

VOLUNTEERS IN THE CENTRE

A P P E N D I C E S

HELEEN VAN NISTELROOIJ (CCCP)

Giving people a bed...
and a reason to get out of it



Volunteers in the Centre

Appendices

West Norwood, London
June 2006

Fontys University of Professional Education in Communication
Principal / constituent: Emmaus South Lambeth

Author

Heleen van Nistelrooij (CCCP)
EK800

Supervisors

Marianne van den Bosch (Fontys University of Professional Education in Communication)
Alan Bain (Emmaus South Lambeth)



Table of contents

Appendix A: Definitions	1
Appendix B: Situation analysis	2
Appendix C: Emmaus Principles and Membership Charter	16
Appendix D: Interview results management	17
Appendix E: Interview results volunteers	21
Appendix F: Current volunteering environment	31
Appendix G: Session and results.....	35
Appendix H: Brainstorm introduction governing principles	39
Appendix I: Brochure governing principles	40
Appendix J: Impression of the introduction of the governing principles.....	43
Appendix K: Governing principles action plan	44
Appendix L: Guidebook volunteer representative	60

The dissertation belonging to these appendices can be found by following this link:

<http://145.85.7.12/co/com2know/scripties/20052006/FHCS0506137ESL.pdf>



Appendix A: Definitions

A list of definitions in alphabetical order

Word	Definition
Abbé Pierre	French priest that started the first Emmaus Community
CODAP	Community Development Action Plan
Community	Where Companions live and work, this is the residential area, the shop, the workshop, the café, etc.
Community shop	Shop that is part of the Emmaus Community where customers can receive information about Emmaus and buy second hand goods. The first ESL Community shop opened in December 2004, the second ESL Community shop opened in April 2006.
Companions	Ex-homeless people that live in an Emmaus Community
Donations	Donations of goods or money
Donor	A person that donates goods or money
Emmaus Group	An Emmaus organisation that does not have a Community yet (like ESL)
Emmaus international	The international Emmaus organisation
Emmaus international solidarity commitments	Statement of values, Emmaus's responses to the challenges of modern society and how they can work for change.
EUK	Emmaus UK, the national organisation of Emmaus in the United Kingdom
ESL	Emmaus South Lambeth, the Emmaus Group in South Lambeth that is in the process of starting up an Emmaus Community
Management	The ESL project director and the shop manager
Senior Management	The ESL Trustees
South Lambeth	A borough in South London
Staff members	ESL volunteers and the management
Supporting people	A programme that offers vulnerable people the opportunity to improve their quality of life by providing a stable environment, which enables greater independence. A working partnership of local government, service users and support agencies.
Trustee Committee	A group of successful business people that are responsible for the ESL project
UK Office	Central organ for Emmaus organisations in the UK
Universal Manifesto of the Emmaus Movement	The fundamental principles of the Emmaus movement
Volunteers	People that help to set up the ESL Community by helping out in or around the shop (not including the Trustees)
West Norwood	A small borough inside South Lambeth



Appendix B: Situation analysis

1 Internal analysis

1.1 Organisation description

Emmaus is an international, secular organisation with 442 member associations in over 44 countries (including partner associations). The organization fights against extreme poverty and its causes. Emmaus tackles the problems of homelessness through a network of self-supporting Communities, where people are offered a home, work and a sense of belonging (found on 25-02-2006 on: www.emmaus-international.org).

Year	Event
1947:	In France, Abbé Pierre laid the foundation for Emmaus by opening a international youth hostel in Neuilly-Plaisance which he names 'Emmaus'.
1949:	The first Emmaus Community was founded with its first member, Georges.
1969:	The first world assembly of Emmaus groups from all over the world in Bern, Switzerland. 70 groups from 20 countries adopted the Universal Manifesto of the Emmaus Movement, the start of Emmaus International.
1992:	Opening of the first Community in the UK in Cambridge.
1996:	Start of Emmaus South Bank (now called Emmaus South Lambeth) project by Nicholas Kittoe. From here on it took 5 years to find a piece of land where people are allowed to live, trade is allowed to take place according to the development plan and that is big enough to build a Community on.
1997:	Founding of the Emmaus UK Office.
1998:	Official registration of Emmaus with the Charity Commission for England and Wales as Emmaus South Lambeth.
2001:	Because the found piece of land was eventually sold to someone else the South Bank project is moved to South Lambeth.
2002:	The land in South Lambeth is acquired.
2004:	Opening of the Emmaus Community shop in South Lambeth.
2006:	Opening of the second Community shop in South Lambeth and start of the build of the residential area of the Community.

Table 1.1: Important dates in the history of Emmaus International, Emmaus UK and ESL (*The History of Emmaus, Emmaus UK*).

Emmaus UK

There are 13 Communities and 8 Emmaus Groups in the UK.

Emmaus Communities offer a supportive 'family' environment. Emmaus welcomes people as they are now, accepting them for who they are, asking only that they agree:

- to sign off primary benefits (income support/ job seekers allowance);
 - to play a full participating role in the life of the Community and to work to the best of their ability (40 hours a week);
 - not to bring alcohol or drugs into the Community and not to behave in an antisocial or violent manner.
- (Found on 21-02-2006 on: www.emmaus.org.uk)

Emmaus Companions each have a room of their own and work together, refurbishing and selling donated goods. Each Emmaus Community aims to become self-sufficient through raising income in this way.

On average it takes a Community five years to become self-sufficient. Until this time Communities require support from donations and grants. Groups working to set up a Community (like ESL) also rely on fundraising for the money to acquire a site, build accommodation and set up the business (Emmaus UK, n.d.).

In return for their work the Companions get a weekly allowance of £33.00 spending money and holiday and leaving allowances put aside weekly. All Companions are entitled to stay for as long as they wish and may return whenever they wish, space permitting. Emmaus give their Companions an opportunity to gain a wide variety of work experience and skills (Emmaus South Lambeth, 2005).

Emmaus UK represents the Federation of Emmaus at a national and international level and is made up of Communities and Groups. Every Emmaus Community and Group is their own separate organisation (Majonne van der Bijl, personal communication, 07-04-2006).

The Emmaus UK Office, based in Cambridge, is a central organ for the Emmaus organisations in the UK.

It is not the Emmaus UK headquarters but they provide advice and coordination. They advise Communities and Groups when they ask for it, existing Communities are their main priority. The Communities and Groups have the final say in their own strategy.

The Emmaus UK Office developed a CODAP (Community Development Action Plan) which provides Emmaus UK organisations with guidelines on how to set up a Community. Furthermore, the Emmaus UK Office has a fundraising team that helps Communities and Groups with fundraising. They set out guidelines for all communication that has to do with fundraising (van der Bijl & Krijnen, 2005).



Emmaus International has set up some basic principles for all Emmaus Communities (Emmaus International General Assembly, 1998).

The principle on which every Community is founded is that, by providing people who have been dispossessed and excluded, with meaningful work and a communal purpose thus enabling them to become self-supporting, those same people are able to become contributing members of society (found on 21-02-2006 on: www.charitycommission.gov.uk/registeredcharities/showcharity.asp?remchar=&chyno=1069610).

Because the only 'rules' for Communities are the Emmaus Principles they have a lot of freedom to determine their own strategy. This is why the different Emmaus Communities in the UK have different views and ideas on how a community should look and be run.

For example: The Emmaus Community in Cambridge* does not agree with the way other UK Communities get funding. They started their Community by raising funds in their Community Shop. Other Communities in the UK accept funding from a government programme called Supporting People (found on 02-05-2006 on: www.spkweb.org.uk) to run their Community. This comes with certain demands from these governments. This is against the principles of Emmaus Cambridge (Paul Bain, personal communication, 03-02-2006). In May 2006 Emmaus Cambridge decided to leave the Federation because of these 'problems' (Emmaus UK, personal communication, 11-05-2006).

There are also differences in the size of the Communities. The Bristol Community has 18 companions, one shop and one workshop (Malcolm Thorne, personal communication, 11-02-2006). The Emmaus Community in Brighton has 40 companions, an internet café and they sell plants.

Emmaus South Lambeth

At the moment ESL has two Community shops, located on Knight's Hill, off a busy shopping street in West Norwood. The first shop opened in November 2004, the second shop opened in April 2006. The shops look very professional and especially the second shop attracts many new customers because of its nice furniture displays. There are 15 volunteers, a shop manager and a project director that help run the ESL Group (Majonne van der Bijl, personal communication, 20-02-2006).

The first shop sells books, videos and DVDs, CDs and records, toys, clothes, glassware and small household items. The second shop functions as an office and a showroom for small items of furniture.

The turnover is about 250 pounds per week* (van der Bijl, 2006). The shops are open Monday to Friday from 10.30 am to 5 pm and on Saturday from 11 am to 4 pm.

The ground and the building for the future ESL Community are already in possession of ESL and the build has recently started. The Community will provide 25 single bed en-suite rooms, community living areas including a kitchen, dining room and recreation space and two separate self-contained flats for residential staff. There will also be a workshop, training, customer display, café, storage and recycling space (Majonne van der Bijl, personal communication, 20-02-2006).

The ESL Community will not only benefit the companions and volunteers, the local community in West Norwood will also benefit in the following ways:

- access to affordable household goods;
 - contributor to local recycling initiatives by collecting unwanted goods;
 - a café open to the public;
 - the regeneration of a long-derelect industrial site;
 - some of the cash surplus generated by the Emmaus business invested locally.
- (Emmaus South Lambeth, n.d.)

Furthermore, ESL tries to involve the neighbourhood by organising small events for specific groups (e.g. Tickle show for children).

1.2 Structure

Every Emmaus Community is led by a Trustee Committee. They translate the Emmaus UK strategy into concrete plans. At ESL, the Committee provides leadership to the other Committees and the project director. The Trustee Committee consists of 8 Trustees, most of them successful business people. The Trustees are also volunteers, they are responsible for the progress of the project. It is voluntary but not without engagements.

The Trustees are responsible for the project; they own the site, hold the bank accounts and other assets and employ the project director and shop manager (van der Bijl & Krijnen, 2005). Because the Trustees only meet once a month it can take a while before decisions are made. The Chairman of the Trustee Committee is Nicholas Kittoe.

In principle the Trustee Committee leads four other Committees within ESL. Together with the project director they are part of most of these Committees.

- Fundraising Committee: they are raising funds for the start of the Community. They are mainly selected because of their network. This Committee consists of most of the Trustees, the project director and some of the volunteers.
- Building Committee: they take part in everything that has to do with the building of the Community.
- Local Business Committee: are responsible for the ESL Community shops, this Committee is not yet active.

* The first Emmaus Community in the UK.

* Before the opening of the second shop in April 2006.



- Community Committee: are responsible for everything in and around the ESL Community. (Alan Bain, personal communication, 23-03-2006)

The management supports the Trustee Committee. The management consists of the project director (Alan Bain) and the shop manager (Majonne van der Bijl), they are the only two paid employees within ESL.

The main task of the project director is starting up the Community and advise the shop manager. The current project director, Alan Bain, has been with ESL since September 2005 (Alan Bain, personal communication, 23-03-2006).

The shop manager leads the volunteers, organises the daily shop routine and plans events to raise awareness for ESL. She also gets jobs from the project director that he does not have time to do, because of this the shop manager has too many jobs to do for the time available.

The position of shop manager is new and Majonne van der Bijl is the first person to fill this position within ESL. She has been with ESL as a shop manager since November 2005, but has been involved with ESL as an intern since January 2005 (Majonne van der Bijl, personal communication, 20-02-2006).

Most of the volunteers help run the Community shops. Everyone who can be of any help as a volunteer is welcome. The shop manager chooses the right people for the right jobs according to their skills and interests. The volunteers clean donated goods, decorate the shops and help the customers.

There are also some volunteers that have more specific tasks within ESL, for example pr, marketing and fundraising.

In total the ESL team consists of 25 people.

Trustee Committee	Fundraising Committee	Project director	Shop manager	Volunteers
Bennett, Mike Grieves, John Heron, Michael Joyce, Thomas Kittoe, Nicholas Ogden, Cath Sheehan, Melanie Vincent, Robbert	Grieves, John Hashemi, Pippa Heron, Michael Howard, Michael Fitzalan Joyce, Thomas Kittoe, Nicholas Vincent, Robbert	Bain, Alan	Bijl, Majonne van der	Brooks, Ann Colston, H-J Frith- Wright, Phyllis Habtegiorgis, Ermias Hashemi, Pippa Houssay, Carine Marshman, Violet Morales, Jenny Oliveira Pegado, Maria Suarez Ferradens, Paula Tan, Elaine Vadgama, Nitesh Val-Macauley, Jonathan Williams, Jenny Wright, Denise

Table 1.2: Current ESL volunteers and employees

The organization structure of ESL is portrayed in the following organization chart (Emmaus South Lambeth, 2005).

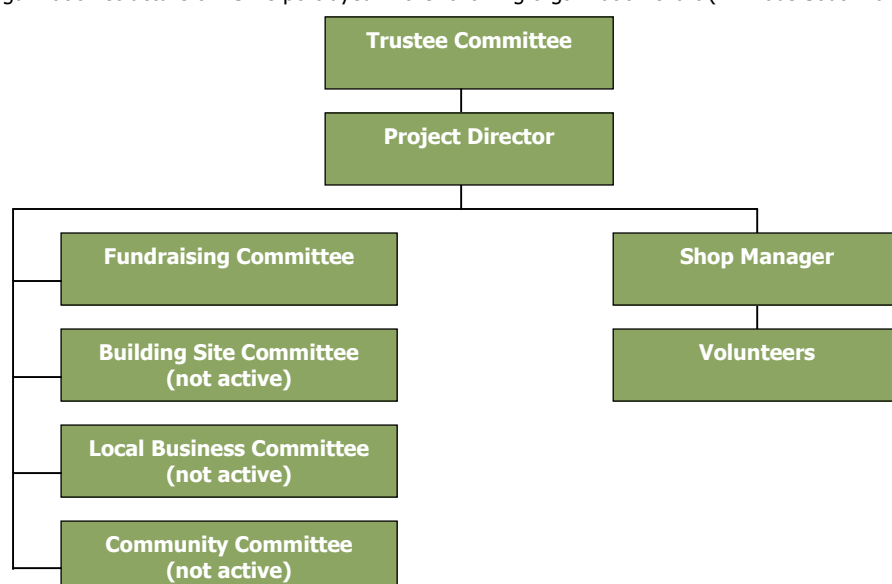


Figure 1.3: ESL organisation chart



Characteristics of this organisation structure are:

- orders are given in a vertical direction only, every member of the organisation has only one supervisor;
 - there is a strict hierarchic relationship between the supervisor and the employee;
 - the employee needs to carry out orders given by the supervisor.
- (van Dam & Marcus, 1999:445)

In reality the organisation is not as structured as it might seem in the organisation chart.

As you can see in the chart the shop manager supervises the shop based volunteers. But because the office of the shop manager and project director are both the same place, the project director also supervises the volunteers when the shop manager is unavailable. This usually happens in a very casual way, there is not a real hierarchy between the volunteers and the management.

This is not the same with the Trustees. There is a hierarchic relationship between the Trustees and the management and the Trustees and the volunteers. The Trustees are the direct supervisors of the project director, they have status. The Trustees have no direct contact with the (shop based) volunteers.

In the organisation chart it seems as if the project director supervises the other Committees. While in fact the Trustee Committee does this (Alan Bain, personal communication, 23-03-2006).

This organisation structure works for ESL. Every member of the organisation has only one supervisor and it is clear who that is. There is a clear picture of the organisation structure within the organisation. Decisions can be made and implemented quickly. If the shop manager does not have enough expertise to make a decision the project director can advice and help her with this.

1.3 Vision

The Emmaus vision, as described in the Emmaus International Movement Commitments, is:

The world is divided by poverty and inequality. People suffer from exclusion, oppression and exploitation. In Emmaus we believe that the world must change. Ours is a worldwide movement committed to showing that it is possible to work together in harmony, sharing a life where every one is treated equally and can live in dignity (Mackechnie-Jarvis, 2001:53).

1.4 Mission

The Emmaus UK mission statement as described in the Emmaus UK Objectives in 2005 is:

The establishment and maintenance of successful Communities for socially excluded people enabling them, through the provision of accommodation and work in self-supporting social enterprises, to recover their dignity, regain control of their lives, and generate the wherewithal to help those less fortunate than themselves (Emmaus UK Objectives, 2005, Emmaus UK).

1.5 Objectives and strategy

The ESL objectives are described in an extract from the Central Register of Charities:

The alleviation and relief of poverty, hardship and distress arising therefrom to those in need without distinction by:

1. *The provision of accommodation, or assistance in such provision, for the poor and homeless in the Southbank area of London and such other places as may seem appropriate from time to time.*
2. *The provision of education, training and employment training for such persons with the purpose of developing skills to enable them to gain employment.*
3. *The support of the work of other Emmaus Communities or other agencies in the relief of poverty and homelessness whether in the United Kingdom or elsewhere in the world and in particular (without limitation) by the exchange of resources, information and expertise with other Emmaus Communities worldwide.*
4. *The fulfilling of such other purposes as may from time to time be recognised by English law as being charitable and which the charity shall from time to time determine* (found on 21-02-2006 on: www.charitycommission.gov.uk/registeredcharities/showcharity.asp?remchar=&chyno=1069610).

A strategy to reach these objectives is imbedded in this statement. They try reach their goal by setting up a Community, providing education, training and work experience, supporting other Emmaus Communities or other agencies with the same objective and other charities.

The main objective is to teach the homeless to manage on their own in society, so they can function without the help of Emmaus (Alan Bain, personal communication, 08-02-2006).

Furthermore, ESL wants to help other people in need. They do this by:

- making the Community a home for volunteers and customers;
 - involve the neighbourhood and be involved in the neighbourhood;
 - offering small items of furniture for low prices;
 - becoming financially independent and help others with any surplus money.
- (Emmaus South Lambeth, n.d.)

There is no long-term strategy for the Community shops and the project at the moment. A short tem strategy and objectives are described in the Shop Report, made by the shop manager. There is also no strategy for when the Community is up and running. There is an Emmaus South Lambeth Business Plan and Funding Proposal, but this plan it out of date, last revised in August 2005, and not in use.



1.6 Core values

Core values are qualities of the organisation that are part of the organisation identity. In the beginning of 2005 Majonne van der Bijl en Jenny Krijnen researched the ESL identity. They held a meeting with 2 Trustees, the project director at the time (Kate Burman) and a volunteer.

Together they constructed a list of 8 core values for ESL:

- **Home:** the future Community should be as a home for both the Companions as well as the customers and employees. It should be more than just a place to sleep, work or shop.
- **Work:** the future Community will provide work. The Companions have to work best to their abilities: Giving people a bed and a reason to come out of it.
- **Movement:** Emmaus South Lambeth wants to show people a certain way of life based on a mentality of caring, sharing and giving to the society. The organisation might be a charity, but because their goal is to be self-sufficient, the term 'Movement' fits best.
- **Community:** Emmaus South Lambeth is a Community and strives to contribute to the neighbourhood to contribute to the quality of the neighbourhood.
- **Recycling:** Emmaus South Lambeth recycles furniture and household goods. By doing this they help shrink the access waste.
- **Self-supporting:** Emmaus South Lambeth strives to become financially independent by recycling and selling donated goods.
- **Respect:** Emmaus South Lambeth helps people to regain their self-respect by helping them to become independent. They do this by creating work and a respectful environment.
- **Welcoming:** Emmaus South Lambeth appreciates and accepts people the way they are instead of judging them because of their past. The Community will be inviting, open and warm.

