



## **Panel recruitment criteria**

This snapshot describes the criteria we used to recruit the GoWell Panel, how we expected them to shape our work and what we learned.

### ***What were our recruitment criteria and what were our reasons?***

#### Community organisations

Our rapid assessments told us that community organisations' knowledge of regeneration across the city was often held by its core members (i.e., committee members, core volunteers and staff) – see rapid assessment snapshot. We reasoned that recruiting citizens from these groups who were not core members and increasing their knowledge of social regeneration could boost their organisation's capacity to make changes locally.

#### Representation

The Panel were not asked to represent their communities because we recognised that the GoWell study areas included diverse groups of people – authentic representation of all these groups would have been an impossible task. Instead, we anticipated that the Panel would help us understand how the GoWell research might be broadly interpreted by a group with experience of regeneration.

#### Curiosity

Curiosity can be defined as being interested, asking questions that might lead to unexpected answers, actions and values. We thought curiosity was important for:

- 1) *Group dynamics*: Curiosity is a process of being open to uncertain or unknown things. It can lead people to reflect, take action and reflect as part of a life-long and life-wide process of building knowledge and skills. These were the types of group activities we sought for the knowledge exchange. As a result, we reasoned that curiosity would be useful to the group dynamics of building a knowledge exchange with a Panel.
- 2) *Research*: the role of curiosity in adding value to research has been debated, particularly in enabling researchers to design research questions and obtain results that might not have otherwise happened, providing that the topic at hand remains the focus. As a result, we reasoned that curious mindsets would be helpful for GoWell and the Panel in exploring their understanding and experiences of regeneration.

### ***What did we learn?***

Stipulating curiosity as a criteria encouraged individuals to be open to learning from each other from the outset. Curiosity was transformative for several Panel members who went on to make decisions and obtain achievements with their communities that might otherwise not have occurred.



## Recruitment routes

This snapshot illustrates the routes we used for recruiting the GoWell Panel members and what we learned as a result.

### **How did we recruit the GoWell Panel?**

Relationships with housing associations and community groups, built by GoWell's Community Engagement Manager during rapid assessments (see rapid assessments snapshot), were essential for recruiting Panel members. The GoWell Panel were recruited through two methods:

- Face to face conversations – for more detail about the tools and techniques used for these conversations, go to the 'face to face recruitment method snapshot'.
- An advert – for more detail about how we produced an advert with Volunteer Glasgow, go to the 'recruitment advert snapshot'.

### **What did we learn?**

For each of these methods, nine different kinds of recruitment routes were used. This pragmatic flexibility enabled community organisations and prospective Panel members to choose their preferred communication method (face to face or written) with GoWell. This flexibility also enabled prospective Panel members to meet GoWell (or in one case attend a GoWell event) at a place of their choosing as a way of deciding if this was an opportunity they wanted to pursue.

	Recruitment route	Panel members*
Community organisations (third sector)	1. Via community group staff: GoWell** had face to face conversation with staff. The staff then arranged for GoWell to have face to face conversation with individuals at community organisation site.	9
	2. Via community group employer: GoWell had face to face conversation with staff, then with face-to-face conversation with janitor. Both staff members then came to the GoWell Annual Event. The janitor then decided to join the Panel.	1
Links Programme	3. Via Links Worker at GP practice: Links Worker had face to face conversation with individual. These two individuals then had a face-to-face conversation with GoWell in a coffee shop.	1
Housing associations	4. Via housing association committee: the committee received a Panel advert and nominated individuals.	3
	5. Via housing association: face to face conversation with individual who then heard about the Panel via her housing association.	1
	6. Via housing association, who spoke directly to panel member.	1
	7. Via housing association: GoWell had face to face conversation with staff, then had face-to-face conversation at their community hall.	2
	8. Via housing association, who sent out letters to tenants.	1
	9. Via Panel advert on Volunteer Glasgow website, followed up by telephone conversation. Came with carer.	1

\*One Panel member was recruited through two routes and so the number in this column comes to 20 when in fact 19 members in total were recruited.

