Volunteers to Advisors:
A reflective study of leadership, education and change in a Third Sector organisation.

Submitted by Mirinda Carmen Crespi to the University of Exeter as the thesis for the degree of Doctor of Education in Education, September 2011

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I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for award of a degree by this or any other University.

Signature: .........................................
Abstract
This thesis explores how I have taken steps to improve my practice of leadership as a Chief Executive within a Third Sector Drug and Alcohol Support Service and to build professional identities for volunteers in the service. I studied how volunteers' identities changed from that of 'Volunteer' to 'Advisor' and what I learned about myself as a leader. I noted the value of studying my own reflections as a leader and how change became embedded throughout the organisation as a consequence. As a result of this process, I developed a mnemonic that I consider to encapsulate key aspects of leadership. This is entitled 'CAVEAT' and identifies competency, visibility, empowerment and a therapeutic orientation as important qualities of a leader in positions like my own.

The study is informed by in-depth focus group discussions, semi-structured interviews, personal reflections, questionnaires and surveys. It provides recommendations for Chief Executives of Third Sector organisations involved in leadership and the professional identity-building of a volunteer workforce in an era of outcome-based commissioning.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Tables</td>
<td>6</td>
</tr>
<tr>
<td>List of Figures</td>
<td>7</td>
</tr>
<tr>
<td>List of Appendices</td>
<td>7</td>
</tr>
<tr>
<td><strong>1. Chapter One</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Introduction</td>
<td>9</td>
</tr>
<tr>
<td>1.2 The use of volunteers</td>
<td>20</td>
</tr>
<tr>
<td>1.3 The scale of the drug and alcohol problem in England</td>
<td>23</td>
</tr>
<tr>
<td>1.4 ‘Lighting the touch paper’</td>
<td>28</td>
</tr>
<tr>
<td>1.5 Setting the scene</td>
<td>32</td>
</tr>
<tr>
<td>1.6 Approach to the research</td>
<td>33</td>
</tr>
<tr>
<td>1.7 Pilot research for baseline data</td>
<td>34</td>
</tr>
<tr>
<td>1.8 My positionality</td>
<td>41</td>
</tr>
<tr>
<td><strong>2. Literature Review and Personal Reflections</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>47</td>
</tr>
<tr>
<td>2.2 What is the Third Sector and how effective is it?</td>
<td>49</td>
</tr>
<tr>
<td>2.3 What does the Third Sector need in order to survive in an era of outcome-based commissioning?</td>
<td>51</td>
</tr>
<tr>
<td>2.4 The phenomenon and history of Leadership</td>
<td>56</td>
</tr>
<tr>
<td>2.5 Leadership in the Third Sector: Are charity leaders different?</td>
<td>65</td>
</tr>
<tr>
<td>2.6 The psychological contract between agency and volunteer</td>
<td>69</td>
</tr>
<tr>
<td>2.7 Competency of the volunteer workforce</td>
<td>71</td>
</tr>
<tr>
<td>2.8 Leadership: Being visible</td>
<td>77</td>
</tr>
<tr>
<td>2.9 Leadership: Empowerment and power diffusion between volunteer and leader.</td>
<td>84</td>
</tr>
<tr>
<td>2.10 Conclusions</td>
<td>98</td>
</tr>
</tbody>
</table>
3. The Research Process

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Introduction</td>
<td>102</td>
</tr>
<tr>
<td>3.2</td>
<td>What paradigm would best suit this line of inquiry</td>
<td>102</td>
</tr>
<tr>
<td>3.3</td>
<td>Social Constructionism</td>
<td>104</td>
</tr>
<tr>
<td>3.4</td>
<td>The use of Critical Inquiry and Living Theory</td>
<td>106</td>
</tr>
<tr>
<td>3.5</td>
<td>The adoption of Action Research</td>
<td>107</td>
</tr>
<tr>
<td>3.6</td>
<td>Ethical considerations</td>
<td>113</td>
</tr>
<tr>
<td>3.7</td>
<td>Methods employed in the research</td>
<td>116</td>
</tr>
<tr>
<td>3.8</td>
<td>Public questionnaire</td>
<td>118</td>
</tr>
<tr>
<td>3.9</td>
<td>Case study</td>
<td>119</td>
</tr>
<tr>
<td>3.10</td>
<td>Focus groups</td>
<td>121</td>
</tr>
<tr>
<td>3.11</td>
<td>Interviews with Commissioners</td>
<td>128</td>
</tr>
<tr>
<td>3.12</td>
<td>Interview with Ex National Treatment Agency Workforce Development Officer</td>
<td>131</td>
</tr>
<tr>
<td>3.13</td>
<td>Staff and volunteer questionnaires</td>
<td>133</td>
</tr>
<tr>
<td>3.14</td>
<td>Interview with 'Safer &amp; Stronger Communities' Lead</td>
<td>136</td>
</tr>
<tr>
<td>3.15</td>
<td>Interviews with Crossways volunteers</td>
<td>137</td>
</tr>
</tbody>
</table>

4. Data Presentation and Analysis

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Introduction</td>
<td>140</td>
</tr>
<tr>
<td>4.2</td>
<td>Theme 1: Identity of volunteers</td>
<td>144</td>
</tr>
<tr>
<td>4.3</td>
<td>Theme 2: Sense of value/worth</td>
<td>148</td>
</tr>
<tr>
<td>4.4</td>
<td>Theme 3: Workforce development and training</td>
<td>153</td>
</tr>
<tr>
<td>4.5</td>
<td>Theme 4: Inclusion and recognition</td>
<td>163</td>
</tr>
<tr>
<td>4.6</td>
<td>Theme 5: Contribution to the bigger picture</td>
<td>164</td>
</tr>
<tr>
<td>4.7</td>
<td>Theme 6: Communities of Practice</td>
<td>166</td>
</tr>
<tr>
<td>4.8</td>
<td>Theme 7: Credibility</td>
<td>169</td>
</tr>
<tr>
<td>4.9</td>
<td>Theme 8: Therapeutic leadership</td>
<td>171</td>
</tr>
</tbody>
</table>
5. **Conclusions**

5.1 Introduction 175  
5.2 My vision of ‘CAVEAT’ Leadership 176  
5.3 Changes implemented as a result of the study 180  
5.4 General Conclusions 184  
5.5 Particular recommendations 187  
5.6 Personal reflection on the research process 189  
5.7 Feedback from recent Investors in People Accreditation (2011) 190

6. **References** 195
List of Tables

Table 1. Number of clients accessing Crossways 2000-2010 24
Table 2. Comparative view of Crossways 1998-2010 26
Table 3. Clear career paths data from Cranfield study (2002) 73
Table 4. Features of Habermas's three dominant knowledge-constitutive interests (Grundy 1987) 116
Table 5. Case study protocol 120
Table 6. Demographic details of focus group participants (2008) 123
Table 7. Focus group content 125
Table 8. Commissioner demographics (2008) 129
Table 9. Ages of staff and volunteers undertaking questionnaires 134
Table 10. Gender of staff and volunteers undertaking questionnaires 134
Table 11. Ethnicity of staff and volunteers undertaking questionnaires 134
Table 12. Length of service of staff and volunteers undertaking questionnaires 134
Table 13. Occupations of staff and volunteers undertaking questionnaires 135
Table 14. Demographic detail of volunteer interviewee participants (2008) 138
Table 15. Data categories and themes 140
Table 16. Data sources profile 142
Table 17. Data relating to quantity of volunteers services/outputs 147
Table 18. Volunteers as value for money 152
Table 19. Supplementary Volunteer questionnaire data relating to access to training courses and certificates 157
Table 20. Data relating to the ability to lead or encourage others to lead 160
Table 21. Data relating to increased employment opportunities 161
Table 22. Data relating to the quality of volunteer services 162
Table 23. Degree of innovation in volunteer service 162
List of Figures

Fig. 1 Extract form email received re: TOP alert 14
Fig. 2 Hard and soft parts of organisational process 19
Fig. 3 Accessing support data from pilot study 35
Fig. 4 Perception of volunteer data from pilot study 35
Fig. 5 Worker preference data from pilot study 36
Fig. 6 Flowchart of events 39
Fig. 7 Action research spiral 40
Fig. 8 Process of literature review 48
Fig. 9 Trait and Process model of leadership (Northouse 2010) 58
Fig. 10 Tannenbaum & Schmidt; Notion of leadership and subordination on a continuum scale 59
Fig. 11 Email received January 2010 63
Fig. 12 Email received March 2010 63
Fig. 13 Insert from card received April 2010 64
Fig. 14 Initial Community of Practice diagram 82
Fig. 15 Revised Cultural Map 83
Fig. 16 Types of Learning Communities (Reil & Polin 2004) 89
Fig. 17 Research design 102
Fig. 18 Frustrations and living contradictions imagery 112
Fig. 19 Themes from data 143
Fig. 20 My vision of ‘CAVEAT’ Leadership 176
Fig. 21 Crossways’ Learner progression pathway 181

Appendices

1. Workforce development matrix 201
2.1 Letter of consent for one to one interviews with commissioners and government officials 205
2.2 Letter of consent for participation one to one interviews and focus group 207
2.3 Letter of consent to Crossways Board of Trustees 209
3. Questions to public re: perception of volunteers 211
4. Crossway Advisor’s Job Description 212
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Exemplar transcript from interviews with Commissioner (Kate)</td>
<td>218</td>
</tr>
<tr>
<td>5.2</td>
<td>Exemplar transcript from interviews with Commissioner (Sophie)</td>
<td>225</td>
</tr>
<tr>
<td>6.</td>
<td>Exemplar transcript from interview with Government Official (Sally)</td>
<td>228</td>
</tr>
<tr>
<td>7.</td>
<td>Volunteer Core questionnaire</td>
<td>233</td>
</tr>
<tr>
<td>8.</td>
<td>Volunteer Supplementary questionnaire</td>
<td>237</td>
</tr>
<tr>
<td>9.</td>
<td>Staff Core questionnaire</td>
<td>244</td>
</tr>
<tr>
<td>10.</td>
<td>Staff Supplementary questionnaire</td>
<td>248</td>
</tr>
<tr>
<td>11.</td>
<td>Exemplar transcript from volunteer interview (Catherine)</td>
<td>255</td>
</tr>
<tr>
<td>12.</td>
<td>Exemplar transcript from focus group (session two)</td>
<td>261</td>
</tr>
</tbody>
</table>
1.1 Introduction

This study focuses on my leadership as the Chief Executive of Crossways\(^1\), one of the leading Third Sector Organisation (TSO) Drug and Alcohol Services in the South of England. The aim of the study was to improve my leadership in relation to helping to build professional identities for volunteers who support Crossways. As my study progressed, I began to develop a personal ‘vision’ of leadership, which is encapsulated in the mnemonic ‘CAVEAT': Competent and Visible, Empowering and Therapeutic. I will discuss this in more detail at various points in the research where each component became significant.

I have been the CEO at Crossways since 2006. Prior to this date, I was employed in various paid positions within the company, having started as a volunteer whilst undertaking a Welfare Studies college course in 1998. Crossways was established in 1970 as a charitable organisation supporting people with tranquiliser dependency. It was started by a State Registered Nurse, referred to hereafter as ‘Gloria’. She offered her time voluntarily to the service because of the demands of growing numbers of people who were becoming dependent on prescription drugs as a result of over-prescribing by the medical profession in the 1960s. With a limited amount of funding from a Charitable Trust, and just one telephone, Gloria created what has now become a medium sized business, employing 55 salaried staff and supported by more than 60 volunteers. This has come about through successful bidding and tendering for services as successive governments have increasingly recognised the need to support people with problems associated with illicit substance misuse, alcohol, over-the-counter or prescribed medication. The vision of the Crossways Board is to:

- offer advice, information and support to anyone in the county whose life is being adversely affected by substance misuse.

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\(^{1}\) In order to protect the anonymity of my case study, I have given the service in which I work the fictitious name of 'Crossways'.
- *initiate and contribute to drug and alcohol presentation activities, which are available to the general public, professional groups, organisations and those receiving support.*

Crossways uses the strap line, ‘Grow, Progress, Empower, Achieve’ and these components became a focus for my improved leadership throughout the study.

As Chief Executive, my role is to manage an annual budget of £1.5 million. To do this successfully I need to ensure that strategic and operational systems are in place and being adhered to in line with national and local government policy, and that targets are being met. The Crossways service supports over 2000 new clients every year who are seeking treatment for their substance misuse. On a daily basis, I am bombarded with new government strategies and targets and have to weigh these against public perception and public opinion of a TSO deliverer of services, whilst also trying to remind myself that at the centre of the work is a human being who is struggling with substances and who needs support. This persistent juggling of priorities has a significant impact on the way I lead my staff teams and volunteers. This study was intended to enable me to investigate reasons for these conflicting priorities, and how to manage the tensions they cause, whilst continuing to adhere to my personal values and to help to build professional identities for volunteers.

The feeling of dissonance I often have as a consequence of not acting in accordance with my own values and beliefs is what McNiff et al (2005:59) term a ‘living contradiction’. They note that:

> The ‘I’ exists as living contradiction in the sense that values are denied in practice. It is often not easy to see ourselves as living contradictions. We use all sorts of defences or excuses to hide from ourselves the realisation that we may not be living in the direction of our values. (Mc. Niff. Lomax & Whitehead, 2005:59)

My ‘living contradiction’ is that I feel the existing culture (in terms of evidencing quantity of service users accessing service and ensuring financial spreadsheets
balance within drug services) is inappropriate. What seems to be required is a more value neutral outcome process, which produces qualitative and holistic measures for all stakeholders. This is being offered as an alternative to the ‘existing culture’. I want to be able to communicate clearly with my team, share information and the reasons for decisions or changes within the team and treat members fairly and honestly. My aim is to help volunteers to understand what they need to do and how they fit into the bigger picture, and to ask them for input into solving problems. I want to be able to communicate a compelling vision, tell stories that support individuals and teams to understand and engage with the strategic direction, generate excitement and commitment and ultimately build a shared sense of purpose, even in situations of financial, political, or societal ambiguity.

As the Chief Executive of Crossways, my job description dictates that my primary role is to develop the strategic objectives of the organisation and then to transform these into meeting the Key Performance Indicators (KPIs). I am faced with a blizzard of political and environmental changes, a volatile mass of things to understand. It is important for me to have the strategic objectives at the heart of my leadership.

The introduction of the 10 year drug strategy in 1998, ‘Tackling Drugs to Build a Better Britain,’ meant that a nationally led approach to drug treatment was then to be the designated way forward. In 2002, Models of Care was launched and was to be fully operational across England by 2005. This was the new framework for developing and integrating drug treatment systems and was a response to the ‘Changing Habits’ paper (2002) – a critique by the Audit Commission of the

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2 A number of key performance indicators are used to benchmark the progress of drug action teams, as follows:

- Number of drug misusers in treatment
- Waiting times for access to treatment.
- Number of drug misusers in treatment for 12 weeks or more

3 Models of Care (2002) The Models of Care, National Service Framework for Drug Misusers, sets out a national framework for the commissioning of Adult Drug Treatment Services and was updated during 2005/06. This update emphasized the need for a highly integrated and developed drug treatment system.
treatment system having a lack of coherence and consistency. Each of the 149 Drug & Alcohol Action Teams\(^4\) (DAATs) in England was to have detailed Service Level Agreements with providers that conform to National Treatment Agency\(^5\) (NTA) standards. This is when the pendulum started to swing the other way and Third Sector providers who were used to autonomy and the odd meeting with commissioners really had to abide by the new commissioning rules and regulations as set out by the NTA, if they were to have any chance of survival.

From my initial investigations looking into NTA literature, outcome monitoring and outcome based commissioning appear to be protective measures for organisations and funders. The NTA and Home Office guidance for commissioning drug treatment services from the Voluntary and Community Sector was published in 2004. The guidance is extremely brief and consists of just three A4 pages. It provides a framework for improvement in service delivery and allows the organisation to focus on given tasks and continually assess performance. It allows organisations to identify what works well and what does not, and to denote what learning should be integrated into any new service design. The odds really do appear to be stacked in the NTA’s favour. The NTA literature suggests that outcome based commissioning can improve the effectiveness of the organisation, allowing the organisation to be clear about the difference it exists to make and to ensure that it maintains this in planning and monitoring, and that the evaluation is likely to be well planned, user-focused and accountable to stakeholders. This would suggest that outcome monitoring is something organisations have some control over. The need to tailor something to suit one’s own particular organisation’s circumstances and culture, to react intelligently in its future plans, is essential. The NTA monitors performance of providers by 3 main routes:

1. NDTMS (National Drug Treatment Monitoring System), which is the national database of key data on numbers in treatment, type of treatment

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\(^4\) The purpose of Drugs and Alcohol Action Teams (DAATs) is to coordinate the strategic action against drug misuse within a local area.

\(^5\) The National Treatment Agency for Substance Misuse (NTA) is part of the National Health Service in England. Established in 2001 to improve the availability, capacity and effectiveness of drug treatment, it is currently delivering the ambitions of the 2010 Drug Strategy across the treatment sector, pending the creation of a new public health service.
available etc. Originally managed by the Department of Health, this was then transferred to the responsibility of the NTA in 2003.

2. DAATs (Drug & Alcohol Action Teams) annual treatment plans. The DAATs must annually record their achievements and develop plans for the forthcoming year and these plans are assessed and monitored by the NTA regional managers.

3. Quarterly reports to the NTA from providers and DAATs. Particular emphasis is stressed on waiting times for treatment and numbers and competencies of staff employed.

The idea behind these developments is to improve skills and capacity in the sector and thereby increase numbers in treatment and the effectiveness of the treatment intervention received by the service user. It was the aim of the NTA in 2003 to recruit 3000 new practitioners into the field by 2008, and to retain and train existing workers. New Drug and Alcohol National Occupational Standards (DANOS) were developed and job descriptions were required to cross-reference the new standards. However, my investigations into the literature could find no reference to volunteers, which concerned me somewhat, as my organisation was heavily reliant on them to meet targets set by government. I therefore decided to interview an Ex NTA Workforce Development Officer who led the development and implementation of DANOS with the drug and alcohol workforce was acted upon.

What the above has meant in practice is that in relation to funding at Crossways, it would appear that commissioners are no longer concerned with the historic short-term outputs, but with the wider impact of funding as a way of bringing about social benefit. Any individualisation appears to have disappeared as drug services are being contracted to evidence outcomes on manufactured data management systems and government Treatment Outcome Profile paperwork (TOPs), which is the same for all local providers (whether statutory or voluntary). It would appear that, like many public sector services, the provision of health and social care in the
Third Sector in the United Kingdom has been shaped by a series of policy shifts introduced by both Conservative and Labour governments. Time has resulted in a healthy rhetoric emanating from policy documents, but which leaders, managers, clients and practitioners in drug services may experience as an unhealthy reality. One of the manifestations of such policy documentation has been the growth of an audit culture and an economy of performance versus ecology of practice. Figure 1 details an extract from an email I received from one local Drug Action Team Commissioning Officer in 2008 passing on guidance from the NTA for treatment providers to make changes to the collection of TOP data. My reason for inserting it at this point is to highlight the challenges that I am often faced with in being able to translate this information to my team of volunteers, who at this point had little idea as to how their contribution of time and commitment fits into the wider political arena of drug treatment.

1. Halo TOPs Alert Module - Version 4.3
Adjusting the TOP cycle when a Modality Start Date is modified.
In the current TOP alert logic the TOP cycle will not move if you change the Modality start date (TOP anchor) and you’ve already entered a TOP form. Whilst this keeps your TOP cycle and the forms you saved in a stable state it won’t synch with the NTA exception reports, which will look at the current modality start date. Feedback from affected services has indicated that compliance with the exception report is the main priority, hence the change to Halo logic.

2. TOP form trigger
Currently a TOP form entered prior to the modality record and predating it will set the TOP cycle off and also determine the treatment stage. It was intended to give control to the worker but has resulted in TOP cycles being started at Review and an invalid treatment cycle. For affected episodes this has caused a reduced performance in the TOP exception reports and TOP Version 4.3 removes this manual start feature. If TOP form is now entered say a week before the Modality Start it will NOT start a TOP cycle. If it’s a Treatment Start TOP it would comply with the subsequent TOP due alert triggered by the modality start. If the pre modality TOP was set as a review TOP it would not comply with the treatment start TOP alert which would then remain outstanding until the status was amended on the TOP form.

3. What will happen?
All TOP cycles will be recalculated and treatment journeys that have TOP form triggered cycles or amended modality start dates will see their TOP alert dates fall into line with the NTA TOP exception reports.

Fig 1 Extract from email received re: TOPS alert (2008)
When I came into role, my ambition was to create a learning organisation, whereby the practice of organisational learning involves developing and taking part in tangible activities that will change the way people conduct their work and how they feel about themselves. My belief was that through these new governing ideas, innovations in infrastructure and new leadership methods and tools, volunteers within Crossways might develop an enduring capability for change. The process would pay back the organisation with a far greater diversity and intensity of commitment, innovation, and talent. Bennis (2009:97) refers to Apple CEO John Sculley, who once stated,

‘One of the biggest mistakes a person can make is to put together a team that reflects only him.....it is better to put teams together of people who have different skills and then make all those disparate skills function together. The role for the leader is to figure out how you make diverse people and elements work together’.

However, there is a dilemma for myself and other TSO leaders here. It would appear that the days are gone when the Voluntary Sector could take on people who wanted to enjoy volunteering simply as a leisure pursuit. Volunteers must now be committed to undertaking courses of accredited study, which, especially for those who have been non-participants in education for some time, opens an entirely different dimension. Crossways also faces dilemmas. As 50% of the service is provided by volunteers who take no salary, how can we ensure that volunteers engage in lifelong learning without being prejudiced against those who would be an asset to the service but who do not want to undertake accredited study?

From discussions with partners in other Voluntary Sector organisations providing drug services, I know I am not leading the only organisation facing these issues. In addition, the Voluntary Sector is under enormous pressure to achieve the same targets as statutory agencies but has a much smaller percentage of funding. There have been suggestions that voluntary organisations have moved to change their values, structures and processes in order to adopt a more professional approach when attempting to secure government funding, (Clark, 1997; Saville Smith & Bray, 1994). Some providers have adapted or are adapting their services to more of a
business model geared to providing the services government wants to purchase, in line with government priorities. Hedley & Davis Smith (1994:5) note that voluntary organisations in the UK are increasingly expected to act as ‘the agents of the funders who purchase their service’. If this is the case, then do we just become an extension of the central government’s agency and hence the local authority’s own service deliverer? If so, this can change the dynamic between agency and volunteer. Russell and Scott (1998:53) suggest this formalisation can bring ‘increased clarity to the task at hand, greater confidence by the volunteers in their ability to do the job and the security of closer supervision by paid workers’. Yet, there is also evidence (Davis Smith, 1998) that not all volunteers have adapted or warmed to the new culture of volunteering, and some organisations have had difficulty in recruiting at all.

My own appointment to the Crossways organisation began as a volunteer in 1998, whilst I was studying a Welfare Studies course at college, which required an element of working within the Health and Social Care sector. At that time, I only offered three hours a week to Crossways as I was also working in a local preschool as an Assistant. Crossways put me through their then, rather meagre non-accredited training course, which lasted for twelve Wednesday evenings. The course covered the basics – signs, symptoms of drug use, how to engage with service users, drugs and the law. I felt that if I had not completed my formal Welfare Studies course, I would have been ill equipped to provide a service to the clients. My career and studies then quickly followed the path of project management and education as I undertook the initial 7307 Teaching Award, Teaching Certificate, a Masters degree in Education and now the Doctorate in Education. During this period of study, I undertook, in sequence, a lecturing role at the College, worked in a salaried position at the local refuge for abused women, took up paid employment at Crossways as a project worker in the community, and then moved full time into a Project Management position at Crossways in 2003. In 2005, the then Crossways CEO, ‘Ann’, started discussions with me about her potential retirement and offered me the position of joint CEO within the company, which I accepted. The following 12 months prior to her retirement in 2006 were
extremely turbulent. Two CEOs in one company did not work, especially as we both had conflicting ideas about leadership: Ann’s was rather authoritarian, and mine more democratic. In August 2006, I was asked to reapply for my CEO position as Ann had left and the Board of Trustees felt that just one CEO was appropriate.

It was at this point that I realised my leadership would either make or break the organisation’s future and there was no one else to whom to ‘pass the buck’. This was a frightening, but challenging thought, but one that has driven me to want to improve my leadership at Crossways for the benefit of all stakeholders, including myself.

Wheatley (1999) and Zaccaro and Klimoski (2001) recognise the increasing degree of complexity, interdependency and ambiguity within which organisations currently operate with the introduction of new technologies, the threat of mergers and increasing exposure of accountability to the media, all of which are a concern for Crossways. The emerging challenge for leaders is to ensure large systems can respond effectively to an increasing array of internal, as well as external, stakeholders (Turnbull & Collins, 2008).

Over the years, some prior to my appointment as CEO, management teams at Crossways were established and structures put in place to accommodate change and the ability to create and design services to meet need. Expansion of projects within Crossways meant increases in client referrals, which led to an increase in funding. Historically, prior to the development of the National Treatment Agency in 2001, these projects were output-led. There had always been a need to demonstrate targets and sign contracts with funders, but there had also been scope for innovation, flexibility and, above all, the notion of trust was paramount between providers, funders, staff, volunteers and management. As a consequence of the introduction of the NTA, commissioning arrangements started to change and the emphasis was on client retention, effective treatment and the necessity to demonstrate outcomes in such a way that the hands of providers were tied as they
were compelled to adhere to the systems put in place by government. There was also great emphasis on demonstrating competency of practitioners and workforce development took on a completely new dimension with the need to accredit learning, evidence learning pathways, produce workforce matrices and workforce development plans.

In 2001, Crossways adopted this new model of treatment delivery and recording processes and the Board of Trustees felt that they needed to comply with the new mandatory regulations in order to sustain funding. Hence, Crossway's annual income of funding increased by £1.3million pounds over the past 10 years. However, the need for survival meant chasing after every possible piece of funding without regard to how it impacted on staff and volunteers. The result of this manifested itself in high turnovers of staff, poor volunteer retention and disillusioned management. It became clear that if Crossways has any future, then it must seek to change established cultures, with each-and-every stakeholder working together, understanding each other, and developing their own professional identity in the light of the new organisational structure and design.

I therefore decided that my research for my Doctorate in Education, starting in 2007 was going to be based on Crossways as a case study, which would provide the opportunity for me to look deeper into my leadership practice and examine the internal impact of the new commissioning framework upon the volunteers' professional identity. The aim was to bring about change by seeking to adopt the use of critical inquiry and action research through which I may be able to look to improve my practice as a leader by bringing key players together in collaborative research for the benefit of all Crossways stakeholders and the building of professional identities for volunteers.

I began to keep a reflective journal and drew the following figure (Figure 2) to illustrate the different aspects of my leadership. My feelings were that within any organisation there appear to be two parts to the organisational process for leaders.
These being; the ‘Hard part’ (the technical/logical/structural side) and the ‘Soft part’ (the people/psychological/therapeutic side).

HARD PART

Processes, procedures, statistics, finances, structures, tools

These things are often learnt. We learn how to add and subtract, how to form structures, use science and mathematics. It is about demonstrating accountability. It is the management side.

Logical side

SOFT PART

The ideas, fears, excitement, attitudes, buy-in of people who do the hard part.

These things are often not learnt. This is the people side of what I do. It is about bringing out the best in people. It is the leadership side.

Psychological side

Which one is more challenging and why?

Which part is more important? Do I need to make them balance? If so, how?

What are the costs to Crossways and me if I am lacking on the psychological side?

What would be the value to Crossways and me to learn how to deal with the soft/people side more effectively through improved leadership?

Fig. 2 Hard and soft parts of organisational process.
1.2 The use of volunteers.

From my experience at Crossways it seems that Commissioners often look to run professional services with 'free labour' due to budget constraints from central government, yet at the same time providers of services may accuse the government of setting unrealistic targets and expectations without the backing of sufficient funding. One thing that I, as a leader of a TSO, needed to consider in this current era of performance related funding was whether Crossways could afford to have volunteers who do not wish to seek accreditation and promote their professional identity and development. The role of leaders of Volunteer Services is an important one if volunteering is to be as valuable to service users as it could be. If volunteers are to be thought of as part of the wider team through which high quality services are provided to service users, it follows that they should be recruited, trained, organised and supported as well as paid employees are. Some authorities argue that 'TSOs should treat volunteers as if they were paid employees', (Stoelmacher, 1991, cited in Herman 2005:759). Stoelmacher contends that the standard element of volunteer administration, such as interview, recruitment, screening, job description, orientation, supervision, on-going training, performance review, maintenance of records, recognition, and fair and professional treatment, reduce the possibility for confusion and frustration on the part of the volunteers that can result in an unsuccessful experience for both them and the organisation.

From the volunteers' perspective, they provide unpaid services and receive non-monetary compensation in return. Volunteering can increase their human and social capital; on-the-job training and social connections made while volunteering can be profitable, augmenting their personal and professional status. Survey research attests to the diversity and value of the benefits received by volunteers (Brudney, 2006; Kirsch, Toppe, et al. 2002). Several studies show support for volunteers learning specific job skills as well as finding the opportunity to socialise (Vaillancourt and Payette, 1986; Fitch, 1987; Brown and Zahrly, 1989). Notwithstanding benefits, volunteers incur costs in providing volunteer labour, ranging from the cost of forgone wages or leisure time to out of pocket expenses
such as childcare and transportation (Handy & Srinivasan, 2005; Chinman & Wandersman, 1999).

With reference to the ‘Soft part’ of the organisational process (as shown in Fig.2), as I was considering what line of research to take I began to wonder whether we could borrow social capital from volunteers and if so, what might the investor be expecting in return? From an organisational perspective, successful recruitment of volunteers requires attention to what volunteers get in exchange for their labour. Different organisations use volunteers differently, and thus the non-monetary rewards vary greatly by organisation and the type of services it provides, and the nature of the volunteer work offered. Each type of volunteer duty is likely to attract a different kind of volunteer. Hence, recruitment and retention must vary depending on volunteers’ incentives and contribution to the organisation.

In a corporate or private organisation the majority of the staff will be employed by the organisation and in return for their time and effort will be rewarded (primarily) financially for their contribution. A legally binding contract of employment will be negotiated; sick pay, holiday pay, hours of employment, overtime rates etc, will be detailed, and disciplinary procedures instigated should either party waiver from the contract. At the start of this study this was not the case with volunteers at Crossways. They, in effect, lent their time to the organisation and one question I needed to ask as a leader was ‘what do they want in return for their investment?’ There is no Annual Percentage Rate (APR) on social capital. With Crossways’ volunteers it is more of a psychological contract rather than a legally binding one. The psychological contract with volunteers is different to that with paid employees, so the task is more complex, but the opportunity for service user benefit is substantial. Literature and studies relating to psychological contracts is explored in the Literature review section of this study (Chapter 2).

My second concern in thinking about the loan of social capital was whether or not the volunteer’s time is actually a donation to the organisation and, as such should we accept such a donation even if the volunteer is not ‘fit for purpose’ and, without
the investment of training, might jeopardise the credibility of the organization? If we were to view this issue as a ‘Tame’ Problem (Grint, 2005), then it could be resolved easily by management implementing a comprehensive training package which would enable the volunteer to practise safely and adhere to company policy. So, it begs the question, is leading volunteers different from managing volunteers? One can easily make the case that managers of volunteers and Volunteer Coordinators are leaders, demonstrating skills and qualities necessary to organise people who are giving their time for no financial gain and who can stop at any time. I want to lead volunteers by inspiring individuals who are successful in their roles. Therefore I need to have the ability to:

- communicate the vision of Crossways and the part volunteers play;
- know my volunteers, what motivates them and how to get the best from them;
- develop my volunteers, helping them move into new roles as their needs and the needs of the Crossways organisation changes.

Therefore, for me the issue is, in fact, a complex ‘Wicked’ Problem (Grint 2005a) much more multi-faceted than first imagined. A series of ‘right questions’ needs to be asked and a collective and collaborative approach needs to be undertaken given that we are working with humans from an eclectic range of backgrounds, with differing motives and differing ideas about what return they want on their investment and/or what they expect their donation of time to bring about for themselves and the organisation. There is also the added complexity that, as a TSO commissioned by Local Authority funds, the organisation needs to ensure that the level and expertise of staff is at such a standard that outcomes can be achieved and targets met within set timeframes, and that the Board of Trustees are satisfied that each member of Crossways’ personnel feels valued and is able to reach their full potential within the organisation. With the Crossways strap line being ‘Grow, Progress, Achieve, Empower’, this is equally important to its personnel as it is to its service users.

6 A fuller description of ‘Tame’ and ‘Wicked’ problems is discussed on p.31 of this study, detailing Rittel & Webber’s (1973) typology of ‘Tame and ‘Wicked’ problems.
7 As above (6)
It is my personal belief that most people would probably only donate something to a company or individual if they felt it was to support a good cause: usually if they felt that their donation could improve the lives of others. I also feel that most people would only lend something if they felt sure the trust was there for its safe return, and normally with some benefit to compensate for their loss during the time it was with someone else.

Fortunately, the voluntary sector image of the ‘blue rinse and pearl brigade’ is diminishing, but it takes time to establish and recognise the professional work that volunteers are providing free of charge. The term ‘volunteering’ appears to be a class and culture based concept: it is frequently associated with the ‘middle class’, ‘middle aged’ stereotype. However, people in lower socio-economic groups often volunteer outside the structures of traditional formal volunteering. In drug services, there is a high level of volunteering undertaken by people in recovery from substance misuse with a long period of absence from any formal ongoing training or education. Indeed, many were truant at school, have poor academic attainment and hence low literacy and numeric skills.

Considering all of the above, the ‘right question’ I needed to ask was ‘How do I improve my leadership practice to help build the volunteers’ professional identity in an era of outcome-based commissioning?’

1.3 The scale of the drug and alcohol problem in England

An estimated 3.764 million people in England and Wales use at least one illicit drug each year, and around one million people use at least one of the most dangerous drugs such as heroin and crack cocaine (British Crime Survey, 2008). For most people this will be a passing phase and they will not continue to take drugs or require any special treatment in order to deal with it. A minority of approximately 330,000 will, however, develop serious drug problems, typically involving heroin and/or cocaine. This is the group that the National Treatment Agency targets.  
(http://www.nta.nhs.uk/about/background.aspx)
While the numbers of people with serious drug problems may be small, drug misuse affects us all. Providing drug misusers with well-managed, effective treatment is the most successful way of tackling these harms. But giving up and staying off drugs is difficult. Most drug misusers relapse and need to return to treatment a number of times before getting their habit under control. However, around 50% of those who do complete a comprehensive treatment programme are still drug-free after five years. (http://www.nta.nhs.uk/about/background.aspx). The number of clients accessing support and treatment for their substance misuse has steadily increased over recent years in England and the number of clients accessing Crossways is demonstrated in Table 1.

<table>
<thead>
<tr>
<th>Year</th>
<th>Clients accessing support at Crossways</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/2001</td>
<td>1081</td>
</tr>
<tr>
<td>2001/2002</td>
<td>1104</td>
</tr>
<tr>
<td>2002/2003</td>
<td>1294</td>
</tr>
<tr>
<td>2003/2004</td>
<td>1433</td>
</tr>
<tr>
<td>2004/2005</td>
<td>1681</td>
</tr>
<tr>
<td>2005/2006</td>
<td>2080</td>
</tr>
<tr>
<td>2006/2007</td>
<td>2162</td>
</tr>
<tr>
<td>2007/2008</td>
<td>2349</td>
</tr>
<tr>
<td>2008/2009</td>
<td>2815</td>
</tr>
<tr>
<td>2009/2010</td>
<td>2834</td>
</tr>
</tbody>
</table>

Table 1 Number of clients accessing Crossways 2000-2010

The problem with which I was faced was that in order to lead treatment services effectively at Crossways, I needed also to address the management of change in the demanding context of an audit culture, including changes in monitoring and commissioning and the constant requirement to demonstrate outcomes for the
NTA to ensure continuous funding. Across England, there are 149 Drug and Alcohol Action Teams (DAATs) which are responsible for commissioning local drug and alcohol services. Crossways holds contracts with three of these DAATs for young people and adult services.

A recent article in *The British Medical Journal* (2010) claims there are two main problems with the current commissioning system. It claims that commissioners tend to be ‘low calibre people’, possibly because they have poor job security. Secondly, that service providers are paid by ‘activity’ – the number of appointments and waiting times, rather than by ‘results’. It is therefore very hard to assess the quality of any health service provision. The current commissioning system was created in 1997 as part of a long-standing government goal of creating competition and thus, supposedly, efficiency. Over the years, I have noticed a division between providers and the DAAT purchasers who hold the funding and award contracts to providers. This could possibly be due to the increased bureaucracy required by the current outcome-based commissioning system. This includes collating results from the rather onerous TOPs that are performed on service users every three months; the changes in workforce competency demands; increases in good governance evidence; and competitive tendering.

Table 2 illustrates a comparative view of the old and the new Crossways service and the current situation with which I am faced.
<table>
<thead>
<tr>
<th>How the organisation was when I first came into post (1998)</th>
<th>What the situation is now (2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output focussed and commissioned</td>
<td>Outcome focussed and commissioned and target driven</td>
</tr>
</tbody>
</table>
| Activity based (effectiveness calculated by milestones)     | The NTA has developed a treatment outcomes monitoring instrument (the Treatment Outcomes Profile or TOP) to be used at the start of treatment and in care plan reviews and reported through the National Drug Treatment Monitoring System (NDTMS). Drug treatment outcomes in the UK are grouped into four key domains:  
   1. Drug and alcohol use  
   2. Physical and psychological health  
   3. Social functioning  
   4. Offending and criminal involvement. |
| No comprehensive data management system for collating evidence to government bodies | HALO is now the data management tool for collection of client data to be submitted to National Treatment Agency (2006) |
| No accredited learning programme for volunteers or staff    | The Drug and Alcohol National Occupational Standards (DANOS), launched in May 2002, are relevant to everyone who is working to improve the quality of life for individuals and communities by minimising harm associated with substance misuse.  

Lord Leitch was commissioned by the Chancellor in 2004 with a remit to “identify the UK’s optimal skills mix in 2020 to maximise economic growth, productivity and social justice, and to consider the policy implications of achieving the level of change required.”  

Skills for Health (2006) now work in partnership with the Agenda for Change |
Development Group to ensure that the National Workforce Competences developed by Skills for Health fit well in the drug and alcohol field.

Train to Gain initiatives. Train to Gain is the national skills Service that support employers of all sizes and in all sectors like you to improve the skills of your employees as a route to improving your business performance.

<table>
<thead>
<tr>
<th>Relaxed atmosphere</th>
<th>Prescribed time frames for concluding treatment effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good retention of volunteers</td>
<td>Volunteers facing a dichotomy of being a student or a volunteer through the accredited training programme and retention rates decreasing.</td>
</tr>
<tr>
<td>No way of tracking client treatment journey or effectiveness</td>
<td>Models of Care (2002) The Models of Care, National Service Framework for Drug Misusers, sets out a national framework for the commissioning of Adult Drug Treatment Services and was updated during 2005/06. This update emphasized the need for a highly integrated and developed drug treatment system.</td>
</tr>
<tr>
<td></td>
<td>Introduction of National Treatment Agency (2001)</td>
</tr>
<tr>
<td></td>
<td>Introduction of stringent governance auditing processes for service providers</td>
</tr>
<tr>
<td>Services delivered by local providers for local people</td>
<td>‘Best value’ commissioning opening the market place to national and international service providers to bid for service provisions.</td>
</tr>
</tbody>
</table>

*Table 2 Comparative view of Crossways 1998 - 2010*
As Table 2 illustrates, Crossways is an organisation that is changing from a charitable, autonomous, flexible, nurturing service to one that is business-orientated, structured, and in a competitive market place, where, in order to survive, one must adopt and embrace change management systems for the benefit of all stakeholders.

I am conscious that at this ‘scene setting’ stage in my writing I have flitted between using the first person ‘I’ and ‘Crossways’ when referring to responsibility and actions. It is now that the personal challenge, truly begins. Through Reflection-In-Action (Schon, 1983) I started to acknowledge my role and my responsibilities as the CEO in bringing about change and cultivating a professional identity of the volunteers. Schon (1983) describes the concept of ‘Reflective Practice’ as an approach that enables professionals to understand how they use their knowledge in practical situations and how they combine action and learning in a more effective way.

