leaders can do this at present, they just need to realise it.	10/15/2014 2:56 PM
41	Not really. You get out what you put in, in broad terms.	10/15/2014 1:00 PM
42	Formal qualification or recognised modules to add to your cv.	10/15/2014 8:14 AM
43	Decrease the level of interference from National level who seem to be trying to all Scout Groups clones. Different Groups have different strengths and they should be given more discretion on what to offer their children provided the main aims/guidelines is £Scouting are followed. We don't have to be the same and if the parents and children enjoy what we do/ provide then what is the problem?	10/15/2014 8:13 AM
44	Parents	10/15/2014 6:23 AM
45	My apologies, I missed this from the survey I completed ..... I do feel that employers should recognise the service Scout volunteers provide to the community and education of young people*. Like they do for members of the T.A. Volunteers often give up annual holidays to take Scouts on camp etc - we do it because we enjoy it, but it's still very tiring (sometimes, in a good way ... sometimes, just needing another holiday). Often paying for ourselves as well. For volunteers who work on contracts this may mean taking unpaid holidays for Scouting (and may account for some leaders not being able to attend camps) For others who receive the minimum 4 weeks leave each year - taking 1 week (25%) for a camp, makes Scouting an expensive (£:time) hobby. (Teachers have more time on their hands ... are teachers more attracted to Scouting?) * A few days extra paid leave (specifically for camps etc) would mean that as a volunteer you are not hacking into valuable holidays & there is still time for family. (especially if the family are not involved in Scouting).	10/15/2014 3:01 AM
46	For me scouting is a way of life, my friends in scouting are an extension of my family.	10/15/2014 12:56 AM
47	Be involved more in the program organisation and get greater amounts of feedback, both positive and negative	10/14/2014 9:51 PM
48	No.	10/14/2014 7:30 PM
49	Appreciation by district team. Less of a clique ethos within the district.	10/14/2014 6:46 PM
50	Better recognition in local media.	10/14/2014 4:53 PM
51	No	10/14/2014 3:59 PM
52	Parents to support more and not use it as a babysitting service	10/14/2014 3:23 PM
53	Greater understanding from parents that we are volunteers and that they can help and get involved	10/14/2014 3:04 PM
54	No. I enjoy it as it is.	10/14/2014 2:35 PM
55	I would like the public attitudes to scout leaders to change as these can be negative at times	10/14/2014 2:09 PM
56	More positive publicity of scouting nationally	10/14/2014 2:04 PM
57	Don't know	10/14/2014 1:57 PM
58	A better understanding of our role for the parents	10/14/2014 1:13 PM
59	Take into account all service history regardless of whether you are an instructor or a leader	10/14/2014 1:10 PM

60	Parents and sometimes other leaders should realise the time and effort we put in and that none of get paid	10/14/2014 1:06 PM
61	Making parents more aware that we do our best inspite of what we get thrown at us	10/14/2014 1:01 PM
62	Recognition outside of the movement. For example support from my employer etc	10/14/2014 1:00 PM
63	Ability to earn badges	10/14/2014 12:40 PM
64	Nothing, the reward is to see the Scouts developing and enjoying the activities we provide and arrange.	10/14/2014 12:34 PM
65	Less people who seek only the status of higher roles	10/14/2014 12:24 PM
66	no as I do not do it for reward	10/14/2014 12:10 PM
67	Public perception of the free service of many hours we give.	10/14/2014 12:10 PM
68	I feel we need to embrace technology a little more and think that children could teach some adults a thing or two	10/14/2014 12:07 PM
69	Probably not. Its for the kids, not us as leaders at the end of the day. An element of altruism should be there.	10/14/2014 11:58 AM
70	More appreciation from parents. Some actually believe we get paid for being leaders!	10/14/2014 11:14 AM
71	No	10/14/2014 9:56 AM
72	Get rid of the politics.	10/14/2014 9:48 AM
73	not really no	10/14/2014 9:24 AM
74	Can't think of anything	10/14/2014 9:13 AM
75	Local leadership recognition for service	10/14/2014 9:01 AM
76	More social events for volunteers	10/14/2014 7:46 AM
77	The occasional thank you from parents face to face, rather than hearing secondhand from my GSL.	10/14/2014 5:18 AM
78	No	10/14/2014 3:17 AM
79	No	10/14/2014 1:57 AM
80	cant think of any	10/13/2014 2:40 PM
81	Better organisation (from above) for events at district and county level to help plan the program - it's difficult when you plan your program in advance to make sure of leader availability etc and a week or two before the event you are told of an event on a different night to yours	10/13/2014 2:21 PM
82	No	10/13/2014 2:19 PM
83	More support from above	10/13/2014 2:17 PM
84	If adults could get more/variety of badges for their services.	10/13/2014 2:15 PM
85	not really	10/13/2014 2:11 PM
86	not within my district. In the wider scouting community more emphasis needs to be put on the opinions of leaders.	10/13/2014 2:06 PM
87	No	10/13/2014 1:17 PM

Q8 Do you ever feel that too much is asked of you in your Volunteer role?

Answered: 91 Skipped: 27

#	Responses	Date
1	No	11/18/2014 9:09 AM
2	yes, from time to time.	11/10/2014 1:40 PM
3	sometimes	11/3/2014 11:29 AM
4	No, its not a job and i can always politely decline	10/29/2014 5:58 AM
5	No	10/26/2014 4:40 AM
6	Yes	10/26/2014 1:05 AM
7	No. I'm curently at university and the fellow leaders understand that I am committed to my studies and help out during holidays and I'm happy to help when called upon	10/22/2014 1:11 PM
8	Never	10/19/2014 9:02 PM
9	No	10/19/2014 9:14 AM
10	Yes	10/18/2014 3:28 AM
11	Yes	10/18/2014 1:01 AM
12	Yes. When other volunteers forget your a volunteer. Especially when they have a part time job or a less demanding job than you a think you can give as much time	10/18/2014 12:22 AM
13	No	10/17/2014 8:06 AM
14	There sometimes seems to be an expectation that the volunteer has the same amount of time available as paid member of staff.	10/17/2014 1:37 AM
15	Yes, sometimes.	10/17/2014 1:21 AM
16	Sometimes,	10/16/2014 11:15 PM
17	Sometimes you get the feeling that Parents forget that we are volunteers. We too are parents, & all in full time employment. Yet we still manage to find time in our personal lives to run Scouts.	10/16/2014 4:16 PM
18	sometimes. But often we take on more than we should as there isn't always someone else to do the roles.	10/16/2014 3:31 PM
19	Yes and no, I am often asked to do too much but at the same time I seek this! As I have several line managers they will be unaware of other work I am doing	10/16/2014 2:36 PM
20	Nope	10/16/2014 2:32 PM
21	no,	10/16/2014 2:26 PM
22	No, although you do have to maintain a healthy balance	10/16/2014 2:23 PM
23	Sometimes it is hard to say no when asked to another job/role, when you have a lot to do already	10/16/2014 2:10 PM
24	Ssometimes.	10/16/2014 2:02 PM
25	No! I always love helping and sometimes thing not enough is being asked.	10/16/2014 1:56 PM
26	not really, I am fully aware of my responsibilities, if I felt too much was asked I would stop volunteering	10/16/2014 1:50 PM
27	Never I am happy to do anything	10/16/2014 1:39 PM
28	Yes, those who give a lot of time and are very involved often get asked to do more , sometimes too much	10/16/2014 1:01 PM
29	No. You need to learn that sometimes if you are struggling with time, you just need to ask for help and someone will be there to help you.	10/16/2014 12:31 PM
30	Not really as the leadership team that I am part of at my group is quite large and so responsibilities are shared and when I have been busy outside of scouts I have been able to step back somewhat.	10/16/2014 12:11 PM
31	Not really no	10/16/2014 12:03 PM

32	Yes, definitely. especially due to the nature of the section I volunteer in (explorers) we find ourselves doing other roles that aren't filled within the organisation. And then there are all of the social and political problems that come along with the whole experience. However with the right support from the relevant support roles, and the ability to take it in your stride helps a lot.	10/16/2014 11:50 AM
33	No but would like more support as a new assist leader.	10/16/2014 11:50 AM
34	I feel that as a volunteer I always have the opportunity to say no	10/16/2014 11:45 AM
35	I have learnt to say no to some things, and will only take on what I can do.	10/16/2014 11:37 AM
36	No	10/16/2014 11:35 AM
37	The role is what you make it, so if you feel too much is asked I normally find if you speak up you can get help.	10/16/2014 11:33 AM
38	Sometimes there is little appreciation of what you achieve only comment about what you have not done even when it is not your fault.	10/16/2014 11:32 AM
39	When I first began as a leader, though I was the youngest leader, I was asked to plan the whole programme as the other leaders were not as interested in the planning.	10/16/2014 11:28 AM
40	No	10/16/2014 1:40 AM
41	No, I do as much as I do because I want to. There can be a lot involved, but if you don't like it, you can say no.	10/15/2014 2:57 PM
42	No	10/15/2014 1:00 PM
43	Yes when it is decided that we HAVE to offer things which take up much more free time. I think sometimes the Scout Association forgets that we have lives and jobs and we may want to do other things than Scouting! And ever increasing levels of training!!!!	10/15/2014 8:27 AM
44	Yes sometimes	10/15/2014 8:14 AM
45	Occasionally, when several events are going on at the same time and they all need arranging	10/15/2014 6:24 AM
46	More and more paperwork, collation of statistics and sometimes unecessary training - Such is life	10/15/2014 2:16 AM
47	Sometimes it can take over, but at the end of the day, it's upto me how much time I put in.	10/15/2014 12:57 AM
48	Not really	10/14/2014 9:51 PM
49	I feel that everyone is capable of knowing their own limits. I know there are a lot of Scouting Volunteers who spend hours a week having meetings, responding to emails, doing paperwork. If we didn't love we wouldn't do it.	10/14/2014 7:32 PM
50	No	10/14/2014 6:46 PM
51	Too much is not asked, too much is taken for granted.	10/14/2014 4:53 PM
52	No	10/14/2014 4:00 PM
53	No, I think people who can say NO I can't do that make good leaders and volunteers and are able to manage their time	10/14/2014 3:23 PM
54	Sometimes, but there is the option to say no	10/14/2014 3:07 PM
55	I think that there is too much training and bureaucracy	10/14/2014 2:36 PM
56	Yes. When your planning large events for section or group level	10/14/2014 2:10 PM
57	No not really	10/14/2014 2:04 PM
58	Some times	10/14/2014 1:57 PM
59	No I do what I can because I enjoy it	10/14/2014 1:13 PM
60	No. I take on whatever role I can do and say no to anything else	10/14/2014 1:10 PM
61	Sometimes but usually because I take too much on	10/14/2014 1:07 PM
62	Yes until we learn how to say no I don't have time to do that	10/14/2014 1:02 PM
63	No	10/14/2014 1:00 PM
64	Yes sometimes we are expected to deal with children with sent etc who would get extra support and Money in school and yet as volunteers we sometimes have little support in this	10/14/2014 12:41 PM
65	Only if other leaders in the group don't do their fair share of background support works.	10/14/2014 12:37 PM