(van der Bijl & Krijnen, 2005^a)

These core values are determined and described but ESL does not actively use them. Some of them are present in the organisation, but they do not do anything with them in their communication.

1.7 Culture

The organisation culture is a very important aspect in the organisation. It determines the atmosphere in the organisation, which influences the employees, the quality of their work and therefore the image of the organisation. It also plays a big part when there are changes in the organisation.

ESL is an organisation where people are the most important aspect. The volunteers are appreciated because they contribute something to ESL. Because ESL depends on its volunteers it is important that they feel appreciated and feel at home in the organisation. The volunteers are independent and the management tries to give them responsibilities and involve them in the decision-making.

People are very friendly towards each other and when there are more people in the organisation they talk to each other a lot. Volunteers often work individually because there are not enough volunteers. Because of this the volunteers do not feel like part of the ESL team, they sense a lack of team spirit.

Because most of the people that work within ESL are volunteers they are motivated and willing to help out. When volunteers come to the organisation the shop manager tries to find them work to match their skills and interests. Because of this volunteers are happy with the work they do, and therefore are enthusiastic while carrying out their duties. ESL tries not to judge people on their abilities or where they come from. Everyone is welcome at ESL if they can actively contribute something to the organisation.

Because they work with volunteers they also have to make due with what the volunteers can do, volunteers are scarce and it is important that they are happy in order to keep them in the organisation.

There have been some changes in the organisation. There is a new project director since September 2005 (Alan Bain), before that Kate Burman led the project. She was very open in her approach and let the volunteers run the shop because she was very busy with the fund raising part of the project. She did not have time to arrange the day-to-day activities. The new project director is more structured and less chaotic (Majonne van der Bijl, personal communication, 05-06-2006).

Alan Bain, the new project director, hired a shop manager (Majonne van der Bijl) in November 2005 (a new position within ESL). Because of this the volunteers receive proper supervision. They also have less freedom than they are used to. The organisation is more structured now, the activities are planned and the volunteers do have more rules they need to follow. Even though there are still a minimum amount of rules and procedures. These are changes that some of the volunteers still need to get used to and one of the reasons for the unhappiness of some of the volunteers.

Looking at the organisation culture there is a difference between the volunteers. First of all there are some volunteers who have been with the organisation since the first Community shop opened, they are more stuck in the old way of doing things. There are also volunteers that joined the organisation more recently, they do not know the organisation any different from what it is at the moment.

To identify the organisation culture I used the double-S model by Goffee and Jones (Goffee & Jones, 2003). Rob Goffee and Gareth Jones have reduced culture to two dimensions: sociability and solidarity.

- **Solidarity:** the degree to which people think together in the same way, sharing tasks and mutual interests. The main driving force in decisions is logic.



- **Sociability:** mutual esteem and concern for one's colleagues. The main driving force in decisions is emotion and social concern. High sociability is people-based, low sociability has a greater task focus.

The double-S model is a two-by-two matrix that identifies four cultures, depending on high and low solidarity and sociability:

- **Networked Culture**

In a networked culture there is high sociability and low solidarity. This leads to open physical spaces including social areas, decorations, much talk (including informal meetings), lots of use of email, phones, etc., attention to communicating in the 'right' way, socialising during work hours and people identify with one another (Goffee & Jones, 2003).

- **Communal Culture**

In a communal culture there is high sociability and high solidarity. This leads to open plan spaces, highly visible corporate symbols, focus on face-face communication, work as living and vice-versa, the work-life balance is irrelevant and people identify with company values (Goffee & Jones, 2003).

- **Fragmented Culture**

In a fragmented culture there is low sociability and low solidarity. This leads to private offices or people who work from home, little talk or communication (with little opportunity for casual chat), talk is focused on specific topics and kept short, most talk is directed to people outside the organization and people identify with individualism and freedom (Goffee & Jones, 2003).

- **Mercenary Culture**

In a mercenary culture there is low sociability and high solidarity. This leads to functional spaces that do the job and little more, displays of awards and recognitions, talk is short and focused, argument is confrontational, long hours when it is needed (which is often) and people identify with winning (Goffee & Jones, 2003).

		Solidarity	
		Low	High
Sociability	High	Networked Culture	Communal culture
	Low	Fragmented Culture	Mercenary Culture

Figure 1.4: Double-S model by Goffee & Jones 2003

The organisation culture of ESL is a combination of the networked culture and the communal culture.

The organisation is people based, this means that there is a high sociability.

The people that work at ESL are all there because of what Emmaus stands for. They also have reasons of their own to volunteer for ESL, but they all have one common goal, which is to get the ESL Community up and running. Volunteers care about each other and decisions are made based on their emotion and social concern. People talk a lot and socialise during work hours and can identify with each other to a certain extent. This is similar to a networked culture.

Communication happens mostly face-to-face. The physical spaces are very open. The office of the management does not have doors and is based in the middle of the volunteer work place. People move freely in and out of the different areas.

Because ESL is a charity people are sometimes still occupied with work when they are at home. They can identify with the values and mission of the organisation and when they leave they continue to be supporters of the organisation. This is similar to a communal culture.

1.8 Volunteers

The ESL volunteers are the face of the organisation, they talk to the customers and ESL depends on them to run the shops. The ESL volunteers are all from different backgrounds and different age groups. ESL has a diverse ethnic group of volunteers. People from all over the world volunteer for ESL.

There are some 'new' and some 'old' volunteers. The old volunteers have been with ESL since the previous project director (Kate Burman) was leading the project. This is the minority of the volunteers. Many new volunteers have joined the organisation in the past couple of months.

Because many old volunteers left and new volunteers arrived, the group of volunteers do not know each other as well as they did before.

There are not enough volunteers to do all the work and therefore there is often only one volunteer at the time in the shop. The result is that there is not much contact and teamwork between the volunteers. This has a big impact on the volunteering environment and the atmosphere in the organisation, there is not much team spirit and the volunteers are not much involved in the organisation. Volunteers are also not very committed to the organisation, they often turn up late for work or do not show up at all. Some of the volunteers are not happy in the current volunteering environment and think about leaving because of this.

From the start there has not been a decent policy for working with volunteers within ESL. This has caused some problems and misunderstandings in the organisation and can cause more problems for the future. It has never caused any problems before because the volunteers were left to do their own thing without much interference of the management. The shop manager wants to introduce a proper volunteering policy but does not have enough time to do this (Majonne van der Bijl, personal communication, 08-03-2006).



Furthermore, the role of the volunteers when the Community is up and running is not yet clear. The ESL Trustees want to see the Companions running the shops and think they no longer need the volunteers. The management thinks that it is good to still use volunteers because they are their connection to the community of West Norwood and can help spread the ESL idea (Alan Bain, personal communication, 23-03-2006).

1.9 Communication

ESL does not have a full time communication professional in the organisation. The shop manager executes this task when she has time to do this. Because of this communication is used ad hoc and there is no unity in the communication instruments used (there are often differences in writing style, lay-out etc.). Some of the communication outings can be designed by the UK Office, but even the UK Office uses different styles all the time. ESL does not have a budget for communication. When communication is needed they try to spend the least amount of money possible.

External communication does not happen much and is often ad hoc in reaction to something that is happening, like leafleting when they need more donations. There are no basic procedures for external communication. The instruments used are the Community shops and leaflets that are distributed by volunteers. ESL also profits from external communication from the UK Office. They place ads for donations and new Trustees. Internal communication happens more frequently but still is not very structured. Because internal communication is the most important aspect in my research this is described more in depth.

Internal communication

The following chart shows the formal communication lines within ESL.

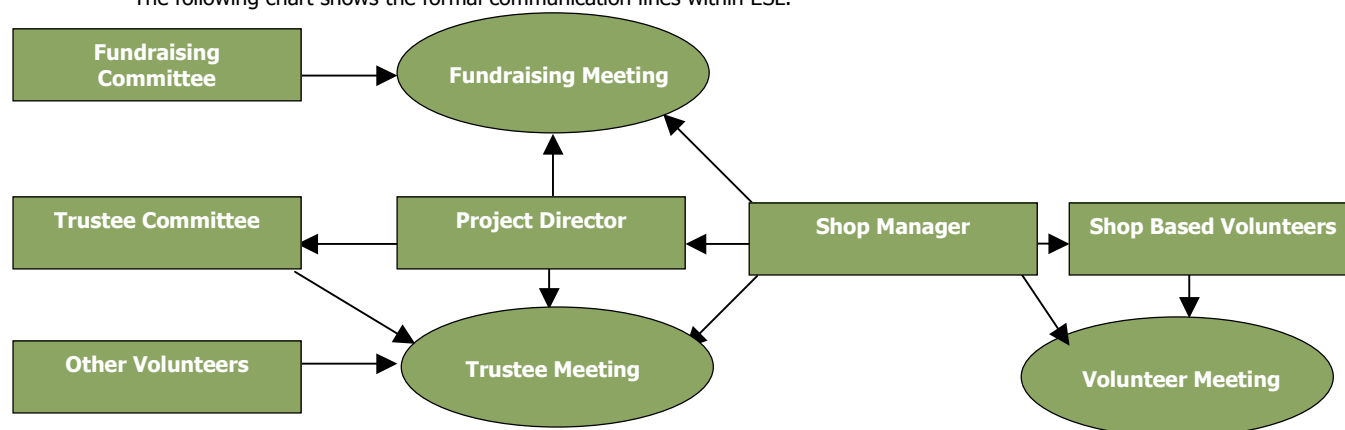


Figure 1.5: ESL internal communication chart

The arrows show who has formal contact with whom within ESL:

- Trustee Meeting: once a month all the Trustees, the project director, the shop manager and some of the volunteers meet to discuss the progress of the ESL Community shops and Community.
- Fundraising Meeting: once a month all of the members of the Fundraising Committee meet to discuss the process and possibilities of fundraising.
- Volunteer meeting: once a month the shop manager meets with all the volunteers to discuss the shops. The volunteers have a chance to share their opinion.
- Teleconference: every Thursday the project director has a conference call with the Trustees.

The shop manager directs the internal communication in the shops. She sets up the volunteers meeting, posts news on the notice board and keeps in touch with the volunteers. She tries to keep these activities structured but because of lack of time this is often not happening.

Information is shared with the volunteers through a notice board in the basement. The volunteers do not check this notice board regularly because the information on it is often not up-to-date. The Emmaus newsletters are also distributed through this notice board.

Volunteers communicate with each other through the shop book, mainly about practical things concerning the shops, and when they work together in the shops through informal chats. The shop manager and the volunteers also communicate with each other through informal chats in the shops, telephone and through e-mail.

The informal chats are used often to share information with the volunteers. But because these chats are not structured it is hard to tell which volunteer knows what information and who does not know anything. This causes a situation where some volunteers know more about what is going on than others.

Once a month there is a volunteer meeting to catch up with the volunteers and hear their opinion(s). In reality this meeting is used to inform the volunteers about decisions and progress more than to involve them in the process. There are often not many volunteers present at these meetings because volunteers have limited time available. Therefore not all volunteers know about what has been said and what was decided. The shop manager does make



minutes of the volunteer meeting for the volunteers that were not present but they are posted on the notice board and often not read.

Sometimes there are not enough volunteers to attend the meeting and therefore it has to be cancelled.

The management works with the volunteers on a daily basis, as a result they usually already have a good idea on the opinions of the volunteers.

The volunteers are not aware of what is discussed in the Trustee meeting and are not involved with what goes on in these meetings. They have no contact with the Trustees

There is no relationship between the Trustees and the shop based volunteers. If anything from the Trustees has to be shared with the volunteers this happens through the shop manager in the volunteer meeting.

The shop manager and the project director often have informal chats because they share the same office.

Furthermore, the shop manager, project director and Trustees keep in touch with each other through telephone and e-mail.

An overview of the internal communication instruments used within ESL, Emmaus UK and Emmaus International can be found in table 1.6.

Internal Communication	
Emmaus South Lambeth	Emmaus UK and International
E-mail	E-mail
Telephone	Telephone
Monthly fundraising meeting	Annual meeting with all the Communities
Monthly Trustee meeting	Emmaus UK members visit meetings of other Communities
Monthly volunteer meeting	Emmaus UK e-mail 'News Brief' every quarter of a year
Weekly teleconference with Trustees and project director	Emmaus UK internet forum on www.emmaus.org.uk
E-mail update from the project manager to the Trustees	Emmaus UK newsletter 'Federation News' every quarter of a year
Notice board and shop book	

Table 1.6: Internal communication instruments within Emmaus

External communication

Majonne van der Bijl and Jenny Krijnen wrote an external communication strategy for ESL during their internship in January 2005. In this plan they distinguished two phases: starting up the Community and the Community up and running. A communication strategy and objectives are drawn up for both phases and the plan is very elaborate. But because there is no communication employee nothing is done with this strategy.

The most important target groups for ESL to communicate with are: donors, residents of West Norwood, potential volunteers and customers.

To get the local residents involved with ESL the project director holds talks at churches and other meetings. The audience is invited to come to the shops and receive a brochure and a newsletter. The aim of these meetings is informing but also involving the community.

ESL is a very open organisation but is very reactive in their communication. When a person is interested they can go to the ESL Community shops and get all the information they like.

According to a customer research that Majonne van der Bijl and Jenny Krijnen performed during their internship in January 2005 almost half of the customers do not know what ESL does. Even more people (80 percent) do not know about the build of a Community (van der Bijl & Krijnen, 2005). These are the percentages for customers of the ESL shop in 2005, the percentages amongst the people who do not visit the shops are expected to be even lower.

The Community shops are communication instruments that are used to talk to the local residents and other customers. Since the Community is not built yet the shops are the face of Emmaus. The shop looks professional and about 150 customers* enter the shop each week (this is counted by the volunteers during their shift). The shop window is decorated by one of the volunteers each week and attracts many customers.

Most people enter the shops to browse through the bric-a-brac and have time for a chat. But because some volunteers are more pro-active about this than others the shops are not optimally used as a communication instrument. There are posters in the shops and the shop window and there should be newsletters and brochures available in the shop (ESL, Emmaus UK and Emmaus International). But the newsletters are often not available and the posters are positioned on the bottom of the cash register and therefore they are hardly read by the customers. From a customer research performed in 2005 came the following results: most of the customers (80 percent) have not read the ESL brochure, even more customers have not read the ESL newsletter (91 percent) and none of the customers have looked at the ESL website (van der Bijl & Krijnen, 2005).

ESL uses leaflets to communicate with potential volunteers and donors. These leaflets are spread through the shops and by volunteers.

* Before the opening of the second shop in April 2006.



Furthermore, new volunteers are recruited through the website Gumtree on which advertisements can be placed free of charge. Volunteers are also recruited through the Lambeth Volunteer Centre. There are around 500 volunteer centres around the UK (National Centre for Volunteering, n.d.⁹), in London each borough has a volunteer centre (Majonne van der Bijl, personal communication, 03-05-2006). They put people in touch with organisations that need volunteers (National Centre for Volunteering, n.d.⁹). Organisations register with their local centre and they get a place on their website: www.do-it.org.uk (Majonne van der Bijl, personal communication, 03-05-2006). The shop manager wants to start with putting advertisements up in the shops to recruit new volunteers. Furthermore, advertisements in the newspaper are sometimes used to recruit new Trustees and volunteers. The UK Office also advertises nationally for new Trustees.

An overview of the external communication instruments used by ESL, Emmaus UK and Emmaus International can be found in table 1.7.

External Communication	
Emmaus South Lambeth	Emmaus UK and International
E-mail	E-mail
Telephone	Telephone
Shops	Emmaus UK website
Website	Emmaus UK news brief 'New Lives' three times a year
Press Representative (one of the volunteers)	Emmaus UK cd-rom 'New Lives Appeal'
Emmaus South Lambeth website as a part of the Emmaus UK website	Emmaus International Newsletter 'Tam-Tam' 10 issues per year
Brochure to introduce ESL and how the Community works	Emmaus International news brief 'Newsletter' every quarter of a year
Emmaus South Lambeth news brief every quarter of a year	Emmaus international Annual Report
Talks at meetings by the project director	Emmaus International sell on in Paris
Flyers and posters	Different brochures and leaflets
Other community events (e.g. tickle show)	

Table 1.7: External communication instruments

House style

Abbé Pierre named Emmaus (pronounced e-may-us) after the name of the village of Palestine where, according to the Bible, Jesus appeared resurrected to his disciples on Easter Monday. They then regained hope and went back to Jerusalem to spread the good news (Emmaus UK, 2005a).

The name symbolizes hope. It comes from a story in St. Luke's Gospel and although Emmaus is not a religious organization, Communities around the world have kept the name because of its symbolism (Frequently Asked Questions about Emmaus, Emmaus UK).

The Emmaus logo is different all over the world. The logo used by ESL was designed by members of a Community in Chile, South America. It represents the dove of peace, the wings of the dove represent the hand of work holding the flower that represents renewal through recycling (Rosie Jack, personal communication, 02-05-2006).

The colours that are used are green, red and black.

Within ESL the Emmaus house style is used irregular. Sometimes a certain font and lay-out is used, the next time another.

The slogan for all Emmaus UK organisations is: *Giving people a bed, and a reason to get out of it* (found on 21-02-2006 on: www.emmaus.org.uk).



Figure 1.8: The Emmaus UK logo



Conclusion

Here is an overview of the strengths and weaknesses of ESL.

Strengths:

- Both of the ESL Community shops are located off a busy shopping street in West Norwood. The shops look very professional and especially the second shop (that opened in April 2006) attracts many new customers because of its nice furniture displays.
- The ESL project benefits the local community by offering good quality goods for low prices, contributing to the recycling activities by collecting unwanted goods and organising events for the local community.
- Recently many new volunteers have joined ESL. They are a breath of fresh air in the organisation by providing new ideas and fresh enthusiasm.
- ESL volunteers are all from different backgrounds, ethnic groups and ages. This creates a very diverse group of people that can learn a lot from each other. They are a nice group of people, nice to work with.

Weaknesses:

- The UK Office does not get really involved with the Emmaus Communities and Groups. When Groups or Communities ask for information or advice they provide this, but they do not take much initiative. A lot of information is lost because of this. Better coordination between the UK Office and Emmaus UK would be helpful.
- The existing Communities get priority from the groups that are starting up a Community. This is strange because Emmaus UK wants to start as many UK Communities as possible. The Groups need the help and assistance of the UK Office the most.
- ESL does not have a long-term strategy for the future. The ESL Business Plan and Funding Proposal is out of date and not used. They know what they want to achieve, but the details are missing.
- There is not much team spirit in the organisation, volunteers do not feel as if they are part of the ESL team.
- There are not enough volunteers, therefore volunteers often work alone in the shop.
- Some of the more fragile ESL volunteers do not treat others with respect.
- Internal communication is not structured and does not happen enough.
- External communication is reactive and customers do not know what ESL does and about the build of the Community. Most of the customers have not read the brochure, the newsletter or the website. No communication budget.
- There is no clear volunteering policy within ESL.



2 External analysis

2.1 Influential parties

The most important external parties are described below.

Potential volunteers

The potential volunteers are very important to ESL. At the moment ESL relies on their volunteers to be able to run their organisation. Potential volunteers are people from the West Norwood area that have spare time.

The reasons for people to volunteer or not to volunteer are very different. There are certain barriers that cause people to choose not to volunteer (National Centre for Volunteering, n.d.⁹). It is important to know what these barriers are to be able to recruit more volunteers and keep them for longer.

