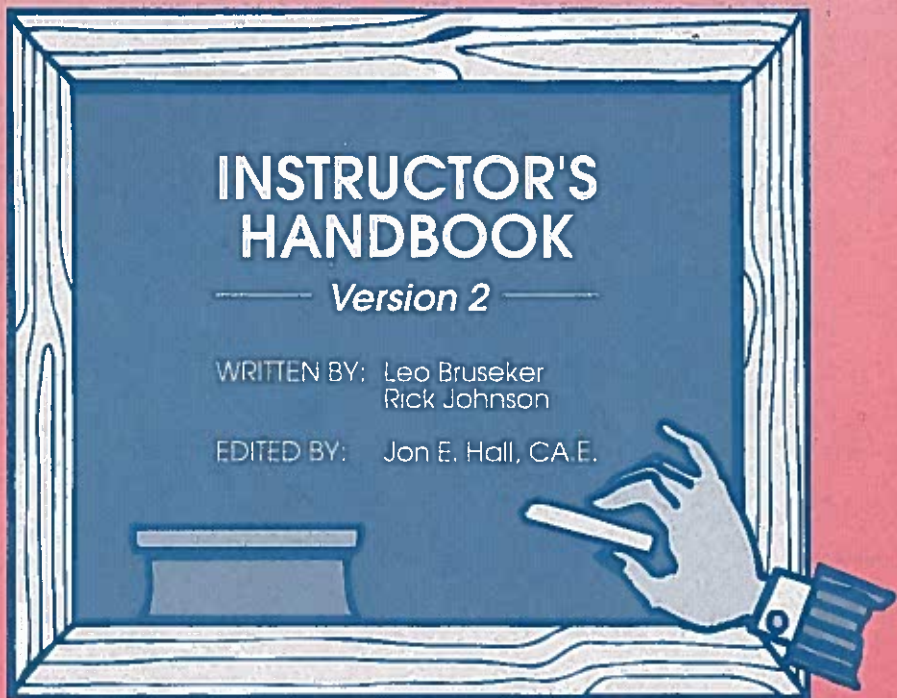


## RECRUITING VOLUNTEERS:

# The Grizzly Creek Solution

A HOW-TO WORKSHOP FOR RECRUITERS OF VOLUNTEERS



### INSTRUCTOR'S HANDBOOK

— *Version 2* —

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## INTRODUCTION

Recruitment of volunteers is a major task facing scores of agencies and organizations everywhere.

Most agencies find the task difficult and tremendously time consuming. The purpose of this video, and the attendant materials, is to assist organizations and their recruiters to do the job efficiently and effectively.

This training package was developed by Boy Scouts of Canada, Alberta Provincial Council, in response to a demand from key volunteers who have a mandate to recruit volunteers. It has been designed to help recruiters at all levels of your organization from Board Chairman or President to phone committee member or assistant program leader.

RECRUITING VOLUNTEERS: The Grizzly Creek Solution has been workshop tested in a variety of settings, the majority of which were not Scouting related. The response has been excellent with above average scores for enjoyment, educational value and retention of message.

RECRUITING VOLUNTEERS: The Grizzly Creek Solution Workshop Kit has three discrete parts:

1. The Video... RECRUITING VOLUNTEERS: The Grizzly Creek Solution
2. An Instructor's Handbook
3. A set of participant's Worksheets

This workshop package has been prepared to provide a key resource for volunteer recruitment. It is intended that this package be presented to those people who find themselves responsible for recruiting volunteers for positions of responsibility and authority. The video, RECRUITING VOLUNTEERS: The Grizzly Creek Solution as a learning tool can stand on its own. The workshop materials build on and support the video. The video, handout materials and instructor's manual together make the complete learning package. With a little modification and imagination you will find many new ways to use the video and workshop materials. Some suggestions are:

- to orient new board members to the concepts of job descriptions, targeted recruitment and volunteer management.
- to introduce staff members to the concept of volunteerism.
- to explain the role of the volunteer coordinator to new staff, board members or volunteers.
- to train recruitment or nomination committees or to kick-start a membership drive.
- to add some lighthearted fun to a staff or volunteer training session.
- as a conference or seminar session of 1 to 2 hours duration.
- as a stand alone workshop in an afternoon or evening.