This research began in June 2007 and concluded in June 2011. It provides a snapshot of activity and findings during this period and outlines changes in government policy post June 2010 following the changeover from Labour to a new Coalition Conservative/Liberal Democrat Government in May 2010. The primary focus of the research is on the volunteers and not the salaried staff within the Crossways organisation.

1.4 ‘Lighting the touch paper’

In July 2007, I was notified by the Centre Manager at Crossways that a client had become very anxious and upset in a counselling session and demanded to see ‘someone who knew what they were doing, not a bloody volunteer’. The client was upset because he could not get his methadone\(^9\) prescription to assist with his heroin\(^9\) dependency and obviously felt that his counsellor ‘Mary’, who was a

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\(^9\) Methadone is a substitute prescribed drug to assist with heroin withdrawals.

\(^9\) Heroin is an opiate based drug and can be highly physically addictive
volunteer, was not meeting his needs. The irony of the situation was that the volunteer was actually a qualified counsellor with many years experience of working in addiction and knew exactly what the processes were. Although not on the payroll, this volunteer was professionally qualified and was donating her time to Crossways free of charge to help support the service.

Fortunately, the Centre Manager offered clinical supervision to Mary after her shift and encouraged Mary to share her feelings. Mary reported that she suddenly felt deskillled by the client’s remark; that all her years of study and professional membership of the British Association of Counselling and Psychotherapy (BACP) were totally unrecognised by her client. She also wondered why she had allowed this particular incident to affect her so much. Mary had worked with difficult clients in the past and had been able to manage her feelings around them. What became apparent in this incident was the fact that the client assumed that, because Mary was a volunteer, she was somehow not ‘good enough’.

This event was the critical incident that confirmed the need to improve my leadership practice to help build professional identities for volunteers. Using what I came to understand as critical reflective practice, I began to consider how other volunteers at Crossways, who perhaps did not hold a professional qualification, might feel if a similar incident should occur again. I wanted to know what I could do, as the Chief Executive, to lead a team of volunteers to feel as integrated and as valued as paid staff and to ‘show’ to the public and all relevant stakeholders that my organisation was not run by stereotypical ‘well meaning amateurs’, but by competent men and women with a professional identity. The process led me to adopt a form of action research inquiry, based on a constructionist epistemology and a critical interpretive theoretical position (Crotty, 2006). These claims will be further developed in Chapter 3.
The need to seize opportunities to create social change as the increasing professionalism of TSOs begins to create an attractive career path for people currently outside the sector is ever prominent. This means the experience of staff and volunteers within it needs to meet their expectations and experiences. A strong sense of professional identity and inclusion are key resources that enable workers anywhere to sustain motivation and make work meaningful while untoward changes are affecting their domains of work (Solomon, 2010).

In order for me to be a good leader in a TSO I have always felt it necessary to use social factors rather than income and statistics to measure success, to spot and pursue new opportunities and to take managed risks. For the development of my leadership of the organisation, I felt it necessary to increase the organisation’s accountability, to adapt and to be continuously innovative. With reductions in funding and changes in Drug Strategies, charities such as Crossways are coming under scrutiny from donors, government and funders as the Third Sector’s political and public profile reaches unprecedented heights. It now seems that the role of Charity CEOs in maintaining public trust and confidence in their organisations, as well as ensuring they retain the sectors’ integral values of independence, accountability and transparency, has never been so crucial.

At the 2007 NCVO\(^1\) Conference, Debra Alcock-Tyler, Head of The Directory of Social Change stated, ‘Charity leadership is facing a crisis and the sector’s growing part in delivering public services is compromising its integrity’. Giving weight to her comment is the current transformation of public services and migration of statutory funding from historic grants to competitive contracts, which means that leaders need to be prepared to negotiate fees and provide professional services, equivalent to or better than, those delivered by the statutory sector. Third Sector CEOs must be prepared to be scrutinised over their aims and outcomes.

\(^1\) NCVO = National Council for Voluntary Services
Therefore, I started to question whether the efficacy of my leadership could be solely evidenced on meeting outcomes – what about the intangibles? What about the understanding of my own and my co-workers values and the implementation of these in practice? What about the way in which workers feel about themselves in meeting these targets? There seemed to be a ‘quantitative versus qualitative’ or ‘Hard’ versus ‘Soft’ (see Fig.2,p.19) dilemma in my organisational system that needed to be addressed. This dualism had become the predominant paradigm in an organisation whose culture might be better based on a relational philosophy and the bringing together of intrinsic and extrinsic factors to secure the best possible outcome for all involved in the transactions and processes of the organisation. The dilemma was how I could make this paradigmatic shift.

I recognised that change is painful: people fear that their jobs may be lost; they are often not keen on processes being changed; and some may become upset as they are taken out of their ‘comfort zone’. It is my role to ensure that any re-engineering of organisational structure, processes and roles means that appropriate strengths and talents are gradually slotted into the new emerging priorities. Whereas management is required to engage the requisite process to resolve any problems, I, as leader, am required to reduce the anxiety of my followers by ‘facilitating the construction of an innovative response to a novel problem, rather than rolling out a known process to a previously experienced problem’ (Grint 2008:12).

Grint introduces Rittel & Webber’s (1973) typology of ‘Tame and Wicked’ problems. ‘Tame’ problems are, as the adjective suggests, problems that only have a degree of uncertainty and are fairly easy to resolve by management. ‘Wicked’ problems, however, are more complex. They are often multi-faceted and there appears to be no clear relationship between cause and effect. In the field of addiction, problems are often ‘Wicked’ ones. Embedded in the service user’s life is a complex web of social problems, many of which cross different
government departments and institutions. For example, drug use is neither simply a health problem, nor a social problem, nor a legal problem. It is all three and more besides. If I add the mix of issues associated with leadership of a Third Sector organisation, the problem multiplies further with training requirements, Human Resources responsibilities, Continuous Professional Development, supervision and accountability to ensure the original ‘Wicked’ problem does not end in court with a malpractice law suit or the death of a service user. Grint claims that the leader’s role with a ‘Wicked’ problem is to ask the right questions rather than provide the right answers because answers are not self-evident and will require a collaborative process to make any kind of progress.

This calls for a programme of coaching for key players to lead the organisation forward in this highly competitive marketplace. It also inspired me to look at ‘understanding leadership as a phenomenon’ (Ladkin, 2010:1) and the impact of my leadership in relation to the volunteers’ subjective experience as a lived experience as, in order to ‘slot’ appropriate strengths into any new emerging themes, I firstly have to allow my ‘followers’ to understand that they indeed possess these strengths. It is therefore my role not to see volunteers as empty vessels that need ‘filling up’ with education, but to understand that all of us have intellect, emotions, artistry and imagination and it is my role as an educator and a leader to bring out each person’s unique genius. The setting up of focus groups and interviews offered me the opportunity to understand something of the dynamics of the organisational group behaviour and processes underlying transactions between people within Crossways so I could better understand and hence improve my own leadership.

1.5 Setting the Scene:
My study began with my intention to understand how I could build professional identities whilst improving my leadership with volunteers at Crossways. How could I do this in a new era of outcome-based commissioning and effectively
manage change whilst maintaining my own values in a context of increasing mandatory demands by central and local government around audit and commissioning of drug services? Professional practice is an integral part of our highly specialised modern society. Knowledge and knowledge claims are central to this practice and information seeking and use can be seen as a basis for the individual's continuous learning from the workplace.

1.6 Approach to the research

A detailed description of the empirical research and methodology and the methods employed is given in Chapter 3. However, here I will focus on my approach to the research via a more detailed picture of my action research spiral which unfolded throughout the research process (see Fig 7, p.39). The action research process is grounded in two essential principles: improvement and involvement (Grundy & Kemmis, 1982). As action research is a form of social research and is not performed under laboratory conditions, but done with the involvement of participants to bring about change in their situation, it was essential to involve as many key players in the data collection process as possible. Hence, by conducting semi-structured interviews with volunteers, commissioners and government officials, and by hosting focus groups using critical reflection and critical pedagogy within them, the journey towards professional identity and empowerment was enriched.

The qualitative data, were complemented by surveys and questionnaires. These gave me the opportunity to reach a wider and larger audience who could provide another ‘voice’ and a framework for some of the qualitative data. Parlett & Hamilton (1972) suggest that rather than using one fixed method to gather data it is better to use a range of the most appealing tools. Wellington (2000:23) suggests that even in small-scale studies, a mixture of methods can be adopted. He cites Schatzman & Strauss (1973) who refer to such an approach as ‘methodological pragmatism’. The field researcher is a methodological pragmatist. S/he sees any method of inquiry as a system of strategies and
operations designed, at any time, for getting answers to certain questions about events which interest her or him. Such a view therefore implies that qualitative and quantitative methods can exist side by side in an enquiry: ‘there is no fundamental clash between the purposes and capabilities of qualitative and quantitative methods or data’ (Glaser & Strauss, 1967:17, cited in Wellington 2000:23).

1.7 Pilot research for baseline data
In order to provide myself with some baseline data, I considered it necessary to gather information from the general public about volunteer stereotypes and to use this as the starting point for action research. Having decided upon action research as the methodology most suited to my needs (see Chapter 4), phase one of the action research cycle led me to seek a range of people’s perceptions to compare with the reality of Third Sector organisations and volunteers. Thus, in February 2008 I asked one hundred random respondents in a local shopping precinct three sample questions about their perception of the role of the Voluntary Sector and volunteering. The results are provided in the following charts and were subsequently used in my focus groups to generate discussion about public perception of volunteers.
If support was needed for drugs or alcohol where would you access treatment?

![Bar chart showing the distribution of responses to the question about accessing treatment for drugs or alcohol. The chart indicates that 68% choose the voluntary sector, 20% choose the statutory sector, and 12% choose neither.]

*Fig. 3 Accessing support*

Do you see volunteers as....?

![Bar chart showing the perception of volunteers. The chart indicates that 60% see volunteers as valuable assets to the community and workforce, 19% see them as do-gooders, 14% see them as part of the blue rinse and pearl brigade, and 0% see them as neither.]

*Fig. 4 Perception of volunteers*
From these initial findings, I assumed that the respondents felt volunteers were less qualified or less able to deliver as effective a service as paid employees. This helped to clarify for me that my initial main concern from this inquiry should be how I can improve my leadership to help build professional identities for volunteers at Crossways. The graphs above (Figures 3, 4 & 5) show that there are contradictions in the results of this pilot study. The first is that, although 68% of respondents stated that they would prefer to go to a Voluntary Sector organisation if they had a drug or alcohol misuse problem, 56% of those 68% stated that they would prefer to be seen by a paid member of staff, if they had the choice. However, an overwhelming 66% of all respondents stated that they felt volunteering was a valuable asset to the economy and workforce. The sums just do not add up. Unless, of course, public perception of volunteering is that, although it is a valuable asset, volunteers are not as professional or highly skilled as the paid workforce.

Any potential volunteer for Crossways must initially undertake an accredited course of study before they are permitted to ‘shadow’ existing volunteers and staff with clients. I deliver this course, alongside the Crossways’ training
department staff, and I wanted to embed the concept and acknowledgement of professional identity and development at this starting point of their journey as a volunteer. I then wanted to be able to continue to enrich the volunteer's professional identity and development as he/she became operational within the centre after their relatively brief, twenty-one week, training period on the volunteers training programme. One of the main dilemmas facing me was how to provide a greater and more significant support system for the volunteer as an individual, and as a part of the Community of Practice (Lave & Wenger, 1991), whilst at the same time meeting outcomes for the continuation of commissioning services.

The objective of this study therefore was to gain an understanding of the meaning volunteers give to their professional identity and to explore ways in which a more holistic perspective or insight into my leadership leads to a visible progression of competency in practice which leads to a fuller understanding and acceptance of one's self. How volunteers experience the meeting between formal training and professional practice and how these experiences can be understood in the light of professional identity thus became the essence of the study.

I decided to carry out the study in two parts. The first is concerned with providing a 'rich picture' of the political landscape and policy influences now in place to support drug and alcohol users in England and the emergence of outcome-based commissioning for treatment providers. The study addresses how these changes have come about and their impact on the Third Sector and its use of volunteer workers. This part of the study includes reference to government papers and interviews with government officials. The second part concerns the action research used to give the volunteers and myself a voice. It addresses issues we have faced; how these have impacted on the educative relationships between us; and how we have managed change whilst maintaining values and professionalism. Throughout the thesis, I have drawn upon significant events in
my own life to illustrate how they have impacted on the way in which I interact with and manage situations and people and the values that I hold.

The following diagram (Figure 6) gives an overview of my journey which will be explained in more detail in the various chapters of this thesis. Figure 7 outlines the action research cycle from which data was collected and analysed.
Critical incident: A client questioning the volunteer’s professional identity.

Question: How can I, as Chief Executive, improve my practice of leadership to help build the professional identity of volunteers in an era of outcome-based commissioning?

Fig. 6 Flowchart of events
Action Research Cycle/Spiral

**Incident with client**
- Did the general public's perception match that of the client?

**Focus group formed**
- Political landscape, present vs past – What is the Third Sector and how effective is it?

**Literature review**
- Sense of inclusion, value and worth

**Interviews with Commissioners**

**Reflection**

**Focus Group**

**Literature review**

**Interview with NTA Workforce Development Officer**
- Workforce development

**Staff and Volunteer questionnaires**

**Interview with Safer & Stronger Communities Lead**
- Literature review

**Phase 3**

**Focus group**

**Reflection**

**Literature review**

**Interview with Crossways volunteers**
- Phenomenon of Leadership

**Focus group**

**Reflection**

**Literature review**

**Analyse findings and implement changes relating to improved leadership and building professional identities for volunteers.**

**Phase 5**

**Competent, Visible, Empowering and Therapeutic leadership**

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Fig. 7 Action research spiral
1.8 My positionality
My views and findings have inevitably been coloured by my own background. It is therefore necessary to provide some insight into my history and how my own ‘living theory’ (Whitehead, 1989) has influenced the study. I feel it is important to tell a story via my research, not only about the processes that gave direction to the inquiry, but also about the values that underpinned the processes. Because I cannot separate my own background from this, I briefly describe the experiences in my life that have had a significant impact on me and especially on my role as Chief Executive of Crossways.

I will begin by describing incidents in my childhood, whereby my values such as empathy, non-violence, respect and dignity for others became embedded. I am the youngest of six children (three brothers and two sisters) and was born into a family of domestic violence and dysfunctionality. My father was a sexist, violent, authoritarian, heavy drinker, whose opinion of women was somewhat derogatory. My mother was a hard working, caring woman who tried her best to hold things together for the sake of her children and her marriage. My father followed his own ambitions and desires at the expense of everything else. Violence towards my mother was a common occurrence that we, as children, witnessed.

I recall, at the age of fourteen, finally finding the courage to stand up to my father and fight back. Bizarrely, this was the event at which a spark was lit inside me, (or the permission granted) that started to change my way of thinking about myself and the world in a more positive light. At the age of twenty-nine I returned to study, after having had two beautiful children. Upon returning to the college environment I recall the ‘fear’ that nearly inhibited me from entering the classroom: the voice of my father haunted me as being the ‘stupid girl’ who was a fool if she thought she could make anything of herself and that she would be the least intelligent in the class. Irrational thoughts of, ‘What if I am no good at this, what will it lead to, what if it changes me and am I prepared for that change?’ were ever prominent in my thoughts.
Being a very private person and never having felt I had anything to offer, I have always found it difficult to engage in meaningful friendships. However, I have always been concerned with other people’s feelings. This empathy is what has driven me to towards a career full of teaching and counselling. In relation to my own living theory, I have endeavoured to utilise positively, the experiences of my own childhood and to develop a deep empathy for others and a fuller sense of my ‘self’. My natural ‘self’ is one who is analytical, some may say a bit of a ‘plodder’. I like to weigh up options before making decisions, look at the issue from many different angles and seek the most appropriate solution. After all: ‘If all you have is a hammer, everything becomes a nail’. As the hammer gets heavier and more cumbersome (in terms of performance, effectiveness and retention targets within Crossways), and having hit my thumb too many times in haste, I recognise that ‘less haste, more speed’ is the way I would prefer to practice in my professional and personal life. Bennis (2009:97) recalls a statement from an interview with Richard Schubert, then CEO of the American Red Cross, which complements my conflicts. He said ‘I am constantly torn between the obvious need to support the existing structure and the equally obvious need to change it’.

In October 2010, at a Crossways Management team building day, I undertook a Myers Briggs Type Indicator (MBTI) test, a personality type screening tool developed by Isabel Briggs Myers and her mother Katherine Myers in the late 1940s. Based on the psychological theory of Carl Jung, the MBTI personality inventory claims that differences in behaviour are due to basic differences in the ways individuals use their perception and judgment. The MBTI aims to make the insights of ‘type’ theory accessible to individuals and groups through:

- The identification of basic preferences of each of the four dichotomies specified or implicit in Jung’s theory.

- The identification and description of the 16 distinctive personality types that result from the interactions among the preferences.
My MBTI profile is that of an Introverted, iNtuitive, Feeling, Judging (INFJ) individual and it suggests that I am a ‘creative nurturer’ with a strong sense of personal integrity and a drive to help others realise their potential. Creative and dedicated, INFJs have a talent for helping others with original solutions to their personal challenges. Baron (1998:141) describes INFJs as individuals who are ‘guided by firm principles and closely held values, and often have a vision of a happier and more ideal future’. However, they are not content just to have ideas, they are motivated and persistent in making their vision into reality. INFJs want a meaningful life and deep connections with other people. They do not tend to share themselves freely but appreciate emotional intimacy with a select, committed few. Although their rich inner life can sometimes make them seem mysterious or private to others, they enjoy making authentic connections with people they trust. The INFJ has a unique ability to intuit others' emotions and motivations, and will often know how someone else is feeling before that person knows it him/herself. INFJs trust their insights about others and have strong faith in their ability to ‘read’ people.

In terms of leadership positions, Baron (ibid) states that ‘INFJs motivate others by sharing a positive vision. They are often quiet and unassuming but win others’ dedication through their own hard work, strong principles, and inspiring ideas. INFJ leaders are at their best when guiding a team to commit to a common vision, and when creating organisational goals to benefit people’. They are insightful and creative, and bring a sense of confidence and commitment to projects they believe in. Because INFJ leaders are often motivated by personal values, they do best in organisations with a mission consistent with these values. Their challenge is to keep their ideas and initiatives realistic, and to consider practicalities as they plan for change.

This confirms what I already know about myself: that it is important to me to feel able to encourage people around me to challenge their own thoughts and emotions about themselves and their situations so that they can move forward
and feel that they are making a positive contribution to society. Thus, I have come to realise that it is time for me to recapture these values and to deal with the authoritarianism, government legislation, performance indicators, targets and retention figures not only in the best interests of the people in my organisation, but my own sanity. I must ensure that I do not relate what is happening for me now, as a female in a professional leadership role, to what was happening to me as a young girl.

The form of conflict I experience has been discussed and analysed by McClelland & Polin (1983), who suggest that achievement-motivated entrepreneurs are accustomed to situations in which they have substantial control over relevant resources and personnel. However, they do not have tight control over many political issues and arenas. The experience of having absolutely no control may in fact be traumatic for achievement-motivated people. As this concept is built upon a foundation of strict early training for voluntary control of bodily processes later situations may arouse memories of childhood experiences of having no control – a paralysing nightmare experience when confronting danger. Their studies of such leaders suggest how latent authoritarianism may be a kind of ‘shadow’ of achievement motivation.

I believe I am a leader and educator in the broadest sense and that I take a holistic approach to empowerment. This study takes into account me as an individual, the volunteer staff at Crossways and the wider stakeholders affected by the actions, behaviours, identities and decisions established within, and by, the organisation. These cannot be separated into individual strands, but collectively make up the rich tapestry of effective service delivery. I was asked by one of my University supervisors if I considered myself to be a radical, and my initial reaction was ‘No, who me? I just do my job and hope that it will turn out for the best’. This demonstrates my regression into childhood thinking, where ‘rocking the boat’ could lead to some form of violence or risk. Bennis (2009) writes that when faced with fear in your role as leader, ‘you can reflect on your
experiences in a concrete way...you have clung to that feeling all these years....now is the time to think about it'. (Bennis, 2009:108)

Upon reflection, my thoughts were changed to thinking that, although not a radical in the common sense of the word, i.e. some form of extremist, I am concerned with democracy, inner being and satisfaction for all. Senge (1999) talks of connecting to the core of the business. However, I feel that for radical new ideas and practices to take root within an organisation, there must be fertile soil. When I started my research at Crossways there appeared to be some demotivation due to the seemingly excessive demands placed on the organisation. I needed to discover how to connect with the core of the organisation at the deepest levels of individual and collective identity and how the organisation most naturally creates values. The first belief I must have though, is that such an identity can exist.

In a period of reflection, I started to wonder whether I felt that volunteering was a good thing because I needed volunteers to meet outcomes that could not otherwise be met by such a meagrely funded service. I needed the volunteers within my organisation to meet the outcomes set by commissioners. A rather selfish thought was that, without them, there is a risk I will not keep my job, my salary, my house etc. and will appear incompetent as a Chief Executive. Thankfully, this thought passed as quickly as it had presented itself, as I reflected upon my values of providing nurture, empowerment and self-gratification for others. I was not as concerned about any threat to my status as about the possibility that, without a service, I could not provide support to those who needed it, clients and volunteers alike. The realisation came that I alone cannot act to transform the organisation, it needs myself and others to provide an environment for the development and application of transformative skills and abilities.
These reflections led me to the use of an action research approach, calling upon my colleagues to act as co-researchers to be united in bringing about change. I hoped that encouraging the volunteers to become ‘transformative agents’ to help the organisation evolve would assist them to recognise their own power and to take responsibilities for their actions, thus creating their own professional identity. Throughout the study, this did not come without its trials and tribulations as the concept of ‘power’ was something that was ever prominent in the relations between my research participants and myself. This power relationship is discussed further in Chapters 2 and 4.

The vision for my leadership therefore is that I want to be confident that the ethos of the workforce within Crossways is one which nurtures the inner self and, through the educative relationship between myself as leader and the volunteers brings us into wisdom. I want to be able to move away from any ‘warehouse’ model of leadership that stores individual workers and clients to a ‘greenhouse’ model which enables all within it to grow organically, emotionally and spiritually, offering them the foundations upon which to build their own professional identity.
Chapter Two

Literature Review and Personal Reflections

2.1 Introduction

The original intention of this literature review was to explore what knowledge and ideas have been established on leading change in an audit culture within the Third Sector, and how improved leadership of volunteers might help them to build their own professional identity.

Figure 8 demonstrates the spiral of ideas and thinking that took place during my process of engagement with the literature and simultaneous involvement in the semi-structured interviews, focus groups, surveys, observations, questionnaires and reflective thinking that underpin the study. As the research process began to take shape, my early views on leadership gradually broadened from an acceptance of competency being all important to a more holistic perspective in which visibility, empowerment and even therapeutic aspects played important parts. This chapter is divided into a further eight sections which, as shown in Figure 8, focus on different aspects of leadership in the Third Sector, especially working with volunteers.
Fig. 8 Process of literature review: how my initial reading and ongoing involvement in the research led to sections of chapter 2, as indicated.
2.2 What is the Third Sector and how effective is it?

As a result of the public questionnaire which I undertook in 2008 to gather views on the public’s perception of volunteers and the Third Sector, I needed firstly to review literature on the effectiveness of the sector and what exactly the Third Sector stands for in relation to the delivery and ethos of its services.

When the National Health Service was created in 1948 there were many who thought that the arrival of a comprehensive state-funded health service, free at the point of care for all, would mean the end of the charitable and voluntary healthcare on which so many people had depended for centuries. They were wrong. Voluntary and charitable effort continued and has grown in recent years as successive governments have sought to enhance the role of what they now generally refer to as ‘The Third Sector’; a sector now expected to be involved in the delivery of major contracts. In addition, volunteers continue to make a major contribution to the nation’s healthcare, with a number of commentators pointing to the scope for volunteers to do much more.

For example, David Blunkett, former Home Secretary (2001-2004), quoted in his 2010 speech to the Cambrian Society, that the voluntary sector is ‘the glue that holds the world together,’ (Guardian 27/10/10). He detailed the need for social capital and the necessity to engage and involve people in responsibility for their own community. Blunkett is an advocate of the Third Sector and feels it should be shaping policy and not being used as a tool for dealing with change, or filling gaps in services, or even creating a niche in the market. The Third Sector should actually engage at the level of the demand for services. It should be seen as an alternative, rather than a complement, to service delivery and should be used as tool for fulfilling future and present policy.

Third Sector organisations (TSOs) are driven by voluntary action, people coming together because they want to make a difference, not because the government
compels them to, nor solely for financial gain. This motivation is what unites TSOs and what distinguishes them from those in the public or private sectors. The Third Sector Network\(^{11}\) has identified a set of broad values and principles that are characteristic of the sector as a whole. This includes, a commitment to social justice, empowerment and participation, and to treating people’s rights with dignity and respect. Whilst organisations in other sectors may share these values, they are not the driving force for them as they are for TSOs. For TSOs, the underlying philosophy is the idea of shared values based around community and citizenship.

In 2005/06 there were 865,000 listed Third Sector Organisations in the UK, employing 1.3 million staff with an income of £109 billion. Of these, 165,000 were listed as general charities. The total income of general charities increased by almost 10% in real terms, to £31 billion from the previous year, while expenditure increased by almost 15% to just over £29 billion (NCVO Voluntary Sector Strategic Analysis 2007 (reported by Griffith & Jochum 2007)).

I believe that if the Third Sector were removed from the infrastructure of England, this could fundamentally change the shape of our society and our economy. The potential effect of any shortage in volunteers and effective leadership within the sector is a threat to our societal framework, and government needs to be committed to resource the sector so it is protected and continues to provide valuable services to the public. The ongoing problems of finding money and convincing funders of one’s cause means training is needed for leaders, such as myself, in business, leadership and strategy skills to demonstrate competency against our competitors in both the statutory and other Third Sector caring services.

\(^{11}\) Multi-disciplinary perspectives on all things nonprofit, philanthropic and beyond.
Stephen Bubb, Chief Executive of the Association of Chief Executives of Voluntary Organisations (ACEVO)\textsuperscript{12} has stated that 'Third Sector leaders need to be congratulated on their tenacity and ability to engage with public procurement processes even though they often feel the odds are stacked against them' (2007). In this economic era of financial instability and recession for many businesses, the people most often affected are the 'hardest-to-reach', who cost the country money in the future as their problems may manifest and worsen due to the lack of early identification and intervention.

My experience at Crossways has been that the Third Sector Drug and Alcohol support services have all too often played the role of chameleon, reflecting not character but context, constantly changing colour with the latest funding demand or regulatory site visit. All too often we have felt compelled to let forces other than the needs of our clients dictate who we treat and what, how and by whom treatment should be provided. In my professional field, there is sometimes a brief developmental window of opportunity that, when capitalised upon, can forever change the trajectory of one's life. This developmental window offers opportunities for clients and the workforce (paid or voluntary) to progress. I hoped that by conducting this current research, I could support the Third Sector and its volunteer workforce to develop and sustain professional identities that will drive treatment agendas forward for the benefit of all stakeholders, not just funders and commissioners. This led me to reading literature on what was needed for an organisation such as Crossways to survive in an era of outcome-based commissioning.

2.3 What does the Third Sector need in order to survive in an era of audit and outcome based commissioning?

Outcome-based commissioning at local levels is difficult. Providers need to be in negotiation with commissioners as a clear overview of what the investment outcomes commissioners would like versus the provider’s ability to achieve these

\textsuperscript{7} ACEVO is the leading voice for Chief Executives in the Third Sector.
outcomes needs to be realised. These negotiations need to be based around investing and gathering evidence about where money is best and most effectively spent. As a charity, Crossways’ emphasis has always been on service user needs and, as such, there is a problem in terms of achieving outcomes to provide payment-by-results funding. I question where is the service user’s voice in this process? Do charities run the risk of becoming tied into delivering services, not for the common good, but for evidencing outcomes to fit into rigid frameworks for an audit culture? Providers need flexibility and the ability to respond to peoples’ changing wants and needs. Providers need not to lose their innovation and creativity that makes them individual.

Historically, funding demanded evidence around outputs such as number of hours the service is to be provided for, number of clients expected to receive treatment, number of staff, and number of volunteers. However, with outcome-based commissioning demanding evidence of treatment effectiveness, such as number of successful completions from treatment, number of care-planned exits, number of service users gaining employment and education, a complete cultural change is needed for this to be effective and a competent workforce is critical. Service delivery is no longer about commissioners and managers, it is about IT people, clinicians, administration workers, volunteers, service users and partner agencies. Therefore, outcome-based thinking of leaders of organisations needs to match outcome-based commissioning as a major key to its success.

The Executive summary of NCVO data collected in 2005/06 demonstrates that Scotland and the South West of England have the highest density of charities in the UK, with more than one charity for every 250 people, almost twice as many per person as in the North East of England, (NCVO Voluntary Sector Strategic Analysis, 2007/08). In terms of drug & alcohol services, Crossways is just one of many providers in the South West. It needs to be led effectively since one of its competitors is listed in the top 10 most successful charities, with an annual income of over £10 million.
Crossways may need to take account of Darwinian evolutionary theory which suggests that in hostile (competitive) environments organisations must adapt in order to survive. Darwin’s notion of evolution was that species and individuals within species are in constant competition with each other, that strong species dominate the weak, and that only the strongest survive. The implication is that the only thing we need to do is become strong, and then we will be the master species.

The Third Sector is experiencing a radical shift in its political and economic environment. It is possible that it may be undergoing a significant transformation in its shape, its role and its relationship with the state. However, much of the Third Sector’s conversation appears to focus on questions of organisational survival and resilience. There seems to be little overall discussion of the deeper question of what the sector is in the process of becoming, or what role it should play through and beyond the contemporary politics of austerity. There appears to be no sustained sector-wide conversation about the potential transformation underway.

Thus, a business model of survival built upon Darwinian theory, seen in terms of meeting targets and keeping financially solvent, often seems best placed to win bids and remain in the market place. But what about consideration of people’s self worth, job satisfaction and changes in the lives of those receiving support? To think merely in terms of ‘survival of the fittest’ could be damaging to the holistic growth of the organisation. More recent debates have focused on what to call the sector and what gets included, as well as how ‘fuzzy’ or permeable the boundaries might be to influences from the market and the state (Billis 2010). These discussions open up questions about the extent to which we can meaningfully identify a single ‘sector’ in the first place, or at least one that has been able to forge and maintain a ‘strategic unity’ (Alcock 2010).
In reflective periods, I found myself thinking that I have usually focussed on targets within my role at Crossways and that I have therefore not always seen what was happening on the periphery. How do I know that the future will even exist and what if I miss the target – does it mean I have failed? What does hitting one particular target actually mean to those around me? Have I created a sharp dividing line between ‘them’ and ‘us’, those empowered or oppressed by the system? Have conflict and tension become inevitable, especially where what is judged by those with power to be desirable ends is used to oppress others? By striving so hard to keep power and control, had I placed Crossways in danger of extinction?

As I write this, I hear my father’s voice and recall how as a young girl, on Sunday afternoons I would go swimming with him. It was always something that I looked forward to, time spent together, but it always concluded with him reprimanding me if I was not swimming length after length. Swimming was not a time to be splashing around in the water; it was a means for survival if I was ever to find myself in a situation that needed me to swim for my life! Now, when I take my children swimming, I allow them to splash around and enjoy the feel of the water on their bodies, but I find myself still swimming lengths as they do so. Similarly, three years ago, I was taken camping to a festival by two friends. In the evening there was music in a marquee and, as I entered, to my horror I witnessed people with their arms in the air, embracing the sound of the music. For some reason I could not take my hands out of my pockets and allow myself to be free. The thought of being ‘at one’ with someone or something filled my body with complete fear. This use of this living theory as a mean of reflecting upon my own actions has enabled me to take a more relaxed approach to leadership and embrace those around me – the ‘living for today’ moment is something I have come to believe as essential for good leadership and empowerment of others.

From a sociological or social psychological perspective, this can be seen as a learning process. The same could be said for groups or communities striving to
achieve collective ends. Failure to do so may lead to smaller charities, such as Crossways, being taken over by national organisations and the individuality and local connection being lost in our local community and services to the hardest to reach groups.

Reports from the National Council for Voluntary Organisations (NCVO, 2007/08) show that 44% of the population formally volunteered at least once a year in 2005 compared to 39% in 2001. An estimated one million full time workers would be needed to replace these volunteers at a cost of over £27 billion, highlighting the importance of ensuring that there is an environment which supports people in their wish to volunteer. Within Crossways, the cost saved to tax payers by recruiting volunteers is approximately £120,000 per annum (2009). Eight in ten people who formally volunteer do so in the Voluntary and Community Sector, demonstrating the significance of the sector as a channel through which people can engage with their community and contribute to its development (NCVO, 2008). Yet, despite this, it would appear that a significant number of the public surveyed in my research would still prefer to be treated by paid employees. This finding initially led to lengthy discussions in the focus groups and in individual interviews as to how participants valued the title of ‘volunteer’ and whether they felt it hindered or helped public perception of their professional identity. This will be discussed further in Chapter 4: Data Presentation and Analysis.

Given that there are so many variables to volunteering and that the profile of the volunteer is not constant, there needs to be one central point that embeds values, morals and passion within the organisation for it to be successful in its empowerment of these individuals. That essential ingredient is the leadership. However, research on leadership shows that whilst there is some agreement about the elements of leadership, there is no one agreed definition of what a leader ‘is’.
2.4 Some reflections on the history and concept of Leadership

Leadership has been written about and analysed as far back as the Old and New Testaments, and in Greek and Latin classics. The concept appeared in Egyptian hieroglyphics for leadership (seshemet), leader (seshemu), and the follower (shemsu) over 5000 years ago. In Ancient China Confucius urged leaders to set a moral example. In Ancient Greece, philosophers such as Plato looked at the requirements for the ideal leader of the ideal state.

In a Times newspaper article (10/03/05), Grint describes how Plato was convinced that leadership was critical, hence his question, ‘Who should rule us?’ Plato’s answer to the question was ‘the wisest’, and so he concentrated on leadership selection rather than leadership development. However, this approach is no longer appropriate in the face of modern, complex, cross-sector problems that increasingly bedevil the public sector, such as care of children, drug misuse and anti-social behaviour. (Grint, 2005b, Public Sector Leadership, Times 10/03/2005).

Grint (2005a:117) draws upon the ideas of Weick (1995) in discussing the difference between management and leadership, suggesting that it is to do with context. Management is considered to be the equivalent of déjà-vu (‘seen this before’), whereas leadership is the equivalent of vu-jadé (‘never seen this before’). If this claim is valid, then leaders are required to reduce the anxiety of their followers by facilitating innovative responses to novel problems, rather than drawing upon responses to a previously experienced problem.

In Greek philosophy, Plato’s teacher, Socrates, had a mission to prove the Oracle of Delphi wrong. The Oracle proclaimed Socrates the wisest living being. Socrates knew that his knowledge and understanding of the world was very limited and went about finding someone wiser than himself. He encountered many Athenians who thought they knew everything. After a long tiresome search he concluded that he was indeed the wisest man in all Greece, because he was
the only one who knew that he understood very little. Subsequently, these three great Classic Philosophers, Socrates, Plato and Aristotle generated a thinking system based on:
  o Analysis
  o Judgement (making things fit in boxes)
  o Argument
  o Criticism

In my leadership experience I have found that it is not always easy, in this modern world, to fit new experiences into boxes derived from the past. Whilst analysis does solve a great many problems, it may create more problems and not tackle the actual cause. Instead of judgment, we may need ‘design to move forwards’ (De Bono, 1966:11). Argument divides the exploration of a subject and hence people’s self-interest diverts to winning the argument as opposed to solving the problem. Criticism when applied in a non constructive way may breed contempt. Further reading on the works of Edward De Bono (1970), created a new understanding for me about the possible need to reconceptualise ‘thinking’ from a critical and analytical process to a constructive and creative one, which De Bono describes as ‘design thinking’. I recognise that De Bono may be perceived as a more ‘popular’ author than an ‘academic’ one, but his works do talk of the need to move away from ‘vertical thinking’ to adopt ‘lateral thinking,’ whereby the person moves towards a different position and a different perceptual framework in their thinking behaviour. De Bono suggests that this shift can be achieved by the use of provocation – stimulating new ideas by introducing bizarre ideas and exploring the possible implications. To some extent, I adopted this technique when interviewing participants and in discussions in the focus groups.

Surveys of job satisfaction from the 1920s onwards illustrated the importance of leadership. They repeatedly reported that employees’ favourable attitudes towards their supervisors contributed to the employees’ satisfaction. In turn, employees’ favourable attitudes toward their supervisors were usually found to be related to the productivity of the work group.
An upsurge in studies among nurses, social workers and the police has now allowed leadership research to be embedded within the social sciences, looking at attitudes, behaviours and actions of leaders within organisational settings and the impact this has on their followers.

Northouse (2010) discusses the concept of trait related leadership in comparison with more process related views, as shown in Figure 9.

The trait model suggests that leadership resides ‘in’ select people and is therefore restricted to individuals believed to be special. By contrast, the process model suggests that leadership is a phenomenon that resides in the ‘content’ of the interaction between followers and leaders thereby making leadership available to everyone as the process of leadership can be observed in leader behaviour. As a development from trait theories of the 1940s, this line of thinking remained popular into the 1960s. The concept behind behavioural thinking was that leadership could be taught and that good leadership was a matter of adopting the right sort of behaviour when attempting to lead other people.
Questions arose as to whether there was indeed an ideal type of leadership behaviour and, if so, what made it ideal? This eventually gave rise to contingency theories, which can be evidenced in the writings of Tannenbaum & Schmidt (1958) and Blake & Mouton (1964). These theorists looked for ways to examine the behaviour actually exhibited and set out to differentiate the effective from the ineffective. Tannenbaum & Schmidt (1958) devised a notion of leadership and subordination on a continuum scale. They illustrate the process of gradually giving more power to workers to make decisions and work with autonomy with less input from the leader. (See Figure 10)

Manager-centred leadership  Subordinate-centred leadership

Use of authority by the manager

Area of freedom for subordinates

Approach

1. The Manager permits subordinates to function within limits defined by him/her. The Manager has confidence in the subordinates and only wishes to conduct occasional checks on them.
2. The Manager defines limits within which each group is to operate and then allows it to make its own decisions as to how it will undertake tasks involved.
3. The Manager presents a problem to the team, asks members for their suggestions about how it should be tackled and then makes a decision as to the way ahead.
4. The Manager makes a tentative decision, subject to change. However, the decision has been made before presenting the situation to the group.
5. The Manager presents his/her idea to the group and invites questions about them.

6. The Manager ‘sells’ the decisions that s/he has made about a certain situation but does not give any leeway for discussion or question.

7. The Manager makes a decision and then announces it. Everyone is expected to start work on it. (Van Maurik 2001:11).

Fig. 10 Tannenbaum & Schmidt: Notion of leadership and subordination on a continuum scale.

In the 1990s, the ‘New Economy,’ a buzzword describing new, high-growth industries that are on the cutting edge of technology and are the driving force of economic growth emerged, soared and crashed. This New Economy is commonly believed to have started as high tech tools, such as the internet, and increasingly powerful computers, began penetrating the consumer and business marketplace. The end result of which is that nearly every day leaders are reminded that the future core competence of companies will be in their ability to continuously and creatively destroy and remake themselves in order to meet new demands. The accelerating pace of changes in the business and economic environment means that, for many businesses, the future is uncertain. Real change leaders have a sustained commitment to change and drum up courage in those around them to challenge the status quo and to gain a commitment to a better way of doing things. On the other hand, those who adopt a transactional management style, based simply on formal authority derived from position in the hierarchy, a ‘rule-follower’ by any other name, may not be inclined to taking a new approach to doing things. A vast majority of change programmes fail because of the lack of buy-in from employees and not because of technical hitches (Cambridge Management Consulting, 2001). The human factor can be all-important and it is leaders who are capable of galvanising staff into going the extra mile that is demanded in contemporary business. However, ‘this New Economy was fuelled by intellectual capital, as the current economy of the 21st Century will be’ (Bennis 2009:17). Buildings and equipment no longer carry much value as the organisation’s assets as they are superceded by the importance of
ideas and innovations. Bennis claims that, for leaders, power follows ideas and not position. The leaders who survive and flourish will be those who treat the people around them, not as underlings, but as 'invaluable colleagues and collaborators', (Bennis, ibid:17).