66	Yes	10/14/2014 12:24 PM
67	No as I'm old enough to say NO	10/14/2014 12:11 PM
68	Yes. Sometimes it is forgotten we have jobs and family.	10/14/2014 12:11 PM
69	I think I am still learning the depths and intricacies of planning and preparation, but I am enjoying the challenges given	10/14/2014 12:09 PM
70	No. I'm lucky in the areas I work there are no pillocks in managerial roles above me!	10/14/2014 11:58 AM
71	Yes - had to step down from scout leader to assistant recently due to home and work comittments.	10/14/2014 11:15 AM
72	Occasionally	10/14/2014 9:57 AM
73	Yes	10/14/2014 9:48 AM
74	people tend to do as much or as little as they like, personally i choose when i am free to volunteer based around my other commitments	10/14/2014 9:25 AM
75	Occasionally / recently helped organise a major county International camp which turned in to a major task with 8 distinct areas of responsibility and 60 something staff .	10/14/2014 9:15 AM
76	Sometimes.	10/14/2014 9:15 AM
77	No. I get involved in the things i want to and i don't do it because i have to, its because i want to.	10/14/2014 9:02 AM
78	Frequently	10/14/2014 7:46 AM
79	Sometimes, but given that I originally had signed on as an occasional adult helper, rather than a section lead (as I've become), I can understand that this is probably my response to an unanticipated role.	10/14/2014 5:19 AM
80	Yes, as a person who enjoys being involved in Scouting, I am often asked to be involved in other ways. I often find it difficult to say no.	10/14/2014 3:18 AM
81	Sometimes, it is the same people who are asked to help and they are generally the busiest.	10/14/2014 1:58 AM
82	occasionally	10/13/2014 2:41 PM
83	Sometimes the same people seem to be asked to run activities, when others could do just as good a job	10/13/2014 2:29 PM
84	I think it's the way of the world at the minute, more and more is asked of people and they are frowned upon for saying no, those who feel they can't say no are often taken advantage of	10/13/2014 2:23 PM
85	No, I choose to give my time freely to help the young people	10/13/2014 2:19 PM
86	Sometimes we are dealing with issues that would be tough if you were earning a wage let alone a volunteer	10/13/2014 2:18 PM
87	No	10/13/2014 2:16 PM
88	yes	10/13/2014 2:13 PM
89	Not asked, although I sometimes feel I am not able to commit as much time as the role really requires.	10/13/2014 2:11 PM
90	time commitments around work, particularly when organising and going on camps	10/13/2014 2:06 PM
91	No	10/13/2014 1:17 PM

Q9 In your role, do you ever manage or oversee other volunteers?

Answered: 91   Skipped: 27

#	Responses	Date
1	Yes	11/18/2014 9:10 AM
2	yes.	11/10/2014 1:41 PM
3	yes	11/3/2014 11:29 AM
4	No	10/29/2014 5:59 AM
5	Nope	10/26/2014 4:41 AM
6	Yes	10/26/2014 1:05 AM
7	No	10/22/2014 1:11 PM
8	No	10/19/2014 9:03 PM
9	Not particularly	10/18/2014 3:28 AM
10	Yes	10/18/2014 1:02 AM
11	Yes.	10/18/2014 12:22 AM
12	Yes	10/17/2014 8:06 AM
13	Yes.	10/17/2014 1:37 AM
14	Yes young leaders	10/17/2014 1:21 AM
15	Yes	10/16/2014 11:58 PM
16	Yes	10/16/2014 11:16 PM
17	Yes, Young Leaders, & sometimes, parent helpers.	10/16/2014 4:21 PM
18	yes	10/16/2014 3:31 PM
19	Yes. I tell other young leaders to do stuff like moving tables or providing a game for 10 minutes.	10/16/2014 2:37 PM
20	Yes	10/16/2014 2:37 PM
21	Yes	10/16/2014 2:23 PM
22	Yes	10/16/2014 2:12 PM
23	For some events.	10/16/2014 2:03 PM
24	No really.	10/16/2014 1:56 PM
25	Yes I manage 3 volunteers and 3 young leaders	10/16/2014 1:52 PM
26	No, I am moly a leader	10/16/2014 1:40 PM
27	Not presently but have previously	10/16/2014 1:02 PM
28	Yes	10/16/2014 12:32 PM
29	no	10/16/2014 12:15 PM
30	No	10/16/2014 12:11 PM
31	No we all work as a team and we all confide with each other	10/16/2014 12:04 PM
32	No	10/16/2014 11:51 AM
33	Small numbers of volunteers	10/16/2014 11:45 AM
34	In a previous role, I was responsible for all parts of Scouting in a district, which involved overseeing volunteers	10/16/2014 11:39 AM
35	No	10/16/2014 11:35 AM

36	I did.	10/16/2014 11:33 AM
37	Yes	10/16/2014 11:33 AM
38	Yes	10/16/2014 11:28 AM
39	Yes quite often at meetings	10/16/2014 1:41 AM
40	Yes	10/15/2014 2:59 PM
41	Yes	10/15/2014 1:02 PM
42	Yes	10/15/2014 8:27 AM
43	Yes	10/15/2014 8:16 AM
44	Yes	10/15/2014 6:24 AM
45	yes	10/15/2014 2:22 AM
46	I have different roles, one of them this year was to organise West Lancs Water Days, which involved managing a team.	10/15/2014 12:59 AM
47	nope	10/14/2014 9:52 PM
48	No.	10/14/2014 7:32 PM
49	Have been AGSL. and involved in training	10/14/2014 6:47 PM
50	No	10/14/2014 4:54 PM
51	No	10/14/2014 4:00 PM
52	Yes all 15 leaders in my group and about 200 in a support unit that I am manager of	10/14/2014 3:26 PM
53	Yes	10/14/2014 3:10 PM
54	Very occasionally, depending upon what I have been asked to run	10/14/2014 2:37 PM
55	Yes I am the section leader. I have three assistant leaders and a young leader	10/14/2014 2:12 PM
56	Yes I am the group scout leader	10/14/2014 2:05 PM
57	Yes	10/14/2014 1:58 PM
58	Yes	10/14/2014 1:14 PM
59	Yes.	10/14/2014 1:10 PM
60	Yes	10/14/2014 1:08 PM
61	Yes	10/14/2014 1:04 PM
62	Yes	10/14/2014 1:00 PM
63	No	10/14/2014 12:41 PM
64	I do as part of my role within the County Training Team, but not on a week to week basis normally.	10/14/2014 12:37 PM
65	No	10/14/2014 12:27 PM
66	Yes I am a group scout leader and this involves managing others.	10/14/2014 12:25 PM
67	Yes	10/14/2014 12:12 PM
68	Yes we have some young leaders who are learning from us	10/14/2014 12:11 PM
69	Yes	10/14/2014 12:11 PM
70	Have done.	10/14/2014 11:59 AM
71	No	10/14/2014 11:16 AM
72	Yes	10/14/2014 9:57 AM
73	No	10/14/2014 9:48 AM
74	yes	10/14/2014 9:25 AM
75	Yes I am an assistant GSL & one of the longest serving in my group so I have experience as the GSL and longevity in a supervisory position	10/14/2014 9:20 AM

76	Yes	10/14/2014 9:16 AM
77	Yes	10/14/2014 9:03 AM
78	Yes	10/14/2014 7:47 AM
79	Yes- my group has three Young Leaders, two of which are earmarked to work with my section (Cubs)	10/14/2014 5:20 AM
80	Yes	10/14/2014 3:21 AM
81	Yes	10/14/2014 1:58 AM
82	sometimes as a District Leader	10/13/2014 2:42 PM
83	Yes	10/13/2014 2:31 PM
84	I have recruited other volunteers to our unit	10/13/2014 2:24 PM
85	No	10/13/2014 2:19 PM
86	Yes	10/13/2014 2:18 PM
87	No	10/13/2014 2:16 PM
88	yes	10/13/2014 2:13 PM
89	no	10/13/2014 2:12 PM
90	Yes, take charge of young leaders and manage training.	10/13/2014 2:07 PM
91	No	10/13/2014 1:17 PM

Q10 If so, have you ever experienced any difficulties with managing volunteers?

Answered: 78   Skipped: 40

#	Responses	Date
1	No	11/18/2014 9:10 AM
2	yes. just need to make people feel appreciated, which in the extreme can be a bit waring and can be like treading on eggshells.	11/10/2014 1:41 PM
3	yes	11/3/2014 11:29 AM
4	No	10/29/2014 5:59 AM
5	Yes	10/26/2014 1:05 AM
6	N/A	10/22/2014 1:11 PM
7	Generally differing standards and expectations	10/18/2014 3:28 AM
8	Yes	10/18/2014 1:02 AM
9	Not really	10/18/2014 12:22 AM
10	Resistance to change from other leaders	10/17/2014 8:06 AM
11	Yes.	10/17/2014 1:37 AM
12	No they have usually come through scouting and know what is expected of them.	10/17/2014 1:21 AM
13	Yes	10/16/2014 11:58 PM
14	I have only just started worst thing is getting in touch everyone whilst running a colony	10/16/2014 11:16 PM
15	Finding time during a busy Scout meeting to support other volunteers. We're usually fully hands-on with the Scouts, so volunteers often get thrown in at the deep end!	10/16/2014 4:21 PM
16	only with people over-committing so not having time to do everything	10/16/2014 3:31 PM
17	Not really as everyone gets along with each other.	10/16/2014 2:37 PM
18	Maintaining interest in project groups can be difficult when there is slow progress or an evaluation stage	10/16/2014 2:37 PM
19	No	10/16/2014 2:23 PM
20	It can be hard to give constructive criticism/tell someone things are not acceptable, as they are volunteering	10/16/2014 2:12 PM
21	Lots. But need to know them well or accommodating and ask them what they can do.	10/16/2014 2:03 PM
22	There lack of commitment can be very frustrating - organising an outside activity with 22 cubs then 1 adult helper just not turning up and a second texting half an hour before the meeting to say that they can't make it. I fully understand that people have other responsibilities and priorities but it is frustrating when the young people suffer	10/16/2014 1:52 PM
23	No	10/16/2014 1:40 PM
24	Yes vey difficult to challenge people who do things voluntarily	10/16/2014 1:02 PM
25	yes	10/16/2014 12:32 PM
26	NA	10/16/2014 12:11 PM
27	N/A	10/16/2014 11:51 AM
28	No	10/16/2014 11:45 AM
29	Yes. Awkward adults who are not in Scouting for the right reasons.	10/16/2014 11:39 AM
30	Yes. Get ting leaders to attend meetings. To help out other units and to support district events.	10/16/2014 11:33 AM
31	Yes, but usually when they judge others by their values rather than valuing them for the efforts etc they are all putting in	10/16/2014 11:33 AM

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32	No, as everyone understands each other. We have all been in the same situation so if something is difficult, you can empathise with the other volunteer	10/16/2014 11:28 AM
33	Not really	10/16/2014 1:41 AM
34	Nothing major that I haven't overcome. It is like any organisation, a structure is important and volunteers must lead other volunteers in the Scout Association, and those that aren't 'cut out' for it can choose to be assistants and not leaders, but it can also make volunteers great leaders of children and adults, and help their careers too.	10/15/2014 2:59 PM
35	Initially building a relationship to help ensure I have support.	10/15/2014 1:02 PM
36	No. It is important to be careful about who you encourage to join the team so that you have people with the same outlook and work ethic. You cannot do this "job" if you cannot rely on the people around you.	10/15/2014 8:27 AM
37	Yes. It is difficult to repremand another volunteer.	10/15/2014 8:16 AM
38	Not really	10/15/2014 6:24 AM
39	yes, it is important not to turn volunteers away, but sometimes you have no idea what you are getting yourself into. They often want to help, but don't necessarily get to grips with scouting rules and regulations. Also, a change of hierachy can often 'put noses out of joint'	10/15/2014 2:22 AM
40	I'm part of SplAShU, and they are the most amazing group of people to work with.	10/15/2014 12:59 AM
41	no	10/14/2014 6:47 PM
42	n/a	10/14/2014 4:54 PM
43	You need to know peoples strengths and not be offended when you ask someone to do something and they say no. Also small cliques of people need managing as they often are a barrier for others joining	10/14/2014 3:26 PM
44	Can sometimes be difficult to motivate people, especially for the more administrative roles behind the scenes. What is useful though is that we are all in it for the good of Scouting and the young people, a common aim is very beneficial	10/14/2014 3:10 PM
45	No	10/14/2014 2:37 PM
46	Yes. One leader had an issue where he shouted at the children. I had to have a quiet word yo remind him why we volunteered and why the cubs came to scouts - to have fun!	10/14/2014 2:12 PM
47	Most things can be solved with a bit of tact	10/14/2014 2:05 PM
48	Occasionally	10/14/2014 1:58 PM
49	when the volunteers have a barrier and can't overcome it	10/14/2014 1:14 PM
50	Yes	10/14/2014 1:10 PM
51	Sometimes especially when they don't do as they have said they will or ignore deadlines	10/14/2014 1:08 PM
52	Only when someone doesn't deliver what has been promised	10/14/2014 1:04 PM
53	not that can't be managed within POR	10/14/2014 1:00 PM
54	Not to date.	10/14/2014 12:37 PM
55	No. I take the approach we are all volunteers and all equal.	10/14/2014 12:25 PM
56	No	10/14/2014 12:12 PM
57	Not at present, however some are not as dedicated or commited to the weekly pack night	10/14/2014 12:11 PM
58	It is difficult when leaders fall out amongst themselves.	10/14/2014 12:11 PM
59	Yes. Made me realise that here And in work i'm not managerial stuff. Can't stand it. Love the organising though.	10/14/2014 11:59 AM
60	N/A	10/14/2014 11:16 AM
61	Yes, when they are not interested and let you down	10/14/2014 9:57 AM
62	Yes	10/14/2014 9:48 AM
63	I tend to be younger than the people im trying to manage and they get set in their own ways and not open to new ideas	10/14/2014 9:25 AM

