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**Volunteers - Are they
Worth it?**





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Overview of volunteering in New Zealand

NZIER research

What we are doing

Mentoring

Literacy and numeracy

Resources

Assessment

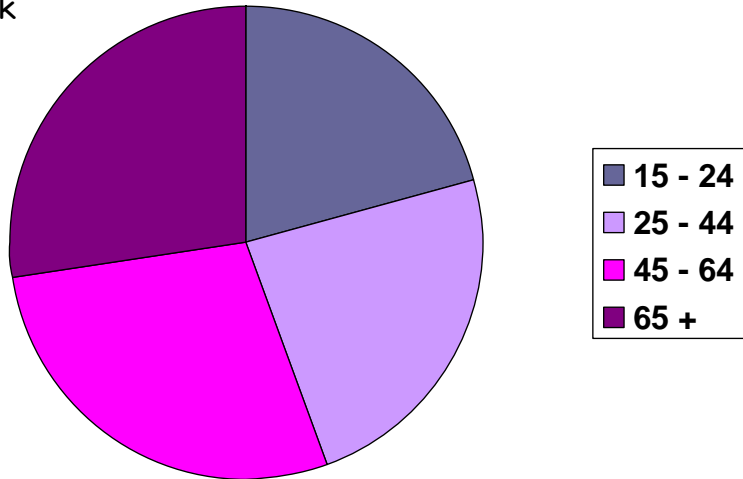
Qualifications



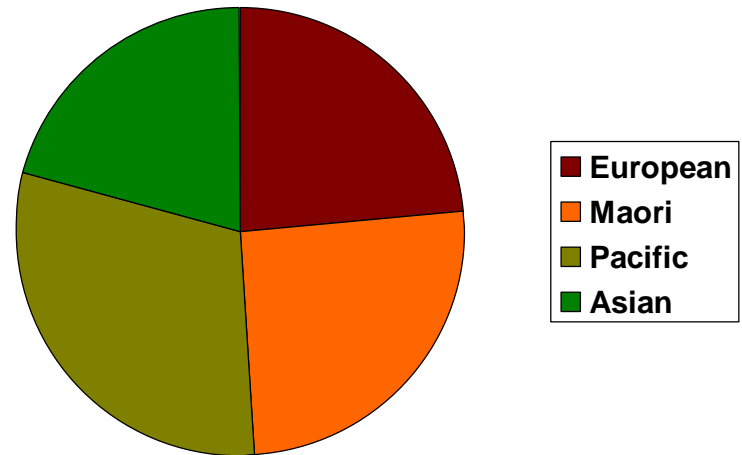


Volunteering in New Zealand

32.6 percent undertook voluntary work



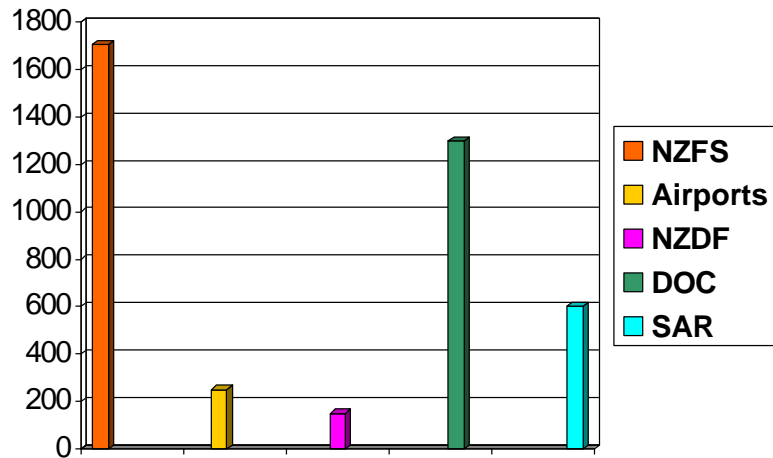
Age



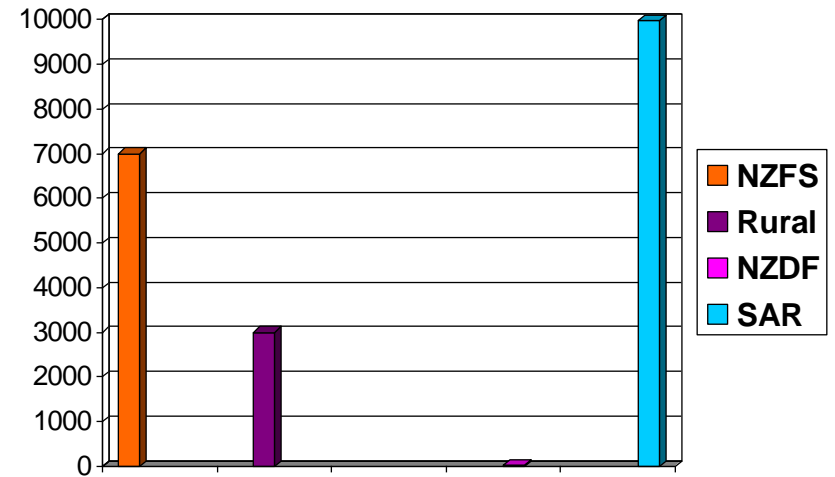
Ethnicity



Some more data



Paid
personnel



Volunteers



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Volunteering is good for you

“People who do voluntary work have higher levels of life satisfaction compared to those who don’t”

(New Zealand General Social Survey 2009)





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The Research

Commissioned in 2008

Undertaken by NZIER

Methodology

Literature review

Qualitative research

Primary

Identify ways in which volunteer related training can be improved

Secondary

Identify barriers that inhibit participation or completion

Profile and characteristics of volunteers



Literature review

Initial challenge - definitions

What is a volunteer?

key elements

free will

benefit to others

lack of payment

What is training?

instruction directly related to employment activities