To implement Bennis' claims, this would mean that as a Third Sector leader I need a balance of inward-looking (management) and outward-looking (influencing) skills, with exceptional communication and networking skills, as well as resilience and emotional intelligence. International research into the character and capabilities of Third sector leaders in developing countries also supports these conclusions (Hailey & Smiley 2001; James 2005). These skills can be characterised as being 'value-driven, knowledge-based, and responsive' (Hailey & Smiley, 2001:17). I find this to be somewhat counterintuitive in that Third Sector organisations need to be both highly participative and yet accept the presence and role of a strong leader. Civicus, (2002) develops the idea that the concepts of leadership and participation seem incompatible and yet strong leadership and participatory management can be both complementary and compatible.

Hailey, (2006) refers to "catalytic" leaders who typically act strategically and have the ability to promote and implement change. They demonstrate the capacity to take a longer-term strategic view while balancing tough decisions about strategic priorities with organisational values and identity. Their success as change agents depends on their ability to delegate work to talented colleagues, thereby freeing time to invest in social capital building networks.

Although his work takes no account of leadership in the Third sector, Weber (1947, cited in Ladkin 2010:9), discusses the role of authority and bureaucracies and talks of three pure sources of authority: The Rational, the Traditional and the Charismatic. In defining charismatic authority, Weber returns to the roots of the word charisma: ‘gift’. In Weber's sense, charisma is literally a 'gift' from the
Divine. The Divine endorsement was seen to be 'extraordinary' and its recipients were perceived as having unusual abilities to influence and inspire others. If I relate this to my Living theory, then I am compelled to recall instances in my life when rather unexpectedly and definitely unplanned, I have been placed in leadership roles. These being:

- As a member of the school netball team, I was promoted to School Games Captain.

- As the youngest of six children, I have always been the one to whom my brothers and sisters turn for advice and guidance – they even give me the 'nickname' of, 'The Governor'.

- At the age of nineteen, I started work in a hotel as a waitress and within twelve months I was promoted to Restaurant Manager.

- At college, my tutor encouraged me to go on and enrol on a teaching degree as he felt I had the right attributes to inspire other people.

- When starting at Crossways in a voluntary capacity fourteen years ago to assist in my learning whilst studying Welfare, I quickly found myself being shift leader, then being offered full time employment as a Trainer, Manager and ultimately being offered the role as Chief Executive some ten years later.

These are but a few examples to illuminate how, unbeknown to me, people must see qualities in me that they feel are worthy of leadership. Never having formally studied leadership until the commencement of this study, I can now see the importance of charisma and how I can use this to alleviate some of the pressures I place upon myself in this era of audit and outcome-based performance commissioning for the survival of Crossways and empowerment of others.

However, charisma alone will not build palaces on swamplands. An understanding of the political, social, financial and environmental elements is needed. Without this understanding and without adopting the right strategies at the right time, followers’ needs may not be met. Thus, the disappearance of the charismatic power of the leader loses too many battles and their troops suffer. Ladkin (2010) reports how often charisma arises out of specific contexts,
particularly those in crisis. At these times, followers may feel they need something akin to Divine intervention. But, what happens when the crisis is over? Is the leader still necessary or do they become a hindrance to the organisation? The following three inserts are taken from a mix of emails and cards I received from fellow team members at Crossways whilst they were involved in some form of crisis. The reason for including these is not for self-glorification, but to emphasise the self-determination, and the self-leadership that these individuals have now come to recognise as their own responsibility. Bennis (2009:103) says, ‘Real leadership probably has more to do with your own uniqueness than it does with identifying your similarities’. These messages evidence the management of the senders’ own emotions relating to that emancipation. Excerpts relating to this are highlighted in yellow (see figures 11, 12 & 13).

- Hi Mindy, wanted to say thank you and bye before I left yesterday but you were on the phone. Thanks anyway – I always feel you have been a big part of my journey with your teaching, encouragement and opportunity so it was good to see you. I will keep making the most of all of that!! Love Sue xxx

Fig. 11 Email received January 2010

Hi Mindy, Thank you so much for your support yesterday, you are truly an amazing boss, as you make your staff feel that they are each special to you especially in time of need/stress or crisis, that is a unique gift that belongs to Mindy. Isn’t it funny how when you’re hurting things just never seem clear and at times we lose direction, faith and parts of us become securely pushed to the back of the shelf so that we can avoid hurting more then we already are. I feel quite humble today that I should get so much support from the people around me, I was beside myself yesterday, because it was whom I felt I had let down, you, sue, Crossways and myself, you have helped develop me personally and professionally and it felt like one push of a button and all that had crashed, all the visions we shared for Crossways, I felt I was truly not worthy of being a part of that as I had damaged Crossways credibility. I felt slightly stronger today, give me direction as it’s me that should face the music of any outcome. Love Michele xxx

Fig. 12 Email received March 2010
• This is just a quick thank you for your support you have given me over the passed few years. ‘We do not know how strong we are until we are in hot water.......’ sometimes when we are in hot water we need that second teabag to help bring out the strength in the first. It can become easy at times to be overwhelmed, when you start to reach goals, that at one point seemed a million miles away. We become so overwhelmed that we forget to show appreciation to those who helped get us there. The opportunities and faith you have gave me is remarkable, the best way I can thank you I feel is not via words but in being the best I can be. I wrote this on reflection because I wanted to let you know you’re appreciated. Your leadership, passion and ability to care for a whole workforce are an inspiration to us all. You truly deserve more for all the late nights, long meetings, and endless issues. Thank you for all that you do. We couldn’t do it without you. Love Lindsay

Fig. 13 Insert from a card received April 2010

Ladkin (2010:3) highlights ‘the necessity to enrich our understanding of the meaning-making aspect of leadership and leading more effectively as part of one’s leadership role’. This relates directly to my belief that involving others in my leadership is key to creating an understanding of the wholeness of the organisation. If I by-pass volunteers and charge in to resolve any problems, then I will miss the fact that, without them supporting Crossways and enabling outcomes to be met, any claims about leading an organisation on behalf of volunteers would be false.

Bennis (2009:152) outlines four essential competencies for leaders that generate trust. They resonate with my own belief system and are reflected in the correspondence in Figures 11-13. I have listed the competencies described by Bennis and underneath each have included (in italic) feedback from some of the volunteers with whom I work:

1. Constancy. Whatever surprises leaders themselves may face, they don’t create any for the group. Leaders are all of a piece; they stay the course.

‘Your leadership, passion and ability to care for a whole workforce are an inspiration to us all’ Lindsay 2010.
2. Congruity. Leaders walk their talk. In true leaders, there is no gap between theories they espouse and the life they practice.

‘Thank you so much for your support yesterday, you are truly an amazing boss, as you make your staff feel that they are each special to you especially in time of need/stress or crisis, that is a unique gift that belongs to Mindy’. Michele 2010

3. Reliability. Leaders are there when it counts; they are ready to support their co-workers in the moments that matter.

‘I always feel you have been a big part of my journey with your teaching, encouragement and opportunity’. Sue 2010

4. Integrity. Leaders honour their commitments and promises.

‘....you have helped develop me personally and professionally and it felt like one push of a button and all that had crashed’ Michele 2010

2.5 Leadership in the Third Sector: Are charity leaders different?

Competent leadership has always been considered vital in every organisation and there has been considerable research on mainstream leadership issues in the corporate sector and in politics. But, there has been very little research on leadership issues in the emerging sector of TSOs. As Fowler (2000:1) notes:

.....most attention is given to the visible and influential domains of leadership that form and direct society through the – often allied – powers of politics and of wealth creating businesses. The emerging domain of TSOs leaders and leadership remains relatively unexplored and poorly understood.

Unlike government or for-profit sectors, TSOs have the distinctive mission of social change and they focus on people who have not been brought under either the government or private sector programmes. TSOs are value-driven organisations and there is need to maintain an optimum level of continuity of their vision, mission and values yet they are dependent on external resources and vulnerable to often inhospitable environments. Fowler (2000:5) argues that ‘the nature and quality of Voluntary Sector leadership is considered more likely to
determine achievement than in other organisations'. Nevertheless, such leadership can be 'tricky and, potentially, at personal risk' (Fowler 2000:3).

Over the past decade, literature on leadership has grown so significantly that: 'leadership now challenges the dominant status of 'the efficient manager' who for the previous century was the unsurpassable figure within the organisation discourse' (Western 2008:19). However, much of that literature consists of adapted or recycled management theory, or 'old news' under a new headline. Whilst there has been a move from so-called 'heroic narratives', depicting the leader as a lone actor, the accent remains on leadership as configured within individual organisations rather than leadership between organisations or across the Third Sector.

Grint (2005:30) notes three roots of the word 'leadership': the Old German 'lidan' meaning 'to go'; the Old English 'lithan' meaning 'to travel'; and Old Norse 'leid' meaning 'to find the way at sea'. The last of these derivations would appear to have a real resonance for leaders in the Third Sector, for example national Third Sector umbrella bodies such as NCVO (National Council for Voluntary Organisations), ACEVO (Association of Chief Executives of Voluntary Organisations) and NAVCA (National Association for Voluntary and Community Action), as they seek to navigate their ships through choppy seas and perilous rocks.

Andrew Hind (2009), (CEO of Charity Commission) states that, 'There are a number of leadership competences that are more prevalent in the charity sector'. He believes this is because charity sector leaders have to bring about change and drive this through influence rather than on a command and control basis. For Hind, this breaks down into four areas:

1. The understanding and commitment to the leadership of the organisation; having an alignment of the vision and mission
throughout so that people know why they are there, what the organisation stands for and what it is trying to achieve.

2. Good leaders in the sector exhibit personal courage; because charities are there to challenge the status quo and establish ideas to bring about change. Often you cannot do that without upsetting people, and risking bringing criticism and vilification into your organisation which can get the leader into quite an uncomfortable personal position.

3. Living to a set of values that are consistent not only with the philosophies of the organisation they work for, but also the ethos of the Voluntary Sector. Only by doing this can the leader make consistent change over a long time.

4. Being professionally competent; having a good idea about financial analysis, project appraisal and the ability to assess what 'Impact' looks like (Hind 2009 cited in LT Focus 2009, Vol.15, Issue 2).

At present, charity leaders are under significant pressure to maintain, if not increase, their activity to support the needs of beneficiaries, especially throughout this recession, yet still remain sustainable. The challenge is to maintain and grow income streams to provide the required level of support, whilst finding smarter ways of keeping costs to a minimum. Hind (ibid) suggests that opportunities for charity leaders to develop their skills has recently become a growing focus for the sector.

Although this study is based on improving leadership and building professional identities for volunteers, it cannot exclude the fact that, an important consideration in allowing that to happen, is the way in which leaders of TSOs
build relations with commissioners, and increase their capacity to win tenders for the future existence of the organisation and stability of staff teams and volunteers within. Recent research has sought to examine the perspectives of TSOs and commissioners on the success factors and barriers for TSOs in winning contracts for services.

Packwood notes the importance (and ambiguity) of reputation:

TSO groups feel that they are predominantly valued by commissioners for their reputation. However, it was not always clear whether this was a historical reputation or a genuine ‘track record’ reputation for delivery. (Packwood 2007: 18)

Commissioners in Tanner’s 2007 study of practices in London expressed the value of TSOs in terms of their specific knowledge of local needs and specialist expertise and cites:

Commissioners (mainly in local authorities, but with limited PCT examples) identified that the Third Sector was usually successful because they were often best at knowing local service needs well, offered niche or specialist services not available elsewhere, and could support the delivery of specific local targets. (Tanner 2007: 20):

This was echoed in the evaluation of the National Programme for Third Sector Commissioning which noted:

commissioners [were] overwhelmingly positive about the Third Sector’s ability to understand hard-to-reach users; its ‘unique way of delivering services’ and the value of having access to a broad provider base... However, TSOs themselves often felt undervalued by commissioners. Over half (56%) felt that commissioners did not understand the contributions that Third Sector can make in planning and delivery of public services; while only a third thought the opposite. In addition, 72% of respondents said they sometimes felt patronised by the public sector and thought that they were seen as unprofessional and amateurish. (Shared Intelligence 2009: 37):

It is exactly these last three words, which I have emphasised in the quotation that my study aims to dispel through improved leadership and professional identity for
volunteers within Crossways and I decided to interview two Local Authority commissioners who fund Crossways to examine their perspectives of working with TSOs.

2.6 The psychological contract between agency and volunteer
Penner (2002) argued that volunteerism (incorporating both intention to begin and intention to remain) is likely to be influenced by two major organisational variables: i) The organisation’s reputation and personnel practice, and, ii) the individuals’ psychological contracts, particularly in relation to the individual’s perceptions and feelings about how they are treated by their organisation. The term psychological contract was first coined in 1960 by Argyris, and is used to describe the unwritten contract between an employee and an organisation (Schalk & Roe, 2007).

Rousseau (1995:10) defined the psychological contract as an ‘individual’s beliefs regarding the terms and conditions of a reciprocal exchange agreement between themselves and the organisation with whom they identify’. The psychological contract is the employee’s perception of a set of perceived promises by the organisation to the employee (Coyle-Shapiro & Kessler, 2002:69-86), or a series of reciprocal obligations between the two (Schurer Lambert, Edwards, & Cable, 2003: 895-934). The terms of the contract specify what the employee expects to give and receive in their relationship with the organisation (Arnold, 1996:511-520), such as training and development opportunities or trust, respect, and loyalty (De Meuse, Bergmann, & Lester, 2001:102-119). Psychological contracts are generally based on the norm of reciprocity, so when the organisation is seen to fail in fulfilling their part of the promised contract, the employee experiences breach (Restubog, Bordia, & Tang, 2006:306-546).

Much of the psychological contract research literature has focussed on the perceptions of paid employees. Wade-Benzoni and Rousseau (1998) argued that psychological contracts could exist in other settings besides the normal
employment context. Similarly Shore et al. (2004) maintained that individuals could simultaneously develop multiple psychological contracts. As such, it is expected that volunteers will have a psychological contract with their volunteer organisation and that, similar to paid employees, various organisational factors will also influence perceptions of psychological contract breach.

There is a growing interest in applying the psychological contract concept to the relationship between volunteers and nonprofit organisations. However, previous studies overlook certain elements of volunteers' psychological contracts as they build on theory established with reference to paid employees. It could be argued that the inclusion of a value-based psychological contract type, next to transactional and relational types, enables a more thorough understanding of perceived mutual obligations between volunteers and non-profit organisations. Therefore, explicit policies for volunteers may help to solidify the psychological contract linking volunteer to agency and thus reduce withdrawal and turnover. One study by Pearce (1993) found that organisations most successful in clarifying roles suffered lowest rates of turnover. Similarly, Herman (2005:759) found that ‘fulfillment of the psychological contract affected levels of volunteer participation’. Volunteers who reported the organisation had met their expectations participated more in the organisation and perceived greater levels of organisational support for their involvement. Data relating to issues pertaining to the psychological contract between agency and volunteer were gathered in my study via the completion of the Volunteering Impact Assessment Toolkit Staff and Volunteer Questionnaires undertaken by Crossways' personnel in 2008 and this data is analysed in Chapter 4.

2.7 Competency of the volunteer workforce
At this point in my review of literature I had also completed my initial focus group session and discussions based around the reasons why people volunteer. I also had the results of the pilot questionnaire and had interviewed the Ex NTA Workforce Development Officer. It was when the first component of my vision of
‘CAVEAT’ leadership took shape. I will say more about the other components at the points where they arose.

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<tr>
<td>Being competent is an essential prerequisite of all members of the organisation</td>
<td>It is important to show people you are competent</td>
<td>Changing your practice because you are competent... promoting superior functioning... being professional</td>
<td>Recognising the positive and negative emotions of the competent self</td>
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Six years after the first Drug Strategy was launched in 2004, the introduction of a new set of National Occupational Standards for Drug and Alcohol workers was introduced, called DANOS (Drug & Alcohol National Occupational Standards). This gave rise to a further tension, that of complying with a national performance management system that correlates the educational outcomes and competencies of workers as a proxy measure of educational effectiveness within the field.

My initial fear was that a reliance on target setting and national standards spawned by the audit culture limits autonomy and creativity for the workforce, as it settles for the ‘one size fits all’ philosophy in evidence based practice. As the Chief Executive of Crossways, it feels that autonomy has been stripped away to leave the Third Sector providers at the mercy of commissioners in an era of outcome-based commissioning, where any deflection from the service level agreement or straying from evidence based practice may result in the service decommissioned and put out to tender. Thus, outcome driven organisations (where the empowered are able to re-engineer the future) are replaced by
capacity driven organisations (where the oppressed are asked to give an account or explanation of their failings).

Despite what appear to be assumptions about the lack of qualifications or professionalism within the Third Sector organisations, the NCVO (2008) reports that one third of Voluntary Sector employees have a degree level qualification or higher and two out of every three Voluntary Sector employees have a qualification at A’ level or beyond. Over half of Voluntary Sector workers are employed in ‘professional’, ‘associate professional and technical’ and ‘managerial and senior official’ occupations. This professionalism of the sector increases attractiveness of the sector as a career choice.

Appendix 1 demonstrates the levels of qualification and accreditation that the paid staff and volunteer workforce have within the Crossways organisation. These data are a mandatory submission requirement to the National Treatment Agency every year. Through the changes that have come about as a result of undertaking this research, Crossways can now demonstrate to commissioners that all paid and unpaid staff have met the recommended qualifications as set by the NTA (see Data Presentation and Analysis, Chapter 4).

National Occupational Standards are statements of competence that underpin competent performance in any given job role. These standards form the basis of vocational qualifications in the UK. In 2001 Healthwork UK, the health care National Training Organisation (now called Skills for Health) undertook to develop a series of National Occupational Standards for Drug and Alcohol workers (DANOS). Four stages of development were undertaken.

1. Develop an occupational map describing key areas of the sector, what job roles are employed, the skills required, and likely trends for the sector.
2. Develop a functional map to chart the work activities across the sector.
3. Develop through consultation the content of the standards.
4. Gain approval of the standards from a steering group and then finally the QCA in England and the SQCA in Scotland.
These standards were developed to cover competence within three worker groups. Key area A (Service Delivery) defines competence for face-to-face drugs workers. Key area B (Managers) is concerned with Manager competence. Key area C covers Commissioners of services. These standards have now been verified and accepted by the Qualifications and Curriculum Authority and will form a central plank in any future plans to develop individual competence in the sector.

As a next step to developing the workforce, the NTA commissioned a series of integrated projects. A Training Needs Analysis (TNA) of workers in the Drug Sector in England (outside London) set within the context of the new National Occupational Standards (Healthwork UK, 2002) was required to support the development of training modules for workers. In April 2002 the NTA commissioned the Human Resource Research Centre at Cranfield School of Management to carry out this Training Needs Analysis.

The Training Needs Analysis was to provide a comprehensive assessment of the training needs of a number of specific worker groups. These included:

- Practitioners
- Managers of services
- Commissioners of services
- Community Care Assessors

<table>
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<tr>
<th>Clear career path within organisation</th>
<th>n</th>
<th>Statutory (%)</th>
<th>Voluntary (%)</th>
<th>Private (%)</th>
<th>Overall (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear career path within organisation</td>
<td>321</td>
<td>42.6</td>
<td>36.8</td>
<td>30.0</td>
<td>38.9</td>
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</table>

<table>
<thead>
<tr>
<th>Training for promotion</th>
<th>n</th>
<th>Statutory (%)</th>
<th>Voluntary (%)</th>
<th>Private (%)</th>
<th>Overall (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for promotion</td>
<td>323</td>
<td>66.7</td>
<td>57.5</td>
<td>73.9</td>
<td>62.2</td>
</tr>
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*Table 3* Clear career paths data from Cranfield study 2002 (cited in Mills, Parry & Tyson, 2005).
Table 3 shows the percentage of organisations that felt that they had a clear career path and who trained staff for promotion as well as for their current position.

Less than half of the organisations overall (38.9%) said that there was a clear career path within their organisation. Slightly more statutory organisations (42.6%) said that there was a career path than voluntary (36.8%) and private (30.0%) organisations. This may be due to the structured grading system for nurses within the NHS. A slight majority of organisations said that they trained people for promotion rather than just for their current position (62.2%). This was higher in statutory (66.7%) and private (73.9%) organisations than in voluntary organisations (57.5%).

These concerns were used for stimulus data in my focus groups and interviews and are discussed further in Chapter 4.


In December 2010, with the appointment of the new coalition government, another new strategy was born: ‘Reducing demand, restricting supply, building recovery: supporting people to live a drug-free life’ and, yet again, the importance of workforce competency was stressed:

The competence of the workforce is absolutely central to the challenging and exciting recovery agenda set out in the new drug strategy. The Substance Misuse Skills Consortium will seek to ensure that the field places at the centre of all its endeavours a focus on what has always been the bedrock of effective treatment: how to work with service users to make meaningful changes in their lives. (William Butler Interim Chair, Substance
Mindy Crespi: Volunteers to Advisors 2011

Misuse Skills Consortium on behalf of the Executive Committee

Prosci\textsuperscript{13} (2004) suggests that there is a growing recognition of the need for change management and that it has changed from a ‘nice to have’ to a ‘must have’ for major organisational change. The once ‘ad-hoc’ approaches in the past need to move to a more ‘structured’ approach, supporting individuals through organisational change. In addition, he discusses the necessity of ‘personal competency’ for senior leaders, managers and supervisors. Prosci cites four key reasons for the emergence of change management which I will relate to the operations at Crossways:

1) **New Value Systems**: This describes a shift occurring in many organisations from the old values of predictability, control and consistency, to values of empowerment, ownership and accountability. At Crossways, the introduction of new clinical guidelines and governance, work based competencies, targets, client retention and the effectiveness of each client’s treatment pathway has meant that changes have come at once and the concept of the Third Sector having control over the way it delivers services to its clients is now in the hands of central and local government officials.

2) **Legacy of Past Failures**: Ignoring the people side of change had, in the past led to poor retention of volunteers, conflicts between senior managers and Directors and little attention was paid to the impact on staff’s work flow and behaviour. Change management emerged as a solution to one of the biggest sources of project failure – not bringing people alongside change. Lessons learnt from the past are that Crossways made assumptions about the speed and collectiveness of people undertaking and understanding new initiatives and, in particular, it was felt that putting pressure on their

\textsuperscript{13} Formed in 1994, Prosci is an independent research company in the field of change management. Prosci's change management methodology has become one of the most widely used approaches for managing the people side of change in corporations and government.
role was not ‘the done thing’ as they were giving their time for free. What this has led to is the feeling of isolation, not inclusion.

3) **Velocity of Change:** As discussed earlier, the speed and rate at which Crossways has developed and expanded over the past 15 years and the velocity of the introduction of tighter monitoring and commissioning has meant bigger and more immediate changes than ever experienced before in drug services. The changes happening now are not minor, but critical, and there will be more to come. This velocity of change dictates a significant demand for change management. Crossways can no longer see itself as a small charitable organisation and must embrace the challenges of being in a competitive market place and be business driven, which requires solid leadership and common goals throughout the whole organisation.

4) **Structure and formalization of change management:** Prosci describes how change management has moved away from the ‘touchy feely’ concepts to ‘tangible’ processes and tools, utilizing processes and validated methodologies. At Crossways, the need to demonstrate competencies against job descriptions, use evidence based screening tools for assessing clients, use approved data management systems for recording client data and progress, coupled with many other monitoring tools has led to the difficulties of remaining in the qualitative, meaning making model of counseling versus the quantitative, percentage crunching model of monitoring.
2.8 Leadership: Being visible

Despite the obvious importance of competence as an aspect of any successful leader, as well as those being led, it was clear to me that this was not enough in itself. It was a necessary but not a sufficient condition. This led me to consider further what other attributes were vital to establish effective leadership in the Third Sector. This was where I first began to think about the notion of making competence ‘visible’.

Being the CEO of a relatively small organisation may not suggest that it would be difficult to be visible as a leader at all times. However, Crossways has staff and volunteer teams that operate over the whole of a Southern county from five different office bases. This wide area of coverage meant that in order for my leadership to be effective, I needed to become more physically and emotionally visible to personnel. It is my belief that leaders need to be seen and heard. Staff take their cue from the leaders. If you have a particular view about something such as the quality of professional development offered by your team and you share your view openly, it is hoped that your staff will adopt the same view. Every day you are modeling professional behaviours, responses and attitudes. If you
model through your behaviours and habits that volunteers matter and that their learning, progress and standards are important, they will be important for everyone, including themselves.

Dr Penny Tamkin (2011), Associate Director at the Institute for Employment Studies, says there comes a time in every leader’s career when connecting with employees becomes increasingly difficult. “There are lots of competing priorities that demand your attention and maybe it feels like a luxury that you can’t afford to do at that point,” she says. “But the best leaders think long and hard about how they maintain contact with their people” (Tamkin 2011, cited in EDGE Online: Visible Leaders, 2011). Tamkin also warns that if leaders become remote, they lose the ability to ‘take the temperature’ of the organisation which can have potentially serious consequences.

Investigations into visible leadership studies led me to view a Leadership DVD by Conger (2008), who claims that leaders are constantly in the ‘spotlight’. However, this ‘spotlight’ has a double edge. It can be used as a positive role model influence or it can be used as a tool for scrutiny of all leadership behaviours by followers and others, thereby magnifying all actions. Conger discusses how the intention of good leadership is to allow followers to pursue values of the organisation even in the absence of the leader. His analogy of the magnifying glass is used to describe how some people may choose to ‘burn a hole’ in the credibility of the organisation and the leader through its intense scrutiny or otherwise magnify it.

Conger emphasises that leaders should think more consciously about what they do in the spotlight, claiming that it is important for leaders to leave a memorable impact. Suggested ways of doing this are cited below:
1. **Memorable stories** – acknowledge that the human brain has short term storage. It will store associations and not dates. There is no stickiness to words. Do not trade efficiency for impact.

Conger talks of taking experiences and illustrating the pros and cons and then crafting them into memorable stories; to portray yourself as a learner and use visuals and emotions. He claims that leaders are swimming in priorities and that it is important not to lose focus but to laser your focus to ‘*must do’s*’ and deliver on performances. This made me think about how I could zero in on ‘*must do’s*’ to give Crossways organisation and employees the edge. Volunteers need the headlines and not the bi-lines.

2. **Role Model**

Conger describes how leaders must translate good leadership with their own behaviours and model them consistently. To make it routine and ‘Walk & Talk’, do not just talk to your staff – work alongside them.

3. **Mementos & Moments**

Stage a decision that is critical for the event – make it memorable to confirm a message.

Similarly, Bradner states that volunteer recognition is vital and lists the following points that she feels will enhance volunteer engagement within organisations:

- Learn what motivates each volunteer and make your recognition appropriate to what he or she thinks is important.
- Give volunteers tasks in which they will be successful.
- Give volunteers whatever training is necessary to perform well.
- Thank volunteers genuinely and appropriately.
- Give volunteers feedback.
- Invite volunteers to participate in decision making.
• Promote volunteers to other roles that take better advantage of their talents.
• Ask volunteers for their feedback.
• Ask volunteers to recruit others.
• Make sure the volunteers are doing work that is meaningful to them and the community.
• Let the volunteers know about the outcomes from the program.
• Never forget the power of a simple thank you, oral or written. (Bradner, 1999:78)

As Chief Executive of Crossways, it is my intention to build credibility for the organisation and all of its stakeholders. I will be judged by my daily actions so how do I create some leverage in the ‘spotlight’ so that even when things do not go right, I can take advantage of the learning undertaken? This leverage is a powerful way to shape behaviour and the decisions made. There may only be fractions of a second between coming first or third in a race and hence building influence takes much longer than to damage it.

Senge (1999) reports that executive management is more necessary today than ever, because the changes that institutions confront are long-term and ‘deep’ in the sense of entailing shifts in hitherto taken-for-granted assumptions and norms, and in traditional organisational structures and practice. Staff survival depends on managers’ consistency and judgement. Behaviour of staff within an organisation will adjust to match that of their managers. If I ‘blow a fuse’ or lose my temper and revert to authoritarian habits in tough times, I send a signal that the new initiative was just a ‘fad’ and compromise the effectiveness of the whole initiative. As such, I need to become reflective – think about, what are my ‘hot buttons’? Can I anticipate these provocations and catch them early? Senge (1999:200) suggests that leaders live in a ‘glass house’. Any of my inconsistencies of judgement and action are visible at all times.
Therefore, working as a team and leading the way forward to achieving a common goal needs to be an essential component of my improved leadership. This will enable all stakeholders to witness that the Crossways service acts as a collective in terms of its professional identity and credibility within the public eye. Within the literature review, I needed to seek reference to literature that referenced some form of 'unified' approach within organisations where all parties felt included and integrated through effective leadership. My role has a moral dimension that is just as important as meeting outcomes. Handy (1974) talked of organisations as being Communities. He claims how we spend more of our lives in the workplace, grow even hungrier for greater balance between work and personal life.

Therefore, with reference to the ideology of groups or communities striving to achieve collective ends, this led me to reading the work of Lave and Wenger (1991), and their concept of Communities of Practice. I very soon realised that if Crossways were to aim for the commonality of goals within its workforce, I needed to think about how we could change the feeling, thinking and actions of an established Community of Practice to meet new political demands and manage the shifts in culture that would come about as a result. Key questions emerged from this dilemma in terms of: i) Am I the person to instigate this change? ii) Who will benefit? iii) Am I actually a part of the volunteers' or workers' Communities of Practice? iv) Which Community of Practice do I actually belong to and where do my loyalties lie? The independency and interdependency of all of these questions prompted a sketch in my journal as shown in Figure 14 to demonstrate the problem.
Upon reflection on the above diagram I was drawn to the work of Johnson (1992) who discusses the concept of a ‘Cultural Web’ in which a number of elements can be used to describe or influence organisational culture. One of these influences is power structure; who makes the decisions; how widely spread is the power and what is the power based on? Lying at the centre of this initial diagram is ‘me’. Johnson notes that the central pivot is the paradigm that tends to preserve and reinforce the key to the cultural web, and that this has important implications for managing strategic change. If, as in Johnson’s view, the paradigm is seen as the filter for understanding the organisation and its environment, then it may be me who determines how people at Crossways think the ‘game’ is played. Reflecting upon this, I started to question whether we could continue to work in the same way any more, so I looked to map a new cultural web that embedded a greater sense of community of practice.
Lave & Wenger (2005) discuss the issue of reproductive cycles, in relation to the length of time it takes for a complete reproduction of practice. If I relate this to volunteers at Crossways, then the cycle starts at the point of their initial training period, then follows through in terms of their shadowing period (time spent with trained and experienced volunteers) through to the volunteer supporting clients on a one to one basis and having his/her own case load to manage, and ultimately ending up with these volunteers mentoring and offering shadowing support to the next intake of new learners. However, more importantly, Stack (1989) stresses that 'observing the span of a developmental cycle is only a beginning to such an analysis (and a rough approximation that sets aside consideration to the transformation and change inherent in ongoing practice), for each cycle has its own trajectory, benchmarks, blueprints, and careers' (Stack, 1989, as cited in Lave & Wenger 2005:99). He makes reference to claims about the definition of a COP with which the COP actually in process of reproduction in that location may not coincide. Points I needed to consider from this reference were that although volunteers were engaged in learning how to counsel clients with substance misuse issues, they might only be participating in the reproductive
cycle of Crossways as an organisation, so how could I gauge their participation in terms of the meaning of the activity to them and their professional identity? At this point, they have not reproduced a community of counsellors, merely a community of adults schooled in counselling issues. I needed to find a way in which these newcomers could or could not find a place in the established cultural and political life of the organisation.

However, my reading to date still fell short of enabling me to understand how these groups could form an identity if the individuals themselves were unsure of what their own sense of ‘self’ was. This became evident in the light of my own childhood experiences and use of living theory to reflect on why I felt so nervous when returning to college as an adult. At that time, I was about to join a COP, but did not really know how I understood myself, let alone others. One might assume that to ‘lead’ would suggest to move things or people forward, but this cannot happen if I, or they, are stuck in the past. We can be custodians of our past, but the use of living theory allows us to apply strategies learnt and apply them in a positive way to make changes to ourselves or our situations. Hence, the following section of the literature review focuses on empowering and therapeutic components of leadership.

2.9 Leadership: Empowerment and power diffusion between volunteer and leader.

Dweck (1999) explores how people create psychological worlds, shaping thoughts, feelings and behaviours. Dweck suggests that there is a need to rethink the role of motivation and to investigate the conditions that foster that motivation. She also describes how people may hold one of two types of view on ability and intelligence:

1. Entity View – this view treats intelligence as fixed and stable. Entity theorists have a high desire to prove themselves to others; to be seen as smart and avoid looking unintelligent.
2. Incremental View - this view treats intelligence as malleable, fluid and changeable. Incremental theorists see satisfaction coming from the process of learning and often see opportunities to get better. They do not focus on what the outcome will say about them, but what they can attain from taking part in the venture.

The Entity View is where I believe I once stood in terms of my own sense of ‘self’; always wanting to please others and show to the word that I was worthy of a place here. This view, I feel stems from my relationship with my father as demonstrated in action when I returned to college at the age of twenty nine.

However, through developing my practice and achieving goals, I hoped to act in an Incremental manner; that of being more concerned for others’ growth and the opportunities they will seize from the experience of empowerment through my improved leadership. This is when the last two components of my ‘CAVEAT’ Leadership vision took hold.

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<td>Being competent is an essential prerequisite of all members of the organisation</td>
<td>It is important to show people you are competent</td>
<td>Changing your practice because you are competent, promoting superior functioning, being professional</td>
<td>Recognising the positive and negative emotions of the competent self</td>
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Due to the increases in the demand to demonstrate good governance in the Drug and Alcohol sector, plus the expansion and growth of Crossways over the past ten years, the need for work groups to become more independent, more self-
reliant and more accountable for their actions is ever prominent. The innovations in working methods, quality systems, and the like, need to be products of the employees and volunteers, who in a sense ‘own’ the innovations. The current fashionable term for this is empowerment. This empowerment need not undermine or even make redundant my leadership role, but in effect, dissipate any conflict between the two ideas of leadership and empowerment.

There is an old Chinese proverb which puts the above rather more succinctly:

‘If you want one year of prosperity, grow grain
If you want ten years of prosperity, grow trees
If you want one thousand years of prosperity, grow people’

Empowerment theory describes how ‘empowerment is a process by which individuals and groups gain over, access to resources and control over their own lives. In doing so, they gain the ability to achieve their highest potential and collective aspirations and goals’ (Robbins, Chatterjee & Canda, 1998:91).

Being able to understand the meaning of our experiences is key to the human condition. Sometimes meanings may be imposed on us from authoritarian figures. At other times, and in a more healthy relationship with ourselves and others, we can learn from our own interpretations. Mezirow (1997) discusses the concept of transformative learning, by which he describes how ‘transformative learning occurs when individuals change their frames of reference by critically reflecting on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds’ (Grabov, 1997:90). As the aim of this study was to build professional identities for volunteers, I needed to understand what made up a professional identity and then how my leadership could help improve it for volunteers. Beatty (2000) describes the term ‘professional’ as an attitude to work and not merely a type of job. It involves an approach to life and work, which includes taking responsibility, being creative and critically questioning our own practice.
Carr & Kemmis (2000:7) in their discussions regarding professionals claim that ‘methods and procedures employed by members are based on a body of theoretical knowledge and research’. If this be the case, then things for consideration for my improved leadership of volunteers would be:

1) How relevant is knowledge and research in the volunteers practice?
2) What is the volunteers professional relationship with me?
3) What about professional relationships with service users, stakeholders, funders and the public?

Carr & Kemmis (ibid) also state that an overriding commitment of members is to the well-being of their clients. It should be governed by ethical codes, which serve to ensure that the interest of clients is always the predominant concern. However, they note that one cannot always act in the interest of one’s client. Sometimes one has to make autonomous judgements free from external non-professional controls and constraints. This professional autonomy usually operates at both individual and collective levels. Individually, professionals make independent decisions about which particular course of action to adopt in any particular situation. Collectively, professionals have the right to determine the sorts of policies, organisations and procedures that should govern their profession as a whole. If volunteers at Crossways are to be able to exercise such autonomy I needed to investigate, through collaborative participation, how any hierarchical processes that may be arranged within the organisation can be broken down and how I can assist in this potential conflict. Solutions to some of the above dilemmas are demonstrated in the concluding chapter of this study.

This led me to searching for theories relating to professional identity and the concept of sense of self. In addition to searching for theories relating to managing change, as well as allowing COP to develop for newcomers to the organisation, I also needed to understand how I could work alongside existing employees and volunteers to allow entry into their established COP. The
limitations of mere peripheral participation would not be enough to cross the barrier into an established culture and allow for legitimate participation.

I felt that Lave & Wenger’s theory on Legitimate Peripheral Participation, did not go far enough for me to understand some important key factors. These being:

1) What if there are problems with the gestation periods for the development of reproductive cycles?
2) In order for any reproductive cycle to take place, there surely must first be some fertility, or in this case, solid foundations in terms of leadership?
3) What about taking into consideration political factors and environmental factors?
4) What happens if there is some form of ‘miscarriage’ during the reproductive cycle?

These dilemmas led me to the work of Riel & Polin (2004:40) who discuss different types of learning communities. They suggest, as do Lave & Wenger, that a COP can provide both tacit and explicit knowledge and an opportunity to share experiences between members, but Riel & Polin describe three specific learning communities:

1. Task Based learning Communities (TBLC) which aim to produce a product or outcome and their members know each other. These are generally temporary groups who come together to accomplish well specified tasks.

2. Knowledge Based Learning Communities (KBLC) who compose knowledge based on a specific area. Its members may or not know each other but there is a longer term commitment to construct of knowledge base.

3. Practice Based Learning Communities (PBLC) which involve mainly voluntary participation. There tends to be a shared activity among members to produce knowledge and this tacit knowledge is shared.
Figure 16 illustrates how bringing these three learning communities together can create a well-balanced learning organisation.

*Fig. 16 Types of Learning Communities (Riel & Polin 2004:40)*

Similarly, Barab, et al, (2004:55) define a COP as a ‘persistent sustained social network of individuals who share and develop an overlapping knowledge base, set of beliefs, values, history and experience focussed upon a common practice and or mutual enterprise’. Great leaders and followers are always engaged in creative collaboration. The problems that face us today are complex that we need groups of talented people to tackle them, led by gifted leaders, or even teams of leaders (Bennis 2009:22).

Further exploration of literature has also led me to reading work by John Heron (1998), who introduces a theory in which ‘feeling’ becomes the distinctive feature of personhood. Heron describes how a person develops through various states and stages, and offers a restricted concept of the ego integrated personhood.

Central to Heron’s analysis are the four basic psychic modes: conceptual, practical, affective and imaginary. Heron’s work discusses how feeling is seen as the ground and potential form from which all other aspects of the psyche
emerge. These being, emotion, imagination, intuition, reason, discrimination and intention. He relates his theory to the practice of a transpersonal psychology and philosophy. Heron draws attention to the underlying Aristotelian basis of much higher education. By this his concerns are that it is male orientated, hierarchical, controlling, with intellectual competence prized to the exclusion of all others. He sees a vital need for student participation at all stages in the educational process.

Grint’s (2005) notion of Constructive Dissent has similarities. In this, he claims that it is not great leadership but great ‘followership’ that is important in organisations. Those who speak unwelcomed truths are not fired or marginalised, but listened to and their concerns acted upon. Grint claims that leaders need to be poked and prodded on their assumptions and that ideas are only made stronger by challenges. Grint (2005:100) talks of ‘Inverse learning’, whereby the leader learns from the followers as opposed to the traditional concept of leadership which sees followers learning from their leader. This notion of inverse learning is resonant of Heron’s ‘uphierarchy’, whereby the leader is only in his/her position due to his/her subordinates. However, it might be argued that this notion is somewhat naive in business. What would be the case if all subordinates clamour with different views? How will leaders manage this change in culture and what might this mean for me personally in my specific leadership position?

