



**A Methodology for
Identifying and Repositioning
Highly Ineffective Volunteer Leaders
in the Boy Scouts of America**

**Middle Tennessee Council
Boy Scouts of America
College of Commissioner Science**

Doctoral Thesis

Greg Pope

October 2009

Table of Contents

I.	Executive Summary & Supposition	Page 4
II.	Personality and Character Traits - Producing Adult Volunteer Conflict	Page 5
III.	The Volunteer Recruitment and Retention Cycle	Page 7
	Volunteer Retention Cycle - Illustration	
	Seeking Balance - Illustration	
IV.	Categories of Ineffective Volunteers	Page 13
	a) The Inexperienced	
	b) The Untrained	
	c) The Right Person / Wrong Assignment	
	d) The Discourager	
	e) The Dictator	
	f) The Program Co-Dependent	
	g) The Perfectionist	
	h) The Abdicator	
	i) The Procrastinator	
	j) The Founder	
	k) The Unresponsive	
	l) The Martyr	
	m) The Disaffected	
	n) The Brownsea Debutant	
	o) The Myopic	
	p) The Mercenary Warrior	
	q) The Praise Addict	
	r) The Timid	
	s) The Aggressor	
	t) The Underminer	
	u) The Egotist	
V.	Managing Conflict with Professional Staff	Page 25
VI.	Using non-punitive evaluation tools to clarify placement, productivity and future training needs	Page 27
	a) Evaluation Tools for Self-Reflection	
	b) Conducting an effective exit interview	
VII.	Remedies When a Volunteer Fails to Perform	Page 28

VIII.	Replacing an Ineffective Volunteer – The Final Measure	Page 30
IX.	Conclusion	Page 32
X.	Appendices	Page 33
	a) Evaluation Sample	
	b) Self-Evaluation Sample	
	c) Exit Interview Self-Reporting Tool	
	d) Sample Letter of Replacement	
	e) Case Study	
XI.	Bibliography	Page 41

Executive Summary

Since the days of its founding the Boy Scouts of America has been a principally volunteer lead and driven organization. In the intervening one hundred years it has attracted many of the best volunteer leaders in our country's history and a few of the worst!

Issues surrounding youth safety, abuse, and harassment are black and white with zero tolerance limitations. Contrarily, the highly ineffective volunteer is less easily identified and thus seldom corrected. There are certain traits that background checks cannot and never will reveal. "Sound judgment" is key among these invisible but critically important traits. Without historic independent references, one cannot assess an individual's capacity for judgment without observation over a period of time.

Many times the issues surrounding ineffectiveness are not dealt with in order to achieve the perceived benefit of conflict avoidance. Unfortunately, to not manage role incompatibility or volunteers who detract from a quality program is to lessen the impact of the program on lives of young people. Examples of these "special cases" abound.

- ♦ How do we manage the 80-year-old "lifer" who needs a place to relive the good old days and analyze every new policy and thought?
- ♦ How do we manage the volunteer who is blind to the impact of how their personal issues at work or home impact their ability to effectively serve? Conversely, how can we help the over-committed volunteer who becomes so compulsive around the program that they neglect their personal responsibilities?
- ♦ What about a professional staff member whose conduct places them in tension with volunteers and program objectives?

Most tenured volunteers have at least one story about a leader in Scouting who just didn't fit. Often these "characters" are given deference and latitude because their behaviors are somehow thought to add "color, humor and texture" to the program. Commissioners acting in the role of coach, observer, and consultant are often the able to detect these mismatched volunteers. In many cases, commissioners are sought out for advice and assistance after "issues" arise. The sooner identification and repositioning can begin, the lower the number of resultant dilemmas and challenges.

Ineffective volunteers can be grouped in broad classifications such as Authoritarians, Scouting co-dependents, Aggressors, and the Unresponsive. Many of these individuals can be as well intentioned as they are misguided or disruptive. A good-heart and willingness to serve sometimes just is not enough – even with good training. When this is the case issues related to job-fit are indicated. Adult conflict is most often a result of an un-diagnosed problem related to volunteer's being deployed in role's for which they are ill equipped.

One only need read the history of our movement, and its early leaders, to have an appreciation for how we have succeeded in spite of occasional discord, poor management, insularity, and incompetence. Much of this historical adulteration has stemmed from a hyper-focus on

numerical growth objectives (participants, dollars, minorities, etc.) as created and perpetuated by professional staff. Avoiding these maladies in the future requires good judgment, better recruiting, vigilance in leadership evaluation, and continuing education on key program objectives at all levels of the organization.

Supposition:

The use of written evaluation to aid in self-reflection, productivity, and fit can produce stronger volunteers deployed in roles in which they excel. Stronger volunteer structures produce growing and vibrant Scouting programs serving and reaching youth in the most effective manner possible. This thesis will examine the use of evaluative tools, beyond the requisite background check, to identify volunteer strengths, weaknesses, and passions for service.

Note: This document will not address class one offences and the removal of a person for cause or grounds for legal action such as theft, misrepresentation, or committing an immoral act. Council professional staff in consultation with Executive board and legal counsel manages dismissal of volunteers for such acts.

Personality and Character Traits Producing Adult Volunteer Conflict

Volunteer conflict can result from any number of anomalies. These can include but are not limited to; poor training, ineffective recruitment, mal-constructed expectations and accountabilities, or a mismatch between the a volunteer's personality and skills with the responsibilities of a specific volunteer position.

One of the most common misconceptions in non-profit organizations is that the application of organization psychology / human resource acumen should be reserved for paid staff. Having the right people "on the bus and in the right seats" and helping the "wrong people off the buss"¹ is just as important within the ranks of volunteers as it is for the professional staff.

Clearly there are limitations in the amount of time and resources available to evaluate each candidate for a volunteer position using a battery of personality tests and ability assessments. It's a big enough challenge to get each volunteer recruited, registered, background checked, and through basic position specific training. Yet the preemies of this thesis is that additional forethought using pre-evaluation techniques and regular re-checks will enhance the quality and retention of key volunteer leaders from Cub Masters to Council Commissioners.

Dealing with problem volunteers can take a disproportionate amount of time and is emotionally draining. Understanding what motivates volunteers and the manner in which they are recruited, trained, evaluated, and retained provides a basis for developing strategies for the reduction of conflict.

A reasonable starting point is to better understand the basic human motivations that govern individual's propensity to engage, excel, and find fulfillment.

¹ Collins, Jim; Good to Great: Why Some Companies Make the Leap... and Others Don't, HarperBusiness, 2001 v. 2.1

David Clarence McClelland (1917-98) achieved his doctorate in psychology at Yale in 1941 and became professor at Wesleyan University. He then taught and lectured, including at Harvard from 1956, where with colleagues for twenty years he studied particularly motivation and the achievement need. McClelland pioneered workplace motivational thinking, developing achievement-based motivational theory and models, and promoted improvements in employee assessment methods, advocating competency-based assessments and tests.

McClelland is most noted for describing three types of motivational need, which he identified in his 1961 book, *The Achieving Society*:

- **Achievement motivation (n-ach)**
- **Authority/power motivation (n-pow)**
- **Affiliation motivation (n-affil)**

McClelland proposes that each of us have three fundamental needs that exist in different balances. These affect both how we are motivated and how we attempt to motivate others.²

Need for achievement:

Seeks achievement, attainment of goals and advancement. Strong need for feedback, sense of accomplishment and progress. Desire for excellence and doing a good job. Needs a sense of important accomplishment.

Need for affiliation:

Need for friendships, interaction and to be liked. Hold a strong preference for being popular and well thought of, desires friendly relations and interactions, dislikes being alone in work or play, likes to help other people

Need for power

Authority motivated needs to influence and make an impact. Strong need to lead and to increase personal status and prestige. Enjoys influencing people and activities, likes to own ideas and predominate

It seems that some people have a very strong need to achieve, while the majority of people are not motivated in this way. McClelland was so interested by this that he focused his research on the need to achieve.

In a famous experiment, people were asked to throw rings over a peg (like at a fair). The distance that one should throw from was not specified, and as a result, most people threw their rings from random distances. However, people with a high need for achievement chose their location carefully so that they stood a realistic chance of getting the ring on the peg, but that it was not too easy. They set an achievable goal that would stretch them.

This seems to be the nub of the whole thing - achievement motivated people set goals where they feel that they can influence the outcome and ensure that those goals are balanced between challenge and realism.

² McClelland, David Clarence (1917-98), *The Achieving Society*, Free Press edition 1999 v. 2.1

An achievement-motivated person sees the achievement of a goal as the reward; it is more satisfying than praise or monetary reward. Money is seen as good only in that it is seen as a measure of their achievement. This idea of feedback is essential to the achievement-motivated person: the feedback needs to be informative to enable them to use it to improve their achievement. In addition, there is an element of competition - it is important for the individual to be able to compare their achievement against others.

The key differentiator between this group and others is that achievement motivated people frequently spend time thinking about how things can be improved. Rather than being the preserve of a privileged few, McClelland believed that these characteristics could be taught and developed training programs to address the opportunity.

Given the majority of volunteers in Scouting are motivated by a desire for affiliation, the concept that achievement based characteristics for quality can be taught and developed is a strong motivation for maintaining strong training programs. If volunteers can be trained to self-motivate in achieving standards of program quality, they will expect and better use feedback and evaluation. Clarity of communication, expectation, and expectation of achievement lowers the opportunity for conflict.

The Volunteer Retention Cycle³

Conflict avoidance begins with the deliberate and methodical cultivation, recruitment, nurture, evaluation, and retention of volunteer leadership. The goal of Scouting is to provide the best possible program for youth using every available resource – much of which is volunteer-driven. The program seeks to enlist, train, and retain these donors of time and talent. Following a recruitment and retention cycle helps ensure good outcomes through proper placement, evaluation and reassignment of volunteers.

Pre-recruitment

Pre-recruitment is a year-round effort that involves constantly looking for program affiliated adults or community members who show an interest, ability, or proclivity for involvement in the Scouting program. Thus, it is important to full understand the assignment before commencing recruitment.