64	Yes - volunteers not fulfilling their expected role or managing disputes between section leaders. Dealing with potential disciplinary matter. The difficulties re that these situations are stressful and detract from our basic purpose ie supporting & training young people.	10/14/2014 9:20 AM
65	Yes	10/14/2014 9:16 AM
66	Sometimes with occasional volunteers who want to get involved but need guidance in dealing with young people.	10/14/2014 9:03 AM
67	Occasionally	10/14/2014 7:47 AM
68	Yes	10/14/2014 5:20 AM
69	It is a constant ballancing act, keeping adults motivated and keen to continue, particularly when new to the role. People can feel very out of their depth if not properly supported and this can cause people to leave.	10/14/2014 3:21 AM
70	Not too bad - it is different from a manager employee relationship	10/14/2014 1:58 AM
71	not that I can recall	10/13/2014 2:42 PM
72	Regularly I have to settle conflicting opinions between other adult volunteers	10/13/2014 2:31 PM
73	Main difficulty is getting someone to come out to complete DBS checks etc	10/13/2014 2:24 PM
74	N/A	10/13/2014 2:19 PM
75	Often	10/13/2014 2:18 PM
76	yes	10/13/2014 2:13 PM
77	n/a	10/13/2014 2:12 PM
78	Time commitments, fitting meeting in around full time work.	10/13/2014 2:07 PM

Q11 How closely does your Scouting Volunteer work relate to your occupation?

Answered: 92   Skipped: 26

#	Responses	Date
1	I am retired now but when working not a great deal. Iwas traveling the world in a high pressure job (200,000 miles a year plus). Scouting was my reality check!	11/18/2014 9:11 AM
2	None	11/10/2014 1:42 PM
3	not very closely	11/3/2014 11:30 AM
4	No where near.	10/29/2014 6:00 AM
5	Closely re Being proactive, programme planning and crowd control.	10/26/2014 4:42 AM
6	Not at all	10/26/2014 1:05 AM
7	Studying engineering at university ther is a lot team work involved with projects. its very much the same with Scouting.	10/22/2014 1:13 PM
8	Not at all	10/19/2014 9:03 PM
9	Extremely - work in primary education therefore transition between strict work life makes relaxed scouting difficult to manage	10/18/2014 3:29 AM
10	Not very	10/18/2014 1:02 AM
11	Vastly different	10/18/2014 12:23 AM
12	Management/training	10/17/2014 8:07 AM
13	In the early years, not at all. Now I am involved in support and management and this is very similar to my occupation.	10/17/2014 1:38 AM
14	It doesn't now, but ran parallel to my teaching in schools	10/17/2014 1:22 AM
15	Not at all	10/16/2014 11:58 PM
16	Not with being a Beaver Leader. But I do sit on a finance committed that relates to my job	10/16/2014 11:18 PM
17	None what-so-ever! I'm an anaesthetic Nurse.	10/16/2014 4:22 PM
18	not at all	10/16/2014 3:31 PM
19	It makes me more confidant as a person and I feel it makes a difference at College.	10/16/2014 2:38 PM
20	Not directly, but do both benefit the overall wellbeing of the local community	10/16/2014 2:37 PM
21	Not at all	10/16/2014 2:23 PM
22	Part quite closely	10/16/2014 2:12 PM
23	Not much.	10/16/2014 2:03 PM
24	At the moment I have not got a job. But I'm trying and I have been told that having scouting on my CV is an amazing thing to have because people are interested in what it's about.	10/16/2014 1:57 PM
25	Not at all any more, I used to work at a residential school for boys but now work freelance book keeping and still can't get all my subs in on time!	10/16/2014 1:52 PM
26	Not really, I am in education still	10/16/2014 1:40 PM
27	Not presently but many of my previous jobs have been working with young people	10/16/2014 1:03 PM
28	Reasonably close	10/16/2014 12:32 PM
29	not at all.	10/16/2014 12:16 PM
30	I'm currently a student.	10/16/2014 12:12 PM
31	Working as a member of a team and on your own using each persons strengths	10/16/2014 12:05 PM

32	Not at all	10/16/2014 12:01 PM
33	Not at all, polls apart.	10/16/2014 11:51 AM
34	Most the time there far apart	10/16/2014 11:45 AM
35	Not at all. The training is useful in work projects, but that was it.	10/16/2014 11:41 AM
36	The Beavers Animal care badge	10/16/2014 11:36 AM
37	Very little that is what I enjoy	10/16/2014 11:34 AM
38	Not at all	10/16/2014 11:33 AM
39	Not at all, though I hope to be a doctor in the future in which case, the management of a team of people links closely with the organisation of a group of leaders	10/16/2014 11:29 AM
40	Quite close as I have taught in a primary school for a long time..40years.	10/16/2014 1:42 AM
41	Not closely, but it has very much helped in providing come great examples in job interviews and has no doubt improved and developed the skills I use in my job.	10/15/2014 2:59 PM
42	Not at all.	10/15/2014 1:02 PM
43	Not very	10/15/2014 8:27 AM
44	Does not relate.	10/15/2014 8:19 AM
45	Not at all	10/15/2014 6:24 AM
46	Nowadays it's like a busmans holiday ... Admin with work, admin with Scouts.	10/15/2014 2:24 AM
47	I'm a full time student in Physiology and Pharmacology - no relation.	10/15/2014 12:59 AM
48	Highly, im going into the outdoor industry. So the outdoor activities and the development of the scouts relate hugely	10/14/2014 9:54 PM
49	I am a Primary School Teacher. My role as a Beaver Scout and Scout Leader was helpful when applying to my university degree. I think my Behaviour Management strategies at school have been greatly improved because of my volunteer roles.	10/14/2014 7:35 PM
50	Both involve working with young people.	10/14/2014 6:47 PM
51	50%	10/14/2014 4:54 PM
52	Slightly as in my occupation I constantly deal with the general public an am put in different situations all the time just like in scouting	10/14/2014 4:01 PM
53	I am a lollipop lady so working with children is similar but not adults as I don't manage any in my job	10/14/2014 3:27 PM
54	unrelated	10/14/2014 3:10 PM
55	Not hugely/directly. I do it because I enjoy it, and if that sometimes means that I gain a skill that helps me in my life, that's just an added bonus that I don't notice because I have come to view it as normal	10/14/2014 2:38 PM
56	I am currently a student nurse. There are aspects of nursing that can tie into scouting team working, leadership and caring to name a few.	10/14/2014 2:13 PM
57	Fairly similar I train and assess mechanical apprentices	10/14/2014 2:06 PM
58	No relation	10/14/2014 1:59 PM
59	Very close	10/14/2014 1:14 PM
60	I work in the education sector	10/14/2014 1:11 PM
61	Very - I manage volunteers in my work role too	10/14/2014 1:08 PM
62	As I am a trainer quite closely As I am a training administrator	10/14/2014 1:06 PM
63	I'm in a management position in both so work helps scouts	10/14/2014 1:01 PM
64	Looking after children	10/14/2014 12:41 PM
65	I can apply some of the principles and engineering learning I have to Scouting to link the two a little.	10/14/2014 12:38 PM
66	Not at all	10/14/2014 12:27 PM
67	Not at all	10/14/2014 12:25 PM

68	I am a supervisor in a manufacturing environment, there are occasional similarities	10/14/2014 12:12 PM
69	Nil that's why I was happy dong it, now retired	10/14/2014 12:12 PM
70	A little. I manage staff and manage stakeholders which is similar. But I deliver IT projects for government for a living which is very regimented in terms of governance and legislation.	10/14/2014 12:12 PM
71	I work around kids, that's about it	10/14/2014 11:59 AM
72	Not at all.	10/14/2014 11:16 AM
73	Quite closely, I work in management and my position is BSL	10/14/2014 9:58 AM
74	Vaguely - Project management etc.	10/14/2014 9:49 AM
75	Not often. Unless its first aid night. then its quite relevant	10/14/2014 9:26 AM
76	I was a senior police officer & and see a very close link between the support and encouragement of young people and the development of good society/ communities . Also the organisational skills I had from my profession are well suited to the Scout movement.	10/14/2014 9:22 AM
77	Some work skills are applied to volunteer work.	10/14/2014 9:16 AM
78	Fairly.	10/14/2014 9:03 AM
79	There are only occasional areas of overlap - it doesn't particularly relate to my occupation	10/14/2014 7:48 AM
80	Not very.	10/14/2014 5:20 AM
81	Not at all	10/14/2014 3:24 AM
82	It doesn't	10/14/2014 1:58 AM
83	I work with children at lunchtime and am also a lollipop lady so I can relate that way	10/13/2014 2:43 PM
84	Not at all	10/13/2014 2:32 PM
85	They complement each other in parts	10/13/2014 2:24 PM
86	I am a student mental health nurse so many of the skills are transferable such as communication and interpesonal skills.	10/13/2014 2:20 PM
87	Not much	10/13/2014 2:19 PM
88	Fairly close	10/13/2014 2:16 PM
89	not at all.	10/13/2014 2:13 PM
90	It involves organisation and making contacts which were part of my occupation	10/13/2014 2:12 PM
91	Very closely. I work as a secondary teacher.	10/13/2014 2:07 PM
92	N/a	10/13/2014 1:18 PM

Q12 Please evaluate the statements below in order of which is most important to you in terms of feeling rewarded by Scouting. (1= most important, 7= least important)

