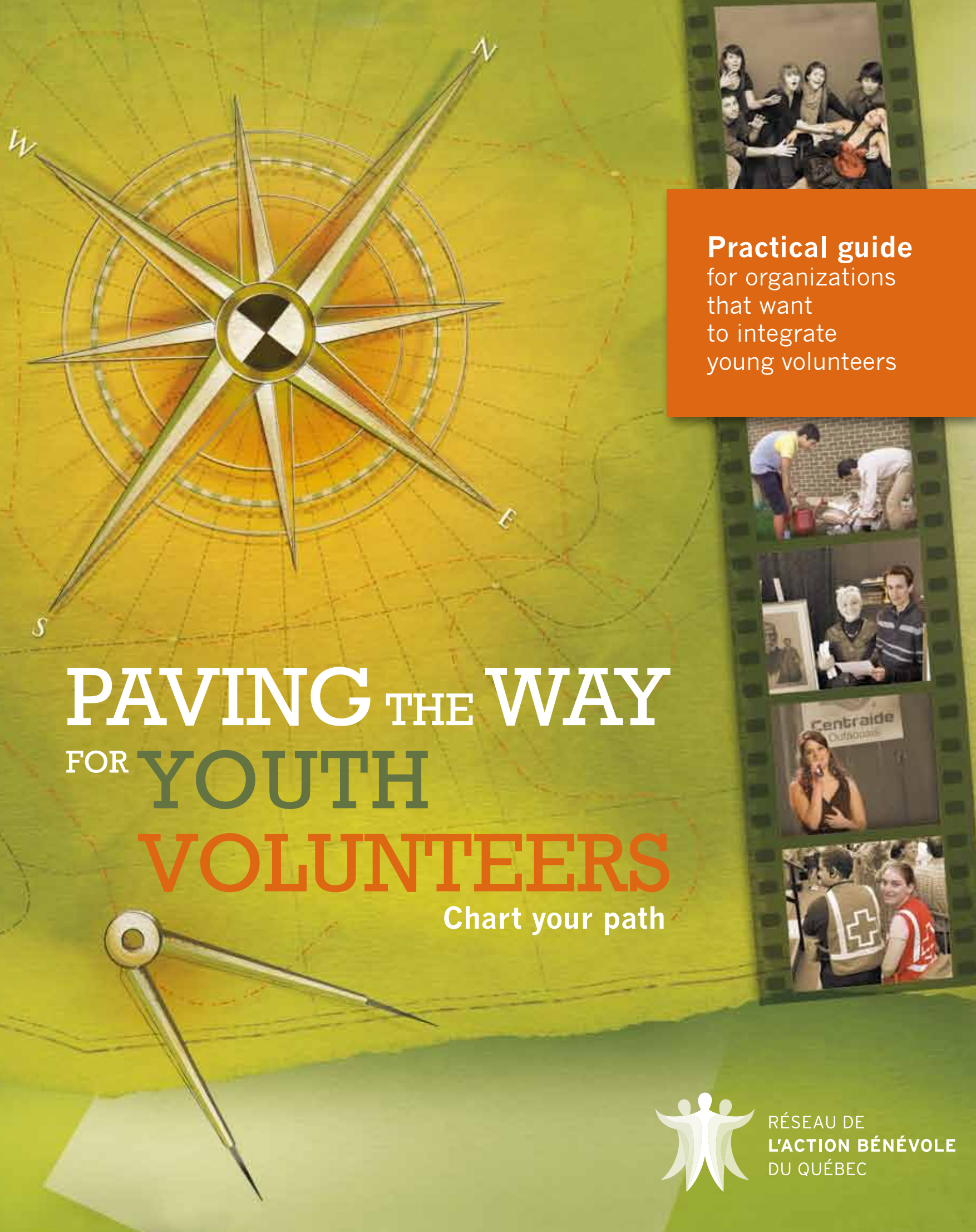




Practical guide
for organizations
that want
to integrate
young volunteers



PAVING THE WAY FOR YOUTH VOLUNTEERS

Chart your path



RÉSEAU DE
L'ACTION BÉNÉVOLE
DU QUÉBEC

FOREWORD

The Réseau de l'action bénévole du Québec (RABQ) is the Quebec voluntary sector's official representative to the Government of Quebec. Its mission is to bring together and consult with its members and other volunteerism stakeholders, and to promote, recognize and support the development of volunteerism in Quebec.

By bringing together organizations across Quebec that work in various sectors of volunteerism, the RABQ fosters the sharing of tools and expertise in order to overcome difficulties relating to issues such as the recruitment, training and development of volunteers.

In 2007, the RABQ published the guide *Making Room for Young People*, designed for organizations interested in recruiting and integrating youth volunteers. In the winter of 2010, the RABQ undertook an evaluation of the progress made since the publication of this first guide. It also sought to determine whether there was a need for a second guide that would offer additional tools to support organizations wishing to integrate young people or to retain those already involved in their work. This evaluation was made possible through the RABQ's involvement in implementing the Plan de valorisation de l'action bénévole au Québec (Plan for the development and recognition of volunteerism in Quebec), initiated by the Government of Quebec and overseen by the Secrétariat à l'action communautaire autonome et aux initiatives sociales (SACAIS).

The evaluation of the first tool by RABQ members and the guide's users, as well as consultations with stakeholders representing a number of different sectors and regions, revealed the pertinence for the creation of a second guide. This current guide therefore continues where the first left off: it is intended as a complement to the tools that already exist, and attempts to respond to organizations' need for guidance in setting up concrete measures for managing youth volunteers. In addition, to give life to this new guide and to help its users move to action, a training and support program will be offered, adapted to the realities of the various sectors and regions of Quebec.

This second tool was developed in collaboration with an advisory committee that brought together organizations from various sectors that work with youth volunteers. This process also benefited from special contributions by the Table de concertation des forums jeunesse régionaux du Québec (TCFJRQ), as well as the advice and counsel of numerous organizations and workers in the voluntary sector. These people generously gave their time and shared their expertise to make sure this guide takes into account the different characteristics of Quebec's various regions and sectors, while being rooted in existing knowledge and tools.

CREDITS

Members of the advisory committee

Monique Laberge, chair

*Regroupement national des conseils régionaux
de l'environnement du Québec*

Steeve Dupuis

Centre Saint-Pierre

Andrée Gignac

Clubs 4-H du Québec

Daniel Manseau

Centraïdes of Quebec

Maurice Pleau

Marie-Anne Risdon

Ministère de l'Éducation, du Loisir et du Sport

Andrée-Anne Sénéchal

Quebec Leisure Council

François Talbot

Élise Demers

*Table de concertation des forums jeunesse régionaux
du Québec*

Project leader

Nicole René

Executive Director of the RABQ

Writing

Marine Sériès

Project manager, Youth involvement

Noémie Delisle

Editorial assistant

Revision (French version)

Marie-Dominique Lahaise

Reviser

Denise Denis

Communications officer, RABQ

English adaptation

Eve Krakow

Writer and translator

Graphic design

Lefrançois Stratégies et Médias

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Québec



INTRODUCTION

WHY A GUIDE FOR INTEGRATING YOUNG PEOPLE?

The strength of numerous community, social, cultural, sports and leisure organizations in Quebec depends in large part—and sometimes entirely—on the efforts of thousands of volunteers. These volunteers work for the well-being of their community, helping to improve the lives of millions of Quebecers. The voluntary sector is changing and now faces new challenges, in particular with respect to the recruitment, training and retention of volunteers.

Young people aged 15 to 34 make up 26% of the population of Quebec (ISQ, 2009). Focusing on integrating young people into volunteerism means creating opportunities so that they can take their place in society proportional to their number. Convinced of the contribution youth can make to organizations and the asset they represent for the vitality of communities, the RABQ has decided to promote youth involvement in volunteering. This choice is part of a series of actions being taken by numerous government and social stakeholders, and is consistent with the framework for the youth action strategies pursued by the Government of Quebec since 1998.

Paving the way for youth volunteers means opening up to a fantastic wealth and encouraging change within the organization. However, the integration of young people can raise certain challenges for the organization, given the realities of today's youth. It may call on the organization to question some of its practices and, in some cases, to move beyond its "comfort zone." Yet the goal is not to "change for the sake of change," but to aim for a realistic objective so that, gradually, the organization will reap the fruits of its efforts. This process does not require an internal revolution; it is more like a slow, steady trek where each small step is important and must be underscored.

ARE YOUNG PEOPLE INVOLVED LESS OR JUST DIFFERENTLY?

About 58% of young people aged 15 to 24 volunteer, compared to 36% of people aged 65 or over. A large percentage of youth, therefore, is involved in volunteerism. However, the time they devote to volunteering is less—an average of 138 hours per year compared to 218 hours per year for people aged 65 or over (CSGVP, 2007). Moreover, the ways in which young people get involved tend to differ from traditional forms of volunteerism. For example, rather than a long-term commitment to one community, they get involved in an organization from time to time or support a cause through social media.

An organization that adapts its practices to managing young people will develop tools that will benefit all of its volunteers. In addition, new forms of volunteering are not unique to young people, but apply to people from various age groups. Therefore, in working to integrate young people, the organization will be able to develop more flexible practices that will allow it to reach and to motivate other types of volunteers as well.

"YOUNG PEOPLE" — WHO ARE WE TALKING ABOUT?

This tool focuses on young people aged 15 to 35, even though we know that many young people begin volunteering much earlier. As well, it is important to know that the reflections contained in this guide may prove very useful for setting up measures for integrating many different types of new volunteers.



Volunteering

This guide will use the word "volunteering" to refer to time given voluntarily and without pay. Note that expressions such as "citizen engagement," "citizen participation," "involvement" or "activism" may also be used.



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This guide aims to support organizations that wish to involve and better integrate youth volunteers in their organization. The process includes:

HOW TO USE THIS GUIDE

WITH FORMAL SUPPORT

This guide may be accompanied by training sessions, provided by various regional or sector organizations who can lead you through the process and fuel your reflections. To find out about organizations in your field or community that are offering training, contact the Réseau de l'action bénévole du Québec (info@rabq.ca).

WITHOUT FORMAL SUPPORT

We invite you to carry out this process in collaboration with other members of your organization, using the exercises proposed in the different parts of the guide. You may answer them individually, and then share your responses and thoughts as a group. Do not hesitate to adapt the exercise to the type of governance or management used in your organization: encourage the board of directors, volunteers, staff, the management team or all of these groups to participate. They constitute the core of your organization and form its memory; their support in this process is essential.

REGIONAL DIVERSITY

This guide was created to adapt to the realities of organizations from all regions and sectors that rely on volunteers. This said, even though this concern was kept in mind throughout the guide's development, it is up to each organization to make the connections between the guide's contents and its own reality in the field.

NON-LINEAR PROCESS

The different sections of this guide can be used in order or not, depending on your needs and your organization's current level of integration of young people. However, it has been structured to guide you through the process of fostering and implementing changes in your organization.