usually in place of work





What is an emergency service?

No common definition in New Zealand

Closest is in the Civil Defence and Emergency Management Act 2002

“Emergency service means the New Zealand Police, New Zealand Fire Service, National Rural Fire Authority, rural fire authorities, and hospital and health services.”

For the purposes of this research also included:

Coastguard

Civil Defence

Search and rescue

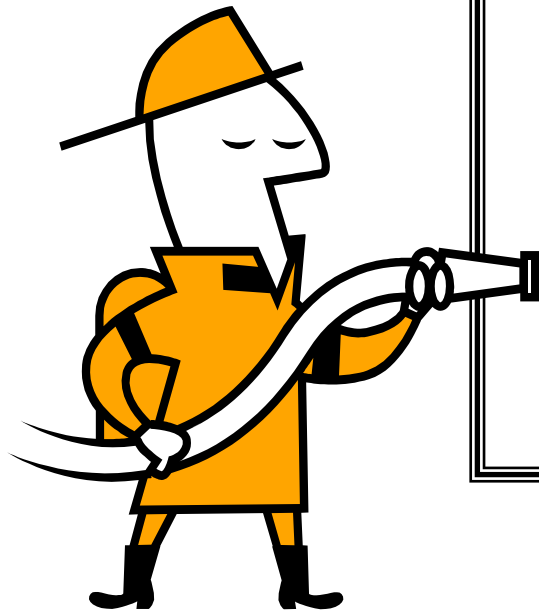




The theory of volunteer labour

Demand for labour increases as price (wages) fall

Therefore



Bank of Hamilton, New Zealand

Pay: Volunteer Fire

Fighters

Free

\$0.00

0



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...and

if employers have a zero wage rate there will be infinite demand for volunteers





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However volunteers do generate costs

Recruitment

Training

Equipment

“Costs” associated with paid employee morale





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Back to economic theory

Key social and economic trends affecting volunteering

Increasing accountability and professionalism

'Traditional' volunteer labour taking paid roles

Competing causes

Episodic volunteering

Ageing population

Rise in individualism

Rural decline





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Why do people volunteer?