Answered: 92   Skipped: 26
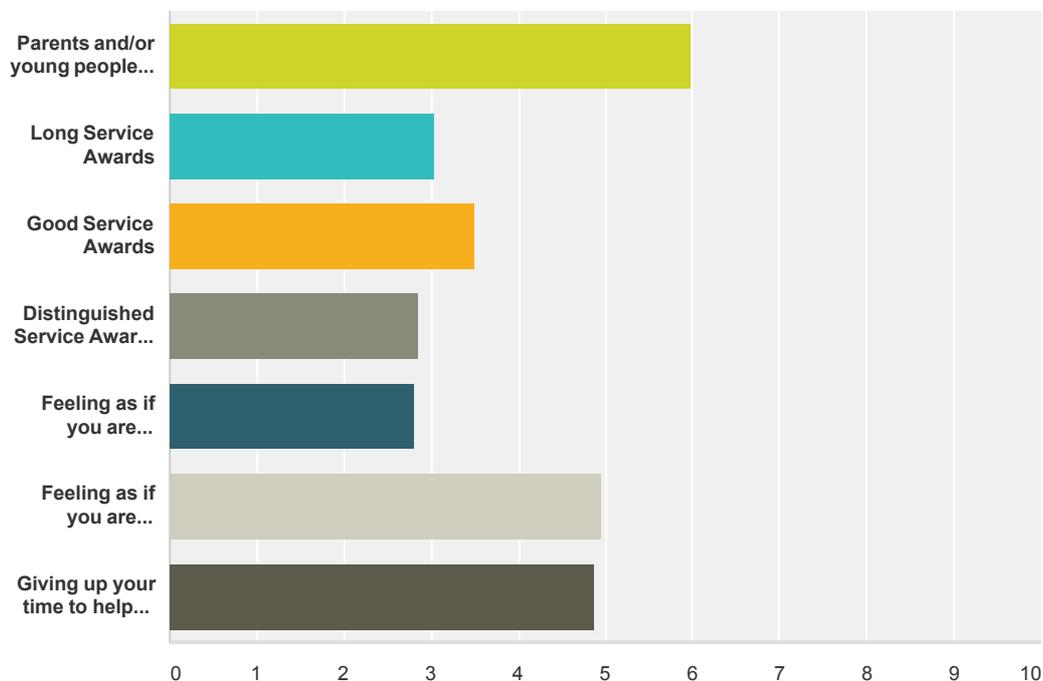
	1	2	3	4	5	6	7	Total	Score
Parents and/or young people saying thanks at the end of an evening meeting or camp	59.78% 55	16.30% 15	7.61% 7	6.52% 6	3.26% 3	3.26% 3	3.26% 3	92	6.00
Long Service Awards	0.00% 0	4.40% 4	14.29% 13	15.38% 14	25.27% 23	28.57% 26	12.09% 11	91	3.04
Good Service Awards	0.00% 0	7.61% 7	13.04% 12	23.91% 22	35.87% 33	16.30% 15	3.26% 3	92	3.50
Distinguished Service Awards (e.g The Silver Acorn)	3.26% 3	5.43% 5	8.70% 8	15.22% 14	15.22% 14	27.17% 25	25.00% 23	92	2.85
Feeling as if you are providing a service to parents	3.26% 3	8.70% 8	9.78% 9	18.48% 17	7.61% 7	8.70% 8	43.48% 40	92	2.82
Feeling as if you are providing a service to society in general	18.48% 17	27.17% 25	25.00% 23	10.87% 10	4.35% 4	8.70% 8	5.43% 5	92	4.97
Giving up your time to help others	15.38% 14	30.77% 28	21.98% 20	9.89% 9	8.79% 8	7.69% 7	5.49% 5	91	4.89

Q13 Are there any other things that are important to you feeling rewarded, which are not listed above?

Answered: 61 Skipped: 57

#	Responses	Date
1	Seeing young people develop and knowing I had a part in it.	11/18/2014 9:12 AM
2	Friendships, working as part of a team to deliver something.	11/10/2014 1:44 PM
3	no	11/3/2014 11:31 AM
4	Making friends	10/26/2014 1:05 AM
5	No	10/22/2014 1:15 PM
6	Parents/families and wider community recognising the work of volunteers	10/18/2014 3:30 AM
7	Feedback from line managers	10/17/2014 8:08 AM
8	No.	10/17/2014 1:39 AM
9	Having fun yourself	10/16/2014 11:19 PM
10	Seeing the kids enjoying themselves & achieving their full potential.	10/16/2014 4:25 PM
11	QSA DofE	10/16/2014 3:32 PM
12	Helping Special Needs Children gain the same awards as everyone else makes you feel great.	10/16/2014 2:42 PM
13	Opportunities to attend events, e.g. royal and distinguished events or international travel	10/16/2014 2:40 PM
14	Seeing kids enjoying activities.	10/16/2014 2:05 PM
15	The thrill of completing something with your friends. That in it's self it an amazing reward.	10/16/2014 2:00 PM
16	Seeing the young people enjoying themselves is the most important thing	10/16/2014 1:54 PM
17	No	10/16/2014 1:41 PM
18	Watching young people develop their skills and developing in to well round members of society whilst having fun!	10/16/2014 12:35 PM
19	feeling as if I am giving the young people something that they enjoy and something that is developing them positively.	10/16/2014 12:20 PM
20	The best reward is knowing that often you are improving the young persons chances. The more skills they learn at scouts the better members of society they are going to be.	10/16/2014 12:14 PM
21	Being recognised for the skills and experience	10/16/2014 11:53 AM
22	Kids smiling	10/16/2014 11:46 AM
23	Seeing the young people succeed, learn and enjoy themselves.	10/16/2014 11:43 AM
24	Seeing a young person grow and gain confidence. Going out into the world and enjoying life.	10/16/2014 11:36 AM
25	The view from the Scouts, not parents	10/16/2014 11:34 AM
26	No	10/16/2014 11:30 AM
27	Getting positive feedback from any scout.	10/16/2014 1:46 AM
28	The smiles I see as a result of the things I do, and the feeling you get when something has gone so well, and it's all down to you, is very rewarding. And making memories, it can't really b e quantified but is very rewarding to me.	10/15/2014 3:02 PM
29	Having excellent support from your line manager and getting positive feedback that you make a difference.	10/15/2014 1:05 PM
30	Knowing that you have made a positive difference to the children's lives.	10/15/2014 8:27 AM
31	The look on a child's face when it achieves something it thought it couldn't do.	10/15/2014 6:27 AM

32	Developing my own skills and qualities	10/14/2014 9:55 PM
33	No	10/14/2014 6:49 PM
34	Wider publication of achievement s e.g local press, e-media (open to all)	10/14/2014 4:56 PM
35	Friendships that are made	10/14/2014 3:31 PM
36	Young people (and adults that were youth members) reminiscing about things they have done and the happy memories they have	10/14/2014 3:12 PM
37	Seeing that others around me are having a good time as well because of something that I have helped with	10/14/2014 2:40 PM
38	The drop down boxes wouldn't irk on question 12	10/14/2014 2:14 PM
39	When a young person grasps a new skill for the first time	10/14/2014 2:09 PM
40	When someone has put in years of exceptional service in many different ways, yet the writer of the input for the award does not put in the equivalent when putting pen to paper	10/14/2014 1:10 PM
41	Feeling as if you are making a difference to young people	10/14/2014 1:03 PM
42	The feeling that the Scouts are learning life skills and becoming better and more responsible citizens.	10/14/2014 12:41 PM
43	Seeing the young people achieve much more than they ever thought they could.	10/14/2014 12:27 PM
44	Watching the children gain badges that acknowledge there achievement and attitudes	10/14/2014 12:16 PM
45	Watching youngster grow and mature into positive individuals	10/14/2014 12:16 PM
46	Smiles from the young people. Fun with my friends in Scouting. They beat all of the things listed above.	10/14/2014 12:15 PM
47	Nope	10/14/2014 12:00 PM
48	No	10/14/2014 11:18 AM
49	The YP having fun	10/14/2014 9:49 AM
50	having a really good time while i volunteer	10/14/2014 9:28 AM
51	Support, thanks or encouragement from members of your own group (or section/team) within scouts	10/14/2014 9:27 AM
52	Spending time with like-minded people.	10/14/2014 7:52 AM
53	No	10/14/2014 5:21 AM
54	The young people getting into the outdoors and the young people enjoying Scouting activities	10/14/2014 3:27 AM
55	No	10/14/2014 1:59 AM
56	Feeling that you are empowering the young people and helping them to grow, develop and try new things	10/13/2014 2:26 PM
57	Seeing the young people enjoying their time in Scouts, achieving new things and developing into young adults	10/13/2014 2:22 PM
58	Scouts recieving their badges and seeing them grow as a person!	10/13/2014 2:17 PM
59	no	10/13/2014 2:13 PM
60	Other leaders thanking you for your input.	10/13/2014 2:09 PM
61	No	10/13/2014 1:19 PM

Q14 What is your role as an Adult Volunteer in Scouting?(If you have more than one role, please include these too)

Answered: 90   Skipped: 28

Answer Choices	Responses	
Primary role	**100.00%**	90
Other role	**52.22%**	47
Other role	**32.22%**	29
Other role	**13.33%**	12

#	Primary role	Date
1	CSL	11/18/2014 9:12 AM
2	Explorer Scout Leader	11/10/2014 1:45 PM
3	assistant group scout leader	11/3/2014 11:33 AM
4	District Scout Leader	10/29/2014 6:04 AM
5	ASL	10/26/2014 4:44 AM
6	Scout leader	10/26/2014 1:05 AM
7	Assistant Explorer Scout Leader	10/22/2014 1:15 PM
8	Group Sectional Assistant (cubs)	10/19/2014 9:04 PM
9	Assistant Scout Leader	10/18/2014 3:31 AM
10	explorer scout leader	10/18/2014 1:04 AM
11	Bsl	10/18/2014 12:25 AM
12	Assistant county commissioner	10/17/2014 8:08 AM
13	County Secretary	10/17/2014 1:40 AM
14	ACSL	10/17/2014 1:24 AM
15	Scout Leader	10/16/2014 11:59 PM
16	Beaver Leader at 2 colonies	10/16/2014 11:20 PM
17	Scout Leader	10/16/2014 4:26 PM
18	District Network manager	10/16/2014 3:33 PM
19	To help the children of tomorrow.	10/16/2014 2:43 PM
20	Assistant County Commissioner	10/16/2014 2:41 PM
21	Cub Scout leader (akela)	10/16/2014 2:25 PM
22	ASEL	10/16/2014 2:14 PM
23	aesl	10/16/2014 2:05 PM
24	Explorer	10/16/2014 2:00 PM
25	Cub Scout Leader	10/16/2014 1:54 PM
26	I am only a scout leader nothing else	10/16/2014 1:42 PM
27	Aesl	10/16/2014 1:04 PM
28	District Leader	10/16/2014 12:36 PM

29	assistant explorer scout leader	10/16/2014 12:22 PM
30	Assistant Cub Scout Leader	10/16/2014 12:14 PM
31	assistant cub scout leader	10/16/2014 12:09 PM
32	assistant scout leader	10/16/2014 12:02 PM
33	Assistant Cub Leader	10/16/2014 11:53 AM
34	leader	10/16/2014 11:47 AM
35	Media	10/16/2014 11:44 AM
36	YL at 2 Beaver Sections	10/16/2014 11:38 AM
37	It was descomm until 2 weeks ago	10/16/2014 11:37 AM
38	District Explorer Scout Commissisoner	10/16/2014 11:35 AM
39	Scout Leader	10/16/2014 11:30 AM
40	Group Scout Leader	10/16/2014 1:47 AM
41	Scout Leader	10/15/2014 3:02 PM
42	Deputy County Commissioner	10/15/2014 1:06 PM
43	Beaver Leader	10/15/2014 8:28 AM
44	scout leader	10/15/2014 8:22 AM
45	ASL	10/15/2014 6:28 AM
46	GSL	10/15/2014 2:28 AM
47	ASL	10/14/2014 9:56 PM
48	Network Member	10/14/2014 7:37 PM
49	scout leader	10/14/2014 6:49 PM
50	Treasurer to district explorers	10/14/2014 4:58 PM
51	explorer leader	10/14/2014 4:04 PM
52	GSL	10/14/2014 3:32 PM
53	Manager	10/14/2014 3:12 PM
54	ASL	10/14/2014 2:40 PM
55	Cub Scout leader	10/14/2014 2:15 PM
56	group scout leader	10/14/2014 2:09 PM
57	A D C Scouts	10/14/2014 2:03 PM
58	Assistant Group Scout Leader	10/14/2014 1:17 PM
59	cub scout leader	10/14/2014 1:13 PM
60	Leader Training Aministrator	10/14/2014 1:12 PM
61	ACC BS	10/14/2014 1:11 PM
62	AAC INTERNATIONAL	10/14/2014 1:03 PM
63	assistant scout leader	10/14/2014 12:43 PM
64	Scout Leader	10/14/2014 12:41 PM
65	Group scout leader	10/14/2014 12:28 PM
66	Aesl	10/14/2014 12:28 PM
67	Assistant Cub Scout Leader	10/14/2014 12:17 PM
68	SL	10/14/2014 12:17 PM
69	District Explorer Scout Commissioner	10/14/2014 12:16 PM

