Volunteer Management Facilitators Guide

Adapted from Betty Stallings' *Training Busy Staff to Succeed with Volunteers: The 55-Minute Training Series*. Designed to complement Volunteer Iowa's Online Volunteer Engagement Training Modules.

IOWA™ | Commission on Volunteer Service

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Handouts

How to use this Facilitator Guide

This guide is designed as a practical tool for Volunteer Engagement Professionals to **reinforce and expand learning from Volunteer Iowa's Online Volunteer Engagement Training Modules**.

Use it to:
- **Prepare**: Review the module and facilitator guide before the session.
- **Facilitate**: Lead interactive activities that help staff apply concepts from the module.
- **Customize**: Scale activities up or down (10–30 minutes) based on time and staff needs.
- **Follow Up**: Encourage discussion and skill practice beyond the session.

About These Trainings
These modules are adapted, with permission, from Betty Stallings' *55-Minute Training Series: Training Busy Staff to Succeed with Volunteers*. They complement Volunteer Iowa's Volunteer Engagement Training Modules and focus on practical strategies for working effectively with volunteers.

Each module includes:
- A short, interactive online session (about 10 minutes).
- Supporting materials for discussion and skill-building.

Research from *Reimagining Service* shows that organizations that effectively engage volunteers are more adaptable, sustainable, and able to scale. Training staff is essential to achieving this.

How to Use These Modules
Modules can be used as:
- **Standalone professional development** for individual staff.
- **Group learning** combined with facilitated activities.

Delivery Options:
1. Staff complete the module individually.
2. Staff watch the module together during a meeting, followed by a facilitated discussion.
3. Staff complete the module before a meeting, then participate in a facilitated discussion.

Facilitator Guide:

Trends In Volunteerism

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

Section	Facilitator Notes	Materials
Introduction	"As we design or evaluate current positions, we must do so considering key changes and challenges occurring in the prospective volunteer community."	
Presentation	Pass out Handout 1: Notable Trends in Volunteering. Allow participants time to look through the list before demonstrating an example. Ask: "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." 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. Example: • Trend: Most volunteers are employed • Impact: Volunteers unavailable during working hours; Volunteers must be recruited at their paid work sites.	• Handout 1: Notable Trends in Volunteering • Whiteboard or flipchart
Small Group Discussion /Presentation	Add third column, Response, to master chart and fill in example: Potential Responses to example trend: • Design positions that can be done in flexible time slots. • Send recruitment brochures to companies. • Develop lunchtime volunteer opportunities. • Arrange for longer hours of staff coverage. • Design virtual volunteer assignments. Allow a couple minutes for participants to fill in their charts. Then, ask volunteers to share any example trends, impacts, and responses.	• Paper and writing utensils

	Suggested Trends: • Volunteers seek shorter-term assignments • Volunteers want freedom and prefer smaller organizations • Baby Boomers expect challenging assignments • Volunteers come from diverse backgrounds • Volunteers expect professional treatment • Need for flexible hours • Family and group volunteering popular • Interest in causes over organizations • Volunteering for job experience or re-entry • Many professionals available • Multiple motivations for volunteering • Increasing numbers of "voluntolds" (e.g., students required to volunteer) Additional Responses: • Design episodic positions • Position sharing • Group volunteer opportunities • Targeted recruitment • Flexible hours and locations • Substitute systems • Expense reimbursement • Task forces for committee work • Efficient use of volunteer time • Broaden volunteer roles • Develop evening/weekend positions • Off-site positions • Student opportunities meeting mutual needs	
Takeaways /Closing	"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."	

Handout 1: Notable Trends in Volunteering can be found on page 20.

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	"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 must know what that role entails."	
Small Group Discussion	(Group staff in pairs or small groups) "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." Allow a couple minutes for discussion	
Large Group Discussion	Ask the whole group: "What problems or benefits did you experience when working without a clear, written position?" Have staff share responses; make note of responses on a whiteboard or flip chart. Bring up some possible responses if needed: Possible Responses: • Could never please self or others • Could never celebrate completion • Other staff and volunteers had varying ideas of what I do • Very frustrating • Could not prioritize work • Was able to develop my own position (a positive for the entrepreneurial volunteer!)	• Whiteboard or Flipchart
Presentation/Large Group Discussion	"Often if you do not have written position descriptions, volunteers will experience feelings of frustration working at your organization."	

| Cont. Presentation/Large Group Discussion | 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.