In the Vedas of ancient India it is held that everything is permeated by three fundamental qualities – the three gunas. In Sanskrit, the word ‘guna’ means ‘string’ and it is believed that the entire creation and its processes of evolution is carried out by these three major gunas. These being: i) sattva ii) rajas and iii) tamas (Kumar, 2006 :11). Nothing we do is without these three qualities but what is important is which one dominates. If these three gunas are linked to the concept of Understanding, then understanding which sees unity in diversity, wholeness, relatedness and creates synthesis is sattvic. Understanding which is based in disunity and causes separation is rajasic. Understanding which focuses
on a part and sees it as if it was the whole is tamasic. Kumar, talks of using these three qualities as a compass, to help guide us to who we are and where we are going. Kumar’s teacher, Vinoba Bhave, used the metaphor of a lantern to make it easy to understand the three gunas. A lantern has a glass exterior which gets filled with black soot inside, and the light is dimmed; that dark soot is rajasic. With attention and mindfulness, the black soot is removed and one is able to receive the full benefit of the light through the transparent glass; the clean glass is sattvic. Our aim in life should be to develop such a clarity and purity that the clear light of trust can shine through (Kumar 2006:141).

My role as leader is to provide a positive climate (sattvic) that includes intellectual challenge and promotes self-efficacy and empowerment for all Crossways stakeholders. The aim is for Crossways to provide an environment in which volunteers receive sophisticated training and education, critical thinking and development, and development of their own means of expression. Volunteers should be able to achieve empowerment in the context of shared power in a non-authoritarian relationship with myself, as a leader, to enable them to develop skills and professional identity and credibility. This may be achieved by using Freirian principles of experiential learning, dialogue, sharing, empathy, critical thinking and social action. All of these qualities that I would expect them to encourage their service users to engage with also through the application of their counselling training.

Counselling is a basic responsibility of every leader and an important part of taking care of the ‘troops’. One must praise their actions and efforts to increase their self-efficacy. Carl Rogers’s ‘person centred’ approach relies on the leader having a strong positive self-regard for his/her followers. Rogerian counselling is non-directive, not prescribing actions to be taken but focussing on real empathy with the follower’s internal frame of reference. (e.g. thoughts, feelings, perspectives) and reflecting feelings. However, in an era of audit and outcome-based commissioning, this interaction between self and others needs to be
managed and monitored for effectiveness by leaders who are ultimately accountable for service delivery. Social Interactionism has tended to marginalise the importance of macro social processes, especially power. It specifically deals with social institutions which embody power and control and which go on to raise the question of power relations in small scale institutions as well as everyday patterns of social interaction. The whole notion of identity is extremely complex. Identity is how a person is perceived and how they perceive themselves. If we mix that with the environment and how the environment dictates how we should act and think then we may be left with three main categories of self: 1. Professional self, 2. Social self and 3. Personal self. Our identities may change as we switch from one self to another in any given context. Hence on my literature journey, I return to the notion of Johnson’s Cultural Web and match his work to the reading of Foucault (1979) in Morris & Patton (1979) and his ideas that discourse can be a power diffuser.

Morris & Patton (1979) describe how, for Foucault, it is through discourse (through knowledge) that we are created. If volunteers at Crossways know nothing other than what is communicated to them, in a sense it is me who is creating their professional identity. Foucault describes how discourse is created and perpetuated by those who have the power and means of communication. Those who are in control decide who we are by deciding what we discuss. If we visualise discourse as an arrangement of ideas and concepts within which the world is known—or a palette of flavours, the fact that we do not know a flavour may make us reject it out of hand. If, in my role as Chief Executive, I can bring volunteers alongside me and jointly venture into the creation of a learning organisation, we may be able to bring about a common discourse and begin to address any power struggles that may exist with a view to increasing volunteers’ belief and sense of professional identity.

However, I am conscious that the professional self is probably the most superficial identity we embrace. It is the image we are most conscious of
protecting within the workplace and outside. When humans are in the professional self mode, their stance, facial expressions, clothes etc. all relate to an image of a functional, well meaning member of society. The paradox is that the professional self is probably the most guarded self. Most people may feel it is not their true self, but who they need to be so that they are accepted by people they encounter. However, hard work is only one element of getting ahead and getting credibility, the ability to ‘read’ situations and act accordingly is what true professional identity may be all about. This takes practice and may leave one with less successful social and personal selves and may have a major impact on their self-esteem and self-efficacy.

There seems to be some confusion about the nature of self and of self-esteem. The most significant division is between the view that self-esteem is a generalised feeling about the self, and the view that it is the sum of a set of judgements about one’s value, worthiness and competence in various domains. However, as Mruk (2006:8) points out, ‘we all know what self-esteem “really is” because it is a human phenomenon, and we are all human beings’.

Therefore, if I describe my workers as ‘volunteers’, am I limiting their professional identity? Am I limiting the relationship we can have together and am I exacerbating the power struggle of Chief Executive and volunteer? My aim of adopting an interpretive perspective to the study was to seek to understand how intentions are woven into this web, which is much more context bound, much more relational, much more holistic, much more nurturing than on the surface. By letting go of my need for approval and control, I can accelerate this process. Perhaps by being truly in tune with each other, then we can experience synchronicity in our professional relationship.

Bass’s (1985) theory of ‘transformational leadership’ suggests how the leader should not solely be seen to influence followers to pursue idealised visions but to also alter the way they see themselves as a result of aligning themselves with
that vision. Another contribution to the understanding of transformational leadership has been the identification of four characteristics, referred to as the four "I's" (Avolio, Waldman, & Yammarino, 1991) which transformational leaders use to stimulate and engage followers.

The four I's of transformational leadership are:

1. Individualized Consideration: Gives personal attention to others, making each individual feel uniquely valued.
2. Intellectual Stimulation: Actively encourages a new look at old methods, stimulates creativity, encourages others to look at problems and issues in a new way.
3. Inspirational Motivation: Increases optimism and enthusiasm, communicates high expectations, points out possibilities not previously considered.
4. Idealized Influence: Provides vision and a sense of purpose. Elicits respect, trust, and confidence from followers.

However, much of these theories focus attention on the charismatic leader and the role of the followers is secondary.

In relation to the followers, Howell & Shamir (2005), pay particular attention to the role the self-identity plays in the attribution of charisma on the part of the followers. Therefore, my quest to build educative relationships to empower volunteers at Crossways is ever more important. De Groot, Kilker & Cross (2000) suggest that charismatic leaders transform previously dispirited people into active followers, and these followers are said to go beyond their call of duties in order to make their leader's vision a reality.

Senge (1999) discusses the necessity of bringing human values into the organisation. This is helped by decentralising the role of leadership in organisations so as to enhance the capacity of all people to work toward a common goal. He talks of 'personal mastery' – of how 'organisations learn only through individuals who learn. Individual learning does not guarantee organisational learning, but without it, no organizational learning occurs'. (Senge 1999:139).
The reading of Senge’s description of ‘Personal Mastery’ reminded me of the work of Schon (1983) in which he describes the concept of ‘Reflective Practice’ as an approach that enables professionals to understand how they use their knowledge in practical situations and how they combine action and learning in a more effective way. One such way is through ‘Reflection-in-action’. Schon (1983) describes this as the ability of a professional to think what they are doing while they are doing it. Schon regards this as a key skill; the ability to ‘think on your feet’ and apply previous experience to new situations. Reflection-in-action is about thinking again, in a new way, about a problem we have encountered. This type of reflective practice suits my application of Living theory in this study, however it does not always fit with Grint’s (2005a) concept of leaders needing to take a ‘vu-deja’ approach (not seen this before) and establishing innovative ways of dealing with problems. Schon also describes ‘Reflection-on-action’ whereby reflection is encountered after the event. Therefore, it is necessary to allow the event to happen first and then reflect upon it. Reflection for the reflective practitioner is a means of detecting and correcting error (Argyris & Schon, 1978) in the present; ‘reflection in action’ and after the event; ‘reflection-on-action’.

Exploring the nature of organisational learning, Argyris and Schon describe the process as follows:

When the error detected and corrected permits the organisation to carry on its present policies and achieve its present objectives, then that error-and-correction process is single-loop learning. **Single-loop** learning is like a thermostat that learns when it is too hot or too cold and turns the heat on or off. The thermostat can perform this task because it can receive information and take corrective action. **Double-loop** learning occurs when error is detected and corrected in ways that involve the modification of an organisation’s underlying norms, policies and objectives. (1978:2)

Taking into consideration the work of Senge (2000), Schon (1983) and others it is clear that, in order to understand the most challenging leadership issues, I need to take account of the whole system, including history, context, policy and feelings. Failure for me to see the whole system may result in the ‘straw man’
effect, whereby, if I blame organisational functioning and social policy on Government agendas, then instead of dealing with the real argument (with all of its substance and strength), I am dealing with a flimsy version of it (with none of its original substance and strength). The distorted version is then attacked as if it had been the real one.

At Crossways there appear to be indications that there were rigid internal divisions that inhibited inquiry across divisional boundaries within the organisation. For myself, these barriers were my perception of, and relationship to, the Commissioners, National Treatment Agency and Government Policy. For the volunteers, it was their perception of, and relationship to, paid staff and management. These issues will be explored in Chapter Four.

When I started to question the current and historical contexts of the situation, I had to make decisions about whether I wished to follow my own value commitments and try to improve the situation according to what I believed in, or whether to continue with the status quo. The aim of this research was to find some balance between these two options. I wanted to ensure that my leadership enabled all volunteers within the workforce to feel part of the team, to create their own professional identity, trusting one another, complementing one another’s strengths and areas for improvement. I also wanted to create a common goal that was larger than individual ones in order to produce extraordinary results. The potential damaging effect to Crossways was something that I had to seriously deliberate, and I sought guidance from my Board of Trustees.

Additionally, my supervisor suggested I look at the work of ‘Tempered Radicals’, by Meyerson (2003). Meyerson uses this term to describe corporate professionals who work towards positive change in both their work environment and the way their companies conduct business, often taking radical action that is short of getting them fired. Meyerson (2003:xii) claims that Tempered Radicals
are ‘people who want to rock the boat but stay in it’. They are people who want to succeed in their organisation and yet want to live by their values and identities.

Anderson & Ray (2000) refer to ‘Cultural Creatives’ who seem similar to Tempered Radicals; they feel at odds with mainstream organisational culture whilst struggling between their desire to seed change and their need to fit into the dominant culture of their employer. Anderson & Ray discuss how this Cultural Creative population is comprised of the more educated, leading edge thinkers who combine a serious concern for their inner life with a strong passion for social activism. I have emphasised the second bullet point as I feel that this describes the characteristic I am searching to improve in my leadership.

Key characteristics of Cultural Creatives are as follows:

- heavy emphasis on the importance of developing and maintaining relationships
- **heavy emphasis on the importance of helping others and developing their unique gifts**
- volunteer with one or more good causes
- intense spiritual and psychological development
- see spirituality as an important aspect of life but worry about religious fundamentalism
- optimism towards the future
- want to be involved in creating new and better ways of life. (2000:14)

Anderson & Ray assert that ‘values are the best single predictor of real behaviour’. The list below outlines values that dictate a Cultural Creative’s behaviour:

- authenticity, actions must be consistent with words and beliefs
- engaged action and whole process learning; seeing the world as interwoven and connected
- idealism and activism
core cultural creatives also value altruism, self-actualisation and spirituality.

Periods of reflection have enabled me to 'think' about issues at Crossways and how they conflict with my values. These conflicts have heightened my belief that competency alone cannot make for a good leader or good followers, but a marriage of competency, visibility, empowerment and therapeutic aspects are crucial to bring about change at Crossways and develop each individual's unique gifts and belief in themselves and their contribution to the organisation.

2.10 Conclusion
My review of a range of literature was led by the action research cycle and the course of interviews, focus groups and personal reflection periods that became embedded within the cycle. What came to light was that, although I read many papers, journals and books on leadership, competency, professional identity, organisational systems and so on, there was an overwhelmingly strong emphasis on profit making business models with very much less on leading within the Third Sector. Equally noticeable was the lack of literature that specifically referenced working with volunteers as opposed to paid employees. Research on leadership specifically in the Third Sector seems relatively embryonic. Despite some attempt to consider leadership as a broader set of processes, the focus of much writing appears to remain on individuals, in leadership roles or positions of formal authority. The emphasis is usually on Chief Executives of relatively large professional voluntary organisations, and less on leadership in smaller charities working with large numbers of volunteers. As part of ACEVO's work on leadership with Chief Executives, Kirchner (2007) develops a leadership model for Third Sector organisations based on the idea of distinctive characteristics of the setting. In this model the Chief Executive is seen as leading upwards (managing governance), downwards (harnessing resources and running an organisation effectively) and outwards (representing the organisation). For Kirchner, a distinctive challenge for many Third Sector organisations is that
service users do not usually fund services, and thus outward representation – a role as an ambassador - is often oriented towards funders rather than beneficiaries.

Some studies have tried to identify and describe the typical attributes and characteristics of people in leadership positions. In a study of the everyday practice of leadership in the Third Sector, Paton and Brewster (2008) note the relatively high visibility and scrutiny faced by Chief Executives, and draw attention to the ‘soft leadership’ roles around handling relationships with a diverse but committed range of people in and around their organisations. Drawing on work in organisational psychology, the authors outline a conceptual framework for ‘what’s it like being a Chief Executive’, which includes system and field awareness (or the ‘helicopter view’ of seeing the bigger picture); emotional awareness; detachment from dilemmas; and cognitive complexity, making meaning and intuition. In a small exploratory study based on interviews with twelve Chief Executives of Third Sector organisations of varying size, Cormack and Stanton (2003:8) identify the following core characteristics of Third Sector leaders: emotional attachment, passion, enthusiasm and affinity with the cause; a strategic perspective and a customer service orientation; networking and influencing; personal humility; motivating a team; resilience; self-confidence and being a visionary and inspirational communicator, involving the ability to paint a picture of the future that appeals strongly to others. Such leaders show passion and emotion in visioning and representing the work of the organisation to others; are powerful communicators in all forums from one-to-one to public speaking; and are visible and seen to speak out and represent the organisation.

Kay (1996) explores and extends the communicative dimension of leadership in the sector by conceptualising leadership as a process of creating and sustaining meanings in negotiation with and influenced by others. This is in contrast with traditional hierarchical and heroic accounts of individual leaders, although his research did involve interviews with Chief Executives. Here, the concept of
leadership is depicted as a 'sense making' between people around shared understandings and meanings, involving vision setting, interpretation and take-up, influence and credibility. There are four dimensions to sense-making: social and cognitive – creating meanings acceptable to others; socio-political – influencing commitment to particular meanings; cultural – setting meanings within an organisation's culture, and enactment – ensuring that meanings are reflected in actions.

Throughout my reading, I noticed a common theme concerning communication, articulation, projection, framing and visioning. Metaphors in use emphasise 'inspiring visions', 'painting pictures' or 'telling stories', and suggest a need for closer attention to the idea of narrative. It was in reflecting on such issues that I began to wonder if a 'vision' of leadership might be developed that encapsulated the ethos of the Third Sector and those involved in it. My 'CAVEAT' vision began to take shape as my reading intersected with, and was influenced by, the ideas emerging from my focus groups and interviews. My growing sense that leadership in the Third Sector should embody notions of competency, visibility and empowerment, as well as therapeutic aspects, found resonances in the following poem by the Dalai Lama.
The Paradox of Our Age

We have bigger houses but smaller families;  
more conveniences, but less time.  
We have more degrees, but less sense;  
more knowledge, but less judgement;  
more medicines, but less healthiness.  
We’ve been to the Moon and back,  
but we have trouble crossing the street to meet our new neighbours.  
We have built more computers to hold more information,  
to produce more copies than ever,  
but we have less communication.  
We have become long on quantity,  
but short of character;  
stEEP profits, but shallow relationships.  
It is a time when there is much in the window,  
but nothing in the room.  

His Holiness the 14th Dalai Lama.  
(Kumar, 2007:90)

At Crossways I believe there is much ‘in the room’, including important relationships, upon which we can build a good future. It is to my research within Crossways that I now turn.
Chapter Three

The research process

3.1 Introduction

The purpose of this research is to explore the question: ‘How do I improve my leadership practice to help build the volunteers’ professional identity in an era of outcome-based commissioning?’

Figure 17 illustrates the framework I have employed in the development and process of the research. The various sections of this chapter focus on each aspect in turn.

3.2 What paradigm would best suit this line of inquiry?

In much of my reading on conducting educational research, the common theme appears to be that the research question will determine the ‘paradigm’ and methodology. Denzin & Lincoln (1988) define a paradigm as:

a set of basic beliefs that deals with ultimates or first principles. It represents a ‘worldview’ that defines for its holder, the nature of the ‘world’, the individual’s place in it, and a range of possible
relationships to that 'world' and its parts, as, for example, cosmologies and theologies do. (1998:200)

Research, as Stenhouse (1981) has suggested, is systematic and sustained inquiry, planned and self-critical, which is subjected to public criticism and to empirical tests where these are appropriate. I therefore need to make evident from the start how the various elements of my research have come about and how they relate to one another.

If I am studying the issue of empowerment, particularly how it is perceived and enacted within my organisation and in relation to my own leadership, I need to study it by using qualitative research methods. I am not seeking to find some technical ‘quick fix’ solution that will improve my leadership, nor am I solely seeking understanding of the volunteers’ current experiences, but I am aiming to make appropriate changes and hence the data presented in this chapter will be evidence of how and why changes came about. In order to identify and make changes, I engaged in an action research cycle involving interviews and focus groups which foregrounded the voices of volunteers and other stakeholders at Crossways.

Therefore, an interpretive paradigm with a critical/emancipatory focus would appear to be the most legitimate for my line of inquiry. I am seeking not to determine or predict, but to understand the thoughts and feelings of participants and in my study and thereby try to bring about appropriate change to their professional identity. Denzin & Lincoln (1998) report how:

    particular actors, in particular places at particular times, fashion meaning out of events and phenomena through prolonged, complex processes of social interaction, involving history, language and action. (1998:222)
3.3 Social Constructionism

A social constructionist view suggests that meaning is not discovered but constructed. The constructionist or interpretive paradigm ‘assumes a relativist ontology, a subjectivist epistemology and a naturalist set of methodological procedures’ (Denzin & Lincoln, 1998:27). Terms such as ‘credibility’, ‘transferability’, ‘dependability’ and ‘conformability’, replace the usual positivist criteria of ‘internal and external validity’, ‘reliability’ and ‘objectivity’ (Crotty, 2006:27). Similarly, Denzin & Lincoln also use terms such as ‘authenticity and trustworthiness’. The social constructionist view appears to ‘fit’ my research as I am seeking to discover meaning of the volunteers’ experience of their sense of inclusion within Crossways and their professional identity. An enormous amount of work in the humanities and social sciences is organised around the idea that phenomena are ‘socially constructed’ and constructionist positions figure prominently in discussions of race, gender, sexual orientation, emotions, and mental illness.

At the heart of humanistic psychology is a theory of knowledge (known as an ‘epistemology’). Knowledge is ‘what people know’. This may seem like a trivial point. But, just what we actually know and how we know it has been a puzzle for philosophers since the pre-Socratic Greeks discovered that it is possible to think critically about the nature of thought itself. I feel that I have taken for granted that I ‘know’ a world at Crossways. Yet, as constructionists assume that knowledge lives “in the mind,” and that reality exists “in the world” the philosophical question to ask is how do I get the world into my mind and how accurate it is? If there is no direct connection between an independent, objective world (‘noumena’) and our experience (‘phenomena’) all I have is a set of interpretations of my perceptions and experiences that lead me to believe that a world exists “out there.” If that connection is always hypothetical, what is it that actually guarantees the “truth,” or in constructionist language, the “authority of knowledge”? Social constructionism argues that the authority of knowledge ultimately derives from a “knowledge community” of people who agree about the
truth. As Kuhn says, ‘knowledge is intrinsically the common property of a group or else nothing at all’ (1970: 210).

Thus, knowledge is the property of knowledge communities. That is, of cultures and subcultures, including academic and professional disciplines that use, create and maintain it in ongoing discourses or social conversations. For me, this knowledge may be derived from discourse with volunteers and stakeholders.

The proposition that knowledge is ultimately grounded in conversations among members of knowledge communities is based primarily on three lines of argument. The most fundamental is the study of the sociology of knowledge, as represented in works such as Kuhn (1970) and Berger and Luckmann (1966). The second is the study of the cognitive development of individuals (ontogenetic cognitive development) by psychologists such as the Russian L. S. Vygotsky, who has shown that from the very earliest stages knowing develops in a social context. The third is the study of the evolution of humanity's cognitive capabilities (phylogenetic cognitive development), as represented by the anthropologist Clifford Geertz.

Therefore, if knowledge is fundamentally competent discourse, why has this fact been so difficult for me to see as CEO of Crossways? Perhaps it has something to do with the politics of knowledge. Perhaps my need to feel in control (due to childhood experiences) has always led to a tendency for me to protect knowledge and subconsciously use this knowledge to exploit the ignorant. This possibility of exploitation may create an incentive for me to reinforce ignorance by pretending that knowledge is something other than, something more mysterious than, what it actually is: the symbolic property of knowledge communities. Exploring this by the application of Living Theory (Whitehead, 1989) may be a means to creating knowledge communities at Crossways.
3.4 The use of Critical Inquiry and Living Theory

I have chosen Living Theory (Whitehead 1989) as an appropriate theoretical framework as my aim is to move towards change and ultimately emancipation. Note that I say ‘move towards’ an emancipatory interest as, although I might like to change the world, the practicalities of this study only allow me to start with changes within my own organisation in the hope that one day others may find this helpful and wish to influence much broader political power.

A major dilemma which I face in terms of my leadership of volunteers is that I believe that the experience of volunteering should be one of meaning making and satisfaction. However, the contradiction of the living ‘I’ is that I also have to respond to the demands by commissioners and government to produce specific outcomes for clients, recorded in specific ways, following specific guidelines. Therefore, predetermining what, for how long and how often volunteers meet organisational needs is sometimes incompatible with ensuring that the volunteers’ experience is meaningful and worthwhile. What may be called for in this instance, is a move towards emancipation; a transformation of consciousness, that is, ‘a transformation in the way in which one perceives and acts in ‘the world” (Grundy 1987:99).

The application of Living Theory allows me to draw on the wisdom that Aristotle called ‘phronesis’ which allowed leaders to use their experience to recognise that each situation was unique and thus susceptible to expert resolution. However, the problems are sufficiently familiar for the ‘bricoleur’ to ‘engage in a range of techniques that might help reframe the problem and galvanise the collective to action’ (Grint 2005a:11). The problem will not be resolved by this alone, there must be some level of reflective learning that needs to have occurred if patterns are to be understood. Hence, I referred in my literature review to being a reflective practitioner and using Schon’s (1983) model of Reflection on, and in, Action.
Improving my practice may be about letting go of the ‘product’, i.e. the predominant worry about outcomes being met, as my concerns about this may actually be excluding the concern for understanding and meaning making. The work of Paulo Friere (1972), a Brazilian educator whose work was predominately aimed towards the empowering outcomes of adult literacy, gives a practice framework to practice informed by empowering interests. Friere’s literacy programmes embodied three fundamental principles: that learners should be active participants in the learning programme; that the learning experience should be meaningful to the learner; and that learning should have a critical focus. By relating these three principles to my research, I hope to bring about change to current, rather stifled and cultural practices and produce visible contagious learning to provide visibly contagious professionalism and understanding of the demands of the organisation: a reverse tack to ones previously taken. I developed an image of volunteers and me engaged together as active participants in the construction of knowledge emerging from systematic reflection of those involved.

This form of praxis (Grundy 1987), acting with, not upon, others offers a more comfortable ‘bottom up’ approach to leadership with its constitutive elements of action and reflection on the ‘real’ and current issues that require a response not just at the intellectual level, but at the level of action (Friere, 1972:68). The question now is whether it is possible consciously to foster the empowering interest in the work of Crossways and if action research provides an appropriate vehicle for such practice?

3.5 The adoption of Action Research

The role of the researcher in action research is that of facilitator who works collaboratively ‘to involve the stakeholders in every aspect of the research process’ (Glesne & Peshkin 1992:11). Developing relationships is a key aspect of the research process requiring negotiation and reciprocity. Researcher and
participants become co-researchers, allowing input not only into the results, but also into definition of the problem or issue to be researched. However, within the action research reconnaissance phase it is vital to start with clarifying what is going on that makes us want to get involved. After that stage, the research becomes more systematic. Hence, the incident that ‘lit the touch paper’ as discussed in the introduction of this study, coupled with changes in commissioning and the NTA’s move towards evidencing competency were the catalysts for me for understanding what was going on and therefore gave rise to the research question. Although my co-researchers were not collaboratively involved in the creation of this question from the very beginning, I believe that the systematic process that followed firmly locates this study in the field of action research.

From a very young age, I have been concerned with other people’s feelings. Through the challenges faced in my childhood, I have consequently endeavoured to make sense of the meaning behind people’s thoughts and actions. I have been concerned with the rationalisation of their behaviour in any given situation or context and how they can justify their own accountability. This research study offered me the opportunity to ask myself the same question; ‘How do I improve my leadership and help build professional identities for volunteers in an era of outcome-based commissioning whilst taking accountability for my actions for organisational and social improvement? This form of research has come to be known as ‘new scholarship’ (Boyer 1990; Schon, 1995) and is celebrated globally as a powerful form of research-based professionalism (Mc.Niff, 2008). I need to make explicit my own understanding of practice, which relates to my systems influence. A large emphasis is placed on positive relationships and connections and this is a common value that runs through almost everything I do in life. If I can see a way of helping people, or ideas where systems can connect, I believe it creates a more effective system that can support learning. If there are systems and people moving in different directions, it feels as if it is wasting the talent and potential they both may have. If I see people who have the potential to carry
something forward, I endeavour to put support systems behind them so they can continue. On reflection, perhaps my need to see things always improving stems from my dysfunctional upbringing as a child and my need to reduce tensions and chaos to create harmony and congruence. Whatever its origin, it is now an important part of who I am.

The question, ‘How do I improve my practice?’ emerges from my engagement with the ideas of others and from an exploration of the question in the practical contradictions between the power of truth and the truth of power in my workplace (Whitehead 1989). Through this process, I create my own educational theory and demonstrate how I have become a more reflective practitioner in developing and defining an original set of standards of judgment for judging my action research and teaching practices. Through dialogue with the writings of other educators I seek to relate my values concerning democratic action and social justice to my role as Chief Executive and the task of leadership.

In a living educational theory approach to practitioner research and human existence, individuals hold their lives to account by producing explanations of their educational influences in their own learning in enquiries of the kind: ‘How am I improving what I am doing?’ They do this in contexts where they are seeking to live the values they use to give life meaning and purpose as fully as they can:

The living educational theories of professional educators and other practitioner-researchers usually explain their educational influences in the learning of their students and can also explain their educational influences in the learning of social formations. (Action Research.net).

By using living theory, I wish to draw upon the insights of education and educational theory but not be subsumed by, or subordinated to them. I wish to influence how the embodied knowledge of myself as a professional educator can be legitimised to support the view that volunteers can generate and legitimate their own educational living theories by reflecting on their own attempts to
improve their own professional identity whilst engaging with insights from the discipline of education.

Kemmis and McTaggart offer a working definition of action research as follows:

Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out ... The approach is only action research when it is collaborative, though it is important to realise that the action research of the group is achieved through the critically examined action of individual group members. (Kemmis and McTaggart 1982: 5–6)

In 1989, in response to global interest in the increasingly influential action research phenomenon, and the desire to distinguish it from other forms of educational research at the time, a group of prominent action researchers at the International Symposium on Action Research in Brisbane, offered the following definition:

If yours is a situation in which

- people reflect and improve (or develop) their own work and their own situations
- by tightly interlinking their reflection and action
- and also making their experience public not only to other participants but also to other persons interested in and concerned about the situation (i.e. their (public) theories and practices of the work and the situation)

and if yours is a situation in which there is increasingly

- data-gathering by participants themselves (or with the help of others) in relation to their own questions
- participation (in problem-posing and in answering questions) in decision making
- power-sharing and the relative suspension of hierarchical ways of working towards industrial democracy
- collaboration among members of the group as a 'critical community'
- self-reflection, self-evaluation and self-management by autonomous and responsible persons and groups
- learning progressively (and publicly) by doing and by making mistakes in a self-reflective spiral of planning, acting, observing, reflection, replanning, etc.
- reflection which supports the idea of the '(self-) reflective practitioner'
- then
- yours is a situation in which ACTION RESEARCH is occurring.

(cited in Zuber-Skerritt 1996: 14)

In modern society, science has become a primary force in human and planetary development. In this way, scientific and technological innovations have been responsible for great material progress. However, science does not have all the answers. The more we pursue material improvement, ignoring the contentment that comes from inner growth, the faster ethical values will disappear from our communities. The resentments resulting from such inequity ultimately affect everyone adversely.

The research process has led me to learn to balance scientific and material progress with a sense of responsibility that comes from inner development. In visualisation terms, the pictures below demonstrate my frustrations and living contradictions. It demonstrates the frustrations of having to be accountable for finance, statistics and treatment outcomes versus my desire to create a nurturing, empowering and organic organisation.
The Action Research process led me to looking at Crossways as a living organism, a social system abundant with human interaction affected by environmental and emotional issues that was dependent on effective relationships being formed to nurture efficiency and professionalism. Senge, (1999:140) states that ‘relationship is everything when you see the world as a social system’. He points to three key places to look to understand the influence of social systems on ones’ potential for success for sustaining change. These being i) social groups within the organisation and the interactions among them; ii) perceptions people hold of the forces that shape their social interactions, either tangible forces such as rules, roles and reward systems, or intangible forces like power, pride and attention to detail; and iii) purpose and goals of the system and whether they are understood and shared by everyone. How do these goals impact on people’s conversations and their willingness to belong to the system?

The living theory perspective allows me to bring the experience of myself as a leader directly into the centre of what constitutes leadership and recognises the subjective nature of knowledge, paying close attention to my lived experiences as a valid source of knowing (Ladkin, 2010). My approach to this study is ‘with’ people rather than ‘on’ people and to this end seeks to employ research with
ordinary people that are articulate and able to explore their ideas together. The focus groups and interviews created a conducive environment to see if these ideas can work when put into practice. Thus, theory, methodology and methods fitted well and were a means to allow participants not only to understand better the current political, social, emotional and physical climate, but to act as transforming agents to engage these ideas into practice and develop stakeholder empowerment.

Bennis (2009) describes how for handling the risk associated with complex problems, strategies are already in place by adopting living theory. Leaders learn from their experiences. This means they:

i) look back at their childhood and adolescence and use what happened to them then to enable them to make things happen now, so they can become a master of their own life rather than its servant;

ii) consciously seek the kinds of experiences in the present that will improve and enlarge them;

iii) take risks as a matter of course, with the knowledge that failure is as vital as it is inevitable;

iv) view the future – theirs and the world’s – as an opportunity to do all those things they have not yet done and those things that need to be done, rather than as a trial or a test. (Bennis, 2009:93)

3.6 Ethical considerations.
It would be naive to imagine that, as a researcher, I had no influence over the way that participants act and respond to my line of questioning in interviews or participation in focus groups, especially, as in the case of this research, I am also, in the case of volunteers and focus group members, their CEO. I need to ensure that this influence, however large or small, is educative. Accepting responsibility for my actions and the decisions about actions and context is an awesome undertaking (Mc Niff, Lomax et al, 2005), and I need to understand and implement action research processes according to ethical principles.
By exploring volunteers’ perceptions of their value, contribution, purpose and competency and how these are led, my research topic could be seen potentially as a threat to Crossways and those within it. Volunteers and other external stakeholder interviewees were invited to discuss, in depth, their feelings about their role, that of their colleagues, and the culture of the organisation. They were encouraged to reveal personal feelings and to disclose their deepest emotional responses to their perceived professional identity. Interviewees needed to be reassured that these disclosures were made within a safe environment, and one where their rights to confidentiality and anonymity were being respected and safeguarded.

At the same time, Crossways had to be assured that its interests were being protected. In order to meet such ethical considerations, which apply to educational research (BERA 2004), and particularly to the potentially intrusive process of probing the meanings and feelings of respondents, interviews only proceeded on the basis of ‘voluntary informed consent’, (BERA 2004:6). All interviewees were provided with a statement of their rights and asked to sign a consent form (see Appendices 2.1, 2.2, 2.3), which contains clearly stated safeguards. These included the participant’s right to withdraw at any stage, and agreed limits on confidentiality and disclosure, (especially since discussion covers leadership attitudes and contractual arrangements). Other ethical safeguards included taking all possible steps to protect respondents from intrusive or distressing questioning, or from other behaviour likely to be emotionally upsetting; behaving honestly and openly at all stages; and minimising the disruptive effects of the interview process itself upon the working life of the respondents, by negotiating a mutually acceptable time and location.

Requirements to safeguard personal and emotional well-being, and to maintain confidentiality included:

- Interviewees were given the right to withdraw from the interview at any point.
Participants were encouraged to choose a time and place for the interview which was most convenient and comfortable to them.

Audio recordings were only made after the nature and purposes of the interview had been discussed, and the ways in which transcripts were to be used explained.

All respondents were asked to choose a reference name (not their own), by which they are referred to in the research, to promote anonymity.

Interviewees were assured that only they and I have access to the recordings and written transcripts. Although offered, none have actually accepted the opportunity to receive copies of these.

The wording selected and extracts used from the interviews seek, as far as possible, to protect the identity of the individuals concerned. Details are only given in this thesis where they are deemed essential to the explanation and understanding of the points being made by the interviewees, and of my subsequent interpretation of these.

Research should be ethical in order to maintain the standards and good name of the profession and being a researcher requires a high level of trust and integrity (Bond, 2004). Before employing any methods of data gathering and analysis, it is imperative to take into consideration the ethics of how, by whom, when, where and for what purpose the data will be used or discarded. Care was taken to ensure that no risk or harm came to any of the participants and that they had the choice to remove themselves and association from the study at any time. Honesty and trust were also paramount, hence the opportunity given to read transcripts of their interviews before submission of the study to the University to ensure that their discussions did not seem to be 'doctored' in any way or taken out of context.
3.7 Methods employed in the research
I sought to adopt a collaborative and co-operative inquiry process with participatory research methods through which groups of people inquire together into lived organisational issues (Turnbull, James & Ladkin, 2008). I utilised focus groups where shared commitment to finding new ways of dealing with dilemmas, either as individuals or as a group, involved discussion of the consequences of our actions and critical reflection before deciding what action to take next. Reflective journals, semi structured interviews, observations and surveys were also used. (The reason for employing these methods is discussed later in this section).

The table below makes reference to Habermas’s ‘Knowledge Interests’ (Grundy 1987) and helps to illuminate the reasons for choosing particular methods as the action research spiral progressed during my period of study.

<table>
<thead>
<tr>
<th>Interest</th>
<th>Technical</th>
<th>Practical</th>
<th>Empowering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
<td>To predict</td>
<td>To understand</td>
<td>To criticise</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(ideology)</td>
</tr>
<tr>
<td>Aim</td>
<td>Nature and social control</td>
<td>Interpretation tradition</td>
<td>Released from</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>wrong knowledge</td>
</tr>
<tr>
<td>Science</td>
<td>Empirical analytical</td>
<td>Humanistic Historic science</td>
<td>Critical social</td>
</tr>
<tr>
<td></td>
<td>Natural or social science</td>
<td></td>
<td>science</td>
</tr>
<tr>
<td>Practical Area</td>
<td>Work</td>
<td>Language</td>
<td>Power</td>
</tr>
</tbody>
</table>

Table 4 Features of Habermas’s three dominant knowledge-constitutive interests. (Grundy 1987:10)
The shaded areas demonstrate the route that best fits my action research cycle. The ‘Practical’ interest allowed me (via interviews and focus groups) to understand the context of the research from the perspectives of volunteers, commissioners and government officials. However, as the study progressed and the data expanded, the more the ‘Emancipatory’ interest became active. Both I and volunteers began to reflect in and on action and to move towards practical and emotional changes. This is discussed further in Chapter 4.

The use of this mixed method approach to gathering data was prompted by my readings of Onweugbuzie & Leech (2005) who advocate that researchers who strongly favour either qualitative or quantitative approaches miss out on four major benefits, including flexibility, increased collaboration, a greater holistic analysis and a bi-focal interpretive lens. However, they do warn the researcher that using disparate types of data generation will create anomalies and as such, data reduction methods, such as factor analysis or thematic analysis must be adapted to the qualitative and quantitative datasets. All this being considered, the methods employed in the research were as follows: Public questionnaire; Case study; Focus groups; Interviews with Commissioners; Interview with Ex NTA Workforce Development Officer; Staff and Volunteer questionnaires; Interview with Safer and Stronger Communities Lead; and Interviews with Crossways’ volunteers. I will now discuss each of these in turn in the following sections.
3.8 Public questionnaire

This research was prompted by a critical incident that happened at Crossways where a client demanded to see 'someone who knew what they were doing, not just a bloody volunteer'. As a result of the incident, I decided to undertake a study in a local shopping centre, asking one hundred random respondents their thoughts about volunteering. Although positivist in its approach (giving participants no scope for elaboration on their answers) this initial study gave me the opportunity to explore public perceptions of the Third Sector to see if the client in the critical incident was alone in his thinking or if his thoughts matched public perception of volunteering.

The three questions asked to the general public were as follows: (see also Appendix 3):

1. If you had a drug or alcohol problem would you seek support from i) Voluntary services, ii) Statutory services, iii) Neither?
2. Do you see volunteer as i) Do-gooders, ii) Valuable asset to the economy and workforce, iii) Part of the 'blue rinse and pearl brigade'?
3. Worker preference – if you were willing to go to a voluntary service, would you prefer to be supported by i) Volunteer, ii) Paid staff, iii) No preference?

The results of this initial study were presented earlier (see p34 & 35). Following this study I began to explore whether the views of the public in my sample mirrored volunteers’ views about their professional identity. The findings from this questionnaire were used to initiate discussions in follow up interviews with my participants and for discussion and exploration in the focus groups that followed.
I began to build records of events that supported or negated the findings of the questionnaire. I maintained a journal in which I wrote relevant feelings and comments made in meetings that I attended as part of my role as Chief Executive of Crossways. Excerpts from this journal are included in the Data Presentation and Analysis chapter (Chapter 4). I became conscious that some comments written in my journal were coloured by my bias and may not have been ‘true’ interpretations of events. It was at this point that I recognised I would need to explore this work openly with volunteers and others in individual and group settings.

