

Volunteer Management Resources

Volunteer Iowa

Adapted From the Betty Stallings Training Busy Staff to
Succeed with Volunteers: The 55 Minute Training Series



Table of Contents

Trends in Volunteerism.....	3
- Handout 1: Notable Trends in Volunteering.....	23
Importance of Good Position Descriptions.....	6
- Handout 2: Purpose of Position Descriptions.....	24
Designing a New Volunteer Descriptions.....	8
- Handout 3: Elements of a Position Description.....	25
Best Practices for Orientation & Training.....	10
- Handout 4: Volunteer Training Tips.....	26
Orientation Checklist & Questions.....	14
- Handout 5: Orientation Checklist & Questions.....	27
Orientation & Training Challenges & Issues.....	16
- Handout 6: Challenges & Issues of Orienting & Training Volunteers.....	30
Supervision Expectations.....	18
- Handout 7: Supervisor Expectations.....	32
Skills of a Good Supervisor.....	19
- Handout 8: Skills of a Good Supervisor.....	33
Differences in Supervision Between Salaried Staff & Volunteers.....	21
- Handout 9: Differences Between Supervision of Volunteers & Salaried.....	34

Handouts Only (pages 23-34)

Handout 1: Volunteer Training Tips.....	23
Handout 2: Orientation Checklist & Questions.....	24
Handout 3: Challenges & Issues of Orienting & Training Volunteers.....	25
Handout 4: Supervisor Expectations.....	26
Handout 5: Orientation Checklist & Questions.....	27
Handout 6: Challenges & Issues of Orienting & Training Volunteers.....	30
Handout 7: Supervisor Expectations.....	32
Handout 8: Skills of a Good Supervisor.....	33
Handout 9: Differences between Supervision of Volunteers and Salaried Staff.....	34

Facilitator Guide: Trends In Volunteerism

Use the script below to guide you on your discussion on trends in volunteerism.

Section	Facilitator Notes	Materials
Introduction	<p>“As we design or evaluate current positions, we must do so considering key changes and challenges occurring in the prospective volunteer community.”</p>	
Presentation	<p><u><i>Pass out Handout 1: Notable Trends in Volunteering</i></u></p> <p><i>Allow participants time to look through the list before demonstrating an example.</i></p> <p><u>Ask:</u> “What are some current trends in volunteers in our community? How is our organization impacted? Before we discuss, let’s organize our responses into three categories.”</p> <p><i>Create a 3 column chart, labeling the first two columns Trend and Impact. Share the example, noting the difference between the trend and the trend’s impact on your organization.</i></p> <p><u>Example:</u></p> <ul style="list-style-type: none"> • <i>Trend: Most volunteers are employed</i> • <i>Impact: Volunteers unavailable during working hours; Volunteers must be recruited at their paid work sites.</i> 	<ul style="list-style-type: none"> • Handout 1: Notable Trends in Volunteering • White board or flipchart
Small Group Discussion/Presentation	<p>“With those around you, work on brainstorming a list of trends that we see within our organization. What are the impacts of these trends?”</p> <p><i>Allow a few minutes for participants to fill out the first two columns on their charts.</i></p> <p>“Once you’ve come up with a few trends, consider how our organization can respond to these trends. How are we accommodating to these trends so as to be more attractive to prospective volunteers?”</p>	<ul style="list-style-type: none"> • Paper and writing utensils

<p>Cont. Small Group Discussion/Presentation</p>	<p>Add third column, Response, to master chart and fill in example:</p> <p>Potential Responses to example trend:</p> <ul style="list-style-type: none"> • Design positions that can be done in flexible time slots. • Send recruitment brochure to companies. • Develop lunchtime volunteer opportunities. • Arrange for longer hours of staff coverage. • Design virtual volunteer assignments. <p>Allow a couple minutes for participants to fill in their charts. Then, ask for volunteers to share any example trends, impacts, and responses.</p> <p>(If needed) Suggested Trends to Share with participants:</p> <ul style="list-style-type: none"> • With increasing demands on their time, volunteers are looking for shorter-term assignments • Volunteers want freedom to act more quickly and prefer to join smaller, locally controlled organizations. • Volunteers (especially Baby Boomers) expect challenging and interesting assignments. • Volunteers come from a broader cross-section of our society (e.g., growing number of professionals, young people, unemployed). • Today's volunteers expect to be treated professionally. • Nearly all volunteers need more flexibility in hours. • Family and group volunteering are very popular. • People are more interested in working for causes than for organizations. • Many look to volunteering for job experience, training, re-entry to employment. • There are many people with professional skills available to nonprofit organizations. • There are multitudes of motivations for volunteering (work off fines, help family, meet friends, etc.) • There are increasing numbers of "voluntolds" (e.g., many high schools and universities 	
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<p>Cont. Small Group Discussion/Presentation</p>	<p><i>require students to perform volunteer hours to graduate or supplement course work).</i></p> <p><i>Others?</i></p> <p><i>Consider the following potential responses, if not mentioned:</i></p> <ul style="list-style-type: none"> • <i>Designing of episodic (short-term) positions</i> • <i>Position sharing</i> • <i>Group volunteer opportunities</i> • <i>Targeted recruitment to professionals, youth, retired people, ethnic groups, etc.</i> • <i>Offering flexible hours and locations</i> • <i>Organizing a substitute system of volunteers</i> • <i>Reimbursement of volunteer's expenses</i> • <i>Breaking down committee work into time-limited task forces</i> • <i>Efficient use of volunteer time</i> • <i>Broadening the ways volunteers are utilized in the organization (direct service, administrative help, professional services, outreach, PR)</i> • <i>Develop positions for evenings and weekends</i> • <i>Develop positions that can be done off-site (e.g., in volunteer's home, office)</i> • <i>Create opportunities for students with assignments which meet both the organization's and volunteer's needs</i> 	
<p>Takeaways/Closing</p>	<p>"Understanding trends in volunteering should impact position design and re-design in our organization. Now that we have a better idea of who our potential volunteers are and what they are seeking in a volunteer position, we can create descriptions with volunteer skills, needs, and expectations in mind."</p>	