	Broad motivation
Degree of involvement	Consumption
Highly involved	Love of volunteer activity per se Joy and "warm glow" from giving Express deeply held convictions
Marginally involved	Prestige/power Social interaction Overcome guilt from being more fortunate than others Sense of achievement



	Broad motivation
Degree of involvement	Investment
Highly involved	Labour market skills, experience and contacts specific to voluntary activity (to enable entry into that career)
Marginally involved	<p>Increase earnings potential</p> <p>General labour market skills, experience and contacts</p> <p>Signal altruistic behaviour (desired by firms) to prospective employers</p> <p>Ability to influence volunteer activity to benefit self/family</p> <p>Gather information on the volunteer activity before making donation</p>
<p>Source: NZIER, drawn from Ziemek (2005) and other studies</p>	



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	Broad motivation
Degree of involvement	Public good/altruism
Highly involved	Provide something that otherwise may not be provided Help others/community
Marginally involved	“Conscience good” - response to requests to volunteer

Source: NZIER, drawn from Ziemek (2005) and other studies



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Literature review

Overcoming the barriers

Training relevant to needs of individuals and organisations

Cover the cost of training

Don't overload with training

Conduct training on site

Keep enthusiasm up

Train volunteer managers

Change who is trained

Link training and recruitment strategies



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Qualitative research

In depth interviews with 52 volunteers from
urban and rural fire
civil defence

LandSAR

Coastguard

Ambulance

Covered

volunteers

managers of volunteers

training providers

government officials





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How they saw training contribution to service provision

Improved safety to self and others

Increased confidence of self and others

Provides basic skills

Ensures competent standards

Increases efficiency

Ensures currency of skills





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Views on qualifications

Require too much

Unrealistic timeframes

Assessment too onerous

RCC not friendly - want RPL

Not relevant

Confusion about what have already achieved





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What are preferences for training?

Tailor training to volunteers' preferences and motivations

Develop management training

Qualifications an enabler not a barrier

Training a complement to other interventions





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How could training be more effective?

Clear training schedules

Currency of trainer's skills

Fresh ideas

Training vs socialisation





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How nature and frequency of incidents affect training (across emergency services)

Rural volunteers attend less incidents than urban counterparts

Civil defence volunteers prepare for major events that rarely happen

Infrequent incidents affect currency of skills





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But

While low exposure to incidents increases need to train

May reduce volunteers likelihood to train

Don't attend incidents, become de-motivated, less committed to training





What are the major barriers?

Barrier	Strategy to overcome
Time constraints	Training is relevant; directly relates to role
Costs	On-site training; cover costs; better coordination of training
Lack of flexibility	Training at nights and weekends
Rural challenges	Trainer to them; better coordination of training; support for trainers
Training requirements	Assessment approaches; clarity in qualifications
Individual characteristics	Match volunteers to needs; involve volunteers early

Source: NZIER, drawn from various studies



How does training relate to volunteer motivations?

Motivation		Emergency service/volunteer characteristic	Implications for training
Broad motivation	Specific aspect		
Investment	Stepping stone into the emergency service itself	St John	Align volunteer training with that of paid workers, so volunteers can cross-credit their training
	General labour market skills for CV	Younger volunteers Immigrants	(National) qualifications and formal assessment Transferable/generic skills

Source: NZIER, drawn from various studies



How does training relate to volunteer motivations?

Motivation		Emergency service/volunteer characteristic	Implications for training
Broad motivation	Specific aspect		
Altruistic	Assist community	All - especially rural	Content emphasises relevance to community
	Provide something that might not otherwise be provided	Rural	<p>Training should be kept to a bare minimum</p> <p>Develop core requirements. Train everyone to those, then specialise</p> <p>Target 'pre-skilled'</p>

Source: NZIER, drawn from various studies



How does training relate to volunteer motivations?

Motivation		Emergency service/volunteer characteristic	Implications for training
Broad motivation	Specific aspect		
Consumption	Love of activity Excitement	All - especially fire	Involve in activity early Hands on practical Exciting delivery Relevant to role Establish training requirements as prerequisite to being operational
	Achievement / Satisfaction	All	Recognise training achievements
			Interactive delivery

Source: NZIER, drawn from various studies
Social



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Suggestions for improvement

Tailor training to volunteer preferences and motivations

Provide assistance for training nights

Improve written training materials

Make assessments, including RCC, user friendly

(Further) develop volunteer management training

Conduct joint training across emergency services

Recognise and reward volunteers for their time



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What are we doing?