3.9 Case study

The decision to limit my study to one particular group of individuals, in one particular organisation may appear limiting to the findings, yet the purpose ‘fits’ my research question, ‘How do I improve my leadership practice to help build the volunteers’ professional identity in an era of outcome-based commissioning?’ Case study is an ideal methodology when a holistic, in-depth investigation is needed (Feagin, Orum, & Sjoberg, 1991). It can be used to bring out the details from the viewpoint of the participants by using multiple sources of data. The adoption of an ‘Intrinsic’ case study, Stake (1978), was because I wanted to understand more than what may appear to be obvious and as I have a personal interest in the case. It is also an effective use of limited time available for the study. The case study is selective, focussing on two issues that are fundamental to understanding the system being examined: professional identity and improved leadership. Case studies are multi-perspective analyses. This means that I am able to consider not just the voices and perspective of the participants, but also of all of the relevant stakeholders and the interaction between them, offering a voice to the powerless and the voiceless (Feagin, Orum, & Sjoberg, 1991). Some of the early criticism of case study as a research methodology was that it was unscientific in nature, and because replication was not possible. However, I feel that by acknowledging the following protocols and boundaries, my use of Crossways as a case study example can be validated (see Table 5):
<table>
<thead>
<tr>
<th>Protocol</th>
<th>Action/evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>An overview of the case study project</td>
<td>I have discussed my research objectives in the introduction of this research and stated my positionality as the CEO and as the researcher within the organisation. I have discussed how this case study only reflects the professional practice of volunteers within the organisation and not the salaried staff. I have offered information about the historical and current context under which Crossways operates and the dilemmas it now faces in an audit culture.</td>
</tr>
<tr>
<td>Field procedures</td>
<td>The research methods employed embed ethical awareness and acknowledge possible influence from myself as the researcher. Information is offered as to how the data gathered from the participants is stored and destroyed. Participants have signed consent letters to acknowledge their agreement to take part in the research. Permission has been sought from the Trustees at Crossways to undertake the case study research prior to the research commencing.</td>
</tr>
<tr>
<td>Case study questions</td>
<td>I have endeavoured to remain focussed on the main tasks and goals of the research, which is 'How do I improve my practice?' and made this clear to all participants. Anonymity of participants has been protected. The use of reflection time has offered me the opportunity to further investigate some salient points raised in the interviews and focus groups and re-check these with participants. The use of reflection-in-action and reflection-on-action has enabled me to make changes within the organisation with the consent of the participants as the research has progressed.</td>
</tr>
<tr>
<td>A guide for the case study report</td>
<td>A fixed reporting format has been difficult to establish as the use of action research has led me to investigate a number of issues at different times throughout the research. However, the use of a personal journal has allowed me to log my reflections and note my concerns about my leadership practice at Crossways.</td>
</tr>
</tbody>
</table>

*Table 5 Case study protocol*
By utilising the additional methods described below, I was able to consider the voices and perspectives of the participants and the interaction between them and myself.

3.10 Focus groups

The development of stakeholder empowerment was something that I felt would enable us to hang on to the last piece of autonomy we may have as a TSO in this current audit culture. This would involve understanding people as the key resource in the organisation and nurturing them beyond the utilitarian expectation that training is simply as an investment requiring return. I wanted Crossways to be seen as an organisation that includes a range of stakeholders in order to stimulate ideas, encourage loyalty and develop a culture of communal involvement in coping with change. The company ethos needed to be communicated to all personnel and innovation encouraged in a secure environment. Ownership needed to be embodied in leadership rather than management and disengaged from the formal structures located in team project working. This stakeholder empowerment would be compatible with the inclusive approach in which the workforce, at all levels, are given a larger stake and involvement in the determination of the purpose and direction for the organisation. Stakeholder empowerment is about finding ways to actively involve the workforce in dealing with change.
With this in mind, I decided to carry out a number of focus group interviews and I believe that the steps taken in the facilitation of the focus groups endorsed Reason’s (2001) view that participatory research has a double objective. One is to produce knowledge and action that is directly useful to a group of people. The second is to empower people at a deeper level through the process of constructing and using their own knowledge. This process is about consciousness raising. A similar process underpins Lewin’s paper (1946) ‘Action Research and Minority Issues’ which lead to the claim that industrial output would increase if workers were involved in decision making about what they were doing. Lewin also suggested that developing human potential would be of economic benefit for the organisation.

To this end, the focus groups I organised for this research needed to develop a systematic approach to developing understanding and action and engage in cycles of action and reflection. The focus group was not to be used as a decision making body, but as Hart & Bond (1995 p.47) describe, as ‘a channel for information between stakeholders’. It was used to provide an alternative to semi-structured interviewing and seen as a series of group interviews that used interaction among participants as a source of data. My role as researcher was as moderator, whose task it was to introduce the group members to one another (although many already knew each other due to their training and shift cover in the centres).

The strength of the focus group as a method of data collection lay in the ability to mobilise participants to respond to and comment on each other's contributions. In this way, statements were challenged, extended, developed and qualified in ways that generated rich data.

A weakness of the focus group was that disclosure was not always enhanced through the presence of other participants and the presence of myself. In addition, organising appropriate time slots when all participants could attend was
sometimes difficult and I was keen not to conduct focus group sessions with some members absent.

What follows is a description of how the focus groups were constructed and an outline of the content of each session (of which there were four).

Letters were sent out to all volunteers at Crossways who currently donate their time, detailing the aims and objectives of my research and asking for their participation as co-researchers. The letter (see Appendix 2.2) gave reference to the amount of potential time needed to participate, addressed the protection of their anonymity and confidentiality, expressed some of my concerns and sought to attract volunteers with similar concerns. From this initial expression of interest, 7 volunteers (5 female and 2 male) came forward and our first focus group began. The volunteers ranged from personnel who were very new to Crossways, some who had been in service for 2 - 4 years, and one who had been volunteering with the organisation for 8 years.

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Gender</th>
<th>Age</th>
<th>Length of service as a volunteer at Crossways</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFG1</td>
<td>Male</td>
<td>44</td>
<td>4 years</td>
<td>Unemployed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Engineer</td>
</tr>
<tr>
<td>MFG2</td>
<td>Male</td>
<td>53</td>
<td>3 years</td>
<td>Unemployed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lorry driver</td>
</tr>
<tr>
<td>FFG1</td>
<td>Female</td>
<td>60</td>
<td>4 years</td>
<td>Counsellor</td>
</tr>
<tr>
<td>FFG2</td>
<td>Female</td>
<td>45</td>
<td>2 years</td>
<td>NHS Counsellor</td>
</tr>
<tr>
<td>FFG3</td>
<td>Female</td>
<td>39</td>
<td>2 years</td>
<td>Counselling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>FFG4</td>
<td>Female</td>
<td>64</td>
<td>8 years</td>
<td>Retired</td>
</tr>
<tr>
<td>FFG5</td>
<td>Female</td>
<td>50</td>
<td>6 months</td>
<td>Housing Officer</td>
</tr>
</tbody>
</table>

*Table 6 Demographic details of focus group participants (2008)*
Focus Group – Week One

This initial session was used to set some collectively agreed ground rules and for me to fully explain the purpose of creating the focus group. I could sense that there was apprehension from some members of the group as to how the information or discussions shared might be used against them as their current relationship with me was that of Chief Executive and volunteer, not as mutually respected co-researchers. I had anticipated that this would be a potential barrier to free expression and explained to the members that my overall aim was to improve practice and this was not something I could do in isolation. I recited an excerpt from Heron (1998) to the effect that I was only in my position because of the people beneath me that allow me to keep my role, rather than them being there because I allowed them to. This explanation of Heron’s ‘Uphierarchy’ model in organisational structures seemed to ‘break the ice’ and from that point it seemed that trusting relationships within the focus group started to be formed over a relatively short period of time. I also stressed that this was a level playing field in as much as I was a co-researcher in this relationship and my time with them whilst in the group was as an equal. If I am honest, I believe I found it harder to detach my Chief Executive role from the researcher role than the focus group members did to separate their roles. As discussions evolved around concerns that we shared, I sometimes felt I had consciously to hold back from saying things like, ‘well that’s because of this policy, or you can’t do that because of x, y or z’.

Follow up dates were planned for continued discussion groups and dates set to meet fortnightly over a period of eight weeks in the first instance. All meetings took place in the Crossways centre and an allocation of two hours was given to each session. It was agreed that, after eight weeks, the group would decide whether or not they felt it was beneficial to continue to meet and whether or not my input was still needed as the researcher. It was not possible to outline the content of the group discussion from the outset, and it was agreed that the content would always commence with a period of time to share reflections from
matters discussed in previous weeks and for me to bring forward any findings or key points of interest from any interviews I may have had in between the group meetings. The end schedule of meetings is detailed below. Content and agenda for each group meeting is outlined in the table below and outcomes and actions of our discussions are explained in Chapter 4.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content for discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The role and purpose of a volunteer. What are your needs? Are they being met? If so, how? If not, how could we help each other to meet them? Outcome based commissioning – what does it mean? How does it impact upon us, our values, our ways of working?</td>
</tr>
<tr>
<td>2</td>
<td>Sense of belonging. Introduce the concept of Communities of Practice. Who belongs? Who doesn't? Why? Do you belong to more than one in the organisation and within the treatment structure?</td>
</tr>
<tr>
<td>3</td>
<td>How do we meet demands of government strategies and outcome based commissioning? Workforce development – do you want it/what does it mean in practice?</td>
</tr>
<tr>
<td>4</td>
<td>Managing and implementing change? What are people’s thoughts about carrying on with the focus group? Has it been useful? What are people’s thoughts about the experience? Positive and proper endings.</td>
</tr>
</tbody>
</table>

Table 7 Focus group content

One aspect of the focus group development that I had not taken into account was the apparent jealousy from other non participating volunteers outside of the focus
group membership who were not meeting with us regularly every fortnight and who were not part of this closed group. Some volunteers wanted to join the group after it had started but one of our original ground rules was that this would be a closed group from the outset so that trusting relationships could be formed and a systematic method of action and reflection could be maintained. To attempt to diffuse any potential issues of ‘power and control’ by participants of the focus group towards non participating volunteers, those volunteers who expressed an interest in joining the focus group, after it had commenced, were offered the opportunity to view the minutes taken from the group (to which the focus group participants agreed). Two were interviewed on an individual basis and became participants in the semi-structured interviews.

Focus group – Week Two
With the seeds sown, the focus group started to reflect upon their feelings about the content of the first session. Some had written notes in their journals and wanted to explore their reflections with the group. This raised further questions for discussion. Also, I had researched literature on the Third Sector and its political landscape and effectiveness and raised questions as to their feelings about sense of job satisfaction, sense of belonging to a community of practice and whether they felt that their contribution was recognised by commissioners and government. I had by this point had the opportunity to interview two of the local area DAAT commissioners and I raised some of the findings from these interviews with the focus group for discussion.

Focus group – Week Three
Some members of the group said that they wanted to become more involved in the decision making process at Crossways. By week three I began to get a sense that the participants were starting to understand their potential personal and collective contribution to Crossways and to the Government’s drug agenda. We reverted intermittently to the public perception of volunteering which prompted further, more considered questions about their professional identity and
how they perceived this. I informed them of the content of the interviews I had undertaken with the NTA Workforce Development Officer and the Government South West Safer and Stronger Communities lead in between focus group 2 and 3. The main focus of these two interviews was based around workforce development and the consideration of volunteers in the planning, implementation and enforcement of mandatory training for personnel in the drug and alcohol field.

Shortly after the third meeting of the focus group, a Crossways training day took place for the whole organisation. At the training day, all attendees were asked to complete a survey questionnaire taken from the Volunteering England Handbook (2004) and the results were discussed in week 4 of the focus group and actions put into place to improve practice.

*Focus group – Week Four*

The group reflected on the actions taken thus far and discussions evolved further around the concept of professional identity. The individual semi-structured one to one interviews with other volunteers were not discussed at the focus group as I needed to ensure that I had interpreted my understanding of their responses fully and needed to transcribe these recorded interviews and offer copies to interviewees to check for accuracy and any necessary amendments. I stepped down from the focus group as the group were now generating discussion and views between themselves without the need for me to be present. To date, the focus group still continues to meet on a 6 weekly basis and the volunteers’ representative now sits as an advisor on the Board of Trustees and provides feedback from the group. The group has now become an open group and involvement is strong with the group producing a monthly newsletter for the organisation.

Outcomes from the four focus group sessions for the purpose of the research study are drawn upon in the Chapter Four.
3.11 Interviews with Commissioners

Still in phase one of my action research cycle, I separately interviewed two local area DAAT commissioners as evidenced in the action research cycle diagram below.

Both of the commissioners currently commission Crossways for a number of service provisions in their designated boroughs. Consent was gained from both participants to record the interviews which lasted approximately one hour each. The interviews did not take place at Crossways, but at their respective offices. I preferred this as I wanted to ensure that they felt at ease and that was helped by them being in their own environment. I was also certain of having no disturbances from my staff team at Crossways mid way through an interview. Both interviews took place within days of each other as I felt the need to maintain consistency with my questions and did not want to offer too much of an opportunity for them to discuss the interview with each other which may have biased responses from the second interviewee.

My intention in interviewing the commissioners was to investigate what the reasoning was for commissioning Third Sector organisations to deliver drug and alcohol interventions: they have statutory agencies on their doorstep, but in many cases commission TSOs. My assumption was that we were cheaper and it was all to do with cost. However, the data from the interviews dispels this assumption.
I was also interested to hear commissioners’ views about volunteers and their impression of their professionalism and their role in outcome based commissioning. Transcripts of these interviews are found in Appendix 5.1 and 5.2. Data from these interviews that were utilised to bring about change at Crossways are discussed in the Data Presentation and Analysis chapter (Chapter 4).

Written consent from both participants was obtained and, in addition, both participants were made aware of their right to withdraw at any time during the interview or thereafter. (See Appendix 2.1 for letter to Commissioners)

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Gender</th>
<th>Location</th>
<th>Length of time in post as a commissioner</th>
<th>Length of time Crossways has been commissioned by this borough council</th>
<th>Amount of funding received from this borough in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophie</td>
<td>Female</td>
<td>South East 1</td>
<td>15 years</td>
<td>20+ years</td>
<td>£190,000</td>
</tr>
<tr>
<td>Kate</td>
<td>Female</td>
<td>South East 2</td>
<td>10 years</td>
<td>13 years</td>
<td>£390,000</td>
</tr>
</tbody>
</table>

*Table 8 Commissioner Demographics (2008)*

With consent of the interviewees, data from these interviews were used as discussion points in the focus groups which followed. A pseudonym was agreed with each participant prior to interview to protect anonymity and to endeavour to ensure as much confidentiality as possible. Participants were given the opportunity to discuss any questions or concerns about the study itself or topic area, listen to the recording afterwards to clarify any points and to receive a copy of the transcribed interview once written up. The interviews provided me with a method of data collection, which allowed me to interact with the interviewee in a manner that was appropriate to the subject matter. However, I am aware that
interviews are subject to self report bias and it is important to acknowledge that aspects of my identity may have influenced the participants' responses.

With an emergent design from my initial literature review on the effectiveness of the Third Sector and with findings from the first meeting of the focus group in my mind, these in-depth interviews took the 'narrative form of dialogue or conversations with as little structure as possible in order to obtain a high level of flexibility and scope' (Maykut & Morehouse, 1994 p.57). Because of their busy workloads and time constraints, I knew I would only have one formal opportunity to interview the commissioners, so I needed to ensure that the interviews were as flexible as possible in order to allow the dialogue to digress if needed, but to cover as much content as possible. However, I did have a pre-prepared list of questions that I aimed to ask if possible:

- Why outcome based commissioning?
- What impact do you feel it has on the Third Sector?
- What impact do you feel it has on the volunteers within the organisation?
- What impact do you feel it has on management?
- Why do you commission Third Sector organisations such as Crossways?
- Introduce the concept of Communities of Practice and ask where do they feel they fit as commissioners?
- How could Communities of Practice better interlink to meet the needs of all stakeholders concerned in the drug treatment system?

I was aware that it would not be possible to conduct a completely structure-free interview, due to the agendas of both myself as a researcher and the commissioners as co-researchers (Mason 2002). I tried to steer away from disclosing too much of my self interest in the interview process, but did find this difficult as all of my previous meetings with the commissioners had been orientated around my organisation’s performance. This new encounter felt alien and difficult at times acting in a researcher, rather than a CEO role, particularly when criticisms of the system were explored. At times, I felt myself becoming
defensive, but I have acknowledged this in my data analysis report. I feel that a level of trust was evident in the relationship between myself and the interviewees as, at times, much deep and rich discussion took place. Each interview came to a natural end and some reflection time afterwards was offered if needed.

After each of the interviews I listened to the recordings and produced transcripts. These were offered to each of the interviewees for verification, but neither commissioner requested a copy. Transcripts were read and analysed by coding responses, through conceptual labels. Ultimately, emerging themes were analysed to support or challenge emerging categories from the other interviews with volunteers or from existing literature. Examples of this are demonstrated and analysed in Chapter 4.

3.12 Interview with Ex National Treatment Agency Workforce Development Officer

With phase 2 of my action research spiral complete, in terms of another focus group meeting and engagement in literature around the sense of self, self esteem and building professional identities. I engaged in a period of reflection which led me to consider how volunteers had been considered in terms of workforce development and implementation of new mandatory training and competencies needing to be evidenced at audit.

The focus groups had raised issues about professional identity and feelings of recognition by government officials and commissioners and I considered whether
the training programme currently on offer to volunteers at Crossways was sufficiently recognised or indeed accredited to an adequate level.

The aim of interviewing Jane was to establish the thoughts of the NTA at the time of endorsing mandatory competencies and skills into the drug and alcohol sector and if the impact on Third Sector organisations had been considered in terms of its volunteers. I had previously met Jane on several occasions when leaders and managers were being trained to implement DANOS into job descriptions and supervisions. She was employed by the NTA to develop these standards and develop their implementation with drug and alcohol providers. Jane travelled to Crossways from London for our interview, which lasted two hours. As with the commissioners’ interviews, all consent forms were signed and ethical considerations accounted for. Jane was offered a transcript of our interview for feedback and amendments, of which there were none. Letters of consent can be found in Appendix 2.2. Data from the interview which helped to implement changes at Crossways is referenced in the Data Presentation and Analysis section (Chapter 4).

The interview with Jane was structure-free in as much as I had prepared no brief of possible questions. However, I did have the advantage of being able to draw on my previous discussions with the commissioners and in the focus groups, as well as on the literature to which those discussions had led me.
3.13 Staff & Volunteer Core and Supplementary questionnaires

Following the interview with the Ex NTA Workforce Development Officer, I had the opportunity to ask volunteers and staff attending an in-house training event at Crossways (in October 2008) to complete two questionnaires each. The volunteers, twenty-two of whom participated, completed a Core Volunteer questionnaire and a Supplementary Volunteer questionnaire and the staff, thirty-five of whom participated, completed a Core Staff questionnaire and a Supplementary Staff questionnaire. Each participant was asked to complete the questionnaires and advised that their anonymity would be protected. They were also advised that the data would be used to inform my research and were given the choice to not participate if they so wished. The questionnaires were taken from the Volunteering Impact Assessment Toolkit (2004), written by the Institute for Volunteer Research, and aimed to gather data on five core domains. These being: Cultural, Physical, Human, Economic and Social Capital. (See appendices 7, 8, 9, 10 for full copies of questionnaires). I felt confident about the reliability and validity of the results from the toolkit as it had been piloted within four major organisations prior to publication: The National Trust and the Children’s Hospice Association (CHAS) in the UK; Brottsofferjouren (a victim support organisation) and Svenskakyrkan Unga (Church of Sweden Youth) in Sweden. The toolkit helps to assess the impact of volunteering undertaken with and through the organisation.

Data collected were used to act as a backdrop to reach a larger and wider audience of possible interviewees. The scope of answers does not allow for deflection from the set format in the toolkit, yet it does give some qualitative insight into thoughts and feelings of participants. The data were used to
complement data collected from my focus groups and interviews. They support the key themes emerging from these and other sources (see Chapter 4).

The following tables demonstrate the participants' core profiles.

<table>
<thead>
<tr>
<th>Age</th>
<th>Volunteers</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and Under</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>25 – 34</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>35 – 44</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>45 – 54</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>55 - 64</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

*Table 9 Ages of staff and volunteers undertaking questionnaires*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Volunteers</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

*Table 10 Gender of staff and volunteers undertaking questionnaires*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Volunteers</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>Black or Black European</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Table 11 Ethnicity of staff and volunteers undertaking questionnaires*

<table>
<thead>
<tr>
<th>Duration of service at Crossways</th>
<th>Volunteers</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>1 – 2 years</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>3 – 5 years</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>11 years plus</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Table 12 Length of service of staff and volunteers undertaking questionnaires*
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Volunteers</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Company Worker</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Support Worker (Housing)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Key Worker at Crossways</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Administrator at Crossways</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Manager at Crossways</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Trainer at Crossways</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

*Table 13 Occupations of staff and volunteers undertaking questionnaires*

The volunteer participants were of mixed ages and occupations which gives a typical profile of volunteers at Crossways. The minimum age for volunteering at Crossways is eighteen, but the most common age range in this sample is between 45-54 years. There was an eclectic mix of occupations that volunteers had outside of their volunteer role in other workplace settings as their paid employment, although 41% of the sample were unemployed. On average, most volunteers stay between 2-5 years at Crossways, and the sample demonstrates that 32% have been in service for 3 years or longer.

In general, the staff age ranges are similar to those of the volunteers. However, the marked difference is that staff have a higher retention rate with 57% staying in service for 3 years or over. There is also an obvious reduction in the number of male volunteers compared to male staff at Crossways, which led me to consider why males may be more reluctant to volunteer. This was a consideration that could have been analysed in detail: did the lack of male volunteers reinforce the public perception of volunteers being female ‘do-gooders’ and part of the ‘blue rinse and pearl brigade?’: how did the male
volunteers feel about their own professional identity? Yet the scope of this research did not warrant this line of analysis at this point in time as it was more to do with how I could improve my practice of leadership to help build professional identity for volunteers not about which sexes volunteer and why.

The data from the questionnaire relating to the five core domains on which it focuses (Cultural; Physical; Human; Economic and Social Capital) gave me a shorthand way to visualise how volunteering might create or build up particular capital, and also provided me with a resource bank on which to draw. Each of the questionnaires asks a lead question about each type of capital with three elements (a-c) corresponding to lead indicators for each capital. The data also gave me the opportunity to explore whether the paid members of staff were favoured in any way more than volunteers in terms of training, management support and Continual Professional Development, and allowed me to collect data from a larger number of participants than would be possible by means of interviews alone. The findings from this data informed my interviews and focus group discussions and led me to engage with literature on issues such as leadership, professional identity, inclusion and therapeutic intervention. An analysis of the data is demonstrated in Chapter 4.

3.14 Interview with Safer & Stronger Communities Lead

The interview with the Safer & Stronger Communities lead was promoted by issues that arose in the second focus group and the data from the staff and volunteers’ questionnaires. The emphasis was on the concept of workforce development and how volunteers were considered in the planning and
implementation of this. The concept of Communities of Practice was heavily discussed in this interview to seek perspectives from a Government's viewpoint of how they felt that communities knitted together and how appreciation of stakeholders' input was registered or acknowledged. Being a member of the local multi-agency Safer Stronger Communities group offered me the opportunity to arrange an interview with one of the attendees from Government South West. Local Stronger & Safer Communities Groups (SSCGs) were set up to work in partnership with elected members and aim to provide a platform for building strong and cohesive communities in which everyone, regardless of background, has a real sense of community involvement. Within SSCGs the emphasis is on supporting groups who wish to make a positive difference and improve their own communities. This is done by offering community grants, or supporting community engagement initiatives. As with all other interviews, permission was sought for the interview to be recorded and then transcribed for the purpose of the study. Opportunity to read and amend any of the transcripts was given, but this was not taken up.

3.15 Interviews with Crossways volunteers

Complementary to the all of the above methods of data gathering were the five individual interviews undertaken with five volunteers at Crossways. The following table outlines their demographic profile.
<table>
<thead>
<tr>
<th>Identifier</th>
<th>Gender</th>
<th>Location of Volunteering</th>
<th>Length of service at Crossways</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine</td>
<td>Female</td>
<td>B1</td>
<td>4 years</td>
<td>Counsellor</td>
</tr>
<tr>
<td>Frank</td>
<td>Male</td>
<td>B1</td>
<td>3 years</td>
<td>Lorry Driver</td>
</tr>
<tr>
<td>Carla</td>
<td>Female</td>
<td>D1</td>
<td>6 months</td>
<td>Housewife</td>
</tr>
<tr>
<td>Jason</td>
<td>Male</td>
<td>D1</td>
<td>6 months</td>
<td>Unemployed</td>
</tr>
<tr>
<td>Gloria</td>
<td>Female</td>
<td>B1</td>
<td>40 years</td>
<td>Retired Nurse</td>
</tr>
</tbody>
</table>

Table 14  Demographic details of volunteer interviewee participants (2008)

Letters were sent to all 48 current Crossways volunteers in 2008 asking for their consent to participate in action research that I was conducting for my Doctoral thesis. I stated in the letter that I would be looking for a maximum of six participants and would like to hold individual interviews that would last no more than one hour. The letter (see Appendix 2.2) explained that their anonymity would be protected and that transcripts of the interview could be viewed before insertion into the thesis for amendment if needed. Participants were given a deadline of two weeks to respond and, as a consequence, five respondents came forward. These five participants were each asked to choose a pseudonym for the purpose of the thesis.

All interviews were conducted at the main Crossways building in counselling rooms conducive to a relaxed atmosphere as I was aware that participants may be nervous being interviewed by their Chief Executive. The interviews were semi-structured, guided by a brief set of questions that I had drafted beforehand. The questions cited below were my guideline set of questions, but as you can see from the transcripts (See Appendices 5.1, 5.2 & 6) at times, there was deviation from these to allow the conversation to be more fluid and personal.

1. Why did you choose to apply to volunteer at Crossways?
2. How long have you been volunteering at Crossways?
3. How do you feel about the title ‘Volunteer’?
4. How much of a contribution do you feel your volunteering makes to the government's drug agenda?
5. Talk to me about your experiences in terms of training received at Crossways and how has DANOS impacted on your role?
6. Discuss concept of Community of Practice and where they feel they fit?

I wanted to allow for free expression and did not want to be so rigid in my approach that participants felt restricted to deviate from general discussion at some points. Each interview lasted approximately one hour and was recorded for transcribing purposes. Only one participant (Gloria) asked for a transcript of the interview but she made no amendments to it.
Chapter Four

Data Presentation and Analysis

4.1 Introduction

This chapter considers the data collected in relation to my research question: 'How do I improve my leadership practice to help build the volunteers' professional identity in an era of outcome-based commissioning?'

My story comes from the words and voices of the people involved in the study. The themes that came out of dialogues and interactions during interviews and focus groups, questionnaires and personal reflection have been organised under category headings. These categories were born out of the literature. The categories are: i) Competency, ii) Visibility and iii) Empowerment. The themes are: i) Identity, ii) Sense of worth/value, iii) Workforce development and training, iv) Inclusion and recognition, v) Contribution to the bigger picture, vi) Communities of Practice, vii) Credibility and viii) Therapeutic leadership. Table 15 demonstrates the matching of each theme to a category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
<td>Identity</td>
</tr>
<tr>
<td></td>
<td>Sense of worth/value</td>
</tr>
<tr>
<td></td>
<td>Workforce development and training</td>
</tr>
<tr>
<td>Visibility</td>
<td>Inclusion and recognition</td>
</tr>
<tr>
<td></td>
<td>Contribution to the bigger picture</td>
</tr>
<tr>
<td></td>
<td>Communities of Practice</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Credibility</td>
</tr>
<tr>
<td></td>
<td>Therapeutic leadership</td>
</tr>
</tbody>
</table>

*Table 15 Data categories and themes*
I have tried to allow the data to 'speak for themselves' through the emergence of conceptual categories and descriptive themes. These themes are embedded in the framework of interconnected ideas that now 'make sense' to me within my vision of 'CAVEAT' Leadership. I have interpreted them with reference to the literature in an attempt to explain the phenomenon of improved leadership to help to build professional identities for volunteers in the Third Sector in an era of outcome-based commissioning.

The qualitative analysis of text from interviews and focus groups has been complemented with other sources of information to satisfy the principle of triangulation and increase trust in the validity of my study's conclusion. Ultimately, my aim is to create a shared understanding that forms a coherent structure, a unified whole, as each layer of analysis, from categories to themes reaches higher levels of abstraction.

Miles and Huberman (1994) refer to analysis of qualitative data as being organised in three stages:

1. Data reduction – this helps to sharpen, sort, focus, discard and organise data in a way that allows for 'final' conclusions to be drawn and verified.
2. Data display – taking the reduced data and displaying it in a more organised or compressed way so that conclusions can be drawn more easily.
3. Conclusion drawing and verification – the researcher begins to decide what things mean. Noting regularities, patterns, propositions and differences/similarities will aid the researcher to draw together his/her conclusions in the final section of the thesis.

I have approached the analysis of the data from a critical inquiry theoretical perspective that considers the empowering interest of those involved to bring about change. The following table (Table 16) outlines a summary of all data.
sources and the information following offers discussion from these sources that was used to bring about change to my leadership and hence change to practice within Crossways.

<table>
<thead>
<tr>
<th>Pilot Public Survey</th>
<th>Questionnaires</th>
<th>Volunteer Interviews</th>
<th>Local Authority Officials Interviews</th>
<th>Government Officials Interviews</th>
<th>Focus Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collected from 100 random participants</td>
<td>Data collected from 22 Volunteers and 35 staff members</td>
<td>Data from 5 transcribed interviews of Crossways Volunteers</td>
<td>Data from 2 transcribed interviews of DAAT Co-ordinators</td>
<td>Data from 2 transcribed interviews of Ex NTA Workforce Development Manager</td>
<td>Data from 4 transcribed focus groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Safer &amp; Stronger Communities Lead</td>
<td>7 Crossways Volunteers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Myself</td>
<td></td>
</tr>
</tbody>
</table>

*Table 16. Data sources profile*

Due to the action research element to the study, the methods of collecting data were spread over a twenty-four month period and some interviews and focus groups were conducted on the basis of earlier interviews or subsequent literature reviews. Therefore, due to the non-linear fashion of data gathering, I found it prudent to code key categories emerging throughout the study process and then break these categories down into particular themes at a later date.

I adopted an 'enlightened' approach to analysing the data as Merriam (2009: 170) states that the researcher may 'undermine the entire project by waiting until all the data are collected before beginning the analysis'. Therefore, my data analysis journey started with data gathered from the public questionnaire which was prompted by the critical incident of a service user wanting to see 'someone
who knew what they were doing, not a bloody volunteer'. The results of the public questionnaire were shown earlier (pp 35 & 36). Each subsequent method of data collection (i.e. literature reviews, interviews, focus groups and questionnaires) was prompted by data gathered at previous stages.

I have been drawn to the metaphor of a jigsaw puzzle to display and explain my data. LeCompte (2000) describes how assembling data into an explanation is akin to reassembling puzzle pieces. If successful, by grouping all pieces together that look alike and then rearranging them before the reassembled pieces emerge into a coherent pattern, a whole structure will eventually be built, held tight by the interconnected pieces. This structure then becomes the model or theory that explains what he calls, 'the phenomenon of interest' (LeCompte, 2000:143).

Fig. 19 Themes from the data
In some instances, a single, memorable quote from participants had a powerful influence that led to changes in my practice of leadership of volunteers at Crossways. These changes are discussed in Chapter 5.

The first pieces of the jigsaw were the data collected from initial pilot study that tended to support the view of the client who confronted Mary in her counselling session. Although 68% of the public respondents in my initial public questionnaire felt volunteering was a valuable asset to the economy and workforce, 56% would rather be seen by a paid member of staff. This was used as the starting point for many of the interviews and focus group discussions and formed the basis for my exploratory reading of the literature about building professional identities for volunteers. The questionnaire is extremely basic, and does not help to explain why respondents held the views that they did. It also gave me no indication of how volunteers felt about this perception by the public or how I could improve my practice in terms of leadership and empowerment for individuals at Crossways. However, the initial emerging theme of ‘identity of volunteers’ from this public questionnaire was subsequently explored further in the focus groups, interviews with volunteers, government officials and commissioners.

4.2 Theme 1: Identity of volunteers

Many of the interviews and the focus group sessions generated further data which related contextually to the identity of volunteers and the perceived identity of a Third Sector organisation. This became a major focus for my developing vision of leadership in terms of how I could improve my practice as a leader to better influence the public’s perception of Crossways, whilst also allowing staff, volunteers, commissioners and stakeholders connected to Crossways to feel valued and part of a competent, visible and professional organisation. It was not until I collected and analysed the comments below that I realised how much of an impact the title of ‘Volunteer’ could have on people’s perception of professionalism. I knew from the public questionnaire that although 66% of the
respondents felt volunteering was a valuable asset to the economy and workforce, only 44% would prefer to be seen by one as opposed to 56% wanting to be seen by a paid member of staff. However, I was not aware until the interviews and focus groups how volunteers and commissioners felt about the title, ‘Volunteer’. The following responses from a range of interviewees demonstrate their feelings about the term:

*Being a volunteer for me is a big thing, I still class it as work, but as I have been given support in the past, it is nice to give something back.* (Catherine)

*If we weren’t called volunteers, but were called staff it may change the perception of being on the outside. I think more people may come to gatherings or for more development if they did not see themselves as a volunteer*. (Cathleen)

*I always tell clients I am a volunteer, but I am a qualified counsellor.* (Jason)

*Volunteering has offered me a gateway into the organisation I would like to be employed within the future as a real worker.* (Frank).

.....................it is there to protect the client as does the client need to know the person is not paid? Is there a difference in the quality of provision offered, the code of practice or discipline and the quality of individual delivery intervention? If there isn’t, why have you put ‘Volunteer’ (on their name badges). Why do we put name badges on? We do that to empower service provider actually, they shouldn’t have some faceless person, and then we started putting designation on. There would not be a service if there were no volunteers. (Jane)

*There would be no service if there were no volunteers.* (Jane).

*If I had a pound for every person who says you must have had a drug problem if you volunteer for a drug and alcohol service.....* (Gloria)

*We should look at access to training that is provided for our professionals. Mandatory training will be included in new contracts but I am now thinking how will providers be able to get volunteers trained in this? You may need to think about this now that substance misuse work is a profession and you need to recruit people who can provide this professionalism.* (Sophie).
Yes, maybe if we change the title ‘Volunteer’ it may be better. Perhaps we should be all called ‘staff’. I have been thinking how we could get more volunteers to come. They do need more personal development, they do need more training. Is it because they see themselves as volunteers? Maybe there needs to be some change of perception of ‘Volunteer’ (Catherine)

I have a desire to learn and better myself, but I think people think because you are a volunteer you don’t want to. (Jason).

I think we should be called ‘Advisors’ and not ‘Volunteers’. I think it belittles what we do. People think because we volunteer, we are not as committed to the organisation and we are not professionals. They see us as do-gooders, people who just want to fill their time because we have nothing better to do or we must have had a drug problem so that is why we are here doing what we do. (Jason)

It was evident from the data that instilling a strong sense of professional identity was imperative to my improved leadership. I was left wondering how salaried workers within Crossways felt about volunteers. This thought was prompted by Jane’s comment below:

What is the power of paid staff within the organisation? What is driving volunteers to think that they are not real members of the organisation or am I jumping to the wrong conclusion? (Jane, Ex NTA Workforce Development Officer).

The data from the Supplementary Staff Questionnaire provided the following results in relation to the aspect of physical capital and volunteers (see Table 17). It must be noted that some salaried staff do not have volunteer contact within their projects and, as such, this may relate to the ‘indifference’ figures (neither agree nor disagree).
Table 17 Data relating to quantity of volunteer services/outputs

<table>
<thead>
<tr>
<th>n= 35</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteers significantly increase the organisation's capacity</td>
<td>63%</td>
<td>37%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have enough volunteer time put into the organisation</td>
<td>3%</td>
<td>37%</td>
<td>34%</td>
<td>20%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>The organisation is over-reliant on its volunteers</td>
<td>20%</td>
<td>17.2%</td>
<td>22.8%</td>
<td>31.5%</td>
<td>8.5%</td>
<td></td>
</tr>
</tbody>
</table>

This data created a dilemma as although 100% of salaried staff agreed or strongly agreed that volunteers increased the organisation's capacity, 37.2% felt Crossways was over-reliant on volunteers and I wondered if there was an unconscious resentment by some staff that volunteers are being used to do work that they themselves may otherwise be paid for. In addition, as demonstrated in Table 21, 34.2% of the respondents felt that the quality of volunteers' work could improve.

I was conscious of the government's notion of the Big Society and how, as a leader of a TSO, the drive to use more volunteers over paid staff may be the aim of government over time as a cost-cutting exercise. It was therefore important, as a result of this study, to encourage a culture of self-worth, value and sense of belonging for volunteers in my organisation as I could have to become more reliant on them in the future. I was conscious of my reading on the Third Sector and its effectiveness and how David Blunkett (2010) had reported that the ‘Voluntary Sector is the glue that holds society together’. TSOs are driven by voluntary action, people coming together because they want to make a difference, yet it would appear that unless there is some recognition of the role that volunteers play in organisations, then this ‘glue’ loses its stickiness and
people may become despondent and lack motivation to continue to want to help their communities. If they are not seen as providing a professional service, with integrity and credibility, how useful are volunteers? How can the public change perception that TSOs are run by well meaning amateurs? I hoped that by conducting this research, my improved leadership could support the Third Sector and its volunteer workforce to develop and sustain professional identities that will drive treatment agendas forward for the benefit of all stakeholders (including public confidence in volunteers), not just service users and commissioners. Hence, the second emerging theme of ‘sense of value/worth emerged.

4.3 Theme 2: Sense of value/worth

Reports from the NCVO (2007/8) show rates of volunteering have increased with 44% of the population formally volunteering in 2005 and that volunteers save British tax payers over £27 billion per year. Yet, why is it that more than half of the public in my initial survey reported they would rather be seen by a paid employee? What value do the public really place on volunteers and how does this contribute the volunteer’s sense of value? The following excerpts from interviews and questionnaires provided the backdrop for changes that have subsequently been made to create a greater sense of value and appreciation of the work volunteers undertake and their experiences within Crossways. The first response quoted here, became one of the memorable quotes that led to change at Crossways. It was from the Ex NTA Workforce Development Officer who said:

Volunteers work with quiet magic. Their contribution is their time, but their importance is their skill. (Jane)

This response resonated in my thoughts throughout the whole of the study. I did not want the work that my volunteers do to be quiet. I wanted to be able to demonstrate to all stakeholders and to the public that the work that volunteers at Crossways undertake is professional and should be noticed and respected. It was important that volunteers felt that my leadership allowed them to feel noticed, valued and appreciated. Promoting an alignment of the vision and
mission throughout the organisation so people know why they are there, what the organisation stands for and what it is trying to achieve are important factors of good and effective leadership (Hind 2009), so it became evident that feelings of self-worth and being valued were important factors to create this environment. The following responses have been selected to demonstrate volunteer interviewees’ thoughts in relation to sense of value at Crossways:

My opinion is listened to and taken on board. (Jason)

‘I feel respected here and I think in a larger organisation I would be lost’ (FFG2).

The support that you get here and the ethos of support is what keeps me here, I work for the NHS as well and they are very different. (Catherine)

‘The majority of the clients we see here totally value us, whether we are paid or not, most are very grateful for the help, there is a different mentality in the NHS with patients’. (Catherine)

Volunteering has offered me a gateway into the organisation I would like to be employed within the future as a real worker. (Frank).

In addition to responses from focus group members and individual interviews, the Supplementary and Core Volunteer Questionnaires provided the following data:

- 82% of volunteer respondents felt that people value the contribution they make to the organisation.
- 95% of volunteer respondents felt that they had benefited from the opportunities for further training and education on offer at Crossways.
- 45% of volunteer respondents felt that their chances of employability had increased as a result of volunteering.
- 77% of staff respondents agreed or strongly agreed that volunteers act as good ambassadors for the organisation

The above responses appear positive in relation to Crossways’ volunteers feelings but I was conscious that if commissioners did not feel the same way about commissioning TSOs it may become difficult for me to maintain and build upon these feelings as they may not be the views of funders. The following
responses are taken from interviews with commissioners and government officials:

The psychological deal, a commitment or trade off in terms of attracting people who stick with you as they are committed to supporting people. The fact that people get paid employment but remain volunteering at Crossways could be seen as this. There is something in the deal for both parties. (Jane).

People need to see their place in the process but it should always be valued. This is up to the organisations to ensure that these people are still valued and together, as a team of workers, the outcomes will be achieved. (Sally)

If people are worth their value, if they are good, they are skilled, then they should be paid. There is an old saying, ‘Their labour is worth their hire’, and I feel that if someone is doing the work, then they should be getting paid. It is a shame that we have to depend on a voluntary society. However, some people prefer to have the choice to dip in and out and volunteering suits them. Some don’t see it as a job, it is a vocation, a passion to help others and want no monetary reward. The reward is the opportunity to help others. (Sally)

A consideration of these responses led me to thinking about the value of volunteers in monetary terms, as the last response cited above from Sally, the Safer and Stronger Communities Lead, suggests that individuals should be paid to be of any value.