Handout 1: Notable Trends in Volunteering can be found on page 23.

Facilitator Guide:

Importance of Good Position Descriptions

Use the script below to guide your discussion on the purpose of a well-designed position description.

Section	Facilitator Notes	Materials
Introduction	<p>“Calling on volunteers’ unique skills, interests, and qualifications to complete a task or job within your organization can be a valuable and rewarding way to involve community members in your mission. But, before someone can fulfill a volunteer position, they have to know what that role entails.”</p>	
Small Group Discussion	<p><i>(Group staff in pairs or small groups)</i></p> <p>“Think about an experience you’ve had where you performed a job or task without a written position description, or where the position description and what you were expected to accomplish did not align.”</p> <p><i>Allow a couple minutes for discussion</i></p>	
Large Group Discussion	<p><i>Ask the whole group:</i></p> <p>“What problems or benefits did you experience when working without a clear, written position?”</p> <p><i>Have staff share responses; make note of responses on a whiteboard or flip chart. Bring up some possible responses if needed:</i></p> <p><i>Possible Responses:</i></p> <ul style="list-style-type: none"> • <i>Could never please self or others</i> • <i>Could never celebrate completion</i> • <i>Other staff and volunteers had varying ideas of what I do</i> • <i>Very frustrating</i> • <i>Could not prioritize work</i> • <i>Was able to develop my own position (a positive for the entrepreneurial volunteer!)</i> 	<ul style="list-style-type: none"> • Whiteboard or Flipchart
Presentation/Large Group Discussion	<p>“Often if you do not have written position descriptions, volunteers will experience feelings of frustration working at your organization.</p>	

<p>Cont. Presentation/Large Group Discussion</p>	<p>However, having only a rigid listing of volunteer opportunities may be a deterrent to a volunteer offering a skill you have not previously sought (but could be useful) or to a volunteer who wants to negotiate a portion of a position or share the position with another volunteer.</p> <p>Other than the obvious value of giving a person a clear description of what is expected of him or her, what are some other benefits to having written position descriptions? “</p> <p><i>Write down responses on whiteboard or flipchart, sharing a possible response as needed.</i></p> <p><i>Possible responses:</i></p> <ul style="list-style-type: none"> • <i>They serve as marketing tools for recruitment. (The position is what you are selling to prospective volunteers.)</i> • <i>They serve as the primary guide for screening volunteers. (Without written qualifications that explain the experience needed in a position, organizations take any willing person to fill a position.)</i> • <i>They are the basis for supervision and evaluation.</i> • <i>They serve as a contract between the volunteer and the agency. (Without a written position description, it is difficult to have a credible evaluation of a volunteer's work.) (Volunteers need to know what they are saying "yes" to.)</i> • <i>They give information about position responsibility, etc., to co-workers or volunteers thus giving role clarity to both paid and non-paid staff.</i> 	
<p>Takeaways/Closing</p>	<p>“Good volunteer position design is pivotal to the ultimate success of a volunteer program. Now that we know the benefits and purposes of a position design, we can create effective position descriptions within our organization.”</p> <p><u><i>Provide Handout 2 for reference (Purposes of Position Description)</i></u></p>	<ul style="list-style-type: none"> • Handout 2: Purposes of Position Description

Handout 2: Purposes of Position Description can be found on page 24.

Facilitator Guide:

Designing New Volunteer Position Descriptions

Use the script below to guide your activity on the how to design new volunteer position descriptions.