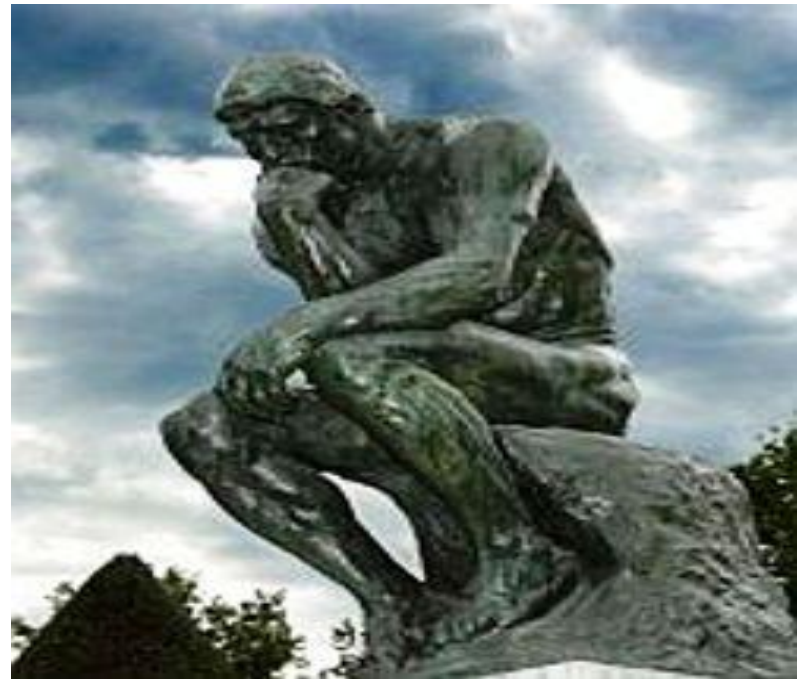




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Mentoring





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April 2010

Survey of Mentoring in Volunteer and Combined Brigades - NZFS

Mentoring as a volunteer support and leadership building strategy

Sent to 399 brigades

29% response

92% from volunteer brigades

7% from combined brigades

79% completed by CFO (balance Training Officer)





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Followed up with face to face and telephone interviews

12 volunteers

3 regional training managers

The questionnaire and interview survey identified brigades' perceived and potential strengths and weaknesses in terms of mentoring, as well as examples of strong mentoring practice.





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What is currently happening?

Buddying

Experienced senior officer

One-up mentoring

Mentoring groups

Rotational mentoring / sharing mentors

Volunteer selected

Community support / use 'paid' skills



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Recruits view on ideal mentor