A unit, district or council committee must first understand which positions need to be filled and if potential candidates exist. Some positions, such as unit commissioners, have year round recruitment efforts. A nominating committee typically manages this process, gathering potential candidates and assuring that job descriptions are accessible, specific, clear, and measurable.

Recruitment

³ MacKenzie, Marilyn, *Dealing with Difficult Volunteers*, (Downers Grove: Heritage Arts) 1988.

Always seek the right volunteer for the right job at the right time. The steps to effective recruitment include knowing the job to be done; determining the skills, knowledge and attitudes needed to get the job done right and attracting people who possess those attributes. The best recruiters for a volunteer position are those who have successfully served in the same or similar role. They can provide insight and encouragement for the potential new recruit.

Interview/ Background Check

An interview is a chat with a purpose. It is an opportunity to get to know volunteer and helps establish a relationship that is less susceptible to trouble. Many difficult volunteers claim to have never clearly understood what it is they were assigned to do, how they were do it, or why where selected. A pre-placement interview with a key volunteer or member of the nominating committee can go a long way to providing a productive and conflict-free start to a person entering a new position. It is always a good idea to have more than one person interview the candidate if possible.

Selection

An interview also give the committee one last chance to say “no thanks.” Even if the candidate gives all the right answers they shouldn’t be told the position is there’s until official communication from the appointing group, be that a sponsoring organization, district or council chairman or district or council commissioner. When possible references from previous volunteer, preferably scouting, experience should be checked. If it is determined that the candidate is not suited for position being discussed every attempt to place the interested volunteer in a role should be made. If they show interest in specific position but are not yet qualified or experienced a position that will provide exposure and training for a potential future role should be suggested. This allows an opportunity to get to know the volunteer better and have the try out a minor task before being assigned a mission critical assignment.

Orientation and Training

In Scouting, Volunteer Orientation is often accomplished by means of basic position specific training. The training materials, and sometimes presenters, may vary in quality. No matter the form of the training, it should happen shortly after the position has been offered and accepted. On-line resources, bin-resources (printed material) should be shared with the volunteer. Position specific training dates should be provided and strong encouragement for quick completion of initial training. This will help ensure better job performance and increased personal satisfaction and reduce the likelihood of problems.

Early training provides an opportunity to clarify expectations and minimize miscommunication. When possible, provide the volunteer with a mentor that likes what he or she is doing and does it well. Volunteers who are doing a good job get a boost in morale when asked to mentor others. It is a win-win environment.

Coaching

Coaching allows for greater predictability of success. A Coach is a mentor or supervisor (e.g.: an Asst. District Commissioner working with a Unit Commissioner or a Scoutmaster working with a new Asst. Scoutmaster). The coach sets standards and helps the volunteer do something they have not experienced before. They assist the volunteer in the development of strategies and help when adjustments are needed to accomplish the goals. The work remains the responsibility of the responsibility of the volunteer

“Often the volunteer may surpass the coach in skill performance or achievement, but it is the coach that has provided the guidance for this to happen”⁴ The coach may or may not be the supervisor. It is the supervisor who is ultimately responsible for the outcome of an activity (e.g.: District Chairman). If the supervisor is also playing the role of coach, it is important to know when to act as supervisor and when to act as coach.

Assessment

The supervisor, coupled with the oversight group (committee) is responsible for volunteer assessment. Before assessing an outcome or individual’s role in a position, it is important to have a clear understanding of what constitutes a job well done. An on-going process of checking and re-checking is usually more fruitful and less threatening than a final evaluation. It allows the volunteer to determine what changes need to be made to achieve desired results. Best practice should also allow for a year-end evaluation of activity – this is typically best done by a combination of self-assessment and feedback provided by the supervisor or committee based on observation and outcomes.

Critique is a cyclical process. The employee/volunteer and the supervisor periodically discuss and review progress on defined objectives. A process of performance management includes:

- Periodic discussions separate from appraisal about how things are going;
- An ongoing development plan; and
- A yearly appraisal that is well thought out and measurable.

Many Unit Committee’s or Key 3 leadership groups will suggest there “just isn’t the time needed to implement this process.” Statistics on the reasons and costs of volunteer turnover point to the lack of management guidance and mentoring on a regular basis as the reason volunteers choose to leave. The choice is simple - turnover; which has a high cost, or a high performance work system, which includes all the elements of the human resource function⁵

Recognition

Recognition should be on-going any step toward the goal is worthy of praise. Calling attention to good work by a volunteer (e.g. recruitment, unit support, fundraising, etc.) in a public forum is

⁴ MacKenzie, Ibid. p. 87

⁵ Claudia Kuric and Sharon Koll, with Myrl Weinberg *A Roadmap to Managing Volunteer Systems: From Grassroots to National*, National Health Council, Inc., 2000.

almost universally well received by the person being honored and serves to provide an upward spiral effect for the group psyche.

Formal recognition programs abound in the Scouting program. Making certain not to overlook good volunteer work is critical. Professional staff is encouraged to assist in this process. Making certain that eligibility for nomination for position specific awards such as Distinguished Commissioner are reviewed regularly is important work. Some volunteers who feel overlooked may drift away or take a dramatic dip in involvement. The danger in overlooking recognition in the Scouting program cannot be understated.

Review and reassignment

Volunteers typically want defined short-term assignments. While they may hold a particular position for a few years, it is important to have a path of matriculation available to them. The question “what’s next for me” runs silently through the minds of most successful volunteers. The key to maintaining expectations and a good pipeline of future volunteer leaders is to provide transparency regarding future opportunities. Supervisors should be encouraged to probe future volunteer assignments that the individual might find of person interest. The self-evaluation document can also allow the volunteer to declare particular areas of interest – taking the guesswork out of the nominating and recruitment process. If a two-year tenured district camping committee chair says, “I think I would be interested in working on the advancement committee” the process of finding a new member for that effort just become much easier.

Evaluation also provides the opportunity to suggest a new assignment for a volunteer who may not have enjoyed or excelled at the current year’s assignment. Whenever possible each volunteer should be given a sense that their special skills and talents are needed. All should be given a sense that they are valued as unique and worthwhile in serving the youth of the community. Scouting attracts many volunteers who desire a life-long affiliation. Long tenure can be a powerful force for good so long as the volunteer remains actively engaged in serving and are properly assigned to a role that allows them to exercise their greatest gifts and potential.

Val Black is a volunteer with the Boy Scouts of America. The 84-year-old has always loved outdoor activities like hiking, camping, and bicycling. In more than 50 years of volunteering with the Scouts, he has turned those passions into memorable trips for scores of boys.

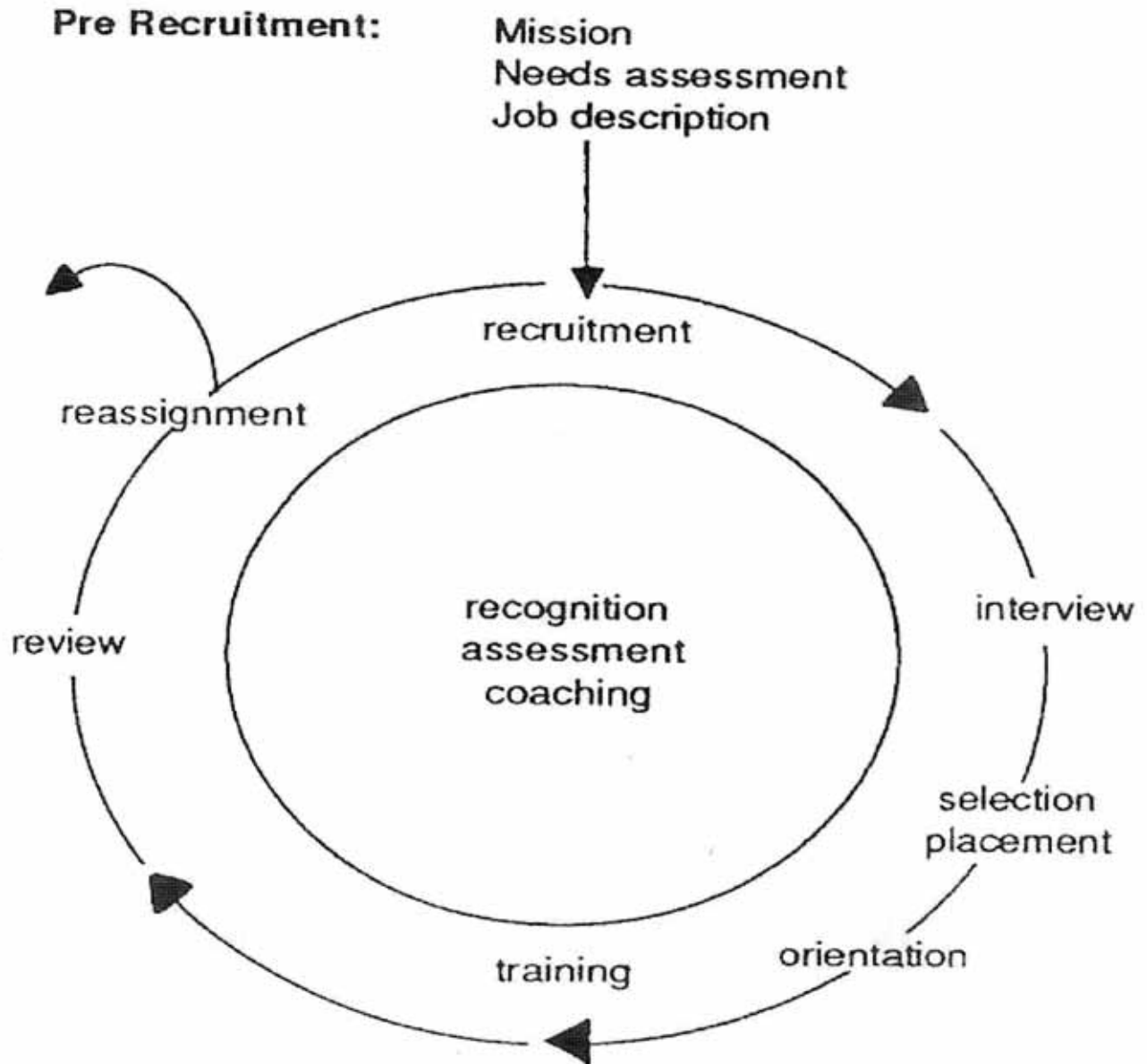
Mr. Black, a retired mechanical engineer, led groups of boys on at least four trips to Hawaii in the 1970s, organizing fundraisers and securing space in military housing to make them affordable. Mr. Black and his Scouts bicycled around the islands and camped at beach parks. He also led about a dozen bike trips from his hometown of Livermore, Calif., near San Francisco, to Yosemite National Park.