Section	Facilitator Notes	Materials
Introduction	<p>“While it’s clear that volunteer engagement can be a great way to complete projects and meet goals within your organization, it’s not always easy to determine what jobs or tasks volunteers can or want to do.”</p>	
Activity	<p><i>Ask participants to divide their paper into 3 sections (draw an example on the whiteboard or a flipchart). In each section, direct them to write:</i></p> <ol style="list-style-type: none"> 1. List all the duties of their positions. Put an asterisk next to tasks which: <ul style="list-style-type: none"> • They feel unqualified to perform • They would rather not be doing 2. List the things they would like to do but don't have the time to perform now (this is the “Dream List”). 3. Brainstorm programs, services, etc. they would like the organization to perform, but due to limited resources cannot now do. <p><i>Allow a few minutes to complete this exercise.</i></p>	<ul style="list-style-type: none"> • Paper and writing utensils
Large Group Discussion	<p><i>Ask for participants to share items from their Dream List and any new service ideas. Record answers on your example chart.</i></p>	
Individual/Small group Work Time	<p><u><i>Ask participants:</i></u></p> <p>“As you look through these Dream Lists and consider the tasks from your list that you don’t have the time or resources to do, what are some new potential volunteer positions that could help our organization achieve some of these goals?”</p> <p><i>Allow a few minutes for participants to brainstorm potential volunteer positions with those around them. Share with the large group if time allows.</i></p>	

<p>Takeaways/Closing</p>	<p>“Expanding the ways volunteers are utilized within an organization will enable it to reach its mission more effectively. Let’s continue to refine our Dream Lists and consider how volunteers can be utilized to relieve ourselves of tasks that can be delegated to others and expand our services!”</p> <p><i>Optional: assign a task force to refine position ideas and develop new potential opportunities.</i></p> <p><i>Optional homework: Using the materials from this session and this handout on the elements of a volunteer position description (or your organization’s own format), create a draft(s) of a new volunteer position to bring to our next session.</i></p> <p><u><i>Provide Handout 3 for reference (Elements of a Position Description)</i></u></p>	<ul style="list-style-type: none"> • Handout 3: Elements of a Position Description
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Handout 3: Elements of a Position Description can be found on page 25.

Facilitator Guide:

Best Practices for Orientation & Training

Use the script below to guide your discussion on best practices for volunteer orientation and training.

Section	Facilitator Notes	Materials
Objectives & Introduction	<p>Orientation and Training Objectives. This in-service training is built on three key concepts:</p> <ol style="list-style-type: none"> 1. Elements of an effective orientation 2. Potential training topics 3. Orientation and training program evaluation and improvement <p>Effective orientation and training are key elements that impact the ultimate satisfaction of volunteers and lead directly to retention, effectiveness, and volunteer productivity.</p>	
Orientation	<p>Let's begin with orientation. Every program will have a different type of orientation. Perhaps the best way to design or re- design yours is to imagine yourself in a totally unfamiliar environment. Orientation is essentially what you would need to know to understand and be comfortable in this new environment. A volunteer's orientation to an organization/program should include information on its mission, fundamental values, systems and structure, history, future plans, and social community.</p> <p>As you go through the <u>Orientation Checklist handout</u> with your organization, consider:</p> <ul style="list-style-type: none"> • Topics that could be included. • Who should be involved in orienting volunteers? • Methods of sharing orientation. • When are the best times to offer orientation? • Other issues such as the time lapse between when a volunteer first expresses interest and eventually receives orientation, and who gets oriented. <p style="text-align: center;"><u>Find the Orientation Checklist Handout on page</u></p>	
Training Topics	<p>While orientation covers what you need to know to function comfortably within an organization, training is the process of equipping volunteers with the appropriate skills and knowledge to effectively carry out the work they have agreed to perform for the organization.</p>	<p>● Handout 4: Training Tips</p>

