Acknowledgements

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Executive Summary

The Highly Skilled Culturally Diverse (HS CD) Volunteer Utilisation project was titled ‘Skilled Diversity’ to assist in promotional activities and to make it easier to discuss the project, as well as to engender interest in it.

The project’s primary audience was decision makers, such as CEOs, Executive Officers, Managers or Coordinators of Not-for-Profit (NFP) organisations. NFP organisations were the key to the success of this project. By helping NFPs, it was believed that volunteers would also benefit.

The opportunities from this project for HS CD volunteers are to gain a better understanding of the Australian workplace culture, getting assistance in maintaining their skills by making use of their professional capability, improving their communication skills and ultimately being assisted in their transition to the paid workforce.

This project sought to ensure that HS CD volunteers were socially included and could contribute to the organisation that recruited them in a meaningful and rewarding way for both parties. It also provided a source of highly skilled potential employees for Australian business, with their prior learning recognised and certified as work-ready.

A ‘Benefits Kit’, including training and consulting was developed to assist organisations access and utilise HS CD volunteers. This Kit was disseminated via face-to-face training and consulting using a collaborative environment based on the proven model of Bridges Incorporated’s BNA social enterprise collaborative paradigm.

Organisations involved participated in the initial research phase of the project, then in training and implementation of the Benefits Kit. The NFPs underwent mentoring by The Centre and created an internal work environment that provided support for HS CD volunteers and enhanced their job-seeking activities.

Organisations engaged volunteers on their usual contractual basis. The Centre did not enter into this process. Participation in the program was not intended to guarantee transition to paid employment for volunteers. The Centre’s School of Volunteer Management provided Recognition of Prior Learning (RPL) and Work Ready certification for individual volunteers when requested.

The project has been presented to the Australian general insurance industry with the assistance and facilitation of the Insurance Council of Australia. Volunteers engaged by NFPs participating in the Skilled Diversity project represent a potential pool of skilled
employees who have had their employability skills tested and certified by an Australian Registered Training Organisation.

City of Sydney provided financial assistance from the 2009-2010 Community Services Grants program to undertake this project in the City of Sydney local government area (LGA). The Centre entered into a contract with the City of Sydney to undertake this project.

The Community Relations Commission also provided financial assistance from the 2009-2010 Community Development Grants program.

**Supporters**

These organisations provided advice, encouragement or financial support for this project.

<table>
<thead>
<tr>
<th>OTHER ORGANISATIONS INVOLVED</th>
<th>TYPE OF INVOLVEMENT</th>
</tr>
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<tbody>
<tr>
<td>Department of Immigration and Citizenship</td>
<td>Expertise</td>
</tr>
<tr>
<td>Community Relations Commission (NSW)</td>
<td>Funding contribution and Expertise</td>
</tr>
<tr>
<td>Communities NSW (NSW Government Volunteering Unit)</td>
<td>Expertise</td>
</tr>
<tr>
<td>Sydney City Council</td>
<td>Funding contribution, In-kind support and Expertise</td>
</tr>
<tr>
<td>National Australia Bank Trustees</td>
<td>Resources and Expertise</td>
</tr>
<tr>
<td>Culture Resource Centre</td>
<td>Expertise</td>
</tr>
<tr>
<td>Connect Australia Foundation</td>
<td>Expertise</td>
</tr>
</tbody>
</table>
Glossary

**ABS** - Australian Bureau of Statistics

**AMF** - Australian Multicultural Foundation

**Benefits Kit** - A free NFP organisational support package consisting of documentation, strategies, guides, self-assessment tools, resources list, NFP personnel training and on-site operational consulting services to assist NFP organisations recruit, manage and assist HS CD volunteers gain skills and experience which may result in their transition to paid employment.

**BNA** – Bridges Network Approach, social enterprise collaborative model developed by Bridges Incorporated. This working paradigm provides a framework for community organisations to work within for mutual benefit.

**CALD** – Culturally and Linguistically Diverse.

**City of Sydney** - The Council of the City of Sydney local government area is bound by the suburbs of Alexandria, Beaconsfield, Camperdown, Centennial Park, Chippendale, Darling Harbour, Darlinghurst, Darlington, Dawes Point, East Sydney, Elizabeth Bay, Erskineville, Eveleigh, Forest Lodge, Garden Island, Glebe, Glebe Point, Haymarket, Kings Cross, Millers Point, Moore Park, Newtown, Paddington, Potts Point, Pyrmont, Redfern, Rosebery, Rushcutters Bay, St. Peters, Surry Hills, Sydney, Sydney University, The Rocks, Ultimo, Waterloo, Woolloomooloo, Zetland.

**CRC** - Community Relations Commission of NSW

**Highly Skilled** - Described as ‘not limited to tertiary qualifications but defined by the role, which may include both skilled and unskilled tasks’.

**HS CD** - Highly Skilled Culturally Diverse (in this document HSIE and CALD are used interchangeably with this term).

**HSIE** – Highly Skilled with Insufficient English

**LGA** - Local Government Area

**NFP** - Not-for-Profit (organisation)

**RPL** - Recognition of Prior Learning

**RTO** - Registered Training Organisation

**VRC** - Volunteer Referral Centre, a network of 33 NFP organisations around NSW. They provide volunteer referral and other community services to local communities.
Introduction

The Centre for Volunteering conducted a research project into the utilisation of Highly Skilled Culturally and Diverse volunteers, the results of which were published in June 2008 in a document titled *Highly Skilled with Insufficient English: Culturally and Linguistically Diverse (CALD) Volunteers Utilisation Research Project*. This document may be found on The Centre for Volunteering’s website:


That project was initiated by The Centre for Volunteering as a result of its research department becoming aware from various sources that the number of culturally and linguistically diverse people wanting to volunteer was increasing and that a substantial number of people from HS CD backgrounds struggled to communicate verbally in English at a professional level. Consequently, they tended to be engaged in tasks not related to their skills, abilities and training.