► A DIAGNOSTIC QUESTIONNAIRE

to evaluate to what extent young people are currently involved in your organization

► INSIGHT

that provides a better understanding of young people's reality, their motivations and their needs

► AN ACTION PLAN

that invites you to choose and carry out specific measures according to the diagnosis established and the information collected

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APPENDICES (in folder)

- 1 | Bank of Promising Practices to Guide your Actions
- 2 | Answer Sheet – Taking Action

Promising practices

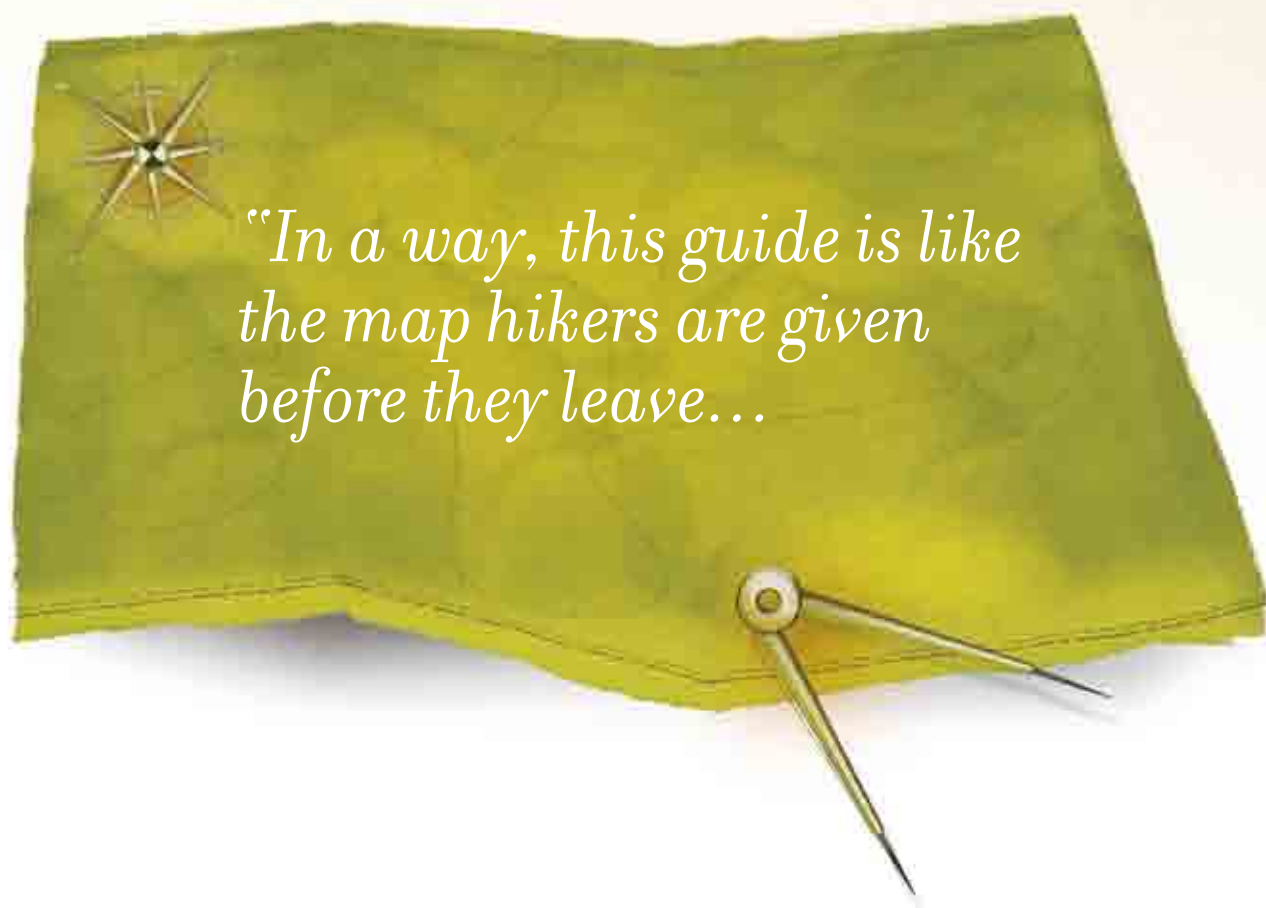
Concrete examples of proven practices in the area of integrating youth volunteers punctuate this guide. Translated into your reality, these practices may inspire solutions adapted to your organization's framework.



EXERCISES

This guide is punctuated by exercises for reflecting on your own organizational practices. These exercises are designed to assist you in the search for concrete practices adapted to your organization's reality.





*"In a way, this guide is like
the map hikers are given
before they leave..."*

... It shows the lay of the land they are about to travel. The hikers have to plan which paths to take and what obstacles to avoid, they have to know where they want to go and evaluate how much effort will be required to get there. For these reasons, they take the time to analyze the map to determine the most suitable route. They know there are already some paths marked, but sometimes they have to chart their own, because as they start hiking, they discover the reality behind the map."

— Centraide Québec

DIAGNOSTIC QUESTIONNAIRE

PART



DIAGNOSTIC QUESTIONNAIRE

1





TO WHAT EXTENT ARE YOUNG PEOPLE CURRENTLY INVOLVED IN YOUR ORGANIZATION?

This diagnostic questionnaire will help you:

- › take stock of the situation
- › identify priorities for actions you would like to implement to integrate youth volunteers

We invite you to answer the questionnaire individually and then to review your answers as a group.



Take some time to think about and establish a profile of your practices. When sharing your responses, we invite you to consider the following elements: Are your perceptions similar? What key points emerge? When it comes to young people, what are your organization's strengths and weaknesses?

GENERAL INFORMATION ON THE PLACE OF YOUNG PEOPLE IN YOUR ORGANIZATION

1. What is the approximate percentage of each of these age categories in your organization?

15-17: _____ % 18-24: _____ %
 25-34: _____ % 35-60: _____ %
 61 or over: _____ %

Young people aged 15 to 34 make up 26% of society. Are they represented in this proportion in your organization?

2. What **tasks** are performed by youth volunteers in your organization?

☐ Coordination, management, administration ☐ Technical support ☐ Event organization
☐ Promotion and communication ☐ Leading activities ☐ Social support and assistance
☐ Other: _____

3. In your opinion, what **level of power** is granted to youth volunteers in your organization?

☐ Very high ☐ High
☐ Appropriate ☐ Symbolic
☐ None

The **LEVEL OF POWER** refers to young people's influence in the organization, their participation in decisions relating to their responsibilities or affecting the organization.

RECRUITMENT

4. In your opinion, seen from the outside, what would be a young person's **perception** of your organization? (Check one or more answers)

☐ Open ☐ Dynamic ☐ Vague ☐ Closed ☐ None
☐ Other: _____

5. Does your organization take any specific actions to **make itself known** and to **recruit** youth volunteers?

☐ Yes Actions: _____ ☐ No

6. What are your needs (or what will your needs be) for new volunteers? (1 = small / 3 = great)

Right now?	1	2	3
In two years?	1	2	3
In five years?	1	2	3

7. What aspects of your organization attract young people?

WELCOME AND INTEGRATION

8. In your opinion, on a scale of 1 to 5, what is the level of **receptiveness** of your organization's main stakeholders to the integration of youth volunteers?

	NOT VERY RECEPTIVE			VERY RECEPTIVE	
› Existing volunteers	1	2	3	4	5
› Staff	1	2	3	4	5
› Management	1	2	3	4	5
› Board of directors	1	2	3	4	5
› Members and service users	1	2	3	4	5

Food for thought:

Are some groups more receptive than others? What could make them more receptive? Why are some groups less receptive?

9. In your opinion, what are **your organization's expectations** of youth volunteers?

9.1 Are youth volunteers aware of these expectations? ☐ Yes ☐ No ☐ Don't know

10. Do you know what **youth volunteers' expectations** are toward your organization? If so, what are they?

11. Do you have a procedure or practices for welcoming and integrating youth volunteers into your organization?

SUPERVISION, RETENTION AND RECOGNITION

12. About **how long** do young volunteers stay with your organization?

- ☐ Occasional involvement — they just come once
☐ Less than 3 months ☐ From 3 to 6 months ☐ From 6 months to 1 year
☐ 1 to 2 years ☐ 2 years or more

13. How do you show recognition for youth volunteers (recognition events, letter of recommendation, progression in tasks, training, etc.), and how often?

14. In your opinion, do young volunteers know who to go to if they are having a problem with their volunteer duties or in the organization?

- ☐ Yes ☐ No ☐ Don't know

15. Can youth volunteers **move up** within your organization?

(for example, progression of tasks, more complex responsibilities, etc.)

- ☐ Yes, we have a structure for that ☐ Yes, on an informal basis
☐ No ☐ Don't know

Among students, the cycle of volunteering often follows the school year.

16. In your opinion, why do young people like to volunteer for your organization?

17. In your opinion, why do youth volunteers leave?

QUICK LOOK AT DEMOCRATIC BODIES

(general meeting, board of directors, executive committee, governing board, committees, etc.)

18. To which age group does the youngest member of your **board of directors** belong?

- ☐ 15-17 ☐ 18-24 ☐ 25-34 ☐ 35-60 ☐ 61 or over

19. What is the **average age** of your board members? ~ _____

20. Do you have difficulty **recruiting** young people for your democratic bodies? ☐ Yes ☐ No

If yes, what do you think is the reason?

- ☐ Young people are not interested in this type of involvement.
☐ Young people do not think it is in their interest to be on the board.
☐ We do not have any mechanism to encourage young people to participate.
☐ We do not try to recruit young people for our democratic bodies.
☐ Other: _____

21. Do you have mechanisms to ensure **representation** and a diversity of young people in your democratic bodies?

- ☐ Yes ☐ No

If yes, what are they? _____

AT WHAT AGE CAN YOU BE A BOARD MEMBER?
You will find the answer to this question, as well as other useful information, in the section on democratic bodies

 (page 25 and Appendix 1).





SUMMARY AND PRIORITIES

In light of your responses, what conclusions can you draw concerning youth volunteers in your organization? By defining the type of young people you are targeting and the role you would like them to play in your organization, you will be better able to identify the actions to take to reach your objectives.

 (See Part 3 — Taking action, page 27)

22. In just a few words, how would you describe the level of integration of young people in your organization?

23. With respect to youth volunteers in your organization, what are your priorities?

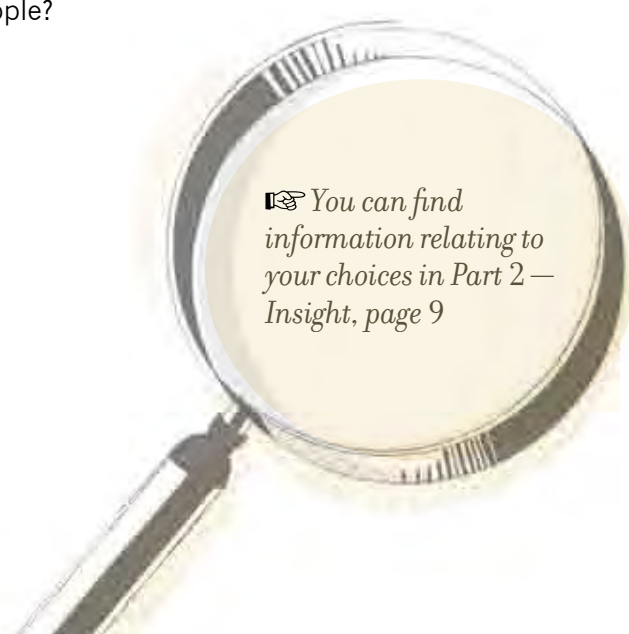
(Check one or more answers)

- ☐ Recruitment
- ☐ Welcome and integration
- ☐ Support and supervision
- ☐ Retention
- ☐ Recognition

24. In your opinion, which sphere of activity should be given priority (democratic bodies, regular activities, specific projects, etc.)?

25. Are you targeting a particular category of young people?

- ☐ 15 to 17
- ☐ 18 to 24
- ☐ 25 to 35
- ☐ All categories



 You can find
information relating to
your choices in Part 2 —
Insight, page 9

INSIGHT

PART

INSIGHT

2

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WHY PAY SPECIAL ATTENTION TO *YOUTH* VOLUNTEERS?

This section invites you to become aware of a number of elements concerning:

- › young people's contributions
- › potential difficulties
- › young people's characteristics
- › the needs of youth volunteers

Questions and exercises are proposed to help you connect these elements to the reality of your organization.



INSIGHT INTO YOUNG PEOPLE'S CONTRIBUTIONS

Youth volunteers can enrich your organization. Here are some of their potential contributions, although these are by no means exclusive to young volunteers!

1. MAKE THE ORGANIZATION KNOWN / ATTRACT NEW VOLUNTEERS

"94% of young people stated that if a friend suggested they volunteer, it was likely to encourage them to do so."

– Agence de la santé et des services sociaux de Laval

- When involved in recruitment, young people are likely to find more suitable ways for reaching volunteers their age, in addition to making your organization known among their friends.

2. ENRICH THE ORGANIZATION / STIMULATE INNOVATION

"Youth volunteers bring new ideas and fresh energy to our organization. They encourage us to go off the beaten track."

– The YMCAs of Quebec

- Many youth volunteers can offer the organization knowledge in specific areas (e.g., computers, their field of study).
- Mentioning the involvement of youth volunteers in your grant applications may be an asset with some funders.

3. STRENGTHEN THE ORGANIZATION'S MISSION AND TIES TO THE COMMUNITY

"By involving young people in the development of a strategy to combat vandalism, we found original solutions adapted to the reality of youth in our village."

– Nigadoo and Petit-Rocher youth committee (Acadia, New Brunswick)

- Young people are known for being idealists. Seeking their input on certain decisions can help your organization stay true to its mission.
- Involving youth volunteers in decisions that affect them can help the organization stay more in tune with the reality of their community and their peers.

4. STIMULATE MOTIVATION

"The arrival of youth volunteers provides a new source of recognition for volunteers already in the organization: they can train and mentor the newcomers! In addition, youth volunteers stimulate reflection among our veteran volunteers because they see things differently."

– Centraide Québec et Chaudière-Appalaches

- The creation of intergenerational teams can help build relationships among volunteers.
- Naming a young volunteer to be in charge of the well-being of other volunteers (saying hello to everyone, preparing birthday cards, providing refreshments, etc.) can stimulate motivation within the organization!