His efforts over the years easily would have required hundreds of hours of paid work if done by Boy Scouts employees. However, listening to Mr. Black reminisce, it is clear that it was his pleasure to give his time.

"I'm interested in outdoor life anyway, hiking and biking and such. It fit with what I could do with the boys," he says. "I get a lot of enjoyment out of things like that, even though it took a lot of time."

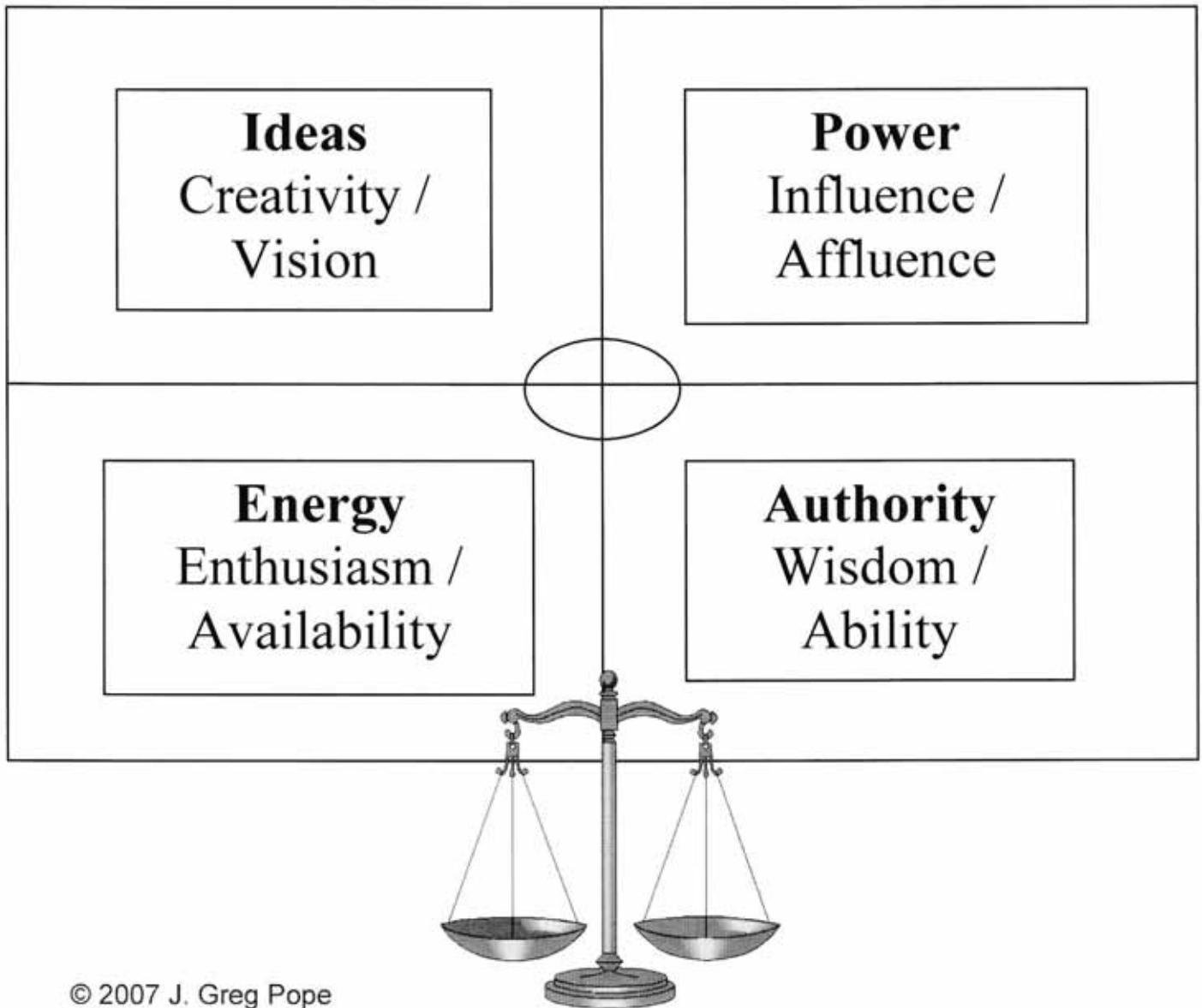
Mr. Black's five decades of volunteering dwarf the three years of service other San Francisco-area scout volunteers are averaging, says Patrick Scherer, director of field service for the Boy Scouts' San Francisco Bay Area Council.⁶

VOLUNTEER RETENTION CYCLE



© MacKenzie 1988: *Volunteer Management Series*

⁶ Frizer, Eric, Taking the Long View, Chronicle of Philanthropy, February 7, 2008.
v. 2.1



Seeking Balance Among Volunteer Teams

The above illustration shows the importance of finding a balance among volunteers who work in a team (unit leadership, district leadership, council leadership, commissioner staff, roundtable staff, etc.). Finding partners who provide a balance in and between the macro traits of Ideas /Energy & Power / Authority is vitally important. Those with Ideas and Energy tend to be younger / newer (to their role) volunteers. Those with capacity for Authority and true Power tend to be older and more experienced in the Scouting program. Rarely we find volunteers who blend each of these traits in equal measure. Assuming they are blessed with good judgement; these tend to be the best possible leaders of teams for they understand the vital role each trait brings to the work of the organization.

21 Categories of Difficult Volunteers in Scouting ⁷

Everyone has the capacity to exhibit any the following difficult personality traits. We each have our own set of strengths and weaknesses. Difficult traits are only difficult when a person exercises them, consciously or unconsciously, using poor judgment or acting in some defensive manner. Insecurity drives many people to act in ways that promote conflict and tension. These traits are focused on occurrence in volunteers but are simultaneously problematic and equally found among professional staff.

Coping with the Difficult: not all-difficult people in Scouting are created the same. Several general principles apply to addressing volunteer challenges, they include:

- Try to handle problems promptly
- Don't try to confront difficult situations when you're so upset that you're not rational
- Serious reprimands should be carried out in a one-to-one setting and with professional consultation and at least one third-party observer
- Describe what you have observed
- Use a position specific job description to identify expected behaviors
- Indicate a shared commitment to finding a solution to problems
- Arrange for follow-up

The following list represents several common and difficult volunteer traits and personality types and tips on how to deal with them.

A) The Inexperienced

Often an inexperienced volunteer may seek minimize their lack of program understanding by emphasizing a misplaced sense of authority. This will create immediate tension with longer tenured volunteer leaders who see the boasting as poor leadership or an inappropriate play for power.

Often these individuals may have a great deal of experience in Scouting as a youth, parent, or adult leader in another division of the program. If this is the case, it can make their inexperience difficult to detect before conflict or damage begin.

Possible Antidotes / Corrective Actions:

- ⊕ Need knowledge of the organization, its procedures and processes
- ⊕ Should be linked to a supportive buddy / mentor
- ⊕ Listen to their ideas and work along side them toward implementation, if appropriate
- ⊕ Stress the value of teamwork

⁷ Concept loosely based on the work of Marilyn McKenzie from her book, *Dealing with Difficult Volunteers*, Downers Grove Press, 1988

- ⊕ Increase responsibility as they matures with the organization

B) The Untrained (or lightly trained; or unattainable)

The cornerstone of the adult volunteer program is scouting is position specific training. Volunteers who are permitted to maintain a leadership role without required training are “accidents waiting to happen.”

Some volunteers do get training but either because of ineffective trainers or an inability to comprehend the material find themselves with training requirements met but a lack of knowledge to avoid conflict due to a lack of understanding about their specific roles and responsibilities and how to effectively carry out the work of their position. Often the training challenge stems from poor listening skills of the trainee. These individual are “lightly trained” and in need of remediation by way of retraining activity.

Asking a volunteer to repeat training can be received as condescending or suggestive of poor performance. When possible, leaders should mentor these individuals in such a manner that they relearn the material without being made to feel devalued or diminished.

There will always be individuals who no amount of training and re-training seems to help. This category of volunteer can be classified as untrainable for a specific position. The challenge can stem from academic or emotional immaturity or instability. Such individuals must be reassigned to low responsibility yet supportive positions such as committee and sub-committee membership.

Possible Antidotes / Corrective Actions:

- ⊕ Ask the previously “trained” volunteer to assist a very strong trainer conduct position specific training. Have the trainer assign them tasks that encourage review of the material.
- ⊕ Use a short-form multiple-choice test to assess comprehension of position requirements and activity.
- ⊕ Maintain policy that position specific training be completed within the first three months of volunteer service.
- ⊕ Assure that adequate volume of quality training opportunities is available.

C) Right Person / Wrong Assignment

Many times, unit, district or council nominating committees pressure good people to take assignments for which they have little interest, acumen, or ability. These good people may be permanently lost because their experience is frustrating or at least not enjoyable. Assessing quickly when a mismatch has occurred is the key to recovery and retention.

Possible Antidotes / Corrective Actions:

- ⊕ Provide an opportunity for annual self-evaluation that provides leading questions related to “job fit” and “assignment fulfillment”
- ⊕ Help volunteers understand all available roles in the unit/district/council and encourage indications of interest in specific positions.
- ⊕ Encourage volunteers to have open communications regarding questions or concerns about their role and work with Key 3 leaders.

D) The Discourager

The discourager is among the most toxic of the negative volunteer characteristics. Their impact on the program and other volunteers can be devastating. These dark thinking individuals are predisposed to negativity. They see the glass as half-empty.

Some may have old scouting stories (glory days) they trot out to show the error of others efforts at program implementation. Others will be quick to dismiss fresh ideas as not having merit. Example: “That won’t work we’ve tried it before and it failed” vs. “We had mixed results last time an idea like that was attempted ... here are some factors that hindered progress ...”