<p>Cont. Training Topics</p>	<p>Some Potential Topics to Include in Volunteer Training include:</p> <ul style="list-style-type: none"> • Skills needed to perform the task/role • Knowledge and information needed • Attitudes needed for healthy and successful performance of the position <p>There are two major styles of sharing this information.</p> <ol style="list-style-type: none"> 1. You may choose to host a formal training session, where material is presented as instruction, usually in a group, classroom-style setting through lectures, discussions, field trips, or scenario discussions. 2. You may also choose to train volunteers through informal coaching, mentoring, and on-the-job support. This method provides the same information but is delivered one-on-one on an as-needed basis. This could look like demonstrating the skill, observing the volunteer perform the skill, or giving feedback and additional support as needed. <p>Topics covered in either style include:</p> <ul style="list-style-type: none"> • Necessary skills, attitudes, and knowledge to perform the job and any authority in decision making. • Boundaries concerning what the volunteer can and cannot do and why. • How to handle emergencies or other occasions which might occur in your organization. • With whom volunteers work and how their responsibilities fit in with other staff and volunteer roles. • How the volunteer position fits into the larger mission of the organization. <p>Special Tips on Training Volunteers:</p> <ul style="list-style-type: none"> • Make sure that, as information changes, current volunteers are given that new information or additional skill. • Record training that volunteers have completed, as well as any required special training or updated training. • Develop a checklist for monitoring the completion of all training required for a position to ensure that volunteers receive all needed training and, if appropriate, are tested and competent in those skills. 	
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<p>Cont. Training Topics</p>	<ul style="list-style-type: none"> • Make use of online, distance-learning capability to enhance training (such as posting updated information sheets to a password-protected Web area) and to provide training more efficiently if volunteers work off-site or virtually. • Always give volunteers written information (handouts) to reinforce learning/training and to keep for reference at a later time. • Consider the specific training needs of volunteers. • In large group training, it may be best to have times when the group divides up according to specific training needs necessary to carry out the positions. • Some volunteers come with great skills but need extensive orientation so that they can carry out the work within your organizational structure and values. • Involve volunteers in training other volunteers. It is a great way to give new opportunities to experienced volunteers and to acknowledge their accomplishments and capabilities. <p><u>Refer to Handout 4 for more Training Tips</u></p>	
<p>Challenges in Orientation and Training</p>	<p>While orienting and training volunteers, you may run into some challenges.</p> <ul style="list-style-type: none"> - Some you may encounter include Your volunteers, and the staff orienting and training them, may have limited time. - Consider how to best orient and train volunteers in different positions. For example, those who will work remotely, and short-term vs long-term volunteers. - How to you accommodate different skill levels, as well as knowledge and abilities? - How you will measure if your volunteers have the necessary skills, knowledge, and attitudes to perform successfully in their position. Brainstorm potential challenges and solutions within your organization! 	
<p>Evaluation & Improvement</p>	<p>Once you implement a volunteer orientation and training process, it is important to evaluate and improve your program to continually keep it relevant and helpful. There are several points in the orientation and training process where you can ask for feedback.</p> <p>After orientation session:</p> <ul style="list-style-type: none"> • Did we answer all questions you came with regarding volunteering with our organization? • Did we use your time efficiently? • Did you feel a welcoming atmosphere with our 	

<p>Cont. Evaluation & Improvement</p>	<ul style="list-style-type: none"> • orientation? • Did the orientation make you question your interest in volunteering with our organization? • Please share any ways that we might improve our orientation session. <p>After training/coaching session:</p> <ul style="list-style-type: none"> • Did we answer all questions you came with regarding volunteering with our organization? • Did we use your time efficiently? • Did you feel a welcoming atmosphere with our orientation? • Did the orientation make you question your interest in volunteering with our organization? • Please share any ways that we might improve our orientation session. <p>After the volunteer has been on the job for a designated period of time:</p> <ul style="list-style-type: none"> • Often the most helpful evaluations come after the volunteer has an opportunity to carry out the work assigned. At that point, she/he will have an opportunity to determine how effective orienting/training was. In order to evaluate orienting/training, here's a perfect question to ask volunteers on a regular basis: "Is there anything you have experienced on the job that we have not adequately prepared you for?" 	
<p>Takeaways/Closing</p>	<p>Effective orientation and training are key elements that impact the ultimate satisfaction of volunteers and lead directly to retention, effectiveness, and volunteer productivity. Continually work to build in time to give volunteers a great chance to be successful partners in your mission. Friendly, helpful organizational orientation and excellent skills and knowledge training will go a long way in reaching this goal. In this lesson, you learned how orientation and training can prepare your volunteers to work comfortably, confidently, and competently in your organization.</p> <p>You now should be able to:</p> <ul style="list-style-type: none"> • Distinguish between volunteer orientation and training, and determine what elements should be included in each • Evaluate and improve your orientation and training program so as to continually keep it relevant and useful 	

Handout 4: Training Tips can be found on page 26.

Facilitator Guide:
Orientation Checklist & Questions

Use the script below to guide your discussion on best practices for volunteer orientation.

