



5 Elements of Volunteer Program Management

Create a Plan for the Volunteer Program

- Conduct regular needs assessments.
- Stay current on the trends in volunteering.
- Assess volunteer positions on a regular basis.
- Write position descriptions for all volunteer duties.
- Build a team of staff and volunteers to guide the program.

Recruit and Place Volunteers

- Plan a recruitment strategy.
- Organize a volunteer recruitment team.
- Implement the recruitment plan.
- Create a screening process for volunteers.
- Place volunteers in appropriate positions.

Orient and Train Volunteers

- Determine the needs of volunteers related to their position.
- Determine the needs of the organization related to the volunteer's position.
- Write learning objectives to address the needs.
- Organize orientation training for volunteers.
- Organize in-service training for volunteers.

Supervise and Recognize Volunteers

- Organize supervision and management activities to support the work of the volunteers.
- Understand the internal and external motivators for volunteers.
- Assist staff in understanding the techniques to work effectively with volunteers.
- Develop a recognition plan.
- Implement the recognition plan.

Evaluate the Volunteer Program

- Develop a plan to evaluate all aspects of the volunteer program.
- Use known standards to assess the program.
- Use the results of the evaluation in the planning process for next year's volunteer program.



Characteristics of Organizations that Effectively Engage Volunteers

I. Lay the Foundation through Mission and Vision

These characteristics examine the extent to which the organization has a core value for its existence - which is communicated with and shared by staff and volunteers - and the degree to which there is a vision for how volunteers fit into the attainment of that mission.

1. The mission and priorities of the organization are framed in terms of the problem or issue the organization is addressing, not its short-range institutional concerns.
2. There is a positive vision - clearly articulated, widely-shared and openly discussed throughout the organization - for the role of volunteers.
3. Volunteers are seen as valuable human resources that can directly contribute to the achievement of the organization's mission, not primarily as means to obtaining financial or other material resources.

II. Combine Inspiring Leadership with Effective Management

These characteristics examine the extent to which the organization has administrative structures and clear direction which will enable it to encourage and facilitate high-impact volunteer involvement.

1. Leaders at all levels (e.g., policy making, executive and middle-management) work in concert to encourage and facilitate high-impact volunteer involvement.
2. There is a clear focal point of leadership for volunteering but the volunteer management function is well-integrated at all levels and in all parts of the organization.
3. Potential barriers to volunteer involvement (e.g., liability, confidentiality, location of the organization, hours of operation, etc.) are identified and dealt with forthrightly.

III. Build Understanding and Collaboration

These characteristics examine the extent to which staff and volunteers are viewed as valued contributors to the organization and work together to accomplish the work of the organization.

1. Paid staff is respected and empowered to fully participate in planning, decision-making and management related to volunteer involvement.
2. There is a conscious, active effort to reduce the boundaries and increase the teamwork between paid and volunteer staff.

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3. Success breeds success as stories of the contributions of volunteers—both historically and currently—are shared among both paid and volunteer staff.

IV. Learn, Grow and Change

These characteristics examine the extent to which the organization is dynamically examining and attempting to improve its operation, including the continuous effort to broaden its volunteer base to include all segments of the community.

1. There is openness to the possibility of change, an eagerness to improve performance, and conscious, organized efforts to learn from and about volunteers' experiences in the organization.
2. There is a recognition of the value of involving volunteers from all segments of the community, including those the organization seeks to serve.

Motivational Analysis

Directions: Each of the following items consists of three related statements. Mark the statement that most closely describes your preference, most of the time. There is no right or wrong answer.

1. _____ a. When doing a job, I prefer to have specific goals.
_____ b. I prefer to work alone and am eager to be my own boss.
_____ c. I seem to be uncomfortable when forced to work alone.
2. _____ a. I go out of my way to make friends with new people.
_____ b. I enjoy a good debate.
_____ c. After starting a task, I am not comfortable until it is completed.
3. _____ a. I enjoy offering advice to others.
_____ b. I prefer to work in a group.
_____ c. I get satisfaction from seeing tangible results from my work.
4. _____ a. I work best when there is some challenge involved.
_____ b. I would rather give direction than take direction from someone else.
_____ c. I am sensitive to others—especially when they are mad.
5. _____ a. I like being able to influence decisions.
_____ b. I accept responsibility eagerly.
_____ c. I try to get personally involved with my superiors.

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6. _____ a. I place importance on my reputation or position.
_____ b. I have a desire to out-perform others.
_____ c. I am concerned with being liked and accepted.
7. _____ a. I enjoy and seek warm, friendly relationships.
_____ b. I attempt complete involvement in a project.
_____ c. I want my ideas to predominate.
8. _____ a. I desire unique accomplishments.
_____ b. It concerns me when I am being separated from others.
_____ c. I have a desire to influence others.
9. _____ a. I think about consoling and helping others.
_____ b. I am verbally fluent and persuasive.
_____ c. I am restless and innovative.
10. _____ a. I set goals and think about how to attain them.
_____ b. I think about ways to change people.
_____ c. I think a lot about my feelings and the feelings of others.