## BACKGROUND

RECRUITING VOLUNTEERS: The Grizzly Creek Solution was professionally produced through the facilities of ITV Productions, Edmonton, Alberta, at a cost of more than \$60,000. It required a crew of 24 and a professional cast of 12 plus about 30 volunteer 'extras'. The project took three years of work, research and effort to complete. We thank the many volunteers and staff who have invested their time and energy to make this workshop possible.

In the not-for-profit educational sector sales of 100 copies of a video earns the best seller designation. In the first two years of distribution, 400 copies of RECRUITING VOLUNTEERS: The Grizzly Creek Solution were sold to volunteer organizations, libraries and government agencies. This is a strong testament to the high quality and strong need for this material.

We hope that you enjoy and benefit from Version 2 which has been slightly modified and improved based on feedback from thousands of trainers, volunteers and recruiters who have participated in a Grizzly Creek workshop.

## CONDUCTING THE WORKSHOP

The following "Recruitment Workshop Schedule" is suggested for a full 2 1/2 to 3 hour workshop making the best use of the workshop materials. However, you might pick and choose various elements of the package to suit the knowledge level and time availability of your group or situation.

Variations:

- A: Morning, afternoon or evening session using the format suggested: show video, discussion, show video with handouts, exercise D - Simulation, exercise E - Role Play, exercise F - Brainstorming. Time: 2.5 to 3 hours
- B: Conference session: show video, discussion, Exercise D - Simulation. Time: 90 minutes.
- C: Conference session: show video, discussion, handouts. Time: 40 - 60 minutes.
- D: Shortened workshop: show video, discussion, exercises D - Simulation and E - Role Play, show video again as recap. Time 2 - 2.5 hours
- E. As part of actual recruitment: show video, brainstorm and discuss, proceed with recruitment process. (ie: Define actual position and determine qualifications. List potential candidates and prioritize. Plan interview and make appointment with selected candidate.) Time: 3 - 4 hours.

## RECRUITMENT WORKSHOP SCHEDULE

### PART ONE Presentation of the Theory

- A. INTRODUCTION** **TIME: 10 MINUTES**
  - warm welcome by workshop host
  - introduce workshop participants (if required)
  - introduce presenters
  - review workshop objectives and schedule
  - introduce first session presenter
- B. FIRST VIDEO VIEWING (Uninterrupted)** **TIME: 30 MINUTES**
  - warm-up exercise - How are volunteers used in your agency?
  - introduce and view video - 16 minutes
  - ask for questions of clarification
  - probe for responses to the video's entertainment and educational content
  - test knowledge of the five step process - give handout
- C. SECOND VIDEO VIEWING (With stops)** **TIME: 40 MINUTES**
  - begin second viewing after opening title
  - stop video six times as indicated to highlight and discuss points raised
  - refer to handouts as required
  - conclude with opportunity to ask questions

### PART TWO Application & Skill Development

- D. CHOOSING A TOWN CLERK - Simulation** **TIME: 30 MINUTES**
  - distribute materials and explain process
  - participants get coffee as they move into work groups
  - begin and run simulation exercise and role play
  - conclude with opportunity to ask questions
- E. INTERVIEW - Role Play** **TIME: 15 MINUTES**
  - As small groups finish the simulation exercise give them instructions for the role play. Begin and run exercise and conclude with an opportunity to ask questions.
- F. WRITING A JOB DESCRIPTION EXERCISE** **TIME: 15 MINUTES**
  - give instructions for the job description exercise
  - distribute materials, begin and run exercise
  - conclude with opportunity to ask questions
- G. CONCLUSION** **TIME: 10 MINUTES**
  - allow for closing statements and discussion
  - introduce and distribute evaluation tool
  - offer thank yous and present certificates
  - closure

**OPTIONAL:** allow candidates to proceed to actual selection of candidates to fill position described in exercise F above