Volunteering has been recognised by Robert Putnam and others as a key indicator of social capital. A 2007 Monash University study found that in Melbourne, as in the USA, high levels of ethnic diversity correlate with lower levels of volunteering. ¹ ABS data indicate that Australian-born people and those from the main English-speaking countries volunteer in Australia in significantly higher numbers than those from non-English speaking countries (especially those with poorer English).²

The Centre³ study differed from the Monash University study in that the CALD people in that research project had some competence in English, although it was not sufficient for them to compete effectively for work in their chosen careers or at a managerial level. The Centre research confirmed that CALD volunteers who were highly skilled in managerial, technical or other professional areas were using the volunteering experience to improve their English and maintain their skills and capability while learning about the Australian workplace and culture. For many of the volunteers, a prime motivation was to improve their employment prospects and at the same time make an important contribution to the not-for-profit sector, which needs their valuable skills and capabilities.

Highly skilled CALD volunteers represent a significant number of potential workers, whose contribution to the Australian society has yet to be optimised. The Centre’s 2008 research concluded that, of the surveyed organisations using CALD volunteers, HS CD volunteers made up just 2%. However, 64% of the participating NFP organisations would like to utilise HS CD volunteers’ skills and capabilities. The data from the same research project also concluded that 65% of these volunteers were performing tasks not related to their skills and capabilities, with a high turnover rate for this group of volunteers.

**Project objective**

To expand the research completed in 2008 into the utilisation of Highly Skilled CALD Volunteers by the NFP sector in the City of Sydney LGA.

This project examined the volunteer opportunities and requirements in the NFP segments of Advocacy, Animal Welfare, Arts/Culture/Heritage, Community Services/Welfare, Conservation/Environment, Education/Youth Development, Health,

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¹ E Healy, “Ethnic Diversity and Social Cohesion in Melbourne,” *People and Place*, vol. 15, no.4, 2007, p.58
² Ibid, p.49
³ “Highly Skilled with Insufficient English Culturally and Linguistically Diverse Volunteers Utilisation”, The Centre for Volunteering, 2008
Multiculturalism, Professional Services and Special Interest Groups. The initiative may - depending on additional funding - be extended across NSW.

**Studies that have addressed the issue**

The Centre for Volunteering 2008 study examined the utilisation of Highly Skilled with Insufficient English (HSIE) CALD Volunteers in NSW by the NFP sector within Community/Welfare Services, Disability/Health, Volunteering and other segments.

**Deficiencies in previous studies**

The HSIE CALD research, while providing a reasonable basis for some understanding of the issue, suffered from two fundamental deficiencies. Firstly, the sample population (82 participating organisations) was relatively small and yielded only 26 fully completed responses with a further 10 partially completed, making a total of 36 responses. Secondly, it raised a number of unanswered questions that needed to be addressed in this further project.

**Benefits of the project**

This research was used to develop a practical Benefits Kit containing documentation, ‘how to’ guides, checklists and case studies. NFP organisations received training in the Benefits Kit, the BNA and other areas of training indicated by the research. A set of management strategies and consulting services were available to assist the NFP implement the project processes. The Benefits Kit aimed to assist organisations engage HS CD volunteers, to convey an understanding of the Australian workplace culture, assist the volunteers in maintaining their skills by making use of their professional capability, improve their communication skills and ultimately assist in their transition to the paid workforce.

Specific benefits to the Sydney local government area and state-wide are that the project:

- Provide a direct benefit to the city community by delivering services, activities or resources.
- Meet the needs of the community in general or specific target groups such as children, young people, older people, people with disabilities, women, culturally and linguistically diverse people, Aboriginal people or people of Torres Strait Island origin, homosexual, bisexual or transgender people.
- Meet the needs of the highly skilled culturally and linguistically diverse people residing and working in Sydney LGA communities, including skilled migrants, post graduate students, longer term residents who have English as a second language and other highly skilled family members of resident CD workers.
- Strengthen ties within and between the various districts of the City of Sydney and assist in building an increased sense of community.
- Improve the volunteering experience for HS CD people through use of the Benefits Kit.
- Strengthen the ties between the CALD community of the City of Sydney, the NFP organisations located within the City boundaries, the universities and other educational institutions in the area, businesses and community networks.
- Develop knowledge, skills and confidence in people to encourage greater participation in city life.
• Spread the application of the strategies to NFP organisations by use of the Benefits Kit.
• Complement existing services, programs and resources provided by the City, government agencies and non-government providers.
• Support the initiatives and actions of the Cultural Diversity Strategy, the Social Plan, the Strategic Plan, the NSW Government’s State Plan and the Multicultural Principles of the State.

**Purpose Statement**

The outcome aimed for is to ensure that HS CD volunteers are socially included and can contribute to the organisation that has recruited them in a meaningful and rewarding way for both parties.
Project Objectives, Tasks and Intended Outcome

Primary Objectives

1. Develop a Benefits Kit to assist NFP organisations to recruit, manage and help HS CD volunteers make the transition to paid employment.

2. Link highly skilled volunteers and not-for-profit (NFP) organisations together for mutual benefit.

Secondary Objectives

3. Recognise Prior Learning and assess HS CD volunteers as Work Ready.

4. Mentor and monitor NFP organisations’ ability to recruit, manage, train and assist HS CD volunteers gain skills and experience, which may help them make the transition to paid employment.

5. Provide a low risk, proven way of matching these objectives.

Interdependent Tasks

These necessary and ongoing tasks are interdependent and of equal value to the success of meeting the project’s objectives:

1. Research further the hypothesis of “how can HS CD volunteers best utilise the volunteering experience to make a transition to paid work and how can NFP organisations most effectively utilise the professional skills and capability of this pool of resources for organisational benefit”.

2. Identify accurately types of roles best suited to HS CD volunteers to achieve the goal of being work ready.

3. Identify accurately NFP organisations that require resources for tasks that can be provided by HS CD volunteers.

4. Identify accurately the characteristics of NFP organisations and HS CD volunteers that are an optimal match to ensure successful recruitment, management, training and assistance to HS CD volunteers, which makes them, work ready and gain skills and experience that may assist them to make the transition to paid employment.

5. Develop a Benefits Kit, training modules and consulting services for NFP organisations, based on informed research.

6. Develop accreditation, mentoring and monitoring systems to be managed by the School of Volunteer Management. Recognise Prior Learning via Log Book and provide Certificate 1 in Active Volunteering accreditation procedures.

7. Undertake risk analysis and development of a risk mitigation strategy.
8. Pilot in Sydney LGA, then NSW and implement nationally (funding dependent).

9. Promote the project widely.

10. Seek additional funding.

11. Create a self-sustaining entity.

**Intended Outcomes**

The Skilled Diversity project offers significant benefits.