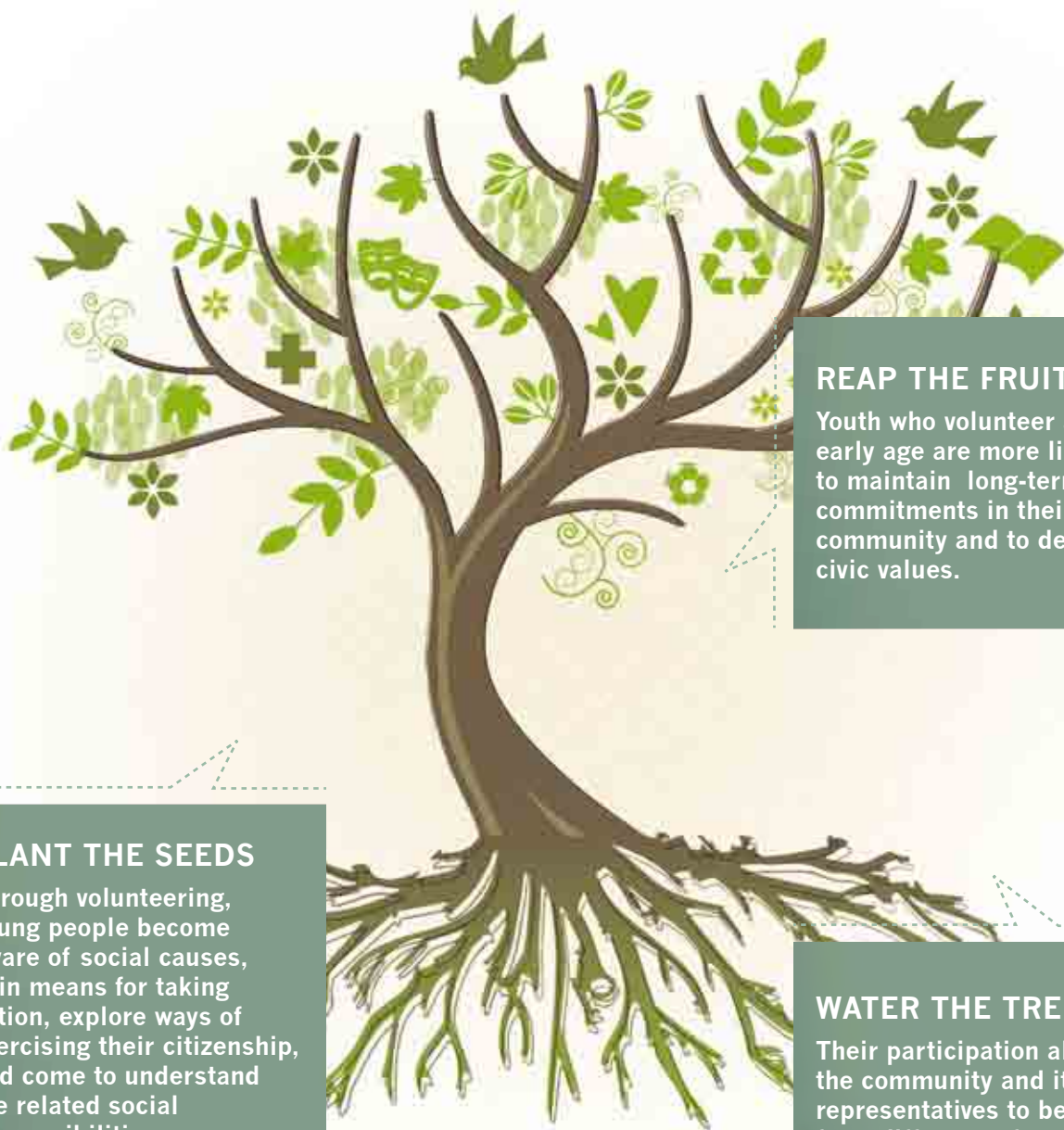
5. FOSTER CONTINUITY WITHIN THE ORGANIZATION

"When young people return from an international aid trip, they often have a desire to do something to make the world a better place! Their involvement is important for our activities to continue. Moreover, more than 50% of our board members are young people, allowing for the sharing of experience and helping to ensure that the next generation will be able to carry on the organization's work."

– Groupe d'entraide internationale SPIRALE (Quebec)

- Plan a formal structure for the evolution of volunteers' tasks. It's a good way to train volunteers for more complex tasks and to recognize their work.

YOUTH VOLUNTEERS' CONTRIBUTIONS TO THE COMMUNITY



REAP THE FRUITS

Youth who volunteer at an early age are more likely to maintain long-term commitments in their community and to develop civic values.

PLANT THE SEEDS

Through volunteering, young people become aware of social causes, gain means for taking action, explore ways of exercising their citizenship, and come to understand the related social responsibilities.

WATER THE TREE

Their participation allows the community and its representatives to benefit from different, often rich and innovative, points of view on issues affecting young people, while channeling their potential in a constructive way.

FOR YOUTH VOLUNTEERS...

...volunteering also brings its share of benefits. Volunteering can provide a chance for learning about themselves and setting themselves new challenges, with opportunities for success, development, fulfilment and recognition. Young people may also build relationships with a significant adult who is not a parent, teacher, or employer.

INSIGHT INTO POTENTIAL DIFFICULTIES

Here are some of the difficulties often encountered by organizations trying to integrate youth volunteers. Check the degree to which you agree with the statement, keeping in mind that there are no right or wrong answers. What is important is to look for constructive solutions to overcome these obstacles.

EXAMPLES OF DIFFICULTIES:

“YOUNG PEOPLE COME INTO THE ORGANIZATION AND START TO QUESTION EVERYTHING, WHEN THEY’VE BARELY JUST ARRIVED!”

You:

- ☐ Agree completely
- ☐ Mostly agree
- ☐ Mostly disagree
- ☐ Disagree completely

In their early 20s, many young people are more aware of their potential and have developed their self-confidence, giving them a desire to put their knowledge into practice. Some are used to questioning things, while others do not necessarily function according to a hierarchical basis. Their views may upset some organizations who feel unjustly criticized. Yet the organization may also consider these contributions and questioning not as a criticism of the quality of its work, but as an opportunity to evolve.

Like any new person who arrives in an organization, a young volunteer has few points of reference and can cast a fresh look on some aspects of its operation. In order to channel this new energy in a positive way, you can, for example, seek their advice, while clearly explaining the foundations of the organization and asking them to formulate their observations in a constructive manner.

Good practice



“When a new volunteer comes into our organization, we meet them to find out their motivations and tastes in order to direct them according to their strengths and interests. To take advantage of their new ideas and energy, we invite them to suggest new ways of carrying out their tasks and responsibilities (e.g. activities for the family corner, organization of activities, etc.).”

– The YMCAs of Québec

“INVOLVING YOUTH VOLUNTEERS IS A LOT OF WORK! YOU HAVE TO RECRUIT THEM, TRAIN THEM, SUPERVISE THEM, RECOGNIZE THEM DIFFERENTLY. DURING THAT TIME, WE’RE NOT DEVOTING ENERGY TO OUR REGULAR VOLUNTEERS.”

You:

- ☐ Agree completely
- ☐ Mostly agree
- ☐ Mostly disagree
- ☐ Disagree completely

Good practice



“It requires special efforts to welcome youth volunteers into our teams, particularly with respect to mandatory volunteering done as part of their studies. But these efforts are worthwhile because some of them choose to come back to do internships with us, or tell their friends about our organization.”

– Volunteer bureau of Saint-Hyacinthe

Traditional recruitment methods that work for parts of the population do not always reach young people. The organization has to question its habits and develop new recruitment practices. However, the development of supervision and management tools benefits all volunteers. This process requires time at the start, but the organization comes out ahead in the long run. It is important for all those concerned (board of directors, employees, other volunteers, etc.) to find something in these new actions for them and have a desire to participate.

You:

- ☐ Agree completely
- ☐ Mostly agree
- ☐ Mostly disagree
- ☐ Disagree completely

“WE DO NOT HAVE A ‘COOL’ CAUSE; YOUNG PEOPLE ARE NOT INTERESTED IN OUR MISSION OR ACTIVITIES.”

Depending on the latest trend, some causes get better press than others. **However, interest in the cause is not the only motivating factor for young people.** The nature of the task, the quality of the experience, the feeling of being useful and the bonds created from being involved are also important.

Do you think your mission is of little interest to young people? Change how you present it, by placing more emphasis on its underlying values. For example, supporting a meals-on-wheels program means fighting poverty and isolation; getting involved at a library means working for a world where knowledge and imagination stay alive among young and old alike!

Good practice



“Meals-on-wheels programs tend to have elderly volunteers. To attract and keep young volunteers, we’ve developed a bicycle delivery system. Young volunteers sign up a week in advance for the job they’d like to do: cooking or delivery. What do volunteers enjoy about working here? They like feeling useful and they like working with other stimulated and motivated people!”

– Santropol Roulant



“TEENAGERS ARE NOT RELIABLE. YOU NEVER KNOW IF THEY CAN REALLY BE COUNTED ON. THEY WANT TO BE INDEPENDENT, BUT AT THE SAME TIME, THEY NEED TO BE SUPERVISED.”

You:

- ☐ Agree completely
- ☐ Mostly agree
- ☐ Mostly disagree
- ☐ Disagree completely

Good practice



“We take special care to ensure that our new counsellors participate in team meetings. We want to hear their ideas and to support them in carrying them out, to have them gradually take on more responsibility. Little by little, by imitating other counsellors and by drawing on their strengths, they gain confidence and take initiative!”

– 4-H Club of Saint-Tite

“The adolescent wavers between autonomy and dependence”

(Froment-Prévosto and Fortier, 2005). At this age, young people need some guidance, while developing their capacity to take on responsibility. And what is obvious for you is not necessarily obvious to them!

Adolescents often have many talents and skills of which they’re not aware or which they don’t know how to make use of. When they arrive in an organization, they do not always understand everything, they do not want to disturb anyone and, even if they want to feel useful, they do not necessarily have the self-confidence to take on responsibilities. In such a case, you can propose tasks or responsibilities that they would not have dared to suggest, making sure they understand their role and that they feel capable of accomplishing it. In this way, young people have a chance to get comfortable in their involvement and may surprise you as they learn to fly with their own wings.



INSIGHT INTO **YOUNG** **PEOPLE'S** **CHARACTERISTICS**

Getting to know young people is essential to developing actions to target them. Here is a brief description of their reality according to their age group and life stage. This presentation is by no means exhaustive and has many exceptions, for young people's realities are different depending on whether, for example, they are students, have dropped out of school, have gone back to school, are unemployed or are travelling (far from home).



If you are targeting a group of young people whose characteristics are not in the categories presented, we invite you to consider the following questions:

- › What stage are these young people going through?
- › What are their main characteristics?
- › How might these characteristics affect their involvement as volunteers?

AGE 15 TO 17

ADOLESCENCE

PROFILE

Life is governed by the rhythm of **school**, which consumes him from 8:30 a.m. to 4 p.m., Monday to Friday, and which gives him access to a number of **extracurricular activities**. His group of **friends** is of the utmost importance. He seeks out their company, while splitting his schedule between basketball practice, a theatre rehearsal, his math homework, the **family** dinner and maybe some part-time work on Saturdays.

MAJOR LIFE STAGES AND CHARACTERISTICS

Adolescence is a period of transition, changes and searching for balance, during which young people:

- › explore their personal and professional interests and try new experiences
- › are not seeking long-term commitments, as their interests keep changing
- › are available at variable times, given their many activities (obligatory or not)
- › often volunteer or become involved in something for the first time through school
- › live in a world where information flows quickly, giving them a need for quick results
- › are not always able to define their needs or highlight their skills
- › are getting to know themselves and developing their self-confidence
- › lend greater importance to peer presence and peer recognition

“Mandatory volunteering”

“Mandatory volunteering” refers to the volunteering that some young people have to do as part of their school program or if they have to do community work.



IN YOUR ORGANIZATION...

What aspects appeal to 15- to 17-year-olds?

What obstacles might discourage them?

Through volunteering, adolescents learn to better define their interests and skills. They are going through a stage where they are learning to become responsible. This means they need a flexible structure, which takes into consideration their need for autonomy and contribution, yet still gives them adequate support from competent people. Suggest short-term or one-off opportunities for a first volunteer experience.

AGE 18 TO 23

POST-SECONDARY STUDIES

PROFILE

During the week, she has classes from 10:30 a.m. to 6:30 p.m. She **works part-time** at a café to pay for her apartment and her tuition fees. Having just started **CEGEP**, she joined a **student group** to meet new people, and because she has a passion (and a talent!) for organizing activities. She would also love to do theatre, but right now she doesn't have time, especially if she wants to keep her grades up so that she can get a good **internship**.