The most important barriers according to the National Centre for Volunteering are that people do not know if they are allowed to volunteer or if they can afford it (will it effect their benefits?). Furthermore, they are unsure about what they will be asked to do, how much time they need to give, if they will be treated well and if they will get on with people. People are afraid they are not up to it or that the commitment will end up being more than they can handle.

People find it easier to start volunteering if they have been asked to volunteer, if they know anyone that is already a volunteer, if someone gets them started, if it improves their skills, they can do it from home or if it leads to qualifications (National Centre for Volunteering, n.d.⁹).

Motivations for people to volunteer are commitment to the organisation or the cause, meeting people, gaining skills, utilising existing skills and keeping active (National Centre for Volunteering, n.d.⁹).

Customers

Customers are one of the most important external parties for ESL. The shop depends on these customers because without them there would not be any profit. About 150 customers* enter the shop each week (this is counted by the volunteers during their shift). Most of them are regular customers but there are also some antique and book dealers, they are looking for good deals on products they can sell for a higher price themselves.

Results from a customer research in 2005 are that most customers that come into the shop are one time visitors (40 percent), about one fifth of the customers visit the shop once a week and the same amount of people visit the shop once a month. Most of the customers (94 percent) buy from charity shops regularly (van der Bijl & Krijnen, 2005).

The ages of the customers vary from 15 to over 60 but most customers are between 30 and 40 years old (43 percent). Most of the customers are female (66 percent) and live between 1 and 2 miles from the shop (71 percent) (van der Bijl & Krijnen, 2005).

Donors

Just like ESL depends on their customers they also depend on their donors. Donors are people donating money or goods. ESL needs donations to sell in their shops. The turnover depends on the (quality of the) donations they receive. Donors can be individuals that live in the West Norwood area but local shops also donate goods to ESL. Not all donated goods are accepted by ESL.

Accepted goods are household goods, china and glassware, books, videos, CDs and DVDs, small furniture. Not accepted goods are clothes, large furniture (beds and sofas), electrical items, items like prams and rocking chairs (because of safety reasons) and anything that is broken, damaged or dirty. The rule is that if you would not buy it do not donate it either (quality wise).

Furthermore, the local recycling centre saves goods in an ESL container that they think ESL can sell again. Once every month or every two months Emmaus Greenwich goes to this recycling centre to empty the container because ESL does not have their own van at the moment. Emmaus Greenwich keeps the furniture and delivers the bric-a-brac to ESL.

Money donated to ESL is also important to raise the funds needed to build the workshop and the warehouse for the future Community. The funds to build the Community are already collected and they still need 1,4 million pounds to be able to build the rest (Alan Bain, personal communication, 04-05-2006). Funds come from the government, the Community shop, donors (individual money donations), funds (organisations) and grants.

These funds are very important at the moment but when the Community is up and running they should become self-sufficient. All the profits made then go to charities or projects in the area chosen by ESL and the companions.

Competition

ESL has many different types of competition. The main types of competition are mentioned below.

- Substitutes
 - New goods: Nowadays you can buy new goods for almost the same prices as some of the goods in the ESL shop (e.g. at IKEA, furniture shops, internet sales, supermarkets and markets).
 - Antiques: small items of antique furniture are also sold elsewhere (auctions, markets, antique dealers).
 - Do it yourself: there are people who make their own small items of furniture.
- Internal Competition

* Before the opening of the second shop in April 2006.



Charity shops: on West Norwood High Street there are three other charity shops (Geranium Shop, The Evergreen Trust and The Salvation Army).
 Commercial second hand shops: there are four commercial second hand shops in the area
 Internet: second hand goods are often sold on websites like E-bay and Gumtree.
 Privately owned advertisements: people sell their second hand goods often via advertisements in the newspapers
 Family / friends: if people need furniture or other household items and they do not want to buy new ones they often go to family and friends to see if they have any spare items or items in storage
 Markets: there are small markets in the area where second hand goods are sold, for example antique markets.
 (van der Bijl & Krijnen, 2005^a)

ESL is located just off a busy shopping street in West Norwood. Three other charity shops are located on this street and there are about 15 other charity shops in a parameter of 10 Kilometres (van der Bijl & Krijnen, 2005^a). ESL is one of the best looking shops with a very professional looking shop window and nice furniture displays. This competition is not favourable for the turnover of ESL but the other charity shops in the area are not only competitors when we look at it from a sales perspective. The other charity shops also work with volunteers and are competitors on this level as well. When someone decides to volunteer in this area they have four charity shops to choose between. Since ESL needs more volunteers it is good to make sure ESL stands out from the other charities in the area and reach out to the (potential) volunteers.

Media

The press reports on issues that are important to ESL (e.g. opening of the second shop, building of the site, the launch and recycling). The South London Press is the most important local newspaper. The regional press is important to generate (positive) publicity and create the right image. Especially because the West Norwood community needs to be kept up to date on what goes on in their neighbourhood with the opening of the second Community shop and the building of the residential area.

Government

There is general legislation that ESL needs to take into consideration. First of all there are environmental rules and guidelines, but also rules for charities and they deal with politics when tackling the problem of homelessness.

- Lambeth (Council): Lambeth Council is involved in the building of the site (e.g. the planning permission) and initiate recycling schemes.
- Neighbour Councils (Wandsworth, Southwark, Croydon, Dulwich): they are involved with the recycling schemes of ESL and of their own Councils.

Other parties involved are: the general public (individuals, schools, sports teams and churches, people for or against the building of the Community and people that participate in ESL events), the homeless people who will be the beneficiaries once the Community is up and running, the ESL lawyers (Freshfields Bruckhaus Deringer), the housing cooperation (Ujima) and the bank (Charity Aid Foundation) (van der Bijl & Krijnen, 2005^b).

2.2 Influential aspects

The most important influential aspects are described below.

Demographical Trends

The population of the United Kingdom is ageing. There are more and more people aged 65 and over (National Statistics, 2006). But the Norwood area is an exception, the amount of people over 45 is decreasing (OACE, 2003). This is not a good trend when we look at the amount of volunteers available in this area because people aged 45 and over are more likely to volunteer than other age groups (Ruston, 2003).

People between the age of 65 and 74 have the highest level of volunteering, those in higher age groups are more likely to have health problems or reduced mobility which could prevent them from volunteering (National Statistics, 2005^a).

There are more women in the age group of 45 and over in the Norwood area (OACE, 2003), this is also good because women are more likely to volunteer than men (Ruston, 2003).

Other trends, such as falling birth rates can also work against volunteer involvement. Women with children that are unemployed have spare time and can spend this time volunteering (National Centre for Volunteering, 2002).

Economical trends

The earlier retirement trend is reversed by a tightening labour market (National Centre for Volunteering, 2002). This works against volunteer involvement. Furthermore, there are more women entering the labour market (National Centre for Volunteering, 2002) this also works against volunteer involvement. Women are after all most likely to volunteer (Ruston, 2003).

The area in which the ESL shop is based is one of the poorer areas of Norwood (OACE, 2003). This is good considering the fact that ESL offers good quality goods for low prices.

Social Trends

The great British time survey shows how people spend their time and how everyone has skills that can benefit others (National Statistics, 2005).



The survey asked people if they volunteered, and if not, why. Most people do not volunteer because of shortage of time (68 percent) and also because they think they do not have the right skills (44 percent).

People do not realise that they spend a lot of time every week doing activities that involve skills that could be translated into volunteering. An example given in the survey is: *TV addicts could use the tips they learn from make over shows to renovate a community centre, shopaholics could help a disabled person with their retail needs, dog lovers could walk dogs for elderly or terminally ill people, tea drinkers could organise intergenerational tea parties and gamblers could be helping children with numeracy skills* (National Statistics, 2005).

The group least likely to volunteer are people between the age of 18 and 24. Almost three quarters (73 percent) said they did not have time to volunteer and almost half (46 percent) was just not interested (National Statistics, 2005).

Changes in the structure of work and free time, such as the shift towards a shorter working week, an increase in temporary and less than full time employment may open up new opportunities for an expansion of volunteering (National Centre for Volunteering, 2002).

Technological Trends

Digitalisation is the most important technical trend. People use the internet more and more to buy goods instead of going to shops. This is not only a bad thing. Because of the popularity of the internet new opportunities for ESL arise. ESL has recently started to sell goods on E-bay and this seems to be the way forward for the organisation. Because ESL is registered as a charity on E-bay other people can also order for a percentage of their E-bay sales to go to ESL.

In 2002 29 percent of the people in the United Kingdom used internet regularly to buy goods (Hoeks, 2002).

Websites like E-bay and Gumtree stimulate the market of selling and buying second hand goods.

Ecological Trends

One of things ESL does is recycle goods to help reduce the household waste. Over four fifths of adults support the provision of more recycling facilities, and nine in ten supported the increased use of renewable energy sources such as solar power, wind and water (found on 05-03-2006 on: www.statistics.gov.uk/StatBase/ssdataset.asp?vlnk=6448&Pos=2&ColRank=2&Rank=240).

Political Trends

The government has set an overall target to recycle 25 percent of household waste in England by 2006. Local authorities have been set individual statutory standards (found on 05-03-2006 on: www.statistics.gov.uk/StatBase/ssdataset.asp?vlnk=6480&Pos=1&ColRank=2&Rank=240).

In 2000 the prime minister set the voluntary sector a challenge to achieve a really diverse involvement of people with their organisations: *a diversity that reflects the nation we live in* (National Centre for Volunteering, n.d.³). ESL volunteers come from all over the world and represent a wide variety in ethnic diversity.

Conclusion

Here is an overview of the opportunities and threats for ESL.

Opportunities:

- The furniture that is now collected by Emmaus Greenwich from the recycling centre will soon be collected by ESL. This will result in much more small furniture to sell in the second shop.
- Almost half of the people that do not volunteer think they do not have the right skills. ESL can use communication to take this doubt away and recruit more volunteers.
- There are changes in the structure of work and free time. There is a shift towards a shorter working week, an increase in temporary and less than full time employment that may open up new opportunities for ESL to get more volunteers.
- More and more people use the internet to buy goods. ESL can use their E-bay account to tap into this trend. Because ESL is registered as a charity on E-bay other people can also order for a percentage of their E-bay sales to go to ESL.

Threats:

- Three other charity shops are based nearby ESL. This competition is not favourable for the turnover of ESL but they also work with volunteers and are competitors on this level as well. When someone decides to volunteer in this area they have four charity shops to choose between.
- The amount of people over 45 in Norwood is decreasing.
- The early retirement trend is reversed.
- More women enter the labour market.



1. SWOT-analysis

The internal and external analysis show what the strengths, weaknesses, opportunities and threats for the organisation are. An overview can be found in table 3.1.

Strengths	Weaknesses
<ul style="list-style-type: none"> Professional looking ESL Community shops ESL benefits the local community Many new volunteers have joined ESL Diverse group of volunteers 	<ul style="list-style-type: none"> UK Office gives priority to existing Communities and does not get actively involved with Emmaus UK ESL does not have a strategy for the future Not much team spirit in the organisation Not enough volunteers → volunteers do not work together Some of the more fragile volunteers do not treat others with respect Lack of structured internal communication External communication is too reactive No volunteering policy
Opportunities	Threats
<ul style="list-style-type: none"> More furniture when the van is in use Potential volunteers think they do not have the right skills, communication opportunity More potential volunteers because the changes in the structure of work and free time Digitalisation, use internet to sell goods 	<ul style="list-style-type: none"> Three other charity shops in the area are competition for turnover and for volunteers Amount of people over 45 in Norwood is decreasing Early retirement trend is reversed More women enter the labour market

Table 3.1: SWOT analysis

Conclusion

The biggest weakness of ESL is that they do not have enough volunteers and that there is no team spirit in the organisation. This is connected to the lack of structured internal communication and that there is no volunteering policy. ESL does have a nice diverse group of volunteers at the moment, it is important to retain this group. But because there are not enough volunteers they hardly work together and do not have many opportunities to connect with each other.

But because there are some opportunities to attract more volunteers this can be changed. The most important thing is to be able to retain the volunteers. A proper volunteering policy can help with this.

The shop manager does not have enough time to execute all the tasks she needs to do and therefore there is a lack of structured internal communication. Furthermore, there is no communication budget.

The biggest threat for ESL is that other charities also need volunteers. ESL needs to stand out between these other charities.



Appendix C: Emmaus Principles and Membership Charter

Text approved by the Emmaus International General Assembly September 1996, English revision by the Emmaus International Administrative Committee, December 1998.

The Emmaus Movement

1. The Emmaus Movement is made up of different groups and communities striving continuously towards common goals while:
 - responding to differing local conditions whether social, economic, political, or cultural;
 - paying due heed to the Movement's Universal Manifesto and its Statutes and always seeking practical implementation of the General Assembly's policy decisions.
2. Our Movement draws on its own strengths to create the resources necessary for both its own development and to inspire people to take up the challenge. Emmaus is committed to the eradication of poverty and the attainment of dignity for all mankind.
3. The grass-roots groups are the decision-makers; thus the General Assembly decides what policies our Movement should follow at local, national, regional, and international level.
4. Emmaus is a non-violent Movement, which shuns violence and respects pluralism. It is free from any external authority.

The Emmaus Principles

1. That men and women from all walks of life meet and learn about one another, through working together, sharing common goals, combating injustice and seeking to enable the poor to build their own future:
 - by solidarity through a common outlook, life and work;
 - by admitting and reaching out to any group or persons living a precarious or marginal existence, as well as those seeking a new way of life;
 - by work that provides the resources to enable the group to live as well as to help others;
 - by sharing all experience, resources and skills as well as the risks inherent in the fight for justice;
 - by a social and political commitment based on actions and aimed at denouncing and working against any kinds of injustice or oppression, and fighting for a just and humane world.

Rights & Obligations of the Groups

Rights

1. To use the Emmaus name.
2. To participate at all levels in the Emmaus Movement: to receive information, state views, launch projects, submit ideas, and take decisions.
3. To request support from the Movement (manpower, moral, material and financial).
4. To equal respect for different cultures and customs without distinction.

Obligations

1. To follow the Manifesto and defend the Emmaus name.
2. To take part in the life of the Movement at national, regional, and international levels; to pay dues; to ensure transparency, especially financial, in line with standards defined by Emmaus International.
3. To give human, material and financial support, and to participate in common initiatives, according to ability at local, national, regional and international levels; and to develop social actions.
4. To implement the decisions of the General Assembly and Administrative Committee as endorsed by the Executive Committee; to respect decisions taken by other regions.
5. To allow each community member to receive information, state their views, launch projects, submit ideas and take decisions.

Conditions of Membership

1.
 - Adoption of the Universal Manifesto
 - Adoption of the Statutes of Emmaus International and of the region.
 - Implementation of General Assembly policy decisions (See Art. 6 of EI Statutes)
2. Due respect by the group of a participatory and communal way of life both within the group and at all levels of the Movement, by enabling individual members to relate to each other according to the principles of Emmaus.
3. The development by the group of activities aimed at providing support, both within and outside the group of a human, moral, material and financial nature.
4. Transparency of the group's affairs, especially financial; being active within and, if possible, outside the Movement.
5. The group shall live off its earnings, aiming at self-sufficiency and independence. The group shall engage in an income generating activity, which emphasises personal dignity and skills as well as self-sufficiency. Any help or donation shall be used only to develop the group or for its actions to help others. Outside financing, whether from public or private sources, should be covered by a contract relating to specific activities.



Appendix D: Interview results management

What is the current volunteering environment?

Interview with management (1).

Your answers will provide me with the input I need to describe the current volunteering environment within ESL. This interview is anonymous.

Because I am writing a report on how to improve the volunteering environment within ESL it is important to know what the current environment is.

A volunteering environment is:

The work environment of a volunteer, a person who performs a service without pay, with both practical and cultural aspects, needed to meet the objective(s) of the volunteer and the organisation.

Practical aspects:

- Leadership
- Policies
- Facilities and Recourses
- Communication
- Tasks
- Treatment

Cultural aspects:

- Individual
- Group
- Organisation

1. **How long have you worked for ESL?**
6 months
2. **How would you describe the work/ volunteering environment within ESL?**
Embryo stage
3. **How would you describe the management/ leadership style in the organisation?**
Earthy, management is approachable
4. **How would you describe the method of decision making in the organisation?**
Flexible, considering the circumstances, open minded
5. **Are the volunteers involved in the decision-making? If yes, how and do you do anything with their input?**
Yes, their views influence our decision-making. Casual, volunteer meeting
6. **How would you describe the kind of supervision the volunteers receive?**
Was sporadic but becoming a regular planned event
7. **Are there any volunteer policies in place? If yes, what kind? Are they written down somewhere? How were the volunteers informed about the policy?**
Yes, we have a policy doc, verbally and given a copy, ask Majonne where it is, I do not know.
8. **Are all volunteers treated fair and equal? How do you make sure this happens?**
Yes, they have access to senior management and trustees if necessary.
Part of non-spoken rules, if someone is spoiled, we would hear about it from others.
9. **Are there clear rules and regulations? If so, are they written down somewhere? How are the volunteers informed about them?**
They are informed verbally and given a copy I do not know where it is, have to ask Majonne.
10. **Are the right facilities and resources available to the volunteers at all times?**
We wish but not always
11. **Are there health and safety procedures? If yes, are they written down somewhere and how are the volunteers informed about these procedures?**
Verbal and in writing
12. **How would you describe the way volunteers are informed about things by the management?**
Democratically, collectively informed and interaction. Not just authoritively being told about something.
13. **How would you describe the communication within ESL?**
Reasonable and getting better developing



14. Who communicates with whom in the organisation and what instruments are used for communication?
Top to bottom and bottom to top and across the board.

15. In what way do people communicate with each other?
Talk, e-mail, telephone

16. In what way and when does the management communicate with the volunteers?
Volunteer meeting, talking as and when – regular diarised meetings and spontaneous meetings

17. Are there clear task descriptions for the volunteers?
Some, not enough but will be eventually.

18. Are the right tasks appointed to the right people? Is it clear who has what task?
We are restricted by the number and quality of the volunteers we have.

19. What are the learning possibilities within ESL?
Basic

20. How would you describe the way volunteers get treated within ESL?
Good – listened to – encouraged – spoken to as equals

21. How would you describe the support volunteers receive in the organisation?
Acceptable with limited recourses.

22. Are volunteers challenged /encouraged /appreciated / trusted / rewarded / involved?
Yes, cv references, xmas lunch and other treats, visit other projects.

23. How would you describe the group of volunteers in the organisation?
A good bunch

24. How would you describe the way the volunteers work together?
Erratic but good



What is the current volunteering environment?

Interview with management (2).

Your answers will provide me with the input I need to describe the current volunteering environment within ESL. This interview is anonymous.

Because I am writing a report on how to improve the volunteering environment within ESL it is important to know what the current environment is.

A volunteering environment is:

The work environment of a volunteer, a person who performs a service without pay, with both practical and cultural aspects, needed to meet the objective(s) of the volunteer and the organisation.

Practical aspects:

- Leadership
- Policies
- Facilities and Recourses
- Communication
- Tasks
- Treatment

Cultural aspects:

- Individual
- Group
- Organisation

1. **How long have you worked for ESL?**
10 months (5 months internship + 5 months shop manager)

2. **How would you describe the work/ volunteering environment within ESL?**
It is fun to volunteer, independence, not all the volunteers know each other, negative noises, not enough volunteers, not dedicated enough.

3. **How would you describe the management/ leadership style in the organisation?**
Open and caring, try to give volunteers responsibilities, put procedures in place, formalize things, still doing this.