For NFP organisations:

- Improved access to highly skilled resources
- Recruitment of skilled resources at a minimal cost
- Ability to undertake new programs or projects
- Freeing of financial resources to support mission-critical tasks on an as-needed basis - not when resources are ‘saved up’
- Enhanced operational activity
- An improved, effective and efficient operation
- Better understanding of cultural diversity in communities

For volunteers:

- Development of a local network of contacts
- Improvements to their English
- Maintenance of current skills
- Learning of new skills
- Becoming socially involved and included
- Having international academic standing recognised
- Being certified as ‘Work Ready’
- Improved competitiveness in the job market
- Gaining improved cultural understanding, especially of the Australian workplace
## Participant List & Responsibility

People involved, their roles & responsibilities were:

<table>
<thead>
<tr>
<th>Title &amp; Name</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steering Committee, including representatives from funding bodies, corporate organisations, CD groups, VRC and the City of Sydney</td>
<td>Assist in development of the project tasks, evaluation criteria and outcome. Oversight of the project. Promote the project in NFP and CD community.</td>
</tr>
<tr>
<td>Lynne Dalton CEO</td>
<td>Project oversight and advice. Ensure corporate resources committed and sustained to required levels. Project promotion.</td>
</tr>
<tr>
<td>Tony Frew Research &amp; Policy Manager</td>
<td>Project oversight, limited tasks, report development, supervision of the Project Officer and project promotion.</td>
</tr>
<tr>
<td>Else Roland-Lai Project Team Leader</td>
<td>Coordinating and undertaking project tasks. Supervision of the Project Officers. Report development and project promotion.</td>
</tr>
<tr>
<td>Project Officers</td>
<td>Conduct and report results of interviews. Optional development and implementation of eLearning platform.</td>
</tr>
<tr>
<td>School of Volunteer Management (RTO number 90031)</td>
<td>Develop training and consulting services for the Benefits Kit. Dissemination and delivery of training and consulting.</td>
</tr>
</tbody>
</table>
Data Collection and Analysis

Survey Data Collection Process

The Skilled Diversity Project research and organisational engagement occurred in the NFP segments of Advocacy, Animal Welfare, Arts/Culture/Heritage, Community Services/Welfare, Conservation/Environment, Education/Youth Development, Health, Multiculturalism, Professional Services and Special Interest Groups operating in the City of Sydney LGA.

A list of 186 NFP organisations in the City of Sydney LGA was compiled with face-to-face interviews conducted with 40 of these organisations. These organisations were selected based on prior research to ascertain that they all rely on access to volunteers - at least to some extent - to carry out their business objectives.

A questionnaire (see Appendix 2) consisting of 37 questions was used. Several questions had multiple response options, and a substantial amount of qualitative data was also collected. The 10 first interviews conducted - in addition to collecting survey data - were considered to represent a trial of the survey questionnaire, which was hence partially amended to consist of the format displayed in Appendix 2.

See Appendix 3 for a description of the five steps incorporated in the interview process.

Data Analysis

Of the 40 organisations interviewed in the NFP sector, the following participation level occurred in the various segments:

- Advocacy / Special Interest Groups 5
- Animal Welfare 1
- Arts / Culture / Heritage 8
- Community Services / Welfare 9
- Conservation / Environment 6
- Education / Youth Development 1
- Health 3
- Multiculturalism 1
- Professional Services 6

Appendix 4 details the survey results. A summary of key items follows.

The number of highly skilled culturally diverse volunteers used by organisations involved in the project was less than 5 in almost half the organisations. A little over half the organisations used at least 10 HS CD volunteers, and around one-quarter used at least 20.

It is encouraging that almost all organisations involved in the project found the experience of using HS CD volunteers to be positive.
How would you describe your organisation’s experience of ‘highly skilled’ culturally diverse volunteers? (n=37)

In relation to risks identified by organisations using HS CD volunteers, the table below shows the risks most often identified by organisations.

Has your organisation identified any risks related to utilising ‘highly skilled’ culturally diverse volunteers? (n=38)

The key risks in using HS CD volunteers were identified by survey responders as:

- Project/tasks incomplete
- Negative customer experience
- Increased management workload
- Insufficient ongoing volunteer commitment
- Lost to paid employment
- Move to further education
- Increase in costs
- Internal culture disruption

In addition, extra key risks nominated by responders related to:

- Role and expectations
- Expert advice and skills

When asked if their organisation has established any methods to treat, avoid or minimise any risk associated with highly skilled culturally diverse volunteers, the main themes in responses were:

- Recruitment and interviewing
- Support and mentoring
- Define role and expectations

The most effective strategies, policies or processes for effectively maximising HS CD volunteers, identified by survey participants, were:

- Matching skills/knowledge of the volunteer to the role
- Organisational culture
- Support, management and mentoring
- Recruitment

Organisations were able to identify techniques needed to successfully recruit and manage HS CD volunteers, as follows.

Survey responders reported that the key things that would encourage them to make more use of HS CD volunteers are:

- Appropriate organisational culture and infrastructure
- More funding and/or resources
- Available volunteers with the right skills

Some needs identified through the surveys were (in order of number of mentions):
- External mentoring and/or networking with other organisations
- Development of volunteer management processes
- Identification of volunteers of specific language backgrounds
- Training of volunteers (with funding sometimes mentioned as an issue)

Key strategies identified through the surveys were (in order of number of mentions):

- Volunteer training
- Communication with volunteers by email and/or newsletter
- Supervision by appropriate staff or other volunteers
- Recruitment through standard sources such as universities, internships or English as a Foreign Language schools
- Formal induction process and position descriptions for volunteers
- Recognition of volunteers in newsletters and/or with a party
- Generation of references for volunteers to help them get paid employment
- Volunteers attend team meetings
- Generation of certificates to acknowledge volunteers’ contributions
- Source volunteers from corporate organisations
- Formal interview process
- Buddy system
Benefits Kit

Initially, research was undertaken to support the development of a Benefits Kit to provide free resources and support to participating NFP organisations. The research has been used to develop a practical support package consisting of documentation, strategies, ‘how to’ guides, self-assessment tools, checklists, case studies, workshop style tuition and networking opportunities. NFP organisations received training in the various aspects of the Benefits Kit and a set of management strategies. The Benefits Kit assists organisations to recruit, manage and assist HS CD volunteers gain skills and experience which may aid in their transition to paid employment.