MAJOR LIFE STAGES AND CHARACTERISTICS

The passage from adolescence to adulthood or the entrance into post-secondary studies leads young people to be more specific about their personal and professional interests. In this context, they:

- › have a better grasp of what they like
- › are better able to demonstrate their skills
- › are going through a time when their points of reference are changing (sometimes a new school means moving to a new city)
- › are growing new roots (friends, involvement, leisure activities)
- › have more responsibilities and more homework than before (importance of grades, part-time work, internships)

At this age, volunteering provides an opportunity to explore certain interests and to gain experience in a field. Young people are aware of the commitment they are making and are responsible. However, they need a flexible structure, while still feeling adequately supported.



IN YOUR ORGANIZATION...

What aspects appeal to 18- to 23-year-olds?

What obstacles might discourage them?



AGE 24 TO 35 YOUNG WORKERS — YOUNG PARENTS

PROFILE

Young worker – Having recently completed a Diploma of Vocational Studies, she has a **new job** as a pastry maker. For the first time in her life, she is earning enough money to start paying back her student loans. She **works full-time** and is passionate about her job. She has a **stable** circle of friends who play a central role in her life. She also loves soccer, and for the past several years her Saturday afternoons have been devoted to playing in a league she helped organize.

Young parent – **Baby** wakes by 6 a.m. every morning. Between breakfast, daycare drop-off and pick-up, the workday, the family dinner, playing a little with baby, bedtime and household tasks, the young parent has little time to catch his breath. His life revolves around his **family**, while he continues to develop his **professional career**. His rare moments of leisure (sports, music, friends) are therefore of utmost importance.

MAJOR LIFE STAGES AND CHARACTERISTICS

Now an adult, the young person's personal and professional interests are becoming more stable. At this stage, young people:

- › enter and participate in the labour market
- › invest in their life as a couple
- › start a family
- › are juggling work and family
- › need to assume responsibilities to gain recognition
- › seek significant and useful participation
- › seek autonomy and independence
- › make a distinction between work and volunteering (no volunteering at work)

At this stage, young people are autonomous in their personal and professional lives. In the context of volunteering, they want to be recognized for their true value. Volunteering is a way to explore or put into practice talents or interests they are not using in other areas of their life, a way to feel useful to society, and to “escape” the daily routine.



IN YOUR ORGANIZATION...

What aspects appeal to 24- to 35-year-olds?

What obstacles might discourage them?

TABLE 1
IMPACT OF YOUNG PEOPLE'S CHARACTERISTICS
ON THEIR INVOLVEMENT

	STRENGTHS AND ELEMENTS CONDUCTIVE TO VOLUNTEERING	RESTRICTIONS MAKING VOLUNTEERING MORE DIFFICULT
AGE 15 TO 17 	› Open to various forms of volunteering › Enthusiastic, may become involved intensely in a project close to their heart › Sometimes does volunteering within the context of school	› Financial constraints (no or little income) › Difficulty expressing and defining their needs, strengths or desires › Availability: restrictive schedule, many activities, short- or medium-term commitment › Limited means of transportation › Limited power, because still a minor
AGE 18 TO 23 	› Open to various types of volunteering or projects in order to gain experience or verify their interests › Can contribute their expertise to the organization as a way of developing it further › Sometimes required to do volunteering as part of their coursework	› Availability often limited by school, work, and other activities › Financial constraints (little income, start of financial autonomy) › Limited means of transportation
AGE 24 TO 35 	› Brings a field of expertise and experience › Wants to invest in activities according to their life situation (involvement in family activities, governing board, etc.) › Understands and builds good relationships with younger generations	› Reduced availability at the start of their career: need to adapt to professional milieu, to make their mark › Financial constraints (student loans to repay, first mortgage, etc.) › Reduced availability while they invest in the life of their young family › Family-related financial demands
Generally speaking, young people are used to working in a team, have a fresh outlook, are familiar with new technologies and are comfortable using them.		



A FEW WAYS TO RECRUIT YOUTH VOLUNTEERS

15-17 / ADOLESCENCE

- › Through high schools and vocational training centres
- › Through spiritual life and community involvement counsellors
- › Through family and friends
- › Through the young people who participate in your activities

18-23 / POST-SECONDARY STUDIES

- › Through educational institutions (CEGEPs, universities, vocational education centres, etc.), perhaps targeting programs that correspond to your needs
- › Through family and friends

Youth organizations (youth centres, youth forums, etc.) can also be good places to reach young people.

24-35 / YOUNG WORKERS

- › Job-seeking locations: youth employment centres, professional associations, workplaces
- › Through family and friends

24-35 / YOUNG PARENTS

- › Institutions attended by their children: daycares, elementary schools, libraries, recreational organizations and facilities (pools, parks, etc.)

In all cases, opt for a **DIRECT APPROACH**; it's still the best way to recruit volunteers.

THE INTERNET AND SOCIAL MEDIA can also open doors for reaching youth volunteers. How to use them?

See Appendix 1 for suggestions.

TEST YOUR PERCEPTIONS!

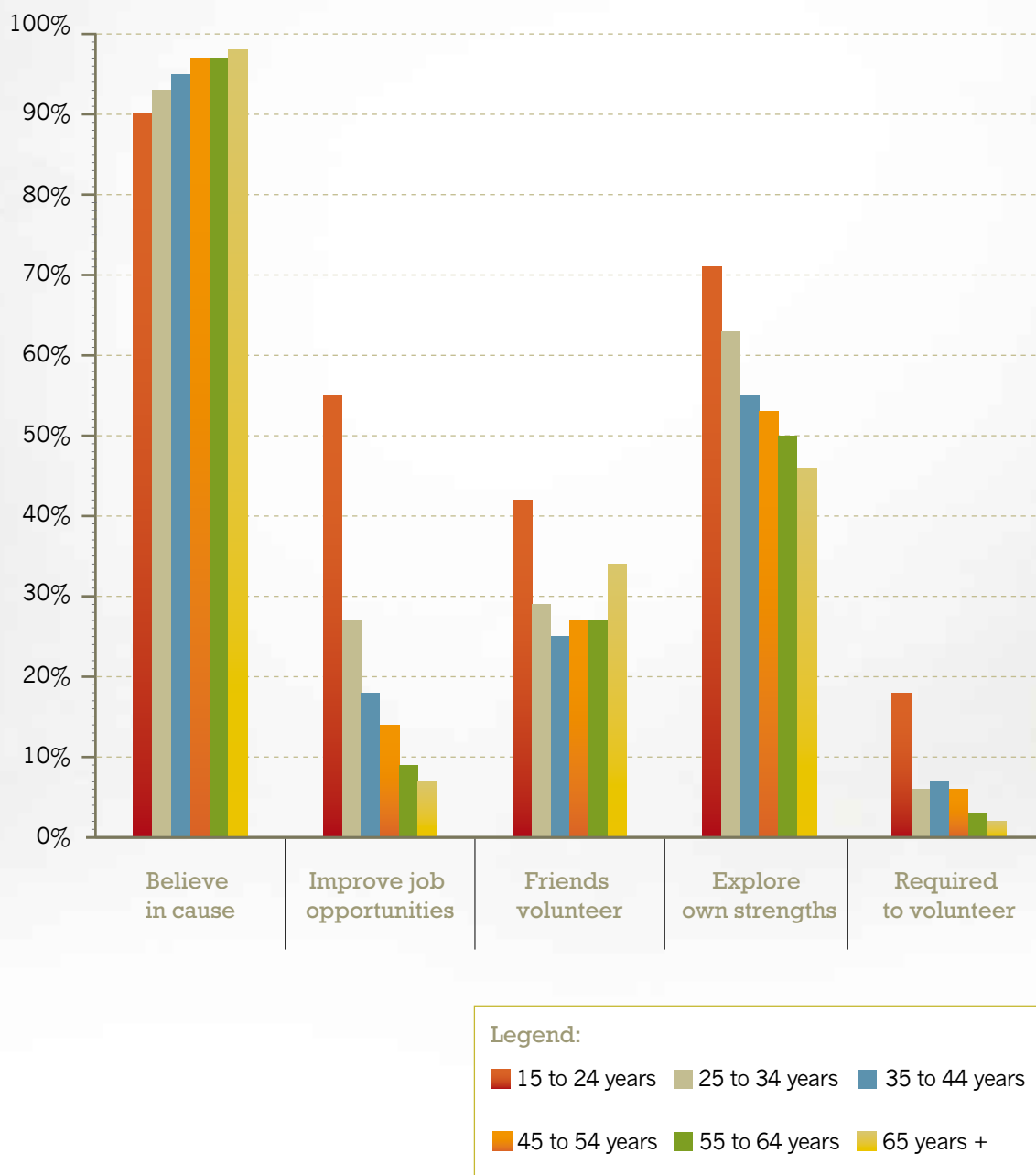
WHAT ARE THE MOTIVATIONS OF PEOPLE AGED 15 TO 24 AND 25 TO 34?

1. Improving their job prospects is a major motivation for ages 15 to 24 and for ages 25 to 34. True or False
2. The two primary motivations for young people are improving their job prospects and fulfilling mandatory requirements for volunteering. True or False
3. The cause is much more important for people age 45 or over than for people age 30 or under. True or False
4. Which are the two age groups for whom "friends who volunteer" is the most important factor?
☐ 15 to 24 ☐ 35 to 44 ☐ 55 to 64
☐ 25 to 34 ☐ 45 to 54 ☐ 65 or over
5. On a scale of 1 to 10, for volunteers aged 15 to 24, how important is being able to explore their strengths? _____ /10

The answers can be found in the graph on the next page.

GRAPH 1 MOTIVATIONS FOR VOLUNTEERING ACCORDING TO AGE

The reasons for volunteering for 15- to 24-year-olds and for 25- to 34-year-olds can be found in the first two columns of this graph. These data are compared to the motivations of other age groups. While there are significant differences between some age groups, some aspects remain important to volunteers throughout their lives.



Source: Lasby, David. (2004). *The Volunteer Spirit in Canada: Motivations and Barriers*. Toronto: Canadian Centre for Philanthropy.

INSIGHT INTO THE NEEDS OF YOUTH VOLUNTEERS

Are the problems encountered in recruiting and integrating young people related to young people's characteristics that we just explored? That may be part of the answer. However, when it comes to improving the situation, organizations only have control over their own practices. While some difficulties may be young people's responsibility, others may come from the fact that their needs are not always taken into account by the organizations making use of their volunteer services.

How can you give youth volunteers a satisfying volunteer experience?

We present four basic needs that may, to different degrees, motivate volunteers:

- › BELONGING
- › FREEDOM
- › POWER
- › FUN

These needs are based on the model by William Glasser (1983).¹ In order for the greatest number of participants to have a good experience, the organization must make sure that each of these needs can be satisfied in one way or another.

¹ William Glasser, a psychotherapist and educator, developed a classification of psychosocial needs according to these major themes: belonging, freedom, power and fun.



BELONGING

Young people's need for belonging is very strong. They want to feel like they are part of a group and appreciated. When they identify with an organization, they develop an attachment, and the success of the projects in which they participate becomes very important to them.

SUGGESTIONS:

- › Organize activities that foster the development of bonds and friendships among volunteers, employees, the board of directors, members (welcome activity for new volunteers, teamwork, happy hour, sports or cultural activity, etc.).
- › Show that volunteer tasks are important: introduce young volunteers to staff and other volunteers. Thank them and show appreciation publicly.
- › During an event or their volunteer "shift," identify volunteers in a visible way (T-shirt, buttons, specific colours, etc.).
- › Keep youth volunteers informed of what's going on in the organization and about the cause so that they feel included.
- › Display photos of your volunteers on a bulletin board or in a visible location.



Adolescents want to belong and like being in a group. Therefore, if at times they are required to perform a task they do not like as much, can it be done in a small group, to satisfy their need to be together?

FREEDOM

Young volunteers need to feel comfortable expressing their opinions in the organization. As well, in order to be free to make choices and to undertake responsibilities, they need to feel confident and well equipped, and that there is room for them to put a bit of themselves into the tasks they are assigned.

SUGGESTIONS:

- › Offer training so that young volunteers understand the issues and feel competent in expressing themselves on various topics.
- › When asking for their opinion, ask open questions that do not lead them one way or another or point to right and wrong answers.
- › As much as possible, adopt flexible schedules and let youth volunteers decide when they will participate.
- › When young people have to perform a task, ask them how they would do it. Involve them in organizing the activity.
- › Allow volunteers to carry out some tasks outside the organization if that makes it easier for them (e.g., making posters at school, working from home, etc.).



When you call meetings, prepare a more detailed and annotated agenda to allow less experienced volunteers to become familiar with the issues and decisions to be made beforehand.

POWER

Youth volunteers need to feel that they have an influence, that their participation is meaningful and that it has an impact on the result. This means that when they are consulted, they would like their opinion to be taken into consideration. As well, when they carry out tasks, they need to understand how these tasks fit into the bigger picture.