There is no place for The Discourager in the Scouting program, though we seem to have our fair share. Negativity and pessimism is a dominant trait in many individuals.

Possible Antidotes / Corrective Actions:

- ⊕ Try to encourage knowledge of past events to prevent problems from recurring
- ⊕ Praise them for positive helpful suggestions
- ⊕ Protect new volunteers from being subjected to leaders who spread discouragement
- ⊕ No change in behavior requires intervention – either reassignment or removal
- ⊕ Require position rotation after certain amount of tenure

E) The Dictator

The dictator like the discourager is among the most difficult of the challenging character traits. A dictator is driven by power and seeks never-ending amounts of influence. Dictators often suffer deep emotional pain including severe depression. They can be aggressive, fiercely independent, and be difficult to engage in constructive conversation.

Often dictators who have some level charisma can deeply imbed themselves in the organization. Many long-time volunteers such as unit leaders manage with benevolent dictatorial authority.

Program participants allow this behavior because it is well established and expected. The capacity for tension and conflict is extremely high, though it often masked by the fact that those who find themselves at the end of the dictator's sword "exit stage left" without challenging the leader or "making a scene."

Possible Antidotes / Corrective Actions:

- ⊕ Encourage measurable collaboration and idea sharing within program area (unit)
- ⊕ Share anonymous 360 evaluation results with the volunteer and help them see how their style influences both program outcomes and personal acceptance.
- ⊕ Ask them to collaborate with a more experienced non-dictatorial volunteer on a project requiring a good deal of external input. District and council level fundraising activities can be an effective area for such collaborations.

F) The Program Addicted / Co-Dependent

Too much of a good thing can ruin a good thing. Individuals with addictive personalities can become consumed and obsessed with the Scouting program. Possibly as many as 10% of Scouting's most "loyal" volunteers are "dependent" on the program in some manner that could be considered unhealthy. They may derive their emotional self-worth and security from involvement with the program. This often takes place at the detriment of their spouses, family life, work life, and finances.

Codependency describes a pattern of detrimental behavioral interactions within a dysfunctional relationship. This can be done through direct control over the dependent, by making excuses for their dysfunctional behavior, or by blunting negative consequences. These actions are described as enabling. In Scouting it is possible for volunteer leaders, committees, or professionals to enable the scouting addicted volunteer by assigning them additional responsibilities that further their emotional entrapment.

Possible Antidotes / Corrective Actions:

- ⊕ If a volunteer is truly addicted to the program such that it negatively affects their personal life an intervention and "time-out" is called for. This can be extremely painful experience for the volunteer and should be handled with the utmost care.
- ⊕ Enforce position limitations. Do not allow the volunteer to hold more than one position in Scouting simultaneously, no matter their seeming ability to manage multiple assignments.
- ⊕ Refrain from making light of the situation by dismissing the problem by referencing the volunteer spouse as a "scouting widow."
- ⊕ In extreme cases, it may be appropriate to counsel the volunteer to seek professional counseling for underlying issues that drive hyper-volunteerism.

⊕ Be careful to not mistake a combination of "care for youth" coupled with "loneliness" as addictive behavior. The key is life balance. Even those who are not dealing with dysfunctional tendencies need to be reminded to protect their personal lives and tend to self-care.

G) The Perfectionist

The perfectionist is a volunteer who must complete assignments with unyielding accuracy to either prescribed detail or those evolved from their own expectations. On the surface, this sounds like nominating committee's dream come true – but it is not! Perfectionists often abandon assignments when factors beyond their control cause them undue stress. They also bring other volunteers into tension due to unreasonable expectations.

Possible Antidotes / Corrective Actions:

⊕ Remind the volunteer that quality is important but not at the expense of volunteer and youth satisfaction.

⊕ The Scouting program is not intended to be implemented in a fashion of pure uniformity. Local character, traditions, and resources should be considered in implementation.

⊕ Assign the volunteer to high compliance related positions: Advancement, Life Safety, and finance where expectations for accuracy are expected.

H) The Abdicator

There is a fine line between delegation and abdication. The difference being that the abdicator gives up managerial oversight for a task for program. They may indicate a willingness to take on a task or assignment but then not fulfill their obligations nor resign. In Scouting, this can often be seen in very seasoned volunteers who feel the need for "position" but no longer desire to action an agenda.

Possible Antidotes / Corrective Actions:

⊕ Volunteer must make a decision to leave the position or to produce results

⊕ Give them an opportunity to gracefully withdraw

⊕ Make them the unofficial "Position" emeritus – an honorary position of respect

⊕ If they claims continued interest, use the job description to outline your expectations

⊕ Help them set realistic goals and target dates

⊕ Provide a strong vice-chair / assistant / protégée

⊕ Progress reports

- ⊕ Build into the job description target dates and indicators of success

I) The Procrastinator

The procrastinator is a milder version of the Abdicator. We are all familiar with the trait and most individuals “suffer” from this malady from time to time. The volunteer’s intentions are good but their follow through is lacking. Procrastination can stem from an underlying fear of failure; a lack of understanding for the next right steps; or a genuine lack of time and resources to make the assignment a priority.

Possible Antidotes / Corrective Actions:

- ⊕ The trick is to get them started
- ⊕ Be clear about expectations and checkpoints
- ⊕ Do follow up as promised – have members of the key 3 contact them regularly

J) The Founder

Perhaps the most difficult volunteer challenge is The Founder. Scouting in the United States began in 1910. While we are no longer blessed with volunteers who were present in the first years – many of us know Scouters who think they were. These are individuals who have devoted their lives to the program. In some cases, they have given 50, 60, 70 or even more years of service. These honored and revered torchbearers find it impossible to “end the game.”

A second category of Founder is an individual who has originated a new program such and has developed an inappropriate level of ownership.

Possible Antidotes / Corrective Actions:

- ⊕ Subset of the discourager (and sometime dictator) these volunteers often Resist the loss of power and control
- ⊕ A founder, well respected by all, may be out of step with the new reality of the organization
- ⊕ The professional staff person or another key volunteer must convince the founder that staff commitment to the organization is genuine and complete
- ⊕ Recognize that the founder has been functioning in the nurturing role and must now abandon that role as the organization “grows up.”

K) The Unresponsive

Occasionally a volunteer will “go silent.” Sometimes this is a legitimate response to increased demands in the other parts of their lives (work, family, etc.). If the problem persists and those working along side the individual feel abandonment, action is required to help them see the problem their unresponsiveness is having on the program. Unresponsiveness can also be a problem when the volunteer is present but reluctant to speak or lead.

Possible Antidotes / Corrective Actions:

- ✦ Ask open-ended questions – elicit the challenge that is keeping them from attending to details
- ✦ Find areas about which they are passionate
- ✦ Be comfortable with silence as they prepare an answer
- ✦ Be friendly and understanding

L) The Martyr

The Martyr is an individual who revels in being “put upon.” They take on many unnecessary levels of responsibility. They complain openly or in private to key leaders. Often they are seeking positive reinforcement. The Martyr is trying to fill a void in their personal life. Sometimes this is a “praise deficit” other times the result of mental illness that results in self-loathing.

Possible Antidotes / Corrective Actions:

- ✦ Encourage delegation. Explain that limiting the work to one person hurts the quality of the program.
- ✦ Help them recruit additional volunteers to spread the work
- ✦ Give assistance in time management
- ✦ Review and revise job description
- ✦ Help to prioritize tasks

M) The Disaffected / Angered

The disaffected volunteer is essentially an individual whose feelings have been hurt. Rather than dealing with their feelings and moving on, they allow the hurt to fester and develop anger toward a situation and/or others involved. Sometimes this situation involves perceived loss such as reassignment from a position for which they felt well suited; a decision that doesn't go the way they thought it should; or mis-matched expectation of program strategy or outcomes.

When a volunteer becomes focused on an individual (adult and certainly youth), unit, district or council – intervention may be required.

Possible Antidotes / Corrective Actions:

- ⊕ Must be told how their comments will affect others especially newcomers and program quality
- ⊕ Support positive behaviors
- ⊕ Show sympathy for the person's perceived loss. "I know this is hard for you..."

N) The Brownsea Debutant

Many times exhibiting Founder like characteristics these volunteers have deep roots in Scouting and know the program (or an earlier form of it) like the back of their hand. They tend to be traditionalists who do not like changes to requirements, uniforms, or camp skits and songs! They can appear oppressive to new volunteers who do not share their history or understand their position of memorialized authority. The Brownsea Debutant may be easily spotted by the endless ranks of knots worn on their uniform and proclivity to "sidebar" conversations that at times can be disruptive.

It is important not to discount the value of the Brownsea Debutant. Properly motivated they can make the greatest contributions to the Scouting program. "Take a Scouter who has been camping at the same Scout camp for 50-plus years, man and boy, and what do you have? Almost certainly a man in love. What they all have in common is devotion to their Scout camp and a thirst for Scouting fellowship."⁸

Possible Antidotes / Corrective Actions:

- ⊕ Assign them to specific tasks with like-minded and experienced individuals
- ⊕ Ask them to preserve scouting history in your unit / district / council
- ⊕ Ask them to re-take the Woodbadge Course with its refreshed curriculum
- ⊕ Encourage them to review new training material that explains current program objectives

O) The Myopic

The definition of "Myopic" includes a person, who is unable or unwilling to act prudently; one who is shortsighted. Additionally these individuals can be described as lacking tolerance or

⁸ Peterson, Robert, Labors of Love, Scouting Magazine, October 2003.
v. 2.1

understanding; narrow-minded.⁹ Myopia can affect scouting volunteers in many ways. In recent decades, there has been a prevalent Myopia (resistance) to females and their expanding role in the scouting program. Myopia can exhibit itself in many different circumstances and is sometimes attributable to lack of seeing the “big picture.”

Possible Antidotes / Corrective Actions:

- ⊕ Talk about the broader view
- ⊕ Invite the volunteer to study the Unit or Council’s long-range strategic plan
- ⊕ Encourage cross polenization between the volunteer and others with more experience or program involvement thus helping them gain perspective and exposing them to different views

P) The Mercenary Warrior

Strongly entrenched myopia coupled with boundless energy and a tablespoon of Martyrdom yields The Mercenary Warrior. They have a cause, albeit typically misdirected, and belief that they can unilaterally change a situation, policy, or program element. The Mercenary Warrior is usually a disruptive influence in the Scouting program. By the time a person reaches this point of “activism”, there have often been many missed opportunities to turn them back, redirect their energy, or engage them in constructive dialogue. If diagnosed early this difficult trait can be managed and its energy harnessed for constructive program use.