4. **How would you describe the method of decision making in the organisation?**
At the moment only the management because there has not been a volunteer meeting in a while, do have a discussion when there is a volunteers meeting, try to involve others but they are not always here, that is why it is hard.

5. **Are the volunteers involved in the decision making? If yes, how and do you do anything with their input?**
Yes, sometimes, volunteers meeting, informal chat, and we do use this input.

6. **How would you describe the kind of supervision the volunteers receive?**
Not good enough, need to set up regular review sessions.

7. **Are there any volunteer policies in place? If yes, what kind? Are they written down somewhere? How were the volunteers informed about the policy?**
Yes, health and safety, it is all in the welcome pack for volunteers, expenses policy. They receive this pack when they start working, it is too long, 50 pages and not always given to the volunteers because it is too long.

8. **Are all volunteers treated fair and equal? How do you make sure this happens?**
Yes, it starts with fair recruitment, give everyone a chance, try to help people out when they are having problems, invite all people to volunteers meetings, and other events.

9. **Are there clear rules and regulations? If so, are they written down somewhere? How are the volunteers informed about them?**
Some rules and regulations, we have to make them more outspoken, they get told when they start by shop manager. Sits down with them, verbally. They are not written down somewhere, in an agreement but this is not used.

10. **Are the right facilities and resources available to the volunteers at all times?**
Yes

11. **Are there health and safety procedures? If yes, are they written down somewhere and how are the volunteers informed about these procedures?**
Yes, yes, in the welcome pack.

12. **How would you describe the way volunteers are informed about things by the management?**
Volunteer meeting.



13. **How would you describe the communication within ESL?**
There is a gap between the Trustees and the Volunteers, no involvement, more communication from shop manager about the project necessary.
14. **Who communicates with whom in the organisation and what instruments are used for communication?**
Trustees with each other, and with the management, by e-mail and in meeting, management and volunteers, in a formal meeting or verbally, volunteers with each other, face-to-face.
15. **In what way do people communicate with each other?**
Informal, also formal in letters.
16. **In what way and when does the management communicate with the volunteers?**
At meetings, urgent things talks to individuals or group.
17. **Are there clear task descriptions for the volunteers?**
Yes, when they apply they get the task description.
18. **Are the right tasks appointed to the right people? Is it clear who has what task?**
Yes, but not a wide variety of tasks, they are limited because they work in the shop, lack of pc's.
It could be clearer, do not think volunteers know.
19. **What are the learning possibilities within ESL?**
I need to work on reviews and retaining volunteers, organise more team building things.
20. **How would you describe the way volunteers get treated within ESL?**
Fair, time to train and talk.
21. **How would you describe the support volunteers receive in the organisation?**
Career wise none, with their further career. Support in the job what it involves and what they should do. Volunteers also help each other.
22. **Are volunteers challenged /encouraged /appreciated / trusted / rewarded / involved?**
No, yes, yes, most of them, depends on the level of trust, yes a reference and outings, hope so but nothing is really happening, it all goes so slow.
23. **How would you describe the group of volunteers in the organisation?**
Not a close group, they do not know each other, new volunteers, they need to get to know each other.
24. **How would you describe the way the volunteers work together?**
Quite well, depends on who works with who, they enjoy working together.



Appendix E: Interview results volunteers

What is the current volunteering environment?

Anonymous interview with volunteers (1).

Your answers will provide me with the input I need to describe the current volunteering environment within ESL. This interview is anonymous.

Because I am writing a report on how to improve the volunteering environment within ESL it is important to know what the current environment is.

A volunteering environment is:

The work environment of a volunteer, a person who performs a service without pay, with both practical and cultural aspects, needed to meet the objective(s) of the volunteer and the organisation.

Practical aspects:

- Leadership
- Policies
- Facilities and Recourses
- Communication
- Tasks
- Treatment

Cultural aspects:

- Individual
- Group
- Organisation

1. How long have you been a volunteer for ESL?

1 year

2. How would you describe the work/ volunteering environment within ESL?

Relaxed, do not have to think about things that go on at home, and the tasks give me time to relax.

3. How would you describe the management/ leadership style in the organisation?

There is not enough communication between leaders and volunteers, that is why it is hard to describe. New volunteers are not properly introduced, I do not know their names or where they come from, I just know their faces.

4. How would you describe the method of decision making in the organisation?

Sometimes they do not ask for my opinions, most of the time they do not, sometimes they do.

5. Are the volunteers involved in the decision making? If yes, how and do they do anything with you input?

They do take my opinion into consideration when they ask.

6. How would you describe the kind of supervision you receive as a volunteer?

Fine, they tell me what to do and correct me if I do something wrong.

7. Do you receive enough supervision?

OK

8. Do you know if there are any volunteer policies in place? If yes, what kind? Are they written down somewhere?

Yes, I think, yes rules, in the shop book.

If yes, is the policy clear to you? How were you informed about the policy?

Yes, I read it, I have been working here for a long time and that is why I know what they are.

9. Are all volunteers treated fair and equal?

Yes

10. Is it clear what rules and regulations there are? If so, are they written down somewhere and can you name some?

Yes, no, call Majonne when you can not make it.

11. Are the right facilities and resources available to you?

Enough.

12. Are there health and safety procedures? If yes, are they written down somewhere and do you know these procedures?

Yes, fire alarm, yes in the basement and at the till.

13. How would you describe the way you are informed about things by the management?

A meeting each month.



14. **Do you receive information on time?**
Sometimes, sometimes too late.
15. **How would you describe the communication within ESL?**
Not open, more communication, do something to get to know each other better.
16. **Who communicates with whom in the organisation and what instruments are used for communication?**
Everyone, because we are a team, writing.
17. **In what way do people communicate with each other?**
Not open, sometimes I know something happens in the shop they do not tell, I hear it through someone else.
18. **In what way does the management communicate with the volunteers? Does this happen enough?**
Talk, no.
19. **Do you have a clear task description?**
No
20. **Are the right tasks appointed to the right people? Is it clear who has what task?**
Yes, most of the times, yes
21. **What are the learning possibilities within ESL?**
Not too much, like to do other jobs as well to learn more.
22. **How would you describe the way you get treated within ESL?**
With respect
23. **How would you describe the support you receive in the organisation?**
No
24. **Are you challenged / encouraged / appreciated / trusted / rewarded / involved?**
Yes, yes, yes, yes, yes, no, sometimes not.
25. **How do you feel in the organisation?**
Comfortable
26. **How would you describe the group of volunteers in the organisation?**
Do not know all of them, no team because they do not know each other.
27. **How are you treated inside the group of volunteers?**
Friendly, but there is a gap because we do not know all of them. When you are in a bad mood it is ok.
28. **How would you describe the way you work together with the volunteers?**
Not a 'team' team, because sometimes when you have to do something they refuse to do it. It happens a lot, most of the time I do what they tell me.
29. **Do you feel part of the ESL team?**
A little bit, want to be involved more, more information about events, news.
30. **Do you feel appreciated / tolerated / trusted / influenced by other volunteers?**
Yes, yes, yes, no.
31. **How would you describe the way you are treated by the management?**
OK
32. **Are you appreciated / challenged / encouraged / trusted / rewarded / involved by the management? If so, in what way?**
Yes, yes, sometimes, yes, no, a little bit.



What is the current volunteering environment?

Anonymous interview with volunteers (2).

Your answers will provide me with the input I need to describe the current volunteering environment within ESL. This interview is anonymous.

Because I am writing a report on how to improve the volunteering environment within ESL it is important to know what the current environment is.

A volunteering environment is:

The work environment of a volunteer, a person who performs a service without pay, with both practical and cultural aspects, needed to meet the objective(s) of the volunteer and the organisation.

Practical aspects:

- Leadership
- Policies
- Facilities and Recourses
- Communication
- Tasks
- Treatment

Cultural aspects:

- Individual
- Group
- Organisation

1. **How long have you been a volunteer for ESL?**
4 months

2. **How would you describe the work/ volunteering environment within ESL?**
Hectic, loads of people around, people are not very keen sometimes.

3. **How would you describe the management/ leadership style in the organisation?**
OK, friendly, approachable, need to be more firm, now there is too much freedom sometimes.

4. **How would you describe the method of decision making in the organisation?**
Not sure

5. **Are the volunteers involved in the decision making? If yes, how and do they do anything with you input?**
Suppose so, Majonne asks us what we think sometimes, I do not get the feeling that they do anything with it.

6. **How would you describe the kind of supervision you receive as a volunteer?**
The first day Majonne showed me around, health & safety stuff, it is alright but it could be better.

7. **Do you receive enough supervision?**
I could use more guidance.

8. **Do you know if there are any volunteer policies in place? If yes, what kind? Are they written down somewhere?**
No

- If yes, is the policy clear to you? How were you informed about the policy?**
N/a

9. **Are all volunteers treated fair and equal?**
Yes

10. **Is it clear what rules and regulations there are? If so, are they written down somewhere and can you name some?**
Yes, I suppose they are written down somewhere, do not know where.

11. **Are the right facilities and resources available to you?**
Yes, most of the time

12. **Are there health and safety procedures? If yes, are they written down somewhere and do you know these procedures?**
Yes, on top of the stairs, but I do not know what they are.

13. **How would you describe the way you are informed about things by the management?**
Good, meeting, they tell you in advance.



14. **Do you receive information on time?**
Yes

15. **How would you describe the communication within ESL?**
With management it is OK, with other volunteers not so. Some of them complain too much, people do not get along and argue about tasks.

16. **Who communicates with whom in the organisation and what instruments are used for communication?**
All communicate with each other, verbally and in meetings.

17. **In what way do people communicate with each other?**
Friendly

18. **In what way does the management communicate with the volunteers? Does this happen enough?**
Sometimes businesslike, not enough, could be more involved.

19. **Do you have a clear task description?**
No, not always clear what I have to do, before I get to the shop.

20. **Are the right tasks appointed to the right people? Is it clear who has what task?**
Suppose so, it is a little bit clear what the tasks are.

21. **What are the learning possibilities within ESL?**
Do not know

22. **How would you describe the way you get treated within ESL?**
OK

23. **How would you describe the support you receive in the organisation?**
Yes

24. **Are you challenged / encouraged / appreciated / trusted / rewarded / involved?**
No, no, yes, yes, no, in a way yes.

25. **How do you feel in the organisation?**
Comfortable yes.

26. **How would you describe the group of volunteers in the organisation?**
No team spirit, does not feel like a team, do not seem to be really interested in ESL and the job, more here for themselves.

27. **How are you treated inside the group of volunteers?**
Fairly, respect and tolerance is ok.

28. **How would you describe the way you work together with the volunteers?**
OK, except work on the till, you do that alone, should be with two people or more. Most of the time I work alone anyway.

29. **Do you feel part of the ESL team?**
No, there is not a real team, no team spirit.

30. **Do you feel appreciated / tolerated / trusted / influenced by other volunteers?**
No, OK, no, no. Some of the volunteers are here for themselves not for ESL they are not passionate about it.

31. **How would you describe the way you are treated by the management?**
OK, quite good.

32. **Are you appreciated / challenged / encouraged / trusted / rewarded / involved by the management? If so, in what way?**
OK, the way they talk, no, no, OK, because I work here they have to trust me, no, no.



What is the current volunteering environment?

Anonymous interview with volunteers (3).

Your answers will provide me with the input I need to describe the current volunteering environment within ESL. This interview is anonymous.

Because I am writing a report on how to improve the volunteering environment within ESL it is important to know what the current environment is.

A volunteering environment is:

The work environment of a volunteer, a person who performs a service without pay, with both practical and cultural aspects, needed to meet the objective(s) of the volunteer and the organisation.

Practical aspects:

- Leadership
- Policies
- Facilities and Recourses
- Communication
- Tasks
- Treatment

Cultural aspects:

- Individual
- Group
- Organisation

1. **How long have you been a volunteer for ESL?**
3 months. Since Feb.

2. **How would you describe the work/ volunteering environment within ESL?**
Friendly, useful.

3. **How would you describe the management/ leadership style in the organisation?**
Friendly, Majonne asks how I am doing

4. **How would you describe the method of decision making in the organisation?**
Everyone can say what they think about the decision

5. **Are the volunteers involved in the decision making? If yes, how and do they do anything with you input?**
Yes, if they can use the opinion, then they will, if it is reasonable.

6. **How would you describe the kind of supervision you receive as a volunteer?**
Close, but we can do what we want, within limits.

7. **Do you receive enough supervision?**
Yes.

8. **Do you know if there are any volunteer policies in place? If yes, what kind? Are they written down somewhere?**
Do not know

- If yes, is the policy clear to you? How were you informed about the policy?**
N/A

9. **Are all volunteers treated fair and equal?**
Yes

10. **Is it clear what rules and regulations there are? If so, are they written down somewhere and can you name some?**
Yes, not written down, Majonne told me in the beginning.

11. **Are the right facilities and resources available to you?**
Yes

12. **Are there health and safety procedures? If yes, are they written down somewhere and do you know these procedures?**
Yes, Majonne showed me what to do with fire.

13. **How would you describe the way you are informed about things by the management?**
Often information by e-mail.



14. **Do you receive information on time?**
Yes

15. **How would you describe the communication within ESL?**
Open, between volunteers not so much because we do not meet, would like to have more contact with other volunteers.

16. **Who communicates with whom in the organisation and what instruments are used for communication?**
Everybody, mostly verbally.

17. **In what way do people communicate with each other?**
About the shop, business.

18. **In what way does the management communicate with the volunteers? Does this happen enough?**
Volunteers meeting, Majonne, more information about the project would be good.

19. **Do you have a clear task description?**
Sometimes it is not clear. Could be because there are not enough volunteers and too much work.

20. **Are the right tasks appointed to the right people? Is it clear who has what task?**
Yes, I know what others tasks are, before Majonne went on Holiday she made a list.

21. **What are the learning possibilities within ESL?**
Do not know, work in the shop, doing the window.

22. **How would you describe the way you get treated within ESL?**
Good

23. **How would you describe the support you receive in the organisation?**
Loads of support, offered a cup of tea.

24. **Are you challenged / encouraged / appreciated / trusted / rewarded / involved?**
No, but motivated, yes, do not know, yes hope so, yes, yes.

25. **How do you feel in the organisation?**
Comfortable

26. **How would you describe the group of volunteers in the organisation?**
Do not know all the people.

27. **How are you treated inside the group of volunteers?**
Only know Jenny & Violet, they are nice.

28. **How would you describe the way you work together with the volunteers?**
Teamwork

29. **Do you feel part of the ESL team?**
A small part because I only work

30. **Do you feel appreciated / tolerated / trusted / influenced by other volunteers?**
Do not know, yes, do not know, no.

31. **How would you describe the way you are treated by the management?**
Treated well.

32. **Are you appreciated / challenged / encouraged / trusted / rewarded / involved by the management? If so, in what way?**
I think, do not know, yes (good job!), yes, yes, yes.



What is the current volunteering environment?

Anonymous interview with volunteers (4).

Your answers will provide me with the input I need to describe the current volunteering environment within ESL. This interview is anonymous.

Because I am writing a report on how to improve the volunteering environment within ESL it is important to know what the current environment is.

A volunteering environment is:

The work environment of a volunteer, a person who performs a service without pay, with both practical and cultural aspects, needed to meet the objective(s) of the volunteer and the organisation.

Practical aspects:

- Leadership
- Policies
- Facilities and Recourses
- Communication
- Tasks
- Treatment

Cultural aspects:

- Individual
- Group
- Organisation

1. **How long have you been a volunteer for ESL?**
3 weeks
2. **How would you describe the work/ volunteering environment within ESL?**
Excellent, friendly, helpful
3. **How would you describe the management/ leadership style in the organisation?**
Excellent, I am impressed
4. **How would you describe the method of decision making in the organisation?**
As far as I know it is fine, positive thinking
5. **Are the volunteers involved in the decision making? If yes, how and do they do anything with you input?**
Yes, do what you feel you want to do or what needs to be done. I feel they do something with my input.
6. **How would you describe the kind of supervision you receive as a volunteer?**
Very good, Alan explained what was going on & where to find everything & what to do.
7. **Do you receive enough supervision?**
Yes
8. **Do you know if there are any volunteer policies in place? If yes, what kind? Are they written down somewhere?**
Do not know yet, basic things.

If yes, is the policy clear to you? How were you informed about the policy?
N/A
9. **Are all volunteers treated fair and equal?**
Yes, absolutely
10. **Is it clear what rules and regulations there are? If so, are they written down somewhere and can you name some?**
So far yes, written in the shop book, and some other place that I cannot find now, a book or something.
11. **Are the right facilities and resources available to you?**
As far as I have experienced yes.
12. **Are there health and safety procedures? If yes, are they written down somewhere and do you know these procedures?**
Yes, panic button and fire buttons.
13. **How would you describe the way you are informed about things by the management?**
Very good, verbally



14. **Do you receive information on time?**
Yes

15. **How would you describe the communication within ESL?**
Excellent, people talk to each other all the time.

16. **Who communicates with whom in the organisation and what instruments are used for communication?**
Everyone, written down, verbally, talking, discussion, computer.

17. **In what way do people communicate with each other?**
Interactive

18. **In what way does the management communicate with the volunteers? Does this happen enough?**
Mainly verbally, explanations, describe how things work, meeting, good way to keep people involved. The atmosphere is intimate, because it is a small organisation.

19. **Do you have a clear task description?**
Yes, pricing, but I do other things when needed.

20. **Are the right tasks appointed to the right people? Is it clear who has what task?**
Do not know entirely, yes in general.

21. **What are the learning possibilities within ESL?**
Things in the shop, pricing, presentation, donations

22. **How would you describe the way you get treated within ESL?**
Excellent, happy environment

23. **How would you describe the support you receive in the organisation?**
Excellent, help with things I do not know, when needed they help / offer support.

24. **Are you challenged / encouraged / appreciated / trusted / rewarded / involved?**
Yes, been retired for a long time, yes, yes, yes, yes the work itself is rewarding, yes, I have know Emmaus for a while.

25. **How do you feel in the organisation?**
At home and comfortable. Attractive looking place.

26. **How would you describe the group of volunteers in the organisation?**
They seem to be fine, nice, want to help. But I do not know really.

27. **How are you treated inside the group of volunteers?**
Fine

28. **How would you describe the way you work together with the volunteers?**
Fine, everyone is very helpful

29. **Do you feel part of the ESL team?**
Yes

30. **Do you feel appreciated / tolerated / trusted / influenced by other volunteers?**
In as far as we met yes, yes, yes, I was here to be influenced, the enthusiasm of Majonne is infectious.

31. **How would you describe the way you are treated by the management?**
Excellent

32. **Are you appreciated / challenged / encouraged / trusted / rewarded / involved by the management? If so, in what way?**
Yes, yes to a certain extent, hope to be more challenged in the future, yes, yes, yes, yes.



What is the current volunteering environment?

Anonymous interview with volunteers (5).

Your answers will provide me with the input I need to describe the current volunteering environment within ESL. This interview is anonymous.

Because I am writing a report on how to improve the volunteering environment within ESL it is important to know what the current environment is.

A volunteering environment is:

The work environment of a volunteer, a person who performs a service without pay, with both practical and cultural aspects, needed to meet the objective(s) of the volunteer and the organisation.

Practical aspects:

- Leadership
- Policies
- Facilities and Recourses
- Communication
- Tasks
- Treatment

Cultural aspects:

- Individual
- Group
- Organisation

1. How long have you been a volunteer for ESL?

Over 1 year

2. How would you describe the work/ volunteering environment within ESL?

Informal, white organisation, not multicultural. The volunteers are but management and the Trustees are not.