#		Date
70	ADC activities	10/14/2014 12:01 PM
71	assistant scout leader	10/14/2014 11:19 AM
72	Beaver scout leader	10/14/2014 9:59 AM
73	Scout Active Support	10/14/2014 9:50 AM
74	Assistant GSL. Local group	10/14/2014 9:29 AM
75	Network organiser	10/14/2014 9:28 AM
76	Explorer Scout Leader	10/14/2014 9:17 AM
77	explorer scout leader	10/14/2014 9:05 AM
78	Group Scout Leader	10/14/2014 7:52 AM
79	Assistant Cub Leader	10/14/2014 5:21 AM
80	Scout Leader	10/14/2014 3:28 AM
81	GSL	10/14/2014 2:00 AM
82	Assistant Scout Leader	10/13/2014 2:44 PM
83	Scout Leader	10/13/2014 2:34 PM
84	Unit assistant (non-warranted)	10/13/2014 2:26 PM
85	Scout Leader	10/13/2014 2:22 PM
86	County ESL	10/13/2014 2:21 PM
87	Scout Leader	10/13/2014 2:18 PM
88	Media Relations Manager	10/13/2014 2:13 PM
89	Assistant Scout Leader	10/13/2014 2:10 PM
90	Scout leader	10/13/2014 1:19 PM
#	**Other role**	**Date**
1	Helper	11/18/2014 9:12 AM
2	Outdoor activities instructor	11/10/2014 1:45 PM
3	beaver scout leader	11/3/2014 11:33 AM
4	Explorer Scout Leadr(Young Leaders)	10/29/2014 6:04 AM
5	Trainer	10/17/2014 8:08 AM
6	Media Manager	10/17/2014 1:40 AM
7	CSL WHEN DAUGHTER TAKES A YEAR OUT!	10/17/2014 1:24 AM
8	District Explorer Scout Leader (Young Leaders)	10/16/2014 11:59 PM
9	ADC Beavers	10/16/2014 11:20 PM
10	Explorer Scout Leader	10/16/2014 4:26 PM
11	District Exec	10/16/2014 3:33 PM
12	Deputy District Commissioner	10/16/2014 2:41 PM
13	training	10/16/2014 2:14 PM
14	sasu	10/16/2014 2:05 PM
15	Young leader	10/16/2014 2:00 PM
16	assistant beaver scout leader	10/16/2014 12:09 PM
17	Group treasurer	10/16/2014 11:44 AM
18	YL at Scout Section	10/16/2014 11:38 AM
19	District explorer scout administrator	10/16/2014 11:37 AM

20	Explorer Scout Leader	10/16/2014 11:35 AM
21	Cub Leader	10/16/2014 1:47 AM
22	Cub Scout Leader	10/15/2014 3:02 PM
23	AESL	10/14/2014 9:56 PM
24	secretsry to a Blackpool scout group	10/14/2014 4:58 PM
25	network scout member	10/14/2014 4:04 PM
26	SASU MANAGER	10/14/2014 3:32 PM
27	Trustee	10/14/2014 3:12 PM
28	AESL	10/14/2014 2:40 PM
29	Explorer Leader	10/14/2014 2:03 PM
30	District media manager	10/14/2014 1:17 PM
31	District fb manager	10/14/2014 1:13 PM
32	Appointments Sub Committee	10/14/2014 1:12 PM
33	ABSL	10/14/2014 1:11 PM
34	County Training Scout Leader Training Team	10/14/2014 12:41 PM
35	Volunantary Campsite Warden	10/14/2014 12:17 PM
36	SASU Waddecar Service Team	10/14/2014 12:16 PM
37	desl	10/14/2014 12:01 PM
38	AEXL	10/14/2014 9:50 AM
39	adventure trust trustee	10/14/2014 9:29 AM
40	campsite volunteer	10/14/2014 9:28 AM
41	Scout Active Support	10/14/2014 9:17 AM
42	service crew	10/14/2014 9:05 AM
43	Scout Leader	10/14/2014 7:52 AM
44	District Scout Leader	10/14/2014 3:28 AM
45	District Scout Leader	10/13/2014 2:44 PM
46	Assistant ESL	10/13/2014 2:21 PM
47	Assistant Beaver Scout Leader	10/13/2014 2:10 PM
#	**Other role**	**Date**
1	Mentor	11/18/2014 9:12 AM
2	district nights away adviser	11/3/2014 11:33 AM
3	SASU	10/29/2014 6:04 AM
4	Assistant cub leader	10/17/2014 8:08 AM
5	Trainer	10/17/2014 1:40 AM
6	Nights Away Advisor	10/16/2014 11:59 PM
7	Member of the Finance and Fundraising Committe	10/16/2014 11:20 PM
8	County Exec	10/16/2014 3:33 PM
9	National volunteer	10/16/2014 2:41 PM
10	appointment committee	10/16/2014 2:14 PM
11	district exec member	10/16/2014 12:09 PM
12	Group sectional Assistant	10/16/2014 11:44 AM

13	District Shooting Adviser	10/16/2014 11:35 AM
14	ACSL	10/14/2014 9:56 PM
15	gang show technical support	10/14/2014 4:58 PM
16	SAFEGUARDING COORDINATOR	10/14/2014 3:32 PM
17	Assistart Scout. Leader	10/14/2014 2:03 PM
18	district SASU co-ordinator	10/14/2014 1:17 PM
19	Voluntary Campsite Warden	10/14/2014 1:12 PM
20	Activity Instructor	10/14/2014 12:17 PM
21	Little Gem Museum Duty Curator	10/14/2014 12:16 PM
22	registrar	10/14/2014 12:01 PM
23	International Support Team - SHQ	10/14/2014 9:50 AM
24	Head of Logistics for Red Rose 2014 international camp	10/14/2014 9:29 AM
25	adhoc section assistant leader	10/14/2014 9:28 AM
26	District Executive Member	10/14/2014 9:17 AM
27	Adult Trainer/Assessor	10/14/2014 3:28 AM
28	Assessor	10/13/2014 2:21 PM
29	District training team.	10/13/2014 2:10 PM
#	**Other role**	**Date**
1	SASU	11/18/2014 9:12 AM
2	county supporter	11/3/2014 11:33 AM
3	Head of Finance Red Rose 2014	10/16/2014 11:20 PM
4	just left Beaver leading :(	10/16/2014 3:33 PM
5	Active Support Manager	10/16/2014 2:41 PM
6	district assets sub committee	10/16/2014 12:09 PM
7	member of district appoinments committee	10/16/2014 11:44 AM
8	Training Validator	10/16/2014 11:35 AM
9	sasu member	10/14/2014 4:58 PM
10	GSL TRAINING ADVISOR + APPOINTMENT COMMITTEE MEMBER	10/14/2014 3:32 PM
11	Nights Away Advisor	10/14/2014 2:03 PM
12	county explorer scout leader	10/14/2014 1:17 PM

Q15 What is your age?
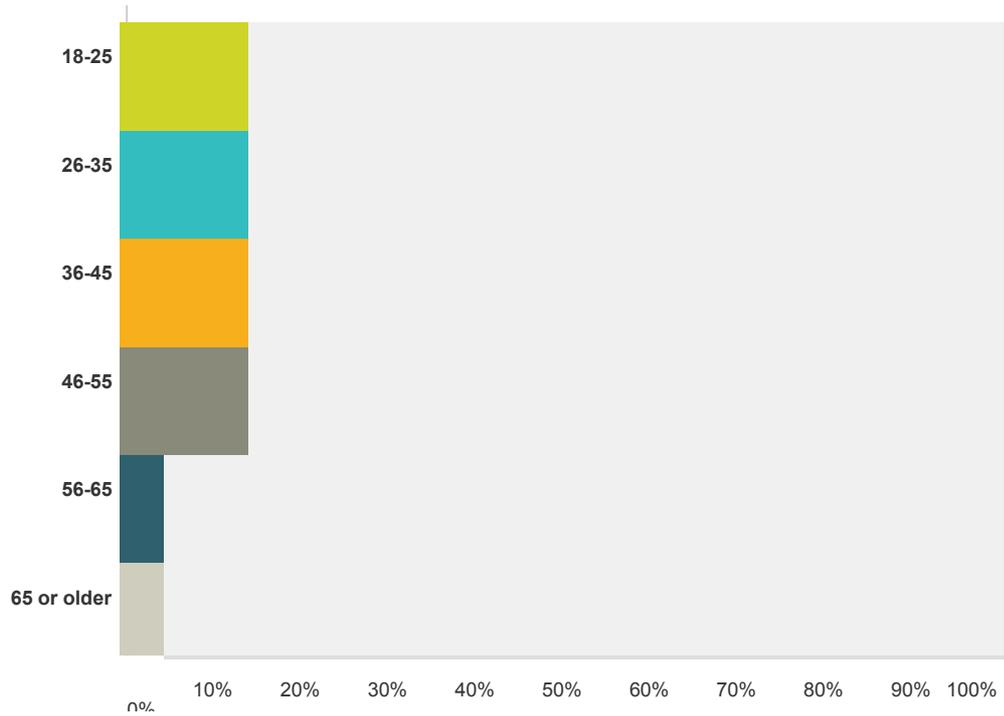
Answer Choices	Responses	
18-25	**25.56%**	23
26-35	**16.67%**	15
36-45	**22.22%**	20
46-55	**23.33%**	21
56-65	**7.78%**	7
65 or older	**4.44%**	4
Total		**90**

Q16 Are you male or female?

Answered: 90   Skipped: 28
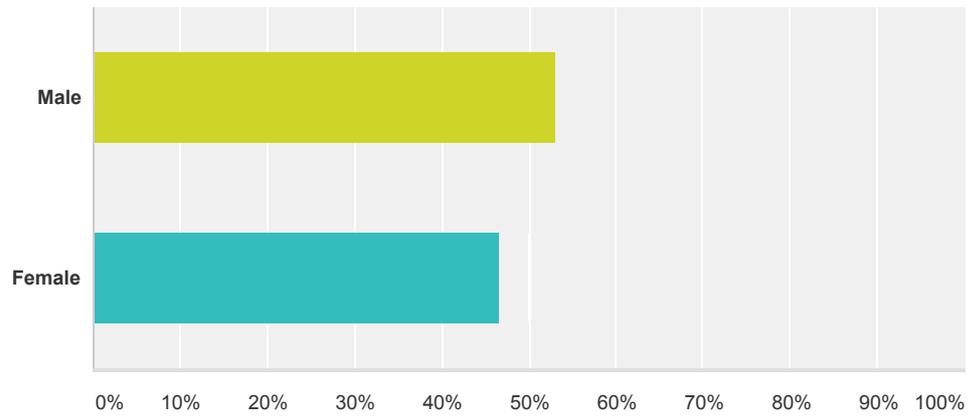
Answer Choices	Responses	
Male	**53.33%**	48
Female	**46.67%**	42
Total		**90**