Willing

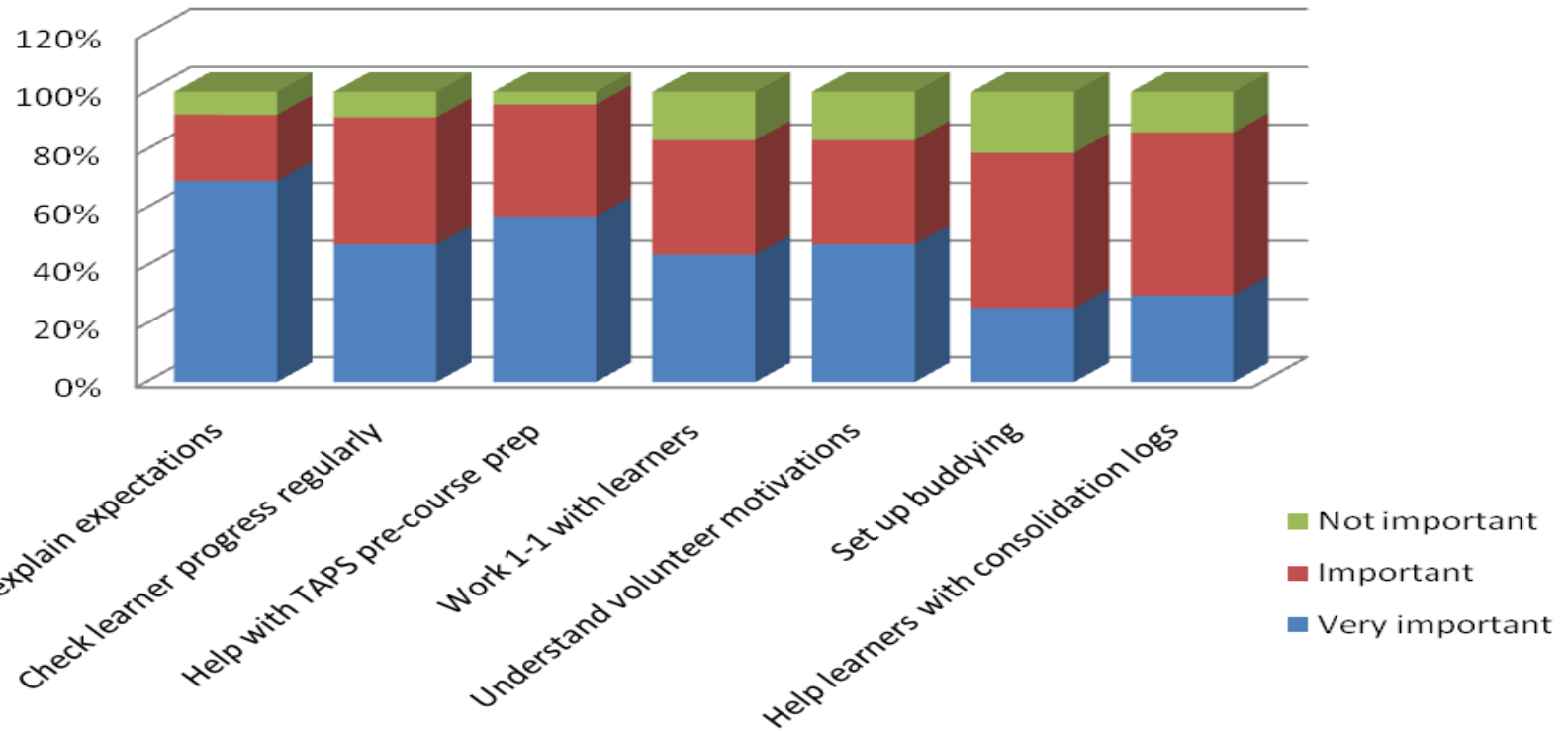
Just been through the course

Younger person to start with





What did they want the mentor to do?





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Benefits of mentoring

Developing personal relationships

Satisfaction

Status and acknowledgement

Enhancing personal and management skills

Opportunities for extended networking

Can help with organisational socialisation





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"[Being a mentor] teaches you to be able to express yourself"

"Helps all to understand next levels and also develops leadership and training skills"

Neighbouring brigades could act as mentors

more incidents in a specific type of response
personal development
different point of view for discussion



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Next steps

Development of guideline manual
 explanation of types of mentoring
 advantages
 disadvantages
 how mentoring can help with socialisation
 examples of effective systems to track support
 organisation
 learner
 information about learning culture

Professional development workshops
 cover material in the guidelines
 coordinated and integrated with other training





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Community of Practice

Project is part of wider activities involving volunteers

To minimise impact established a community of practice

volunteer project

productivity

literacy and numeracy

volunteer sustainability pr





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Overall 18% saw mentoring as a way of maintaining motivation