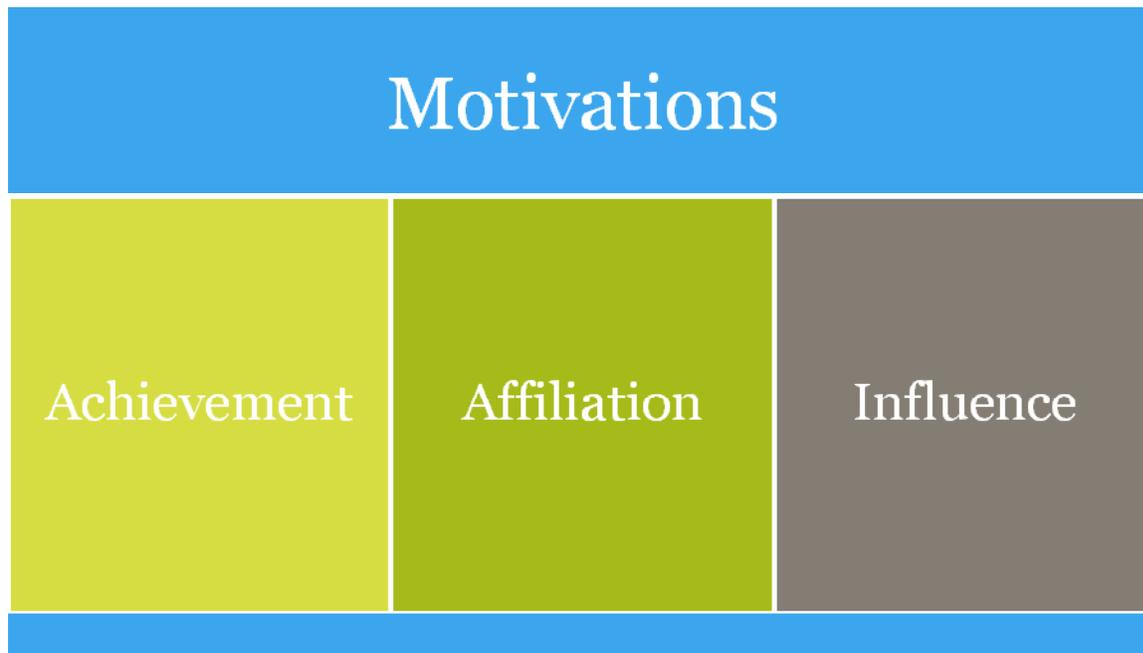
Adapted from Mackenzie, Marilyn and Gail Moore. *The Volunteer Development Toolbox*. 1993.

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McClelland's Social Motivators



Achievement Motivations

- Desire for excellence
- Want to do a good job
- Need a sense of accomplishment
- Want to advance
- Desire feedback

Influence Motivations

- Likes to lead
- Enjoys giving advice
- Likes influencing an important project
- Enjoys job status
- Like to have their ideas carried out

Affiliation Motivations

- Like to be popular
- Like to be well thought of
- Enjoy and want interaction
- Dislike being alone in work or play
- Like to help others



Desire harmony

McClelland's Social Motivation Theory

Psychologist David McClelland pioneered workplace motivational thinking, developing achievement-based motivational theory and models, and promoting improvements in employee assessment methods. His ideas have since been widely adopted in many organizations, and applied in a variety of ways in workforce management. His theory has also been applied to volunteers as a way to help understand their motivations.

David McClelland is most noted for describing three types of motivational need, which he identified in his 1988 book, *Human Motivation*:

- Achievement
- Authority/power (influence)
- Affiliation

McClelland's Needs-based Motivational Model

These needs are found to varying degrees in all workers and managers, and this mix of motivational needs characterizes a person's or manager's style and behavior, both in terms of being motivated, and in the management and motivation of others.

The Need for Achievement

The “achievement” motivated person seeks achievement, attainment of realistic but challenging goals, and advancement in the job. There is a strong need for feedback in regard to achievement and progress, and a need for a sense of accomplishment.

The Need for Authority and Influence

The “authority” motivated person has a need to be influential, effective and to make an impact. There is a strong need to lead and for their ideas to prevail. There is also motivation and need towards increasing personal status and prestige.

The Need for Affiliation

The “affiliation” motivated person has a need for friendly relationships and is motivated towards interaction with other people. The affiliation driver produces motivation and need to be liked and held in popular regard. These people are team players.

McClelland said that most people possess and exhibit a combination of these characteristics. Some people exhibit a strong bias to a particular motivational need, and this motivation or needs “mix” consequently affects their behavior and working/managing style.

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McClelland suggested that a strong affiliation motivation undermines a manager's objectivity, because of their need to be liked, and that this affects a manager's decision-making capability. A strong authority motivation will produce a determined work ethic and commitment to the organization, and while such people are attracted to the leadership role, they may not possess the required flexibility and people-centered skills. McClelland argues that people with strong achievement motivation make the best leaders, although there can be a tendency to demand too much of their staff in the belief that they are all similarly (and *highly*) achievement-focused and results driven, when in fact most people are not.

McClelland's particular fascination was for achievement motivation, and one of his laboratory experiments illustrates one aspect of his theory about the affect of achievement on people's motivation. McClelland asserted via this experiment that while most people do not possess a strong achievement-based motivation, those who do display some consistent characteristics.

Participants were asked to throw rings over a peg from any distance they chose. Most people tended to throw at random—now close, now far away; but individuals with a high need for achievement seemed carefully to measure where they were most likely to get a sense of mastery—not too close to make the task ridiculously easy or too far away to make it impossible.

They set moderately difficult but potentially achievable goals. In biology, this is known as the overload principle.

In weight lifting, for example, in order to develop strength the exercise must be sufficiently demanding to increase existing levels, but not so demanding as to cause damage or strain. McClelland identified the same need for a “balanced challenge” in the approach of achievement-motivated people.

McClelland contrasted achievement-motivated people with gamblers, and dispelled a common pre-conception that achievement-motivated people are big risk takers. On the contrary, typically achievement-motivated individuals set goals which they can influence with their effort and ability and, as such, the goal is considered to be achievable. This determined results-driven approach is almost invariably present in the character make-up of all successful business people and entrepreneurs.

McClelland suggested other characteristics and attitudes of achievement-motivated people:

- Achievement is more important than material or financial reward.

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- Achieving the aim or task gives greater personal satisfaction than receiving praise or recognition.
- Financial reward is regarded as a measurement of success, not an end in itself.
- Security is not prime motivator, nor is status.
- Feedback is essential, because it enables measurement of success, not for reasons of praise or recognition (the implication here is that feedback must be reliable, quantifiable and factual).
- Achievement-motivated people constantly seek improvements and ways of doing things better.
- Achievement-motivated people will logically favor jobs and responsibilities that naturally satisfy their needs (i.e., offer flexibility and opportunity to set and achieve goals; e.g., sales and business management, and entrepreneurial roles.)