APPENDIX 2- DISTINCTIVE COMMUNITY MIND MAP

Mapping distinctive features in this way assisted in exploring the research aim:
3. Assess to what degree the unique ethos and social background of Scouting creates 'atypical' volunteers. Identifying these distinctive features also assisted in the exploration of the other aims, by surfacing issues with implications for prolonged volunteering participation and motivating factors.
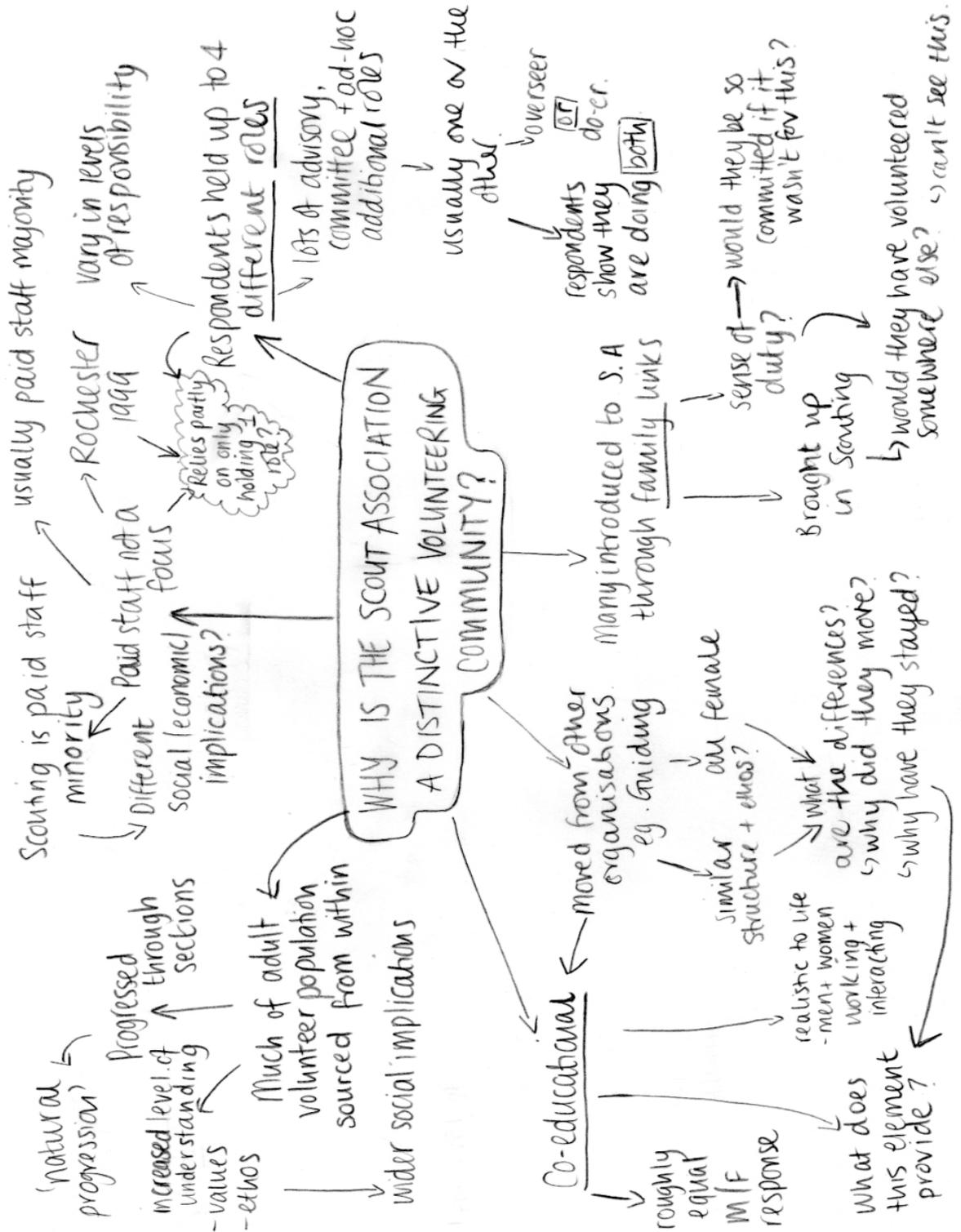
APPENDIX 3- REWARDING FEATURES MIND MAP

Exploring rewarding features as a separate entity from demotivating factors allowed previous literature to act as a means of comparing Scouting volunteers and those in other organisations. This meant that unique and shared features could be identified and therefore discussed further in the discussion chapter.
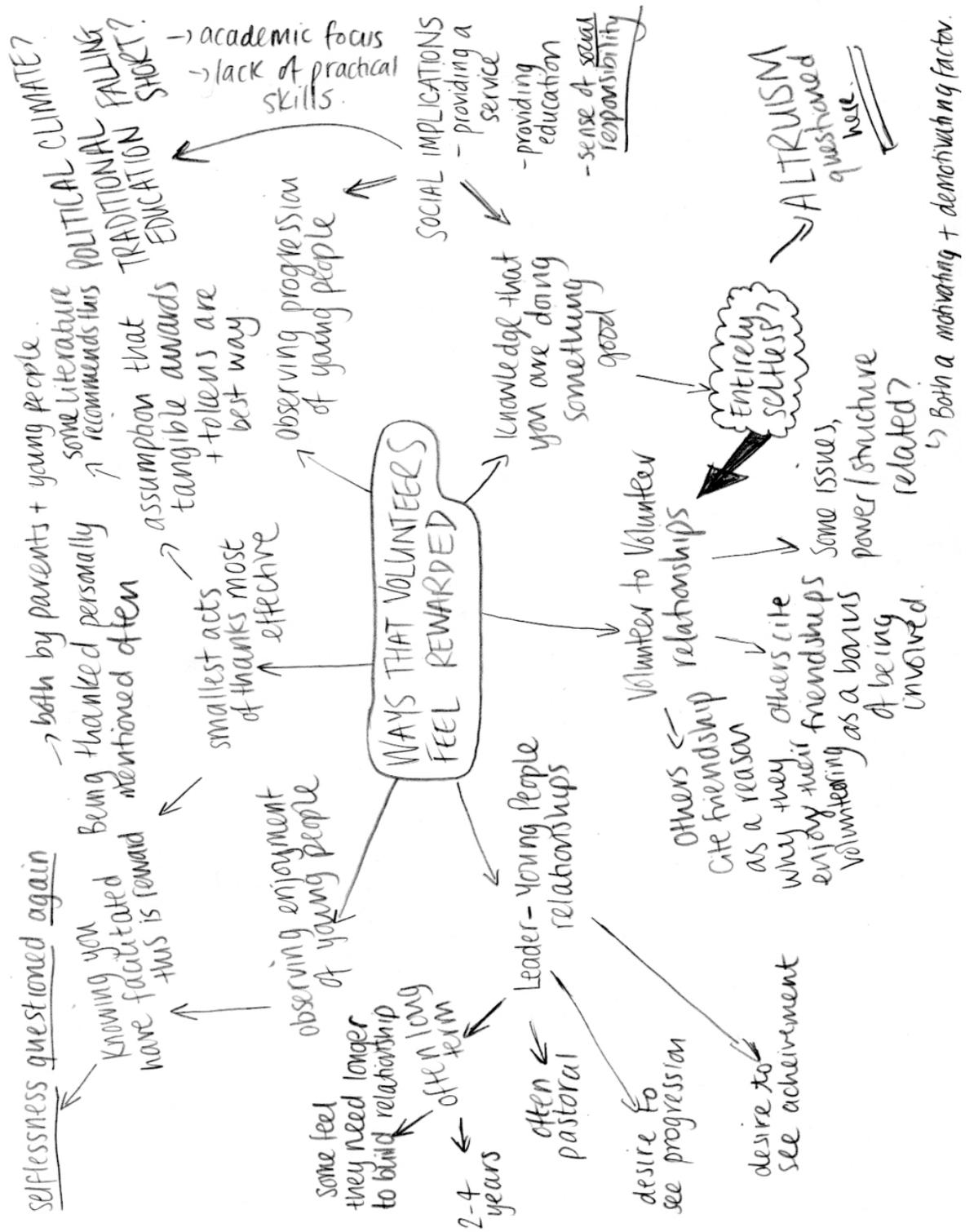
APPENDIX 4- DEMOTIVATING FEATURES MIND MAP

Similarly to Appendix 3, identifying factors that specifically demotivated volunteers helped to provide various facets of discussion. It is noted that respondents often found it easier to contribute their demotivating factors than respond positively. Upon reflection, this could be due to the structure of the questions asked, but also due to the way that participants may have perhaps felt their complaints might be 'heard' by the organisation.
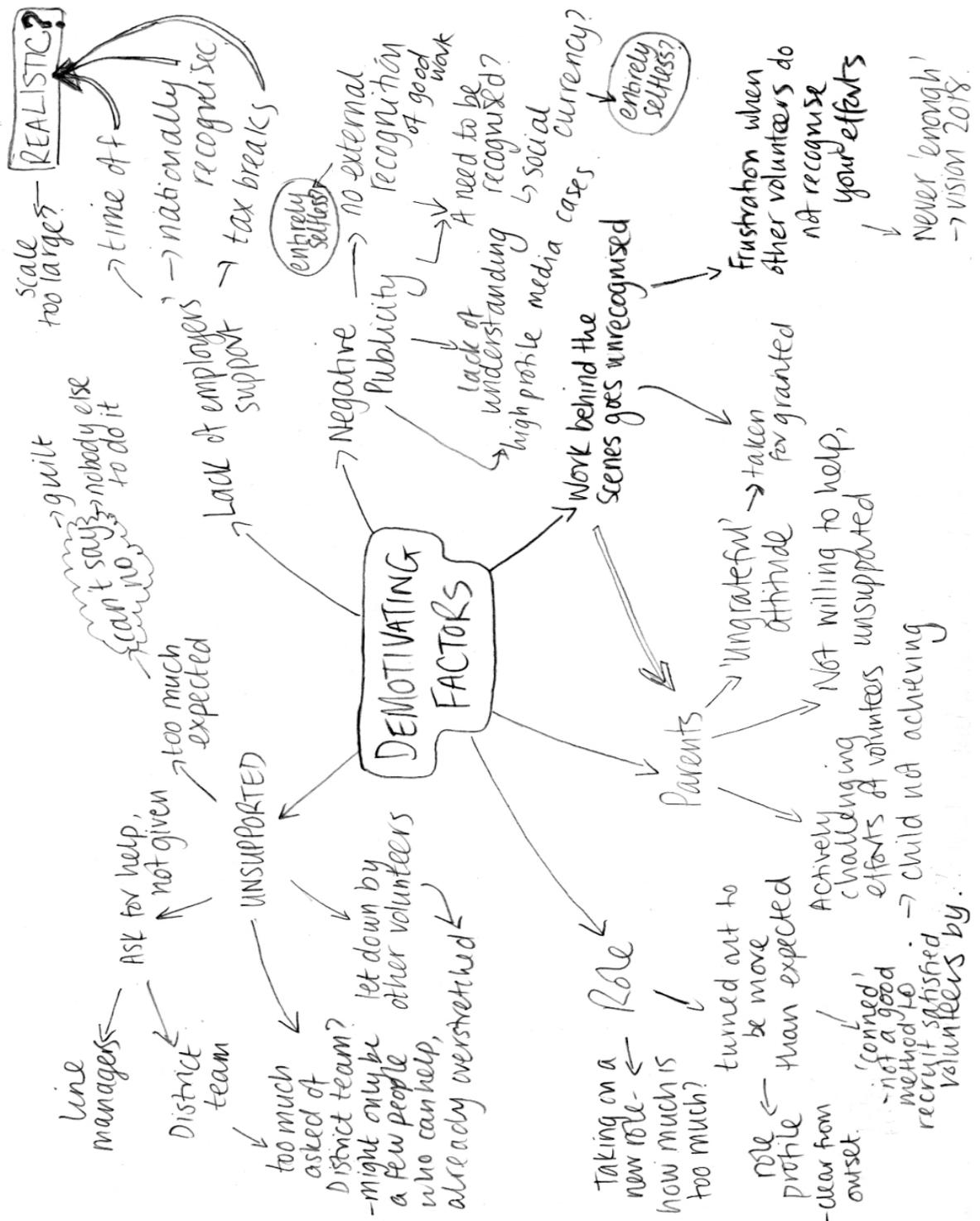
APPENDIX 5- MOTIVATION AND REWARD TREE MIND MAP

It became apparent early on in the research process that motivation and reward were inextricably linked. This was noted not only in the process of reviewing the literature, but also in responses given by the study's participants. Responses often confused the two terms, using them interchangeably. Although generally the two terms are considered separate and distinct, attempting to separate them in this study proved difficult at all stages of the research process.