\*\* GoWell = GoWell community engagement manager

To get more information and to access the Panel snapshots, go to [www.gowellonline.com](http://www.gowellonline.com)



## Face to face recruitment method

This snapshot describes one technique we used for face to face conversations when recruiting the Panel, our aims and what we learned

### **What was our aim?**

GoWell provided a written advert and offered a face to face meetings to community organisations interested in the Panel. Face to face conversations took place with community organisations and prospective Panel members when and where they wished. Conversations took place in community halls, a café, community centres. Our purpose of face to face conversations was to describe the Panel opportunity, give prospective Panel members the chance to meet GoWell and gauge if our way of working was 'for them', answer questions and have confidential discussions about accessibility requirements, such as childcare.

### **How did we do it?**

Appreciative Inquiry (AI) has been found to enable strengths, capacities and abilities to be identified and developed for positive change<sup>1</sup>. The rapid assessments revealed it was often used by community groups. AI was applied to enable prospective Panel members to identify what they could contribute to the Panel rather than what they could not. Often this was done by showing prospective Panel members' maps of the GoWell study areas and asking where individuals had lived or visited. Maps often ignited their stories and experiences of living in these neighbourhoods. This approach was designed to be empowering by enabling Panel members to recognise their worth and how others would benefit from their participation.

**"I was nervous but five minutes in, we were chatting."**

Focus group with GoWell researcher about the experience of being on the Panel

### **What did we learn?**

Applying this technique was particularly useful for individuals who had initially low confidence about working with a city-wide research programme. Some individuals said they were nervous about coming to a city-wide group and travelling outside their neighbourhood to new parts of the city. Some individuals cited previous negative experiences of learning which made individuals feel less confident about participating in GoWell's research and learning programme.

Applying this technique also helped our CE manager to understand how it would be useful for Panel sessions. It also helped prospective Panel members understand the ways of working they were likely to encounter with GoWell. GoWell was such a large programme that it was feasible to explain the aim of its research, but we could not go into great detail about its range of findings. Panel members reported that our ability to give them an example of *how* we hoped to work together, in combination with a clear description of the Panel, helped them to make an informed decision about joining the Panel.

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<sup>1</sup> Sharp, C., Dewar, B, Barrie, K. *Forming new futures through appreciative inquiry*. IRISS, 2016. Available at: [www.iriss.org.uk/resources/insights/forming-new-futures-through-appreciative-inquiry](http://www.iriss.org.uk/resources/insights/forming-new-futures-through-appreciative-inquiry)



## Recruitment advert

This snapshot describes the process we used for writing a Panel advert, how we used it to recruit members in combination with face to face conversations with community groups and what we learned.

### ***What was our purpose?***

All community-based organisations encountered during the rapid assessments were keen for us to put in writing the kind of community engagement approach that was on offer to help them advertise this to interested individuals.

### ***How did we do it?***

Volunteer Glasgow helped us write an advert that was based on good practice for recruiting volunteers<sup>1</sup>. The advert briefly described the GoWell programme, our reasons for recruiting a Panel, the commitment being sought and our criteria. Glasgow now has a Volunteer Charter which outlines good practice principles<sup>2</sup>.

The advert described what the Panel could expect to gain from their time on the panel: sharing stories and practice of regeneration; experiential, hands-on learning; and a community achievement award. We gave examples of ways we wished to ensure the Panel was accessible to as diverse a group as possible: the Panel would meet according to the dates and times that they were available, travel expenses could be covered and that we would provide support to enable participation if Panel members had a particular request, such as childcare or interpreters.

### ***What did we learn?***

Writing an advert with Volunteer Glasgow helped us apply good practice for recruiting volunteers. The written advert by itself was successful in recruiting Panel members who did not wish, or were unable, to meet to discuss the opportunity with GoWell. For example, one individual who was disabled saw the advert online and had a phone conversation with GoWell to help decide if the opportunity was of interest.

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<sup>1</sup> For more information about advertising for volunteers at Volunteer Glasgow, go to: [www.volunteerglasgow.org/organise/advertise/](http://www.volunteerglasgow.org/organise/advertise/)

<sup>2</sup> For more information about Glasgow's Volunteer Charter, go to: [www.volunteerglasgow.org/charter/](http://www.volunteerglasgow.org/charter/)