3. How would you describe the management/ leadership style in the organisation?

Friendly enough to volunteers, if there is one I have never experienced it, the meeting I did have was negative, that was my feeling anyway.

4. How would you describe the method of decision making in the organisation?

Have not been involved in that

5. Are the volunteers involved in the decision making? If yes, how and do they do anything with you input?

Do not think so, maybe small things, day-to-day activities. Session like we did today would be good to do more.

6. How would you describe the kind of supervision you receive as a volunteer?

What I think supervision is: asking for input and if you are ok with the job. Now this does not happen, you just stand in the shop by yourself.

7. Do you receive enough supervision?

No

8. Do you know if there are any volunteer policies in place? If yes, what kind? Are they written down somewhere?

No there is not.

If yes, is the policy clear to you? How were you informed about the policy?

N/a

9. Are all volunteers treated fair and equal?

Yes

10. Is it clear what rules and regulations there are? If so, are they written down somewhere and can you name some?

Not clear, no idea.

11. Are the right facilities and resources available to you?

Could be better with catering, generally it is good.

12. Are there health and safety procedures? If yes, are they written down somewhere and do you know these procedures?

Yes, assume so, yes there is a book. I kind of know the procedures. Do not know what to do when there is a fire.



13. **How would you describe the way you are informed about things by the management?**
Meetings, letters, verbally, that is ok

14. **Do you receive information on time?**
Only if you come to work, they leave letters in the shop, you have to pick them up, better to send them / e-mail.

15. **How would you describe the communication within ESL?**
OK

16. **Who communicates with whom in the organisation and what instruments are used for communication?**
Everybody with everybody, more people approach Majonne then Alan. Management and Trustees do not communicate with volunteers.

17. **In what way do people communicate with each other?**
Verbal and written. Generally OK (friendly)

18. **In what way does the management communicate with the volunteers? Does this happen enough?**
Does not happen. There is a difference between the shop manager and the project manager. Shop manager is more involved than the project manager.

19. **Do you have a clear task description?**
Yes, for the shop.

20. **Are the right tasks appointed to the right people? Is it clear who has what task?**
No, not enough people / volunteers to do this. Not tapped into the recourses of the volunteers enough, not explored.
Usually there is only one volunteer in at the time, then it is very clear what the tasks are.

21. **What are the learning possibilities within ESL?**
If you are interested in the shop, otherwise none. I would like some training possibilities, for example: how to manage conflicts, how to get the most out of the shop, stimulating volunteers, motivation.

22. **How would you describe the way you get treated within ESL?**
Not badly, normal, not good either.

23. **How would you describe the support you receive in the organisation?**
Questionable, everybody is stressed out now about getting everything off the ground.

24. **Are you challenged / encouraged / appreciated / trusted / rewarded / involved?**
Sometimes, occasionally but not enough, no, yes, no, sometimes.

25. **How do you feel in the organisation?**
In between staying or leaving, no team spirit

26. **How would you describe the group of volunteers in the organisation?**
No team spirit, all lovely people. Can be changed with involvement and appreciation.

27. **How are you treated inside the group of volunteers?**
OK

28. **How would you describe the way you work together with the volunteers?**
Never here together, when we do work together it is enjoyable.

29. **Do you feel part of the ESL team?**
Sometimes, could be better.

30. **Do you feel appreciated / tolerated / trusted / influenced by other volunteers?**
No never together, yes, yes, initially but they have all gone.

31. **How would you describe the way you are treated by the management?**
Not much involvement, more involvement would be appreciated (does not have to be a lot of time, e/g/ newsletter)

32. **Are you appreciated / challenged / encouraged / trusted / rewarded / involved by the management? If so, in what way?**
None except trusted because of the responsibility I have to handle money.
I want to have other fields of work to work in.



Appendix F: Current volunteering environment

Current volunteering environment according to the ESL volunteers

The volunteering environment within ESL is at times relaxing but can be hectic when there are a lot of people around. It is a friendly, helpful and in some cases happy environment.

The volunteers feel comfortable in the organisation but most of them do not feel part of the ESL team. They want to be involved more and feel there is a lack of team spirit in the organisation.

Some of the volunteers only work one or two half days in the organisation and therefore do not have much contact with other volunteers.

Most volunteers do not know every other volunteer that works for ESL and some of the volunteers have never even met. New volunteers are not properly introduced.

All the volunteers agree that the other volunteers are all lovely people, very nice and willing to help, but they do not really know each other. They would like to get to know each other and have more contact with other volunteers.

Some of the volunteers feel that other volunteers are not really interested in ESL and are only there for themselves, that they are not passionate about ESL.

The volunteers do not work together often anymore because there are not enough volunteers. When they do work together it is enjoyable and people are helpful.

Volunteers sometimes feel appreciated by other volunteers, other volunteers are tolerant and they feel trusted by other volunteers most of the time. Some of the volunteers are influenced by each other, for example when the enthusiasm of others is infectious.

Volunteers are treated fair and equal and with respect. Some of them feel like they are treated very good while other feel like they are treated in a normal fashion, not better and not worse.

The management style is friendly and approachable. There is a lot of freedom for the volunteers and some of them think the management should be firmer at times.

The volunteers feel like they are treated well by the management. Most of the time the volunteers feel like the management involves them in decision-making, but mostly for small things (like day-to-day activities). They know they can say what they want about what is going on and most of the volunteers feel like the management does something with their input.

A few volunteers feel like they have no say in the decision making at all and when they do, feel like the management does nothing with their input.

The communication between volunteers and the management happens during informal chats, in monthly volunteer meetings, by e-mail and by letters. Most of the time this happens on time. Some times volunteers feel like they are not kept up to date and they have to hear certain information from other volunteers instead of from the management.

Most of the volunteers feel like there is not enough communication between the volunteers and the management and they would like to be kept informed about the project more. They want to be more involved by them (more information about the project, regular updates).

The Trustees do not communicate with the volunteers at all.

Most of the volunteers feel like there is enough supervision. The shop manager tells the volunteers what to do and correct them when they do something wrong. Supervision is close but the volunteers can do what they would like to do, within limits. The volunteers are not asked for input about their job or if they like what they are doing or would like to do something different. This could definitely be improved. Volunteers receive enough support, they receive help when they need it.

Most of the volunteers do not know if there are any volunteer policies in place. They do know what the health and safety procedures are and where they can find them. Most volunteers know what to do when there is a fire and have been informed about this by the shop manager.

The rules and regulations are clear to some of the volunteers but most of them do not know what they are exactly and where they can find them. The right facilities and resources are usually available for the volunteers.

Volunteers have task descriptions for what they have to do in the shop but these are not always clear for everyone. This could have something to do with the amount of work compared to the amount of volunteers. There is just too much work.

Most of the time the right tasks are appointed to the right people and it is clear who generally has what task. There are many volunteers who have more to offer than just working in the shop, their skills are not being used to full extent. Mainly because there are not enough people as it is, because of this the volunteers that are there are needed in the shop.

The learning possibilities within ESL are limited to work that can be done in the shop (decorating, window dressing, till work, pricing, etc.). Volunteers would like to learn some more thing than just the skills they learn when working in the shop.



Volunteers occasionally feel challenged in the organisation, they feel encouraged but some of them not enough, most of them feel appreciated and trusted. Some volunteers feel rewarded for the work they do and sometimes they feel involved.

Most of the volunteers feel the management appreciates them, they feel like they are not challenged and encouraged enough. They think that they are trusted by the management and most of the volunteers do not feel rewarded or involved enough.

Current volunteering environment according to the ESL management

The volunteering environment at ESL is in its embryo state. There is still enough that needs to be changed to improve this environment and they are going to work on that.

For the volunteers it is fun to work at ESL. They are independent and the management tries to give them responsibilities.

The group of volunteers is a nice group but they are not close. Many volunteers do not know each other. There are many new volunteers and because most volunteers have their own set day to work they do not meet the volunteers that work on a different day. It would be good for them to get to know each other.

Volunteers work together quite well depending on who works with whom. They enjoy working together but because of the volunteer shortage volunteers often work alone lately.

Not only are there not enough volunteers, but the volunteers that are there are often not dedicated enough. This results in situations where volunteers just do not show up for work without letting anyone know and therefore the shop had to be closed several times in the last couple of weeks.

There are some negative noises coming from the volunteers. They complain about things that go on in the shop and often look at the problems instead of looking at solutions.

The volunteers are treated fair and equal. There is time to train the volunteers, to talk to them, they are listened to, encouraged and spoken to as equals by the management.

Furthermore, the fair treatment starts with fair recruitment. Everyone deserves a chance to volunteer with ESL and we try to help people out when this is possible.

We invite all the volunteers to meetings and other events. Everyone has access to senior management and trustees if necessary.

It is part of the non-spoken rules that volunteers get treated fair and equal. If this would not happen the volunteers would speak up.

The management style within ESL is open and caring. The management is approachable for the volunteers. The management tries to put procedures in place and formalize things. They are still working on doing this and are making progress, even if it happens very slowly.

The method of decision making is flexible. The management considers the circumstances and is open minded when making decisions.

To communicate with and to involve the volunteers there is a volunteer meeting. In this meeting the volunteers can influence the decision making by sharing their opinion(s), this is done by a discussion. Volunteers are collectively informed about things in a democratic way, there is interaction.

These volunteer meetings are supposed to be for all the volunteers every month. But in reality there is hardly ever a meeting where most of the volunteers attend. The volunteers have limited time available and it to find a time when all the volunteers can be at the meeting is very rare.

Furthermore, there has not been a volunteer meeting in a while partly because there were not enough volunteers that could be at the scheduled meeting. Because of this the management makes all the decisions at the moment. The volunteers are also involved during informal chats. The management ask the volunteers for their opinion on certain issues.

The management communicates with the volunteers as and when and for urgent things there can be formal talks to individuals or a group of volunteers (spontaneous meetings).

They also write letters, use e-mail and telephone to communicate with the volunteers.

There is a gap in the communication between the Trustees and the volunteers. Trustees only communicate with each other and the management and are not involved with the volunteers.

They communicate by e-mail and in meetings between the management and the Trustees.

Furthermore, more communication from the shop manager about the project is necessary.

At the moment the communication is reasonable and getting better, the management is developing better communication.

Communication between volunteers happens in the shop. But because they often work alone lately there have not been many opportunities for volunteers to talk to each other.

The volunteer supervision is not good enough at the moment, it happens sporadically. The shop manager wants to set up regular sessions for this.

The support the volunteers receive is on the job, what does the job involve and what they should do. There is no support career wise when volunteers want to move on and find other work.

Volunteers also help each other when possible.



In the volunteer welcome pack volunteers are informed about the volunteer policies and procedures (health and safety, expenses policy, etc.). They should receive this pack when they start working at ESL. In reality the shop manager thinks the welcome pack is too big (50 pages) and therefore too much to read. This is why she does not provide the volunteers with this welcome pack all the time. She wants to make a shorter version. The shop manager does inform the volunteers verbally about the policies.

The rules and regulations within ESL have to become more outspoken. The volunteers are informed about these by the shop manager when they start working. She sits down with the volunteers and verbally informs them about these rules and regulations. They are not written down, there is an agreement but this is not being used.

The right facilities and resources are usually available for the volunteers to do their work.

Volunteers have task descriptions that they receive when they apply. The task descriptions could be clearer because volunteers often do not know what their tasks are.

The right tasks are appointed to the right people as far as possible. There is not a wide variety of tasks available for the volunteers. They are limited to work in the shop and limited because of the resources (e.g. only one computer is available and that is being used by the shop manager). Furthermore, there are limitations because of the number of the volunteers and their qualities.

The learning possibilities within ESL are basic. The manager needs to work on reviews, retaining volunteers and organise some teambuilding activities.

The volunteers are sometimes challenged, they are encouraged, appreciated and trusted (depending on the level of trust, they are trusted to stand behind the till and handle money). Volunteers are rewarded with a reference, Christmas lunch and other treats, visits to other projects.

The management tries to involve the volunteers but this is difficult because there is nothing really happening with the project, everything goes very slowly.

Current volunteering environment (answer sub-question 1)

ESL's volunteering environment is in development. The management has many plans as to what they need to work on, but it takes a while for them to execute these plans. Mainly because they do not have enough time to do this.

At the moment it is a friendly and helpful environment where the volunteers enjoy working.

The volunteers are lovely people, they are nice and willing to help. The volunteers are tolerant towards each other and trust each other. They feel comfortable in the organisation but the team spirit is missing. The group of volunteers that work at ESL is not close. Partly because the volunteers do not know each other well.

New volunteers are not properly introduced and because volunteers each work on a different day they hardly ever meet. Volunteers work well together and enjoy working together but because there are not enough volunteers at the moment most of the work is done alone.

Not only are there not enough volunteers, but the volunteers that are there are often not dedicated enough. This results in situations where volunteers are often late for work or do not show up at all. Because of this the shop has been closed several times in the beginning of April. There are some volunteers that complain about things that go on in the shops and look at the problems instead of looking at solutions. This has a big influence on the atmosphere in the organisation.

The volunteers are treated fair, equal and with respect. Fair treatment starts with fair recruitment. Within ESL everyone gets a chance to become a volunteer. The shop manager looks at the skills and interests of the volunteer to determine what they can do within the organisation. The shop manager takes time to train the volunteers, talk to them, listen to them and encourage them. The management speaks to the volunteers as equals and all volunteers have access to senior management.

The management style within ESL is friendly, approachable, open and caring. There is a lot of freedom for the volunteers and the management tries to give them responsibilities. At the moment the management is trying to put procedures in place.

The method of decision-making is flexible. The management considers the circumstances and is open minded when making decisions. The management tries to involve the volunteers in the decision-making but the volunteers usually do not feel like their opinions are being taken into consideration.

The volunteer meeting is used to involve and inform the volunteers. In theory this meeting is meant for the volunteers, they can share their opinion(s) and influence the decision-making. But in reality there are often not many volunteers present at these meetings. There is hardly ever a meeting when most of the volunteers are able to attend. The volunteers have limited time available and it is to find a time when all the volunteers can be at the meeting is very rare. There has not been a volunteer meeting in a while because there were not enough volunteers that were able to attend the scheduled meeting.

Because of this the management makes all the decisions at the moment.

The volunteers and the management also communicate in informal chats. The management asks the volunteers for their opinion on certain issues. This is the most common way of communication.

For urgent things the management uses formal talks to individuals or a group of volunteers (spontaneous meetings). They also communicate via letters, e-mail and telephone.



When there are letters for the volunteers they are usually put in the shop for the volunteers to take with them. The only problem with this is that if the volunteers have not been in the shop for a while, they do not get the letter. The management often still has to make phone calls to the people that did not take their letter with them.

There is a definite gap in communication between the Trustees and the volunteers. Trustees only communicate with each other and the management and are not involved with the volunteers. The management and the Trustees communicate by e-mail and in meetings.

There is not enough communication from the management to the volunteers (e.g. about the progress of the project). Even though the management is trying to improve the internal communication with the volunteers, they do not feel involved enough. Communication between volunteers happens in the shops. But because they often work alone lately there have not been many opportunities for the volunteers to talk to each other.

Volunteer supervision happens sporadically but most of the volunteers are content with this. They receive support on the job, what it involves, what they should do and they are corrected or receive help when necessary. Volunteers also help each other when possible.

In the volunteer welcome pack volunteers are informed about the volunteer policies and procedures (health and safety, expenses policy, etc.). They should receive this pack when they start working at ESL but in reality this does not always happen.

The shop manager thinks the welcome pack is too big (50 pages) and therefore does not provide them with this pack all the time. She wants to review what is in the pack and change it but this takes a while. But even though the shop manager does inform the volunteers verbally about the policies the volunteers often do not know what they are. The health and safety procedures are known to most, but that seems to be all. The shop manager informs the volunteers about the rules and regulations when they start working but most of the volunteers also do not know what they are or where to find them. The management agrees that they have to become more outspoken. The right facilities and resources are available to the volunteers to do their work.

Volunteers receive task descriptions for what they have to do in the shops when they first start working but these are not always clear to everyone.

The right tasks are appointed to the right people as far as possible. There is not a wide variety of tasks available for the volunteers. They are limited to work in the shops and limited because of the resources (e.g. only one computer is available and that is being used by the shop manager). Furthermore, there are limitations because of the number of the volunteers and their qualities. Generally it is clear to the volunteers who does what.

The learning possibilities within ESL are basic, limited to work that can be done in the shops (decorating, window dressing, till work, pricing, etc.). Volunteers would like to learn some more than this.

The volunteers occasionally feel challenged but think this could be better when there are a wider variety of tasks available. They are appreciated and encouraged but feel this does not happen enough.

Volunteers are rewarded with a reference, Christmas lunch and other treats, visits to other projects but most of the volunteers do not feel rewarded enough.



Appendix G: Session and results

Date: 13-04-2006

Time: 12.00 – 2.30 PM

Place: Meeting room L'Arche Lambeth, 15 Norwood High Street

Session program:

Time	Activity
12:00 – 12:15	Leave ESL and go to L'Arche
12:15 – 12:25	Welcome
12:25 – 12:55	Warm-up: general discussion
12:55 – 13:10	Lunch break
13:10 – 14:10	Main session
	13:10 – 13:25 Part 1
	13:25 – 14:05 Part 2
	14:05 – 14:15 Part 3
14:15 – 14:30	Questions & end

Attendees:

- Majonne (shop manager)
- Pippa (volunteer)
- Denise (shop based volunteer)
- Nitesh (shop based volunteer)
- Ermias (shop based volunteer)

At the end of the session I want to have an answer to the following questions:

- What are the most important attributes of voluntary work according to the ESL volunteers?
- What are the most important attributes of voluntary work according to the management?
- What are the governing principles of voluntary work within ESL?
- What is the current situation concerning these governing principles?
- What is the desired situation concerning these governing principles?

Welcome

Welcome the participants and thank them for coming. Explanation of my research and the role of the volunteers.

Explanation of the session, introduction and explanation of the rules:

- Everyone's opinion is **important**, speak up!
- There are **no** wrong answers
- **Do not criticise** others, value their opinions
- **Everyone** is allowed to say what they think
- Do not speak while someone else is speaking
- Nobody is judged for what they say during this session

Warm-up: general discussion

This part functions as a warm-up for the participants. The intention is not to have a clear-cut answer for every question but more to get an idea of the different ideas the participants have.

Questions

- What is a volunteer?

Unpaid worker

Person with a special heart to help others

Spare time

Skills to offer

Learn new skills

A valid member of an organisation

- What is the role of a volunteer within ESL?

Shop volunteer → contact with local people / face of ESL

Build awareness about the project

In the shop → information request

Outside of the shop → volunteer is the initiator of the communication

Keep the organisation going

The role of the volunteer is to help reach the goals of ESL, what do we want to achieve with the shop?

Raise money → offer good value goods to people in the area

Raise money → help the homeless help themselves and other purposes for the money (train volunteers). When the Community is making profit support other charities.

Create awareness and recycling



- What characteristics should an ESL volunteer have?

Kind heart / willingness to help
 Enthusiastic
 Flexible (willing / able to deal with anything)
 Calm and friendly
 Not wanting / expecting anything in return (money) → willing to donate / give time
 Commitment to ESL
 Sense of humour
 Sense of the whole

- What skills should an ESL volunteer have?

Able to deal with the public (social skills)
 Anything, all skills are wanted / welcome
 Ideally a team worker, know their place in the team
 Communication

- What knowledge should an ESL volunteer have?