REWARD / MOTIVATION tree mind map (hand-drawn). Labels include:

- Witnessing everyone that you have facilitated
- Simple expressions of thanks — from parents — from kids
- Stps to causes
- as important in Q12
- Not routed high
- Formal system of reward — models of merit — long/good service
- Witnessing progression + enjoyment
- Spending time with friends
- inextricably linked?
- Involvement from a new life when
- parents involved
- Not new progression + enjoyment
- Facilitating learning + enjoyment
- organising events
- out of necessity - desire to help
- to gain onward themselves eg D&E
- Wish to provide first time experiences
- Hoping to have a positive influence
- long term commitment

APPENDIX 6- ASSISTANT LEADER AND LEADER JOB ROLES

Appendices 6 and 7 assist in the understanding of how many of the roles in Scouting is organised. Much of the previous literature details the need for job roles to be outlined, to manage both the expectations of the organisation and the volunteer. It is noted that there are many similarities between two seemingly different roles, suggesting a level of crossover that potentially negates the usefulness of outlining the roles.

Role description for a Section Leader (Beaver Scout, Cub Scout or Scout)

scouts
be prepared . . .

0845 300 1818

Item Code FS330057 **Date** Aug 2012 **Edition no**2 (103383)

Title: Beaver Scout Leader, Cub Scout Leader or Scout Leader

Outline: Manage and lead the operation of the Section. In particular, the planning and delivery of the Balanced Programme, with the help of Assistant Section Leaders, Section Assistants, Young Leaders and members of Scout Active Support as appropriate. Some of the tasks for which the Section Leader is responsible may be delegated to others in the Section, including other Section Leaders, Assistant Section Leaders and Section Assistants.

Responsible to: Group Scout Leader.

Responsible for: Young Leaders whilst they are working in the Section.

Main Contacts: Young people, parents/carers, Assistant Leaders, Section Assistants, other Section Leaders within the Group, Group Scout Leader, Assistant District and County/Area Commissioners (Section), Explorer Scout Leader (Young Leaders), Young Leaders, Group Executive Committee members, sponsors of the Group.

Appointment Requirements: Must successfully complete the appointment process (including acceptable personal enquiries and acceptance of The Scout Association's policies). During the five months of Provisional Appointment the relevant *Getting Started* modules must be completed. A Wood Badge must be completed within three years of Full Appointment, and ongoing safeguarding and safety training.

Main Tasks
Delivery of a Balanced Programme
Delivery of a safe, exciting and stimulating Balanced Programme for the Section taking into account the needs, interests and abilities of the young people.
Ensure the safe delivery of the programme in accordance with the Policy, Organisation and Rules of The Scout Association.
Ensure that every young person in the Section has the opportunity to attend at least one nights away experience each year.
Actively support and promote the achievement of badges and awards in particular the Chief Scouts' Award.
Actively work with other adults in the Group to support and promote Group or multi-section activities and events.
Ensure regular opportunities are provided for young people to express their views on the programme and running on the Section, and that those views are taken into account (for example using Log Chews, Pack, Troop, Sixer or Patrol Leader forums, or any other method).
Actively co-operate with other section leaders to promote the Moving On from Section to Section.
Operation of the Section
Work with the Group Scout Leader, the Group Executive Committee and others to support recruiting and inducting appropriate Assistant Leaders and Section Assistants.
Agree responsibilities with Assistant Section Leaders, Section Assistants and parent helpers taking into account the development of the individual's leadership potential.

Role description for an Assistant Section Leader (Beaver Scout, Cub Scout or Scout)

scouts
be prepared . . .

0845 300 1818

Item Code FS330055 Date Aug 2013 **Edition no** 2 (103381)

Role description

Title: Assistant Beaver Scout Leader, Assistant Cub Scout Leader or Assistant Scout Leader

Outline: Support the operation of the Section. In particular, the planning and delivery of the Balanced Programme, with the help of other Section Leaders, Assistant Section Leaders, Section Assistants, Young Leaders and members of Scout Active Support as appropriate. Some of the tasks for which the Assistant Section Leader is responsible may be delegated to others in the Section, including other Section Leaders, Assistant Section Leaders and Section Assistants.

Responsible to: Group Scout Leader.

Main Contacts: Young people, parents/carers, Section Leaders, Section Assistants, other Assistant Section Leaders within the Group, Group Scout Leader, Assistant District and County/Area Commissioners (Section), Explorer Scout Leader (Young Leaders), Young Leaders, Group Executive Committee members, Sponsors of the Group.

Appointment Requirements: Must successfully complete the appointment process (including acceptable personal enquiries and acceptance of The Scout Association's policies). During the five months of provisional appointment the relevant *Getting Started* modules must be completed and a Wood Badge must be completed within three years of full appointment, as well as ongoing safeguarding and safety training.

Main Tasks
Delivery of a Balanced Programme
Support the delivery of a safe, exciting and stimulating Balanced Programme for the Section taking into account the needs, interests and abilities of the young people.
Support the safe delivery of the programme in accordance with the Policy, Organisation and Rules (POR) of The Scout Association.
Ensuring that every young person in the Section has the opportunity to attend at least one nights away experience each year.
Actively support and promote the achievement of badges and awards, in particular the Chief Scouts Award.
Actively work with other adults in the Group to support and promote Group or multi-section activities and events.
Agree how you can support the Section Leader to ensure regular opportunities are provided for young people to express their views on the programme and running on the Section, and that those views are taken into account (for example using Log Chews, Pack, Troop, Sixer or Patrol Leader forums, or any other method).
Actively support the Section Leaders to promote the Moving On from Section to Section.
Operation of the Section
Work with the Group Scout Leader, the Group Executive Committee and others to support recruiting and inducting appropriate Section Leaders, Assistant Leaders and Section Assistants.
Agree responsibilities with the Section Leader(s), Assistant Section Leader(s), Section Assistants and parent helpers taking into account the development of the individual's leadership potential.

APPENDIX 7- VOLUNTEER FUNCTIONS INVENTORY

As a well-accepted tool used in much of the previous volunteering research literature, several facets of the VFI provided useful starting points in the design of this research. However, as discussed in the methods chapter, the VFI is also limited as responses cannot be probed for richer data.

Scale

Please indicate how important or accurate each of the 30 possible reasons for volunteering were for you in doing volunteer work.
(1 = not at all important/accurate; 7 = extremely important/accurate.

1. Volunteering can help me to get my foot in the door at a place where I would like to work.	1	2	3	4	5	6	7
2. My friends volunteer.	1	2	3	4	5	6	7
3. I am concerned about those less fortunate than myself.	1	2	3	4	5	6	7
4. People I'm close to want me to volunteer.	1	2	3	4	5	6	7
5. Volunteering makes me feel important.	1	2	3	4	5	6	7
6. People I know share an interest in community service.	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
7. No matter how bad I've been feeling, volunteering helps me to forget about it.	1	2	3	4	5	6	7
8. I am genuinely concerned about the particular group I am serving.	1	2	3	4	5	6	7
9. By volunteering I feel less lonely.	1	2	3	4	5	6	7
10. I can make new contacts that might help my business or career.	1	2	3	4	5	6	7
11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	1	2	3	4	5	6	7
12. I can learn more about the cause for which I am working.	1	2	3	4	5	6	7
13. Volunteering increases my self-esteem.	1	2	3	4	5	6	7
14. Volunteering allows me to gain a new perspective on things.	1	2	3	4	5	6	7
15. Volunteering allows me to explore different career options.	1	2	3	4	5	6	7
16. I feel compassion toward people in need.	1	2	3	4	5	6	7
17. Others with whom I am close place a high value on community service.	1	2	3	4	5	6	7
18. Volunteering lets me learn things through direct, hands on experience.	1	2	3	4	5	6	7
19. I feel it is important to help others.	1	2	3	4	5	6	7
20. Volunteering helps me work through by own personal problems.	1	2	3	4	5	6	7
21. Volunteering will help me to succeed in my chosen profession.	1	2	3	4	5	6	7
22. I can do something for a cause that is important to me.	1	2	3	4	5	6	7
23. Volunteering is an important activity to the people I know best.	1	2	3	4	5	6	7
24. Volunteering is a good escape from my own troubles.	1	2	3	4	5	6	7
25. I can learn how to deal with a variety of people.	1	2	3	4	5	6	7
26. Volunteering makes me feel needed.	1	2	3	4	5	6	7
27: Volunteering makes me feel better about myself.	1	2	3	4	5	6	7
28. Volunteering experience will look good on my rrsum&	1	2	3	4	5	6	7
29. Volunteering is a way to make new friends.	1	2	3	4	5	6	7
30. I can explore my own strengths.	1	2	3	4	5	6	7

Scoring:
Items 7, 9, 11, 20, 24 make up the Protective factor.
Items 3, 8, 16, 19, 22 make up the Values factor.
Items 1, 10, 15, 21, 28 make up the Career factor.
Items 2, 4, 6, 17, 23 make up the Social factor.
Items 12, 14, 18, 25, 30 make up the Understanding factor
Items 5, 13, 26, 27, 29 make up the Enhancement factor.
Scoring is kept at the factor level and kept continuous.

APPENDIX 8- SCOUTING ROLES WORDCLOUD

Creating this diagram provided a pictoral insight into the Scouting job roles that respondents reported in Question 14 of the survey. The roles were individually added to Wordcloud software as many times as they were reported, resulting in an indication of the most often reported roles, and the focus of the roles.

APPENDIX 9- THE SCOUT GROUP STRUCTURE

The diagram highlights the various levels of job roles in Scouting. These are of particular note as volunteers fulfill all roles listed. This means that volunteers almost always managed by volunteers, as well as managing volunteers themselves. This has caused some particularly poignant issues specific to Scouting, addressed in the discussion chapter.

THE SCOUT GROUP STRUCTURE

GROUP CHAIRMAN

- GROUP TREASURER
- GROUP SECRETARY
- MEMBERS NOMINATED BY THE GROUP SCOUT LEADER
- MEMBERS ELECTED BY THE GROUP SCOUT COUNCIL
- MEMBERS CO-OPTED BY THE GROUP EXECUTIVE COMMITTEE
- SUB-COMMITTEES OF THE EXECUTIVE COMMITTEE

SPONSORED GROUP HAS A NOMINEE ON THE EXECUTIVE

EXPLORER SCOUT LEADER (if there is a partnership agreement) **

EXPLORER SCOUT YOUNG LEADERS

GROUP SCOUT LEADER GSL

- ASSISTANT GROUP SCOUT LEADER (AGSL)
- GROUP SCOUT ACTIVE SUPPORT UNIT

SCOUT LEADER (SL)

ASSISTANT SCOUT LEADER (ASL)

SCOUTS' PATROL LEADERS

CUB SCOUT LEADER (CSL)

ASSISTANT CUB SCOUT LEADER (ACSL)

CUB SCOUTS' SIXERS'

Specialist Skills Instructors, Occasional Helpers, Section Assistants, other adults in Scouting

BEAVER SCOUT LEADER (BSL)

ASSISTANT BEAVER SCOUT LEADER (ABSL)

BEAVER SCOUTS'

Parents

APPENDIX 10- QUANTITATIVE RESPONSES CHART

The chart below collates the responses from the survey participants, grouped into such a way that the data can be interrelated. This was particularly useful as it allowed comparisons between genders, length of service, progression and roles.