Benefits Kit Contents and Delivery

The Benefits Kit contains the following components:

- A two-day workshop for NFP managers (or personnel nominated by the NFP) conducted by the School of Volunteer Management at The Centre’s premises. See Appendix 5 for a detailed agenda covering presentations and activities over the two days.
- Practical guides referencing topics such as workplace readiness, planning a recruitment approach, on-boarding and retaining HSD volunteers. Best practice information and a number of templates will also be included.
- A comprehensive HS CD-specific resources list for volunteers. This list includes categorised website addresses to assist volunteer managers with commonly asked reference information. The list contains information about approximately 100 resource organisations. The details provided include data regarding the services offered by the organisation, whether these services are given free of charge or would incur a fee, and contact information.
- Information about registered training for volunteers in the form of Certificate I in Active Volunteering (CHC10208). This training delivered by the School of Volunteer Management at a fee. However, certification was offered free to volunteers working for each of the 40 participating NFP organisations. Volunteer skills / tasks / hours checklists are used for acknowledging volunteer contribution.
- Recognition of Prior Learning (RPL) for volunteers is the formal acknowledgement of competencies a person has, regardless of how, when or where the learning occurred. Credit Transfer (also called Advanced Standing) is the granting of credit by an institution or training organisation to students for courses or units of competency (subjects) completed at the same or another institution or training organisation. The above services were provided by the School of Volunteer Management.

Organisations involved participated in the initial research survey phase of the project, which included some in-depth survey interviews.

An evaluation form was handed out to the participants, and the responses evidenced a high success rate for the effectiveness of the workshop course content and handouts.

The workshops met or exceeded the expectations of all participants and more than half of them stated that they were confident (or very confident) about putting the material into practice.

Sessions dealing with volunteer recruitment and mentoring, management of volunteer departure, networking opportunities and printed handouts were essential to the achievement of significant overall success. More than half the participants expressed...
the benefits they obtained from the printed material / templates and the supportive network established in terms of ongoing assistance to implement what they had learnt.

Additional time to discuss the specifics of some of the issues raised during the workshop sessions was wanted by several participants, who were clearly prepared to spend more time at the workshops. Obtaining more information from other independent organisations and more time for networking were also noted as suggestions.

Comments made included statements that all sessions were valuable and pertinent with great presenters, and that a lot more was learnt about other organisations’ challenges and best practice than was expected.
Evaluation Method

Participating organisations have been asked to participate in a future evaluation process.

Evaluation Criteria

Success factors for the project will include - but may not be limited to:

- Successful identification and development of HS CD utilisation strategies
- Development of the Benefits Kit
- Number of organisations trained to use the Benefits Kit
- Number of organisations using the Benefits Kit after specified time periods
- Increased uptake of HS CD volunteers
- Improved efficiency in NGO/NFP sector
- Improved employment outcomes for HS CD people
- Improved levels of community participation and social inclusion
- Ability to be self-sustaining, if the project’s processes continue beyond the funding period and are not dependent on ongoing financial assistance
Case Study

This large Arts and Culture organisation utilises more than 500 volunteers, 42 of these volunteers can speak a foreign language. Volunteers are managed by a full-time manager and two part-time assistants.

Volunteers come from a range of backgrounds viz graduates, undergraduates, university students and 50+ semi-retired people as well. However younger and middle aged culturally diverse people tend to embrace volunteering more readily.

Volunteers typically participate in manual labour, operational activities and presentation of the NFP’s assets. Volunteers from culturally diverse backgrounds may face language, cultural and information barriers. The organization has limited resources and to utilise the volunteers potential to the maximum volunteers are placed in a mixed group where they learn from each other. A “guide buddy” system that places less experienced guides with others so the more experienced mentor the newer volunteers is also employed. Each volunteer is trained and given work according to their skills and preferences. Activities are clearly defined and documented and given to the volunteers prior to commencing work. Volunteers’ written and oral English skills are assessed and this is a determining factor in accepting volunteers.

Depending upon availability volunteers can work on weekends or weekdays. Volunteer guides work weekends whereas office roles are weekdays. All volunteers are required to fill in a timesheet.

There is a volunteer specific interactive website using Web 2.0 design principles which can be accessed by volunteers and where they can put their views, photographs and share their experiences. This enhances the flow of information, collaboration and team building within the organisation.
Conclusions

The number of highly skilled culturally diverse volunteers used by NFPs involved in the project was relatively low, less than 5 in almost half the organisations. The remainder of the participating NFP organisations used at least 10 HS CD volunteers with a significant number of them utilising 20 or more. Almost all organisations involved in the project found the experience of using HS CD volunteers to be positive, which indicates that an increase in their level of utilisation is quite achievable.

Strategies were identified to avoid / minimise risks associated with HS CD volunteers and to maximise their effectiveness. Those strategies include:

- Application of good recruitment (incl. interview and induction) processes
- Provision of appropriate support, management and mentoring
- Clear definitions of role and expectations to be known to both parties
- Skills / knowledge of the volunteer to be matched to the role
- Establishment of an organisational culture to accommodate a multicultural team

The objectives of development of a Benefits Kit to assist NFP organisations to recruit, manage and help HS CD volunteers make the transition to paid employment and linking highly skilled volunteers and not-for-profit (NFP) organisations together for mutual benefit have been met.
Appendices

Appendix 1 contains information from the original 2008 HSIE CALD research project.

Appendix 1: Research Literature Summary

*Practical Guide – Involving Volunteers from Diverse Cultural and Language Backgrounds in Your Organisation*, June 2007, Volunteering Australia

This guide details ways that CALD volunteers have been used in not-for-profit organisations. It discusses what motivates people from CALD backgrounds to volunteer and the benefits for not-for-profit organisations in using their skills. The document then goes on to discuss ways in which not-for-profit organisations can help these volunteers be at their most productive level and help them gain good skills and work effectively with other staff and volunteers.


English writing workshops are coordinated by Blacktown Migrant Resource Centre and are aimed at improving writing skills in English among young people from refugee and migrant communities. English conversation classes are provided by Blacktown MRC through the support of volunteer tutors. It provides a much-needed service for people who are not eligible for other English courses. A Skilled Migrant Placement Program has provided valuable support to newly arrived professionals seeking a new start in Australia.