## GETTING THE MOST FROM A VIDEO PRESENTATION

1. Provide each viewer with a clear, **unobstructed view** of the screen. For large groups this may mean use of a video projector or many TV sets on a network with one video tape player. One set for every 20 viewers is suggested.
2. **Prior to the workshop adjust controls** on the set(s) to make sure that the picture and sound are clear, balanced and bright.
3. Screen the video in a room that has **adequate light** for comfortable viewing and ease of note-taking. Make sure, however, that reflections from windows and ceiling lights are not problems. Tilt the set forward slightly and away from windows.
4. Share the workshop **objectives** with participants before screening the video. This will help them to prepare and focus attention.
5. Make a **log** of the video segments by jotting down numbers from the counter as the video plays. Set the counter to zero at the start and mark numbers as each important segment occurs in the video.
6. Instructional videos have a great deal of material packaged in a small time; a second or even third viewing is usually advised. After showing the program once in its entirety, show selected portions a second time using the **STOP** and **PAUSE** buttons. The use of these buttons will help refocus attention, allow time for note-taking and permit discussion on a particular important point. This technique is designed into the workshop.
7. Take advantage of both **audio and visual** components of the video presentation. In second viewings of important parts, the sound may be turned off and the degree of learning can be assessed by asking for recall of audio information. Alternatively, the second viewing may be played without the picture.

## OBJECTIVES OF THE WORKSHOP PACKAGE

As a result of attending this workshop, participants will:

- a) Know the "Five Step Recruitment Process"
- b) Be able to design a recruitment plan and feel comfortable conducting a recruitment interview.
- c) Take away print resources that will help them to implement the recruitment process.
- d) Have fun.

## PART ONE Presentation of the Theory

### A. INTRODUCTION

Time Required: 10 minutes

Materials Required: flipchart or overhead projector

The workshop leader should welcome participants to the workshop and introduce the other presenters. In some groups it may be necessary to introduce the participants to each other. If participants are given an opportunity to speak up now they will be less reluctant to contribute to discussion later. Use one of these two methods:

- a) Participants stand one at a time and explain who they are, what their position is and, where they work (or volunteer) if they are from different organizations.
- b) Participants introduce themselves to the person sitting next to them. Each person then takes a turn to introduce their neighbour to the rest of the group.

The workshop leader should then review the workshop objectives and schedule which have previously been written on a flip chart or overhead transparency.

After a brief opportunity for questions, the first presenter should be introduced.

### B. THE FIRST VIDEO VIEWING

Time Required: 30 minutes

Materials Required: video RECRUITING VOLUNTEERS: The Grizzly Creek Solution  
video tape player  
TV(s) or video projection system  
flip chart or overhead projector  
one handout per participant, workbook  
pages 1-4

1. Ask: *"In your agency, in what roles do you use volunteers?"* Allow a moment of silence for participants to reflect on this question. Record the shared responses on flip chart or overhead transparency. Ask participants to reflect on the methods used to recruit people to those positions. Bring closure to the discussion by suggesting something like: *"In many situations, these people might have been recruited badly. We'd like to propose a possible solution."*
2. Announce that full attention is asked in viewing the following video tape. Screen the video without interruption.
3. Ask for general response to the video. Guide the discussion from general responses as to the entertainment value of the tape to responses regarding the content of the tape.  
Ask: *"Is the position of Sheriff in Grizzly Creek similar to volunteer positions in your situation?"*  
Ask: *"How did the procedure used to recruit the sheriff match (or not match) the way in which you recruit people to a volunteer position?"*  
Compare these to the shared experiences from the discussion prior to the viewing.
4. Ask: *"What is one of the steps Jackson identified as necessary in the recruitment process?"*  
Advise participants that there will be a handout and it will not be necessary to take notes.  
(Answer: 1. Define the job.  
2. Determine the qualifications needed to do the job.  
3. Develop a list of candidates in order of preference.  
4. Interview the leading candidate.  
5. Hire the person.)
5. Distribute the handout. Explain that notes may be made as each step is discussed/reviewed. With some groups, it may be necessary to spend a longer time with these steps to provide clarification.

**HINT:** During the first viewing the presenter should note the counter number on the video tape player of each STOP for later use during the second viewing. The counter numbers will vary from machine to machine.