McClelland firmly believed that achievement-motivated people are generally the ones who make things happen and get results, and that this extends to getting results through the organization of other people and resources, although as stated earlier, they often demand too much of their staff because they prioritize achieving the goal above the many varied interests and needs of their people.

Rewards and achievement-motivated people

Another characteristic of achievement-motivated people is that they seem to be more concerned with personal achievement than with the rewards of success. They do not reject rewards, but the rewards are not as essential as the accomplishment itself. They get a bigger "kick" out of winning or solving a difficult problem than they get from any money or praise they receive.

Money, to achievement-motivated people, is valuable primarily as a measurement of their performance. It provides them with a means of assessing their progress and comparing their achievements with those of other people. They normally do not seek money for status or economic security.

Feedback

Achievement-motivated people seek situations in which they get concrete feedback on how well they are doing which is closely related to this concern for personal accomplishment. Consequently, achievement-motivated people are often found in sales jobs or as owners and managers of their own businesses.

In addition to concrete feedback, the nature of the feedback is important to achievement-motivated people. They respond favorably to information about their work. They are not interested in comments about their personal characteristics, such as how cooperative or helpful they are.

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Affiliation-motivated people might want social or attitudinal feedback. Achievement-motivated people might want job-relevant feedback. They want to know the score.

Why do achievement-motivated people behave as they do?

McClelland claims it is because they habitually spend time thinking about doing things better. In fact, he has found that wherever people start to think in achievement terms, things start to happen.

Examples

- College students with a high need for achievement will generally get better grades than equally bright students with weaker achievement needs.
- Achievement-motivated people tend to get more raises and are promoted faster because they are constantly trying to think of better ways of doing things.
- Companies with many such people grow faster and are more profitable.

McClelland has even extended his analysis to countries where he related the presence of a large percentage of achievement-motivated individuals to the national economic growth.

A taught skill?

Can this motive, the need for achievement, be taught to people?

McClelland was convinced that this can be done. In fact, he also developed training programs for business people that were designed to increase their achievement motivation. He also developed similar programs for other segments of the population.

Achievement-motivated people

Achievement-motivated people can be the backbone of most organizations, but what can be said about their potential as managers? As we know, people with a high need for achievement get ahead because they get things done.

However, when they are promoted, when their success depends not only on their own work but on the activities of others, they may be less effective. Since they are highly job-oriented and work to their capacity, they tend to expect others to do the same. As a result, they sometimes lack the human skills and patience necessary for being effective managers of people who are competent but have a higher need for affiliation than they do. In this situation, their overemphasis on producing frustrates these people and prevents them from maximizing their own potential.

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Thus, while achievement-motivated people are needed in organizations, they do not always make the best managers unless they develop their human skills. Being a good producer is not sufficient to make an effective manager.

Summary

According to David C. McClelland's research, achievement-motivated people have certain characteristics in common, including the capacity to set high ("stretch") personal but obtainable goals, the concern for personal achievement rather than the rewards of success, and the desire for job-relevant feedback (i.e., "how well am I doing?") as opposed to attitudinal feedback (i.e., "how well do you like me?")

About David McClelland

David C. McClelland received his Ph.D. in experimental psychology from Yale University in 1941. He taught at the Connecticut College for Women in New London, Connecticut and Wesleyan University prior to accepting a position at Harvard University in 1956. After 30 years at Harvard, he moved to Boston University in 1987, where he was a Distinguished Research Professor of Psychology until his death in March 1998 at the age of 80.

Although McClelland is best-known for his research on achievement motivation, his research interests ranged from personality to consciousness.

Sources

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Chapman, Alan. David C. McClelland's Motivational Theory. 2003.
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Motivational Analysis Key

Directions: Record your choice for each statement by putting a mark or check in the space provided below for each of the three motivators. If your answer to #1 was “b,” you would put a mark on the line titled “influence.” Do that for each question. Then add the total number of marks for each of the three categories: achievement, influence and affiliation.

1. _____ a. achievement _____ b. influence _____ c. affiliation	6. _____ a. influence _____ b. achievement _____ c. affiliation
2. _____ a. affiliation _____ b. influence _____ c. achievement	7. _____ a. affiliation _____ b. achievement _____ c. influence
3 _____ a. influence _____ b. affiliation _____ c. achievement	8. _____ a. achievement _____ b. affiliation _____ c. influence
4. _____ a. achievement _____ b. influence _____ c. affiliation	9. _____ a. affiliation _____ b. influence _____ c. achievement
5. _____ a. influence _____ b. achievement _____ c. affiliation	10. _____ a. achievement _____ b. influence _____ c. affiliation

ACHIEVEMENT _____

INFLUENCE _____

AFFILIATION _____

Adapted from Mackenzie, Mary and Gail Moore. The Volunteer Development Toolbox. 1993.

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Social Motivators Worksheet

Directions: Your group has been assigned one of the social motivators. As a group, discuss the following questions in relation to this social motivator.

1. What types of volunteer positions will appeal to a person with this type of motivation?
2. What types of management and supervisory strategies do I need to use to support a volunteer with this motivator?

Record your answers on flip chart paper. Select a reporter to tell the rest of the class what you have decided. Use the table below to record answers for all three social motivators.