It is often a misconception that volunteers are a source of ‘free labour’. However, the annual cost of Crossways Volunteer recruitment, training, travel expenses, CPD, and other related costs equates to approximately £40,000 per annum (2010). The following data relate to responses regarding cost effectiveness of volunteers. As already cited, 37% of staff felt that the organisation is over-reliant on its volunteers and 34% of staff respondents felt that the quality of volunteers’ work could be improved. In light of this, responses from Commissioners and Government officials were important as, essentially the commissioning of the service rested with their financial contributions and decisions. I wanted to dispel my belief that commissioners looked to TSOs to provide services as we were a cheaper option than statutory or private sectors. The following responses are
taken from excerpts from interviews with Sally, (Safer & Stronger Communities Lead), Sophie and Kate (DAAT Commissioners) when I asked them why they felt TSOs were commissioned to provide services:

Why TSOs? – Well, value for money. Terrific savings – on the cynical side cheap labour, but on the value for money side you do have skilled people who can offer good services at a very competitive rate’ (Sally).

It is the bottom line that government need to know that public money has been spent wisely and that they are getting a return for their investment in terms of the number of people reducing their drug use and their criminal behaviour that may be attached to it. But, I would hope that there was a genuine concern about people’s well-being and quality of life (Sophie).

Personally, as a commissioner, things change very fast and you have to have providers you can work with that are very flexible and very adaptable. I have found that the statutory provisions are not like that at all, half of them are stuck in the 1970’s way of working. That is why, especially in this area, we get Third Sector to provide it. They have moved on and often produce better quality than the statutory provision and we now have to work on statutory providers and say, look if Third Sector can do this, you need to too (Kate).

The response from Kate was most positive as she said that it was the flexibility and adaptability that attracts her to use TSOs to deliver services.

In relation to salaried staff responses to the Staff Supplementary questionnaire, 80% of staff respondents agreed or strongly agreed that volunteers were value for money. However, 25.7% felt that without volunteers Crossways would find it easier to make the case for funding for paid jobs and 31% agreed that volunteers take the place of paid staff within the organisation. These results are demonstrated in Table 18.
I believe the most illuminating response to support this data is from Frank, one of the volunteers who states:

\textit{Just because we are volunteers does not mean we sit around and do nothing, (Frank 2009).}

This became another memorable quote that led to changes at Crossways as it became evident that, as a leader I needed to ensure that the work volunteers undertake is delivered as professionally as the work undertaken by paid employees. This led to the next emerging theme from the data, which was workforce development and training.

\subsection*{4.4 Theme 3: Workforce development and training}

People often volunteer in the Third Sector because they are passionate about the cause of the charity. However, this passion can sometimes lead the charity to go down one ‘set of tracks’, without taking too much notice of performance targets, competency of staff and the production of the end product in real terms, i.e. performing to the best possible standard, producing credible results and meeting service level specifications. An important issue here relates to the necessary minimum level of competence to be acquired by the members of the service. Consideration needs to be given to how this can be accomplished for volunteers.
who may have joined Crossways with little or no academic qualifications, been
catched in addiction themselves for many years, or who just want to volunteer to
give something back to the community and who do not wish to embark on CPD
programmes. However, it is undoubtedly true that, to be able to deliver planned
care and coordinated ranges of interventions, the effectiveness of drug treatment
is clearly dependent on a skilled workforce, as cited in NTA and Home Office
literature.

"Developing a competent substance misuse workforce... is crucial to
ensuring a high standard of service delivery"
Home Office Drug Strategy, (March 2008)

"...it is important that commissioners and services continue to work
towards a workforce which is fully competent and able to demonstrate
its competence"
NTA Workforce Update, (December 2007)

However, the literature demonstrates that competency is just one key component
of effectiveness. Competency alone is not enough to motivate and maintain staff,
develop and nurture staff and for staff to reach their full potential. Equally, due to
the vulnerability of our service users, we need our practitioners to work to the
highest ethical standards. The data to be described and analysed in this section
relates to views of experts and volunteers on the importance of training and its
perceived value as a key aspect of professional development.

The literature reviewed for this research included little discussion about the
competency of volunteers within the field of addiction services. I therefore
interviewed National Treatment Agency (NTA) Workforce Development Officers
and Commissioners to seek their views on volunteer training requirements and
how this could be met. These interviews revealed some interesting findings.
Most important was the revelation from the Ex NTA Workforce Development
Officer, (Jane) that volunteers were never considered in the creation of the Drug
& Alcohol National Occupational Standards (DANOS) criteria. I knew that Jane
had been key in setting up the new DANOS criteria, so I asked her why such a
set of standards was needed in the drug and alcohol sector. She reported two key things. Firstly,

_We have people in the field from professors to volunteers and we have all sorts of people in between. In addition, we have regulated and unregulated groups. It was very unclear at the time to see what training meant, even degrees etc and there was no career path for workers._

Secondly, Jane noted how,

_DANOS could be used as a massive tool for quality management and the need to get not just local, but national management standards for leadership within the sector._

She explained how she felt it was nothing to do with paid or unpaid staff but when asked if volunteers were ever considered, she replied 'No'.

Jane directed me to the 2002 Cranfield University Training Needs Analysis study. She commissioned this study in 2002 whilst in post at the NTA as Workforce Development Officer. It looks at the training needs of the workforce within the drug and alcohol sector prior to the development of the DANOS criteria. Jane was keen to share with me how she felt that the introduction of DANOS was:

_...a tool for building bridges between the statutory and non statutory providers and that due to the introduction of these competencies, all staff, whether nurses, counsellors, social workers or psychiatrists should all be working under the same framework of competencies. Unfortunately though, we have since had Agenda for Change and job evaluations for Social Workers which has tended to create a divide once more (Jane)._  

I talked to Jane about the issue of accredited learning for volunteers since the introduction of DANOS. I explained how I called new trainees at Crossways, ‘_studentees_’ – as they needed to have achieved accreditation, hence were initially students on a college programme, but they came to Crossways to volunteer. There was a dichotomy that some were experiencing. Sometimes at interview they are so passionate, have time to give, but when it comes down to becoming accredited they become nervous and they disengage. Crossways originally ran courses at OCN Level 3 as the NTA minimum requirement, but
because some learners left we returned to starting all potential volunteers at Level 2. To assess critically, evaluate and theorise as required of them at Level 3 was often too difficult, even for those with prior qualifications and learning as it was such a new subject. I explained how we still lose some potential volunteers before and after interview, and how one learner had said the thought of achieving something for the first time ever was too daunting as it would mean there would be expectations placed upon him to develop further and he would have been expected to sustain the achievement. In response to this, Jane said:

_I am wondering as you are talking, are there 2 types of volunteering? – One as an entry level into the field, falling into it by accident; using volunteering as an entry point? Some big organisations allow for this and use it to 'grow your own staff'. The second being people entering the sector as a route through to employed work. Can I identify the split – if I can I would be wise to do two different things (Jane)_

Sally, the Safer & Stronger Communities Lead, also talked about retention of volunteers. She said:

_Out of 45 volunteers you may have 150 skills that could be utilised in different ways.....have a continuous improvement scheme in their development plans... don't put them in a situation where they are going to fail. To try and bring people to the same place and the same skill, that is not efficient and not good management (Sally)._  

Jane asked if people stay on in the volunteer role after seeking employment to keep updated on their CV? She talked of the ‘Psychological deal’, which she described as commitment: a trade off in terms of attracting people who stick with you as they are committed to supporting people. The fact that people get paid employment but remain volunteering at Crossways could be seen as this. There is something in the deal for both parties. Further discussions ensued around the incident with the client who demanded to see a paid member of staff, not a volunteer. Jane said she had experienced similar incidents in her work as a manager of a service in mental health and responded saying:
I can see a good reason not to do it, if you are managing quality – the only time I would want to know if a person was a volunteer is if they were not trained to do the job and were an adjunct to other workers or other things. I have run organisations like that where they were adjuncts – but we were clear about their roles. Volunteers did all the stuff that liberated expensive staff to get on with clinical stuff (Jane).

Jane then quoted something that I felt was very poignant, and which I quoted earlier;

Volunteers work their quiet magic. Their contribution is their time, but their importance is their skill (Jane).

When this point was raised in the focus group, one male member said:

I always thought I would be a natural at this work as I had 20 years experience of drug use myself. However, I have quickly learnt that it is not about that kind of practical experience that makes you a good practitioner. It is about the new learning that I needed to undertake and continue to undertake that makes me a useful contribution to Crossways (MFG1).

Another member of the focus group stated:

I am a qualified counsellor, but even so, addiction counselling is very different to general counselling and as such, I sometimes struggle to focus in on the here and now and the drug use. (FFG1).

Data from the 22 completed Supplementary Volunteer questionnaires allowed me to build a bigger picture of the volunteers’ perceptions about their training experiences at Crossways, as Table 19 demonstrates.
<table>
<thead>
<tr>
<th>n= 22</th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have access to courses that are of direct relevance to my volunteering</td>
<td>59.1% %</td>
<td>40.9%</td>
<td>nil</td>
<td>nil</td>
<td>nil</td>
<td>nil</td>
</tr>
<tr>
<td>I have not been able to access courses that are of interest to me</td>
<td>4.5% %</td>
<td>nil</td>
<td>18.2%</td>
<td>40.9%</td>
<td>27.2%</td>
<td>9.1%</td>
</tr>
<tr>
<td>It is important to me that I can obtain accreditation or qualifications through my volunteering</td>
<td>32% %</td>
<td>58%</td>
<td>5%</td>
<td>nil</td>
<td>nil</td>
<td>5%</td>
</tr>
<tr>
<td>The training courses are of good quality</td>
<td>45% %</td>
<td>50%</td>
<td>5%</td>
<td>nil</td>
<td>nil</td>
<td>nil</td>
</tr>
</tbody>
</table>

*Table 19. Supplementary volunteer questionnaire data relating to access to training courses and/or certificates.*

Whilst 59% of participants strongly agreed that they had direct access to courses that were of relevance to volunteering, only 32% strongly agreed that it was important to obtain accreditation through their volunteering. This led the inquiry as to the importance placed upon certification. Could it be that those who did not feel so strongly about accreditation status already held prior qualifications and might this have relevance to Jane’s impression that we may be attracting two different kinds of volunteers? In individual one to one interviews with volunteer participants and within focus groups, these dilemmas were discussed. Key responses are as follows:

‘It is important to have a certain level of knowledge in order to support clients appropriately’ (Carla).

‘I think it is important because it is clients’ lives we are dealing with and I feel there needs to be a standards criteria’ (Jason)
‘I think that Crossways is not stern enough with volunteers who do not complete their training or who do not turn up for ongoing training events. You should charge higher fees for the training and if volunteers do not complete the course, they should be made to pay an excess.’ (FFG2)

I am new to Crossways but some of my friends have volunteered here for several years. One of the things that attracted me to the organisation was the training programmes you offer. I hope that one day, after I have got some more experience under my belt, I could apply for a paid job here (FFG5).

‘I am keen to develop my knowledge in order to become more proficient in my role as volunteer’ (Carla).

There appears to be a big emphasis on training at Crossways and sometimes one can feel pressurised to undertake courses just to be able to continue to volunteer. The government seem to keep coming up with new training that they say we need to undertake to be competent in this field, I don’t think they take into account that some of us have been working in the field for many years – it must be even more frustrating for paid staff who might sometimes feel incompetent if they cannot demonstrate certain achievements against DANOS and there may be threats to their continued employment (MFG1).

Perhaps there needs to be learning pathway so that volunteers can progress and can start doing different jobs appropriate to their qualifications and work towards other tasks (Catherine).

The volunteering training programme was very effective, eye opening and thought provoking and has enabled me to be much more aware and accepting of diversity when counselling (Frank).

Useful to have on my CV, tend not to think about DANOS in practice but as a reference point. Would be more aware of it if it was part of an ongoing development programme (Carla).

I welcome the opportunity to do more training, the drug scene is always changing and I need to keep up (Catherine).

Training should be continuous (Jason).

The training courses at Crossways for volunteers have always been delivered in evening sessions as it had been felt by management that this would be a more convenient time for learners to attend. However, one major dilemma for
volunteers was the ability to access training events hosted by Social Services around Safeguarding, which are always on one set day every three months and in the daytime. This makes it extremely difficult for some volunteers to attend as they may have daytime jobs and/or childcare commitments. I discussed this issue with Kate, one of the commissioners, whose direct response was:

*We will lay on the training free of charge and as it is free of charge I would expect all managers to ensure all workforces are up to standard. If they don’t do that, they will be in breach of their contract and we as commissioners should then be saying, actually are they fit for purpose? If you can’t be bothered to get your workforce to the right standard, how do we know they are fit for purpose to meet the outcomes of the outcome-based commissioning? (Kate).*

An alternative view was expressed by Sally (Commissioner) when approached with the same dilemma. Her response was:

*I don’t think Government has ever considered volunteers and I don’t think as commissioners we necessarily do either. There are a number of issues that I don’t think we have thought about, i.e. training in the daytime, commitment etc. These are things we need to address as commissioners if we want to involve the Third Sector at an affordable price. We should look at allowing access to training that is provided for our professionals. Mandatory training will be included in new contracts but now I am thinking how will providers be able to get volunteers trained in this? You may need to think now that substance misuse work is a profession and you need to recruit people who can provide this professionalism (Sally).*

Although a slightly less assertive response than Kate’s, I still felt there appeared to be an assumption by both commissioners and, to some degree, the Ex NTA Workforce Development Officer, that providers should only recruit volunteers who are professionals in their own right prior to application. I took time to reflect how this sits within the ethos of Crossways and conflicts with my living contradiction (McNiff, Lomax & Whitehead, 2005). Having advocated for the service to provide learning opportunities for the less advanced academic learner, my values were now in question as the need to provide competent staff from the onset of application appeared to be the message given by commissioners. I was somewhat comforted by the data from the Supplementary Volunteer
questionnaire regarding skills development as it indicated that the volunteering opportunity gave rise to increase in many other social, organisational and academic skills. Encouragingly, 64% of the volunteer participants claimed to have increased their ability to lead or encourage others to lead.

<table>
<thead>
<tr>
<th>n = 22</th>
<th>A Increased greatly</th>
<th>B Increased</th>
<th>C Stayed the same</th>
<th>D Decreased</th>
<th>E Decreased greatly</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>My ability to communicate with other people</td>
<td>14%</td>
<td>72%</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My social and communication skills</td>
<td>9%</td>
<td>83%</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My ability to work as part of a team</td>
<td>18%</td>
<td>64%</td>
<td>18%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My ability to make decisions</td>
<td>14%</td>
<td>59%</td>
<td>27%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My ability to lead or encourage others</td>
<td>14%</td>
<td>64%</td>
<td>23%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My ability to organise my time</td>
<td>9%</td>
<td>50%</td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational or job-related skills, such as childcare or conversation skills</td>
<td>14%</td>
<td>36%</td>
<td>41%</td>
<td></td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Literacy and numeracy skills</td>
<td>5%</td>
<td>18%</td>
<td>73%</td>
<td></td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Technical skills, such as office work or I.T. skills</td>
<td>9%</td>
<td>23%</td>
<td>64%</td>
<td></td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

Table 20: Data relating to ability to lead or encourage others to lead.

In comparison to the Cranfield study (2002), Crossways data revealed that 59% of volunteer participants who completed the Supplementary Volunteer questionnaire agreed that volunteering had improved their chances of being recognised or promoted in their paid job. In addition, 73% reported that their
employability had increased as a result of being a volunteer at Crossways, as shown in Table 21.

<table>
<thead>
<tr>
<th>n= 22</th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>My employability has not increased as a result of being a volunteer</td>
<td>9.1%</td>
<td>9.1%</td>
<td>50%</td>
<td>22.7%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>Volunteering has improved my chances of being recognised or promoted in my paid job.</td>
<td>18.2%</td>
<td>40.9%</td>
<td>22.7%</td>
<td>4.5%</td>
<td></td>
<td>13.6%</td>
</tr>
</tbody>
</table>

*Table 21. Data relating to increased employment opportunities.*

In the public questionnaire which I undertook in 2008, 56% of respondents stated they would prefer to be seen by a paid member of staff as opposed to a volunteer if they had a drug or alcohol problem, yet 66% felt volunteering was a valuable asset to the economy. The data from the Supplementary Staff questionnaire demonstrated in Tables 22 & 23 upheld the notion that volunteers are a valuable asset to Crossways and indeed do bring innovation and fresh ideas to Crossways.
<table>
<thead>
<tr>
<th>Table 22 Data relating to quality of volunteer services</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 35</td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Volunteers provide a good range of services</td>
</tr>
<tr>
<td>Volunteers bring added value to our services</td>
</tr>
<tr>
<td>The quality of volunteers' work could be improved</td>
</tr>
<tr>
<td>The volunteers help increase users' access to other services in the community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 23 Data relating to degree of innovation in volunteer services</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=35</td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Volunteers enable our organisation to introduce and develop innovation in our services</td>
</tr>
<tr>
<td>Volunteers prefer to do things the way they always have</td>
</tr>
<tr>
<td>Volunteers bring in fresh ideas on serving our users</td>
</tr>
</tbody>
</table>

An emerging themes from this data analysis led to that of 'inclusion' and recognition' as I felt it was imperative for an improvement in my leadership practice to ensure volunteers were included in decision making if we were to 'grow' together as an organisation.
4.5 Theme 4: Inclusion and Recognition

The first thing she said, in discussion about the public questionnaire, was;

I guess most people said they will want to see a professional and I guess most people said 'Do-gooders' to describe volunteers (Jane).

This comment transpired not to be her own personal opinion as she felt that:

The only time I would want to know if a person was a volunteer is if they were not trained to do the job and were an adjunct to other workers or other things (Jane).

Although Jane had already admitted that volunteers had not been considered in the creation of the DANOS competencies, this view was also considered by the Sophie, one local commissioner, who stated:

I don't think government has ever considered volunteers and I don't think as commissioners we really do either. There are a number of issues I don't think we have thought about, i.e. training in the daytime commitment etc. These are things we need to address as commissioners if we want to involve the Third sector at an affordable price (Sophie).

When I followed this response in Sophie's interview with a request for training to be provided in the evenings or at times that may be more convenient for volunteers who work during the daytime or have child care commitments, Sophie's attitude was evident with a reply of;

... of course Social Services won't do evening workshops, they only do it during the day’.

I questioned Sophie as to how she felt as a commissioner that the competencies of volunteers could possibly be developed if training was difficult to access externally. It was at this point that I felt Sophie realised how she had responded to the previous question and said:

As commissioners we need to work with providers and not against them and support them all that we can.

I discussed these responses with volunteers in one to one interviews. Catherine felt that the responses were because drug and alcohol work was not recognised
as being an important enough occupation compared to some other disciplines.

She said:

*Does it make a difference to our professionalism because we volunteer for a drug and alcohol service, would it be the same if we were volunteering for Samaritans or Medicins Frontier? (Catherine)*.

Although upset by the responses from officials, Catherine also indicated that perhaps it was because it was a non-statutory service and not the NHS that led people to feel that it was of less importance. She said:

*I’d struggle to think that people could not join Crossways because they did not achieve their piece of paper, but I do think that standards are needed and we need to appear professional and it has to be ongoing, I would not get through the front door at the NHS without the relevant qualifications.....there are those people who are not counsellors who think they are counsellors and usually it is the ones who are in recovery. Some others create a tiering structure by setting their own agenda by setting some sort of hierarchy through their qualifications. I’ve seen changes in the time I have been here and I think it does impact on the time given to support volunteers by paid staff as there is so much bureaucracy and data recording to do. This may leave the volunteers feeling alienated (Catherine).*

In consideration of these responses, I was left wondering how volunteers thought their contribution of time and commitment made a difference to the bigger picture beyond Crossways in relation to the government’s drug and alcohol strategy.

This led to the next emerging theme of ‘*contribution to the bigger picture*’.

**4.6 Theme 5: Contribution to the bigger picture**

As a leader of a TSO, I have always thought that personnel should feel that their contribution to the organisation has a ripple effect throughout society and not just at a local level. This feeling of ‘contributing to the bigger picture’ makes it important for leaders of TSOs to ensure that the work of volunteers is recognised at local and national level. It is also an important aspect of the motivation of volunteers as many contribute less than five hours per week to the organisation and can sometimes feel that their efforts would not be missed if they did not
arrive for a shift. I feel that volunteers need to understand how they contribute and how they assist in the payment-by-results culture.

In one to one volunteer interviews, I asked each participant if they felt their contribution was recognised and valued by the organisation, the local community and nationally, in relation to the NTA. They responded as follows:

I am supported well and feel a valued member of Crossways. The experience has been a great source of personal growth (Carla).

I have no idea how my contribution is valued at government level, but at an organisational level I feel highly valued (Carla).

I have finished my 100 hours necessary for my counselling course and now stay at Crossways because I enjoy it – there is a real family feel to the organisation (Catherine).

I hope it is valued at government level but how do I know? (Jason).

I received a service from Crossways so it made sense that I came to offer my services once qualified as a counsellor as my expectations were met as a service user at Crossways and I wanted to learn what they knew that worked so well for me (Frank).

I’m a free agent, I don’t need the money, I am lucky in that way. I feel independent and can choose what I do and when. I don’t have to be accountable to anyone (Frank).

These responses reinforced my view that I needed to find a way for volunteers to understand how their contribution made a difference, not solely to Crossways’ service users but how their commitment and professionalism was contributing to the government’s treatment agenda. I was left wondering whether volunteers understood the government’s drug strategy, its targets, commissioning arrangements and mission: it might make a difference to how volunteers see and develop their professional identity. It was perhaps time for me as a leader to place more emphasis on bringing volunteers to the core of the business (Senge 2006) and get them involved in understanding some of the pressures with which I am faced in relation to meeting key performance indicators and service
outcomes. As Packwood (2007) reported that TSO groups felt that they were valued by commissioners for their reputation, I needed to ensure that the reputation of Crossways did not become 'stained' or 'stagnant' as many of our local competitors were also held in high esteem by commissioners. We were entering into a competitive market place with reductions in funding and providers after the 'same piece of the pie'. I did not want Crossways to be seen as 'unprofessional and amateurish' (Shared Intelligence 2009:3). This dilemma led to the next emerging theme from the data: that of 'Communities of Practice,' as in order to bring volunteers to the core of the business, they needed to see where they fitted within the organisation.

4.7 Theme 6: Communities of Practice
Tamkin (2011), Senge (2006), Conger (2008) report how it is important for the leader to connect with personnel and that if leaders become remote then they lose the ability to 'take the temperature' (Tamkin 2011) of the organisation which can lead to potentially serious consequences. The vision of making my leadership, the volunteer’s professional identity and the image of the Third Sector, as a competent deliverer of services, more visible was strengthened by data relating to Communities of Practice. Data from the Staff and Volunteer Supplementary Questionnaires pointed to an opinion that a strong feel of trust was an important issue in relation to people's levels of confidence in the organisation and, therefore, how others perceive it. This data showed that 64% of volunteer respondents recorded an increased trust in other people. 82% noted an increased trust in voluntary organisations and 64% of respondents recorded a feeling of being included and not alone, with the same percentage recording an increased sense of being part of this community. 46% of staff respondents agreed or strongly agreed that volunteers keep us in touch with the community and its needs, however 31% did not feel that volunteers increase our sustainability as an organisation.
This data was supported by evidence from volunteer interviews, my interview with the Safer & Stronger Communities Lead (Sally), and the two DAAT Commissioners (Sophie and Kate) that had already suggested there was a major training issue at Crossways that needed to be addressed and that Crossways had perhaps made the training programme for volunteers too prescriptive. This had offered advantages for some, i.e. those applicants with a professional background, but disadvantaged others, i.e. those applicants with a non-academic background. The commissioners, in their interviews, had already stated that we needed to be selective about the recruitment of volunteers and in my interview with Jason (Volunteer), he said:

*Why has Crossways got the same training programme for everyone? I can understand that you need to have a foundation level of training for all, but surely there are some volunteers who have the ability to perform different roles within the organisation and therefore should you not be looking at a way to provide these experiences and levels of growth and recognition? That way people would feel that they had a greater sense of belonging, as they would have less fear and apprehension about being good enough for their roles in comparison to others who may hold professional counselling qualifications (Jason).*

Catherine stated,

*Certainly I feel that I fit into Crossways, however it can sometimes feel that we are like ants coming in and out – not too many social activities that bring us together, however I do feel part of the furniture after being here for three years now (Catherine).*

Within the focus group we discussed the concept of Communities of Practice in great detail. I was keen to discover how much of a sense of belonging participants felt within Crossways and how much they felt a sense of pride for working for the organisation. I was keen to establish how any perceived feeling of power structure (Johnson 1992) or lack of it may contribute to the relationship between me and the volunteers and what could I do to improve this for them, if it existed. Responses to these questions included:

*I think that Crossways allows us to develop our skills but sometimes it feels like a ‘them and us’ culture......sometimes we are seen as ‘just’ volunteers and referred to as ‘just’ volunteers by some staff, I have heard them in the kitchen and that upsets me. (MFG2)*
Why are volunteers separated with separate meetings and separate training programmes? Surely if you what to develop a true sense of belonging, it should be all inclusive, what one gets we should all get’. (FFG4).

I feel respected within the organisation and I feel that Crossways offers a great experience for volunteers but there is not much of a progression route for us. If you really want us to belong then what progressive pathways of development are there for us? There appears to be ways in which staff can increase their level of importance and responsibilities, but not volunteers. Just because we do not take a salary does not mean we would not like the same developmental opportunities as paid staff. I know some of us only give a few hours per week, but we still want to feel part of something. (FFG1)

Feeling at odds with the comments from some members of the focus group, I decided to ask commissioners about their idea of Communities of Practice and how they felt we could become more interdependent as a treatment system. Sophie stated:

As a commissioner, I cannot see it as separate, I see it really frustrating when people don’t share experiences, when providers or teams don’t talk to each other or integrate. One can’t function without the other. Include service user’s forums, Third sector, statutory sector, wraparound services in discussions. If they don’t, then they don’t belong in the system. We are all just part of the jigsaw; if we put it all together, we get a good picture. As commissioners, we need to work with providers and not against them and support them all that we can (Sophie).

I found this comment slightly problematic and wondered how genuine it was as in an early discussion point in the interview about how outcome-based commissioning had impacted on the relationship with the Third Sector, Sophie had stated:

It is difficult to answer that question as it is all very new, but I would hope that they would just accept it. I have found it is easier to work with the Third Sector, they are far more open to change, new ideas, implementing alternative ways of working. There is always a nasty bit to commissioning Third Sector providers though, which is that if they do not perform, the bid can always be taken away and given to another provider (Sophie).
It felt as if the meaning of word 'caveat', 'let the person beware' was staring me in the face. Sophie seemed to be saying we want to work with you and we want to be as one unit, but if you do not perform then we will withdraw your funding! I felt that what was called for was to develop a leadership approach that ensured the credibility of the service was upheld and strengthened so as to negate the possibility of withdrawal. This meant that volunteers not only needed to be competent in the delivery of services, but Crossways also needed to be seen as a provider who was flexible, innovative and creative...a beacon service that commissioners would be happy to commission because they were aware of the credibility of the organisation in terms of performance and outcomes. This called for a level of credibility and hence the next theme emerged from the data analysis.

4.8 Theme 7: Credibility

'The quality of being trusted and believed in. The quality of being convincing or believable'. (www.oxforddictionaries.com)

Taking into consideration the work of Senge (2000), Schon (1983), Smith (1994) and others, it is clear that in order to understand the most challenging leadership issues I need to see the whole system, including the history, context, policy and feelings that generate those issues. Senge (1999) reports that executive management is more necessary today than ever before due to organisations being confronted with long-term and deep changes to cultural norms. An organisation’s survival may depend on the leader and therefore if leadership at Crossways determines the credibility of the service then a whole systems approach is required. Therefore, I posed questions in my interviews with commissioners as to how they perceived the credibility of volunteers in the Third Sector and why the pressure of mandatory training requirements is so important for volunteers. They gave the following responses:

I honestly feel that there a lot of people up in the NTA that still perceive that the majority of drug treatment done in the country is done within the
statutory services and NHS. In some areas that is the only workforce you have got, however, the majority of treatment in our area is done in Voluntary Sector and they don't take that into consideration whatsoever. That is why we have had to, over the past 8 years, do a considerable amount of work in the Third Sector and bring them up to the same standard (as it were!) as statutory providers. It has been a huge learning curve, not just for providers, but for commissioners as well. (Kate).

If the volunteer is doing things like admin or supporting an employed worker on a group then probably there will not be so much of an emphasis on having to meet 5 mandatory standards – but if that volunteer is going to be leading a group or one to one work themselves then yes, I would be expecting to see they have undergone the mandatory training and come up to the same standard (Kate).

A lot of providers are probably doing good work but because they are not taking care of their data, it isn't evidencing as it should be. If you can't demonstrate through the data then you won't get your money to deliver it again. Some providers can't understand that cycle. The cycle of commissioning. If you can give them the understanding of why data is so critical, that is key. (Kate).

For any non-professional, you have got to get 4 common standards – when you have got them, then within the first 6 months of working with a service who has a contract with the DAAT, there is an expectation that you will go on Risk Assessment training, etc, etc. Plus, a refresher every 3 years. We will, lay on the training free of charge and as it is free of charge – I would expect all managers to ensure all workforces are up to standard. If they don't do that, they will be in breach of their contract and we as commissioners' should then be saying, actually are they fit for purpose? If you can't be bothered to get the workforce to right standard, how do we know they are fit for purpose to meet the outcomes of the outcome based commissioning? (Kate)

It shows how much the government values volunteers and values the skills and sees them as the same calibre as paid workers. The other thing is that targets are set for a purpose, they are there to stretch people, to stretch organisations, to encourage organisations to look at their workforce, their systems and to look for continuous improvement. So when these challenges are given, they are given with the point that there are ways in which you could bring these to fruition. In some businesses there are changes to workforce and downsizing – but there are different ways to look at this – do we look to up skilling particular people to move towards developing different parts of the work that would be able to be a higher profile than it was before to actually achieve these different targets. But
yes they are frustrating – if we look at the place where we are – if they were achievable then we would have already achieved them! If we haven’t reached them then it is obviously very frustrating, but look at the targets, look at the workforce, look at the skills we have and see if there is a way that we think YES, I am up for the change and in order to meet that challenge, the world would be a better place. It is looking at those things first, rather than leaping ahead and believing that you won’t reach that goal. Therefore people go under. It is at the point of the challenge – think Ok this is the challenge, what can I do in order to achieve it, rather than just thinking this can’t be done. If it still not achievable even when you have looked at all of those things, that is the time to take it back up to Government and say this does not look achievable? There is always room to challenge if we have tried every available option. (Sally)

As so much commissioning seemed to hang on the credibility of the organisation and the ability of personnel within it to demonstrate competency, professionalism and value for money, the last theme of the data emerged as being ‘therapeutic leadership’. This was due to the need for leaders to be able to engage with volunteers at every level. These levels being: professionally (to discuss competency and training needs); emotionally, (to discuss how this left them feeling); and personally (how they would be able to deal with emotions that may arise for them on this journey of self development).

4.9 Theme 8: Therapeutic leadership
A defining aspect of being human is the need to understand ourselves and our relationship with other things and other people. The data suggested that an important aspect of effective leadership was how we deal with these feelings and how we react to being skilled and being competent and that competency and skill being visible. As it needs to be visible, there will always be a call for judgement by others and by oneself and this can cause thoughts and feelings to emerge that may initially feel alien to us. Being able to lead in an empowering and therapeutic way means dealing with these emotions as a leader, and also enabling followers to express themselves on their journeys towards self leadership and personal understanding. Sometimes meanings can be imposed on us from authoritarian figures (Mezirow 1997) and hence I recognise the part I play in this as CEO. Yet, if I am able to develop a process and a culture whereby individuals can gain
control of their thinking and self-leadership, they may be able to achieve their highest goals (Robbins, Chaterjee & Canda 1998).

My aim with this study was to move away from dependency and create professional identities for volunteers and liberate them to become ‘self-leaders’ so that they can take charge of their own professionalism and competency. However, the following responses have been selected to emphasise the dilemmas and barriers that may affect the development of such an empowering model of leadership within Crossways, particularly with the emphasis on outcome-based commissioning.

In terms of change in commissioning, I would hope that TSOs would just accept it. I have found it easier to work with the Third Sector, they are far more open to change, new ideas, implementing alternative ways of working. There is always a nasty bit to commissioning TSOs though, which is that if they do not perform, the bid can always be taken away and given to another provider’ (Sophie).

For some volunteers they may not have the skills to ensure the outcome but they definitely have a part to play in the process. I think they need to be made aware of that – some who have had a career and an impacted life may not be able to go back to their career due to some ill health etc. therefore they become a volunteer in a lesser form of their career. They have become the stepping stone rather than the person who can secure the outcome. (Sally)

Outcome based commissioning is there to try and better the journey for the clients. Targets could just be the amount of people you get in treatment; outcomes are based on how effective that treatment has been and that is has made a difference to their life. Much more of a holistic view, taking into consideration families’ (Sophie).

10 years ago it was all output. If people went off sick, then it became problematic. Now, you get value for money, a better service for client, delivery in a short burst to get them to move on to the next phase. (Kate).

TSO's often have more focus on the area of work. They weren't in it for anything else. I think I can say that they had a greater passion for the work, a lot of the groups we commissioned in my previous role were about the people. (Sally).
We need to make changes in what and how we record...TOPS is key, retention is key, referrals is key, tracking clients is key. (Sophie)

Some have embraced it, others who feel they can ignore it, as far as they are concerned they are here for the client, but what they don't understand what they are delivering to the client may not be the best outcome. How can they demonstratr it? It is about trying to get them to understand they have got to demonstrate it!! It is ok saying, yes, they are drug free, but it is about the quality of the work that you did to get them drug free that they need to demonstrate and they can't. It may be just a sheer fluke... that is what I as a commissioner am finding very difficult. (Kate)

Look at National Indicators. There is a duty to become better integrated with all agencies to collectively reach targets. If this is not happening, then try and get yourself invited to local partnership groups and steering groups. Write to the Chair and invite yourself. Not every group has Third sector representation. (Sally)

It is the unseen, the intangible things that happen in the counselling room that make the difference to a person's life. It is quite spiritual and can't be captured by numbers and figures. (Frank).

The difference between outcome and output is about greater responsibility to ensure there is a difference. (Sally).

Look at National Indicators. There is a duty to become better integrated with all agencies to collectively reach targets. If this is not happening, then try and get yourself invited to local partnership groups and steering groups. Write to the Chair and invite yourself. Not every group has Third sector representation' (Sally)

In conclusion, a number of key findings from the research data prompted action. It became clear that if Crossways has any chance of survival in this audit culture of outcome-based commissioning, I needed to act fast to implement some significant changes to create a positive impact on individual and group perceptions of the volunteer's identity. In addition, I needed to consider how I can bring volunteers to a place alongside me as the leader so that in my absence they can follow the core aims and mission of the organisation and feel confident that their contribution is respected, recognised and valued by all. In effect, I needed to bring all the pieces of the jigsaw together to create a shared picture of Crossways.
In the following chapter I describe my vision of what I have called ‘CAVEAT’ leadership and provide a summary of the practical changes that have been implemented at Crossways as a consequence of this study, including the highly significant name change from ‘Volunteer’ to ‘Advisor’.
Chapter Five

Discussion and Implications for Action

5.1 Introduction

As a result of this study, I believe that every human being is a potential leader, if the right conditions are met so that leadership qualities of competence, visibility, empowerment and the ability to make appropriate therapeutic interventions flourish.

In my early years of study on the Doctorate programme I encountered Carr & Kemmis’s (2000:91) view that ‘Practices are changed by changing the way in which they are understood’. This remained in my thoughts but it was only as I came towards the end of my research that I truly understood what it meant and how I can only put things into practice with support and understanding from others. This point came as I was reviewing literature on competency. I suddenly realised that there are so many stipulations, warnings, and caveats to Crossways being funded by the Local Authority that leading an organisation where skills are the only value is not sufficient. As a leader, I need to bring about change for individuals; I need to allow people to grow in confidence and esteem. Essentially, prior to this research, I had been recruiting cohorts of volunteers with little or no prior experience of working in the drug and alcohol sector and expecting them to be as confident and proficient as salaried staff within the very short timeframe of twenty-one weeks.

My study has called the current practice within my organisation into question. I found myself, as Crotty (2006:157) says, as ‘the researcher analysing and reflecting upon commonly held values and assumptions, challenging social structures and engaging in social change’. The findings of my initial public questionnaire raised concerns about issues of power and oppression where the public and the funders were the ‘oppressors’ and the volunteers were in the
position of the ‘oppressed’. To disregard public views would be foolish, but one could assume that they act as unconscious or even conscious barriers to empowering volunteers and building their professional identity. The critical inquiry aspect of this research required me to view each discrete piece of action within it contextually and constantly to critique assumptions. It led me to implement real changes at Crossways and in my personal understanding of leadership. I will discuss the changes at Crossways in Section 5.3. First I will say more about my vision of ‘CAVEAT’ leadership, which I believe could make a significant contribution to knowledge of Third Sector Leadership.

5.2 My vision of ‘CAVEAT’ Leadership

CAVEAT – noun: ‘a warning or proviso of specific stipulations, conditions, or limitations’. (www.oxforddictionaries.com)


| Being competent is an essential skill. | It is important to show people you are competent. | Changing your practice because you are competent... promoting superior functioning. | Recognising the positive and negative emotions of the competent self. |

Fig 20. My vision of ‘CAVEAT’ Leadership

My vision of ‘CAVEAT’ Leadership suggests that whilst there is a need for government funded charity leaders to meet outcomes and provide evidence of workforce development competencies, they also need to ensure growth at every level: for the worker; the service user; the organisation; the contribution to the local community; and the larger government agenda.
I have chosen to label the vision of leadership that I have developed as ‘CAVEAT’ Leadership partly because, in order to qualify for government funding to run services in the Third Sector (as in private and public), there are so many caveats - provisos and stipulations - attached. Therefore, the term ‘CAVEAT’ acts both as a ‘play on words’ and as an mnemonic for key concepts embedded in leadership. The traditional meaning of caveat can be traced back to the mid 16th Century, from Latin. Its literal meaning is ‘let a person beware’ (www.oxforddictionaries.com). This is particularly apt since, in my experience, leading a TSO often feels like a battle against rather draconian and authoritarian commissioning that renders providers at the mercy of funders of whom TSOs should indeed ‘beware’.

My vision of ‘CAVEAT’ Leadership emerged after a period of reflection in the later stages of the study. It was at this point that I recognised my need to lead with a more therapeutic orientation, coupled with the technical aspect of ensuring competency. This orientation is reflected in the Action Research Spiral diagram (Fig 7:40, phase 5).

I had read literature relating to competency and how the workforce needs to have the skills to carry out their given tasks and this made sense. But I struggled to find reference to what advantage this had from a volunteer’s perspective if there was little recognition by commissioners and indeed the public. Lack of recognition was evidenced by the results of my public questionnaire and responses in my interviews with commissioners and Government officials. Feedback from my interviews with volunteers was that many felt they did not contribute to the bigger picture of addiction work and policy, and thus felt fairly under-represented as professionals. I felt I needed to embed my skills as an experienced educator and counsellor into a leadership model that encouraged more than just technical ability from personnel.
My belief about both learning and leadership is that they should not stop with developing or evidencing ‘Competency’. The benefits of meeting this primary requirement should then be ‘Visible’ to the public in order to dispel the misperception that charities are run by ‘well meaning amateurs’. Initially, the ‘E’ in my model stood for ‘Empowerment’ but as I reflected on this, I felt my leadership vision needed to facilitate more than just the empowerment of individuals, it also needed to ‘Emancipate’ them. By this, I mean offering the opportunity to be self-leaders, to make changes to their position and encourage autonomy at a superior level of functioning than they had experienced before. Hence, the empowering aspect of the ‘CAVEAT’ Leadership vision is to encourage individuals to feel liberated by their learning and free to build upon their own self-determined leadership qualities, rather than feeling ‘done to’ by government demands and policy shifts. Lastly, the ‘Therapeutic’ aspect is about making available insight into the ‘self’ of the individual by increasing self-efficacy and the determination to look deeper into their own identity, understanding why they perceive themselves as they do, how others perceive them, and how they can make changes to further explore their sense of ‘self’. This may sometimes mean they venture into the unknown to establish a deeper understanding of their professional and personal identity/ies. In this way, levels of hierarchy that exist within organisations can blend themselves into a mix of appreciation for each other’s roles whilst utilising the most appropriate expertise of individuals in any given context or situation. This comes about through trust, appreciation, and desire to lead the organisation and the individual to fulfil his/her maximum potential which is then recognised and applauded by all.