## C. THE SECOND VIDEO VIEWING

Time Required: 40 minutes

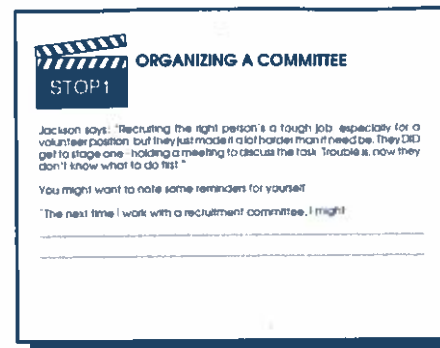
Materials Required: video **RECRUITING VOLUNTEERS: The Grizzly Creek Solution**  
video tape player  
TV(s) or video projection system  
flip chart or overhead projector  
one handout per participant, workbook pages 1-4

The first minute of the video is used simply to set the scene and to introduce the characters. This is part of the dramatic development and not part of the recruitment process. It is, therefore, not necessary to view these scenes in the second viewing. Fast forward the tape to the start point.

**NOTE:** All timings are from the first frame of the video (a street scene of Grizzly Creek).

**START POINT:** At the first of the three gavel bangs in the first committee meeting scene.

Time: 1:07 Counter # \_\_\_\_\_



### STOP 1 ORGANIZE THE COMMITTEE

**Outcue:** DAN: "Why don't we try to figure out what the job is first!"

Time: 2:41 Counter # \_\_\_\_\_

- Relate the Grizzly Creek volunteer sheriff situation to the volunteer situations previously listed on the flipchart or overhead transparency.
- It is not obvious from the video where these three people got the authority to recruit a new sheriff.  
**Ask:** "Where do you think the committee got their authority from?"  
**(Answer:** From a management board or town council)
- Ask:** "In what ways is this committee's experience similar or dissimilar with your own experiences on a recruitment or nominating committee?"  
**(Answer:** Participants' response)  
**Ask:** "In a similar situation, how might we as individuals influence the group to be more productive?"  
**(Answer:** Participants' response)  
Allow time for participants to make a note of these points on the handout.
- Remind the participants that while viewing the next segment, they might note the answer to this question:  
**Ask:** "What is the committee's first job?"  
**(Answer:** Define the job and qualifications)

## STOP 2 DEFINE JOB AND QUALIFICATIONS

**Outcue:** DAN: "I mean, as long as you've got these qualifications you're the man to do the job."

**Time:** 4:45 **Counter #** \_\_\_\_\_

*Ask: Why is defining the job so important to the recruitment process?"*

*(Answer: 1. So that the committee, and ultimately the candidate, will have a very clear understanding of what the job involves and*

*2. So that clear qualifications, which come out of the job description, can be developed as a way of measuring the potential candidates.)*

*Ask: "What would you do if the committee did not understand the responsibilities of the job for which you are recruiting?"*

*(Answer: Involve experts or supervisors in the recruitment process)*

Once the job has been clearly defined, the next step is to determine the qualifications. Refer to the handout page "Break Down the Task" and discuss its use as an aid for coming up with job qualifications.


Refer to the brainstorming technique used in the video to determine job duties and to make a list of candidates.

*Ask: "Now that you have a good idea what the job is and what sort of person is required to do it, what's the next step in the process?"*

*(Answer: List potential candidates)*

*Ask: How often are you going to find the perfect, experienced, highly qualified candidate?*

*(Answer: Direct participants to the next section of the video.)*




**STOP 2**

**STEPS 1 AND 2**

**DEFINE THE JOB**

**DETERMINE THE QUALIFICATIONS**



JOB RESPONSIBILITIES

- ARREST THE BAD GUYS
- KEEP THE PEACE
- ORGANIZE BOTTLE DRIVES
- CLOSE SALOON BY 10, 11, 10?
- PATROL THE STREETS
- HELP AT PICKNICS
- MEET NEWCOMERS
- TAKE CASH TO THE BANK
- KEEP TOWN CLEAN
- STOP DOUBLE PARKING


As one possible tool to help in determining job qualifications, you might want to use the following "Break Down the Task" guide

NOTES

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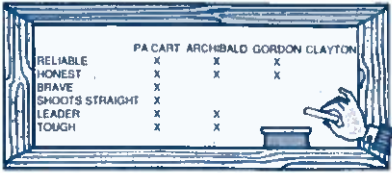
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**STOP 3**

**STEP 3**

**LIST AND PRIORIZE POTENTIAL CANDIDATES**



	PA CART	ARCHIBALD	GORDON	CLAYTON
RELIABLE	X	X	X	
HONEST	X	X	X	
BRAVE	X			
SHOOTS STRAIGHT	X			
LEADER	X	X		
TOUGH	X	X		

How could someone have all the qualifications but still be unacceptable as a potential candidate?