	Achievement	Affiliation	Influence
Volunteer positions			
Management and supervision strategies			

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Resources on Volunteer Management

General Volunteer Resources

Points of Light Institute: www.Pointsoflightinstitute.org

HandsOn Network: www.handsonnetwork.org

Corporation for National and Community Service: <http://www.nationalservice.gov/>

National Service Resource Center: <http://nationalserviceresources.org/>

Volunteering in America: <http://www.volunteeringinamerica.gov/>

Independent Sector:

<http://www.independentsector.org/programs/research/gv01main.html>

The Council for Certification in Volunteer Administration:

<http://www.cvacert.org/>

Non-Profit Risk Management Center: www.nonprofitrisk.org

Group Organizing and Social Innovation

- Stanford Social Innovation Review: <http://www.ssireview.org/>
- Here Comes Everybody: Organizing Without Organizations:
<http://www.youtube.com/watch?v=J80PE1h9OuA>
- Social Innovation Conversations <http://sic.conversationsnetwork.org/>

Social Media Resources

Alison Fine Blog- Social Media for Social Change: <http://afine2.wordpress.com/>

Beth Kanter - How Nonprofit Organizations Can Use Social Media to Power Social Networks for Change: <http://beth.typepad.com/>

National Service Resource Center: Social Media

<http://www.nationalserviceresources.org/program-management/social-media>

Case Foundation- Social Media Tutorials:

<http://www.casefoundation.org/social-media-tutorials>

Tips for Entering Your Nonprofit into the Social Media Environment

<http://www2.guidestar.org/rxa/news/articles/2009/tips-for-entering-your-nonprofit-into-the-social-media-environment.aspx>

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Getting the Personal - Professional Mix Right in Social Media

<http://www.slideshare.net/kivilm/personal-professional-mix-in-social-media-for-nonprofits>

Volunteering Trends and Research Resources

Volunteering In America – National Volunteer Data from CNCS

<http://www.volunteeringinamerica.gov/>

Independent Sector – To learn the standard value of volunteer time.

http://www.independentsector.org/programs/research/volunteer_time.html

Energize, Inc.

<http://www.energizeinc.com>

Local Resources

State Service Commissions:

<http://www.nationalservice.gov/about/contact/statecommission.asp>

HandsOn Network Affiliates: <http://www.handsonnetwork.org/actioncenters>

DOVIAs

Many communities have a DOVIA (Directors of Volunteers in Agencies). DOVIAs are local groups that vary in size and focus, but generally they promote professionalism in volunteer management, advocate for issues concerning volunteerism, provide volunteer managers with opportunities to network; and offer professional training and development opportunities. To find a DOVIA near you, visit

www.energizeinc.com/prof/dovia.html.

Corporate Volunteer Councils

Corporate Volunteer Councils (CVCs) are local coalitions of businesses that either have employee and/or retiree volunteer programs or are interested in initiating such programs. CVCs enhance the effectiveness of employee volunteer program managers through networking, training and access to best practices. To find a CVC near you, contact your HandsOn affiliate in your area.

<http://www.handsonnetwork.org/actioncenters>.

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Publications

Chronicle of Philanthropy

The newspaper of the nonprofit world www.philanthropy.com

e-Volunteerism

An online quarterly "publication" on topics related to volunteering.

www.evolunteerism.com



Building a Solid Foundation

Elements of Volunteer Program

1. Create a Plan

- Conduct regular needs assessments
- Stay current on the trends in volunteering
- Assess volunteer positions on a regular basis
- Write position descriptions for all volunteer duties
- Build a team of staff and volunteers to guide the program

2. Recruit and Place Volunteers

- Plan a recruitment strategy
- Organize a volunteer recruitment team
- Implement the recruitment plan
- Create a screening process for volunteers
- Place volunteers in appropriate positions

3. Orient and Train Volunteers

- Determine the needs of volunteers related to their position
- Determine the needs of the organization related to the volunteers position
- Write learning objectives to address the needs
- Organize orientation training for volunteers
- Organize in-service training for volunteers

4. Supervise and Recognize Volunteers

- Organize supervision and management activities to support the work of the volunteers
- Understand the internal and external motivators for volunteers
- Assist staff in understanding the techniques to work effectively with volunteers
- Develop a recognition plan
- Implement the recognition plan

5. Evaluate the Volunteer Program

- Develop a plan to evaluate all aspects of the volunteer program
- Use known standards to assess the program
- Use the results of the evaluation in the planning the volunteer program for the next year



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Vision, Mission and Purpose Statements

- 1. A Vision** statement is a detailed description of the future the organization is trying to create.

Example: The Grand View Food Bank envisions a community where all residents have access to affordable and healthy food.

- 2. A Mission** statement is a one- or two-sentence statement that outlines the specific reason for which the organization exists.

Example: The mission of the Grand View Food Bank is to provide nutritional food and nutrition education to the poor.

- 3. A Purpose** statement describes how a project or program contributes to the achievement of the organization's mission.

Example: The purpose of the Grand View Food Bank Volunteer Program is to coordinate the distribution of donated food to those in need in the community, through the efforts of volunteers.



Building a Solid Foundation

Writing a Purpose Statement Example

Directions: A purpose statement grows out of discussion. Volunteer advisory groups should participate in determining the purpose of the volunteer program. If you do not have an advisory group, gather experienced and new volunteers together to answer the questions on this form and then write up a draft statement. The draft needs to be approved by the administration of your organization.

1. Write the mission statement of your organization here.
The mission of the Grand View Food Bank is to provide nutritional foodstuffs and nutrition education to the poor.
2. In general, what are the needs the volunteer program exists to fill?
 - Involve organizations that can donate food
 - Involve volunteers who can sort, label and distribute food
 - Involve individuals who are effective at administrative chores related to acquiring and distributing food
 - Involve recipients as volunteers in the distribution of food.
3. Who are the key stakeholders in the volunteer program?
 - Staff
 - The clients who receive food
 - Individuals interested in helping the clients
 - Social service agencies serving low-income areas/individuals
 - Restaurants, food stores, commercial food vendors, individuals, farmers
4. Using the information from these questions draft a purpose statement for the volunteer program.
The purpose of the Grand View Food Bank Volunteer Program is to coordinate the distribution of donated food to those in need in the community, through the efforts of volunteers.