Senge (2006:20) talks of the ‘parable of the boiled frog.’ He uses the analogy to demonstrate that our internal apparatus for sensing threats to survival is geared to sudden changes in the environment, not to slow, gradual changes. Hence, by placing the frog in tepid water and then turning up the heat gradually, the frog will sit and boil even though it could easily scramble out of the pot. I needed to avoid the fate of the frog and to learn to slow down and see gradual processes that
often pose the greatest threats. My initial feeling was that, by changing the frenetic pace and paying attention to the subtle as well as the dramatic, I might be able to recapture the values of joint working, collaboration and respect for others. I am the leader of the organisation, a role model, and it is imperative that I hold on to my ‘value licence’ in order for people to feel safe and secure. However, I began to realise from reviewing my research findings that my role perhaps was not so much to manage change, as to deal with people’s fears. I had underestimated the emotional impact that current changes in practice were having on my workforce and needed to deal with change in the context of survival and growth for the future, not bear grudges about poor decisions that are now history. Reflective practice is crucial, with periodic silence to pay attention to the subtle as well as the obvious. This silence allows for meditation and for me, in this meditation, the wholeness emerges. It has helped to minimise the division between ‘me’ and ‘them’, (‘them’ being the collection of stakeholders to whom I am accountable).

One aspect of my reflective practice has been the introduction of yoga into my weekly routine. I was first introduced to yoga in the summer of 2010 and, although sceptical at first, have been a regular participant at weekly yoga sessions ever since. Although I enjoy the physical aspect of the yogic practice, it is the teachings, the stillness of the mind and the connection with others that keeps me going. Yoga simply means ‘uniting’; it means connecting, bringing together and relating. According to Kumar (2002:142), the joining of numbers and things together is yoga. Kumar describes how there are two key methods for making our lives wholesome, yoga and viyoga: yoga meaning synthesis and viyoga meaning analysis. This world-view has been a dominant feature in my quest to improve my leadership and one that I will endeavour to live fully through the embodiment of ‘CAVEAT’ Leadership.
5.3 Changes implemented as a result of the study.
As a consequence of this research, I and the Senior Management Team have taken many new steps to embed my vision of ‘CAVEAT’ Leadership at Crossways in order to enhance professional identity within the agency, the sector and the volunteers. We have looked at the whole process of volunteering from recruitment and selection through to exit and employment/education. I will now describe the key changes in order of this process.

Recruitment and selection
My research data suggested that Crossways needed to be more rigorous in its selection process. One reason was due to the expectations of commissioners in terms of performance. Another was the necessity to be seen by the statutory services that the Third Sector did not just take anyone who wanted to offer time free of charge, but that we recruited people who were able to develop educationally and professionally to complete the tasks asked of them against set performance criteria. As difficult as this was as, essentially, the ethos of Crossways was always to offer people an opportunity back into volunteering or employed work, we were able to compensate by offering volunteer placements within the local Service User Forums for those who did not quite meet our criteria. The Service User Forums are then trained by Crossways to mentor and offer ‘buddying’ support to clients, but have no accountability when it comes to NTA data requirements or workforce development mandates. This has meant that Crossways will still be involved in these volunteers’ professional development, but that their time will not be required within Crossways, until such point as they are prepared to take the next steps into education and professional development. Therefore, Crossways has created a ‘grow your own’ model for some potential volunteers.

Learning progression pathways
One of the key points in the findings from interviews with volunteers, coupled with the mandatory workforce development plans having to be submitted to
Commissioners on a quarterly basis, was the need to develop more comprehensive, yet accessible learner progression pathways for all staff and volunteers at Crossways. Figure 21 demonstrates the learner progression pathway now available to all volunteers at Crossways.

Crossways Progression Pathways

Practitioner Pathway

Starting Point for Non professional staff and new volunteers

NOCN Level 2 Award
- Level 1 Alcohol Awareness
- Level 2 Drug Awareness
- Level 2 Communication in the Workplace

NOCN Level 3 Award
(This is the NTA minimum requirement for any non-professionally qualified practitioners)
- Tackling Substance Misuse
- Principles of Substance Misuse
- Brief Interventions...

Mandatory Training for all Crossways Personnel
- Mental Capacity Act
- Deprivation of Liberty
- Safeguarding Adults
- Safeguarding Young People
- Risk Assessment

Foundation Degree in Addiction Counselling (FdSc)
(subject to sufficient funds available)

Fig. 21 Crossways' Learner progression Pathway
With support from the Crossways Training Department and the contractual arrangements with Adult Learning in the area, Crossways has now developed this pathway. To date, since its implementation in 2009, a total of 124 Volunteers have successfully completed their full Level 2 award and a further 38 progressed to a full Level 3 award, thereby meeting the NTA minimum requirement for any non-professionally qualified personnel working within the field of addiction. All training has been DANOS aligned and competencies are demonstrated by completion of a portfolio of evidence and regular supervisions. The Crossways Human Resource Manager now liaises with the Training Department and the volunteer’s Line Manager to ensure that adequate ongoing development and training is in place for all volunteers.

I have also been asked to attend the County’s Workforce Development Steering Board which addresses issues within the training of the workforce. As a consequence of this invitation, I have been able to encourage commissioners to host mandatory training in the evenings so that volunteers can more readily access training opportunities, as this was one of the issues raised by the focus group.

**Involvement in target setting and governance issues**

The volunteers at Crossways have elected a Volunteer’s Representative who now attends Trustee meetings and reports feedback from the volunteers. The Representative hosts volunteer forum meetings every eight to ten weeks and this allows the volunteers to have a ‘voice’ within the organisation. The Volunteer Representative also attends contract review meetings with myself and other relevant managers and is able to report at the forums on any changes in policy development or target reviews.

**Client retention rates**

One finding in the study was that volunteers felt that they wanted to be better informed about how the work they did affected the commissioning and
performance of the organisation. Crossways had avoided this for many years. It was felt that as the volunteer gave his/her time free of charge we did not want to drown them in all of the ‘politics’ behind the scenes. However, due to the research findings, it was decided to ask volunteers to input their own client data onto the Crossways data management system (HALO) and monitor client progress using this electronic tool. Targets were also put up in the office on whiteboards and senior staff tracked progress and visually demonstrated how targets were being met through this aid. At first it appeared a bit like a ‘call centre’ and this sat uncomfortably with me, however, through this process of understanding the technology and seeing how their time was contributing to performance targets, Crossways saw a marked improvement in performance data in 2009/2010 compared to 2008/2009.

Volunteer retention and career progression.

With these changes to the initial training programme, continuous professional development opportunities, learner progression pathways, greater involvement in understanding how the work they do contributes to the National picture, the volunteer retention rate for a volunteer staying with Crossways for 12 months or more in 2009/2010 increased by 18% as opposed to 4% in 2008/2009. As a consequence of these marked improvements, Crossways was asked by the NTA to publish a ‘good evidence’ report in terms of recruitment, retention and training of volunteers in the field of addiction. However, ironically, Crossways was also placed on the NTA Outliers list and needed to evidence why the unit cost per client was so low in comparison to other providers for the positive outcomes we produced!

The title: ‘Volunteer’.

The title of Volunteer has now been changed to that of ‘Advisor’. Just this small change in terms of their title role within the organisation has made a huge difference in terms of their sense of professionalism. Crossways now advertises for Advisors, their role on their name badges has been changed and the training
courses are no longer called 'Volunteers Training', but are named 'Drug & Alcohol Advisors courses' and are open to anyone in the community who wishes to seek training in the field of addiction. Consequently, many learners still end up taking an unpaid position at Crossways, but the sense of purpose of the learning is not solely targeted at working within the organisation. This has allowed for a greater sense of professional development as opposed to a feeling of learning solely for use at Crossways.

Some Advisors who have undergone the training courses within Crossways' Learning Progression Pathway and achieved the full Level 3 award have also supported ongoing training sessions for their new peers and have become involved in small research projects that underpin the effectiveness of the organisation.

5.4 General conclusions

With constant reference to workforce competency from the NTA and commissioners, I discovered I had become 'stuck' in a business model that had little or no consideration for other equally important elements of an effective service: one of these being not only the ability to allow volunteers to demonstrate their competency but to allow it to be visible and recognised. Similarly, there was a need for my own leadership to be visible in terms of creating a collective vision within a team of individuals who could become self-governing and self-leading, including in my absence. Work by Ladkin (2010), Conger (2003), Kumar (2007), and Heron (1998) all pointed to this need and reinforced my desire to embed Competency and Visibility as two of the key aspects of my 'CAVEAT' leadership vision.

Competency alone does not make for a good team, nor does it allow leaders to lead effectively without embedding the other three key elements of 'CAVEAT' leadership: visibility, empowerment and engaging in therapeutic interventions
with staff and volunteers. Findings from my research point to the need for leaders to improve their practice of understanding their staff and allowing for open and honest discussions that would not be held to ransom or return as punishments for speaking the truth about their feelings of being valued or as professionals. Feelings of self-worth and the ability to be appreciated within the workplace were strong emerging themes from the participants' responses. To ignore these would be foolish, and although at times I struggled with the 'I as a living contradiction' (Whitehead 1989) due to my desire to offer quick fixes to problems, I was encouraged by the work of Grint (2005) who reminded me of the difference between 'Tame' and 'Wicked' problems; that shortcut solutions are not the answer to 'Wicked' problems; and that solutions need to be worked through in collaboration with others. My research suggests that this can only be done when others are willing to collaborate with a leader and this collaboration can only be sought when leaders have the trust of their followers. Heron's (1998) 'Uphierarchy' approach to leadership was a salutary reminder that I am only in my position due to others keeping me there and not the reverse.

I believe that my own development of a more contemplative outlook has allowed me to embed the vision of empowerment into my 'CAVEAT' leadership. Without this, I feel it would have been difficult for me to take a step back from a fast moving and competitive environment to recognise and acknowledge my effect on others. In my opening chapter, I discussed how I need to 'take my foot off the accelerator' and 'hold on to my value licence' and I feel that without quiet periods of reflection this would have been impossible.

Trusting in one's leader is something that many people are reticent about and many people hold grudges due to perceptions of hierarchy and authoritarianism, some of which stem from childhood experiences. In my case, the use of living theory has allowed me to reflect on my life experiences and utilise them in a positive way to benefit others. A background in teaching and counselling has allowed for the use of therapeutic engagement with others to build Communities
of Practice (Lave & Wenger 2005) and work collaboratively with others towards a common goal.

Evidence from interviews with participants reinforced the need to ensure robust workforce development processes as part of my vision. The incident with the service user and Mary that ‘lit the touch paper’ (see:p28) for this research was an early indicator of a lack of awareness that volunteers and Third Sector organisations are professional. This lack of awareness was highlighted by the responses to my initial public questionnaire which indicated that volunteers were not viewed as being as competent or professional as salaried staff. A relatively quick and painless approach to this would be to develop a workforce development plan and progression pathway to ensure all volunteers are adequately trained in the delivery of drug treatment. Indeed, this is a mandatory requirement of the NTA and something that I have adhered to. Nevertheless, Jane’s comment that no recognition was given to volunteers when guidance and criteria for DANOS was established was extremely frustrating since it would appear that even the NTA do not consider volunteers’ professional development despite the fact that the use of volunteers will save their annual budget in 2012 over £120,000 per annum from Crossways alone. It was also disappointing to hear responses from local commissioners who were of the opinion that Crossways should only use volunteers who already hold a professional qualification and who are able to demonstrate competency from the onset.

All of this raises questions about the viability of the notion of the ‘Big Society’ introduced by the new Conservative/Liberal Democrat coalition government (2010) whereby we should be looking to engage with more volunteers and provide services at a local level by local people. In February 2011, in a BBC interview, Prime Minister, David Cameron said Britain needs people to take more responsibility and government action can only ever be part of the answer to solving society’s problems. He said he wanted to make it easier for people to volunteer. Addressing criticism that the Big Society idea was too vague, he said it
was not just about rolling out one single policy: ‘What this is all about is giving people more power and control to improve their lives and communities'. http://www.bbc.co.uk/news/uk-politics. Nevertheless, the attitudes described above make it clear that more careful thinking will be needed in order to make this work. This research has implications for the Big Society notion as Third Sector organisations are facing a time of uncertainty in terms of commissioning. Funding is being reduced because the government wants to encourage more volunteers to take up paid employees’ positions. This has enormous repercussions in terms of workforce competency, public trust and scepticism about the ability of community and social organisations to scale up to the challenge of filling gaps in service delivery. The first step for me, as a leader, is not to implement ‘knee-jerk’ reactions to cut costs in the short-term, but to keep a watchful eye on longer-term goals and risk. It is likely that in the coming months Third Sector organisations will see a fundamental shift in their nature and role that they play in delivering public services and this will inevitably present risks. If Crossways is able to foster a creative, nurturing and risk-management approach we will be best placed to tackle any challenges that may lie ahead. What is clear however, is that supporting volunteers to expand their workforce competency and professional identity will be a key driver to achieving long-term success.

5.5 Particular recommendations
As a result of this research, I feel that my vision of ‘CAVEAT’ Leadership has much to offer, especially in the Third Sector. Particular recommendations associated with this vision are:

- Always believe, as a leader, that you are only in your position due to those with whom you lead and share experiences. Never assume that your staff are in their positions because of you.

- Involve personnel at as many levels as you possibly can in the decision-making processes as organisational decisions affect the whole and not just isolated constructs.
• Develop a deeper understanding of your ‘inner self’ through meditation, yoga or quiet periods of reflection.

• Do not be afraid to talk honestly to your commissioners about the good work that your volunteers do. Take volunteers to contract meetings so they can express and demonstrate their competency and understanding, just as you may do with salaried staff.

• Set up action learning sets within your organisation, led by volunteers and invite salaried staff to participate.

• Ensure all organisational policies and procedures reflect and include the work of all personnel.

• Ensure volunteers have a ‘voice’ at Board level and are represented at Trustee meetings.

• Spend time every day with your personnel. Let them see your weaknesses and your strengths. If you have their trust and their commitment, they will support you in your less strong moments and take the organisation forward using their strengths as professionals.

• Internally and externally, promote and advertise the achievements of your organisation. Oftentimes, we forget to tell the volunteers, who may only be in our presence for a few hours each week, just how much their contribution has meant, the outcomes and targets that have been achieved, and how much they have supported the treatment agenda nationally and locally.

• Bridge the gap between salaried and volunteer staff by dropping the title, ‘Volunteer’ and replacing it with ‘Advisor’ or something similar. There is no need to differentiate between paid and non-paid staff within the organisation.

• And finally – create a vision that empowers ‘volunteers’ to become self-confident and competent ‘Advisors’.
5.6 Personal reflections on the research process

The opportunity to carry out this research has provided me with a deeper insight into my 'self' as an individual and my 'self' as a leader. Before conducting the research, my life was lived through a disparate array of isolated emotions (living contradictions) and situations that I found hard to piece together and, as a consequence, left me feeling empty.

Although my 'CAVEAT' Leadership vision focuses on Competency and Visibility, if I were to re-engage with the research for further developmental purposes, I might now be inclined to change the mnemonic so it stood for Contagious and Visionary as the first two key components. I say this as I have witnessed how advisors have been influencing others, establishing and living out new ideas: their own learning has now become contagious and visionary. I have become inundated with requests for further developmental opportunities, for visits to meetings, for places on the Board, and advisors wanting to support new learners on the Crossways training programme. Some are now mentoring other new advisors and engaging in paid sessional work within the organisation.

It has been a difficult process being the CEO of Crossways and being the researcher. Sometimes I heard responses that I took personally about the leadership of the organisation and I sometimes found it hard not to react defensively. I have now created a local network meeting of other Charity CEOs and we meet regularly to discuss the stresses of running a charity in this economic climate, but more frequently discuss issues relating to our leadership.

Although this research was time-consuming and, on many occasions felt like a burden, I feel that without it my leadership would be stuck in the same place as it was five years ago; that of being consumed by business models and targets. That is not to say that these are not still a primary function of my day-to-day leadership responsibilities, but they are now embedded within a leadership vision that allows for collaboration and gratification from, and for, the whole
organisation. This is evident in a recent Investors In People report achieved by Crossways in 2011. I conclude with a postscript containing excerpts from the report. I believe it stands as testimony to the value of the changes at Crossways implemented as part of, and in the light of, this study; and to the vision of ‘CAVEAT Leadership that has emerged directly from this research and which now underpins my own professional practice as a leader of a Third Sector organisation. I offer this vision as an original contribution to leadership knowledge and practice in the field.

**Postscript: Feedback from the recent Investors in People Accreditation of Crossways.**

In 2011, Crossways was assessed for the Investors In People award and the following excerpts from the report demonstrate that the improved leadership as a result of this study has provided volunteers with a professional identity.

‘I am totally satisfied that Crossways meets the requirements of the Investors in People National Standard. Congratulations on your achievement! Recognition as an Investor in People is an achievement richly deserved by Crossways. The key message from staff is that the management team at Crossways have developed and embedded a culture of support and empowerment. A word frequently used by staff during discussions was ‘nurturing’ and I feel this describes Crossways very well. Not only in terms of the services and support provided to clients, but also in relation to the leadership, management and day to day support provided to staff. A great example of this is the way many people start working with Crossways as volunteers and, through training, support and nurturing are encouraged and enabled to take opportunities as they arise and move into employment’.

‘A planning meeting took place with the Chief Executive and HR Manager then it was agreed that the theme for the assessment should support Crossways’s objective of helping all stakeholders to grow, progress and achieve and empower. In achieving this aim self-leadership, a learning culture and recognising and valuing staff were identified as being key. The assessment therefore focused on the ‘people’ issues that support success in these areas’.
'Discussions confirmed that all staff share a consistent view about the role of each project and understand the outcomes required by Crossways and the commissioning organisation (DAAT), e.g. percentage of people leaving treatment interventions drug/alcohol free or an occasional user. There appears to be a robust process for measuring and recording outcomes through Treatment Outcome Profiles (TOPS) and staff clearly recognise the impact their work has on the achievement of client outcomes and ultimately therefore the ongoing success and longevity of their project. Project Managers are given significant autonomy to develop and manage their project and it was positive to hear that staff also feel that managers encourage ideas and innovation from their team, an example of this is the development of the Learning Mentor role.'

'One of the core values of Crossways is 'Empower' and this is certainly a value that is embedded across all projects and governs the way people work. People feel empowered and trusted by managers at all levels to make and implement decisions, particularly in their day to day interactions with Clients. The following quotes were used by staff to describe the concept of self-leadership as applied to their role in Crossways:

'I can decide priorities and not ask for permission.'
'I'm encouraged to make decisions and run with ideas.'
'I am confident to work on my own within the boundaries of the organisation.'

'Workforce development is a key strand in the Business Plan with the strategic intention that all Crossways personnel will be engaged in development linked to specified competencies by April 2012. At an individual level training requirements are regularly reviewed at appraisal and supervision and all projects have a training matrix which helps to inform a Workforce Development Plan. 'Grow' and 'Progress' are the key values relating to this theme of the review. There is no doubt that everyone I spoke to at Crossways feels that they are encouraged to develop their skills and professional competence. This happens in a variety of formal and informal ways.'
Formal training takes place and although the budget for formal training has been cut this year due to reduced project funding Crossways still provides statutory training e.g. Safeguarding, Mental Capacity and Deprivation of Liberty, and where available people are encouraged to access free of charge training in topics such as Motivational Interviewing. People describe how learning is shared and cascaded to other project members through written summaries or at team meetings. E learning has also been introduced for training in Safeguarding Vulnerable Adults and Child Protection. It would be interesting to gather some more formal feedback on the effectiveness (pros and cons) of this method of delivery from staff. Many people have progressed from volunteering to paid roles within Crossways and people commented that to a large extent this is due to the support and nurture they receive from managers and colleagues. People feel encouraged to progress at a rate that meets their own needs and ongoing risk assessment ensures that there is a stepped process in relation to working with more challenging clients.

'There is a well developed process for the training and induction of volunteers. Volunteers felt that the process of formal training and shadowing was extremely thorough and gave them the necessary skills and confidence required. Crossways have accredited their training against formal qualifications which gives people recognition for what they have achieved and also serves to check learning has taken place and ensure people develop the necessary competence. In terms of the ongoing development of this training programme it would be helpful to consider how the corporate evaluation of the training could be enhanced to ensure key performance measures are being met and continuous development of the process occurs. The attainment of formal qualifications (and/or Units towards) is a key part of the Crossways workforce development strategy. Many people are qualified counsellors and as members of the BACP have a requirement to undertake CPD. There are also many examples of people attaining degrees and attending courses at XXX University, for example in the Psychology of Addiction and Learning Mentors are undertaking PTLLS. Managers present excellent role models for learning with Project Managers completing management modules accredited by the CIM, e.g. retention and recruitment and performance management, and the Chief Executive having nearly completed a Doctorate with Exeter University'.
‘The working environment at Crossways can be challenging with Service Users at both Tier Two and Tier Three often presenting complex needs. Support is provided through a mix of group and individual sessions involving counselling, mentoring/guidance, training and therapeutic sessions. As stated many staff, including volunteers are trained counsellors and have, or are working towards, counselling qualifications. Reflective practice is a vital element of working in this field and undoubtedly occurs both through regular supervision and more informally through one to one discussions with colleagues and team members. People commented that Service Users are key to their learning as each intervention is reflected upon and Service Users themselves continuously introduce new patterns of behaviour and substance use to workers. Learning from other Agencies and Commissioners is important and clearly has an impact on the delivery and content of projects with Crossways working with these organisations and stakeholders to ensure that each Project meets the needs of Service Users’.

‘That Crossways is a learning organisation is demonstrated by the way it has managed change and effectively equipped staff with the necessary knowledge and skills to continue to perform effectively in a changing environment. In the last 10 years the operation of Services both nationally and within XXX has radically changed from one based on output (volume) to one based on outcomes that are driven by Best Value Commissioning. This has meant a change in focus and a change in processes for all staff. Treatment Outcome Profiles have been introduced to measure outcomes in drug and alcohol use, physical and psychological health, social functioning and offending. Prescribed time frames are now in place for the effective conclusion of treatments. A new data management system (HALO) has been introduced and staff competency has been assured by the introduction of national occupational standards (DANOS)’.

‘It is a testament to the leadership, supportive and encouraging management, and inclusive culture at Crossways that Projects have been re-commissioned and service provision is being extended (learning pathways)”.
‘People in all roles within Crossways clearly feel valued and recognised for their contribution. The style of managers was described very positively and people provided examples of how managers and senior colleagues motivate, value, include, trust and respect them. Staff do feel a small level of frustration at the amount of paperwork that needs to be completed e.g. TOPs but they understand the importance of these processes and feel that managers currently achieve the right balance between emphasis on compliance/reporting and supporting staff in delivering a client led service. Staff do not appear to feel under pressure to deliver outcomes at all cost’.

‘I feel wanted and appreciated.’
‘It’s easy to feel out on your own but when you speak to the Chief Executive you are made to feel like an Crossways employee.’

‘Staff clearly feel proud to work for Crossways and recognise that Crossways has a good reputation externally with commissioners and other agencies. Indeed volunteers suggested that the reputation Crossways has for service delivery and for nurturing and developing staff was the influencing factor in their decision to volunteer for Crossways’.

‘Their reputation is important – the diversity of therapies and the level of training you receive.’

‘Some comments relating to the need to more widely celebrate success and achievements were made but staff recognise that this is often due to a lack of opportunity and time rather than will’.

‘We don’t shout loud and proud enough.’
‘We probably don’t celebrate success enough but during supervision we talk about what went well and X praises me for that.’

(Investors In People report 2011)

Word count 51780
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P.203
1st June 2007
Crossways
XXXXXXXXXXXX
XXXXXXXXXXXX
XXXXXXXXXXXX

Dear xxxxxxxxxx

Consent to participate in research

As part of my studies on the Doctoral programme in Education, I am conducting a piece of action research into improving my leadership within a Third Sector organisation, Crossways, in an era of outcome based commissioning. I would be grateful if you would give your consent to take part in a semi-structured interview. My aim is to work collaboratively with you to make changes to my leadership to better meet the demands of government and, also improve the perception of some, as the Third Sector being run by 'well meaning amateurs'.

I will be looking to engage at least 4 research participants for a one to one semi-structured interview (lasting approx one hour) from a commissioning or government background.

Transcripts of the interview can be requested prior to publication in the research for you to amend any information that you feel has been misinterpreted or you would like omitted. I guarantee that I will observe good ethical conduct throughout the research and your anonymity will be protected, unless you give permission for the use of your true identity. You will be asked to choose a pseudonym for your real name at interview and this pseudonym will be referenced in the research.
All transcripts of interviews will be kept locked away at all times and destroyed after 6 years of the research being published.

Please respond by returning the reply slip below to my office address above by 30th June 2007. Interviews can be held at convenient locations to you and I will arrange and cover cost of any transport incurred.

Yours sincerely

M. Crespi

To Mindy

I ( ), give my consent to participate in a semi-structured interview. Three convenient dates and locations for interview are as follows:

1
2
3

Name: Signature: Tel
contact:
1st June 2007
Crossways
Xxxxxxxxxxxxx
Xxxxxxxxxxxxx
Xxxxxxxxxxxxx

Dear xxxxxxxxxx

Consent to participate in research

As part of my studies on the Doctoral programme in Education, I am conducting a piece of action research into improving my leadership within a Third Sector organisation, Crossways, in an era of outcome based commissioning. I would be grateful if you would give your consent to take part in a semi-structured interview and /or a series of four focus group meetings. My aim is to work collaboratively with you to make changes to my leadership to better meet the demands of government and, also improve the perception of some, as the Third Sector being run by 'well meaning amateurs'.

I will be looking to engage at least 6 research participants for one to one semi-structured interviews (lasting one hour) and 6 research participants to engage in a series of four focus group sessions of one hour duration each meeting.

Transcripts of the interview/focus group discussions can be requested prior to publication in the research for you to amend any information that you feel has been misinterpreted or you would like omitted. I guarantee that I will observe good ethical conduct throughout the research and your anonymity will be protected, unless you give permission for the use of your true identity. You will be asked to choose a pseudonym for your real name at interview/focus group and this pseudonym will be referenced in the research.
Mindy Crespi  CAVENAT Leadership 2011

All transcripts of interviews/focus group discussions will be kept locked away at all times and destroyed after 6 years of the research being published.

Please respond by returning the reply slip below to my office by 15th June 2007.

Yours sincerely

M. Crespi

To Mindy

I ( ), give my consent to participate in a semi-structured interview/a series of four focus groups discussions (delete as applicable) at Crossways.

Name                                                Signature
28th March 2007
Lynda Clarke
Crossways
2 xxxxxxxx Road
xxxxxxxxxxxxxxx
xxxxxxxxxxxxxxx

Dear Lyn

Permission to undertake research

As part of my work for my Doctoral studies in Education, I am conducting a piece of action research into studying how I can improve my practice as a leader of a Third Sector organisation in an era of outcome based commissioning. I would be grateful if you would give your permission and support for this project.

My data collection methods will include a case study analysis of Crossways, audio recordings of interviews with Crossways volunteers, focus groups, questionnaires, surveys, observations, inserts from reflective journals and interviews with Government Officials and DAAT commissioners. I guarantee that I will observe good ethical conduct throughout. I will negotiate permission to work with the Crossways volunteers and guarantee confidentiality of information and promise that no names will be made public without your permission and the permission of those who wish to be named.

I will make my report available to you for scrutiny before it is published, if you wish, and I will make a copy of the report available for your files on its publication.

I would be grateful if you would sign and return the slip below at your earliest convenience.
I enclose two copies of the letter. Please retain one copy for your files.

Yours sincerely

M. Crespi

To whom it may concern

I Lynda Clarke of Crossways give my permission for M. Crespi to undertake her research at Crossways.

Lynda Clarke                      Date
Public Questionnaire (February 2008)

I am a student on the Ed.D programme at Exeter University and I am carrying out a public questionnaire to determine the public's perception of volunteering. I would like to ask you a maximum of three questions that will be used as a baseline to my research. If you are happy to participate, please could you respond to the following questions. I will not be asking for any personal information that can identify you in any way.

Thank you.

1. If you had a drug or alcohol problem would you seek support from;
   i) Voluntary services = 68/100 (68%)
   ii) Statutory services = 20/100 (20%)
   iii) Neither = 12/100 (12%)

2. Do you see volunteer as;
   i) Do-gooders = 18/100 (18%)
   ii) Valuable asset to the economy and workforce = 66/100 (66%)
   iii) Part of the 'blue rinse and pearl brigade = 16/100 (16%)

3. Worker preference – if you answered Voluntary services in Q1, would you prefer to be supported by;
   i) Volunteer = 38/68 (56%)
   ii) Paid staff = 23/68 (34%)
   iii) No preference = 7/68 (10%)
   iv) N/A = 32/100
CROSSWAYS DRUG & ALCOHOL SERVICES

DUTIES AND RESPONSIBILITIES OF DRUG AND ALCOHOL ADVISORS:

BACKGROUND:

The Crossways Drugs and Alcohol Services is a non-profit making Limited Company with charitable status. Its principle funding comes from the Bournemouth, Poole & Dorset Shire Drug Action Teams. No charge is made for any of the core services on offer.

Crossways is managed by a Board of Trustees with day-to-day oversight in the care of a Chief Executive.

The purposes of Crossways are:

- To offer support to anyone in Dorset whose life is being adversely affected by substance misuse.

- To provide information and education on matters relating to substance misuse.

- To liaise with other local and national agencies working in the substance misuse and relating fields.

The team of Voluntary Drug and Alcohol Advisors who actually deliver the service to the public in Dorset undergo a comprehensive initial preparation course
followed by yearly in-service training. They are also subject to a selection procedure conducted by experienced personnel working in the field. This is to ensure that Crossways operates and maintains a high quality service to the public.

**THE VOLUNTARY DRUG AND ALCOHOL ADVISORS:**

The service expects every Drug and Alcohol Advisor to:

- Undertake a period of initial training and a subsequent interview, followed if selected, by on-going in-service training and development.

- Give an agreed amount of time to the Service, hopefully on a weekly basis and not less than fortnightly. The actual amount of time by negotiation.

- Take notes and keep confidential records as laid down in the service's operating procedures.

Additionally from time to time, the Chief Executive may invite one or more Drug and Alcohol Advisors to undertake other duties, for example participate in an external training course, or to represent Crossways at a meeting or conference. Prior notice will be given as well as a briefing on the particular duty.

**SUPPORT AND SUPERVISION**

The team of Voluntary Drug and Alcohol Advisors is supported in the first instance by the Liaison Supervision Officer and Executive Training Officer who advises volunteers on all matters to do with duties and with regard to anyone who calls on this service for help. In addition, Crossways operates a system whereby newly trained and selected Voluntary Drug and Alcohol Advisors are “paired” with a more experienced trained member of the Service.
At no time will any Advisor be expected to be on duty alone in the building.

We see ongoing in-service training as being an essential part of support and supervision. A particular feature of our system takes the form of personal interviews with the Training Officer and the Liaison Supervision Officers. These are intended to assist Advisors to better discharge their duties and to gain more satisfaction from their service.

Each Voluntary Drug and Alcohol Advisor is provided with a copy of the Service's Operating Procedures, an Equal Opportunity Statement, a Complaints Procedure, a Health and Safety at Work Policy and a Confidentiality Statement.

Finally the Chief Executive or Branch Co-ordinator is always available and prepared to meet with any Voluntary Drug and Alcohol Advisor at any time.

CROSSWAYS DRUG & ALCOHOL SERVICES
ADVISORS JOB DESCRIPTION

All areas of the Volunteers Job Description are crossed referenced to the Drugs and Alcohol National Occupational Standards (DANOS)

Key Area A Service Delivery carried out by volunteers.

AA Help individuals access substance misuse services

- AA1 Recognise indication of substance misuse and refer individuals to specialists.
- AA2 Establish, sustain and disengage from relationships with individuals.
• AA3 Establish individuals to find out about use and use services and facilities.
• AA4 Promote peoples equality, diversity and rights.
• AA5 Interact with individuals using telecommunication.

AB Support individuals in difficult situations.

• AB1 Support individuals when they are distressed.
• AB2 Support individuals who are substance users.
• AB3 Contribute to the prevention and management of abusive and aggressive behaviour.
• AB4 Contribute to the prevention of individuals’ abuse.
• AB5 Assess and acts upon immediate risk of danger to substance users.
• AB6 Support individuals with difficult or potentially difficult relationships.
• AB7 Provide service to those affected by someone else’s substance use.

AC Develop practice in the delivery of services.

• AC1 Develop your own knowledge and practice.
• AC2 Make use of supervision.
• AC3 Contribute to the development of the knowledge and practice of others.

AF Assess substance misuse’s' needs for care

• AF1 Carry out screening to identify and referral assessment
• AF2 Carry out assessment to identify and prioritise needs
• AF3 Carry out comprehensive substance misuse assessment
AG Plan and review integrated programmes of care for substance misusers.

- AG1 Plan and agree service responses which meet individuals needs and circumstances.
- AG2 Contribute to the development, provision and review of care programmes.

AL Deliver services to help individuals address their substance use.

- AL1 Counsel Individuals about their substance use using recognised theoretical models.
- AL2 Help individuals address their substance use through an action plan.

AJ Helping substance users address their offending behaviour.

- AJ1 Help individuals address their offending behaviour.
- AJ2 Enable individuals to change their offending behaviour.

In conjunction with the DANOS criteria, other duties will include;

- Appropriate administration work
- Including monitoring phone
- Booking appointments
- Confidential case notes
- Checking answer-phone
• Filing of clients notes

• Photocopying, attend volunteer ongoing training (at least two per year)

• Welcoming clients

• Secure building at close of shift, and leave the office as you found it.
Interview with Local Drug & Alcohol Team Commissioner (Kate)

Me: ‘How do you think that outcome-based commissioning has affected your relationship with third sector commissioner? In terms of targets being met’.

Kate: ‘It is dependent on the organisation – some have embraced it, others who feel they can ignore it, as far as they are concerned they are here for the client, but what they don’t understand what they are delivering to the client may not be the best outcome. How can they demonstrate it – it is about trying to get them to understand they have got to demonstrate it!! It is ok saying, yes, they are drug free, but it is about the quality of the work that you did to get them drug free that they need to demonstrate and they can’t. It may be just a sheer fluke – it may not have been the quality of the work undertaken, - that is what I as a commissioner am finding very difficult’.

Me: ‘Do you think there are enough tools in the third sector - we have the HALO tools and TOPs or do you think there are tools that are better able to capture some of the softer outcomes?’

Kate – ‘We have TOPs which is what Government want – what we need to do as an area is to get together as a group to look at soft outcomes that we want to achieve locally and add them to TOPS. I would love to get to a point – I would love to do it’.
Me - ‘Do you think that the targets that are set by Government are realistic in terms of working with Third Sector providers?’

Kate: ‘No, I honestly feel that there a lot of people up in the NTA that still perceive that the majority of drug treatment done in the country is done within the stat services and NHS. In some areas that is the only workforce you have got — however, the majority of treatment in our area is done in the voluntary sector and they don’t take that into consideration whatsoever. That is why we have had to over the past 8 years do an considerable amount of work in the third sector and bring them up to the same standard (as it were!) as stat providers. It has been a huge learning curve, not just for providers, but for commissioners as well. Workforce development – making sure everyone is fit for purpose via workforce development audits. That is still going to be a huge ongoing piece of work – mandatory training for everyone – DOLS etc. I know that there are probably a few providers out there that will not send their workforce’.

Me: ‘Similar to Common Induction Standards for children?’

Kate: ‘For any non professional, you have got to get 4 common standards – when you have got them, then you need within first 6 months of working with a service who has a contract with the DAAT, there is an expectation that you will go on Risk Assessment, etc, etc. Plus a refresher every 3 years. We will, lay on the
training free of charge and as it is free of charge – I would expect all managers to ensure all workforces are up to standard. If they don’t do that, they will be in breach of their contract and we as commissioners’ should then be saying, actually are they fit for purpose? If you can’t be bothered to get the workforce to right standard, how do we know they are fit for purpose to meet the outcomes of the outcome based commissioning?’

Me: ‘How will that work with volunteers?’

Kate: ‘It depends what that volunteer is doing. It will be up to the volunteer’s discretion – if the volunteer is doing things like admin, or supporting an employed worker on a group then probably there will not be so much of an emphasis on having to meet 5 mandatory standards – but if that volunteer is going to be leading a group or one to one work themselves then yes, I would be expecting to see they have undergone the mandatory training and come up to the same standard.

Me: ‘In terms of setting out a rolling programme, would you take into account the timing of the training to volunteers who perhaps work during the day or how flexible would you be?’

Kate: ‘That is why we have not pushed it so much this year. We realise this is a big job, so we are slowly integrating it and rolling out to the providers. Crossways
will be next on my list. I have not given you a deadline yet. For me, for a Third Sector provider, I would need to be sure that my paid employees have done it in the time frame and then you can slowly do your volunteers. But, you do need to ensure that if they are going to have face to face contact on their own then they need to undergo the mandatory training. The only problem is that we have got the training through Social Services and of course Social Services won’t do evening workshops, they only do it during the day. We may be able to a one off deal if you have 20 people or so’.

Me: ‘Within budgetary constraints how can Third Sector providers realistically train volunteers to meet specific outcomes? If we look at Crossways, where we are commissioned for one full time member of staff in the area, all of the work is done by volunteers. This saves the DAAT over £85,000 per year. Do you recognise the amount of money you are saving by having such a big volunteer workforce?’

Kate: ‘Providers have got to get a lot smarter about workforce development. One of the things I have discovered over the past 12months is that if you are contracted by the NHS or by local authority they have got funding from the government for their training. Therefore, if you are under contract by them, you are entitled to access the training. You should only then have to pay £15 per head and I don’t think we, as commissioners, have realised that and we haven’t been using correctly. I found that out and that is how we have been able to get all
the mandatory training via Social Services for £15 per head which we as a DAAT will pay on providers behalfs. There are a lot of ways we can get workforce training but we haven’t been smart’.

Me: ‘How much training have commissioners received in terms of outcome based commissioning? How deep is their understanding? I am conscious that you would be advising us, how to demonstrate outcomes?’

Kate: ‘Me personally, I have got a number of commissioning courses behind me and I do hold a commissioning certificate through Oxford Brookes University which I did about 5 years ago. Before that I did another outcome based commissioning certificate for the NTA and that was when we first started about 8 years ago. I also have various contract and commissioning certificates though Social Care so, I feel quite well equipped, unlike quite a lot of commissioners’.

Me: ‘Would you say that level of training is common throughout the country?’

Kate: ‘No, I think it depends where a lot of people have come from. A lot of people have fallen into commissioning roles as working for a provider and because they have a background in working in treatment, that is how they have fallen into it. We made a local decision that as soon as we heard the commissioning course was available, both myself and my colleague went on the course and we made sure the whole of the DAAT hold a relevant certificate. Part
of that you need to do ongoing training throughout the year over 3 years. A lot of the courses we ask providers to go on, we also go on too to make sure they are fit for purposes'.

Me: ‘Who monitors your Continuous Professional Development?’

Kate: ‘The DAAT Board, it is all part of the governance so where we are building in governance for providers, I do it exactly the same for the DAAT staff so I don’t treat you any different to my staff. If you have not got good leadership, then we won’t have good provision with providers’.

Me: ‘Why do you choose Third Sector provides to deliver some of your services?’

Kate: ‘Personally, as a commissioner, things change very fast and you have to have providers you can work with that are very flexible and very adaptable. I have found that the stat provisions are not like that at all, half of them are stuck in the 1970’s way of working. It is very difficult. That is why, especially in this area, we get Third Sector to provide it. They have moved on and often reduce better quality than the stat provision and we now have to work on stat providers and say, look if Third Sector can do this, you need to too’.