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What sources could you use to identify potential candidates?

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## STOP 3 LIST AND PRIORIZE POTENTIAL CANDIDATES

**Outcue:** DAN: "Betty . . . the baker!"

**Time:** 6:51 **Counter #** \_\_\_\_\_

Point out that Pa Cartwright has all the qualifications yet was disqualified as a candidate.

*Ask: "What is his fatal flaw?"*

*(Answer: He has an individual disqualification, i.e. "He is out of town all the time with those three sons of his.")*

*Ask: "What sources would you use to build a list of potential candidates?"*

*(Answer: "Membership lists, voters rolls, organization phone lists . . ." other sources might be community organizations, welcome wagon, volunteer action centre, schools or real estate agents for newcomers.)* Space is provided on handout for responses.

*Ask: "How did Betty's name come up?"*

*(Answer: Point out that coming up with names is a difficult process; it can be helped by dumb luck. Do not discount inspiration.)*

*Ask: "What's the next step?"*

*(Answer: The interview.)*

**BREAK DOWN THE TASK**

**Contact** (What will the job require?)

Activities: will they be repetitive or varied? \_\_\_\_\_

People: contact - limited: a lot with the same people; a lot with different people? \_\_\_\_\_

**Purpose** (Why is the job necessary?)

People: what aspects of the job will require do relaying/serving people? Supervising people? Coordinating people? \_\_\_\_\_

Things: what aspects of the job will require developing things? Developing ideas? Developing plans? \_\_\_\_\_

Administering: plans? programs? \_\_\_\_\_

Research: \_\_\_\_\_

**Authority** (To whom is the person doing the job responsible?)

Decision-making: \_\_\_\_\_

Supervision: receiving and/or providing guidance of self, others, groups? \_\_\_\_\_

Latitude: in setting pace? goals? methods? co-workers? \_\_\_\_\_

**Context** (How is the job performed?)

Working alone or together with others? \_\_\_\_\_

Time: fixed or flexible? \_\_\_\_\_

Feedback on performance: direct? immediate? \_\_\_\_\_

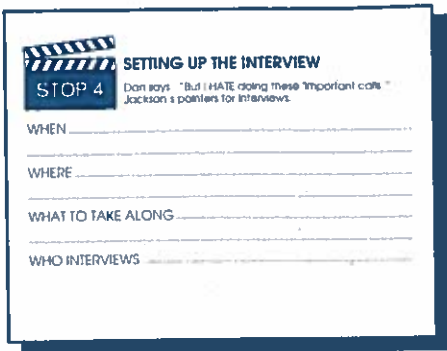
**Benefits** (What is to be gained by doing the job?)

Status/personal satisfaction? \_\_\_\_\_

Training? \_\_\_\_\_

Viability: in community? in organization? \_\_\_\_\_

Advancement possibilities? \_\_\_\_\_



#### STOP 4 SETTING UP THE INTERVIEW

**Outcue:** Dan: "But I hate doing these important calls."

**Time:** 9:19 **Counter #** \_\_\_\_\_

**Ask:** "Why is Dan so uncomfortable about setting up the interview?"  
*(Answer: Because of a fear of rejection.)*

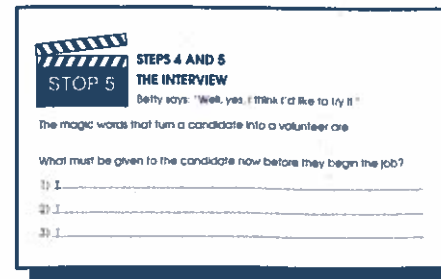
**Ask:** "What would be a similar situation?"  
*(Answer: A boy asking a girl to the prom.)*

**Ask:** "What would you do to encourage someone?"  
*(Answer: Use of the recruitment process will provide reassurance that the person being invited is the right person and capable of doing the job. In most cases they will be flattered by the invitation to do the job.)*

**Ask:** "How might your approach differ if you are recruiting someone to a position that must be filled by an election?"  
*(Answer: Explain the situation carefully and ask the potential candidate if they would be willing to fill an alternate position if someone else somehow gets elected.)*

**Ask:** "Looking ahead to the next segment of the videotape, Jackson shares several pointers for conducting interviews. As this part of the tape plays, you may wish to make note of Jackson's When, Where, What and Who tips."