Realisation of voluntary character → not paid
 An idea of what is expected of them
 What Emmaus is about!
 See / experience a community
 Local knowledge → what is going on in the area
 Knowledge required for the 'job'

This discussion worked very well as a warm-up for the participants. It took some of the volunteers a while to get going and this way they were all ready to start the main part of the session.

Lunch break

Main Session

Part 1: Individual attributes

Each participant individually chooses 8-10 attributes that are important for a good volunteering environment in an organisation.

Management:

- | | |
|------------------|----------------|
| ▪ Appreciation | ▪ Enthusiastic |
| ▪ Work as a team | ▪ Positivity |
| ▪ Respect | ▪ Constructive |
| ▪ Drive | ▪ Support |
| ▪ Dedication | |

Volunteers:

- | | |
|---|--|
| ▪ Service delivery skills | ▪ Communication |
| ▪ Team work skills | ▪ Flexibility |
| ▪ Office working skills | ▪ Tolerance |
| ▪ Develop the skill about personal feeling | ▪ Knowing the local community a little bit |
| ▪ Caring | ▪ Approachable |
| ▪ Reliable | ▪ Friendly |
| ▪ Genuine | ▪ Helpful |
| ▪ Loyalty | ▪ Respect for each other |
| ▪ Willing to do anything | |
| ▪ Working towards a common purpose | ▪ Variety of jobs |
| ▪ Not too much pressure | ▪ Calm atmosphere |
| ▪ Feel valued | ▪ Acknowledgement of input |
| ▪ Pleasant environment (physical + in other words people) | ▪ Sense of team |
| ▪ Trust | ▪ Honesty & diplomacy |
| ▪ To feel valued as a team member and for your contribution | ▪ Consistency |
| ▪ Positive atmosphere | ▪ Creativity |
| ▪ Creating safe environment | |

Part 2: Choose and define governing principles

The group agreed on a list of seven attributes that are the most important attributes for voluntary work. These are the governing principles of voluntary work.



Governing principles of voluntary work are: collectively chosen basic attributes of voluntary work within the organisation that have a determining influence on the volunteering environment.

These are the chosen principles of voluntary work:

- Appreciation
- Teamwork
- Respect
- Commitment
- Positivity
- Challenge / Creativity
- Internal communication

After they have chosen their governing principles it is important to write down the definition of each principle. What exactly does the group mean by this principle? This was done by writing down key words for that principle.

Appreciation:

Feeling valued
Recognition
Appreciate each other, both ways management & volunteers
Initiative by management (first)
Thank You
Courses (learning possibilities, internal / external)
Timing (starts with the first interview)

Respect:

Tolerance
Treat each other with respect
Respect the opinions of others / be ready for constructive criticism
(Definition of respect in the dictionary)
Treat others the way you would like to be treated yourself
Being aware of differences in opinions / way of life

Positivity:

Optimism
Constructive criticism
Infectious enthusiasm
Thinking in solutions (not problems)
Attentive
Humour

Internal communication:

Updates
Volunteer notice board
e-mail
relation trustees – management – volunteers
openness
sharing
events (shop opening)
meetings

Teamwork:

Working together
Support each other
Learning from each other
Communication
Fun
Synergy
Stimulate each other

Commitment:

Working towards a common goal
Reliable
Loyal
Consistent
Stay around for a while
Enthusiasm

Challenge / creativity:

Variety of jobs / work
Open your mind / make suggestions (on any level)
Take initiative / offer help
Let people know what your skills / interests / qualities are

Part 3: Rating the attributes

Every participant graded these principles from zero till ten.

First of all according to the actual situation, secondly according to the desired situation.

Actual situation:

Governing Principles					
Appreciation	7	3	4	7	7
Teamwork	6	5	4	5	8
Respect	8	6	8	8	8
Commitment	7	7	8	5	7
Positivity	7	6	5	6	7
Challenge / Creativity	5	3	6	4	5
Internal communication	5	4	3	6	9



Desired situation:

Governing Principles					
Appreciation	9	7	8	10	10
Teamwork	8	7	7	10	10
Respect	9	8	8	10	10
Commitment	9	9	10	8	9
Positivity	8	8	10	7	10
Challenge / Creativity	8	9	9	8	8
Internal communication	8	9	8	10	9

Governing Principles	Actual situation*	Desired situation*	Difference*
Appreciation	5,5	9	3,5
Teamwork	5,5	8,5	3
Respect	7,5	9	1,5
Commitment	7	9	2
Positivity	6	8,5	2,5
Challenge / creativity	4,5	8,5	4
Internal communication	5,5	9	3,5

Questions and end

All volunteers were asked if they wanted to become the volunteer representative to guard the governing principles within ESL. Denise said she would not mind being the volunteer representative but would like to give others that chance as well.

There was no time left to ask questions but the feedback I received was positive. Volunteers were very happy to share their opinions. They found the session useful and would like to do something like it more often.

Volunteers have a lot to say about the organisation and can definitely contribute something useful.

* Numbers are rounded of to half grades when necessary.



Appendix H: Brainstorm introduction governing principles

In what ways can and will the governing principles of voluntary work be introduced?

The goals of the principles are:

Improve the volunteering environment and involve the volunteers in this process. Let the volunteers know that the management does value their opinion and tries to make them feel good in the organisation. Furthermore, these governing principles are the kick off for a whole process of improvements to the volunteering environment (Investing in Volunteers, policies, etc.).

To be able to do this the governing principles need to be introduced and implemented in the right way. With this brainstorm I try to find the right way to introduce the principles. These are the criteria for the introduction:

- Volunteers need to feel involved
- Volunteers need to feel ownership
- They need to be present in the organisation

The first thing I wanted to figure out was the shape or form of how the principles can be present in the organisation. Obviously the principles should be present in the volunteering environment anyway, but I want to make sure that the principles are in everyone's mind when they see their representation in the organisation. Criteria are: practical and volunteers have to be able to contribute something.

Different shapes or forms are:

- | | |
|----------------------------|----------------|
| ▪ Painting or poster | ▪ Small boxes |
| ▪ Small flags | ▪ Suitcases |
| ▪ A booklet/brochure/flyer | ▪ Small houses |
| ▪ Banner | ▪ Logo |
| ▪ Whiteboard | ▪ CD / music |
| ▪ Scoreboard | ▪ Chalk board |

The best ones that fits most criteria are small boxes or a chalk/white board. The small boxes volunteers can contribute to by putting suggestions in them, the board can be written on. Both can easily be realised and put somewhere inside ESL where volunteers come often.

I will use the small boxes. Each box represents one of the principles. On the inside of the boxes you can find the explanation of that principle and a notepad and a pen to leave suggestions.

These boxes should not just stand somewhere because they will be moved or go missing. Therefore there should be a special place for the boxes. I will use a 'wardrobe' for this. This wardrobe hangs from the ceiling and has 4 different cabinets. The boxes will be put into these cabinets. Furthermore, there is room to put flyers about the idea of the principles, the meaning of the principles etc. in the wardrobe as well.

There has to be a volunteers that can check if the principles are adhered to, a representative for the volunteers. This way the principles are never forgotten by either the volunteers or the management. The tasks of this representative are written down in a guidebook. This way the representative knows exactly what to do and his/her task can be easily passed on to another volunteer.

Besides the actual shape or form that the principles will be present in it is important to think about the presentation of the principles. In this presentation it is important to involve the volunteers and to make it something memorable.

With this presentation I need to get the volunteers enthusiastic about the principles.

The criteria are that the volunteers and the shop manager are present at this presentation, the volunteers need to be involved (not just one-way communication) and it should be something memorable.

I did a brainstorm to think of things that could be good for the presentation of the principles. I came up with the following ideas: a small play, interaction with the volunteers by asking them about the content of the principles and to let the volunteers discover the principles. The best idea is to let the volunteers discover the principles themselves.

A nice way to do this is with presents: 7 balloons with the principles written on them. When they are deflated the principles are readable only for the individual, when they are inflated the whole group can see them.

6 volunteers and the shop manager each receive a little gift, which has a balloon in it. They open the gift and blow up the balloon. I will then explain that these balloons represent the principles. When we all work together, by blowing up the balloons, we can work on the principles. The more we work the more visible the principle will get in the organisation. The volunteers will know straight away that it is as much their effort as it is the shop managers effort. Then we will discuss the meaning of each principle, the idea of the principles and how they came about, and how the volunteers can help with improving these principles and make suggestions.

The date of the presentation is 24 April 2006. This is on a Monday when a volunteers meeting is held. This meeting is the perfect situation for the presentation of the principles because most of the volunteers will be present and so will the management.



Appendix I: Brochure governing principles

Volunteer representative

One of our volunteers is the guard of our Governing Principles. This representative has contact with you and the shop manager about improving the volunteering environment. The tasks of this volunteer representative are described in a guidebook. Any volunteer within Emmaus South Lambeth can become the volunteer representative for the Governing Principles. It does not take a lot of time but it is a very important task.

What you can do

To improve the volunteering environment within Emmaus South Lambeth we need your help! The principles can be found in the volunteer area. Please think about how we can improve our principles and contribute something by putting your suggestion(s) in the box(es).

In our volunteer meetings we will discuss the principles and your suggestions. We will also hold a second session to determine what progress we made in improving our volunteering environment.

If you have any comments or questions about the Governing Principles of voluntary work within Emmaus South Lambeth please contact the volunteer representative or the shop manager.

Shop Manager
Majonne van der Bijl
info@emmaussouthlambeth.org.uk
020 8761 4276

Volunteer representative
info@emmaussouthlambeth.org.uk

This brochure is created by Heleen van Nistelrooij as part of her dissertation project at Emmaus South Lambeth. For more information about this project contact her by e-mail on Heleen_60@hotmail.com.



The Governing Principles of voluntary work within Emmaus South Lambeth

Improving our volunteering environment



April 2006

Our Governing Principles

What are Governing Principles of voluntary work?

Collectively chosen basic attributes of voluntary work within the organisation that have a determining influence on the volunteering environment.

Where did they come from?

On the 13th of April 2006 Emmaus South Lambeth volunteers and the shop manager gathered for a session. In this session the Governing Principles of voluntary work were chosen. The participants believe these are the most important attributes of the volunteering environment within Emmaus South Lambeth.

What is the goal of the Governing Principles?

The Governing Principles will help us improve our volunteering environment. To do this, we need your help. It is important that we do everything we can to adhere to these Governing Principles. We want to hear from you what can be improved.

Appreciation

Appreciation is the expression of gratitude towards each other in the organisation. It makes us feel valued for our contributions. It is the recognition of our input and also the expression of appreciation.

Teamwork

Teamwork means that we work together as a group. We offer support and stimulate each other to achieve the best results. It also means learning from each other, good communication and synergy ($1+1=3$). But most importantly teamwork is what makes our work fun!

Respect

Respect means that we treat others the way we would like to be treated ourselves. We are aware that people have different opinions and respect them. We regard other people's feelings and opinions when making decisions. We are tolerant towards each other and are open to constructive criticism.



Positivity

Positivity means being optimistic and attentive towards each other. We try to share our enthusiasm with others and put some humour into our work. We think in solutions, not problems and give constructive criticism.

Commitment

Commitment means being reliable and loyal. We are all dedicated and enthusiastic about achieving a common goal, getting the ESL Community up and running. We are consistent in trying to support this goal and the ethos of what Emmaus tries to achieve goes beyond volunteering.

Challenge / Creativity

Challenge means being able to do a variety of stimulating tasks. We let other people know what our skills, interests and qualities are. Creativity means looking at situations with an open mind and try to make suggestions. We take initiative and offer our help when possible.

Internal communication

Internal communication is the exchange of information between all members of our organisation. Our communication is open. We try to involve others in the project by sharing our knowledge and provide regular updates.



Appendix J: Impression of the introduction of the governing principles

The governing principles are presented as small boxes in a hanging wardrobe. Each box contains a pen and a notepad on which the volunteer can write their ideas. This way they can (anonymously) contribute something.



For the introduction of the governing principles I used a metaphor to show the volunteers their role in improving the volunteering environment. Each balloon represented a principle. The volunteers had to blow up these balloons as a representation of the work that needs to be done to make the principles more visible in the organisation.





Appendix K: Governing principles action plan

Governing Principles action plan

- Shop Manager Emmaus South Lambeth -



April 2006

**Introduction**

This plan describes how internal communication can be used to improve the volunteering environment within Emmaus South Lambeth (ESL). This will be done by using the governing principles of voluntary work that were determined by the volunteers and the management of ESL.

These governing principles were graded for the actual and the desired situation within ESL. The results of this grading process show how much improvement is needed per principle.

Furthermore, the answers from several questionnaires and informal chats with volunteers and the management were used to establish what can be improved in the volunteering environment and how this can be done.

This plan offers basic guidelines as to what can be done to improve the volunteering environment. It is important to have clear instructions to make a start with achieving the desired situation. Not only do you need to work on this, the volunteers need to be involved as well.

The volunteers helped choosing the governing principles during a session and they were involved in the introduction of the principles.

The rest of what needs to be done to improve the volunteering environment, besides what is written in this plan, should be decided with involvement of the ESL volunteers. During the volunteer meetings in the future the governing principles will be discussed and the volunteers will provide further input on how they can be improved.

Furthermore, you will be involved in a programme called 'Investing in Volunteers'. This is a programme by Volunteering England that helps small charities like ESL achieve the Investing in Volunteers' standards. It is not yet clear what this programme consists of exactly, but it might have some overlap as to what is mentioned in this plan. These things will provide the necessary input for further improvements of the volunteering environment.

There is a lot of overlap between the different principles. Therefore improvements in one principle go hand in hand with improvements in the other principles.

Reading guide

First of all this plan describes what governing principles of voluntary work are and how they came about. Secondly the grading of these governing principles is described.

Every principle is described separately and points that need to be improved and how this can be achieved are included.

In the final chapter an overview of all the actions, time planning, budget and evaluation is given.



Governing principles of voluntary work

During a session held on the 13th of April 2006 the ESL shop manager and volunteers choose 7 governing principles of voluntary work.

Governing principles are collectively chosen basic attributes of voluntary work within the organisation that have a determining influence on the volunteering environment.

The goal of these principles is to help improving the volunteering environment within ESL and involve the volunteers in the process. The target audience are the (shop based) ESL volunteers.

The governing principles of voluntary work within ESL are:

- Appreciation
- Teamwork
- Respect
- Commitment
- Positivity
- Challenge / Creativity
- Internal Communication

These principles are defined later on.

The participants also graded the principles for their actual and desired situation within ESL (from 1-10).

Governing Principles	Actual situation*	Desired situation*	Difference*
Appreciation	5,5	9	3,5
Teamwork	5,5	8,5	3
Respect	7,5	9	1,5
Commitment	7	9	2
Positivity	6	8,5	2,5
Challenge / creativity	4,5	8,5	4
Internal communication	5,5	9	3,5

The difference between the grades shows how much needs to be improved per principle (to achieve the desired situation). Some principles need more work than others.

In this plan the principles are mentioned in the following order (from the one that needs the most changes to the one that needs the least changes):

- Challenge / Creativity
- Appreciation
- Internal Communication
- Teamwork
- Positivity
- Commitment
- Respect

The objective is to improve all principles with 0,5 points within six months. The first period is the hardest because the most changes have to be made. The ultimate goal is to achieve the desired situation within 1,5 years time.

The volunteers are involved in improving all principles, mainly during the volunteer meetings. Every meeting one principle will be discussed (see guidebook volunteer representative). The volunteers are asked to think about the principle, what do they know about it, what can be changed and how can this be changed? They can leave their comments in the principle boxes that are emptied by the volunteer representative (more information in the governing principles brochure).

* Numbers are rounded of to half grades when necessary.



1. Challenge / Creativity

Challenge means being able to do a variety of stimulating tasks. We let other people know what our skills, interests and qualities are. Creativity means looking at situations with an open mind and try to make suggestions. We take initiative and offer our help when possible.

This principle has been given the grade 4,5 for the actual situation and 8,5 for the desired situation. This means that there is a difference of 4 points.

Situation analysis

Interviews with the volunteers and the management have shown that the tasks of the volunteers are often unclear. Volunteers do not know what they should be doing at times and do not know what the tasks of others are.

Volunteers have said that they want more variety and more challenge in their tasks. There is often only a limited variety of tasks available because there are only a few volunteers in the shop every day, the only work that can be done is in the shop. There is also no extra computer available. The volunteers that are in are needed to run the shop (stand behind the till or clean donations).

They also want to be asked about their tasks, if they like what they do, if they have suggestions about other tasks or how the tasks can be performed best.

Advice

The first thing to do is to have clear task descriptions for all volunteers. This includes creating more variety in tasks than there is at the moment.

All possible tasks have to be written down in task descriptions. This way, when enough volunteers and the right resources are available, the volunteers can look in the task descriptions to see what other tasks they can do.

This way all the volunteers know what the variety of available tasks is. When there are enough volunteers to do those other tasks the volunteers can learn more and they will be able to perform to their full potential. All this information can be collected in a 'task book'.

This task book includes a 'to-do-list'. This is a list you can make with small one-time tasks that need to be done. If volunteers have time to spare and do not know what to do they can look at this to-do-list.

Then you need to find out what skills, knowledge, interests and qualities the volunteers have.

This is already asked during the informal interview you have with the volunteer, but because the volunteer might not have a good idea of what can be done within ESL and still has a lot to learn about the organisation it is important to ask these questions again during a review meeting. This review meeting takes place one month after he or she has started volunteering for ESL. After that there will be a review meeting every three months.

In this review meeting the volunteer can suggest their own ideas about tasks and the way these tasks are best performed.

In the informal interview with the volunteer he or she needs to be told about the review meeting, what the goal of this meeting is and that you are always open for suggestions.

After a volunteer has spoken to you and gave some input it is important that you react on their input within one week. Even if this means telling the volunteer that you have not had any time to think about the idea yet but will give feedback at a certain time (name a specific date).

Because the volunteers are asked about their opinions and asked for their input regularly they start to think about creative solutions for tasks more and more. This way the volunteers get motivated to show initiative.

This way initiative, challenge and creativity become more and more imbedded in the volunteering environment. The volunteers know they can always make suggestions to you and that you take these suggestions seriously.

All of these things (seeking challenge, adjusting tasks) can also happen in between review meetings but it might take a while for the volunteers to take initiative on their own since they are not used to this.

Ideally there will be an atmosphere in which it is normal for volunteers to seek challenge on their own when they feel like they are not challenged enough. But until this atmosphere is there you have to take the initiative. In time it will become easier for the volunteers to come forward with their own ideas, this way volunteers also challenge themselves.

Furthermore, when volunteers hear about the success of others that have shown initiative they will become even more motivated. A volunteer news brief is a good way to spread stories about successful ideas and initiatives. This news brief will be made mainly by the volunteers and is produced in between the volunteer meetings with news on the project but also personal stories from the volunteers.

Because there is no volunteer news brief at the moment you will have to lead the production of this news brief in the beginning (e.g. asking volunteers for their input and putting the magazine together). When the volunteers learn what a news brief is and how it is made they can do this by themselves.

Producing this new brief is a new challenge for the volunteers. They write about their own successes and all the other volunteers read about them. The volunteer news brief will become something they can be proud of.

Furthermore, holding regular brainstorm sessions challenges the creativity and initiative of the volunteers.

Volunteers have a lot of knowledge about the shop, the customers, etc. that you have to use to your advantage. They are used ad-hoc, for example a brainstorm session to think of new ideas for window decoration, fundraising events or ways to involve the West Norwood community.