Section	Facilitator Notes	Materials
Prior to Session	<i>To save time during your session, provide staff with the Orientation Checklist and Questions handout prior to meeting. Instruct staff to look over the handout and fill it out if they wish, as you will be going over the results of the checklist during the session.</i>	● Handout 5: Orientation Checklist & Questions
Introduction	<p>“A volunteer’s orientation to an organization/program should include information on its mission, fundamental values, systems and structure, history, future plans, and social community. As we design or redesign ours, imagine yourself in a totally unfamiliar environment. You don’t know the physical layout, the people, the expectations, the purpose of the organization, the rules, etc. What do you need to know to understand and be comfortable in this new environment?”</p> <p><i>If staff have not already, give them a few minutes to work through the orientation checklist handout.</i></p>	
Group Discussion	<p><i>Invite participants to ask questions and share information pertaining to the different topics listed on the orientation checklist. Discuss relevant themes and recommendations that involve staff roles in orientation in a large group setting, or divide staff into pairs/small groups based on department.</i></p> <p><i>Consider the following:</i></p> <ul style="list-style-type: none"> ● <i>Determine if there are any topics not sufficiently covered.</i> ● <i>Discover if the orientation could be enhanced with participation of more staff/volunteers.</i> ● <i>Review and update methods of sharing information and the accuracy of information.</i> ● <i>Look at average time lapse between expressed volunteer interest and orientation. Can it be compressed?</i> ● <i>Is it more efficient for some orientation to be shared prior to volunteers registering, thus serving as a way for volunteers to screen themselves out and not go through the organizational interview and training procedures?</i> 	● Paper & writing utensils ● Whiteboard or Flipchart, etc.

Cont. Group Discussion	<ul style="list-style-type: none"> • <i>Does the volunteer program need to consider how to orient shorter term (even single-day) volunteers so that they can become informed advocates for the organization?</i> 	
Takeaways/Closing	<p>Effective orientation, along with training, is a key element that impacts the ultimate satisfaction of volunteers and leads directly to retention, effectiveness, and volunteer productivity. Consider our discussion when providing orientations to give volunteers a great chance to be successful partners in our mission.</p> <p><i>Optional: assign a task force to compile ideas brought up in discussion and utilize the checklist to resign your orientation process.</i></p>	

Handout 5: Orientation and Checklist & Questions can be found on page 27.

Facilitator Guide:

Challenges & Issues of Orienting and Training Volunteers

Use the script below to guide your discussion on the challenges and issues of orienting and training volunteers.

Section	Facilitator Notes	Materials
Introduction	<p>“There are considerable challenges you face in orienting and training today’s volunteers.”</p>	
Small Group Discussion	<p><i>Utilizing the checklist, discuss which challenges are most relevant to your organization and suggest ways to diminish them. To narrow discussion, pose sample questions for small groups to discuss.</i></p> <p>Sample Questions (select those most pertinent to your organization):</p> <ol style="list-style-type: none"> 1. Timing Issues <ol style="list-style-type: none"> 1. How do we deal with the fact that volunteers have limited time and consider that as we plan orientation and training? 2. How can we justify staff time involved in orientation/training? 3. How do we adapt our orientation/training for short-term volunteers? 4. What is the best timing for giving orientation information? (Before people register to volunteer, after they register and before they begin, gradually, as needed, etc.?) 2. How can we best orient and train volunteers who live at great distances from our physical buildings but who need to feel a part of our mission and motivated to carry out their work? 3. How can we deal with the varying skill levels of volunteers in our training program? 4. How can we know that volunteers have reported their skills and knowledge accurately? 5. How can we be more confident that, after training, volunteers have the skills, 	<ul style="list-style-type: none"> • Handout 6: Orientation and Training Challenges and Issues • Writing utensils

<p>Cont. Small Group Discussion</p>	<p>knowledge, and attitudes to perform the work and fit into our culture?</p> <ol style="list-style-type: none"> 6. What are some less time-consuming ways to deliver orientation/training electronically? Do we have volunteers who could help us design new online methods of sharing information? 7. How do we keep long-term volunteers refreshed on new skills and information required to carry out work? 8. How can we attract volunteers who are professional trainers and could teach training techniques to our staff? 9. How much orientation information should we share at our community information/recruitment meetings? 10. How can we make our orientation/training more fun? More involving? 11. How can we create user-friendly handbooks for staff and volunteers? 12. How can we share our “culture” with volunteers in our orientation? 13. How can we make in-service training attractive? 	
<p>Large Group Discussion</p>	<p><i>Ask a representative from each group to share their challenge and summarize their solutions. Encourage participants to make notes on their handout.</i></p>	
<p>Takeaways/Closing</p>	<p>“While there will always be unanticipated challenges when working with new volunteers, I hope you now feel more prepared to problem-solve any obstacles you may face while providing orientation and training, and we can give volunteers a great chance to be successful partners in our mission!”</p>	

Handout 6: Challenges & Issues of Orienting and Training Volunteers can be found on page 30.

Facilitator Guide:
Supervision Expectations

Use the script below to guide your discussion on the expectations of a supervisor.