**(Answer: When:** As soon as possible  
**Where:** At the candidate's home or office  
**What:** Have all the materials you need with you  
**Who:** Two or three members of the committee)



#### STOP 5 THE INTERVIEW

**Outcue:** DAN: "Take a look at these."

**Time:** 12:05 **Counter #** \_\_\_\_\_

What are the MAGIC WORDS that you can say to candidates when offering them the position?

"You are the best person available to do the job." If you have gone through the targeted recruitment process you know that your words are true and not hollow flattery. You have a list of qualifications that match the skills and knowledge of your candidate. If other candidates have already turned down your offer the magic words are still valid as the others have made themselves UNAVAILABLE to you. By the time a person's name has come to the top of the prioritized selection list they are the best person available.

Point out that three specific actions are taken in the video now that Betty has accepted. Invite participants to note the three points (in bold print below) on their worksheets.

- A) **Time:** Dan shakes her hand, refers to the paperwork and offers to go over that later. Give volunteers your time to make them feel comfortable and their time (before they start the new position) to wrap up loose ends, get permission of their spouse or rearrange other scheduled activities. Negotiate a mutually agreeable start date.
- B) **Tools:** Dan gives Betty the by-laws, handgun and star. In another situation the tools might be special clothing or uniform, handbooks, paperwork and forms or introductions to co-workers or other committee members.
- C) **Training:** George offers to teach her to shoot. In other situations the training might be an orientation to your organization, an on-the-job instructional session or a formal workshop or course to build specific skills or competencies.

**Ask:** "Why should a group of three people be selected to interview the candidate?"

*(Answer: A small committee assures the candidate that they have been chosen by an appropriate process, that they will be supported and that they can do the job. It also ensures that all points are covered in the interview and provides encouragement and support to the committee members.)*



Ask: "Let's reflect on the process thus far: We've attempted to have a clear understanding of what the job is; identified and ranked the qualifications; chosen the best candidate because they have most of the important qualifications; prepared well for the interview. Why would a candidate turn down the job?"

(Answer: It would only be a real, concrete reason, such as: moving away, new job assignment, other recent volunteer appointment, not a "I really don't think I want to do it," response.)

**STOP 6 REVIEW OF THE PROCESS**

Jackson says: "The process works. The five stages are really a matter of common sense."

1. DEFINE THE JOB
2. DETERMINE THE QUALIFICATIONS NECESSARY TO DO THE JOB
3. DEVELOP A LIST OF CANDIDATES, IN ORDER OF PREFERENCE
4. INTERVIEW THE LEADING CANDIDATE
5. HIRE THE PERSON

Jackson further suggests that "Once the person has agreed to take on your volunteer position you will want to keep them. You do that through training, respect and recognition, through cooperation and through innovative programming."

## STOP 6 REVIEW OF THE PROCESS

**Outcue:** JACKSON: "... and innovative programming."

**Time:** 12:54 **Counter #** \_\_\_\_\_

- a. Highlight Jackson's review of the steps.
  1. Define the job
  2. Determine the qualifications necessary to do the job
  3. Develop a list of candidates, in order of preference
  4. Interview the leading candidate
  5. Hire the person
- b. Refer to final quote at bottom of page. "Once the person has agreed to take on your volunteer position you will want to keep them. You do that through training, respect and recognition, through cooperation and through innovative programming."

This is a very powerful message in a few short words. Describe how this process is only a beginning; there are steps now to be taken to train and keep the candidate but they are beyond the scope of this workshop today.

- c. It will not be necessary to view the remainder of the video. Remind participants that Betty goes on to prove that she is most capable of performing the duties of sheriff and confirming the committee's faith in her.

## PART TWO Application and Skill Development

There are three structured exercises in this section.