Action list:

- **Task book:** create clear task descriptions for all the tasks (even if they can not be executed at this moment), communicate the tasks, task descriptions and the division of tasks to the volunteers (including a to-do-list).
- **Informal interview:** inform the volunteers about the review meeting, what the goal of this meeting is and that you are always open for suggestions.
- **Review meeting:** this meeting takes place one month after a new volunteer has started and from then on every three months. Ask about the volunteers' skills, knowledge, interests and qualities. Volunteers can suggest their own ideas about tasks and the way these tasks are best performed.
- **Feedback:** give feedback to the volunteers about their input within one week (if you have not looked at it yet give them a specific date when you will get back to them).
- **Volunteer news brief:** every month there will be a volunteer news brief produced by the volunteers. This news brief is produced in between the volunteer meetings with news on the project but also personal stories from the volunteers.
- **Brainstorm session:** this is used ad-hoc to involve volunteers, stimulate their creativity and get new creative ideas that you might not have thought of yourself.



2. Appreciation

Appreciation is the expression of gratitude towards each other in the organisation. It makes us feel valued for our contribution. It is the recognition of our input and also the expression of appreciation.

This principle has been given the grade 5,5 for the actual situation and 9 for the desired situation. This means that there is a difference of 3,5 points.

Situation analysis

The interviews with the volunteers and the session made it clear that volunteers do not feel appreciated enough within the organisation. Even though there are many 'thank you' moments (this is a very important thing when we are talking about appreciation), it is important to not just say it but also show it!

Furthermore, volunteers would like to have more learning possibilities than there are at the moment.

Advice

There are ways to show more appreciation towards the volunteers. Volunteers can be shown appreciation by rewarding them. This is currently done by things like Christmas lunch, discounts on shop products and outing to other projects.

A good moment to reward volunteers is when they have been working for ESL for a certain period of time. It is important to have volunteers that are committed to the organisation, you want to thank these volunteers and show them how much you appreciate them.

When they have been with the organisation for six months you can give them an Emmaus mug with sweets in it, just as a token of appreciation. This can be repeated (possibly with a different gift) after the volunteer has been with ESL for one year (this does not happen much).

A good moment to show appreciation is also on the birthday of a volunteer. At the moment the volunteers' birthdays are not celebrated within the organisation and often they are not even known.

Therefore you have to start a birthday calendar. Every volunteer who would like the others to know when their birthday is will write his or her name on the calendar. Furthermore, on his or her birthday the volunteer gets a card with a voucher of five pounds to spend in the shop. This way volunteers know that ESL cares about them.

Volunteers also see learning possibilities as an example of appreciation. At the moment the learning possibilities within ESL are limited. More learning possibilities can be provided either within ESL or by external courses.

Internal courses can be free, for example role-plays on customer relations. Even external courses do not have to cost ESL anything. There are many free courses available, for example the free unleash volunteer training for volunteers of homelessness projects (found on 22-04-2006 on: www.unleash.org.uk).

Furthermore, you can show your appreciation by giving volunteers more responsibilities. The tasks can be chosen from the task book (principle: Challenge / Creativity). You can delegate tasks that need to be done to the volunteers (to-do-list), even tasks that you need to do. This can only be done when you can rely on a volunteer to actually perform this task correctly.

Furthermore, you can decide to have one volunteer that takes charge for that day, like a deputy shop manager. This way volunteers learn more about leadership and management.

Volunteers need to know that there are opportunities to learn and get more responsibilities as long as they keep up the good work.

There is no real relationship between the ESL Trustees and the (shop based) volunteers, they often do not know each other at all. Therefore there is no sign of appreciation from the Trustees towards the volunteers. And even if there was it will not mean a lot to the volunteers because of the lack of the relationship between them.

The question if there should be a relationship between the Trustees and the volunteers is a different matter all together and therefore I will not go into this any further.

The volunteer news brief can also be used to show appreciation. Volunteers can write about something to show their appreciation for each other, for the management or for the whole organisation.

Action list:

- **Rewards:** when volunteering for six months the volunteer receives an ESL mug with sweets. This can be repeated when a volunteer has been with ESL for one year.
- **Learning possibilities:** create more opportunities for internal and external courses and let the volunteers know that there are learning possibilities.
- **Responsibilities:** volunteers can be given more responsibilities when they have proven to be a good volunteer, let them know what these responsibilities are (e.g. the opportunity to become deputy shop manager).
- **Birthday:** create a calendar with the birthdays of all volunteers (if they approve of this) and give the volunteer a card with a five pound coupon to spend in the shop when it is their birthday.



3. Internal Communication

Internal communication is the exchange of information between all members of our organisation. Our communication is open. We try to involve others in the project by sharing our knowledge and provide regular updates.

This principle has been given the grade 5,5 for the actual situation and 9 for the desired situation. This means that there is a difference of 3,5 points.

Situation analysis

The session and the interviews with the ESL volunteers and the management clearly showed that there is not enough communication between the management and the volunteers. Volunteers want to be more involved with what goes on in the project and would like you to inform them about news on the project. They also want to be more involved in the decision-making.

There is not enough contact between the volunteers, they do not know each other well (sometimes not at all) and new volunteers are not properly introduced.

There are a few instruments used for communication with the volunteers. These are: volunteer meetings, informal chats and a notice board in the basement.

The volunteer meeting should take place every month to inform and to communicate with the volunteers. This does not happen every month and even if it does, not all volunteers are present at this meeting. Therefore not all volunteers know about what has been said and decided. You make minutes of the meeting and post these on the notice board, but the volunteers do not read this information.

Furthermore, the volunteer meetings are often used to share information with the volunteers rather than involve the volunteers in the decision-making.

The notice board in the basement is not actively used and the information on the board is often out of date. There are a couple of pockets on this notice board to keep newsletters or formal letters from the management. These newsletters are not given to the volunteers but they can take them from the pockets. This is often not done because volunteers do not really use the board. Furthermore, these newsletters are often out of date as well.

The informal chats are used often to share information with the volunteers. But because these chats are not structured it is hard to tell what volunteer knows what information and who does not know anything. This causes a situation where some volunteers know more about what is going on than others.

Advice

Do not rely on informal chats to share important information with the volunteers. It is a good additional way of communication but make sure important information is consequently given to all volunteers.

Volunteers want to get more involved and the volunteer meeting is a good way to do this. Just like the individual review meetings the volunteer meeting is the ideal instrument to involve the volunteers. They have to be asked about their opinions focussed on specific issues that the management needs to decide on. This way volunteers really have something to contribute to the decision-making in the organisation.

The volunteer meeting should take place every month and the volunteers should all receive the minutes for this meeting. The goal of the volunteer meeting needs to be communicated to the volunteers. The message is that the meeting is not only about information giving but also about involvement and input. Feedback on the volunteer input is extremely important, this way volunteers know that their opinions are seriously taken into consideration.

The brainstorm sessions (principle: Challenge / Creativity) are also a good way to involve the volunteers.

The notice board (in the new shop this will be a white board) in the basement can be a very effective way to spread information from the management to the volunteers, the other way around and amongst volunteers (2-way communication). But to be able to do this every volunteer needs to know the importance of this white board and you need to use this board frequently, the information on the board should be up-to-date.

It needs to be communicated to the volunteers that they check the white board for information is important. This can be done in the informal interview with the volunteer when they start working and with the other volunteers by speaking to them personally.

Contact between the volunteers can be improved when there are more volunteers available to do work because volunteers will be able to work together.

But because volunteers work on different days it is still hard to introduce all of them to each other personally. An introduction book can be used to introduce all volunteers without them having to meet each other. This has a picture of every volunteer and a little bit of information on this volunteer (preferably an introduction written by themselves). This way new volunteers know who the other volunteers are and can introduce themselves even if they do not actually meet.

The volunteer news brief can also be used for introducing new volunteers and informing volunteers about the progress of the project. These newsletters can be placed in the white board pockets.



Use e-mail as an additional way to inform and communicate with the volunteers. At the moment this is not done consistently. E-mail newsletters can be sent to the volunteers by e-mail but because not all volunteers have access to the internet they should also be provided to them in print.

There should be post boxes for the volunteers, the shop manager, the project manager and the Trustees. Newsletters, letters or other pieces of information that needs to be given to all volunteers should have their names on it and be placed in the volunteers' post box. This way you know exactly who has taken the information and who has not.

Volunteers can also leave notes for each other in this post box and they can leave notes for you, the project manager or the Trustees in their post boxes.

Action list:

- **Informal chats:** do not rely on these to share important information but it is a good additional way to communicate with the volunteers.
- **Volunteer meeting:** hold this meeting every month to inform and involve the volunteers. Ask them about their opinions, and give them proper feedback. Let the volunteer know what the goal of this meeting is. All volunteers should receive the minutes for this meeting.
- **White board:** keep the information up-to-date, let the volunteers know that it is important to use the white board.
- **Introduction book:** book with a picture and introduction of every volunteer to introduce them to each other when they have not met. Volunteers can also be introduced in the volunteer news brief.
- **E-mail:** use this as an additional way to inform and communicate with volunteers.
- **Post boxes:** everyone can leave messages for any of the volunteers, the shop manager, the project director or the Trustees in their post boxes. When important information is left in the volunteer post box write the names of the volunteers on it. Let everyone know how important it is to use these post boxes.



4. Teamwork

Teamwork means that we work together as a group. We offer support and stimulate each other to achieve the best results. It also means learning from each other, good communication and synergy (1+1=3). But most importantly teamwork is what makes our work fun!

This principle has been given the grade 5,5 for the actual situation and 8,5 for the desired situation. This means that there is a difference of 3 points.

Situation analysis

In the interviews and the session it became clear that the volunteers are not one close group. There is not much team spirit in the organisation.

This is partly because volunteers do not work together much, they do not know each other well, new volunteers are not properly introduced and the volunteers do not feel involved enough with the organisation. The volunteers would like to get to know each other better.

Advice

The introduction of new volunteers has already been discussed, so has the involvement of the volunteers (principle: Internal Communication).

Volunteers want to get to know each other better and work together more. To be able to do this there have to be more volunteers. You are already busy with recruiting more volunteers at the moment. When there are more volunteers they have more opportunities to work together and build relationships. Furthermore, if you can recruit volunteers that work more days there is more overlap between the volunteers and they meet each other more often.

Team building activities are a good way to create team spirit. One of the things you have to do is to have a preliminary conversation with the volunteers every day at the start of the day. You will talk about what happened the previous day, any things they need to know, and who will do what on that day.

Furthermore, some activities outside of the working place have to be organised, for example a picnic or a treasure hunt in the summer. This way volunteers can get to know each other outside of the work place. This can even be done in two separate groups if it is difficult to get most of the volunteers together at a given day.

This might mean spending some more money on the volunteers but more involvement with the organisation and with each other will also create more dedication and passion for the project. This will result in the volunteers taking their work more serious and being more punctual. It is definitely worth spending some money on.

Action list:

- **Working together:** recruiting new volunteers.
- **Preliminary conversation:** daily morning meeting with shop manager and volunteers to talk about news of the previous day(s) and the current day.
- **Team-building:** activities outside of the working place have to be organised, for example a picnic or a treasure hunt in the summer (outdoor activities).



5. Positivity

Positivity means being optimistic and attentive towards each other. We try to share our enthusiasm with others and put some humour into our work. We think in solutions, not problems and give constrictive criticism.

This principle has been given the grade 6 for the actual situation and 8,5 for the desired situation. This means that there is a difference of 2,5 points.

Situation analysis

Volunteers are often already positive. The only thing the interviews showed was that volunteers complain too much at times and see problems instead of solutions.

There are only a few volunteers that do this or notice this is happening. These volunteers can influence the atmosphere.

Advice

The only thing that can be done to change this behaviour (which is very much a personal character trait) is to let people know when they are being negative and try to turn this negativity into positivity. Let people know that they have to look at solutions instead of looking at problems (for example by introducing them to our governing principles). Furthermore, let people know that they should give constructive criticism only.

When the volunteers notice that the other principles are improving the atmosphere will become more positive.

A positive atmosphere is also created by being attentive, this is already mentioned previously for example by birthday calendars and rewards for long time volunteers (principle: Appreciation).

A good exercise to create a positive atmosphere is the 'positive game'. It is an exercise in which the participants write down positive things. For example: people all write down one positive characteristic of the other participants on a piece of paper. The leader writes all the positive comments for one person on one piece of paper and hands it to them. This way all participants have a list of positive characteristics for themselves.

Action list:

- **Communication:** tell people to take a positive attitude, to look at solutions not problems and to give constructive criticism.
- **Positive game:** this should be done during the volunteer meeting, a game to spread positivity.



6. Commitment

Commitment means being reliable and loyal. We are all dedicated and enthusiastic about achieving a common goal, getting the ESL Community up and running. We are consistent in trying to support this goal and the ethos of what Emmaus tries to achieve goes beyond volunteering.

This principle has been given the grade 7 for the actual situation and 9 for the desired situation. This means that there is a difference of 2 points.

Situation analysis

According to the interviews not all volunteers are dedicated and passionate enough about the organisation. Volunteers often do not come in on time or they just do not come in at all when they should have.

Advice

This principle is closely connected to the others. When there is more teamwork, more involvement (internal communication) and volunteers feel appreciated and challenged they will be most likely more committed to the organisation.

Volunteers can be motivated to be more committed to the organisation by rewarding them for their commitment, for example a box of chocolates for the volunteer that has been in every day at the right time for two months. Another example is to give the volunteers something when they have been working for the organisation for a certain period of time (principle: Appreciation).

These are things that can motivate the volunteer to keep up the good work.

Action list:

- **Rewards:** reward volunteers for their commitment (box of chocolates if they are on time for two months in a row) to motivate them to keep up the good work.



7. Respect

Respect means that we treat others the way we would like to be treated ourselves. We are aware that people have different opinions and respect them. We regard other people's feelings and opinions when making decisions. We are tolerant towards each other and are open to constructive criticism.

This principle has been given the grade 7,5 for the actual situation and 9 for the desired situation. This means that there is a difference of 1,5 points.

Situation analysis

The volunteers and the management already find the level of respect in the organisation reasonably well. There are certain people that have more problems with respect than others (e.g. they start shouting in arguments), but these are exceptions.

Advice

There have to be clear rules as to what behaviour is considered tolerable and what not. These rules have to be written down and known by all members of the organisation.

When someone crosses the line they should be warned to not do this again.

Furthermore, respect has a lot to do with teamwork. When you feel like one team and when there is team spirit you will most likely treat each other with respect.

Action list:

- **Rules:** create clear rules for behaviour inside the organisation.



Overview

This chapter provides an overview of all the actions that need to be taken to improve the volunteering environment. They have all been mentioned in the previous chapters. First of all there is a time planning for all activities followed by an overview of the costs and finally how we can evaluate.

Time planning

All the actions that are previously mentioned have to be carried out rather soon to start changing the volunteering environment. This schedule shows what needs to be done when, the tasks that can be executed by volunteers can be found in the to-do-list in appendix 2.

Principle	Activity		Month
Challenge / Creativity	Informal interview	Inform the volunteers about the review meeting, what the goal of this meeting is and that you are always open for suggestions.	From now on
Challenge / Creativity	Review meeting	This meeting takes place one month after a new volunteer has started and from then on every three months. Ask about the volunteers' skills, knowledge, interests and qualities. Volunteers can suggest their own ideas about tasks and the way these tasks are best performed.	From now on
Challenge / Creativity	Feedback	Give feedback to the volunteers about their input within one week (if you have not looked at it yet give them a specific date when you will get back to them).	From now on
Appreciation	Rewards	When volunteering for six months the volunteer receives an ESL mug with sweets. This can be repeated when a volunteer has been with ESL for one year.	From now on
Internal Communication	Informal chats	Do not rely on these to share important information but it is a good additional way to communicate with the volunteers.	From now on
Internal Communication	Volunteer meeting	Hold this meeting every month to inform and involve the volunteers. Ask them about their opinions, and give them proper feedback. Let the volunteer know what the goal of this meeting is. All volunteers should receive the minutes for this meeting.	From now on
Internal Communication	E-mail	Use this as an additional way to inform and communicate with volunteers.	From now on
Positivity	Communication	Tell people to take a positive attitude, to look at solutions not problems and to give constructive criticism.	From now on
Challenge / Creativity	Task book	Create clear task descriptions for all the tasks (even if they can not be executed at this moment), communicate the tasks, task descriptions and the division of tasks to the volunteers (including a to-do-list).	May
Appreciation	Birthday	Create a calendar with the birthdays of all volunteers (if they approve on being on this calendar) and give the volunteer a card with a five pound coupon to spend in the shop when it is their birthday.	May
Internal Communication	Introduction book	Book with a picture and introduction of every volunteer to introduce them to each other when they have not met.	May
Challenge / Creativity	Volunteer news brief	Every month there will be a volunteer news brief produced by the volunteers. This news brief is produced in between the volunteer meetings with news on the project but also personal stories from the volunteers. New volunteers can also be introduced in this news brief.	Starting June
Respect	Rules	Create clear rules for behaviour inside the organisation	June
Internal Communication	White board	Keep the information up-to-date, let the volunteers know that it is important to use the white board.	Starting June
Internal Communication	Post boxes	Everyone can leave messages for any of the volunteers, the shop manager, the project director or the Trustees in their post boxes. When important information is left in the volunteer post box write the names of the volunteers on it. Let everyone know how important it is to use these post boxes.	Starting June
Teamwork	Preliminary conversation	Daily morning meeting with shop manager and volunteers to talk about news of the previous day(s) and the current day.	Starting July



Appreciation	Learning possibilities	Create more opportunities for internal and external courses and let the volunteers know that there are learning possibilities.	August
Commitment	Rewards	Reward volunteers for their commitment to motivate them to keep up the good work.	Starting August
Challenge / Creativity	Brainstorm session	This is used ad-hoc to involve volunteers, stimulate their creativity and get new creative ideas that you might not have thought of yourself.	When needed
Appreciation	Responsibilities	Volunteers can be given more responsibilities when they have proven to be a good volunteer, let them know what these responsibilities are (e.g. the opportunity to become deputy shop manager).	When needed
Teamwork	Working together	Recruiting more volunteers.	When possible
Teamwork	Team-building	Activities outside of the working place have to be organised, for example a picnic or a treasure hunt in the summer.	When possible
Positivity	Positive game	This should be done during the volunteer meeting, a game to spread positivity.	When needed / possible

Budget

Most activities can be done without it costing ESL any extra money but not all. The estimated costs for the first year are described below.

Activity	Item and cost	Quantity	Total cost
Brainstorm session	Lunch: £15.00	app. 4 times a year	£60.00
Rewards	Emmaus mug: £5.00	app. 22 volunteers	£110.00
	Sweets: £0.50		£11.00
	Box of chocolates: £0.80		£17.60
Birthday	Calendar: £2.00	One	£ 2.00
	Card: £1.00	app. 22 volunteers	£22.00
Volunteer meeting	Lunch: £15.00	app. 12 times a year	£180.00
Team-building	Lunch and or drinks: £25.00	app. 4 times a year	£100.00
Total:			£502.50

Evaluation

Not only is it important to make sure we achieve our goal, it is also important to check in between to make sure we are moving in the right direction. The volunteer representative does this as described in the volunteer representative guidebook.

Every volunteer meeting one (or more) principle(s) will be discussed. The volunteer representative will lead this discussion. If the volunteers and the management feel like there is more that can be done the volunteer representative and the shop manager will decide on what actions to take.