Possible Antidotes / Corrective Actions:

- ⊕ Many volunteers believe that delegation is a sign of weakness not strength; help this volunteer learn how to share the load
- ⊕ If this volunteer oversees the work of other volunteers help them understand their responsibility to develop and train them appropriately
- ⊕ Stress the benefit of teamwork
- ⊕ Be honest if they currently do not have the skills necessary for leading
- ⊕ Seek early intervention and teaming with professional and voluntary leadership to address issues and focus the work of the volunteer.

Q) The Praise Addict

⁹ Random House Dictionary, © Random House, Inc. 2009.
v. 2.1

“The praise addict often does great work. However, truly they are never satisfied, never happy. Praise addicts’ are guilty of abusing something more powerful, insidious, and accessible than any street drug: the adoration and esteem of others that some psychologists call narcissistic supply. Simply put, they are addicted to praise.”¹⁰

Scouting’s important and laudable system of adult volunteerism awards can appear attractive to praise addicts. A person’s background may make them susceptible to Praise Addiction. Parents who link acceptance to achievement often put their children at risk for this addiction.

Possible Antidotes / Corrective Actions:

- ✦ Delicately identify the potential praise addiction as a possible “blind-spot” for the volunteer. Many with this problem do not understand how it appears or casts them in the view of others.
- ✦ Do not make the problem worse by allowing the volunteer to be recognized for work that is half-accomplished or missing requirements.
- ✦ Enforce uniform standards: praise addicts are likely to add improper insignia, ribbons, buttons, patches, to their uniforms.

R) The Timid

Some volunteers refrain from taking action for fear of failure. These individuals need encouragement and reassurance that their efforts are appreciated. Most volunteer assignments in Scouting can be undertaken by people of all backgrounds and aptitudes. Some people just need consistent encouragement. In a worst-case scenario, this volunteer type may become frozen and immobile limiting program impact and goal accomplishment. In this case repositioning the volunteer to a role with less responsibility may be helpful.

Possible Antidotes / Corrective Actions:

- ✦ Provide clear directions, guidelines to help them complete their work – job description
- ✦ Try to elicit concerns and potential areas of difficulty
- ✦ Help them make to do lists or flow charts for tasks
- ✦ Give them some tasks that they can take full responsibilities for without checking back
- ✦ Reflect on the progress they have made

S) The Aggressor

¹⁰ Beck, Martha, from *O, The Oprah Magazine* © 2009 as reproduced on CNN.com
v. 2.1

This is among the most difficult personality traits to deal with and control. Aggressors have a fundamental personality flaw that left unchecked can create serious programmatic and relational damage. Like most personality characteristics or learned behaviors the Scouting program nor its leadership and training opportunities will likely not change the individual or their makeup. Managing the “manageable aggressor” is the key. The unmanageable aggressor will likely be a candidate for reassignment or removal.

Possible Antidotes / Corrective Actions:

- ✦ Avoid arguments
- ✦ Be very formal
- ✦ Be concise and clear with reactions
- ✦ Hear them out without responding or defending

T) The Underminer

Like the aggressor, the Underminer is a personality flaw that likely cannot be changed but only managed. A person who consistently seeks to derail unit, team, or committee plans is a serious problem and requires consistent and actionable response.

Many underminers are very subtle in their methods; some are even unconscious of their destructive tendencies. Initially it may be difficult to determine the difference between whether a person is misguided or intentionally disruptive to process. As soon as pattern of “undermining” is detected, a unit’s committee, district, or council key personnel should address the behavior directly.

Possible Antidotes / Corrective Actions:

- ✦ Never over react
- ✦ Avoid reacting to criticism with defensiveness
- ✦ Do not acknowledge sarcasm. It has no power when it gets no response
- ✦ Focus on the issues

U) The Egotist

We all have an ego. Egos come in all shapes, sizes and personalities. Big ego’s lead well; while those being led, appreciate a manageable one. An Egotist is in constant need of attention. Essentially, they are like the praise addict except they really do not care what you think of them! They are the best, have the best idea, better ideas than you do, and they know it to be true.

Management is the key. The Egotist can be an effective leader in Scouting so long as their methods and personalities don't negatively impact recruitment and retention of youth or other adult volunteers.

Possible Antidotes / Corrective Actions:

- ⊕ Know your facts
- ⊕ Agree when you can
- ⊕ Give them ample opportunity to shine and avoid competing
- ⊕ Ask them for their opinion
- ⊕ Only disagree when you know you are right – and the outcome matters



Sometimes a picture is truly worth a thousand words!

Thoughts about these volunteers range between: Unresponsive, Need for Affiliation, Need for Power, Lack of Desire for Achievement, and contenders for the role of village idiot(s). Truthfully, most volunteer firefighters find a way to have their photo made in this fashion. However the great danger in the volunteer ranks of the BSA Commissioner's service is that our front line Unit Commissioners pose for shots like this while brandishing their wreath of service patches and simultaneously allowing units they serve to languish in crisis and need of rescue.

Conflict with Professional Staff

Any of the above areas of conflict can happen between volunteers or between Volunteers and Professional staff. When conflict arises between volunteers and professionals, there are additional dynamics and resolution often requires the involvement of additional volunteers and professionals.

A professional staff member cannot unilaterally remove a volunteer. Nor can volunteers unilaterally remove a professional. When major conflict arises between professionals and volunteers often both sides desire relief and a battle can ensue. The Scout Executive or Field Director along with key 3 volunteers have the responsibility and accountability to investigate staff/volunteer complaints and conflict. Arguments concerning program practice can often be resolved using national or council policy. If the concerns are more significant (e.g. fiscal management or membership tampering) the issue may need outside mediation from the Area, Region, or even National Council office.

Commitment, communication, clear expectations of roles, and value placed on the contributions of both paid staff and volunteers is essential to foster healthy volunteer-staff relationships. "When organizations do not develop strategies to encourage positive relationships, there can be a lot of tension. When they take the time to foster effective relations, the result is a strong team united in its efforts to fulfill the organization's mission."¹¹

Ensuring effective communications between the volunteer and professional staff is key factor in avoiding and controlling intra-staff conflict in the volunteer ranks. Professionals should strive to be effective enablers. *Enabling is what most volunteers expect from their staff relationships.* Enabling involves activities such as staying in touch once an assignment is made, offering advice and support, and finding creating ways to acknowledge work this is accomplished successfully.

5 Properties of Effective Communications

- Frequency: how often communication is received
- Timeliness: when it is transmitted
- Comprehensiveness: how complete it is
- Specificity: how detailed is it
- Awareness of Directional flow: who originates it¹²

Conflict between volunteers and staff often occurs when volunteers press for change. Some volunteer lead organizations, including scout units, districts, and even councils have an unwritten law. "Don't bother us. We won't change. We stand firm on stagnation." To whatever degree such a challenge turns on professional resistance the opportunity exists for being more open to the benefits that ideological challenge can yield.

Some volunteers do not always conform. However, they must be heard and understood. A challenge to the status quo should not be merely tolerated—it should be welcomed and encouraged. "A crank can be a troublemaker. But a crank also ignites an engine."¹³

¹¹ Louise Chatterton Luchuk, Best practices in staff and volunteer relations, April 26, 2004, Charity Village.com

¹² Golensky, Martha, Conflicting agendas for the future of a youth agency -Cases in nonprofit governance, 1995, p. 9.

Leaders should try to facilitate a good relationship between staff and volunteers. It helps to provide balanced praise. Rather than praising only the work of volunteers, praise the combined team efforts of staff and volunteers. Not only will this motivate staff and volunteers; it will also help strengthen the relationship between them. Professionals keeping track of what individual volunteers do for the program including how much money they donate and generate is important. Volunteers build trust and admiration when they believe the staff is appreciative for their specific efforts. An ounce of trust prevents a pound of distrust and discord.

Finding the right balance and developing positive staff-volunteer relationships is important. "There may be no factor within the program that impacts retention more quickly and obviously than relationships volunteers and paid staff have with each other. People simply stay longer in situations where they enjoy their coworkers and others they encounter."¹⁴

One key to accomplishing a healthy balance is the shift the view volunteer's view of the staff from that of "controller" to that of "consultant. A "controller" is seen as a guardian of rules, policies, and procedures – someone with great positional power. Antithetically a "consultant" is "perceived as a resource whose power is relational, persuasive – earned, and not mandated."¹⁵

The history of the Scouting movement is long fabric of stories. These stories of success, failure, and collective effort have great value. "Collecting and distributing stories about volunteers is vastly different from collecting and distributing statistics about what volunteers do. One good story is worth a thousand statistics. A story, for example, which talks about the work of a team involving both staff and volunteers and which demonstrates that all were involved in dealing with the situation, even while making different contributions, can be invaluable."¹⁶

Although belief and myths about conflict usually focus on the negative aspects, there are both negative and positive outcomes from conflict between staff and volunteers. Some negative outcomes include:

- Decreased Productivity
- Relevant information not being shared
- Unpleasant emotional experiences
- Environmental Stress
- Excessive Consumption
- Decision-making process disrupted
- Poor work relationships
- Misappropriation of Resources

However, the absence of conflict can also have its own detrimental impact on the organization and its effectiveness. These are some potential positive outcomes from conflict:

¹³ From: An Idea From Jerry Panas – 47 Seconds with the Sage, an e-mail newsletter from Jerald Panas, Linzy & Partners, 2009

¹⁴ Vinyard, Sue, Grapevine Newsletter for Volunteers, April 1998

¹⁵ Boulton Anna, *The Art of Volunteer Development*, The Utah Arts Council, 2006, p. 90

¹⁶ McCurley, Steve (1995). *Building understanding and collaboration: creating synergistic relationships between staff and volunteers*. Washington D. C.: The Points of Light Foundation, p. 10

- Increased motivation and creativity
- Healthy interactions and involvement are stimulated
- Number of alternatives increase
- Increased understanding of others' positions
- People more likely to share information in the future
- Feelings are aired out
- Opportunity to change occurs¹⁷

Using non-punitive evaluations to clarify placement, productivity and future training needs

As earlier discussed in the volunteer retention cycle review of volunteer contributions and performance provides important feedback for the organization and the volunteer. It helps identify strengths and weaknesses in their respective contributions, provides for greater accountability of organizational resources used and improves the overall morale of all involved.