Section	Facilitator Notes	Materials
Introduction	<p>“Supervision is an all-encompassing activity which involves the process of stimulating and overseeing the work of others. It is important to remember that excellent supervisory skills are not measured by your personal accomplishments but by the success of those who report to you. It is imperative that staff and lead volunteers feel a sense of clarity concerning their roles and responsibilities with regard to supervising volunteers entrusted to them”.</p>	
Large Group Discussion	<p>Supervising tasks can be identified under four major categories:</p> <ol style="list-style-type: none"> 1. Preparation and Orientation 2. Ongoing Support 3. Reporting Requirements 4. Evaluation. <p><i>Distribute Handout 2: Supervision Expectations. Tailoring this list to your organization, discuss the activities that are expected of your staff and lead volunteers who supervise volunteers.</i></p> <p><i>Have participants take notes on H-2 to clarify expectations of them as supervisors of volunteers. Due to time constraints, you may wish to do a flip chart recording of those issues that surface which involve information, resources, or training beyond the scope of this session that need to be addressed at a later date.</i></p>	<ul style="list-style-type: none"> • Handout 7: Supervision Expectations & Writing Utensils • Whiteboard Or Flipchart
Takeaways/Closing	<p>“Even experienced supervisors find the transition to supervising volunteers challenging if the tasks and expectations are not clear. Hopefully this discussion has been useful in defining your role and clarifying your responsibilities as a volunteer supervisor in the future.”</p>	

Handout 7: Supervisor Expectations can be found on page 32.

Facilitator Guide:
Skills of a Good Supervisor

Use the script below to guide your discussion on the how to become a better supervisor.

Section	Facilitator Notes	Materials
Introduction	<p>“People who are excellent supervisors of paid or unpaid staff share key skills and characteristics. Being an effective supervisor when working with volunteers is critical because volunteers can more readily leave the organization if they are discontent with the position, the supervision, etc. Today we’re going to brainstorm some of the key skills and characteristics of good supervision.”</p>	
Large Group Discussion	<p>“Think about a particularly good supervisor you’ve had. What are the key skills and qualities they possessed?”</p> <p><i>Record responses for the group. Responses may include:</i></p> <ul style="list-style-type: none"> • Delegation • Planning (goals and direction) • Coaching • Listening • Evaluation/review • Setting standards Climate setting • Conflict resolution • Recognition • Trainer/teacher • Team builder • Clear communications • Confrontation • Problem solving • Sharing knowledge • Trustworthy • Consistent • Models good behavior • Positive attitude, sense of humor • Empowering • Supportive • Articulate 	<ul style="list-style-type: none"> • Paper & writing utensils
Individual Activity	<p><i>Give participants the Handout 8 and ask them to add any new skills or qualities that surface in the brainstorming. Have individuals evaluate themselves relative to these skills and qualities, and asterisk any they wish to improve.</i></p>	<ul style="list-style-type: none"> • Handout 8: Skills of a Good Supervisor & writing utensils

Takeaways/Closing	<p>“Effective supervision of volunteers can save time <i>and</i> increase volunteer performance. Next time you take on the responsibility of supervising a volunteer, note which skills and qualities you possess that you want to emphasize, as well as any you’d like to improve.”</p>	
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Handout 8: Skills of a Good Supervisor can be found on page 33.

Facilitator Guide:

Differences Between Supervising Staff and Supervising Volunteers

Use the script below to guide your discussion on the differences in supervising staff versus volunteers.

Section	Facilitator Notes	Materials
Introduction	“Although principles of supervision for volunteers and paid staff are very similar, there are some unique aspects to volunteer supervision.”	
Small Group Discussion	<i>Ask participants to divide into dyads and within two to three minutes identify any differences, concerns, or problems they have experienced between supervision of staff and volunteers.</i>	<ul style="list-style-type: none"> • Paper & Writing Utensils
Large Group Discussion	<p><i>Have a representative from each group briefly share a difference they discussed. Record responses, and provide participants with Handout 9.</i></p> <p>Potential responses:</p> <ul style="list-style-type: none"> • Supervising volunteers is harder because they are frequently only available on a very part-time basis. • Some volunteers work at a distance from the organization and the supervisor. • If volunteers don't like their supervisor, they can more readily leave. Salaried staff generally need to stick it out. • It is particularly important to explain the supervision and evaluation system to volunteers before they start to work; they might not have had this experience with volunteering in the past. Salaried staff are more accustomed to supervision and evaluations. • Be clear to whom the volunteer reports, particularly if there is a Volunteer Coordinator and a work supervisor. • Volunteer supervision may take more time due to socializing needs that many volunteers wish to fulfill in their volunteer experience. • It frequently seems difficult to confront volunteers in problematic situations because they are "giving" their time. • Supervisors may need to be more flexible in working with volunteers since other activities may take priority in the volunteers' lives. 	<ul style="list-style-type: none"> • Whiteboard or Flipchart • Handout 9: Differences between Supervision of Volunteer and Salaried Staff

Cont. Large Group Discussion	<i>Ask participants which ones may be causing problems to them. If time allows, do some problem solving: What are some options for approaching this concern?</i>	
Takeaways/Closing	“While the basics of your philosophy as a supervisor should remain consistent no matter who you’re supervising, it’s helpful to keep in mind the unique responsibilities you may have while supervising volunteers.”	