Writing a Purpose Statement Worksheet

Directions: A purpose statement grows out of discussion. Volunteer advisory groups should participate in determining the purpose of the volunteer program. If you do not have an advisory group, gather experienced and new volunteers together to answer the questions on this form and then write up a draft statement. The draft needs to be approved by the administration of your organization.

1. Write the mission statement of your organization here.

2. In general, what are the needs the volunteer program exists to fill?

3. Who are the key stakeholders in the volunteer program?

4. Using the information from these questions draft a purpose statement for the volunteer program.



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Methods for Conducting Needs Assessments

Interviews

PRO	CON
<ul style="list-style-type: none">▪ Can get the highest quality data▪ Offers the potential to ask more questions▪ Can record person's responses that are nonverbal▪ Best completion or return rate	<ul style="list-style-type: none">▪ Is expensive▪ Takes a long time to complete▪ Interviewer bias can skew the results

Telephone Surveys

PRO	CON
<ul style="list-style-type: none">▪ Inexpensive▪ Short completion time▪ Easy to organize▪ Can be done after work hours	<ul style="list-style-type: none">▪ Can be perceived by respondent as a nuisance▪ Must have trained interviewers or can lose validity and reliability▪ Can lose flexibility▪ No visual cues or information

Mail Surveys

PRO	CON
<ul style="list-style-type: none">▪ People can remain anonymous▪ Can be done according to respondent's time table	<ul style="list-style-type: none">▪ Very costly▪ Has low return rate (15-20 percent)▪ No two-way communication▪ Need to have the questions designed by person who knows how to do it—expensive▪ No chance to correct confusion on part of the respondent.

Planning



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Focus Groups

PRO	CON
<ul style="list-style-type: none">▪ Free exchange of information▪ Can address various areas of concern▪ Uses an experienced facilitator to get the best results▪ Inexpensive	<ul style="list-style-type: none">▪ Need more than one group to ensure the validity of results▪ Need to keep record of what is said▪ People need to know clearly their purpose or they can get off topic

Email/Web Surveys

PRO	CON
<ul style="list-style-type: none">▪ Quick▪ Inexpensive▪ Reach a lot of people easily	<ul style="list-style-type: none">▪ No two-way communication▪ Need expertise to design questions—can be expensive▪ No chance to correct confusion on part of the respondent.▪ Responses not anonymous

Other _____

PRO	CON



Volunteer Involvement Staff Assessment

Name of Staff member _____

Previous experience:

1. Have you previously worked at an agency that utilized volunteers?
 Yes No unsure
2. Have you ever supervised volunteers?
 Yes No unsure
3. Do you perform any volunteer work?
 Yes No (if yes, explain what type and capacity you served):

Your assessment of volunteer service/involvement:

1. Give your general evaluation of the need for utilizing volunteers in our agency.
 Very advantageous Somewhat needed Uncertain
 Not needed Not appropriate
2. Give your general assessment on our agency's readiness to utilize volunteers.
 Very ready somewhat ready uncertain not ready
3. What type of work or areas do you think volunteers would be needed or suited for?

4. What type of work or areas in our agency that you think volunteers should not do?

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5. Prior to working with volunteers, what type of training would you like to receive?

6. Do you have any other comments, suggestions, or questions about the involvement of volunteers in our agency?



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Staff Request for Volunteer Assistance

Date of request _____

Department _____

Staff member completing this form _____

Phone _____ E-mail _____

Supervisor name, phone, email if different: _____

Description of the tasks/activities to be performed: (give both goal and example of activity)

Number of volunteers needed for this position: _____

Qualifications: (give both skills and attributes needed to perform the work and anything that might disqualify an applicant)

Worksite:

Timeframe:

Hours:

Flexible to availability of volunteer

Needed: _____

Planning



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Length of Commitment:

- Open-ended
- Minimum of: _____
- One-time event (date and time): _____

When do you want this opportunity to start?

- Upon availability
- Other: _____

Provide names of staff and/or volunteer(s) responsible for

Orientation _____
Training _____



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Appropriate Roles for Volunteers

Directions: On your own, review the list of tasks in the left hand column and decide how appropriate this role would be for volunteers to perform. Then note why you rated it that way. Once you have rated the tasks, discuss your responses with the others in your small group. Are there any areas of disagreement? How might the ratings differ depending on the type of organization?

Tasks	Fine for volunteers as written	Questionable: needs adjustment	Inappropriate for volunteers	Why did you rate it this way?
Carry 50-pound cases of food in a warehouse				
Counsel delinquent youth				
Lead a youth group to clean up a neighborhood				
Type reports for volunteer managers or other staff				
Process payroll checks for staff				
Take a dog to visit prisoners at the state prison				
Sell tickets at a symphony concert				
Give advice on how to run a program as part of an advisory council				
Administer drugs to clients				



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Volunteer Position Description Worksheet

Use the worksheet below to outline responsibilities, support and benefits of specific volunteer opportunities. Be as detailed as possible and use clear language. Avoid using jargon or acronyms that new volunteers may not understand.

Title:
Purpose/objective:
Location:
Key responsibilities:
Impact Goal:
Qualifications:
Time commitment:

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Training/support provided:
Benefits:
Supervisor:
Phone:
e-mail:
Program Website:

SAMPLE VOLUNTEER POSITION DESCRIPTIONS

Silver Spring Senior Home

- | | |
|--|--|
| 1) Position Title | Senior Swim Club Driver |
| 2) Tasks | Drive two to four seniors to public pool every week
Be friendly to these seniors |
| 3) Expectations regarding number of hours and times | Three hours per week, from 7:00 - 10:00 a.m., on Wednesdays. Not expected to miss more than one Wednesday per quarter. |

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4) Qualifications Owns automobile with insurance

5) Position benefits Swim regularly
Get out of the office/home one morning a week

St. Jude AIDS Hospice

1) Position Title **Dessert Maker**

2) Tasks Make dessert for people with AIDS and deliver it to St. Jude

3) Expectations regarding number of hours and times Expected to take between three and five hours per month -- the time estimated to buy the ingredients, make dessert for 20 individuals (ten clients and ten staff and volunteers), deliver it to the center and attend the informal get together. Desserts need to be delivered to the Union Street location at 5:00 p.m. on Thursdays once per month. Dessert makers are asked to stay until 5:30 for an informal get together with staff and other dessert makers.