SUGGESTIONS:

- › Let volunteers participate in decisions that concern them (choice and organization of activities) and in resolving difficulties encountered by the organization (recruitment, financing, etc.).
- › Explain the purpose and impact of the task they are performing.
- › Take the time to ask for, listen to and understand their point of view (on their actions, the organization's orientations, etc.), both formally and informally.
- › When assigning tasks, give them responsibilities and manoeuvring room in an area they feel comfortable. Acknowledge their results.
- › Assign youth volunteers responsibilities for welcoming and training new volunteers.



Provide young people with opportunities to develop their personal and professional skills by delegating certain tasks to them. This is a way to show them that they are appreciated and that they have some power within the organization.

FUN

Young people want to have a positive volunteer experience. If they find meetings boring, they are unlikely to come to many sessions. Pleasure can take many forms: fun moments, being satisfied in their involvement, feeling useful and being in good company.

SUGGESTIONS:

- › Ask youth volunteers regularly if they are satisfied with their involvement.
- › During training sessions or meetings, don't hesitate to inject humour or interactive activities.
- › Create a pleasant atmosphere (music, decorations, caring for volunteers, snacks).
- › Take the time to thank and surprise your volunteers: thoughtfulness is always welcome.
- › Rotate more demanding or tedious tasks.
- › Choose a person to manage volunteers who young people will trust, respect, and with whom they will be able to develop a complicit relationship.
- › Foster the creation of ties within your organization: making friends is a chief source of pleasure.



Provide a snack, tea or coffee during meetings or when volunteers come into the organization. For adolescent volunteers, sharing a pizza is always appreciated and may even motivate them to volunteer!



IN YOUR ORGANIZATION...

WHAT IS BEING DONE, OR COULD BE DONE, TO SATISFY THE NEEDS OF YOUNG VOLUNTEERS?



BELONGING



FREEDOM



POWER



FUN

TWO GOOD REASONS TO **TAKE INTO ACCOUNT** THE NEEDS OF **YOUTH VOLUNTEERS**

1.

Young people whose needs are not satisfied are not always able to verbalize this to the organization. For example, they may not be able to identify that they would like more control over their involvement. Instead, they may simply lose interest in the task, not fulfill their commitments or put an end to them. Before that happens, the organization can play a proactive role by helping young people identify their needs or discussing with them possible ways to improve the situation.

2.

When young people become involved, they want to develop a “win-win” relationship with the organization: they want to be of service, but they also need to satisfy their own concerns. This helps them have a positive volunteering experience.



INSIGHT INTO THE NEEDS OF YOUTH VOLUNTEERS IN DEMOCRATIC BODIES

(BOARD OF DIRECTORS, GENERAL MEETING, ADVISORY BOARD, ETC.)

Young people tend to be under-represented in decision-making bodies, and as a result we often conclude, too quickly, that they are not interested in them. Yet this type of involvement may meet some of young people's needs for developing new knowledge or participating in decision-making. **How can you make your democratic bodies more welcoming and accessible?**

 See Appendix 1 for more practices related to these bodies.

In your opinion, what is (or would be) young people's main contribution to your organization's democratic bodies?

Organizations consulted said:

64% innovative ideas

61% enthusiasm and energy

57% representation

(bodies in the image of society)

In the Quebec City area, young people aged 18 to 34 are present on less than 7.4% of decision-making bodies, excluding youth forums.

Conseil du statut de la femme
and TCFJRQ, 2010

SOME INFORMATION TO NOTE...

SEAT RESERVED FOR YOUNG BOARD MEMBERS

Some organizations reserve a non-voting seat for a young observer on their board of directors, which can facilitate the recruitment of young people into democratic bodies. The organization must make sure the new volunteer feels his/her involvement is useful and that his/her opinion is valued. Ideally, an observer seat should offer the young person the possibility of being elected at the next general meeting to truly carry out a governing role.

LEGAL AGE FOR BOARD MEMBERS

Legally, you must be at least 18 years old to sit on an organization's board of directors. However, the law does permit board members under age 18 in the case of organizations whose mission concerns minors. These board members have the same rights, obligations and responsibilities as other board members (voting, elections, etc.).

However, legal accountability for board members who are minors may vary from one organization to another. In this case, it is best to consult a lawyer or your provincial network to verify the particular situation for your organization.

AVENUES FOR REFLECTION

 See Appendix 1 for more practices related to these bodies.

BELONGING

Are youth volunteers invited to sit on the board of directors?

Is it easy to integrate into the board of directors?
Are there means to facilitate this?

Is the involvement of youth volunteers recognized?



The Caisse Populaire Desjardins de Hull invited an elementary school class to attend a board of directors meeting. This type of first contact can stimulate curiosity and a feeling of belonging toward a neighbourhood institution.

POWER

On the board of directors, do all members participate equally?

Are issues affecting young people addressed?

Do youth volunteers feel they have an influence over decisions?



Because speaking in a large group can be a bit overwhelming, at its general meetings, the Forum social de Villeray passes around a box in which participants can express their ideas in writing. The chair then submits the proposals to the assembly.

FREEDOM

Do young board members have the information they need to take part in discussions?

Are youth volunteers asked their opinion on various questions?

Is the organization open to new proposals suggested by young board members?



Many organizations assign a resource person who is not on the board of directors to explain the issues and support new board members.

FUN

Are any steps taken to make meetings enjoyable and appealing?

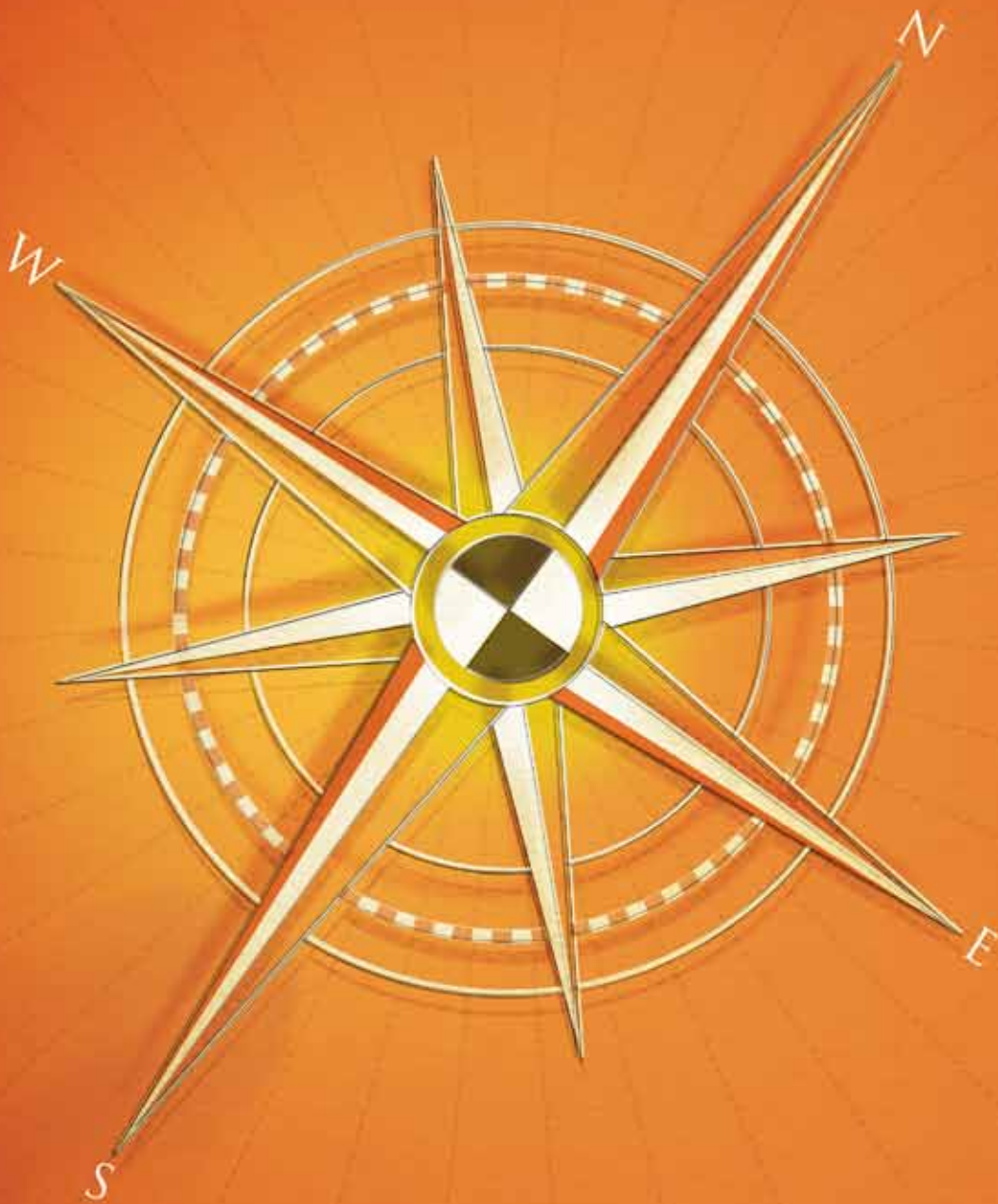
Do you know what young board members appreciate about their experience on the board?



At Centraide Saguenay–Lac-Saint-Jean, the first board of directors meeting following elections begins with an ice-breaker game to help board members get to know each other better, personally and professionally, to make it easier to work as a team throughout the year.

The Conseil régional de l'environnement de la Côte-Nord combines business with pleasure by pairing its annual general meeting with an outdoor activity open to everyone. Other organizations invite guest speakers, prepare photo presentations or show movies.

 For more information on the needs of young people in democratic bodies, contact your regional youth forum or the Table de concertation des forums jeunesse régionaux du Québec (TCFJRQ).



PART		PAGE
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B	Choosing the action	28
C	Action plan	35
D	Checklist for carrying out the action	36
E	Evaluating the action	38

TAKING ACTION

PART

TAKING ACTION

3





WHAT ACTIONS CAN YOU TAKE TO FOSTER THE INTEGRATION OF YOUTH VOLUNTEERS?

This section will help you:

- › choose and plan actions that correspond to your needs and your reality
- › prepare for the changes these actions may cause in your organization

We invite you to undertake the following process by bringing together all the players concerned (work team, board of directors, volunteers, etc.).



PLANNING THE ACTION

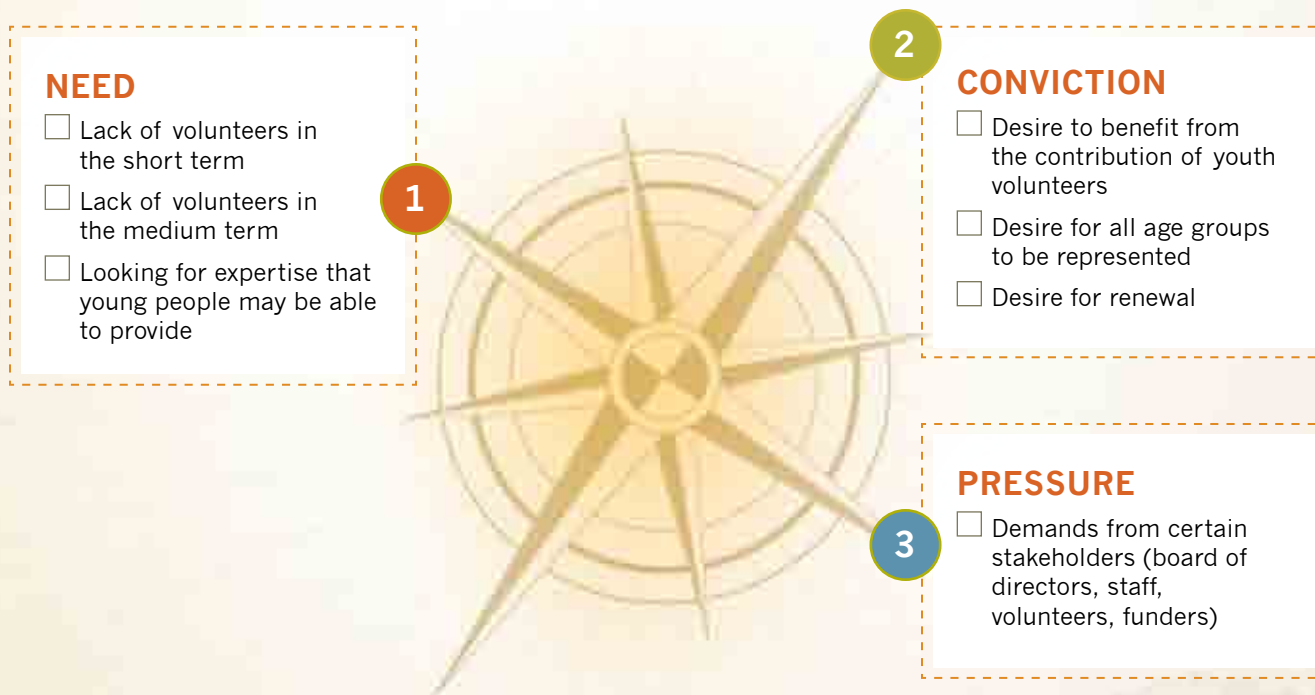
WHY INVOLVE YOUNG PEOPLE IN YOUR ORGANIZATION?