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Literacy and
numeracy





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Research

Conducted 2007

Key findings

make training more relevant to a wider range of volunteers

use clear language principles

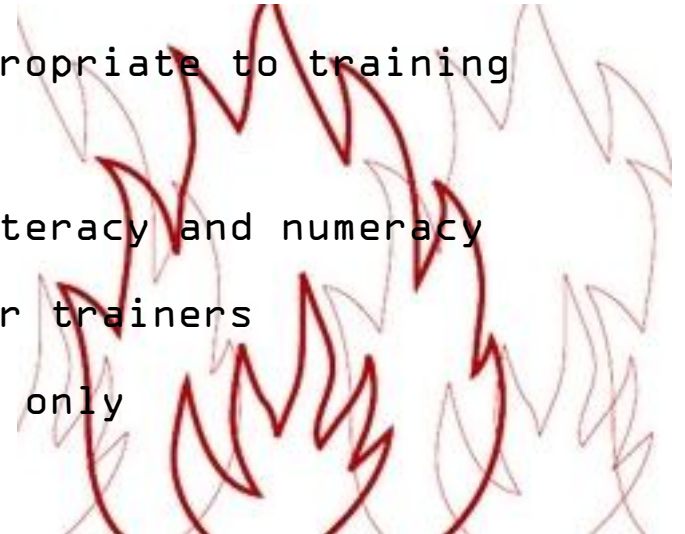
assessment and materials that are appropriate to training

content

guidelines for trainers to support literacy and numeracy

professional development workshops for trainers

information texts offered as interest only





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What is happening?

Increase our capability

workshops for staff on using plain language

identifying learner approaches

reviewing learning material to know what level it is at

adult assessment tool





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Resource development

Learner resource 3285 - *Demonstrate knowledge of protection of personal safety at vegetation fires*

embedded literacy
clear language
white space
word definitions

Supplementary resource 20385 - *Demonstrate hydraulic knowledge for fire fighting*
numeracy support





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Previously 85 pages; now 56

Changed the title

*Demonstrate knowledge of protection of personal safety at
vegetation fires*

to

Working safely at vegetation fires





Vegetation Fire Science

The Fire Triangle

Combustion is a chemical reaction that gives off heat, light and/or flames.

Combustion initially takes place when the vapours given off by a material combine with enough heat and oxygen (air) to ignite.

The aim of fire suppression is to cancel combustion, (i.e. extinguish the fire) by eliminating one of the three components that must be present to bring about the chemical reaction of combustion. The three components are oxygen, heat and fuel.

Oxygen is a gas that makes up about one fifth of the air. It is necessary for oxygen to be present so burning can occur. It is oxygen reacting with the hot vapours from a heating material that causes burning.

Heat is the energy needed to cause flammable material to give off flammable vapours that then react with oxygen in the air and burn. Heat sources may include friction from a cable rubbing on a log, or open flame such as sparks, embers and arcing.

Fuel may be in solid, liquid or gas form. Solid fuels with a high moisture content require more heat to raise them to their ignition temperature than dry fuels. Solids and liquids need sufficient heat applied to them to release their flammable gases. It is these gases that react with oxygen and burn.

The fire triangle



Fuel, heat and oxygen are all needed in the right combination to produce fire. Combined, they're called the "fire triangle."

By nature, a triangle needs three sides. Take away one of the sides, and the triangle collapses.

The same is true of fire.

Take away any of the three components of fire – fuel, heat or oxygen – the fire collapses, meaning that it can't burn.

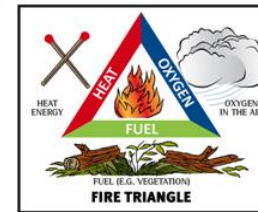


FIRE TRIANGLE

SECTION ONE: How Fires Burn

What makes a fire burn?

Fire is created by fuel, oxygen, and heat. If you take away one of these, you can't make a fire. These three parts of a fire make up what is called the "fire triangle."



Oxygen is a gas in the air. Heat works with oxygen to create a flame. But they both need something to burn. Fuel is anything that will burn. It can be solid (wood) liquid (petrol) or gas.

WORD CHECK

Canopy	The highest branches of trees
Combustion	Burning
Extinguish	To put an end to something, e.g. put out / extinguish a fire
Flammable	Easily catches fire
Ignite	To start something burning
Organic	From nature
Suppression	To hold something back, or to hold it down, e.g. a fire
Topography	The shape and features (hills, valleys, rivers) of the land
Wildfires	Vegetation fires



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20385

Unit standard requirement

Calculate areas, volumes and flow rated for regular and irregular geometrical shapes