On-the-job volunteer experience with community sector organisations combined with formal English language classes were of benefit for migrant women in Victoria. The services benefited from the women’s time and efforts and the women gained the confidence and skills to be more involved in the broader community. The next stage of the program involved training workers in community organisations to recruit, train and support women from CALD backgrounds who wanted to do voluntary work.


Local established Australian volunteers from a variety of professional backgrounds are linked up with newly arrived people from Africa and the Middle East and the participants are able to focus on equality in their friendships with two-way cultural learning. This enables the CALD participant to practice English conversation skills and receive answers and explanations regarding any questions they may have about Australian culture, lifestyle and values. The Australian volunteer acts as a bridging point between the migrant/refugee and the local Australian community in this program.


There has been general recognition that cultural minorities are under-represented in voluntary organisations. There are two reasons suggested for this under-representation: firstly, minority groups may use volunteering to compensate for the lack of opportunities afforded to them within the wider community; and secondly, minorities strongly identify with their ethnic group and use volunteering as a way of instigating changes which benefit their community.

One theme that was consistent amongst the non-English speaking background cultures was their preference to volunteer for culturally specific activities. Most cultures were less comfortable in the
more mainstream volunteering activities because they thought there would be no other people like them. Middle Eastern cultures associate volunteering with slavery, that is, it takes advantage of people by getting them to work for no pay.

Different cultural groups have different motivations for being involved in volunteering activities. They are looking for different experiences and benefits from being involved. These findings are important for non-profit marketers because they illustrate the importance of understanding not only the motivations of different cultural groups but also the image these groups have of their particular organisation.


A project, conducted by the Australian Multicultural Foundation (AMF) and Judith Miralles & Associates, provided the tools and support needed by migrant and refugee women wanting to contribute to the community as volunteers, using techniques normally applied to teaching English as a second language. The participants experienced increased self confidence and pride in completing a nationally recognised course and there was a noticeable improvement in their English language skills and a sense of connectedness with the wider community.

The project sought to enhance the participants’ self esteem to feel able to become active in the community, demonstrate that vocational outcomes are possible for people with limited English language skills, and facilitate greater diversity in the voluntary sector.


Research conducted by the Australian Multicultural Foundation and the Office of Multicultural Affairs showed that, while people from CALD backgrounds are often involved in the “informal” voluntary sector within their own communities, they were less likely to become involved in the “mainstream” voluntary sector.


Two areas in particular owe a considerable debt to the work of volunteers from CALD backgrounds. These two areas are in community welfare activities and in the vital work being done for cultural and language maintenance through the community language schools.


Free English classes are provided under the Adult Migrant English Programme (AMEP). Clients should register within three months of arriving in Australia or becoming a permanent resident and begin classes within one year of registration. If they don’t, they may lose their entitlement to these free classes.
Appendix 2: Skilled Diversity Survey Questionnaire

Skilled Diversity

1. Introduction to Skilled Diversity survey

All responses to this interview are completely confidential. The only information made public will be the results of this research of 'highly skilled' culturally diverse volunteer utilisation.

There exists a source of skills and capabilities in this under-utilised group of Australians. By participating in the project your organisation will receive FREE resources, training and consulting services that will help your organisation and also benefit 'highly skilled' culturally diverse volunteers.

By building the capacity of the NFP sector it is anticipated that 'highly skilled' culturally diverse volunteers will improve their prospects of transitioning to paid employment.

Organisation: ____________________________

Interviewee: ____________________________

Position: ________________________________

Interviewer(s): __________________________

Date: ________________________________
The Centre describes the term “highly skilled” as:

‘Not limited to tertiary qualifications but determined by the role as defined by the organisation and may include both skilled and unskilled tasks.’

1. Do you agree with this description?

- Yes
- No: Please provide your description.

Alternate description
2. From the list:
   a) Which roles/areas in your organisation could be described as 'highly skilled'?
   b) Does your organisation use volunteers in these 'highly skilled' roles?
   c) Would your organisation use culturally diverse volunteers in these 'highly skilled' roles?

Select as many as applicable:

<table>
<thead>
<tr>
<th>Skilled Role</th>
<th>'Highly Skilled' Volunteer</th>
<th>HS CD Volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment and Workplace Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications / Public Relations / Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education / Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance / Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Raising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health / Medical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales / Retail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specify other roles

3. Does your organisation engage with corporate Employee Volunteering Programs as a way of sourcing skilled volunteers?

- [ ] Yes
- [ ] No

Comments

...
4. From the list:
   a) Which 'highly skilled' roles within your organisation are on-going?
   b) Which 'highly skilled' roles in your organisation are on an ad hoc/project basis?

Select as many as applicable:

<table>
<thead>
<tr>
<th>Role</th>
<th>On-going</th>
<th>Ad hoc/project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment and Workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications / Public Relations / Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education / Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance / Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Raising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health / Medical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td></td>
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<tr>
<td>Information Technology</td>
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<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales / Retail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specify other roles

5. Do these 'highly skilled' roles have defined skill sets or competencies?
   ○ Yes  ○ No

6. Are they outlined in a Position Description?
   ○ Yes  ○ No
7. Have these 'highly skilled' roles been filled by volunteers in the past?

(If NO skip to Question 1 of Section 3 Current Organisational Practices)

☐ Yes  ☐ No

8. Over the past 2 years, how many volunteers has your organisation utilised in 'highly skilled' roles?

☐ Less than 5  ☐ 5 - 10  ☐ 10 - 20  ☐ Greater than 20  ☐ Number if known

9. Of the 'highly skilled' volunteers that you have utilised, how many are/were of culturally diverse backgrounds?

☐ Less than 5  ☐ 5 - 10  ☐ 10 - 20  ☐ Greater than 20  ☐ Number if known

10. What is the average turnover rate of your 'highly skilled' volunteers?

☐ Less than 1 month  ☐ 1 - 6 months  ☐ 6 - 12 months  ☐ 12 months +
1. Does your organisation have volunteer management policies and procedures based on a recognised system?

☐ Yes  ☐ No

If Yes please specify

[Blank space for input]
2. How does your organisation recruit ‘highly skilled’ culturally diverse volunteers?