The review should be a joint effort between the volunteer and the volunteer's supervisor. It should focus on whether the goals of the volunteer position are being met as well as the working relationships with other volunteers and staff.

Problems or conflicts should be discussed and resolved as they occur. This may involve a review of the contributions and performance of the volunteer. Proper documentation by means of meeting notes should be made throughout the process.

Ongoing communication and feedback is crucial to making the volunteer feel that his/her work is important to the program and the youth being served. Some options are:

- A periodic meeting for all volunteers in a committee or staff grouping or for those working on a particular assignment.
- Mail out an assessment form for self-evaluation and feedback
- Conversations with recipients of the volunteer's direct service (units, scout leaders, professional staff, others who work with the volunteer) this tool referred to as an informal 360-degree evaluation. It is important that the volunteer know the process is occurring and agree, in advance, to privation and to being presented to results. This is often utilized when a conflict of unknown origin is creating a challenge.

Professional staff should conduct an exit interview or key volunteer leader anytime a volunteer leaves the Scouting movement without clearly understood intention. Exit interviews can help identify problem areas and produce quality suggestions for overall improvement of the program and the volunteer experience. Exit interviews provide closure for both the volunteer and the volunteers who remain. These interviews can resolve tension and lay groundwork for future

¹⁷ Boulton Anna, *The Art of Volunteer Development*, The Utah Arts Council, 2006, pp. 91-92
v. 2.1

support of Scouting. The interview should take place within 2-3 months of a volunteer's resignation or completion of service.

Exit Interview Questions Could Include the following:

- 1) Why have you chosen to leave your volunteer role in Scouting?
- 2) On a scale of 1-5 (with 1 being "very unpleasant" and 5 being "very pleasant") how would you rank your volunteer experience in Scouting? In your most recent position?
- 3) When you began your most recent assignment, were you clear about the goals and objectives?
- 4) During your work did you receive sufficient support from other volunteers and the professional staff?
- 5) Did you feel the need for additional training? If so, in what area?
- 6) Were there any major frustrations in your position?
- 7) Were there rewards in your job? Do you feel it was time well spent? Be as specific as possible about what you most enjoyed.
- 8) Do you have any general comments on being a volunteer in Scouting? Is there more we could learn from your experience?
- 9) Do you remain supportive of the program? Would you serve again if the time and circumstances permitted?

Additionally a self-reporting exit interview tool may be used. See Appendix.

When a Volunteer fails to perform as promised:

When a volunteer for a key function or role fails to deliver as committed the risk of a domino effect on program efforts is real. It requires swift intervention and careful management. Involving other strong, key volunteers can either provide the antidote or offer the needed ammunition to redefine the role of the volunteer who is not meeting expectations.

Poor performance can be attributable to many factors including:

- Bad chemistry - This refers to the person who just can't get along with others and may even greatly offend some, driving good people out of Scouting.
- Bad politics - This volunteer is a poor team player who is not in keeping with the

organization's image. This person prevents others from being effective and may drive them out of Scouting. This volunteer may hate his or her Scouting responsibility and lets others know it.

- Bad job - This volunteer may be a nice person but simply doesn't perform assigned tasks and can't seem to meet the objectives of his or her Scouting responsibilities.¹⁸

Too often in Scouting we choose to "wait it out" taking the route of conflict avoidance by waiting six months to a year or more for the opportunity to remove the volunteer from a position without having to ask the "hard questions" or take action that may not feel comfortable. Unfortunately, this only shifts the burden forward and prevents the potential for resolution in real time.

Confirm that all phases of the Volunteer Retention Cycle have been followed:

- Expectations were communicated and confirmed (written pledge or confirmation is helpful to document a volunteer's understanding of their assignment.)
- You clarified the volunteer's role and assured yourself that they do understand it
- You gave direction about how behavior can be changed to make it acceptable
- You've tried to develop mutually acceptable plans
- You tried to direct the volunteer to other projects or agencies

Consider the following options as possible remedies:

- Some people simply don't know what to do, so train them. Sit down for a friendly and helpful coaching session.
- Find something else for them to do in Scouting. Most people have things they can do well. Discover their hidden talents. Gracefully change their assignment to build on their strengths.
- Some people try to do too much in Scouting. That is often our fault. We have asked them to do more than is reasonable, so reduce their workload.
- Get your facts straight; do not act on hearsay.
- Sit down in a relaxed setting to talk about what's going on. Often the person is the first to know things aren't working out but might be reluctant to ask for help.¹⁹

Each of these alternatives are both easier to implement and managerially smarter than making decision to terminate a volunteer. They recognize that there are many reasons why a person may be behaving inappropriately and that some of these reasons have answers other than separating that person from the program.

¹⁸ Administration of Commissioner Service, Boy Scouts of America, 34051; Feb. 2009

¹⁹ Ibid., Administration of Commissioner Service

Replacing an Ineffective Volunteer – The Final Measure

The initial requirement in developing a system for handling volunteer replacement decisions is to decide that replacing the volunteer, is in general, a potentially appropriate action.

"Whether the personnel in question are paid or volunteer, it is important to have policies and practices which promote accountability and the highest levels of performance possible without ignoring the reality that all individuals have idiosyncrasies and limitations as well as strengths. A double standard which does not give respect and dignity to both volunteers and paid staff is not only unnecessary but is also unhealthy for individuals and organizations."²⁰

A second philosophical approach has to do with giving meaning and value to volunteer service. By denying that there is a 'right' and a 'wrong' way to do a volunteer job, one conveys the impression that the volunteer work done is irrelevant and insignificant. Any organization that does not care enough about the work done by volunteers to enforce quality communicates to other volunteers that the organization believes their own work to be meaningless.

The philosophical decision by an organization to replace a volunteer is one that should be addressed before any incident. It should be discussed and ratified by staff and then codified as part of the overall policy statement on volunteer utilization and included as part of the agency's volunteer policies.²¹

Replacing Volunteers in a Membership Group such as the Boy Scouts of America

The person or group with the authority to appoint a volunteer typically has the authority to remove and replace that volunteer. For example, a district commissioner appoints an assistant district commissioner (ADC); the district commissioner may clearly find a replacement for the ADC.²²

In the case of unit based Scouters, commissioners must remember that it is the chartered organization that has made the appointment. The commissioner role is to help the head of the chartered organization or other key unit Scouter make the change.²³

In the case of an elected officer, the local council may decide to go through the nominating committee process. This can occur off the normal annual calendar cycle, if needed.²⁴

As a private membership organization, it is possible for the Boy Scouts of America to refuse membership to certain individuals. The only time membership is withdrawn or refused deal with Class 1 offences (Child Safety, Violence, Criminal Behavior or threats). Thus a

²⁰ Park, Jane Mallory, "The Fourth R: A Case for Releasing Volunteers," *Journal of Volunteer Administration*, Spring 1984

²¹ McCurley, Steve, "How to Fire a Volunteer and Live to Tell About It," *Grapevine*, January/February 1993.

²² Administration of Commissioner Service, Boy Scouts of America, 34051; Feb. 2009

²³ Ibid.

²⁴ Ibid.

volunteer who is replaced from their current position are certainly able to maintain their membership in Scouting if a local unit or other position (At-Large-Member of a committee, etc.) is extended to them.

Conducting a Replacement Meeting Regardless of the process utilized to reach the decision to terminate, someone has to actually convey that decision to the volunteer. This will never be a pleasant experience, but should follow the following guidelines:

- **Conduct the meeting in a private setting.** This will preserve the dignity of the volunteer and perhaps of you
- **Before having the meeting,** make sure members of the next higher authority to you are behind you. Then you can tell the person that the decision is nonnegotiable
- **Don't go alone.** Having a second person along might keep things under control and running smoothly.
- **Make an appointment.** Say that you want to talk about his or her future as a _____ in Scouting, and mention the volunteer who is coming with you. Refuse to say more. He or she should get the message.
- **Be quick, direct, and absolute.** Don't beat around the bush. It is quite embarrassing to have the volunteer show up for work the next day because they didn't get the hint.
- **Be businesslike, brief, and pleasant.** Tell the person that you have made a mistake. He or she apparently isn't able to carry out the assignment and that you had assumed otherwise, and that was your mistake. Commend the persons other contributions in or out of Scouting, but indicate that you must now take action to replace the volunteer in this assignment. Be factual. Be prepared to listen.
- **Announce, don't argue.** The purpose of the meeting is simply, and only, to communicate to the volunteer that they are being separated from their position. This meeting is not to re-discuss and re-argue the decision, because, if the standard process has been followed, all the arguments have already been heard. You should also avoid arguing to make sure you don't put your foot in your mouth while venting your feelings. Expect the volunteer to vent, but keep quiet.
- **Don't attempt to counsel.** If counseling were an option, you would not be having this meeting. Face reality; at this point, you are not the friend of this former volunteer and any attempt to appear so is mix-guided and insulting.
- **Follow-up.** Follow-up the meeting with a letter to the volunteer reiterating the decision and informing them of any departure details. Make sure you also follow-up with others. Inform other volunteers of the change in status, although you do not need to inform them of the reasons behind the change. In particular, make sure

that other leaders with a long relationship with the volunteer are informed of the new volunteer to whom they will have a resource.²⁵

Be prepared for four possible reactions. The volunteer might:

1. Be smooth and controlled
2. Be shocked and emotional
3. Become angry
4. Be relieved and ready to discuss practical solutions for the future²⁶

There is no joy in this task for anyone. Removing a volunteer is one of a leader's most difficult tasks. It requires discipline, good judgment, and sensitivity. The goal should always be to do what's best for youth.