Resource explains

basic shapes - squares, rectangles, circles, triangles

volumes - cube, cylinders

flow rate

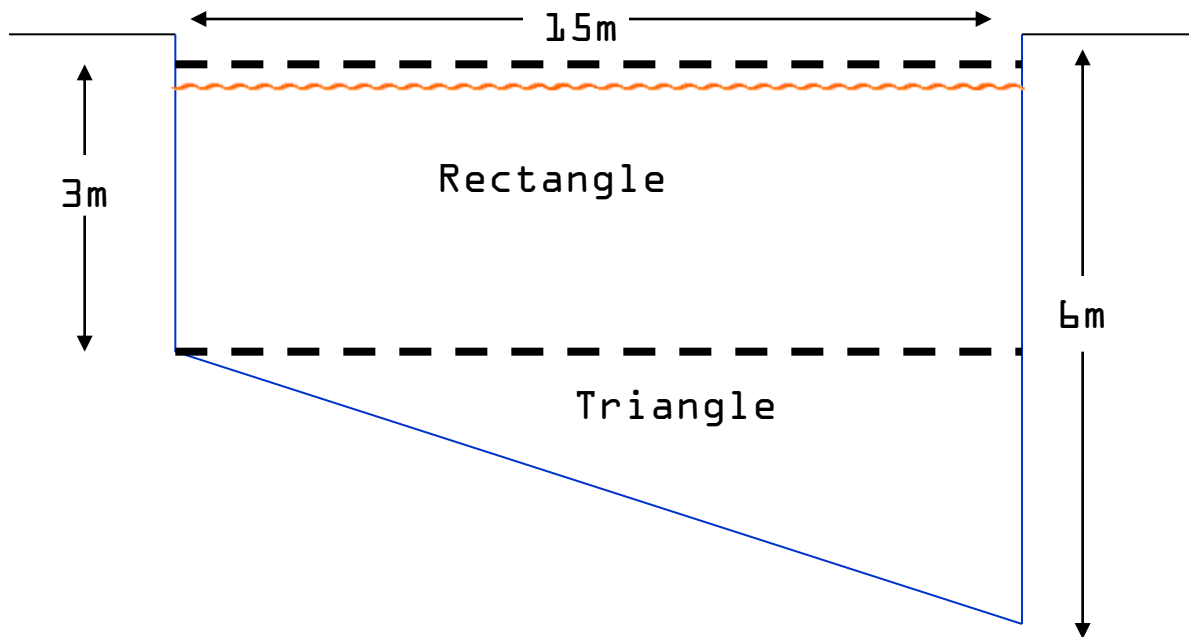
Looks at other concepts

estimating, converting, decimals





Water source with a sloping base





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Water source with a sloping base

Rectangle $15 \times 3 = 45\text{m}^2$

Triangle $15 \times 3 /$
 $2 = 22.5\text{m}^2$

Total $45 + 22.5 =$
 67.5m^2

If 4 metres long then
volume

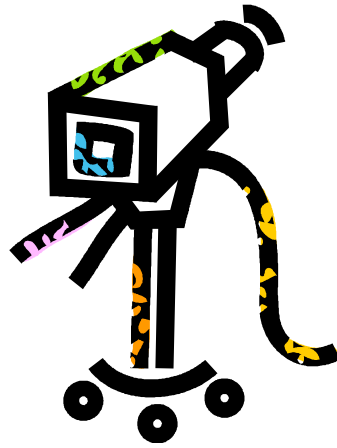
$67.5 \times 4 = 270\text{m}^3$



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Resources





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Learner resources

Reviewed requirements

All unit standards will have

evidence guide

assessment - practical and/or theory

model answers





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Joint development project

With NRFA and NZFS

Suite of learning and assessment resources

learner notes

workbooks

lesson plan

assessment material

model answers



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Personal Log Book

Developed with NRFA and Telford Rural Polytechnic

Record evidence from
fire incident, training, simulation

Use as for assessment evidence





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Other resources

Managing volunteers

Training design

Good practice guide for assessment





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Electronic resources





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Assessment





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What's happening with assessment?

High trust model

Professional development

Flexibility in assessment approaches





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Qualifications





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Qualification review

Normal practice but some new rules are being put in place

Provide clear educational and career pathways

Unit standards that are achievable

Across agencies qualification



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So is it worth it?