Organizations that want to carry out actions to involve young people are hoping for certain benefits. In your opinion, how might young people contribute to:

- › your organization's continuity? _____
- › the other volunteers? _____
- › the work team? _____
- › your organization's energy and vitality? _____

WHAT ARE YOUR MOTIVATIONS?

There are three main types of motivations that may cause you to make changes. Identifying them can help you understand what is driving your actions.



Involving youth out of need or under pressure from a third party can result in positive changes that may not have been undertaken otherwise because of a lack of time or money. However, the presence of more intrinsic motivations or the pursuit of an ideal will make it easier to weather any difficulties encountered.

CHOOSING THE ACTION

Now is the time to begin choosing what actions to take. We propose a “funnel” approach that will help you:

1

IMAGINE

the ideal place for young people in your organization

2

DETERMINE

your objective

3

FIND

actions related to your objective
using brainstorming

4

SORT AND PRIORITIZE

the actions

5

ANTICIPATE

changes related to the action

Ideally, this part of the process, divided into **five steps**, should be carried out as a group with the people concerned in your organization in order to foster the development of ideas. If this is not possible in your situation, you can follow the **steps individually**.

 Use Appendix 2 to write down your answers.

The following draft is provided as an example. 

STEP 1

IMAGINE THE IDEAL PLACE FOR YOUNG PEOPLE IN YOUR ORGANIZATION

1

You have been away from your organization for a few years, without any contact. On your return, young people are perfectly integrated into the organization.

- › What does this perfect integration look like?
- › Who are the youth volunteers?
- › What tasks do they perform?
- › How long do they stay with the organization?
- › Why do they volunteer for the organization?
- › How are they managed?
- › What are their relationships with the other people in the organization?

This reflection on the ideal integration of youth volunteers in your organization will help define the horizon your organization is working toward.

Write whatever comes into your head, without restriction. [Examples]

- › One volunteer manages other volunteers.
- › Effective Internet recruitment.
- › Work team has time to supervise volunteers.
- › Volunteers stay with the organization for a few years.
- › Youth volunteers perform tasks they enjoy.

STEP 2

DETERMINE YOUR OBJECTIVE

2

According to this ideal and the priorities you identified at the end of the diagnosis, determine the objective that will guide your choice of actions for better integrating young people:

You wish to work foremost on:

- ☐ Recruitment
- ☐ Supervision
- ☐ Welcome and integration
- ☒ Retention
- ☐ Recognition

Do you have a target age group? 15-17 years

Are you targeting specific activities or places in the organization (board of directors, events, etc.)?

Organization's regular activities

Decide on actions according to a first objective (for example, retention of youth volunteers). If you wish to work on other aspects, you can repeat the process for a second objective.

STEP 3

FIND ACTIONS RELATED TO YOUR OBJECTIVE



WHAT COULD YOUR ORGANIZATION DO TO ACHIEVE ITS OBJECTIVE?

Brainstorm! To collect as many ideas as possible, write down all means and actions—even the most **far-fetched**—that come into your head for integrating young people. **Sometimes a crazy idea leads to a much more realistic one that you may not have thought of otherwise.**

 Don't hesitate to consult the Bank of Promising Practices in Appendix 1 for ideas.

OBJECTIVE:

Retain youth volunteers aged 15 to 17

Possible actions: [Examples]

- > *Offer volunteers interesting and appealing tasks and responsibilities*
- > *Create a pleasant and motivating volunteer atmosphere (offer snacks, have volunteers work in teams, etc.)*
- > *Redefine the tasks carried out by volunteers and employees*
- > *Provide opportunities for occasional and short-term involvement*
- > *Train youth volunteers to do more complex tasks*
- > *Start a project specifically for youth volunteers*
- > *Organize a special event to recognize young people (open house, party, etc.)*
- > *Create a full-time position for the recruitment and integration of youth volunteers*

STEP 4

SORT AND PRIORITIZE ACTIONS



4

TAKE THE ACTIONS LISTED IN STEP 3 AND SORT THEM ACCORDING TO THEIR FEASIBILITY.

Try to make these actions realistic. For example, if in step 3 you wrote, “Carry out an advertising campaign on all of the city’s buses” and you don’t have the means to do this, you can make this action technically feasible by writing, “Publicize our need for volunteers in the region’s high schools.” In this way, an unrealistic idea can lead to a realistic action.

ACTIONS THE ORGANIZATION CAN TAKE

> *Create a pleasant and motivating volunteer atmosphere*

(offer snacks, have volunteers work in teams, etc.)

> *Redefine the tasks carried out by volunteers and employees*

> *Offer volunteers interesting and appealing tasks*

and responsibilities

ACTIONS THAT ARE HARDER FOR THE ORGANIZATION TO TAKE

> *Start a project specifically for youth volunteers*

> *Train youth volunteers to do more complex tasks*

ACTIONS THE ORGANIZATION CANNOT OR DOES NOT WANT TO TAKE AT THIS TIME

> *Provide opportunities for occasional and short-term involvement*

> *Create a full-time position for the recruitment and integration*

of youth volunteers

This sorting of actions is important to make sure the organization does not choose to embark on unrealistic actions.

STEP 5

ANTICIPATE CHANGES RELATED TO THE ACTION



Here are some of the difficulties often encountered when implementing actions that involve change.

We invite you to identify:

1. OBSTACLES AND RESISTANCE IN YOUR ORGANIZATION
2. YOUR PERSONAL FEARS
3. POTENTIAL ASSETS WITHIN YOUR ORGANIZATION

1. OBSTACLES AND RESISTANCE

What are the obstacles and types of resistance that your organization may face in implementing these actions? Check the statements that are familiar to you.

Obstacles:

- ☒ Our financial and human resources are very limited.
- ☐ We cannot accommodate young people under 18 in our organization.
- ☐ We don't have the time.
- ☒ Our organization has a high turnover.
- ☐ Other: _____

Resistance:

- ☐ The organization has been working with its volunteers the same way for a long time and these habits are hard to change.
- ☒ Some members are resistant to the changes that will result from the integration of young people into the organization (volunteers, workers, board of directors).
- ☐ We don't know how to do this and are afraid of failing if we try something new.
- ☐ Our organization has a very low turnover.
- ☒ This process will require major changes.
- ☐ We often talk about changes that could be made within the organization, but we rarely take action.
- ☐ Other: _____

2. PERSONAL FEARS

Integrating young people can trigger personal fears.

Do you relate to any of these?

- ☐ Fear of the changes that will result from the arrival of young people
- ☐ Fear of losing certain privileges
- ☒ Fear that the work won't be done well
- ☐ Fear of not having a good relationship with youth volunteers
- ☒ Fear of being overloaded with work
- ☐ Fear of failing
- ☐ Fear of having my routine disturbed
- ☐ Other: _____

Try to explain your fears to the members of your team. In this way, you can discuss possible changes and more easily find compromises.

Throughout the process, take the time to address any difficulties encountered and how you feel about the changes. It is the best way to regain your balance in the organization.

3. ASSETS

What are your assets for dealing with resistance?

- ☐ Recent success in implementing changes in the organization
- ☐ Recognized need within the organization to integrate youth volunteers
- ☒ New people in the organization
- ☐ Knowledge and expertise that can facilitate change in the organization
- ☒ Resources allocated to the process
- ☒ Work team motivated to involve young people
- ☐ Board of directors (or board members) motivated to involve young people
- ☐ Other volunteers motivated to involve young people
- ☐ Other: _____

 The following page suggests strategies for dealing with obstacles and resistance.

WHAT STRATEGIES CAN YOU USE TO DEAL WITH RESISTANCE IN YOUR ORGANIZATION?

Depending on the type of resistance encountered, here are some strategies and practices that your organization can implement.

 To determine which practices correspond to your situation, fill out Appendix 2.

1. SET PRIORITIES

Any change requires the organization to prioritize its objectives. By taking the time to organize and plan the change, you will reap the fruit of your investment in the medium term.



- › Integrate the objective of involving young people into the organization's priorities.
- › Name a person in charge of this issue; identify potential change leaders.

2. COMMUNICATE

Providing clear information (on the goal of the process; efforts, time or compromises required; means and resources available) serves to clarify the project, to bring the members of your organization "on board," and to alleviate many of the concerns and resistance that may result from a lack of information.



- › Communicate decisions and follow-up actions to the organization's members (in a newsletter, on a bulletin board, during informal discussions, at meetings, etc.)
- › Downplay the change. Some things will stay the same—talk about those too!

3. ENCOURAGE PARTICIPATION

Making room for those affected by the choice of actions aiming to integrate young people allows them to feel involved in the process, which will then benefit from their ideas and their energy.



- › Determine the orientations of the process with the people affected.
- › Form a committee with those who would like to get more involved.

4. LISTEN

For various reasons, some groups will be more reticent than others. Don't hesitate to devote a bit more time to understanding their concerns.



- › Make room for both positive and negative reactions, for ideas and for suggestions from those concerned.
- › Hold a special meeting inviting those concerned to come express their views.

5. RECONCILE INTERESTS

Everyone should benefit from the process. Figure out how to reconcile changes with the goals and needs of everyone involved.



- › Take the time to talk to people who are reticent, to understand their fears and to work with them to find solutions.
- › Make sure that all groups concerned participate, to allow them to express their point of view and to reconcile the organization's goals with their personal goals.
- › Take it slow. Be accepting of detours, mistakes and learning!



ACTION PLAN

Choose one action from those you deemed realistic in step 4. Depending on your situation, you may wish to choose small actions to test the openness of your organization. By proceeding one step at a time, you have a greater chance of success.

 Write your answers in the table provided in Appendix 2.

OBJECTIVE				
Retain youth volunteers aged 15 to 17				
1. [Example] Action chosen:				
Redefine tasks performed by youth volunteers to make them more appealing				
IMPLEMEN- TATION STEPS	PERSON/ GROUP responsible for implementing steps	RESOURCES (budget, human and material resources, time, etc.)	TIMETABLE	INDICATORS OF SUCCESS
1. Draw up a list of the tasks to be done in the organization	Two board members and one staff member	One half day of work per week for an employee Volunteer hours for the board members	Before the next annual general meeting	Creation of a new description of volunteers' tasks Increase in the number of youth volunteers (2)
2. Identify the more interesting tasks that could be done by youth volunteers				
3. Create a committee in charge of volunteer services				

It is important to plan times to evaluate and discuss progress regularly throughout this process.



 You may use the questions provided on page 38 to do this.

Make sure your actions for integrating young people also take into account the needs of others in the organization: work teams, administrators, other volunteers, service users, etc.

CHECKLIST FOR TAKING ACTION

How you plan, carry out, follow up and evaluate the action can have an impact on whether or not you achieve your goals. This checklist will help make sure you haven't forgotten anything, for each step in the action process. The statements are formulated in broad terms to encompass the various situations of different organizations. See how they can be fulfilled in your organization.

PLANNING THE ACTION

PRIORITIZATION

- ☐ The actions aiming to integrate youth volunteers are included in our priorities.
- ☐ The different players in the organization feel concerned by the integration of young people in the organization.
- ☐ We are ready to invest some means (time, meetings, resources, etc.) into this process.

INFORMATION

- ☐ The different groups of people making up our organization are informed about this process.
- ☐ We have specific means of informing our members and our employees of the objectives and progress of the process (letters, meetings, bulletin board, emails, etc.).
- ☐ The information we communicate about the process aiming to integrate young people is clear: objectives, actions to be taken, difficulties anticipated, necessary resources, etc.

PARTICIPATION

- ☐ The board of directors participated in choosing the means for integrating young people.
- ☐ Employees are invited to participate or to give their opinion on the choice of actions.
- ☐ The process is supported or led by the general management.
- ☐ Other volunteers are invited to participate or to give their opinion on the choice of actions.
- ☐ We take into account the views of young people (through direct consultation if possible).

MOTIVATION

- ☐ The board of directors considers that the contribution of youth volunteers is important.
- ☐ The staff and other volunteers know how they will benefit from this process.
- ☐ There is a place to discuss and to express different points of view concerning the actions for integrating youth volunteers.
- ☐ We are trying to understand why some members of our organization may be reticent to such a change.

MEANS

- ☐ One person/group of people is in charge of the process.
- ☐ We have evaluated the time, materials, work and other resources that will be required to carry out this process.
- ☐ We have scheduled meetings to monitor and evaluate progress.
- ☐ We have thought about the difficulties inherent in the process (difficulties related to the characteristics of young people, the structure of the organization, implementation, etc.).