Handout 9: Differences between Supervision of Volunteers and Salaried Staff can be found on page 34.

Handout 1:

Notable Trends in Volunteering

Refer to Facilitator’s Guide: Trends in Volunteerism on page 3 for more information.

1. Volunteers have increasing demands on their time.
2. Volunteers are looking for short-term (episodic) volunteer opportunities.
3. Most volunteers are employed.
4. Volunteers want freedom to act more quickly and thus prefer smaller, locally controlled organizations.
5. Volunteers (especially Baby Boomers) expect challenging and interesting assignments.
6. Volunteers are coming from a broader cross-section of our society (e.g., growing number of professionals, youth, unemployed, ethnically diverse).
7. Today's volunteers expect to be treated professionally.
8. Seniors over 70 are increasing in numbers and volunteer in increasing percentages.
9. Nearly all volunteers need more flexibility and find it difficult to commit to regular hours.
10. Family and group volunteering are gaining in popularity.
11. People are interested in working for causes, not organizations.
12. Many look to volunteering for job experience, training, or as a re-entry experience.
13. There are many people with professional skills available to nonprofit organizations.
14. There are multitudes of motivations for volunteering (work, office, help my family, meet friends, fulfill an obligation such as high school graduation, and more.)

Handout 2:

Purposes of Position Description

Refer to Facilitator's Guide: Importance of Good Position Descriptions on page 6 for more information.

1. Provides volunteers with a clear description of their roles or assignments. (To what are they saying "yes"?)

2. A marketing tool for recruitment. (The positions are what you are "selling" to volunteers.)

3. Serves as a primary guide for screening volunteers.

4. Basis for supervision and evaluation. (It is difficult to reward, supervise, or fire someone in a position with unclear expectations.)

5. Serves as a contract between the volunteer and the agency. (It is important to indicate the benefits volunteers receive in the position to make it an exchange between the volunteer and the organization.)

6. Provides information about position responsibility, etc. to co-workers of volunteers, thus giving role clarity to both paid and non-paid staff.

Handout 3:

Elements of a Position Description

Refer to Facilitator's Guide: Designing a New Volunteer Descriptions on page 8 for more information.

An Ideal Position Description Includes:

- ✓ Position Title
- ✓ Supervisor
- ✓ Goal or Purpose of the Position
- ✓ Major Responsibilities
- ✓ Time Commitment
- ✓ Qualifications (required and desired)
- ✓ Training and or Preparation Required
- ✓ Work Location
- ✓ Benefits to the Volunteer

(Date Position was Designed or Updated)

Handout 4:

Volunteer Training Tips

Refer to Facilitator’s Guide: Best Practices for Orientation & Training on page 10 for more information.

- As information changes, make sure that current volunteers are given new information or additional skill.
- Record training that volunteers have completed, as well as any required special training or updated training.
- Develop a check list for monitoring the completion of all training require for a position to ensure that volunteers receive all needed training and, if appropriate, are tested and competent in those skills.
- Make use of online, distance-learning capability to enhance training (such as posting updated information sheets to a password-protected Web area) and to provide training more efficiently if volunteers work off-site or virtually.
- Always give volunteers written information (handouts) to reinforce learning/training and to keep for reference at a later time.
- Consider the specific training needs of volunteers. In large group training, it may be best to have times when the group divides up according to specific training needs necessary to carry out the positions.
- Some volunteers come with great skills but need extensive orientation so that they can carry out the work within your organizational structure and values.
- Involve volunteers in training other volunteers. It is a great way to give new opportunities to experienced volunteers and to acknowledge their achievements and capabilities.
- **Other training tips learned at seminar:**

Handout 5:

Orientation Checklist & Questions

Refer to Facilitator’s Guide: Orientation Checklist & Questions on page 14 for more information.

Please Complete the Checklists Below

1. Please check which topics were or were not covered in your orientation. If a topic could be improved upon with less or more information, please check accordingly. If a topic is not applicable or you are not sure if it was covered, please check ‘N/A’ or ‘Don’t Know’.

Topics in Orientation Session	Yes	No	N/A	Needs to be Improved	Don’t Know
History					
Welcome					
Mission/Program					
Future Goals/Vision					
Philosophy of Volunteer Engagement					
Introduction to Volunteer Program					
Expectations/Benefits of Volunteering					
General Policies/Procedures					
Basic Agency/Facility Info.					
Staff and Volunteers (Organizational Chart)					
Fundraising Efforts					
Culture of Agency					
Dress Code, Parking, etc.					
Liability Coverage					
Training Required					
Supervision System					
Handbook					
Confidentially Forms					

2. Please check who and who was not a part of your orientation, and/or if you believe they should take part or not.

Methods of Presenting Orientation (Check All That Apply)	Yes	No	Should Consider
In Groups, Scheduled Regularly			
In Groups, as Needed			
One-On-One as Volunteers Start			
On-line Information			
Written Material (Handbook)			
Distribute CDs			
Tour of Facility			
Handbook			
Visit/Observe			
Video			
Others			

3. Please check the format that your orientation was conducted, and if another method would be worth considering implementing for other orientations.