The goal is to improve all principles with 0,5 points within six months. This will be evaluated by filling out a questionnaire (appendix 1) in October 2006.

After determining how much the principles have been improved over the past six months (compared to the first grading in April 2006) another session is held. The goal of this session is to determine a strategy for improving the volunteering environment even more to achieve the desired situation in October 2007. This will be organised together with the volunteer representative.

In October 2007 the questionnaire will be handed out again to check of the desired situation has been achieved. If so this situation needs to be guarded together with the shop manager.

If the desired situation is not achieved the strategy needs to be revised together with the volunteer representative.



Appendix 1: Evaluation questionnaire

Please grade our governing principles from 1 – 10 for the situation within Emmaus South Lambeth at the moment. Do keep in mind that the grade 10 is not always the best grade (for example if you grade 10 for positivity it means that it is the most positive possible for the organisation to get). In the comment box you can write any comments that have to do with the principles (if you noticed any changes, if you have any suggestions, etc.).

Governing Principle	Grade from 1-10	Comments
Appreciation		
Teamwork		
Respect		
Positivity		
Commitment		
Challenge / Creativity		
Internal Communication		



Appendix 2: To-do-list

This to-do-list includes all activities described in this plan that can be done by volunteers. If volunteers have time to spare and do not know what to do they can look at this to-do-list.

Task	Description
Task book	Create clear task descriptions for all the tasks (even if they can not be executed at this moment).
Birthday	Create a calendar with the birthdays of all volunteers (if they approve on being on this calendar).
Introduction book	Book with a picture and introduction of every volunteer to introduce them to each other when they have not met.
Volunteer news brief	Every month there will be a volunteer news brief, produced in between the volunteer meetings with news on the project but also personal stories from the volunteers. New volunteers can also be introduced in this news brief.
Rules	Create clear rules for behaviour inside the organisation.
Learning possibilities	Create more opportunities for internal and external courses.
Brainstorm session	This is used ad-hoc to get new creative ideas about certain topics.
Team-building	Activities outside of the working place have to be organised, for example a picnic or a treasure hunt in the summer.



Appendix L: Guidebook volunteer representative

GUIDEBOOK



- VOLUNTEER REPRESENTATIVE -
GUARDING THE EMMAUS SOUTH LAMBETH GOVERNING
PRINCIPLES OF VOLUNTARY WORK

April 2006



Introduction

ESL is working hard to improve our volunteering environment. To do this we need the help of all our volunteers and especially you, the volunteer representative that will guard the governing principles of voluntary work within ESL. This guidebook is a practical guide that will provide you with the information needed to fulfil your task as volunteer representative*.

First of all the governing principles of voluntary work within ESL are explained: what are our governing principles, how did they come about, why are there governing principles and what do they mean? After that the grading of the principles is explained. The outcome of the grading forms the basis of the governing principles action plan. Furthermore, is explained how the principles are represented within the organisation. Then your tasks as a volunteer representative are explained: introducing the principles, guarding the principles and evaluating them.

Remarks or comments on this plan from any volunteer representatives can be found in appendix 2.

This guidebook belongs to the current volunteer representative:

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

* If there is no volunteer representative present these tasks are performed by the shop manager.



Governing Principles of voluntary Work

Governing principles of voluntary work are:

Collectively chosen basic attributes of voluntary within the organisation that have a determining influence on the volunteering environment.

On the 13th of April 2006 ESL volunteers and the shop manager, Majonne van der Bijl, gathered for a session. Together they choose 7 governing principles of voluntary work within ESL. The participants believe these are the most important attributes of the volunteering environment within ESL. The governing principles will help us improve our volunteering environment. It is important that we do everything we can to adhere to these governing principles. The governing principles are described below.

Appreciation

Appreciation is the expression of gratitude towards each other in the organisation. It makes us feel valued for our contributions. It is the recognition of our input and also the expression of appreciation.

Teamwork

Teamwork means that we work together as a group. We offer support and stimulate each other to achieve the best results. It also means learning from each other, good communication and synergy (1+1=3). But most importantly teamwork is what makes our work fun!

Respect

Respect means that we treat others the way we would like to be treated ourselves. We are aware that people have different opinions and respect them. We regard other people's feelings and opinions when making decisions. We are tolerant towards each other and are open to constructive criticism.

Positivity

Positivity means being optimistic and attentive towards each other. We try to share our enthusiasm with others and put some humour into our work. We think in solutions, not problems and give constructive criticism.

Commitment

Commitment means being reliable and loyal. We are all dedicated and enthusiastic about achieving a common goal, getting the ESL Community up and running. We are consistent in trying to support this goal and the ethos of what Emmaus tries to achieve goes beyond volunteering.

Challenge / Creativity

Challenge means being able to do a variety of stimulating tasks. We let other people know what our skills, interests and qualities are. Creativity means looking at situations with an open mind and try to make suggestions. We take initiative and offer our help when possible.

Internal communication

Internal communication is the exchange of information between all members of our organisation. Our communication is open. We try to involve others in the project by sharing our knowledge and provide regular updates.

Grading

During this session the participants also graded these governing principles for the actual and desired situation within ESL. The grade for the actual situation shows the extent in which the participants feel that principle is adhered to in the organisation. The grade for the desired situation represents the extent to which the participants feel that the principles should be adhered to.

Governing Principles	Actual situation*	Desired situation*	Difference*
Appreciation	5,5	9	3,5
Teamwork	5,5	8,5	3
Respect	7,5	9	1,5
Commitment	7	9	2
Positivity	6	8,5	2,5
Challenge / creativity	4,5	8,5	4
Internal communication	5,5	9	3,5

The difference between the actual and the desired situation forms the basis of the governing principles action plan.

* Numbers are rounded of to half grades when necessary.



Governing Principles Action plan

The shop manager received this plan that describes in what way the governing principles in ESL can be improved and adhered to.

It described how each governing principle can be improved to achieve a growth of 0,5 points per principle in six months. A summary of this plan can be found in appendix 3.

The Representation of the Principles

The governing principles are presented in the organisation in a 'wardrobe' that has small boxes inside. The information brochures about the governing principles are also in this wardrobe.

Each box represents one principle and contains the definition of this principle, a pen and a notepad inside. Volunteers can (anonymously) leave suggestions and ideas about improving the principles inside these boxes.

The Volunteer Representative

As a volunteer representative you make sure the governing principles of voluntary work within ESL are adhered to. Your main task is to guard the principles and give them meaning in the organisation. This can be done by performing the tasks described in this manual and with help of the other ESL volunteers.

The tasks in this manual may be changed or adjusted at any time when you feel this is necessary.

Please do write this down in appendix 2, remarks and comments. This way the other volunteer representatives can learn from what you have done.

When you wish to hand this task over to another volunteer please provide this volunteer with the right instructions to become a good volunteer representative and hand over this guidebook.

Guarding the Principles

The specific tasks that have to be done in order to guard the governing principles of voluntary work are described below.

Introduction of the principles

When a new volunteer joins the organisation it is important to inform them about the governing principles of voluntary work.

Please provide them with a brochure about the governing principles and show them the 'wardrobe'. Explain to them that the governing principles were chosen by members of the organisation. According to them they are the most important attributes of voluntary work within ESL.

It is important to explain that the volunteers can contribute something by putting (anonymous) suggestions in the boxes. All suggestions will be looked at during the volunteer meeting.

And also that we can not improve the volunteering environment without their help. Therefore they need to try to adhere to these principles when volunteering for ESL.

Guarding the principles

The principles should mean something to everyone in the organisation and to make sure this happens they have to stay on the agenda.

▪ Volunteer meeting

The principles will be on the agenda at every volunteer meeting. At every meeting one or two principles (depending on the quantity of input from the volunteers) will be discussed.

Volunteers can help improving the volunteering environment not only by adhering to these principles but also by making their own suggestions as to how they can be improved.

They can do this by putting suggestions in the boxes or by speaking up in the volunteer meeting when the principle is discussed. Before the volunteer meeting you need to make sure that you have checked every box to see if there are any comments in it. Every meeting the wardrobe will be hung nearby the meeting room table.

In the meeting the following things should be discussed:

- What is the current state of the principle within ESL?
- What could be improved about this principle within ESL?
- How can this be done (try to get clear actions including who does what, when, and how)?
- Is there anything anyone would like to add?

To make this easier for the volunteers (especially in the beginning) you can give them this list of questions, focussed on the principle(s) that you will discuss in the meeting, before hand. They can already think about the questions and write their answers down. This can be given to the volunteers with the invitation to the meeting, or in the volunteer post box at least one week before the meeting.

Furthermore, you can look at the governing principles action plan for an advice on how the principles can be implemented in the organisation.

▪ The representation of the principles

As previously mentioned the principles are represented in a wardrobe with boxes. It is important to make sure that the representation is complete. Before every volunteer meeting (when you check the boxes for suggestions) make sure all boxes are in the wardrobe and that there are a pen and a notepad in every box (7 boxes). Furthermore, there should be enough brochures in the wardrobe.

If anything is missing or you need new brochures please let the shop manager know.



- Contact with the shop manager

Be observant and see if the principles are adhered to. If any principles are not adhered to you should talk to the shop manager about this. The shop manager will also contact you if he/she notices that the principles are not adhered to. Together you should try to find a way to improve this.

Evaluation

After six months all the volunteers and the management have to re-grade the principles to see what improvements have been made. This can be done by handing out a questionnaire to all the volunteers (appendix 1).

After determining how much the principles have been improved over the past six months (compared to the first grading in April 2006) another session should be held. The goal of this session is to determine a strategy for improving the volunteering environment even more to achieve the desired grade. You can organise this session together with the shop manager.



Appendix 1: Evaluation questionnaire

Please grade our governing principles from 1 – 10 for the situation within Emmaus South Lambeth at the moment. Do keep in mind that the grade 10 is not always the best grade (for example if you grade 10 for positivity it means that it is the most positive possible for the organisation to get). In the comment box you can write any comments that have to do with the principles (if you noticed any changes, if you have any suggestions, etc.).

Governing Principle	Grade from 1-10	Comments
Appreciation		
Teamwork		
Respect		
Positivity		
Commitment		
Challenge / Creativity		
Internal Communication		

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Appendix 3: Summary of the governing principles action plan

Introduction

The governing principles action plan describes how internal communication can be used to improve the volunteering environment within Emmaus South Lambeth (ESL). This will be done by using the governing principles of voluntary work.

Furthermore, the answers from several questionnaires and informal chats with volunteers and the management were used to establish what can be improved in the volunteering environment and how this can be done.

This plan offers basic guidelines as to what can be done to improve the volunteering environment. It is important to have clear instructions to make a start with achieving the desired situation.

The rest of what needs to be done to improve the volunteering environment, besides what is written in this plan, should be decided with involvement of the ESL volunteers. During the volunteer meetings in the future the governing principles will be discussed and the volunteers will provide further input on how they can be improved.

For every principle an action list described what can be done to improve this principle. Because volunteers need to have a say in this as well this is just an advice. The final activities will be decided together with the volunteers in the volunteer meetings.

The principles are described in the order of change (the one that needs the most changes according to the grading process is mentioned first, etc.).

Furthermore, changes in one principle go hand in hand with changes in the other principles, this is why there might be some overlap in activities between the principles.

Challenge / Creativity

- **Task book:** create clear task descriptions for all the tasks (even if they can not be executed at this moment), communicate the tasks, task descriptions and the division of tasks to the volunteers (including a to-do-list).
- **Informal interview:** inform the volunteers about the review meeting, what the goal of this meeting is and that you are always open for suggestions.
- **Review meeting:** this meeting takes place one month after a new volunteer has started and from then on every three months. Ask about the volunteers' skills, knowledge, interests and qualities. Volunteers can suggest their own ideas about tasks and the way these tasks are best performed.
- **Feedback:** give feedback to the volunteers about their input within one week (if you have not looked at it yet give them a specific date when you will get back to them).
- **Volunteer news brief:** every month there will be a volunteer news brief produced by the volunteers. This news brief is produced in between the volunteer meetings with news on the project but also personal stories from the volunteers.
- **Brainstorm session:** this is used ad-hoc to involve volunteers, stimulate their creativity and get new creative ideas that you might not have thought of yourself.

Appreciation

- **Rewards:** when volunteering for six months the volunteer receives an ESL mug with sweets. This can be repeated when a volunteer has been with ESL for one year.
- **Learning possibilities:** create more opportunities for internal and external courses and let the volunteers know that there are learning possibilities.
- **Responsibilities:** volunteers can be given more responsibilities when they have proven to be a good volunteer, let them know what these responsibilities are (e.g. the opportunity to become deputy shop manager).
- **Birthday:** create a calendar with the birthdays of all volunteers (if they approve on being on this calendar) and give the volunteer a card with a five pound coupon to spend in the shop when it is their birthday.

Internal Communication

- **Informal chats:** do not rely on these to share important information but it is a good additional way to communicate with the volunteers.
- **Volunteer meeting:** hold this meeting every month to inform and involve the volunteers. Ask them about their opinions, and give them proper feedback. Let the volunteer know what the goal of this meeting is. All volunteers should receive the minutes for this meeting.
- **White board:** keep the information up-to-date, let the volunteers know that it is important to use the white board.
- **Introduction book:** book with a picture and introduction of every volunteer to introduce them to each other when they have not met. Volunteers can also be introduced in the volunteer news brief.
- **E-mail:** use this as an additional way to inform and communicate with volunteers.
- **Post boxes:** everyone can leave messages for any of the volunteers, the shop manager, the project director or the Trustees in their post boxes. When important information is left in the volunteer post box write the names of the volunteers on it. Let everyone know how important it is to use these post boxes.



Teamwork

- **Working together:** recruiting new volunteers.
- **Preliminary conversation:** daily morning meeting with shop manager and volunteers to talk about news of the previous day(s) and the current day.
- **Team-building:** activities outside of the working place have to be organised, for example a picnic or a treasure hunt in the summer (outdoor activities).

Positivity

- **Communication:** tell people to take a positive attitude, to look at solutions not problems and to give constructive criticism.
- **Positive game:** this should be done during the volunteer meeting, a game to spread positivity.

Commitment

- **Rewards:** reward volunteers for their commitment (box of chocolates if they are on time for two months in a row) to motivate them to keep up the good work.

Respect

- **Rules:** create clear rules for behaviour inside the organisation.

Time Planning

All the actions that are previously mentioned have to be carried out rather soon to start changing the volunteering environment. This schedule shows what needs to be done when.

Principle	Activity		Month
Challenge / Creativity	Informal interview	Inform the volunteers about the review meeting, what the goal of this meeting is and that you are always open for suggestions.	From now on
Challenge / Creativity	Review meeting	This meeting takes place one month after a new volunteer has started and from then on every three months. Ask about the volunteers' skills, knowledge, interests and qualities. Volunteers can suggest their own ideas about tasks and the way these tasks are best performed.	From now on
Challenge / Creativity	Feedback	Give feedback to the volunteers about their input within one week (if you have not looked at it yet give them a specific date when you will get back to them).	From now on
Appreciation	Rewards	When volunteering for six months the volunteer receives an ESL mug with sweets. This can be repeated when a volunteer has been with ESL for one year.	From now on
Internal Communication	Informal chats	Do not rely on these to share important information but it is a good additional way to communicate with the volunteers.	From now on
Internal Communication	Volunteer meeting	Hold this meeting every month to inform and involve the volunteers. Ask them about their opinions, and give them proper feedback. Let the volunteer know what the goal of this meeting is. All volunteers should receive the minutes for this meeting.	From now on
Internal Communication	E-mail	Use this as an additional way to inform and communicate with volunteers.	From now on
Positivity	Communication	Tell people to take a positive attitude, to look at solutions not problems and to give constructive criticism.	From now on
Challenge / Creativity	Task book	Create clear task descriptions for all the tasks (even if they can not be executed at this moment), communicate the tasks, task descriptions and the division of tasks to the volunteers (including a to-do-list).	May
Appreciation	Birthday	Create a calendar with the birthdays of all volunteers (if they approve on being on this calendar) and give the volunteer a card with a five pound coupon to spend in the shop when it is their birthday.	May
Internal Communication	Introduction book	Book with a picture and introduction of every volunteer to introduce them to each other when they have not met.	May
Challenge / Creativity	Volunteer news brief	Every month there will be a volunteer news brief produced by the volunteers. This news brief is produced in between the volunteer meetings with news on the project but also personal stories from the volunteers. New volunteers can also be introduced in this news brief.	Starting June
Respect	Rules	Create clear rules for behaviour inside the organisation	June



Internal Communication	White board	Keep the information up-to-date, let the volunteers know that it is important to use the white board.	Starting June
Internal Communication	Post boxes	Everyone can leave messages for any of the volunteers, the shop manager, the project director or the Trustees in their post boxes. When important information is left in the volunteer post box write the names of the volunteers on it. Let everyone know how important it is to use these post boxes.	Starting June
Teamwork	Preliminary conversation	Daily morning meeting with shop manager and volunteers to talk about news of the previous day(s) and the current day.	Starting July
Appreciation	Learning possibilities	Create more opportunities for internal and external courses and let the volunteers know that there are learning possibilities.	August
Commitment	Rewards	Reward volunteers for their commitment to motivate them to keep up the good work.	Starting August
Challenge / Creativity	Brainstorm session	This is used ad-hoc to involve volunteers, stimulate their creativity and get new creative ideas that you might not have thought of yourself.	When needed
Appreciation	Responsibilities	Volunteers can be given more responsibilities when they have proven to be a good volunteer, let them know what these responsibilities are (e.g. the opportunity to become deputy shop manager).	When needed
Teamwork	Working together	Recruiting more volunteers.	When possible
Teamwork	Team-building	Activities outside of the working place have to be organised, for example a picnic or a treasure hunt in the summer.	When possible
Positivity	Positive game	This should be done during the volunteer meeting, a game to spread positivity.	When needed / possible

Budget

Most activities can be done without it costing ESL any extra money but not all. The estimated costs for the first year are described below.

Activity	Item and cost	Quantity	Total cost
Brainstorm session	Lunch: £15.00	app. 4 times a year	£60.00
Rewards	Emmaus mug: £5.00	app. 22 volunteers	£110.00
	Sweets: £0.50		£11.00
	Box of chocolates: £0.80		£17.60
Birthday	Calendar: £2.00	One	£ 2.00
	Card: £1.00	app. 22 volunteers	£22.00
Volunteer meeting	Lunch: £15.00	app. 12 times a year	£180.00
Team-building	Lunch and or drinks: £25.00	app. 4 times a year	£100.00
Total:			£502.50

Evaluation

Not only is it important to make sure we achieve our goal, it is also important to check in between to make sure we are moving in the right direction. The volunteer representative does this as described in the guidebook.

Every volunteer meeting one (or more) principle(s) will be discussed. The volunteer representative will lead this discussion. If the volunteers and the management feel like there is more that can be done the volunteer representative and the shop manager will decide on what actions to take.

The goal is to improve all principles with 0,5 points within six months. This will be evaluated by filling out a questionnaire (appendix 4) in October 2006.

After determining how much the principles have been improved over the past six months (compared to the first grading in April 2006) another session is held. The goal of this session is to determine a strategy for improving the volunteering environment even more to achieve the desired situation in October 2007. This will be organised together with the volunteer representative.

In October 2007 the questionnaire will be handed out again to check of the desired situation has been achieved. If so this situation needs to be guarded together with the shop manager.

If the desired situation is not achieved the strategy needs to be revised together with the volunteer representative.