IMPLEMENTING AND MONITORING THE ACTION

MONITORING THE ACTION

- ☐ We have resource people or other organizations with whom we can discuss the process.
- ☐ We consult reference guides or resource materials to help us carry out the actions.
- ☐ We have measures to follow-up with the people who are carrying out the actions (staff, board of directors, volunteers, etc.).
- ☐ We communicate and celebrate successes internally (even the little ones!) throughout the process.
- ☐ We share our successes within our network.

EVALUATING THE ACTION

- ☐ We revisit our objectives regularly to stay on course.
- ☐ From time to time, we have periods of reflection within the organization to evaluate our actions and to address any difficulties encountered (team meetings, committees, lunch meetings, etc.).

WHEN PROBLEMS ARISE

- ☐ We take the time to determine the causes of the difficulties.
- ☐ We have resource people (community organizer, process leader, federation, association, RABQ, etc.) who we can consult.
- ☐ We involve the different members concerned to find solutions.



EVALUATING THE ACTION

Taking time out to evaluate the actions put in place is a necessary step for taking stock of the experience. We invite you to answer the following questions, which will help you take a critical look at your process, recognize the accomplishments made to date, and determine the challenges that remain.

1. Where are we with respect to our indicators for success?
2. Have we achieved our objective? If not, are we close?
Is our objective realistic?
3. What is our assessment of:
 - › Cooperation among the different people in the organization?
 - › Communication of information?
 - › Problem management?
 - › Implementation of the action?
4. What are some of the good things we've done? Why?
5. What difficulties have we encountered?
How have we tried to solve them?
6. What do we need to improve
for future actions?
7. What means could be useful
for continuing this process
(meetings, special committee, etc.)?



SUGGESTION

It may be useful to complete the diagnostic questionnaire again. This will help you determine the organization's progress and what still needs improvement.

CONCLUSION

The process you have begun in your organization aims to better integrate youth volunteers. The goal of this guide was to accompany you along this path. It proposed various tools to help you identify your point of departure, to get to know the terrain you will be travelling, to determine your direction and to develop a work plan for reaching your objectives.

Now that you have chosen the path to follow, take the time to go through the different steps necessary to completing the process. Even though the decision to involve youth volunteers will enrich your organization, it may also provoke changes within the organization and give rise to challenges. Study the terrain, make a few stops to re-evaluate your path, discuss it with your fellow travellers and check your compass before resuming your route. As well, congratulate yourselves for the work accomplished and for your successes. Remember that every little step counts and should be recognized!

Have a good journey.



*“It takes time to learn and develop stuff,
there has to be faith that it will become
something valuable. That it’s okay to make
huge mistakes because learning will come
out of it if you look for it.”*

– Marc Nisbet, co-founder of Santropol Roulant



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APPENDICES

- 1 | Bank of Promising Practices to Guide your Actions
- 2 | Answer Sheet — Taking Action



RÉSEAU DE L'ACTION BÉNÉVOLE DU QUÉBEC (RABQ)

6955 Christophe-Colomb Avenue, Suite 103
Montreal, Quebec H2S 2H4

Telephone: **514 272-4004** • Fax: 514 272-7005

Toll free: **866 496-4004**

info@rabq.ca • **www.rabq.ca**



RÉSEAU DE
L'ACTION BÉNÉVOLE
DU QUÉBEC



Bank of Promising Practices to Guide your Actions



This section offers various youth volunteer-related practices to assist you with:

- › Recruitment
- › Welcome and integration
- › Retention, supervision and evaluation
- › Recognition
- › Participation in democratic bodies

These practices are suggestions that may be applied in your organization, but which aim mostly to give you ideas for putting in place practices adapted to your situation.

When developing actions targeting youth volunteers, don't hesitate to include young people in the process. Seek their input on what practices they think best, gather their suggestions and recommendations, and make them part of the action plan.



RECRUITMENT

TARGETING YOUR AUDIENCE

- › Name a **person responsible** for recruiting youth volunteers. This person will have to adapt the recruitment tools to young people and develop a recruitment strategy by answering the following questions:
 1. What volunteer **profile** are you looking for: interests, skills, availability, age, etc.?
 2. **Where** can you find these volunteers: schools, CEGEPs, specific programs, associations, etc.?
 3. What **tools** will you use: word of mouth, flyer, Internet, social networks, visits to schools, CEGEPs and universities, etc.?
 4. What **information** will you provide? Write a clear and honest description of the cause, the job and the commitment required. Highlight what volunteers will gain from this experience (professional experience, new skills, contacts, social contribution, school credits, etc.).
- › **Adapt** your **recruitment tools** and the **language used** to make them youth-friendly (simple and succinct documentation).

SUGGESTED METHODS

- › Use a **direct approach**: ask young people to recruit other young people; ask a significant adult to help with recruitment (student life counsellor, parents); visit classrooms, set up exhibition or information stands. Creating meaningful relationships is the best way to recruit; mass media (ads, posters) often reaches only those already aware of volunteerism.
- › If possible, get youth volunteers to invite **their friends**, or to come volunteer as a group.
- › **Be visible!** A lemonade stand on the street, a bazaar, an auction, an impromptu choir or other fund-raising activity, or a social get-together where each person is invited to bring a friend are all ways to make your organization known and to recruit volunteers.
- › To find young people to sit on your board of directors or to do a specific job, don't hesitate to play "head hunter" and to enlist the help of young people in your community: winners of volunteer awards, board members or workers in similar organizations, members of your personal or professional network, etc.
- › Consider that **hiring young staff** may make it easier to recruit and supervise youth volunteers.
- › Remember that, while not entirely excluded, the **words** "volunteer" and "volunteerism" are not as common among young people. You can use expressions such as "citizen engagement," "citizen participation," "involvement," "activism," etc.
- › **Be proud** of recruiting youth volunteers! Show that volunteering in your organization is stimulating.

INTERNET AND CO.

- › Register with services that match volunteers and organizations in your region: regional youth forums, volunteer centres, Volunteer Canada, etc.
- › Create a **"youth" section** on your website. Use this section to talk about volunteer opportunities in your organization and different ways to get involved.
- › Advertise your volunteer positions on social media sites or sites visited by young people: job sites, website of your federation or association, etc.
- › The Internet and social media can be useful recruitment tools, but don't hesitate to combine them with other recruitment methods. For example, after presenting your organization to a class, invite students to receive news about your organization through social media.

TEAM UP

- › **Work with other organizations**: direct volunteers to other groups according to their interests, team up to set up information stands or give presentations, make a joint flyer, etc. You could also have a common spokesperson. This allows you to avoid overlapping efforts and to share resources and expertise.
- › **Build ties with community partners**: schools, local volunteer centres, community centres, youth centres, daycares, youth employment centres, Scouts, etc. These organizations can recommend or refer youth volunteers.

WELCOME AND INTEGRATION

LET'S TALK ABOUT "INTERVIEWS"

- › Interviews (formal or informal) can be beneficial for both the organization and the volunteer. For the organization, it's **a good way to get to know the volunteer**, to find out what they like, what motivates them and their skill areas, and in this way to guide them according to their talents and interests. For the young volunteer, it can be rewarding to be "chosen" following an interview (which may be the first the person has had).
- › When you first meet with youth volunteers, **be clear** about the tasks to be done and your expectations.
- › **Ask** young people what they like and what they know how to do. As much as possible, offer tasks related to these interests and skills. These tasks will allow them to put their knowledge into practice, to develop their skills, to explore their interests, to take initiative and to assume responsibility.
- › Keep alert for opportunities. If a young person has a particular **area of interest** or specialized skills, why not give him/her a chance to carry out a **special project**? You may discover among your new volunteers unsuspected resources that meet a need you hadn't thought of (for example, illustrating your flyer or renewing the image of your website).

SUGGESTED METHODS

- › When new volunteers arrive, take the time to **welcome** them, to offer them something to drink, and to introduce them to the people present.
- › **Introduce** new volunteers to other volunteers, to staff, and to board members if possible. Do this formally and informally.
- › Give the young volunteer **a tour of the organization**, and describe the organization's practices and customs.
- › Learn the **names** of new volunteers. If there are many, use name tags.
- › The amount of supervision needed will depend on the young person's age and experience. A good way to make sure volunteers feel **well supported and integrated** into the organization is to ask what method would suit them: informal support, regular meetings, pairing up with another volunteer, etc.

LET'S TALK ABOUT "TRAINING"

- › Prepare a **"volunteer's handbook"** that presents, in a dynamic and succinct way, the organization's mission, organizational structure, and basic information (for example, cloakroom, cafeteria, registration, attendance sheets, etc.).
- › Develop **training material** specifically for young people (flyer, job description, history of the organization, etc.). This material can be on computer media.
- › Provide **training** to explain how the organization works and the tasks involved in volunteer positions. This training may take several forms (orientation day, welcome supper, etc.) and use a variety of tools (reference guide for volunteers, training video, interactive website, etc.). Try to make documentation concise and enjoyable. If several age groups are taking the training, make sure the method used will meet everyone's needs. Be creative and try different methods (role-playing, presentation, workshop, video, etc.).
- › Offer young people a way to **integrate gradually** (visit, trial period, observation, participatory observation, etc.).

- › **Buddy system/mentoring:** Pair youth volunteers with more experienced volunteers (young or not so young) or with a staff member. This person can act as mentor, trainer, or resource person. Mentoring implies that an experienced person passes on his or her knowledge to the newcomer. A buddy system makes this relationship more dynamic by implying that both the young person and the mentor can contribute and gain something from the experience. Buddies can be chosen through a social activity or on the basis of affinity between the buddies.
- › Foster **teamwork**. It's a good way to create bonds within the organization.
- › Arrange times when workers and volunteers can spend a few minutes together (coffee breaks, dessert, etc.) to foster **informal discussion** between the two groups.

RETENTION, SUPERVISION AND EVALUATION

MAKE VOLUNTEERING ACCESSIBLE AND ENJOYABLE

- › Create a pleasant **atmosphere**. The atmosphere can deteriorate when there is a sudden increase in workload or pressure. Choose a volunteer whose task will be solely to ensure the well-being of others (go around to ask if anyone needs water, a joke, encouragement, etc.).
- › Make room for **humour** in your organization!
- › Many young people are looking for occasional tasks. Don't be afraid to parcel out the work. For example, maybe the job can be done by four volunteers instead of one.
- › Think of different ways the tasks can be done: working at home, at school, at the office, at different times, etc.
- › Set up a **space for youth** volunteers (bulletin board, room, etc.).
- › Keep in mind the **obstacles** that young people often face (lack of transportation, limited availability during the day or at the end of the semester, little money, etc.). As a team, try to find solutions (organize car-pooling, modify meeting times, etc.).
- › If possible, offer **flexible schedules**: for example, put up a schedule with the tasks to be completed over the coming weeks and let young people write in their availabilities. It is possible that their involvement may be limited temporarily at certain times of the year (summer vacation, exam period, etc.).

COMMUNICATE!

- › Keep in touch with your youth volunteers using text messages or through social networks (Facebook, Twitter, blog, etc.): in this way, volunteers can stay informed about what's happening in the organization and of its needs for volunteers.
- › Feeling integrated means knowing what's going on in the organization. **Inform volunteers** about any changes (events, follow-ups, issues, etc.).
- › Personally invite youth volunteers to the organization's events.

INTEGRATE EVALUATION INTO VOLUNTEER MANAGEMENT

- › Give **feedback** regularly.
- › Make room for **criticism** within the organization. If young people feel they can't express themselves in the organization, they will do so outside the organization's structures and are likely to lose interest.
- › Ask your volunteers for their input about the task they are to complete. Are there any improvements they'd like to suggest?
- › Pay attention to the limits of youth volunteers: don't wear them out!
- › Make sure that youth volunteers have a way to grow within the organization, if they desire: taking on more responsibility, trying other tasks, training other volunteers, etc.
- › Provide flexible support and guidance. This can be provided by an experienced volunteer, young or older, or by the person managing volunteers.
- › Invite young people to actively **contribute** to improving volunteer programming in your organization:
 - Encourage them to make suggestions, to talk about their motivations, their feelings, their accomplishments.
 - Simply ask: what did you like the most today?
- › **Vary** your evaluation methods: written evaluations, self-evaluation, verbal evaluation, a form to fill out on the website, etc. Highlight what was done well and what needs improvement. Try the "sandwich" approach (a positive comment — a suggestion for improvement — another positive comment).
- › In your **evaluations**:
 - Review the volunteer's **personal contributions** in relation to the goals of the organization or program in which he or she is involved.
 - Include positive comments from clients, service users, other volunteers or staff.
 - Be **accepting** of mistakes: tell the volunteer (and yourself!) that they are learning opportunities.
- › If a young person does not find a good "fit" with your organization, direct him/her to another organization.

RECOGNITION

SMALL, SIMPLE GESTURES...