4) Qualifications Own automobile with insurance
Email access preferable (to receive shopping list)

5) Position benefits Practice pastry-, cake- and other dessert-making skills (without consuming all those calories)
Meet others who enjoy making desserts

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Bright Future Youth Center

1) Position Title	Off-Site Youth Advisor
2) Tasks	Provide staff who manage at-risk youth programs advice on how to handle specific difficult situations through the following process: 1) Staff send an e-mail with a brief description of the issue to a pool of off-site youth advisors. 2) Any off-site youth advisors who feel they might be helpful respond with available times for the staff to call them. 3) Staff calls one or more advisors for advice.
3) Expectations regarding number of hours and times	It is expected that off-site youth advisors will take one call per quarter, at a convenient time.
4) Qualifications	Licensed counselor, social worker or psychologist Access to email
5) Position benefits	Obtain experience working with youth Do something rewarding without having to leave home or office



Risk Management Plan

1. What do our volunteers do? (Or what new activity do we want them to do?)

2. Name or describe the activity:

3. What could go wrong?

4. How probable is it that something serious will go wrong?

Highly probable

Somewhat probable

Not very probable

5. How serious an issue would it be?

Highly serious

Somewhat serious

Not very serious

6. What would we do if something goes wrong?

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7. How will the organization pay for it?

8. How can we diminish the probability and/or protect ourselves?

9. Can we still ask a volunteer to do this?

YES

NO

Reference: Non Profit Risk Management Center

<http://www.nonprofitrisk.org>



Volunteer Program Budget Worksheet

The following are items that you may want to consider when drafting a budget for your volunteer program.

Category	Sample Items	Estimated Amounts
Staff salary and benefits		
Equipment		
Office supplies		
Other materials		
Printing/copying		
Postage		

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Phone/e-mail/Internet		
Advertising/marketing		
Events		
Food		
Other:		
Other:		



Sample Volunteer Program Budget Worksheet

Here is a sample budget-in-progress from a volunteer program.

Category	Sample items	Estimated amounts
Staff salary and benefits	Volunteer Coordinator	\$38,000/yr
Equipment	6 Shovels	6 x \$35 =
	3 Rakes	3 x \$25 =
Office supplies	General supplies	\$20/mo
	Envelopes, labels	??
Other materials	Work gloves	50 pairs x _____ = \$_____
	Trash bags (50-count boxes)	20 x \$12.50 =
Printing/copying	Recruitment brochure	\$750
	Training manuals	\$300
Postage	Newsletter mailing	\$55/mo x 12 = \$660
	General	\$20/mo x 12 = \$240
Phone/email/internet	Phone	\$18/mo x 12 = \$216
	ISP/Web hosting	\$35/mo x 12 = \$420
Advertising/marketing	Newspaper ad (semi-annual)	\$185 x 2 = \$370
	Award winner ad (1/yr)	\$300
Recognition	Service pins	\$5 x 150 = \$750
	Annual awards event	\$2,500 (see separate budget)
Food	Sodas & snacks	\$20/wk x 52 = \$1040
	Bottled water	50 cases x \$14 = \$700
Transportation	Bus tokens	\$1.10 x 500 = \$550
	Mileage reimbursement	\$0.33/mile x 1,000 mi = \$330

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Other:	First aid kits	3 x _____ = \$ _____
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Volunteer Program Planning

Rate your volunteer program using the scale to the right. Use the space provided to begin planning ways to improve any areas that you scored a three or lower.

Scale: 1- Help! 2 – Poor 3 – Fair 4 – Good 5 - Excellent

Element of A Successful Volunteer Program	Score	Plans to Improve
1. Our organization has a mission statement.		
2. Volunteers are familiar with the mission of the organization.		
3. There is a documented purpose statement.		
4. We assess the need for volunteers.		
5. We use more than one method for obtaining information about the volunteer program.		
6. There are criteria for determining appropriate roles for volunteers.		
7. All volunteer tasks have a written position description.		
8. Volunteer positions are reviewed regularly.		
9. Staff and volunteer work together to identify position		



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Resources

Volunteer Management

Campbell, Katherine Noyes, and Susan J. Ellis. (1995). *The (Help!) I-Don't-Have-Enough-Time Guide to Volunteer Management*. Philadelphia, PA: Energize, Inc.

Connors, Tracy Daniel, ed. (1995). *The Volunteer Management Handbook*. New York, NY: John Wiley and Sons.

Ellis, Susan J. and Jayne Cravens. (2000). *Virtual Volunteering Guidebook*. Energize: Available at no charge on the Energize web site at: www.energizeinc.com

Fisher, James C. and Katherine Cole. (1993) *Leadership and Management of Volunteer Programs*. San Francisco: Jossey-Bass.

Kretzman, J. P., and J. McKnight. (1997). *Building Communities From the Inside Out: A Path Toward Finding and Mobilizing Community Assets*. New York, NY: Acta Publications.

Lee, Jarene Frances, with Julia M. Catagnus. (1998). *What We Learned (the Hard Way) About Supervising Volunteers: An Action Guide for Making Your Job Easier*. Philadelphia, PA: Energize, Inc.

McCurley, Steve H., and Rick Lynch. (1996). *Volunteer Management: Mobilizing All the Resources of the Community*. Downers Grove, IL: Heritage Arts Publishing.