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?

Write down responses on whiteboard or flipchart, sharing a possible response as needed.

Possible responses:
• They serve as marketing tools for recruitment. (The position is what you are selling to prospective volunteers.)
• 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.)
• They are the basis for supervision and evaluation.
• 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.)
• They give information about position responsibility, etc., to co-workers or volunteers thus giving role clarity to both paid and non-paid staff. | |
| Takeaways/Closing | "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."

Provide Handout 2 for reference (Purposes of Position Description) | • Handout 2: Purposes of Position Description |

Handout 2: Purposes of Position Description can be found on page 21.

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	"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."	
Activity	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: 1. List all the duties of their positions. Put an asterisk next to tasks which: • 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. Allow a few minutes to complete this exercise.	• Paper and writing utensils
Large Group Discussion	Ask for participants to share items from their Dream List and any new service ideas. Record answers on your example chart.	
Individual/Small Group Work Time	Ask participants: "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?" Allow a few minutes for participants to brainstorm potential volunteer positions with those around them. Share with the large group if time allows.	

| Takeaways/Closing | "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!"

Optional: assign a task force to refine position ideas and develop new potential opportunities.

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.

Provide Handout 3 for reference (Elements of a Position Description) | • Handout 3: Elements of a Position Description |

Handout 3: Elements of a Position Description can be found on page 22.

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	Orientation and Training Objectives. This in-service training is built on three key concepts: 1. Elements of an effective orientation 2. Potential training topics 3. Orientation and training program evaluation and improvement Effective orientation and training are key elements that impact volunteer satisfaction and lead directly to retention, effectiveness, and productivity.	
Orientation	Let's begin with orientation. Every program will have a different type of orientation. Imagine yourself in a totally unfamiliar environment— orientation is essentially what you need to know to feel comfortable. A volunteer's orientation should include: mission, values, systems, structure, history, future plans, and social community. Consider: • Topics to include • Who should be involved • Methods of sharing • Best timing • Time lapse between interest and orientation	Orientation Checklist Handout
Training Topics	Orientation covers what you need to know to function comfortably; training equips volunteers with skills and knowledge to perform effectively. Potential Topics: • Skills needed • Knowledge and information • Attitudes for success Training Styles: 1. Formal sessions (lectures, discussions, field trips)	Handout 4: Training Tips

	2. Informal coaching/mentoring (demonstration, observation, feedback)	
Cont. Training Topics	Topics covered in either style include: • Skills, attitudes, and knowledge • Boundaries and decision-making authority • Emergency procedures • Role clarity and mission fit Special Tips: • Update volunteers as info changes • Record training completion • Use checklists for monitoring • Utilize online learning tools • Provide written materials • Tailor training to needs • Involve experienced volunteers in training others	
Challenges in Orientation & Training	Common challenges: • Limited time for volunteers and staff • Adapting for remote or short-term volunteers • Accommodating different skill levels • Measuring readiness and competence Brainstorm solutions for these challenges within your organization.	
Evaluation & Improvement	Evaluate orientation and training at multiple points: After Orientation: • Were all questions answered? • Was time used efficiently? • Was the atmosphere welcoming? After Training: • Same questions as above After Job Experience: • Ask: "Is there anything you experienced on the job that we did not adequately prepare you for?"	
Takeaways/Closing	Effective orientation and training lead to volunteer satisfaction, retention, and productivity. Build time for these processes to ensure volunteers are successful partners in your mission. You should now be able to: • Distinguish between orientation and training • Identify key elements for each • Evaluate and improve your program continuously	Handout 4: Training Tips (p. 26)

Handout 4: Training Tips can be found on page 23.