- D. CHOOSING A TOWN CLERK - Simulation
- E. THE INTERVIEW - Role Play
- F. WRITING A JOB DESCRIPTION - Brainstorming

## D. CHOOSING A TOWN CLERK - Simulation

### Objective

The workshop participants will use the recruitment process shown in the video to recruit a volunteer for a make believe position - Town Clerk of Grizzly Creek. In doing so they will practice the skills of determining and prioritizing qualifications from a list of job duties.

**Time Required:** 30-40 minutes

### Materials required:

Small Group Instruction Sheet  
Town Clerk - Job Description  
Interview Guide Questions  
Qualifications for Town Clerk  
Biographical Sketches  
Pencils

GRIZZLY CREEK VOLUNTEER JOB DESCRIPTION	
<b>Position</b>	Town Clerk
<b>Accountable to</b>	Grizzly Creek Town Council
<b>Major Area of Responsibility</b>	To provide administrative and support services to Grizzly Creek Town Council in accordance with town by-laws.
<b>Duties and Responsibilities of the Position</b>	<ul style="list-style-type: none"><li>Record and keep minutes of Town Council meetings</li><li>Conduct annual census</li><li>Audit town's financial records</li><li>Issue permits and licenses</li><li>Serve as Deputy Fire Chief, maintaining fire equipment</li><li>Promote town to new business</li><li>Be knowledgeable of the town by-laws</li></ul>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>Prepared to commit time to the town</li><li>Have administrative, secretarial, and organizational skills</li><li>Be knowledgeable of financial accounting and record keeping and be able to prepare financial statements</li><li>Be mechanically inclined, able to fix machinery</li><li>Punctual</li><li>Honest</li></ul>
<b>Average time Required</b>	10 hours per week

**Process:** Experience has shown that the following process works well.

1. Read the instructions to all participants. Allow time for questions of clarification.
2. Distribute to each individual
  - i) Small Group Instruction Sheet
  - ii) Town Clerk - Job Description
  - iii) Qualifications for Town Clerk Chart
3. Form groups of between 6-10 individuals. As they are moving about to form groups, participants could take a short coffee break if it is convenient.
4. Distribute a set of six biographical sketches to each group. If some groups have more than six participants distribute extra copies of the biographical sketches so that each individual has one.
5. Circulate among the groups clarifying the tasks as required.
6. Call all groups back for a brief plenary session to share the results of the small group sessions. Participants could be invited to share thoughts and feelings about the process.

*Ask: Which candidate did you decide to interview?  
(Answer: Participants' response)*

## Instructions

1. *You are to select the candidate that you believe is the best qualified for the job of Town Clerk. Your group will become a selection committee. To help you with your selection you are supplied with the following information.*
  - a. *Town Clerk - Job Description*
  - b. *Qualifications for Town Clerk chart*
  - c. *Biographical Sketches of the folks from Grizzly Creek*
  - d. *Small Group Instruction Sheet*

2. *Your task is to:*

- a. *Prioritize the qualifications listed on the job description sheet. Qualifications may be added or deleted, but the job description may not be altered. These qualifications are to be written on the "Qualifications for Town Clerk chart".*
- b. *Match the candidates with these qualifications using the information available from the video and the biographical sketches.*
- c. *After you have matched the candidates and the qualifications, choose the person you believe is the best candidate. A second and third possible candidate should also be chosen.*
- d. *Be prepared to report to the whole group who you chose to interview for the position.*

## SMALL GROUP INSTRUCTION SHEET

You are the selection committee whose task is to select the next candidate for the position of Town Clerk in Grizzly Creek. Having selected the candidate you are to interview the individual. To help you with this task you have been supplied with the following information.

1. Town Clerk - Job Description
2. Qualifications for Town Clerk Chart
3. Biographical Sketches
4. Interview Guide Questions

It is suggested that you follow this procedure

### SIMULATION

1. Prioritize the qualifications from the "Job Description". Write them on the "Qualifications for Town Clerk Chart". You may not alter the job description. You may, however, add or delete any qualifications.
2. Match the candidate with the qualifications you have agreed to as a group. The individual holding the biographical sketch for each candidate will supply most of the information, however, you may rely on what you remember from the video.
3. Choose the best qualified candidate. Since your final choice may be either unavailable or unwilling, choose at least one alternate candidate.

#### ROLE PLAY

4. As a group prepare to role play an interview between the candidate and an interview team. To help you with this task answer the "Interview Guide Questions". Choose one individual to role play the candidate and three to role play the interview team. The remaining individuals should act as observers.