- › Remind them regularly that their presence is **useful and appreciated**. Say thank you!
- › **Trust** your youth volunteers and show that you respect them for who they are. This kind of recognition is worth its weight in gold!
- › Give **encouragement**. Even a small gesture can be effective: for example, ask if everything is okay, or simply say, "Keep up the good work, you're doing great!"
- › **Celebrate** important events in the lives of your volunteers (graduation, birthday, participation in a sports competition, in a concert, etc.).

MORE OFFICIAL METHODS

- › Offer **certificates of volunteer service** containing the following information: responsibilities and tasks completed, duration of the mandate, strengths and accomplishments. Ideally, the certificate should contain the list of skills developed by the volunteer and should be signed by the volunteer's immediate supervisor. Make a copy and offer it to the volunteer when his or her assignment is complete.
- › Your youth volunteers never attend your monthly cocktail hour? Try something else (drawing for tickets to a concert or a hockey game, etc.) or, simply, **ask them** what they would like!
- › Offer a **tangible recognition item relevant** to young people's interests (personalized T-shirt, letter of recommendation for a job, training workshop, button, pin, medal, trophy, diploma, etc.).
- › Establish an **official policy** for recognizing volunteers. Don't forget to include young people who stay for only a short time.
- › Make the importance of involving youth volunteers **official** by including it in your mission, your general by-laws, etc.
- › Organize a **recognition event** relevant to the interests of the youth volunteers in your organization (hockey tournament for volunteers, family Christmas party, mini-disco, outdoor excursion).
- › Ask the users who benefit from the volunteer's work to write a **testimony** or to call the young volunteer to say thank-you.

OTHER WAYS TO RECOGNIZE YOUNG PEOPLE'S CONTRIBUTIONS

- › You may want to combine **individual recognition** with **public recognition**. Individual recognition is done directly with the volunteer, is adapted and personalized, and highlights the person's accomplishments and personal contributions. It can be done by the volunteer manager or by any other person who is in a position to witness the young person's involvement. Public recognition is a chance to highlight the work of volunteers more widely, such as at the annual general meeting, at a gala, in a newspaper article, through an award, on the radio, or through a young person's testimony in the local media.
- › Offer young people the opportunity to **talk about their experience** in the media, on your website, in your flyer, at the general meeting, etc.
- › Recognition can take many forms. Have you thought about simply offering a youth volunteer **new responsibilities** or asking for his or her input on an important decision?
- › Offer your youth volunteers **professional development**: for those who are looking to develop new skills, it is an ideal opportunity.
- › Allow young people to **participate in developing youth programs and activities**.
- › Offer young people the chance to play a **supervisory role** in their group.
- › Post young people's **suggestions** on a bulletin board.
- › Enter young people who excel in their tasks in local, regional or national **contests**.
- › Put up **photos** of your volunteers in the organization.

RECOGNIZE YOUTH VOLUNTEERS, BUT DON'T FORGET TO CELEBRATE YOUR OWN SUCCESSES IN INTEGRATING YOUTH VOLUNTEERS!

PARTICIPATION IN DEMOCRATIC BODIES

BELONGING

- › At meetings, think about young people's **needs** (costs, meals, car-pooling, etc.).
- › Say **"we/us"** when talking about the organization.
- › Combine board meetings or general meetings with other **enjoyable activities** (meal, special outing, orientation meeting, guest speaker, etc.).
- › **Introduce** volunteer board members to the rest of the team, senior management, and other volunteers.
- › Invite them to take part in the organization's activities.
- › **Take an interest** in what the young person does outside the board meetings! For example, at the start of the year, go around the table and ask everyone to introduce themselves, their talents and their strengths.
- › **Recognize** board members (young and not-so-young) informally within the organization.
- › Organize an **informal get-together** for your board members to get to know each other (a dinner, for example).
- › **Reserve seats** for young people on your board and on your working committees.
- › Ask young board members for their **opinions** on issues during meetings.
- › Make sure to **follow up** on decisions made by these bodies.

FREEDOM

- › Make sure the **information** given to board members is clear. Invite them to ask questions.
- › At meetings, use a **variety of ways** to ensure that everyone has a chance **to express** their opinion without fearing they may be judged: going around the table, working in small groups, writing ideas down, etc.
- › When a young person submits a proposal, watch out for responses such as "we've always done it this way" or "we tried that once, and it didn't work."
- › Are there new parents who you would like to recruit for your board? **Adapt** accordingly: reimburse childcare expenses, provide drop-in daycare, modify the meeting schedule, etc.
- › Try to avoid long documents that use technical jargon. Prepare a summary to present the issues in an **accessible and pleasing** way. Vary the format (video, web documents). All your board members will benefit!
- › If possible, hold meetings at a time and in a place that make it easy for young people to attend.

POWER

- › Invite young people to observe a meeting. Assign a person to sit with them and explain what is going on.
- › Provide **training** for all new volunteer board members, young and old. This will strengthen your board. During this training, explain the roles and responsibilities of board members and the basic procedures.
- › Prepare a **detailed and annotated agenda** and send it to board members well enough in advance so that everyone has the time to become familiar with it.
- › Depending on the needs of young members, **pair them** with a more experienced person (young or old) who will take the time to explain the role of board members during meetings. This person offers support, but does not make decisions for the young person. Young board members must be able to think and act for themselves.
- › **Follow up** on decisions made at the meeting.
- › Let young people be **in charge** of carrying out and presenting certain issues to the board or at the general meeting. This will help them understand the issues and foster the sharing of responsibilities.
- › Don't arrive at meetings with decisions already made. **Deliberation is important.**
- › Deal with **issues of concern and interest to young people** at board meetings and at the general meeting. Be open to topics they may suggest.
- › **Encourage** young people to run for the board of directors or the executive council. Show that you would like them to participate.
- › Board and council work often involves a lot of reflection and determining of orientations. Emphasize the **concrete impact** of these discussions for the organization, and follow up on decisions that are made.

FUN

- › Feeling that they are **useful** can be a source of pleasure for board members.
- › Take a moment to think about the **atmosphere** of your board meetings. How can you make these sessions friendlier? (Coffee and snacks, a surprise item, someone in charge of the mood, break, pleasant location, use of humour, etc.)
- › Remember that **thoroughness and friendliness** make a good match. Everyone benefits, not just young people!
- › Insofar as possible, keep meetings **informal**. You'll be surprised at how much work gets done when the atmosphere is more relaxed.
- › **Have fun!** If you're not having fun, others are having even less.
- › Young board members will feel more comfortable if there are other young people on the board too. Try it: **involve more than one young person.**
- › At the general meeting, **vary the way of presenting** each point. For example, why not present the activities report using an interactive stand, or illustrating the activities with photos during the meeting?



Answer Sheet — Taking Action

 To be completed using the instructions in Part 3 – Section B – Choosing the action (pages 29 to 35).

STEP 1

IMAGINE THE IDEAL PLACE FOR YOUNG PEOPLE IN YOUR ORGANIZATION

You have been away from your organization for a few years, without any contact. On your return, young people are perfectly integrated into the organization.

- › What does this perfect integration look like?
- › Who are the youth volunteers?
- › What tasks do they perform?
- › How long do they stay with the organization?
- › Why do they volunteer for the organization?
- › How are they managed?
- › What are their relationships with the other people in the organization?

Write whatever comes into your head, without restriction:

STEP 2

DETERMINE YOUR OBJECTIVE

According to this ideal and the priorities you identified at the end of the diagnosis, determine the objective that will guide your choice of actions for better integrating young people.

You wish to work foremost on:

- ☐ Recruitment
- ☐ Supervision
- ☐ Welcome and integration
- ☐ Retention
- ☐ Recognition

Are you targeting specific activities or places in the organization (board of directors, events, etc.)?

Do you have a target age group? Are you focusing on a specific category of young people?

- ☐ 15-17 years
- ☐ 18-23 years
- ☐ 24-35 years
- ☐ All these categories

Brainstorm! To collect as many ideas as possible, write down all means and actions—even the most **far-fetched**—that come into your head for integrating young people. **Sometimes a crazy idea leads to a much more realistic one that you may not have thought of otherwise.**

OBJECTIVE:

Appendix 2 – Paving the Way for Youth Volunteers / Chart your path

STEP 4

SORT AND PRIORITIZE ACTIONS

TAKE THE ACTIONS LISTED IN STEP 3 AND SORT THEM ACCORDING TO THEIR FEASIBILITY.

Try to make these actions realistic. For example, if in step 3 you wrote, “Carry out an advertising campaign on all of the city’s buses” and you don’t have the means to do this, you can make this action technically feasible by writing, “Publicize our need for volunteers in the region’s high schools.” In this way, an unrealistic idea can lead to a realistic action.

ACTIONS THE ORGANIZATION CAN TAKE

ACTIONS THAT ARE HARDER FOR THE ORGANIZATION TO TAKE

ACTIONS THE ORGANIZATION CANNOT OR DOES NOT WANT TO TAKE AT THIS TIME

This sorting of actions is important to make sure the organization does not choose to embark on half-hearted or unrealistic actions.

STEP 5

ANTICIPATE CHANGES RELATED TO THE ACTION

Here are some of the difficulties often encountered when implementing actions that involve change.

We invite you to identify:

1. OBSTACLES AND RESISTANCE IN YOUR ORGANIZATION
2. YOUR PERSONAL FEARS
3. POTENTIAL ASSETS WITHIN YOUR ORGANIZATION

1. OBSTACLES AND RESISTANCE

What are the obstacles and types of resistance that your organization may face in implementing these actions?

Check the statements that are familiar to you.

Obstacles:

- ☐ Our financial and human resources are very limited.
- ☐ We cannot accommodate young people under 18 in our organization.
- ☐ We don't have the time.
- ☐ Our organization has a high turnover.
- ☐ Other: _____

Resistance:

- ☐ The organization has been working with its volunteers the same way for a long time and these habits are hard to change.
- ☐ Some members are resistant to the changes that will result from the integration of young people into the organization (volunteers, workers, board of directors).
- ☐ We don't know how to do this and are afraid of failing if we try something new.
- ☐ Our organization has a very low turnover.
- ☐ This process will require major changes.
- ☐ We often talk about changes that could be made within the organization, but we rarely take action.
- ☐ Other: _____

2. PERSONAL FEARS

Integrating young people can trigger personal fears. **Do you relate to any of these?**

- ☐ Fear of the changes that will result from the arrival of young people
- ☐ Fear of losing certain privileges
- ☐ Fear that the work won't be done well
- ☐ Fear of not having a good relationship with the youth volunteers
- ☐ Fear of being overloaded with work
- ☐ Fear of failing
- ☐ Fear of having my routine disturbed
- ☐ Other: _____

Try to explain your fears to the members of your team. In this way, you can discuss possible changes and more easily find compromises.

Throughout the process, take the time to address any difficulties encountered and how you feel about the changes. It is the best way to regain your balance in the organization.

3. ASSETS

What are your assets for dealing with resistance?

- ☐ Recent success in implementing changes in the organization
- ☐ Recognized need within the organization to integrate youth volunteers
- ☐ New people in the organization
- ☐ Knowledge and expertise that can facilitate change in the organization
- ☐ Resources allocated to the process
- ☐ Work team motivated to involve young people
- ☐ Board of directors (or board members) motivated to involve young people
- ☐ Other volunteers motivated to involve young people
- ☐ Other: _____

WHAT **STRATEGIES** CAN YOU USE TO DEAL WITH RESISTANCE IN YOUR ORGANIZATION?

1. SET PRIORITIES

Any change requires the organization to prioritize its objectives. By taking the time to organize and plan the change, you will reap the fruit of your investment in the medium term.



2. COMMUNICATE

Providing clear information (on the goal of the process; efforts, time or compromises required; means and resources available) serves to clarify the project, to bring the members of your organization “on board,” and to alleviate many of the concerns and resistance that may result from a lack of information.



3. ENCOURAGE PARTICIPATION

Making room for those affected by the choice of actions aiming to integrate young people allows them to feel involved in the process, which will then benefit from their ideas and their energy.



4. LISTEN

For various reasons, some groups will be more reticent than others. Don't hesitate to devote a bit more time to understanding their concerns.



5. RECONCILE INTERESTS

Everyone should benefit from the process. Figure out how to reconcile changes with the goals and needs of everyone involved.



ACTION PLAN

Choose one action from those you deemed realistic in step 4. Depending on your situation, you may wish to choose small actions to test the openness of your organization. By proceeding one step at a time, you have a greater chance of success.

 Make copies of this page for each action you wish to take.

OBJECTIVE			
Action chosen:			
IMPLEMENTATION STEPS	PERSON/GROUP responsible for implementing steps	RESOURCES (budget, human and material resources, time, etc.)	TIMETABLE
INDICATORS OF SUCCESS			

NOTES

A large, spiral-bound notebook with a grey cover and a white page. The page is ruled with horizontal lines. The spiral binding is on the left side.