Select as many as applicable:

☐ Direct advertising
☐ Employment agencies
☐ FIDO
☐ Intern placement programs
☐ Jobsearch
☐ Networking
☐ NSW AMES
☐ NSW Council of Social Services
☐ NSW Volunteer Referral Centres
☐ SEEK
☐ The Centre for Volunteering
☐ Your website
☐ Other

Specify Intern Programs and Others

3. Does your organisation collect reasons why volunteers want to work for you?

☐ Yes
☐ No

If Yes please specify

Specify Reasons Why Volunteers Want to Work for You

Specify Reasons Why Volunteers Want to Work for You
4. In what terms do you report a volunteer’s value?

Select as many as applicable:

- Annual report
- Financial activity statements
- Recruitment brochures
- Promotional & marketing collateral
- Seminars/Conferences
- Other

Other (please specify)

5. Do volunteers participate in an organisational orientation / induction program?
- Yes
- No

6. Do volunteers undergo the same orientation / induction program as paid staff?
- Yes
- No

7. Are volunteers given an organisational chart that shows management lines of reporting?
- Yes
- No

8. Are OH&S procedures explained to the volunteers?
- Yes
- No

9. Do you provide a checklist to volunteers so they can confirm the orientation/induction information is provided and understood?
- Yes
- No

10. Is this procedure confirmed and signed off by the supervisor or another authorised staff member?
- Yes
- No
Skilled Diversity

11. Do you provide a checklist for supervisors to log volunteers’ achievements in their role?
   - Yes
   - No

12. Do you have regular structured meetings that include paid staff and volunteers?
   - Yes
   - No

Comments

13. Are volunteers offered training and the opportunity to participate in advanced or additional skilled roles?
   - Yes:
   - No

List training here
14. How are lines of reporting and communication managed in all areas of the organisation involving volunteer interaction?

15. In what other ways does your organisation maximise its utilisation of volunteers internally?

- Cross cultural understanding
- Knowledge transfer
- Mentoring
- Multi-lingual skills
- Specialist knowledge or skill
- Team building
- Training
- Other

Specify others
16. In your organisation is there a standard form of recognition of volunteer effort e.g. certificates, awards, etc?

☐ Yes
☐ No

If Yes please specify

17. What does a volunteer receive on leaving your organisation?

Select as many as applicable:

☐ Exit Interview
☐ Referral
☐ Certificate of attendance
☐ Other
☐ Reference

Specify others
1. How would you describe your organisation’s experience of 'highly skilled' culturally diverse volunteers?

- [ ] Positive: Go to 2
- [ ] Not Positive: Go to 3

2. Where your organisation has had a positive experience please rate each factor that influenced this success.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Recruitment process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documented procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial induction/orientation program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing performance management and review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring / buddy system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive workplace culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allocation of appropriate tasks to skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition of effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specify others
3. Where the experience has been less than positive, please rate each factor that influenced this experience.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace culture not ready or appropriate</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Language barriers too difficult to overcome</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Too demanding on organisational resources</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Staff involvement not adequate</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Inadequate staff training</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Allocated tasks not appropriate to volunteer skills</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Unclear position descriptions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Financial constraints</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Other</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Specify others: [Blank space]
5. RISKS ANALYSIS

Please answer the following questions from the perspective that any identified risk should be no more than that associated with taking on a new employee. Please rate each risk in importance as it applies to your organisation.

1. Has your organisation identified any risks related to utilising 'highly skilled' culturally diverse volunteers?

<table>
<thead>
<tr>
<th>Risk Description</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial e.g. loss of income or funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workload</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal culture disruption</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threat to services/programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative customer experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immigration / visa / overseas family issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moved to further education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project / Tasks incomplete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost to paid employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differences in work output to other 'highly skilled' volunteers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insufficient ongoing volunteer commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specify others: [Blank Line]
Skilled Diversity

2. Has your organisation established any methods to treat, avoid or minimise any risk associated with 'highly skilled' culturally diverse volunteers?

Please specify:

3. What do you consider to be the most effective strategies, policies or processes for effectively maximising 'highly skilled' culturally diverse volunteers?
6. ORGANISATION INPUT

1. What does your organisation need to successfully recruit and manage 'highly skilled' culturally diverse volunteers to assist their transition to paid employment?

- Computer tools on CD / DVD / Spreadsheets
- Recruitment and placement services
- Documentation and practical guides
- Seminars / Conferences (type & frequency)
- External Volunteer support
- Training - management (type & frequency)
- Onsite or Offsite organisational support
- Training - other staff (type & frequency)
- Organisational mentoring and monitoring
- Training - Volunteers (type & frequency)
- Peer Support
- Other

Please specify:

2. What would encourage you to make more use of 'highly skilled' culturally diverse volunteers?
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3. Do you have any further questions or comments relating to this interview?

4. Are you willing to participate in further research such as a focus group, peer review, etc?

☐ Yes  ☐ No
Skilled Diversity

7. INTERVIEW END and THANK YOU

On behalf of The Centre for Volunteering I(we) would like to thank you for your time today.

The next step in the project will be an analysis of all the surveys being conducted and then organisations that have participated in them will be contacted to discuss their interest in actively participating further in the Skilled Diversity project.

Should you have any other questions please feel free to contact the Research & Policy Manager, Tony Frew on 02 9261 3600 or email tfrew@volunteering.com.au.

If you think of anything else you would like to comment on you can also contact me on the same number.
### Appendix 3: Interview Process Guidelines

#### Step 1 – Email from The Centre CEO to NFP leaders

<table>
<thead>
<tr>
<th>Description</th>
<th>Status / References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email sent from The Centre CEO introducing the HS CD project and indicating to expect a phone call to organise a time for a face-to-face interview. Master contact list updated.</td>
<td>Refer to CEO email for contents.</td>
</tr>
</tbody>
</table>

#### Step 2 – Project Officers phone NFP

<table>
<thead>
<tr>
<th>Description</th>
<th>Status / References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project officers call NFP to organise a meeting with the relevant attendee. Master list updated with interview times.</td>
<td>Telephone Script and suggested answers to objections created.</td>
</tr>
</tbody>
</table>

#### Step 3 – Project Officers email meeting confirmation to NFP

<table>
<thead>
<tr>
<th>Description</th>
<th>Status / References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project officers email confirmation of meeting with the relevant attendee. Copies of Skilled Diversity flyer and question samples attached.</td>
<td>Flyer and sample questions assist the interviewee in preparing for the survey.</td>
</tr>
</tbody>
</table>