### E. THE INTERVIEW - Role Play

#### Objective

The workshop participants will continue the simulation exercise and role play the interview with their chosen candidate. In doing so they will practice the skills of preparing for a recruitment interview and conducting the interview.

**Time Required:** 10 - 15 minutes

#### Materials required:

Small group instruction sheets  
Interview guide questions

#### Process:

1. Read the instructions to the entire group or to each group individually as they become ready.
2. Ensure that each participant has the small group instruction sheet and interview guide questions.
3. Circulate among the groups clarifying tasks as required.
4. Call all groups back for a brief plenary to discuss the role play. Participants could be invited to share thoughts and feelings from the exercise.

**Option 1:** Invite four participants to role play the interview in front of the entire group. Set up four chairs in a semi-circle at the front.

**Option 2:** Invite one participant to role play the chosen candidate while the presenter plays the role of the interview team in front of the entire group.

#### Instructions:

*Your task is to choose individuals from within your small group who would be willing to role play an interview between the chosen candidate and an interview team. You will need four players: one to role play the candidate and three to role play the interview team. Other members of the group will be observers.*

*In preparation for this activity you should review and answer the Interview Guide Questions.*

*Start by role playing the telephone call to set-up the interview time. Then role play the entire interview.*

### F. WRITING A JOB DESCRIPTION - Brainstorming

**Objective:** The workshop participants will write a job description for a "real" volunteer position. In so doing they will practice the technique of brainstorming and the skill of writing a job description.

**Time Required:** 15-20 minutes

#### Materials required:

Overhead projector or flip chart  
Blank job description forms  
Pencils

#### Instructions

1. This exercise could be conducted as a large group or in small groups. Distribute copies of the blank job description form.
2. As a group, complete the Volunteer Job Description form. Participants should brainstorm the job duties and, by consensus, determine which will be included in the job description. The session leader should write the job description on an overhead transparency or flip chart.
3. Bring closure to the exercise by summarizing the key elements of the session and the recruitment process.

**NOTE:** Some groups may wish to carry this process to its natural conclusion, i.e. interview a selected candidate. If that is the case encourage them to do so either immediately following the workshop or at a later date.

VOLUNTEER JOB DESCRIPTION	
Position	_____
Accountable to	_____
Major Area of Responsibility	_____ _____ _____
Duties and Responsibilities of the Position	_____ _____ _____ _____ _____
Qualifications	_____ _____ _____ _____
Average time Required	_____

## G. CONCLUSION

The workshop leader should now give the closing remarks and lead a concluding discussion. Questions should be allowed for further clarification.

If an evaluation and certificate are to be used they should be introduced, explained and handed out. A sample evaluation form and two certificates are included in this kit. An evaluation form or certificate of your own design could be used as an alternative.

The workshop leader should thank the presenters and the candidates for attending. The workshop should be closed in the group's usual fashion and the participants dismissed.

## BIOGRAPHIES

**Rick Johnson B.A., M.Ed.** - Rick is a teacher consultant with Edmonton Public Schools. He has a masters degree in the technology of teaching and has ten years experience in various volunteer roles with Scouting in Alberta. He has seen the volunteer recruitment process used in many situations and is pleased to promote it through his involvement in the development of this workshop package.

**Leo Bruseker B.Ed., B.R.E.** - In his current job as an elementary school principal Leo has had experience in developing in-service programs for professionals and support staff. He has also served as a Scouting volunteer for over 20 years and recruited his share of other volunteers. Presently he is a Scout Troop Leader and past-President of a Regional Council. Leo also served on the committee that initiated the Grizzly Creek project.

**Jon E. Hall, CA.E.** - Jon was the Director of Support Services for the Alberta Council of Scouts Canada and has been involved in the Grizzly Creek Project from the very beginning. He is the Executive Producer of the video. He has 18 years of professional and adult volunteer experience in Scouting, and 10 years in the television industry. He has also served in voluntary capacities with the Canadian Hostelling Association, Boys and Girls Clubs of Edmonton and his church. His recruiting skills have been developed in the school of hard knocks and applied in a wide variety of situations.



FOR MORE INFORMATION ABOUT  
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