Volunteer Management: Mobilizing All the Resources of the Community 2nd Edition
by Steve McCurley and Rick Lynch
http://www.bettystallings.com/books/mccurl_volmgmt.htm

Developing and Managing Volunteer Programs
<http://managementhelp.org/staffing/outsrcng/volnteer/volnteer.htm>

Council for Certification in Volunteer Administration
<http://www.cvacert.org/>

Volunteer Management Resource Center - <http://www.idealists.org/vmrc>

A list of books and articles on the subject of Role of a Volunteer Manager
<http://www.energizeinc.com/art/subj/role.html>



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Ethics

Professional Ethics in Volunteer Administration, originally developed by the former Association for Volunteer Administration and kept current by the Council for Certification in Volunteer Administration

<http://www.cvacert.org/documents/ProfessionalEthicsinVolunteerAdministration-2006.pdf>

How to Advocate for the Profession

<http://www.idealists.org/en/vmrc/howtoadvocate.html>

A Guide to Investing in Volunteer Resources Management: Improve Your Philanthropic Portfolio (PDF) – The UPS Foundation, Points of Light Foundation, and the former Association for Volunteer Administration (includes a section on why volunteer management is critical)

http://www.pointsoflight.org/sites/default/files/invest_vrm_guide.pdf

Volunteer Management Capacity in America's Charities and Congregations: A Briefing Report (PDF) – The Urban Institute

http://www.urban.org/UploadedPDF/410963_VolunteerManagement.pdf

Volunteer Management Practices and Retention of Volunteers (PDF) – The Urban Institute

http://www.urban.org/UploadedPDF/411005_VolunteerManagement.pdf

Risk Management

Non Profit Risk Management Center, 2010 No Surprises Volunteer Risk Management Tutorial Retrieved from <http://www.nonprofitrisk.org/tools/volunteer/no-surprises.shtml>

Volunteers Are Human Resources...or Are They? by Susan J. Ellis in *The NonProfit Times*, 2003

energizeinc.com/art/subj/documents/2003AugustNPTHumanResources_001.pdf

Risk Management; articles and Book excerpts on the topic

<http://www.energizeinc.com/art/subj/risk.html>

Running the Risk: A Risk Management Tool for Volunteer Involving Organizations

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http://www.volunteeringaustralia.org/html/s02_article/article_view.asp?id=129&nav_cat_id=164&nav_top_id=61&dsa=451

Negotiating the Legal Maze to Volunteer Service

<http://www.ed.gov/inits/americanreads/resourcekit/Negotiating/title.html>

A 1998 "community service brief" from the Nonprofit Risk Management Center.

The Three Top Reasons Volunteers Get Sued

<http://www.nonprofitlaw.com/volrisk/index.shtml>

Details (and PowerPoint slides) of Sandra Pfau Englund's conference presentation on legal issues related to volunteers, on the nonprofitlaw.com Web site.

Volunteer Legal Handbook

<http://www.iciclesoftware.com/VLH7/>

Legal handbook for nonprofit corporation volunteers. Offers examples of "awful situations" and how to prevent them, with advice on volunteer screening, evaluation, training and insurance.

Volunteer Risk Management Tutorial

<http://nonprofitrisk.org/tools/volunteer/no-surprises.shtml>

Tutorial offered by the Nonprofit Risk Management Center. This online tool explains how to control risks in a volunteer program to protect the agency, the volunteers, and the clients.

Volunteers Insurance Service

<http://www.cimaworld.com/htdocs/volunteers.cfm>

Most established American insurance program for volunteers. Site includes online version of their printed newsletter, *VIS® Connections*, at

<http://www.cimaworld.com/visconnections/>.

Reference Checks

<http://www.energizeinc.com/art/astaf.html>

Energize Inc.

<http://www.energizeinc.com/>

The National Services Resource Center

<http://www.nationalserviceresources.org/topics/service-activities>

A list of books and articles on the subject of policy development

<http://www.energizeinc.com/art/subj/pol.html>

Recruitment & Placement

Matching Volunteer Skills with Service Needs



Steps to Developing a Targeted Recruitment Plan

1. Target your market
2. Identify features and benefits
3. Craft a powerful message
4. Design a communication strategy

Recruitment Message Worksheet

Step 1: Who is your audience? Who are you targeting?

Step 2: Identify Benefits and Features of Volunteer Position

- **Benefits:** What volunteering does for the volunteers, such as teaching them a skill, having fun, meeting people, etc.
- **Features:** Descriptive elements of the volunteering, such as when, where, doing what with whom, etc.

Benefits

What are the benefits to volunteering in this position?

Examples:

- Increased knowledge, skill, or experience
- Professional development

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Matching Volunteer Skills with Service Needs

- Networking
- Reimbursement of expenses
- Being a part of your community
- Sense of accomplishment
- Be a part of the solution to social problems locally
- Others

Features

What

Describe the overall position in a clear, comprehensive, concise manner.

When

What is the time commitment for this position? Is it an ongoing, regularly scheduled opportunity, a one day service project, or could the volunteer complete the position requirements according to their schedule?

Where

Where is the volunteer opportunity? Does the position require the volunteer to be in a certain place or can the position requirements be carried out anywhere? Is it a virtual volunteer opportunity?

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Why

What need is this volunteer opportunity filling?

With Whom

Will the volunteer be working with other individuals to carry out their duties?

Other Key Information

Is there any other critical information for the volunteer to know about this position?

Possible Barriers

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Matching Volunteer Skills with Service Needs



Sample Recruitment Message

Job Title:

Senior Swim Driver

Work Location:

Downtown YMCA

Reports to:

Director of Senior Programs

Purpose of the position:

To help seniors get regular exercise

Responsibilities/Duties:

Picks up and drives two to four seniors to YMCA pool once a week.