#### Step 4 – Project Officers interview NFP

<table>
<thead>
<tr>
<th>Description</th>
<th>Status / References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project officers interview NFP using the semi-structured survey questionnaire.</td>
<td>Survey’s completed.</td>
</tr>
</tbody>
</table>

#### Step 5 – Project Officers data entry of responses

<table>
<thead>
<tr>
<th>Description</th>
<th>Status / References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project officers complete transcribing and data entry of interview responses.</td>
<td>Manual data entry in Survey Monkey and consolidated into a single Excel spreadsheet for analysis.</td>
</tr>
</tbody>
</table>
Appendix 4: Analysis of Survey Responses

This Appendix outlines results from analysis of the 40 surveys conducted. Note that the first 10 surveys were completed using a “trial” survey template, which was changed slightly for the remaining 30 surveys. Therefore, in some cases, results are only available for the last 30 responders, while in most cases, results are presented for all 40 responders. The number of responders who answered each question is listed as “n=x” along each question.

Presented in this Appendix are detailed results for questions considered to be important for ongoing running of the Programme. Some key results have been summarised and are outlined in the main report.

Organisation Information and Highly Skilled Role Availability

From the list: Would your organisation use culturally diverse volunteers in these ‘highly skilled’ roles? Select as many as applicable: (n=30)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Use HS CD Volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>60%</td>
</tr>
<tr>
<td>Assessment and Workplace Training</td>
<td>17%</td>
</tr>
<tr>
<td>Communications / P. R. / Marketing</td>
<td>40%</td>
</tr>
<tr>
<td>Education / Training</td>
<td>30%</td>
</tr>
<tr>
<td>Finance / Accounting</td>
<td>37%</td>
</tr>
<tr>
<td>Fund Raising</td>
<td>40%</td>
</tr>
<tr>
<td>Health / Medical</td>
<td>7%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>17%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>40%</td>
</tr>
<tr>
<td>Management</td>
<td>17%</td>
</tr>
<tr>
<td>Research</td>
<td>50%</td>
</tr>
<tr>
<td>Sales / Retail</td>
<td>17%</td>
</tr>
<tr>
<td>Special Projects</td>
<td>63%</td>
</tr>
<tr>
<td>Other</td>
<td>30%</td>
</tr>
</tbody>
</table>

Organisations are keen to use culturally diverse volunteers in highly skilled roles in many areas. The key areas identified by survey responders were in special projects, administration, research, communications/PR/marketing, fundraising and Information Technology.
Most organisations do not source skilled volunteers via corporate Employee Volunteering Programs, although just over one-third do so.

Most highly skilled volunteer roles are ongoing, rather than on an ad hoc basis. The exception is special projects, which are more likely to be ad hoc.
Do these 'highly skilled' roles have defined skill sets or competencies? \((n=39)\)

- Yes
- No

Are they outlined in a Position Description? 
\((n=40)\)

- Yes
- No
Characteristics of how organisations manage these highly skilled volunteer roles are that they usually have defined skill sets of competencies, there is usually a Position Description defined for them, and almost all such roles have been filled by volunteers in the past.
Over the past 2 years, how many volunteers has your organisation utilised in 'highly skilled' roles? (n=35)

- Less than 5
- 5 - 10
- 10 - 20
- Greater than 20

Of the 'highly skilled' volunteers that you have utilised, how many are/were of culturally diverse backgrounds? (n=33)

- Less than 5
- 5 - 10
- 10 - 20
- Greater than 20

Most organisations involved in the project used at least 20 volunteers in highly skilled roles. Of the highly skilled volunteers, many organisations had fewer than 5 from culturally diverse backgrounds (although there were also a number of organisations with more than 10 from culturally diverse backgrounds).
What is the average turnover rate of your 'highly skilled' volunteers? (n=31)

Turnover of highly skilled volunteers is mostly at least 6 months, although almost 40% turn over in 1-6 months.

Current Organisational Practices

Most organisations responding have volunteer management policies and procedures based on a recognised system.
Recruitment of highly skilled culturally diverse volunteers is done using a variety of sources in different organisations. The most common source is the organisation’s own website, but other common methods are through intern placement programs, networking, direct advertising, using the SEEK website and using the Centre for Volunteering.

Most organisations collect reasons why volunteers want to work for them.
Value of volunteers is reported in most organisations’ annual reports. Organisations also commonly use promotional and marketing materials and seminars and conferences as ways of reporting volunteers’ value.
Do volunteers undergo the same orientation/induction program as paid staff? (n=35)

Are volunteers given an organisational chart that shows management lines of reporting? (n=38)
Are OH&S procedures explained to the volunteers? (n=40)

- Yes
- No

Do you provide a checklist to volunteers so they can confirm the orientation/induction information is provided and understood? (n=39)

- Yes
- No
Is this procedure confirmed and signed off by the supervisor or another authorised staff member? (n=37)

- Yes
- No

Do you provide a checklist for supervisors to log volunteers' achievements in their role? (n=35)

- Yes
- No
Volunteer processes generally compare quite well with paid staff processes. Volunteers almost always participate in an organisational induction/orientation program, which is frequently the same program that of paid staff. Most volunteers are given an organisational chart that shows management lines of reporting. In almost all cases, OH&S procedures are explained to volunteers. Around half of organisations provide a checklist to volunteers so they can confirm they have understood their induction/orientation information. Orientation procedures are mostly confirmed and signed off by the volunteer’s supervisor.

Most organisations do not provide a checklist for supervisors to log their volunteers’ achievements in their roles.
Most organisations include volunteers in their regular structured meetings, along with paid staff. Almost all organisations offer volunteers training and the opportunity to participate in advanced or additional skilled roles.

How are lines of reporting and communication managed in all areas of the organisation involving volunteer interaction? (n=38)

Within organisations, lines of reporting and communication involving volunteer interaction are managed in almost all cases using one-on-one interaction with a supervisor. Outside the supervisor, email (and sometimes letters) are used about one-third of the time for communications, with other forms of newsletters, meetings and volunteer websites or information boards being used about 10% of the time. In a few cases, there is no formalised line of communication.
Apart from formal communication channels, internal utilisation of volunteers is maximised in a number of ways within organisations. The most common ways are through mentoring and knowledge transfer (used about three-quarters of the time). Other common ways are through specialist knowledge or skill, through cross cultural understanding, team building or training. Multi-lingual skills are used almost half the time.
Most organisations have a standard form of recognition of volunteer effort. In about three-quarters of cases, volunteers receive a reference upon leaving the organisation. In some organisations, volunteers receive an exit interview, a referral and/or a certificate of attendance.