Respondent No.	Hours per week	Role held Yrs	Progressed?	Too much asked?	Manage/Oversee	Occupation relates?	Age	Gender	Roles	Primary Role	2nd Role	3rd Role
1	1-3	11-15 yrs	Yes	no	no	no	26-35	Male	1	SL		
2	4-6	0-5	No	yes	yes	yes	18-25	Male	3	ASL	ABSL	District training
3	1-3	0-5	No	yes	no	yes	46-55	Female	1	Media/PR		
4	7-9	11-15 yrs	No	yes	yes	no	46-55	Female	/	/		
5	1-3	0-5	No	no	no	yes	18-25	Female	1	SL		
6	10-12	25+	Yes	yes	yes	no	46-55	Male	3	County ESL	AESL	Assessor
7	4-6	0-5	No	no	no	yes	18-25	Female	1	SL		
8	4-6	11-15 yrs	Yes	Yes	yes	Yes	36-45	Female	1	Unit assistant		
9	7-9	25+	Yes	Yes	Yes	No	46-55	male	1	SL		
10	4-6	21-25	No	Yes	Yes	Yes	46-55	Female	2	ASL	District SL	
11	/	/	/	/	/	/	/	/	/	/	/	/
12	4-6	0-5	/	/	/	/	/	/	/	/	/	/
13	/	/	/	/	/	/	/	/	/	/	/	/
14	10-12	25+	No	Yes	Yes	No	46-55	Female	1	GSL		
15	10-12	11-15 yrs	Yes	Yes	Yes	No	36-45	Male	3	SL	District SL	Adult Trainer
16	7-9	0-5	No	Yes	Yes	No	18-25	Female	1	ACSL		
17	4-6	6-10yrs	No	Yes	Yes	No	26-35	Male	2	GSL	SL	
18	4-6	6-10yrs	Yes	No	Yes	Yes	26-35	female	2	ESL	Service Crew	
19	4-6	11-15 yrs	Yes	Yes	Yes	Yes	26-35	Male	3	ESL	SASU	District Exec
20	4-6	0-5	Yes	No	Yes	No	18-25	Male	3	Network organiser	Service Crew	Section Assistant
21	4-6	16-20	no	Yes	Yes	Yes	56-65	Male	3	AGSL	Trustee	Logistics Head RR14
22	4-6	6-10yrs	Yes	Yes	No	Yes	18-25	Male	3	SASU	AESL	International Support Team
23	1-3	6-10yrs	no	Yes	Yes	Yes	26-35	female	1	BSL		

#		Hours	Years	Q1	Q2	Q3	Q4	Age	Gender		Role 1	Role 2	Role 3	
24	/	/	/	/	/	/	/	/	/	/	/	/	/	/
25	/	/	/	/	/	/	/	/	/	/	/	/	/	/
26	/	/	/	/	/	/	/	/	/	/	/	/	/	/
27	/	4-6	6-10 yrs	no	No	No	No	46-55	Male	1	ASL			/
28		4-6	21-25	no	No	Yes	Yes	36-45	Male	3	ADC Activities	District ESL	Registrar	
29		7-9	16-20	Yes	Yes	Yes	Yes	36-45	Male	3	DesCOMM	SASU/service team	Museum curator	
30		1-3	0-5	No	No	Yes	Yes	36-45	Male	1	ACSL			
31		12+	25+	No	No	Yes	No	56-65	Male	3	SL	Campsite warden	Activity Instructor	
32	/	/	/	/	/	/	/	/	/	/	/	/	/	/
33		12+	11-15 yrs	No	Yes	Yes	No	46-55	Female	1	GSL			/
34		4-6	16-20	yes	/		No	36-45	Male	1	AESL			
35		4-6	0-5	Yes	Yes	Yes	Yes	36-45	Male	2	SL	County Adult Training		
36		4-6	11-15 yrs	Yes	Yes	No	Yes	26-35	Female	1	ASL			
37		1-3	11-15 yrs	Yes	No	Yes	Yes	36-45	Female	1	AAC International			
38		12+	25+	No	Yes	Yes	Yes	46-55	Female	2	ACC Beavers	ABSL		
39		10-12	25+	No	Yes	Yes	Yes	56-65	Male	3	Adult Training	Appointments	Vol Campsite Warden	
40		4-6	25+	Yes	No	Yes	Yes	36-45	Female	2	CSL	District Social Media Mngr		
41		12+	6-10 yrs	Yes	No	Yes	Yes	26-35	Male	4	AGSL	District Media	District SASU	
42		12+	25+	Yes	Yes	Yes	No	56-65	Male	4	ADC Scouts	ESL	ASL	
43		4-6	11-15 yrs	Yes	No	Yes	Yes	26-35	Male	1	GSL			
44		7-9	16-20	Yes	Yes	Yes	Yes	26-35	Female	1	CSL			
45		1-3 hour	0-5	Yes	Yes	Yes	No	18-25	Male	2	ASL	AESL		
46	/	/	/	/	/	/	/	/		/	/	/	/	/
47		12+	11-15 yrs	Yes	Yes	Yes	No	26-35	Male	2	Manager	Trustee		/
48		12+	11-15 yrs	No	No	Yes	Yes	46-55	Female	4	GSL	SASU manager	Safeguarding coo-ord	
49		1-3 hour	0-5	No	No	No	Yes	18-25	Female	2	ESL	Network		
50		1-3 hour	6-10 yrs	No	Yes	No	Yes	36-45	Female	4	Treasurer	Secretary	Show Tech Support	
51		1-3 hour	16-20	No	No	Yes	Yes	46-55	Female	1	SL			
52		1-3 hour	6-10 yrs	Yes	No	No	Yes	18-25	Female	1	Network			

Row					Gender	Age					Years	Hours
53	ACSL	AESL	3 ASL		Male	18-25	Yes	No	No	Yes	0-5	4-6
54	/	/	/	/	/	/	/	/	/	/	/	/
55	/	/	/	/	/	/	/	/	/	/	/	/
56	/	/	/	/	/	/	/	/	/	/	/	/
57	/	/	1 GSL	/	Female	46-55	Yes	Yes	Yes	No	25+	4-6
58	/	/	/	/	/	/	/	/	/	Yes	0-5	1-3 hour
59	/	/	/	/	/	/	/	/	/	/	/	/
60			1 ASL		Female	65+	No	Yes	Yes	No	16-20	7-9
61			1 SL		Female	36-45	No	Yes	Yes	Yes	16-20	4-6
62			1 BSL		Female	46-55	No	Yes	Yes	No	6-10 yrs	4-6
63			1 Dep County Comm		Male	26-35	No	Yes	No	Yes	6-10 yrs	1-3 hour
64		CSL	2 SL		Male	18-25	Yes	Yes	No	Yes	0-5	7-9
65		CSL	2 GSL		Male	65+	Yes	Yes	No	Yes	25+	4-6
66	/	/	/	/	/	/	/	/	/	/	/	/
67			1 SL		Female	18-25	No	Yes	Yes	Yes	0-5	1-3 hour
68	/	/	/	/	/	/	/	/	/	/	/	/
69	District Shooting Advis	ESL	4 District ESL		Male	36-45	No	Yes	No	Yes	21-25	12+
70		District ES Admin	2 DesCOMM		Female	46-55	No	Yes	Yes	No	6-10 yrs	4-6
71		YL- SL	2 YL- BSL		Male	18-25	Yes	No	No	Yes	0-5	7-9
72	Group Section Assist	Group Treasurer	4 Media		Male	56-65	No	No	No	Yes	25+	10-12
73			1 Leader		Male	18-25	No	Yes	No	Yes	0-5	7-9
74	/			/	/	/	/	/	Yes	Yes	6-10 yrs	4-6
75			1 ACSL		Female	36-45	No	No	Yes	No	0-5	1-3 hour
76			1 ASL		Female	18-25	/	/	Yes	Yes	0-5	4-6
77	District Exec	ABSL	4 ACSL		Male	18-25	Yes	No	No	Yes	0-5	1-3 hour
78	/			/	/	/	Yes	/	Yes	Yes	11-15 yrs	1-3 hour
79			1 ACSL		Male	18-25	No	No	No	Yes	0-5 years	4-6 hour
80			1 AESL		Male	18-25	No	No	Yes	Yes	0-5 years	7-9 hour
81	/	/	/	/	/	/	/	/	/	/	/	/

#	Hours	Years	Q1	Q2	Q3	Q4	Age	Gender	Role	Role 2	✓	Notes
82	1-3 hour	16-20	Yes	No	Yes	Yes	36-45	Female	1 District Leader			
83	4-6 hour	11-15 yrs	Yes	Yes	Yes	Yes	36-45	Male	1 AESL		/	
84	/	/	Yes	/	/	/	/	/	1 YL	/	/	
85	1-3 hour	0-5	No	No	No	Yes	/	/	1 SL			
86	4-6	6-10 yrs	No	No	Yes	No	36-45	Female	1 CSL			
87	4-6 hour	0-5 years	Yes	No	No	No	18-25	Female	1 YL			
88	1-3 hour	11-15 yrs	Yes	Yes	Yes	No	36-45	Female	2 AESL	SASU		
89	/	/	/	/	/	/	/	/		/	/	
90	4-6 hour	25+	Yes	Yes	Yes	Yes	46-55	Female	3 AESL	Training		Appointments Comm.
91	4-6 hour	0-5	No	No	Yes	No	26-35	Male	1 CSL			
92	10-12	6-10 yrs	No	No	/	/	/	/		/	/	
93	12+	21-25	Yes	Yes	Yes	Yes	36-45	Male	3 Assist. County Comm	Dep District Comm		SASU manager
94	7-9 hour	0-5 years	No	No	Yes	Yes	18-25	Male	1 YL			
95	1-3 hour	6-10 yrs	Yes	Yes	Yes	No	18-25	Female	4 District Network Mar	District Exec		County Exec
96	7-9 hour	6-10 yrs	Yes	Yes	Yes	No	46-55	Female	2 SL	ESL		
97	10-12	11-15 yrs	Yes	Yes	Yes	Yes	26-35	Female	4 BSL	ADC Beavers		Finance & Fundr committ
98	4-6 hour	6-10 yrs	No	/	Yes	No	46-55	Male	3 SL	District ESL		Nights Away advis
99	1-3 hour	6-10 yrs	Yes	/	/	/	/	/		/	/	
100	4-6 hour	6-10 yrs	No	Yes	Yes	Yes	56-65	Female	1 ACSL			
101	12+	25+	Yes	Yes	Yes	Yes	65+	Male	3 County Secretary	Media Manager		Trainer
102	/	/	/	/	/	/	/	/		/	/	
103	7-9	16-20	No	No	Yes	Yes	46-55	Female	3 Assist. County Comm	Trainer		ACSL
104	1-3 hour	0-5	Yes	/	/	/	/	/		/	/	
105	/	/	/	/	/	/	/	/		/	/	
106	4-6 hour	11-15 yrs	No	Yes	Yes	No	46-55	Female	1 BSL			
107	4-6 hour	11-15 yrs	Yes	Yes	Yes	No	36-45	Female	1 ESL			
108	1-3 hour	6-10 yrs	Yes	Yes	Yes	Yes	26-35	Male	1 ASL			
109	7-9 hour	11-15 yrs	Yes	No	/	/	/	/		/		
110	1-3 hour	0-5 years	Yes	No	No	No	18-25	Male	1 ACSL		/	

111	1-3 hour	0-5 years	Yes	No	No	Yes	18-25	Male	1 AESL		
112	4-6 hour	6-10 yrs	Yes	Yes	Yes	No	36-45	Male	1 SL		
113	1-3 hour	0-5 years	Yes	No	No	Yes	26-35	Male	1 ASL		
114	1-3 hour	16-20 years	Yes	No	No	No	46-55	Male	3 District SL	ESL	SASU
115	10-12	25+	No	Yes	Yes	No	65+	Male	4 AGSL	BSL	Nights Away advis
116	4-6 hour	25+	Yes	Yes	Yes	No	46-55	Male	2 ESL	Activity Instructor	
117	12+	25+	No	No	Yes	No	56-65	Male	4 CSL	Helper	Mentor
118	12+	0-5	No	/	/	/	/	/	/	/	/