Qualifications:

Eligible candidates include adults over 21 years of age who have automobile with insurance, good driving record and who pass a criminal history record check. Must be dependable and enjoy working with seniors

Commitment:

Three hours per week, from 7 - 10 a.m.

Every Wednesday for six months

Responsible for arranging for a replacement driver from volunteer list in advance of a known absence

Training:

Two-hour orientation and training session

Benefits to volunteer:

Get regular exercise and free swim pass good on any day (courtesy of YMCA)

Mileage reimbursement

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Matching Volunteer Skills with Service Needs

Message:

Having trouble getting regular exercise?

Become a Senior Swim Club Driver for the Silver Spring Home taking our seniors once a week to the pool will get you poolside, plus provide you a free YMCA pool pass! All you have to do is dive in.

Requirements are as follows:

- Availability Wednesday mornings from 7 - 10 a.m.
- Driver's license, insurance and car that can seat at least three passengers
- Willingness to help others

Recruitment Techniques

- Social media tools to facilitate social networking (Facebook, MySpace, Twitter, YouTube)
- Fliers
- Internet sites (Idealist.org, Volunteermatch.org, craigslist.org)
- Organization Website
- Local community centers
- Retirement homes
- Grocery stores
- Family members
- Friends
- Colleges
- Local schools
- Doctor offices
- Workplace
- HandsOn Action Centers or other volunteer centers
- Public events
- Student center
- Dining hall
- Sports clubs
- Coffee shops
- Email listservs
- Telephone
- Mailings
- Non-profit organizations
- Local businesses
- Local government
- Current volunteers
- Faith-based organizations
- Military groups
- Teacher associations
- Unions
- Mom's groups
- Others

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Matching Volunteer Skills with Service Needs



Sample Interviewing Questions

- What interested you about this volunteer position?
- Is there an aspect of our mission that motivates you to want to volunteer?
- Tell me the story of how you chose your education program OR career path OR life work?
- Have you volunteered in the past?
 - Yes: What have you enjoyed most about previous volunteer work?
 - No: What have you enjoyed most about previous paid work or other activities?
- Are you involved in other organized activities?
- What special skills would you like to utilize as a volunteer?
- Are there tasks that you do not want to do as a volunteer?
- Can you briefly talk about your experiences as they relate to this position?
- What would you say are three of your strengths?
- Do you prefer working independently or with a group?
- What would be the ideal volunteer job for you and why?
- Describe your ideal supervisor.
- What are your expectations of our organization? Of our employees?
- What are your personal goals for this experience?
- Do you have any concerns about what we expect of you?
- Are you willing to make a time commitment of ____?
- Are you interested in some training pertinent to this position?
- Do you have any questions that you would like to ask us?

Recruitment & Placement

Matching Volunteer Skills with Service Needs



Resources

Social Media and Networking

Mashable: The Social media Guide <http://mashable.com>

Beth's Blog: How Nonprofit Organizations Can Use Social Media to Power Social Networks for Change <http://beth.typepad.com>

Social Media Governance <http://socialmediagovernance.com>

A list of books and articles on the subject of social networking
<http://www.energizeinc.com/art/subj/inter.html>

People to Follow on Twitter

Allison Fine, nonprofit social media guide and author of *Momentum*: [@Afine](#)

Beth Kanter, nonprofit social media guru extraordinaire: [@kanter](#)

Tera Wozniak Qualls, Gen Y nonprofit blogger: [@terawozqualls](#)

Holly Ross, Executive Director of Nonprofit Technology Network (NTEN): [@ntenhross](#)

Stanford Social Innovation Review: [@SSIRReview](#)

Nonprofit Quarterly: [@npquarterly](#)

Nonprofit Times: [@NonProfitTimes](#)

Social Networking Tutorials

Case Foundation

<http://www.casefoundation.org/social-media-tutorials>

Recruitment

Volunteer Management Resource Library

<http://www.energizeinc.com/art.html>

A list of articles and books on the subject of recruitment - Energize Inc.

<http://www.energizeinc.com/art/subj/recruit.html>

The Resource Center

<http://www.nationalserviceresources.org/volunteer-member-staff-management/recruitment>

Volunteer Recruitment and Tips from the Field

<http://www.utexas.edu/lbj/rgk/serviceleader/leaders/tips.php>

Recruitment & Placement



Matching Volunteer Skills with Service Needs

"Exploring Employment Trends for Volunteer Insights," Merrill Associates, February 2004. <http://merrillassociates.com/topic/2004/02/exploring-employment-trends-volunteer-insights/>

Volunteer Trends

Volunteering in America Report
<http://www.volunteeringinamerica.gov/>

Trends and Issues in Volunteer Management
<http://www.energizeinc.com/art/subj/trends.html>

Screening, Interviewing, and Placement

A list of books and articles on screening
<http://www.energizeinc.com/art/subj/scre.html>

Utilizing Role Playing Scenarios in Volunteer Interviewing, Steve McCurley 1994
http://nationalserviceresources.org/files/legacy/filemanager/download/708/roleplay_interviews.pdf

A list of articles and books on the subject of Virtual Volunteering
<http://www.energizeinc.com/art/subj/inter.html>

Volunteer Work Design – Energize, Inc.
<http://www.energizeinc.com/art/subj/workdes.html>

Step 2: Screening, from the book No Surprises: Controlling Risks in Volunteer Programs
<http://www.energizeinc.com/art/anos.html>

Generations

Mixing and managing Four Generations of Employees
<http://www.fdu.edu/newspubs/magazine/05ws/generations.htm>

The Resource Center's "Ask the Expert," Andrea S. Taylor, Ph.D., of Temple University's Center for Intergenerational Learning, in Philadelphia.
<http://www.nationalserviceresources.org/practices/17902>

Effective Practices Provided by Temple University Center for Intergenerational Learning
<http://www.nationalserviceresources.org/ep-temple>