**Previous Experience of HS CD Volunteers**
The organisational experience of using highly skilled culturally diverse volunteers has been very favourable, with over 90% of organisations saying the experience was positive.

Of the positive experiences, the main factors influencing this were:

- Allocation of appropriate tasks to skills
- Supportive workplace culture
- Recognition of effort
- Initial induction/orientation program

Other important factors were:
• Mentoring/buddy system
• Ongoing performance management and review
• Documented procedures
• Formal recruitment process

Of the negative experiences, the main factors influencing this were:

• Language barriers too difficult to overcome
• Inadequate staff training

Other factors mentioned a few times were:

• Workplace culture not ready or appropriate
• Too demanding on organisational resources
• Allocated tasks not appropriate to volunteer skills
• Staff involvement not adequate
• Unclear position descriptions

**Risk Analysis**

The key risks in using highly skilled culturally diverse volunteers were identified by survey responders as:

• Project/tasks incomplete
• Negative customer experience
• Increased management workload
• Insufficient ongoing volunteer commitment
• Lost to paid employment
• Move to further education
• Increase in costs
• Internal culture disruption

In addition, extra key risks nominated by responders related to:
• Role and expectations (e.g., whether volunteer has qualities that are specifically needed for certain roles and which might vary between cultures, such as ability to maintain confidentiality, ability to work with the public – also whether volunteer expectations of job match the job and whether volunteer represents his/her skills accurately)
• Expert advice and skills (whether volunteer has special skills needed for the role)

When asked if their organisation has established any methods to treat, avoid or minimise any risk associated with highly skilled culturally diverse volunteers, the main themes in responses were:

• Recruitment and interviewing (responders mentioned the importance of good recruitment and interviewing processes)
• Support and mentoring (mentions made of the importance of providing good supervision, addressing any issues faced by volunteers, giving volunteers appropriate training and opportunities to advance themselves)
• Define role and expectations (clearly explain the role, the organisation’s expectations, and any processes to be followed, to volunteers)

The most effective strategies, policies or processes for effectively maximising HS CD volunteers, identified by survey participants, were:

• Matching skills/knowledge of the volunteer to the role
• Organisational culture (ensuring the staff in the organisation are receptive to using HS CD volunteers, ensure volunteers feel included, using same policies for HS CD volunteers as for other volunteers)
• Support, management and mentoring (ensure volunteers receive good support and supervision, receive encouragement, receive training, ensure they understand organisation’s goals, etc.)
• Recruitment (ensure recruitment processes are rigorous so that volunteers recruited are able to meet job requirements)

**Organisation Input**

![The figure illustrates a bar graph showing the distribution of responses from 29 organisations regarding the tools and strategies needed to successfully recruit and manage 'highly skilled' culturally diverse volunteers. The categories include:

- Computer tools
- Onsite or Offsite mentoring and monitoring
- Documentation and practical guides
- Recruitment and placement services
- Peer Support
- Organisational training and management
- Conferences
- Seminars and training - management
- Training - other staff
- Training - type & frequency
- Volunteers
- Other

The figure highlights the predominant needs: Organisational training and management, documentation, and practical guides are among the most frequently cited.](https://example.com/figure-url)
Survey responders reported that the key things that would encourage them to make more use of HS CD volunteers are:

- Appropriate organisational culture and infrastructure
- More funding and/or resources
- Available volunteers with the right skills
## Appendix 5: Workshop Agenda

### Upskilling Diversity

#### Day one 10am-3pm
Target audience – Management

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter</th>
<th>Topic</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am-10am</td>
<td></td>
<td>Register, tea, coffee</td>
<td></td>
</tr>
<tr>
<td>10am-10.30am</td>
<td>Tony Frew</td>
<td>Welcome and project overview</td>
<td></td>
</tr>
<tr>
<td>10.30am-11.15am</td>
<td>ACE Program – NSW Department of Education &amp; Training</td>
<td>ACE Program overview</td>
<td></td>
</tr>
<tr>
<td>11.15am-12pm</td>
<td>Bridges – Tirrania Suhood</td>
<td>Introduction to the Bridges Network Approach (BNA) collaborative framework</td>
<td></td>
</tr>
<tr>
<td>12pm-12.30pm</td>
<td></td>
<td>Break</td>
<td></td>
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<tr>
<td>12.30pm-1pm</td>
<td></td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>1pm-3pm</td>
<td>Tulsi Levin de Graaff</td>
<td>Recruitment under the microscope – how do you ‘sell’ your organisation to HSCD volunteers? Organisational culture and support for volunteers. Designing high value volunteer roles. Effective selection interviewing – case study</td>
<td>Review each organisation’s volunteer recruitment strategies Tools to use: self-evaluation tool</td>
</tr>
</tbody>
</table>

#### Day two 10am-3pm
Target audience – Operational staff

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter</th>
<th>Topic</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am-10am</td>
<td></td>
<td>Register, tea, coffee</td>
<td></td>
</tr>
<tr>
<td>10am-10.30am</td>
<td>Tony Frew</td>
<td>Welcome and project detail</td>
<td></td>
</tr>
<tr>
<td>10.30am-11am</td>
<td>Peter Wood – Aust. National Maritime Museum</td>
<td>Collaborative Workshop</td>
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<tr>
<td>11am-12pm</td>
<td>Lynne Dalton, CEO</td>
<td>Time to go?</td>
<td>Managing volunteer departure</td>
</tr>
<tr>
<td>12pm-12.30pm</td>
<td></td>
<td>Break</td>
<td></td>
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<tr>
<td>12.30pm-12.45pm</td>
<td>Networking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.45pm-1pm</td>
<td>Mark Tippett - School of Vol.M’mnt</td>
<td>Active Volunteering Cert 1 CAVI Course overview</td>
<td></td>
</tr>
<tr>
<td>1pm-3pm</td>
<td>Tulsi Levin de Graaff</td>
<td>Advancing your orientation program for volunteers. Volunteer recruitment and inclusion policy. Reward and recognition - satisfying your HSCD volunteer Volunteer mentoring.</td>
<td></td>
</tr>
</tbody>
</table>