Who Takes Part (or Should Take Part) in Leading Some Aspect of Orientation?	Yes	No	N/A	Should Take Part
Executive Director				
Volunteer's Staff Supervisor				
Manager of Volunteer Resources				
Volunteers – Program/Service				
Volunteers – Board Members				
Clients				
Others				

Please Answer the Questions Below

4. What is the Average Time Lapse Between Volunteer’s Expressed Interest and Orientation?

Any Ideas on How to Shorten This Time?

5. Who is given orientation to the organization/program/event?

- All volunteers, including short-term volunteers
- On-going volunteers
- Few or no volunteers

6. When is Orientation Information Shared? (Check all that Apply)

- Prior to volunteer registering (part of general info during individual/group recruitment)
- Formal sessions held prior to volunteer commencing work at the organization
- Done as part of department/regional orientation – in addition to agency-wide orientation
- All or some of the above (explain)_____

7. As a result of filling out this questionnaire, some of my questions/recommendations regarding orientation at our organization/program are:

Handout 6:

Challenges & Issues of Orienting and Training Volunteers

Refer to Facilitator's Guide: Orientation & Training Challenges & Issues on page 16 for more information

1. Timing Issues:

- As we plan our orientation and training, how do we consider the fact that volunteers have limited time?
- How can we justify staff time involved in orientation/training?
- How do we adapt our orientation/training for short-term volunteers?
- What is the best timing for giving orientation information? (Before people register to volunteer, after they register and before they begin, gradually, as needed, etc.?)

2. How can we best orient and train volunteers who live at great distances from our physical buildings but who need to feel a part of our mission and motivated to carry out their work?

3. How can we deal with the varying skill levels of volunteers in our training program?

4. How can we know that volunteers have reported their skills and knowledge accurately?

5. After training, how can we be more confident that volunteers have the skills, knowledge, and attitudes to perform the work and fit into our culture?

6. What are some less time-consuming ways to deliver orientation/training electronically? Do we have volunteers who could help us design new online methods of sharing information?

7. How do we keep long-term volunteers refreshed on new skills and information required to carry out work?

8. How can we attract volunteers who are professional trainers who could teach training techniques to our staff?

9. How can we make our orientation/training more fun? More involving?

10. How can we create user-friendly handbooks for staff and volunteers?

11. How can we share our “culture” with new volunteers in our orientation sessions?

12. How do you make in-service training attractive to volunteers?

Handout 7:

Supervisor Expectations

Refer to Facilitator’s Guide: Supervision Expectations on page 18 for more information.

What are your organizations expectations of you?

1. Please check the tasks you are/aren’t expected to perform for your organization.

Preparation/Orientation of Volunteer to Position	Yes	No
Write Position Description		
Share Position Description with Volunteers		
Introduce Volunteers and Staff		
Prepare Work Area (if appropriate)		
Explain Supervision/Evaluation System		
Share Risk Management Issues		
Share Relevant Policies/Procedures		
Ongoing Supports and Resources	Yes	No
Training		
Coaching on the Job		
Ongoing Informal Appreciation of Volunteer		
Materials/Information to Support Volunteers		
Reporting Requirements	Yes	No
Individual and Overall Volunteer Hours		
Impact of Volunteer Work		
Reports to Director of Volunteer/Others		
Periodic Written Volunteer Reviews		
Evaluation	Yes	No
Mutual Performance Review of Volunteers		
Annual Evaluation of Volunteers’ Contributions		

Handout 9:

Differences Between Supervision of Volunteers and Salaried Staff

Refer to Facilitator's Guide: Differences in Supervision of Salaried Staff & Volunteers on page 21 for more information.

1. Supervising volunteers is harder because they are frequently only available on a very part-time basis.
2. Some volunteers work at a distance from the organization and the supervisor.
3. If volunteers don't like their supervisor, they can more readily leave. Salaried staff generally need to stick it out.
4. It is particularly important to explain the supervision and evaluation system to volunteers before they start to work; they might not have had this experience with volunteering in the past. Salaried staff are more accustomed to supervision and evaluations.
5. Often volunteers report to more than one supervisor in conjunction with their work.
6. Volunteer supervision may take more time due to socialization needs that many volunteers wish to fulfill in their volunteer experience.
7. It is frequently more difficult to confront volunteers in problematic situations because they are "giving" their time.
8. Supervisors may need to be more flexible in working with volunteers since other activities may take priority in their lives.

What other difference have you noticed/experienced?