Conclusion

The Boy Scouts of America is membership organization. It has a U.S. Congressional Charter as a private not-for-profit organization. As such, it has full right to choose its own leadership. Those rights extend to replacing leaders when circumstances require for preservation of organizational integrity.

Replacing, or even realigning, a volunteer is never easy or enjoyable. Careful adherence to the Volunteer Retention Cycle and maintaining frequent and honest communication standards can help prevent volunteer failure.

The use of formal and informal evaluation, both self-directed and volunteer leader facilitated, is an underutilized means to enhance volunteer effectiveness and reduce volunteer turnover. Implementing an on-going evaluation system takes time and effort. A system is only effective if there is a long-term commitment to collection of the data and proper usage in the process of recruitment, nominating and volunteer assignment.

The best possible method of implementing an on-going system of evaluation is to enhance the position of Nominating Chair in the unit, district or council to include responsibility for on-going evaluation of volunteers and providing such feedback to the key leaders as well as the nominating committee on an annual basis.

²⁵ McCurley, Steve, "How to Fire a Volunteer and Live to Tell About It," *Grapevine*, January/February 1993.

²⁶ Administration of Commissioner Service, Boy Scouts of America, 34051; Feb. 2009

Appendices

- a) Evaluation Sample
- b) Self-Evaluation Sample
- c) Exit Interview Self-Reporting Tool
- d) Sample Letter of Replacement
- e) Case Study

JAME E. WEST DISTRICT BSA - VOLUNTEER REVIEW

Name: _____

Position: _____

Period of Time this Review Covers: _____

1. Was the job description, as negotiated, complete and accurate? Yes ___ No ___
2. Was the job agreed upon handled effectively? Yes ___ No ___
3. Was there any part of the job that needed improvement? Yes ___ No ___
4. Are there further learning opportunities and information needed in order to increase your effectiveness in the position?
Yes ___ No ___
5. Was the support received from staff and volunteer leaders adequate? Yes ___ No ___
6. Would you like to continue in this position? Yes ___ No ___
7. Would you be interested in another position? Yes ___ No ___
What type? _____
8. List position-related learning opportunities attended this year.

Volunteer Comments:

Volunteer Leader (Position) Comments:

I have read and understand this review.

Volunteer's Signature _____ Date _____

Volunteer Leader's signature _____ Date _____

Page 2

Based on this volunteer's job review and other documents regarding the job expectations, the supervisor agrees that:

() This person will be recommended to be reappointed to present position.

This person will be recommended for the following positions:

This person's term in this position is completed.

Volunteer Leader's Signature

Date

VOLUNTEER POSITION SELF-EVALUATION FORM

Name of Volunteer _____ Period covered by evaluation _____

Position _____ Date of evaluation _____

<u>Position Goals</u>	Not met	Satisfactory	Excellent		
1. _____	1	2	3	4	5
2. _____	1	2	3	4	5
3. _____	1	2	3	4	5
4. _____	1	2	3	4	5
5. _____	1	2	3	4	5

Work Relationships

	Needs Improvement	Satisfactory	Excellent		
1. Relationship with other volunteers _____	1	2	3	4	5
2. Relationship with faculty _____	1	2	3	4	5
3. Relationship with clients _____	1	2	3	4	5
4. Keeping commitments and meeting deadlines _____	1	2	3	4	5
5. Initiative _____	1	2	3	4	5

6 Flexibility _____ 1 2 3 4 5

Comments by volunteer regarding above areas:

Action or follow- up requested: _____

Volunteer's Signature

Date

Volunteer Leader's Signature of Receipt

Date

Action or follow- up taken: _____

Exit Interview Questionnaire

We are always striving to improve the performance of our volunteer management system. As one of our volunteers, we would appreciate your help in identifying areas in which we might do better. Please be as complete and honest as you can in answering the following questions--all of the information collected will be kept strictly confidential, but it will be utilized to ensure that others who volunteer will receive the best possible treatment.

How long did you volunteer with us? _____

Types of volunteer positions held:

1. _____
2. _____
3. _____
4. _____

Why are you leaving? (Check all that apply.)

- | | |
|----------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Job accomplished | <input type="checkbox"/> Didn't feel well utilized |
| <input type="checkbox"/> Didn't like the job I was given | <input type="checkbox"/> Other time commitments |
| <input type="checkbox"/> Moving to a new location | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Need a change | _____ |

What did you like best about volunteering with us?

What suggestions would you make for changes or improvements in our volunteer effort?

Overall, how would you rate your experience in volunteering with us?

- | | | | | | | | | |
|------|---|---------|---|---|-----------|---|---|---|
| Poor | | Average | | | Excellent | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Please return this form to:

(name)

(address)

27

²⁷ Adapted from Stephen H. McCurley, *Volunteer Management Series*. (Volunteer Management Systems, NW Washington, D.C., 1988)

Sample Letter of Replacement

The letter is confirmatory to a conversation when possible.

Dear

On behalf of the Middle Tennessee Council (or the chartered organization), I extend our thanks for your role in _____ (unit or district). Your time, efforts, and involvement are appreciated. Your replacement has been nominated and confirmed by _____. This is effective _____ (date).

Your support in this transition would be appreciated as the _____ (organization/unit / committee /etc.) endeavors to carry out the policies and procedures of the BSA.

Sincerely,

Name

Position

Cc: Key Volunteer / Professional Staff (whom ever attempted remediation with the primary volunteer leader.

CASE STUDY

The following exchange transpired between a Cub Master and experienced commissioner on Discussion Board maintained by the website Uscouting.com website:

Question

I am the cub master of pack 356. I took over after being Tiger Den Leader for 1 year. The former cub master's son crossed over. Her last year, we started with eight Den Leaders and had three Den Leaders by crossover. The rest quit. I had a lot of rebuilding to do. After 2 years of blood, sweat, and tears, we now have a close-knit pack that is like a family. At this year's roundup, we picked up the old cub master's sister as a Tiger den leader (son in Tigers) and the old cub master as Tiger assistant den leader. First thing they do is isolate themselves from the pack. Our fall campout, they have a "scheduling conflict", so they told their den that den members were not allowed to go on the pack campout, but would attend a den campout the following weekend. All of the leadership is enraged (8 others). When confronted and questioned (with all leadership present) they had no response. I would like them to come around to our way of thinking, but it is hard to teach old dogs new tricks. If not, what is the process to remove them from our pack? We will not let them destroy our pack. Please give me some ideas. Thanks

Answer

Adult conflict is one of the worst problems that we have to ever deal with. The only possible way to deal with this problem is to know exactly what kind of a person that you are dealing with.

I would first suggest that you sit down with the persons involved, discuss with them the problem, and try to get them on the same page. There was no reason that just because the leaders were not able to attend the fall campout that the rest of the den couldn't attend.

Cub Scouts only support family camping so each boy must have an adult with them anyway.

If they are not trained, you might suggest that they attend training, this might help.

The Unit Committee and the Charter Organization are the only ones that can remove the leaders. One of the largest troops in our council just went through the process of removing the Scoutmaster. It was a very messy situation but sometimes it must be done. If your body has a disease, you must attempt to get rid of the disease before it kills you.

Bibliography

Adams, Carey, and Gregory Shepherd, "Managing Volunteer Performance: Face Support and Situational Features as Predictors of Volunteers' Evaluations of Regulative Messages," *Management Communication Quarterly*, May 1996.

Allen, Kenn, *Creating More Effective Volunteer Involvement* (Washington: Points of Light Foundation) 1996.

Allen, Natalie, "The Role of Social and Organizational Factors in the Evaluation of Volunteer Programs," *Evaluation and Program Planning*, Vol 10(3) 1987.

Anderson, John and Larry Moore, "The Motivation to Volunteer," *Journal of Voluntary Action Research*, Vol 7(3/4) 1978.

Arnold, Charlotte, "Respect, Recognition are Keys to Effective Volunteer Programs," *Corrections Today*, August 1993.

Asche, Jane and Jane Janey, "Research on Volunteerism: Researchers' Interests and Practitioners' Needs," *Journal of Volunteer Administration*, Winter 1989/90.

Association for Volunteer Administration, *Volunteer Administration: Portrait of a Profession* (Boulder: AVA) 1993.

Association of Volunteer Bureaus, *Standards and Guidelines for the Field of Volunteerism* (Alexandria: AVB) 1978.

Baker, Bill and Kris Murawski, "A Method for Measuring Paid Staff Support for Volunteer Involvement," *Journal of Voluntary Action Research*, July/Sept 1986

Battle, Richard, *The Volunteer Handbook: How to Organize and Manage a Successful Organization*, (Austin, TX: Volunteer Concepts) 1988.

Boulton Anna, *The Art of Volunteer Development*, The Utah Arts Council, 2006

Bradner, Jeanne, "Recruitment, Orientation and Retention," in Tracy Connors, ed., *The Volunteer Management Handbook* (New York: John Wiley and Sons) 1995.

Bull, C. Neil and Share DeCroix Bane, *The Rural Elderly Volunteer: A Guide to Recruitment and Retention* (Kansas City: UMKC National Resource Center for Rural Elderly) 1993.

Christie, Les, *How to Recruit and Train Volunteer Youth Workers: Reaching More Kids with Less Stress* (Grand Rapids: Zondervan Publishing House) February 1992.

Clary, Gil, Mark Snyder, and Robert Ridge, "Volunteers' Motivations: A Functional Strategy for the Recruitment, Placement and Retention of Volunteers," *Nonprofit Management and Leadership*, Summer 1992.

Conrad, Dan and Diane Hedin, *Youth Service: A Guidebook for Developing and Operating Effective Programs*, (Washington: Independent Sector) 1989.

Cook, Ann, "Retiring the Volunteer: Facing Reality When Service is No Longer Possible," *Journal of Volunteer Administration*, Summer 1992

Disney, Diane, Rehnberg, Sarah Jane, Roberts, Laura, Washburn, Julie, and Williamson, Vanda, "Should Volunteers be Fired? Several Considerations", *Voluntary Action Leadership* Fall 1979.

Fields, Doug, *Help! I'm a Volunteer Youth Worker! 50 Easy Tips to Help You Succeed with Kids* (Zondervan Publishing House) 1993.