Me: ‘Why change from output to outcome? Do you think it benefits stakeholders?’
Kate: 'It is a way forward. Getting a lot smarter. 10 years ago it was all output. If people went off sick, then it became problematic. Now, you get value for money, a better service for client, delivery in a short burst to get them to move on to the next phase'.

Me: 'Does more literature need to be produced for providers in terms of outcomes and outcome based commissioning? I think there is a fear from providers if outcomes are not met'.

Kate: 'We could do some training around it. There are providers who want to know about it, and there are other providers who stick their head in the sand. A lot of providers are probably doing good work but because they are not taking care of their data, it isn’t evidencing as it should be. If you can’t demonstrate through the data then you won’t get your money to deliver it again. Some providers can’t understand that cycle. The cycle of commissioning. If you can give them the understanding of why data is so critical, that is key'.
Interview with Local Drug & Alcohol Team Commissioner (Sophie)

Me: 'Why do you think they have changed from outputs to outcomes?'

Sophie: 'To try and better the journey for the clients. Targets could just be the amount of people you get into treatment, outcomes are based on how effective that treatment has been and that it has made a difference to their life. Much more of a holistic view, taking into consideration families'.

Me: 'How can providers evidence value added stuff that is needed to evidence outcome?'

Sophie: 'Need to make changes in what and how we record – TOPS is key, retention is key, referrals is key. Tracking clients is key'.

Me: 'Is the underlying concept to be able to evidence efficient public spending?'

Sophie: 'It is the bottom line that Government need to know that public money has been invested wisely and that they are getting a return for their investment in terms of number of people reducing their drug use and their criminal behaviour that may be attached to it. But, I would hope that there was a genuine concern about people’s well-being and quality of life'.
Me: 'How has outcome based commissioning impacted on your relationship with third sector providers?'

Sophie: 'It is difficult to answer that question as it is all very new, but I would hope that they would just accept it. I have found it is easier to work with Third sector, they are far more open to change, new ideas, implementing alternative ways of working. There is always a nasty bit to commissioning Third sector providers though, which is that if they do not perform, the bid can always be taken away and given to another provider.'

Me: 'Where we have a lot of volunteers, do you have any ideas how we may better train them? How can we turn these people into mini professionals?'

Sophie: 'I don't think Government has ever considered volunteers and I don't think as commissioners we necessarily do either. There are a number of issues that I don't think we have thought about, i.e. training in the daytime, commitment etc. These are things we need to address as commissioners if we want to involve the Third Sector at an affordable price. We should look at allowing access to training that is provided for our professionals. Mandatory training will be included in new contracts but now I am thinking how will providers be able to get volunteers trained in this? You may need to think now that substance misuse work is a profession and you need to recruit people who can provide this professionalism'.

Me: 'Do you think the general discussions are around salaried staff?'
Sophie: ‘Yes’

Me: ‘Communities of Practice – How do we become more interdependent?’

Sophie: ‘As a commissioner, I cannot see it as separate, I see it really frustrating when people don’t share experiences, when providers or teams don’t talk to each other or integrate. One can’t function without the other. Include service user’s forums, Third sector, statutory sector, wraparound services in discussions. If they don’t, then they don’t belong in the system. We are all just part of the jigsaw; if we put it all together we get a good picture. As commissioner we need to work with providers and not against them and support them all that we can.’
Interview with Safer & Stronger Communities Lead (Sally)

Me: What do you perceive the difference to be between output commissioning and outcome-based commissioning?

Sally: 'When we are talking about outcome based commissioning we should be sure that there is a difference made and the emphasis is on the provider to make sure a difference has been made. The difference between outcome and output is about greater responsibility to ensure there is a difference'.

Me: 'How can I look at changes to establish Communities of Practice where we have an historic group of volunteers whose main aim was to give something back etc, and if the difference does not fall in the measurable outcome does it impact on what they feel they are doing is worthwhile?'

Sally: 'This can be a sticking stone – for some volunteers they may not have the skills to ensure the outcome but they will definitely have a part to play in the process. I think they need to be made aware of that – some who have had a career and an impacted life may not been able to go back to their career due to some ill health etc, therefore they become a volunteer in a lesser form of their career. They have become the stepping stone rather than the person who can secure the outcome. For example – a solicitor who would have been in court and seen a good outcome for their client may have experienced ill health and in the interim taken up voluntary work. He could be reading through documents to make sure they are
correct, could be a proof-reader or they could be ensuring someone can access right services and be capable of being the signpost but not the advocate. People need to see their place in the process but it should always be valued. This is up to the organisations to ensure that these people are still valued and together, as a team of workers, the outcomes will be achieved.

M: ‘How realistic are the outcomes that we are being asked to address for providers who use a high majority of volunteers?

Sally: ‘I think on the one hand – positive. It shows how much the government values volunteers and values the skills and sees them as the same calibre as paid workers. The other thing is that targets are set for a purpose, they are there to stretch people, to stretch organisations, to encourage organisations to look at their workforce, their systems and to look for continuous improvement. So when these challenges are given, they are given with the point that there are ways in which you could bring these to fruition. In some businesses there are changes to workforce and downsizing – but there are different ways to look at this – do we look to up skilling particular people to move towards developing different parts of the work that would be able to be a higher profile than it was before to actually achieve these different targets. But yes they are frustrating – if we look at the place where we are – if they were achievable then we would have already achieved them! If we haven’t reached them then it is obviously very frustrating, but look at the targets, look at the workforce, look at the skills we have and see if there is a way that we think YES, I am up for the change and in order to meet that challenge, the world would be a better place. It is looking at those things first, rather than leaping ahead
and believing that you won't reach that goal. Therefore people go under. It is at the point of the challenge – think Ok this is the challenge, what can I do in order to achieve it, rather than just thinking this can't be done. If it still not achievable even when you have looked at all of those things, that is the time to take it back up to Government and say this does not look achievable? There is always room to challenge if we have tried every available option.

Me: 'The introduction of individual learning plans identifying key skills is what I am hearing you say and not relying on a process that allows volunteers to all do the same job. Use supervision and continuous professional development to identify the key skills?'

Sally: 'Out of 45 volunteers you may have 150 skills that could be utilised in different ways. In any organisation, in any good organisation, you will always have a continuous improvement scheme in their development plans. Look at old management styles, leadership skills, and strength finders. Don't put them into a situation where they are going to fail. To try and bring people to the same place and the same skill, that is not efficient and not good management'.

Me: 'In terms of communities of practice, changing cultures, how can all of the different pockets of communities of practice become more interdependent throughout their life cycle instead of in times of crises?

Sally: 'Look at National Indicators. There is a duty to become better integrated with all agencies to collectively reach targets. If this is not happening, then try and
get yourself invited to local partnership groups and steering groups. Write to the Chair and invite yourself. Not every group has got Third sector representation.

Me: ‘Why do commissioners choose to invest money in Third sector providers – what is the benefit?’

Sally: ‘Value for money. Terrific savings – on the cynical side cheap labour, but on the value for money side you do have skilled people who can offer good services at a very competitive rate. Outside of my current role, we have been involved in commissioning Third Sector groups because they had more focus on the area of work. They weren’t in it for anything else. I think I can say they had a greater passion for the work, a lot of the groups we commissioned were about ‘people’.

Me: ‘Do you think there will ever come a day when people working in Third sector will get as much recognition as people working in statutory services?’

Sally: ‘They should do, but unfortunately human beings make assumptions and they make first encounter perceptions about organisations, people, institutions so it is hard to tell. The one question that always goes around in my head, is that if people are worth their value, if they are good, they are skilled, then they should be paid. There is an old saying, ‘their labour is worthy of their hire’ and I feel that if someone is doing the work, then they should be getting paid. It is a shame that we have to depend on a voluntary society. However, some people prefer to have the choice to dip in and dip out and volunteering suits them. Some don’t see it as a job,
it is a vocation, a passion to help others and want no monetary reward. The reward is the opportunity to help others'.
Core Volunteer Questionnaire

We would be very grateful if you would complete this questionnaire to help us assess the impact of volunteering with us. Your answers will be treated confidentially and will not be passed on to anyone else.

Introduction

What activities do you carry out as a volunteer in this organisation?

---

How long have you been volunteering with this organisation?

- [ ] Less than one year
- [ ] 1-2 years
- [ ] 3-5 years
- [ ] 6-10 years
- [ ] 11 years or more

How often do you volunteer with this organisation?

- [ ] One day a week or more
- [ ] One or two days a month
- [ ] A couple of times a year
- [ ] Very occasionally
- [ ] Once only

The Impact of Volunteering

1. Below are listed some of the things that people have access to as volunteers. How satisfied are you with your access to the following things? Please tick the box that applies to you.

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<tr>
<td>a) Access to training courses</td>
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<tr>
<td>b) Access to social events with other volunteers and/or staff</td>
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<tr>
<td>c) Access to support for your volunteering</td>
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2. Listed below are some of the ways that people gain personally from being a volunteer. Have any of the following increased or decreased for you? Please tick the box that applies to you.

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<tr>
<td>Increased greatly</td>
<td>Increased</td>
<td>Stayed the same</td>
<td>Decreased</td>
<td>Decreased greatly</td>
<td>Not relevant</td>
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a) My personal development (e.g. confidence, self-esteem, self-management)

b) My skills-base (e.g. from teamwork through to computer literacy)

c) My general health and well-being

3. Volunteering can affect some people economically, both in terms of what you might gain from volunteering, but also in terms of the costs of volunteering. Please tick the box that summarises how much you agree or disagree with the following statements:

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<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
<td>Strongly disagree</td>
<td>Not relevant</td>
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a) All the expenses I incur as a volunteer are reimbursed

b) I have access to free training

c) I have increased my earning power

4. Below are listed some of the ways in which people gain through the social links they develop by volunteering. Please tick the box that summarises how much the following have increased or decreased for you.

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<tr>
<td>Increased greatly</td>
<td>Increased</td>
<td>Stayed the same</td>
<td>Decreased</td>
<td>Decreased greatly</td>
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a) Access to new contacts and networks

b) Sense of trust in others

c) Participation in local activities
5. Volunteering can impact on people's sense of cultural identity in a number of ways. Please tick the box that summarises how much the following have increased or decreased for you.

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<td>Increased greatly</td>
<td>Increased</td>
<td>Stayed the same</td>
<td>Decreased</td>
<td>Decreased greatly</td>
<td>Not relevant</td>
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a) My sense of community, ethnic, faith or religious identity

b) My religious practice and faith

c) My participation in cultural, environmental or leisure activities

Please add any comments on any of these impacts

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Issues

6. Is there anything else that you would like to say about the volunteering you've been doing, or the effects it has had on you? Please write in here:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

_____________________________________________________________________________________

7. Would you recommend volunteering to other people?

☐ Yes    ☐ No

If you answered Yes, what are the main benefits that you would emphasise?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

If you answered No, what are the main drawbacks that you would emphasise?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

About You

Please fill in the following details about you - they will be kept completely private but will help us build up a profile of our volunteers.

Are you male □ or female □

How old are you?
☐ 24 or under ☐ 25-34 ☐ 35-44 ☐ 45-54
☐ 55-64 ☐ 65-74 ☐ 75 and over

How would you describe your ethnicity?
☐ White ☐ Chinese or Chinese European
☐ Asian or Asian European ☐ Black or Black European
☐ Other please specify

Do you consider yourself to be disabled? ☐ Yes ☐ No

What is your occupation?

Please return this questionnaire to:

Thank you very much for your help.
Appendix 8

Supplementary Volunteer Questionnaire

In-Depth Questions

1. Physical Capital

Below are a number of statements about the training and management you have received as a volunteer. Tick the box to indicate how much you agree or disagree with each statement.

a) Access to training courses and/or certificates

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<td>Strongly agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
<td>Strongly disagree</td>
<td>Not relevant</td>
</tr>
</tbody>
</table>

i) I have access to courses that are of direct relevance to my volunteering

ii) I have not been able to access courses that are of interest to me

iii) It is important to me that I can obtain accreditation or qualifications through my volunteering

iv) The training courses are of good quality

b) Access to social events with other volunteers and/or staff

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
<td>Strongly disagree</td>
<td>Not relevant</td>
</tr>
</tbody>
</table>

i) There have been a good number of social events organised

ii) The social events are not well attended

iii) The social events are enjoyable and useful

iv) The social events are held at convenient times and locations
c) Support for volunteering through good management

<table>
<thead>
<tr>
<th></th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) I am satisfied with the awards/certificates I have received for my volunteering</td>
<td></td>
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<tr>
<td>ii) I do not feel my skills are well utilised</td>
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<tr>
<td>iii) I am aware of what is expected of me most of the time</td>
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<tr>
<td>iv) I am aware of what I can expect from the organisation most of the time</td>
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<tr>
<td>v) I get support whenever I need it</td>
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<tr>
<td>vi) I would like the volunteering to be better organised</td>
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<tr>
<td>vii) People value the contribution I make to the organisation</td>
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</tbody>
</table>

2. Human Capital

People can gain personally from volunteering in a variety of ways. Tick the box that indicates whether the following have increased or decreased for you as a result of your volunteering.

a) Personal development

<table>
<thead>
<tr>
<th></th>
<th>A Increased greatly</th>
<th>B Increased</th>
<th>C Stayed the same</th>
<th>D Decreased</th>
<th>E Decreased greatly</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) My confidence in my own abilities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ii) My sense of self-esteem</td>
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<tr>
<td>iii) My sense that I am making a useful contribution</td>
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<tr>
<td>iv) My awareness of the effects of my actions on others</td>
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<tr>
<td>v) My sense of motivation</td>
<td></td>
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<tr>
<td>vi) My willingness to try new things</td>
<td></td>
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<tr>
<td>vii) The sense that I have things to look forward to in my life</td>
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</tbody>
</table>
b) Skills development

<table>
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<tr>
<th></th>
<th>A Increased greatly</th>
<th>B Increased</th>
<th>C Stayed the same</th>
<th>D Decreased</th>
<th>E Decreased greatly</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) My ability to communicate with other people</td>
<td></td>
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<tr>
<td>ii) My social and communication skills</td>
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<tr>
<td>iii) My ability to work as part of a team</td>
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<tr>
<td>iv) My ability to make decisions</td>
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<tr>
<td>v) My ability to lead or encourage others</td>
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<td>vi) My ability to organise my time</td>
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<tr>
<td>vii) Vocational or job-related skills, such as childcare or conservation skills</td>
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<td>viii) Literacy and numeracy skills</td>
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<tr>
<td>ix) Technical skills, such as office work or I.T. skills</td>
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</table>

c) Health and well-being

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<tr>
<th></th>
<th>A Increased greatly</th>
<th>B Increased</th>
<th>C Stayed the same</th>
<th>D Decreased</th>
<th>E Decreased greatly</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) My physical health and well-being</td>
<td></td>
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<td></td>
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<tr>
<td>ii) My mental health and well-being</td>
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<td>iii) My fitness levels</td>
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</tbody>
</table>
3. Economic Capital

Below are a number of statements about financial or economic aspects of your volunteering. Tick the box to indicate how much you agree or disagree with each statement.

a) Costs/non-repayment of out of pocket expenses

<table>
<thead>
<tr>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

i) My out of pocket expenses are reimbursed promptly

ii) I can claim my travel and other expenses if I wish to

iii) I sometimes find myself out of pocket as a result of volunteering

b) Value/access to free training

<table>
<thead>
<tr>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

i) The organisation gives me access to further training free

ii) I have benefited from the opportunities for further training and education

c) Employability/increased earning power

<table>
<thead>
<tr>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

i) My volunteering has increased my ability to get paid work

ii) The organisation has helped me with looking for paid employment

iii) My financial situation has improved because of my volunteering

iv) My employability has not increased as a result of being a volunteer

v) Volunteering has improved my chances of being recognised or promoted in my paid job
4. Social Capital

People can gain socially from volunteering. Tick the box that indicates whether the following have increased or decreased for you as a result of your volunteering.

**a) Friendships, contacts and networks**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased greatly</td>
<td>Increased</td>
<td>Stayed the same</td>
<td>Decreased</td>
<td>Decreased greatly</td>
<td>Not relevant</td>
</tr>
</tbody>
</table>

- i) My range of friendships
- ii) The number of contacts that I can call on
- iii) My participation in social gatherings
- iv) My support and information networks

**b) Sense of trust in others**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased greatly</td>
<td>Increased</td>
<td>Stayed the same</td>
<td>Decreased</td>
<td>Decreased greatly</td>
<td>Not relevant</td>
</tr>
</tbody>
</table>

- i) My trust in other people
- ii) My trust in voluntary organisations
- iii) My trust in organisations in general
- iv) A feeling of being included and not alone
- v) My willingness to look out for other people
- vi) Feeling that this is a safe place to live
c) Participation in local activities

<table>
<thead>
<tr>
<th></th>
<th>A Increased greatly</th>
<th>B Increased</th>
<th>C Stayed the same</th>
<th>D Decreased</th>
<th>E Decreased greatly</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>My sense of being part of this community</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ii</td>
<td>My willingness to get involved in local activities</td>
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<tr>
<td>iii</td>
<td>My interest in doing more volunteering</td>
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<tr>
<td>iv</td>
<td>Opportunities to take part in local campaigns or community actions</td>
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<tr>
<td>v</td>
<td>Taking part in political activities</td>
<td></td>
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<td></td>
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<tr>
<td>vi</td>
<td>Environmental awareness and action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii</td>
<td>My interest in joining local groups, projects or clubs</td>
<td></td>
<td></td>
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<tr>
<td>viii</td>
<td>My sense of having a say in local matters</td>
<td></td>
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</tr>
</tbody>
</table>

5. Cultural Capital

People can gain in other ways from volunteering. Tick the box that indicates whether the following have increased or decreased for you as a result of your volunteering.

a) Sense of cultural (group or ethnic) identity

<table>
<thead>
<tr>
<th></th>
<th>A Increased greatly</th>
<th>B Increased</th>
<th>C Stayed the same</th>
<th>D Decreased</th>
<th>E Decreased greatly</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>My understanding of different cultures</td>
<td></td>
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<tr>
<td>ii</td>
<td>My sense of belonging to the community</td>
<td></td>
<td></td>
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<tr>
<td>iii</td>
<td>Opportunities to express different aspects of my identity</td>
<td></td>
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</tbody>
</table>
b) Religious practice and faith

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased greatly</td>
<td>Increased</td>
<td>Stayed the same</td>
<td>Decreased</td>
<td>Decreased greatly</td>
<td>Not relevant</td>
</tr>
</tbody>
</table>

i) The strength of my religious faith

ii) My ability to practice my religion

iii) Opportunities to express these aspects of my identity

---

c) Culture, leisure and environment

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased greatly</td>
<td>Increased</td>
<td>Stayed the same</td>
<td>Decreased</td>
<td>Decreased greatly</td>
<td>Not relevant</td>
</tr>
</tbody>
</table>

i) Opportunities to engage in cultural activities such as art, theatre and dance

ii) Opportunities to take part in leisure activities like hobbies/sports

iii) The quality of the local environment
Core Staff Questionnaire

We would be very grateful if you could find a few minutes to fill in this form. It will help us assess the effects of the work of our volunteers on people who use or receive our services. Please answer any questions you can, but don't worry if you can't answer a question. Your answers will be kept completely confidential and won't be shown to anyone else.

Introduction

Job title/post:

How long have you worked for this organisation?
☐ 1 Year or less  ☐ 1-2 Years  ☐ 3-5 Years
☐ 6-10 Years  ☐ 11 Years or more

What is your contact with volunteers in the organisation?
☐ Directly manage  ☐ Help supervise
☐ Work alongside  ☐ None

Impact of Volunteering

1. How satisfied are you with these aspects of the services/outputs provided by volunteers? Please tick the box that summarises how satisfied you are with:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>Fairly satisfied</td>
<td>Neither satisfied nor dissatisfied</td>
<td>Dissatisfied</td>
<td>Very dissatisfied</td>
<td>Not relevant</td>
</tr>
</tbody>
</table>

i) The quantity of services provided by volunteers

ii) The quality of services provided by volunteers

iii) The degree of innovation in services provided by volunteers

2. On a five point scale of A to E (with A = a great deal and E = not at all) how much do volunteers impact on the development of your staff and organisation?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not at all</td>
</tr>
</tbody>
</table>

i) Staff development - e.g. leadership skills, management

ii) The diversity of the organisation's workforce

iii) The organisation's development
3. On a five point scale of A to E (with A = a great deal and E = not at all) how much do volunteers impact on the following economic aspects of the organisation?

<table>
<thead>
<tr>
<th></th>
<th>A great deal</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Not at all</th>
<th>Not relevant</th>
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</thead>
<tbody>
<tr>
<td>i) The value of the organisation's work</td>
<td></td>
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<tr>
<td>ii) The income of the organisation</td>
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<tr>
<td>iii) The creation of new jobs in the organisation</td>
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</table>

4. On a five point scale of A to E (with A = a great deal and E = not at all) how much do volunteers contribute to the following aspects of your organisation?

<table>
<thead>
<tr>
<th></th>
<th>A great deal</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Not at all</th>
<th>Not relevant</th>
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</thead>
<tbody>
<tr>
<td>i) Recruiting and retaining quality paid staff</td>
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<tr>
<td>ii) Recruiting and retaining quality volunteers</td>
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<tr>
<td>iii) Enhancing the organisation's reputation</td>
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</table>

5. On a five point scale of A to E (with A = a great deal and E = not at all) how much do volunteers contribute to the following aspects of your organisation?

<table>
<thead>
<tr>
<th></th>
<th>A great deal</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Not at all</th>
<th>Not relevant</th>
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</thead>
<tbody>
<tr>
<td>i) Creating a diverse organisational culture</td>
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<tr>
<td>ii) Providing culturally appropriate services for the community</td>
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<tr>
<td>iii) Creating an open and inclusive organisational culture</td>
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</tbody>
</table>
Other Issues

6. Referring to any of the aspects in the list below, what are the most negative or least satisfactory aspects of the effects of volunteers on the organisation? Please describe them and say why they have a negative effect.

On paid staff:

On the organisation as a whole:

On the services you provide:

On your users/clients/service recipients:

On your organisation’s reputation and profile:

On the local community:

7. How well does the organisation manage and support its volunteers?

Please indicate your level of agreement with the following:

<table>
<thead>
<tr>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Volunteers receive sufficient training for their roles</td>
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<tr>
<td>ii) Volunteers are well managed/supported</td>
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<tr>
<td>iii) Adequate levels of resources are spent on volunteer support/management</td>
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</tbody>
</table>
8. Please write any further comments or thoughts you have about the impact of volunteering on the organisation, its staff and services

About You

Please fill in the following details about you – they will be kept completely private.

Are you male □ or female □

How old are you?
□ 24 or under   □ 25-34   □ 35-44   □ 45-54
□ 55-64   □ 65-74   □ 75 and over

How would you describe your ethnicity?
□ White   □ Chinese or Chinese European
□ Asian or Asian European   □ Black or Black European   □ Other

Do you consider yourself to be disabled?
□ Yes   □ No

Please return this questionnaire to:

Thank you very much for your help.
Supplementary Staff Questionnaire

In-Depth Questions

1. Physical Capital

How much do you agree with the following statements about the volunteering and volunteer services provided for the organisation? Please tick the box that indicates your level of agreement:

a) Quantity of volunteer services/outputs

<table>
<thead>
<tr>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Volunteers significantly increase the organisation's capacity</td>
<td></td>
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<tr>
<td>ii) We have enough volunteer time put into the organisation</td>
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<tr>
<td>iii) The organisation is over-reliant on its volunteers</td>
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</table>

b) The quality of volunteer services

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<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
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<tr>
<td>i) Volunteers provide a good range of services</td>
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<td>ii) Volunteers bring added value to our services</td>
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<td>iii) The quality of volunteers' work could be improved</td>
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<td>iv) The volunteers help increase users' access to other services in the community</td>
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c) The degree of innovation in volunteer services

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<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
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<tbody>
<tr>
<td>i) Volunteers enable our organisation to introduce and develop innovation in our services</td>
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<td>ii) Volunteers prefer to do things the way they always have</td>
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<td>iii) Volunteers bring in fresh ideas on serving our users</td>
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2. Human Capital

Do volunteers affect your own work and development? Please indicate how much you agree or disagree with the following:

a) Staff development

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<th>A: Strongly agree</th>
<th>B: Agree</th>
<th>C: Neither agree nor disagree</th>
<th>D: Disagree</th>
<th>E: Strongly disagree</th>
<th>F: Not relevant</th>
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<tbody>
<tr>
<td>i) They help make my job easier</td>
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<td>ii) They enable me to do work which I would otherwise not have time for</td>
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<td>iii) They take up too much of my time and energy</td>
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<td>iv) They contribute to my own awareness and thinking</td>
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<td>v) They contribute to my own personal and professional development</td>
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<td>vi) They distract me from getting on with my job</td>
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b) The diversity of the organisation's workforce

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<th>A: Strongly agree</th>
<th>B: Agree</th>
<th>C: Neither agree nor disagree</th>
<th>D: Disagree</th>
<th>E: Strongly disagree</th>
<th>F: Not relevant</th>
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<tr>
<td>i) They have a wide range of backgrounds</td>
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<td>ii) They are a wide variety of ages</td>
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<td>iii) They are a good mixture of men and women</td>
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<td>iv) Their presence encourages diversity in the paid workforce</td>
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<td>v) They are happy to work with a diverse group of people</td>
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<td>vi) They are a homogeneous group who prefer working with people similar to them</td>
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c) The organisation’s development

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<tr>
<th>i) Volunteers bring good ideas into the organisation</th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
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<tbody>
<tr>
<td>ii) Volunteers manage and guide the organisation well through the management committee/board of trustees</td>
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<td>iii) Volunteers have too much influence over the way the organisation develops</td>
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<td>iv) Volunteers keep us in touch with the community and its needs</td>
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<td>iv) Volunteers increase our sustainability as an organisation</td>
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3. Economic Capital

How much do you agree with the following statements about the economic impact volunteers have on your organisation?

a) The value of the organisation’s work

<table>
<thead>
<tr>
<th>i) Volunteers are good value for money</th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
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<tr>
<td>ii) They enable us to do work we would otherwise not be able to afford to do</td>
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<td>iii) They are not cost effective</td>
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<td>iv) It is a mistake to try and place an economic value on volunteers</td>
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b) The income of the organisation

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<th></th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
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<tbody>
<tr>
<td>i) Volunteers are a significant source of fundraising for the organisation</td>
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<td>ii) We are able to use volunteer time to match-fund grant-aid</td>
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<td>iii) Involving volunteers costs more than they represent in income</td>
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<td>iv) By involving volunteers in our work we are able to attract grants from funders</td>
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c) The creation of new jobs in the organisation

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<th></th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
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<tbody>
<tr>
<td>i) Volunteers often go on to get paid work within our organisation</td>
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<td>ii) Without volunteers we would find it easier to make the case for funding for paid jobs</td>
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<td>iii) By helping to establish the need for a particular service volunteers contribute to the creation of paid jobs within the organisation</td>
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<td>iv) Volunteers take the place of paid staff in our organisation</td>
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</table>
4. Social Capital

Do volunteers contribute to the following aspects of the organisation? Please tick the box to indicate your level of agreement with the following.

a) Recruiting and retaining quality paid staff

<table>
<thead>
<tr>
<th>Statement</th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
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<tbody>
<tr>
<td>i) The paid staff and volunteers complement each other well</td>
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<td>ii) The presence of volunteers has a positive effect on staff morale</td>
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<td>iii) Volunteers make it easier for us to attract high quality paid staff</td>
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<td>iv) Volunteers make it more likely that staff will stay with the organisation</td>
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<td>v) Some staff are not happy with the role and influence of volunteers</td>
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b) Recruiting and retaining quality volunteers

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<tr>
<th>Statement</th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
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<tbody>
<tr>
<td>i) The volunteers work well together</td>
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<tr>
<td>ii) The volunteers have high morale</td>
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<td>iii) There are tensions between different groups of our volunteers</td>
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<td>iv) The volunteers help attract new people to volunteer in the organisation</td>
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<td>v) Volunteers are likely to stay with us for a long time</td>
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</table>
c) Enhancing the organisation’s reputation

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<tr>
<th>Statement</th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
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<tbody>
<tr>
<td>i) The volunteers act as good ambassadors for the organisation</td>
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<td>ii) The volunteers make our organisation and its work well known locally</td>
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<td>iii) The volunteers make us known for the quality of our work</td>
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<td>iv) The volunteers tend to make us look amateurish</td>
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<td>v) Volunteers enhance our reputation in the community</td>
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5. Cultural Capital

Do volunteers contribute to the following aspects of the organisation? Please tick the box to indicate your level of agreement with the following.

a) Creating a diverse organisational culture

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<tr>
<th>Statement</th>
<th>A Strongly agree</th>
<th>B Agree</th>
<th>C Neither agree nor disagree</th>
<th>D Disagree</th>
<th>E Strongly disagree</th>
<th>F Not relevant</th>
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<tbody>
<tr>
<td>i) The volunteers help create a varied cultural atmosphere in the organisation</td>
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<td>ii) The volunteers are representative of the cultural diversity of the community</td>
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<td>iii) The volunteers’ presence means different cultures and backgrounds are valued</td>
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<td>iv) The volunteers’ presence helps us to remove any racism or cultural bias from our work</td>
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b) Providing culturally appropriate services for the community

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<tr>
<td>i) The volunteers have helped us be culturally sensitive to the local community</td>
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<td>ii) The volunteers enable us to provide services that take account of people's different cultural needs and preferences</td>
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<td>iii) There is a mismatch culturally between our volunteers and some of our users</td>
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c) Creating an open and inclusive organisational culture

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<tbody>
<tr>
<td>i) Volunteers have helped us create an atmosphere in which everyone is welcome</td>
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<td>ii) Volunteers are treated as equal to paid staff</td>
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<tr>
<td>iii) Volunteers help us create an organisational culture where everyone is listened to</td>
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<td>iv) Volunteers have few opportunities through which to influence the development of the organisation</td>
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Summary of Volunteer Interview (Catherine)

Me: 'I know it is difficult but I want you to try and see if you can see me as a researcher rather than a CEO for this interview. Is that possible?'

Catherine: 'That's fine.'

Me: 'How long have you been a volunteer at Crossways?'

Catherine: '3 years in April'

Me: 'What prompted you to come to Crossways?'

Catherine: 'Initially because I needed hours because of my counselling course. Initially, drugs and alcohol was not an area I wanted to go into because of my own addictions. However, one of my lectures said may be it is an area I need to challenge myself on'.

Me: 'Why volunteer in the voluntary sector?'

Catherine: 'It did not cross my mind. I heard Crossways was good, still here 3 years later and I love the work.'

Me: 'What has kept you here?'

Catherine: 'The organisation, the support, the ethos that comes across downstairs as being supported, I know I can see anyone if I have a problem, not just client work, but me personally. I work for NHS as well, it is very different'.

Me: 'So, there was a not a conscious decision for the voluntary sector?'

Catherine: 'No, I just needed counselling hours for my course'.
Mindy Crespi: CAVEAT Leadership 2011

Me: ‘For a paid role, would it sway your decision to look for paid work in the voluntary sector?’

Catherine: I have thought about that. If my work in the NHS comes to an end, I would like to work at EDAS. ‘Already made that decision’.

Me: ‘What does it mean to you to be a volunteer?’

Catherine: ‘I feel like I give back. Being a volunteer for me is a big thing. I still class it as work, I come to work. I have been given support and help, it is time to give that back, it is hard but rewarding’.

Me: ‘You say you feel like you are coming to work...do you feel as professional in your paid job as you do as a volunteer?’

Catherine: ‘Yes, I don’t consciously think that Tuesdays are any different. I am going to work. It is the same rules and boundaries that I apply to both. But I can see it from other people. Sometimes I say to people I work for Crossways and they say you don’t work for Crossways, you volunteer. It gets my heckles up’.

Me: ‘How do your family see it?’

Catherine: ‘They think it is fabulous’.

Me: ‘If they said they did not see enough of you, would you stop volunteering or your paid job in the NHS?’

Catherine: ‘Paid job, definitely’.

Me: ‘In your role as a volunteer, lots of different aspects of my research so far relates back to some work that has been done by Lave and Wenger about Communities of practice. By this I will give you a example of what I mean. If you take a profession like butchers, there are many types of butcher, i.e. Kosher
butchers, cattle butchers, etc., but the art of butchery is much the same. In light of
that and in terms of your role as volunteer, which Community of Practice do you
feel you fit into? Volunteers, Volunteers and staff, EDAS as a whole or the
treatment structure? Part of my role would be to try and make a whole systems
approach for Crossways'.

Catherine: 'Certainly within Crossways and the organisation. I fit into the
government, but I have never really thought about it. I would not say too strongly I
fit into volunteers. It can feel we are all like ants coming in and out. Not much of
coming together as volunteers. I feel like part of the furniture. I have been here 3
years and seen volunteers come and go. May be that would be different if there
were more getting togethers. Perhaps we should have more volunteer meetings?'

Me: 'Do we need more volunteer meetings then? Do you think that will cause more
of a divide?'

Catherine: 'Yes, may be if we change the title 'volunteer' it may be better. Perhaps
we should be all called 'staff'. I have been thinking how we could get more
volunteers to come. They do need more personal development, they do need more
training. Is it because they see themselves as volunteers? Maybe there needs to
be some change of perception of 'volunteer'.'

Me: When you first arrived at Crossways, even though you were a professional in
your own right, did you at any point of have any feelings of inferiority?

Catherine: 'No, never, if anything the other way. I feel we were very valued. Never
felt inferior. I think other volunteers have tried to put that across sometimes. Not
through the organisation, but through themselves. I have never, some volunteers
who come in and start moaning, I don't want to get involved'.

Me: 'What do you think there reasons are for that moaning?'
Catherine: 'Well, there are those people who are not counsellors and that can cause tiers. Some who are counsellors and who put themselves back to basics and want to start again. Others who think they know so much more'.

Me: 'Do you mean those who are in recovery?'

Catherine: 'Yes, those are the ones we have problems with. There is a definite tiering, it is their own agenda. I try to get across to them that does not go on here, and that we don’t have that hierarchy. We are all equal'.

Me: 'One of the aspects heavily looked at in my research is the changing in government strategy and the introduction of outcomes and outcome-based commissioning. How much of an impact has this had on volunteers?'

Catherine: Yeah, I have seen the changes in the 3 years I have been here, seen impact on paid staff and how they have less time to give to volunteers. There seems to be more and more paperwork, but then I can walk away and focus on clients, but it is more how it affects the two supervisors and how they feel they can act in the organisation'.

Me: 'Do you think it has changed how you see your role as practitioner as you need to evidence what you are doing?'

Catherine: 'Yes, it does, if I see 3 clients, how do I get the time to do paperwork? I am only in 3 hours per week. I would like to have more of an understanding of that'

Me: Do you think that if there was a greater focus on training on the importance of paperwork, it would have scared you off, or do think it would have made your practice slightly more meaningful in terms of your contribution to bigger picture?'

Catherine: 'It would be nice to know how much of a success rate we have. When I see managers stressed out about outcomes, I would like to know why. I would like
to understand it and like to know if I am making a difference to people and to government stats. I have no idea how many people we have trough the door'.

Me: ‘Do you think that would be an enhancer?’

Catherine: Definitely, seeing the bigger picture would definitely help. We don’t sell ourselves enough is how I feel. Is that because as counsellors we are always taught not to blow our own trumpet?’

Me: ‘I see it as weighing scales. In one bowl we have values, harmony, meaning of the individuals life. In other bowl we have to balance it with data’.

Catherine: ‘Is that not though to do that?’

Me: ‘How will we do that?’

Catherine: ‘Perhaps volunteers need to get more involved in commissioning or promotion. We do do good work here and we need to shout about it’.

Me: Within the focus group, someone said perhaps we need to be stricter with volunteers. How do you feel about that?’

Catherine: With the change of title, that may change that. There should be no difference, if volunteers are late they should be told off, is it because of the name that we don’t get tough with them? Getting paid or not should make no difference’.

Me: ‘Do you think we need to make changes to the training programme?’

Catherine: Standardised training does affect the organisation. Some are more capable than others’.

Me: ‘We looked at progression pathways, to identify skills levels. And, also more designated roles within the organisation. How do you feel about that?’
Catherine: They all come in and do their shadowing hours and you have some coming in who are qualified counsellors, do they need it? Others who have no counselling experience and it has impacted on clients. I think there needs to be a difference of levels that volunteers come in at'.

Me: ‘Do you think what the client wants from a service has changed?’

Catherine: ‘Yes, they want to be fixed and off they go. That can't happen’.

Me: ‘Do you think service users take enough responsibility for their own treatment?’

Catherine: ‘There are different types of clients I see in the NHS and here. Clients here value us, in the NHS their expectations are very much different than here. Clients are very grateful here of help’.

Me: Do you think that commissioners and clients see the level of professionalism different in a Third Sector organisation?

Catherine: Yes, does it make a difference to our professionalism because we volunteer for a drug and alcohol service, would it be the same if we were volunteering for Samaritans or Medics Frontier?’ I'd struggle to think that people could not join Crossways because they did not achieve their piece of paper, but I do think that standards are needed and we need to appear professional and it has to be ongoing, I would not get through the front door at the NHS without the relevant qualifications.....There are those people who are not counsellors who think they are counsellors and usually it is the ones who are in recovery. Some others create a tiering structure by setting their own agenda by setting some sort of hierarchy through their qualifications. ‘I've seen changes in the time I have been here and I think it does impact on the time given to support volunteers by paid staff as there is so much bureaucracy and data recording to do. This may leave the volunteers feeling alienated'
Exemplar transcript of Excerpt from Focus Group Session 2.

Me: Following on from last time, I have had the opportunity to interview two government officials and their responses have prompted some thought and reflection that I would like to explore with you today. The major response for me was that the EX NTA Workforce Development Worker stated that she recognised that Volunteers had not been considered in the development of DANOS and I was left thinking how this may make you feel?

FF4: I think that is par for the course. Volunteers often seem to get neglected and unrecognised in government policy but do they realise how much we support the economy and how much we support the treatment agenda?

FF2: How much do you think we support it?

FF4: Loads. I reckon that without Volunteers, Crossways would not be able to survive.

Me: I think you are right there, but how recognised do you feel?

FF1: I feel valued within the organisation but I am upset our contribution is not recognised by Government. Everyone harps on about DANOS and how important and necessary it is that we achieve these standards and they were not even designed with Volunteers in mind.

MFG1: I think it is still important we achieve them though. I want people to know that I have been trained well and that I am competent in my role. I may want paid work in the future so it will important I can evidence the training I have undertaken and how proficient I am.

Me: Is it only important then if you demonstrate competency in your paid work and not in your volunteer role?

MFG1: No, sorry, I did not mean it like that, I just think people take you more seriously when you are paid.
MFG2: People or you? When you say that you make me feel that what I do as a Volunteer is not as worthy as what paid staff do.

MFG1: Well, it is not only me that thinks that. Other staff at Crossways must feel that too.

Me: Why do you say that?

MFG1: I have overheard them talking about us as ‘just volunteers’ and it makes me mad.

Me: One of my other interviewees suggested that Crossways may want to look at the way in which we train Volunteers and recruit Volunteers. What are your thoughts on that?

FFG3: I think the training is great at Crossways. I really enjoyed my training but perhaps we could do with some updates.

FFG2: Yes, sometimes it feels like Volunteers are a poor relation when it comes to CPD. What do others think?

FFG1: I don’t. If you want to get on some training you need to raise it with your supervisor in supervision. There are posters on the wall in the office advertising particular training events, why don’t you apply.

FFG2: Cos most of them are on in the daytime and I am only free in the evenings. This is something we should raise with commissioners and training providers. The only reason I could do Crossways training programme was because it was on in the evenings and my husband was back to look after the children.

Me: If there was a message we could offer to local authorities or to government about how volunteers need to be more included in their thoughts or in their processes what would it be?

FFG5: Bridge the gap between paid and non-paid staff. We can offer just as good a service to clients. Just cos we are not here 40 hours per week, our contribution should be recognised as being valid and we should be rewarded somehow. We are helping to keep drug and alcohol use at bay and people out of hospital or from dying.
We are saving the taxpayer thousands of pounds but it is upsetting to hear that we may not be recognised. I hope that is not the case.