Gaston, Nancy, "Easy Does It: Initiating a Performance Evaluation Process in an Existing Volunteer Program," *Journal of Volunteer Administration*, Fall 1989.

Gaston, Nancy, "Everyone Can Win: Creative Resolution of Conflict," *Journal of Volunteer Administration*, Summer 1989.

Loomis, Theo-Jane, "Orientation: An Emphasis on the Oral Tradition," *Journal of Volunteer Administration*, Winter 1986/87.

Lulewicz, Suzanne, "Training and Development of Volunteers," in Tracy Connors, ed., *The Volunteer Management Handbook* (New York: John Wiley and Sons) 1995.

Lundin, Shirley, "When All Else Fails: Releasing a Volunteer," *Journal of Volunteer Administration*, Fall 1996.

Lynch, Richard, *Lead: How Public and Nonprofit Managers Can Bring Out the Best in Themselves and Their Organizations* (San Francisco: Jossey-Bass) 1993.

Lynch, Rick, "Designing Volunteer Jobs for Results," *Voluntary Action Leadership*, Summer 1983.

Lynott, Nancy and Ann Narkiewicz, "Termination Techniques: Ending the Volunteer/Client Relationship," *Journal of Volunteer Administration*, Spring 1990.

Macduff, Nancy, "Episodic Volunteering," in Tracy Connors, ed., *The Volunteer Management Handbook* (New York: John Wiley and Sons) 1995.

Macduff, Nancy, "The Volunteer-Staff Climate Audit," *Voluntary Action Leadership*, Spring 1992.

Macduff, Nancy, "Training Adult Volunteers," *Journal of Volunteer Administration*, Spring 1988.

Macduff, Nancy, "Volunteer and Staff Relations," in Tracy Connors, ed., *The Volunteer Management Handbook* (New York: John Wiley and Sons) 1995.

Macduff, Nancy, and Janie Millgard, "Managing Conflict," *Voluntary Action Leadership*, Summer 1989.

Macduff, Nancy, *Volunteer Recruiting and Retention: A Marketing Approach*, (Walla Walla: Macduff/Bunt Associates) 1985.

MacKenzie, Marilyn and Moore, G. *The Group Member's Handbook*, ((Downers Grove: Heritage Arts) 1993.

MacKenzie, Marilyn and Moore, G. *The Volunteer Development Toolbox*, (Downers Grove: Heritage Arts) 1993.

MacKenzie, Marilyn, *Dealing with Difficult Volunteers*, (Downers Grove: Heritage Arts) 1988.

- MacKenzie, Marilyn, *Curing Terminal Niceness: A Practical Guide to Healthy Volunteer/Staff Relationships*, (Downers Grove: Heritage Arts/VMSystems) 1990.
- Marx, Michael, "Volunteer/Staff Role Review," *Voluntary Action Leadership*, Fall 1981.
- Mausner, Claudia, "The Underlying Dynamics of Staff-Volunteer Relationships," *Journal of Volunteer Administration*, Summer 1988.
- McCurley, Steve and Rick Lynch, "Supervising the Invisible Volunteer," *Grapevine*, May/June 1995.
- McCurley, Steve and Rick Lynch, *Essential Volunteer Management*, (London: Directory of Social Change) 1997.
- McCurley, Steve and Rick Lynch, *Volunteer Management: Mobilizing All the Resources of the Community* (Downers Grove: Heritage Arts) 1996.
- Leadership*, Summer 1986.
- McCurley, Steve and Sue Vineyard, *Handling Problem Volunteers* (Downers Grove: Heritage Arts) 1988.
- McCurley, Steve and Sue Vineyard, *Measuring Up: Assessment Tools for Volunteer Programs*, (Downers Grove: Heritage Arts) 1997.
- McCurley, Steve, "Applying Risk Management Techniques to Volunteer Programs," *Grapevine*, September/October 1993.
- McCurley, Steve, "Creating Partnerships Between Volunteers, Staff," *Volunteer Leadership*, Winter 1999.
- McCurley, Steve, "Critical Incident Points in the Volunteer Life Cycle," *Grapevine*, May/June 1998.
- McCurley, Steve, "Evaluating Volunteers," *Grapevine*, March/April 1995.
- McCurley, Steve, "How Much are Volunteers Worth? A Second Look," *Voluntary Action Leadership*, Spring 1984.
- McCurley, Steve, "How the New Volunteers will Change Volunteer Management," *Volunteer Leader*, Winter 1998.
- McCurley, Steve, "How to Fire a Volunteer and Live to Tell About It," *Grapevine*, January/February 1993.
- McCurley, Steve, "How to Generate Conflict Between Volunteers and Staff," *Voluntary Action Leadership*, Summer 1983.
- McCurley, Steve, "Is Your Volunteer Program Ready for 2001?," *Leadership*, October/December 1993.
- McCurley, Steve, "Liability and Volunteer Management: Screening Volunteers," *Grapevine*, September/October 1991.
- McCurley, Steve, "Orienting Volunteers," *Grapevine*, March/April 1994.

- **McCurley, Steve, "Recruiting and Retaining Volunteers," in Robert Herman, ed., *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (San Francisco: Jossey-Bass) 1994.**
- McCurley, Steve, "Recruiting Volunteers for Difficult Positions," *Voluntary Action Leadership*, Fall 1990.
- McCurley, Steve, "Recruiting Volunteers for the Long Haul," *Leadership*, Jan/March 1995.
- McCurley, Steve, "Short-Term Volunteers: Emphasizing Retention," *Voluntary Action Leadership*, Fall 1991.
- McCurley, Steve, "The Volunteer Professional," in Sue Vineyard and Steve McCurley, eds., *Managing Volunteer Diversity* (Downers Grove: Heritage Arts Publishing) 1992.
- McCurley, Steve, "Utilizing Role Play Scenarios in Volunteer Interviewing," *Grapevine*, November/December 1994.
- McCurley, Steve, "Volunteer Interviewing Techniques," *Grapevine*, November/December 1991.
- McCurley, Steve, "Volunteer Recruitment Campaigns," *Grapevine*, July/August 1994.
- McCurley, Steve, "Why Good Volunteers Do Bad Things," *Grapevine*, Nov/Dec 1998.
- McCurley, Steve, "Working with Staff to Develop High Impact Volunteer Jobs," *Grapevine*, Sept/Oct 1998.
- McCurley, Steve, *Building Understanding and Collaboration: Creating Synergistic Relationships between Staff and Volunteers*, (Washington: Points of Light Foundation) 1996.
- McCurley, Steve, *Recruiting Volunteers for Difficult or Long-Term Assignments* (Downers Grove, Illinois: Heritage Arts) 1991.
- McCurley, Steve, *Volunteer Management Forms*, (Downers Grove: Heritage Arts) 1988.
- Merdaugh, Barbara, "Volunteer Evaluations: From a Volunteer's Perspective," *Journal of Volunteer Administration*, Winter 1999.
- Park, Jane Mallory, "The Fourth R: A Case for Releasing Volunteers," *Journal of Volunteer Administration*, Spring 1984
- Potts, Lawrence, "The Youth Protection Program of the Boy Scouts of America," *Child Abuse and Neglect*, 1992 (3).
- Reese, Mary, "The Customer Satisfaction Survey for Self-Evaluation," *Journal of Volunteer Administration*, Spring 1993.
- Rutter, Robert and Fred Newmann, "The Potential of Community Service to Enhance Civic Responsibility," *Social Education*, October 1989.
- Saxon, John and Horace Sawyer, "A Systematic Approach for Volunteer Assignment and Retention," *Journal of Volunteer Administration*, Summer 1984.
- Scheier, Ivan, "Improving Volunteer Motivation through Job Design," in Larry Moore, ed., *Motivating Volunteers: How the Rewards of Unpaid Work can Meet People's Needs* (Vancouver: Volunteer Centre) 1985.

Scheier, Ivan, *When Everyone's a Volunteer: The Effective Functioning of All-Volunteer Groups* (Philadelphia: Energize, Inc.), 1992.

Seita, Trudy, "Volunteers in Rural Areas," in Sue Vineyard and Steve McCurley, eds., *Managing Volunteer Diversity* (Downers Grove: Heritage Arts Publishing) 1992.

Sharratt, Gene, "Ensuring Volunteer Success through Effective Delegation Techniques," *Voluntary Action Leadership*, Winter 1988/89.

Silverman, Myrna, Betty Hepner, Edmund Ricci, and Rolland Wick, "The Importance of Staff Involvement in Volunteer Program Planning," *Voluntary Action Leadership*, Summer 1984.

Sims, Pat, "Volunteer Recognition: The Touch of Care that Makes a Difference," *Voluntary Action Leadership*, Spring 1988.

Stepputat, Arlene, "Administration of Volunteer Programs," in Tracy Connors, ed., *The Volunteer Management Handbook*, (New York: John Wiley and Sons) 1995.

Stevens, Ellen, "Toward Satisfaction and Retention of Senior Volunteers," *Journal of Gerontological Social Work* Vol 16, No 3-4, 1991.

Sundeen, Richard, "Differences in Personal Goals and Attitudes among Volunteers," *Nonprofit and Voluntary Sector Quarterly*, Fall 1992.

Saxon, John and Horace Sawyer, "A Systematic Approach for Volunteer Assignment and Retention," *Journal of Volunteer Administration*, Summer 1984.

Scheier, Ivan, *So You Still Want to Win with Staff*, (Santa Fe, NM: Center for Creative Community)1988.

Stevens, Ellen, "Toward Satisfaction and Retention of Senior Volunteers," *Journal of Gerontological Social Work* Vol 16, No 3-4, 1991.

Stevens, Judy, *The Complete Guide to Assessing and Improving Your Volunteer Program* (Vancouver: Volunteer Vancouver) 1997.

Sundeen, Richard, "Differences in Personal Goals and Attitudes among Volunteers," *Nonprofit and Voluntary Sector Quarterly*, Fall 1992.

Sundeen, Richard, "Explaining Participation in Coproduction: A Study of Volunteers," *Social Science Quarterly*, September 1988.

Surdyk, Lisa, and Margaret Diddams, "Doing Well by Doing Good: Career Attainment and Volunteerism," *Journal of Volunteer Administration*, Winter 1999.