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	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.	• Handout 5: Orientation Checklist & Questions
Introduction	"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 ourselves, 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?" If staff have not already, give them a few minutes to work through the orientation checklist handout.	
Group Discussion	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. Consider the following: • Determine if there are any topics not sufficiently covered. • Discover if the orientation could be enhanced with participation of more staff/volunteers. • Review and update methods of	• Paper & writing utensils • Whiteboard or Flipchart, etc.

	sharing information and the accuracy of information. • Look at average time lapse between expressed volunteer interest and orientation. Can it be compressed? • 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?	
Cont. Group Discussion	• 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?	
Takeaways/Closing	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. Optional: assign a task force to compile ideas brought up in discussion and utilize the checklist to resign your orientation • process.	

Handout 5: Orientation and Checklist & Questions can be found on page 24.

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	"There are considerable challenges you face in orienting and training today's volunteers."	

Small Group Discussion	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.
	
	Sample Questions (select those most pertinent to your organization):
	1. Timing Issues
	  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
		• Handout 6: Orientation and Training Challenges and Issues
		• Writing utensils

	that, after training, 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 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?	
Large Group Discussion	Ask a representative from each group to share their challenge and summarize their solutions. Encourage participants to make notes on their handout.	●
Takeaways/Closing	"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!"	●

Handout 6: Challenges & Issues of Orienting & Training Volunteers can be found on page 27.

Facilitator Guide:

Supervision Expectations

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

Section	Facilitator Notes	Materials
Introduction	"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 regarding supervising volunteers entrusted to them".	
Large Group Discussion	Supervising tasks can be identified under four major categories: 1. Preparation and Orientation 2. Ongoing Support 3. Reporting Requirements 4. Evaluation. 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. Have participants take notes on H-2 to clarify their expectations as supervisors of volunteers. Due to time constraints, you may wish to do a flip chart recording of those issues that include information, resources, or training beyond the scope of this session that need to be addressed later.	• Handout 7: Supervision Expectations & Writing Utensils • Whiteboard Or Flipchart
Takeaways/Closing	"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."	

Handout 7: Supervisor Expectations can be found on page 29

Facilitator Guide:

Skills of a Good Supervisor

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

Section	Facilitator Notes	Materials
Introduction	**"**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."	
Large Group Discussion	"Think about a particularly good supervisor you've had. What are the key skills and qualities they possessed?" Record responses for the group. Responses may include: <table><tr><td>• Delegation • Planning (goals and direction) • Coaching • Listening • Evaluation/review • Setting standards Climate setting • Conflict resolution • Recognition • Trainer/teacher</td><td>• Team builder • Clear communication • Confrontation • Problem solving • Sharing knowledge • Trustworthy • Consistent • Models' good behavior • Positive attitude, sense of humor • Empowering • Supportive • Articulate</td></tr></table>	• Paper & writing utensils
Individual Activity	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.	• Handout 8: Skills of a Good Supervisor & writing utensils
Takeaways/Closing	"Effective supervision of volunteers can save time and 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."	•

Handout 8: Skills of a Good Supervisor can be found on page 30.

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	Ask participants to divide into groups and within two to three minutes identify any differences, concerns, or problems they have experienced between supervision of staff and volunteers.	• Paper & Writing Utensils
Large Group Discussion	Have a representative from each group briefly share a difference they discussed. Record responses and provide participants with Handout 9. Potential responses: • 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.	• Whiteboard or Flipchart • Handout 9: Differences between Supervision of Volunteer and Salaried Staff

	• 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.	
Cont. Large Group Discussion	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?	•
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 31.

Handout 1:
Notable Trends in Volunteering

Refer to Facilitator's Guide: Trends in Volunteerism on page 4 for more information.

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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 come 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 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 volunteers 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.

Elements of a Position Description

An Ideal Position Description Includes:

✓ Position Title

✓ Supervisor

✓ Goal or Purpose of the Position

✓ Major Responsibilities

✓ Time Commitment

✓ Qualifications (required and desired)

✓ Training and 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 skills.

- 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 required 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 later.

- Consider the specific training needs of volunteers. In large group training, it may be best to have time 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 12 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 were 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:

_____

_____

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

Handout 6:
Challenges & Issues of Orienting and Training Volunteers

Refer to Facilitator's Guide: Orientation & Training Challenges & Issues on page 14 for more information

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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 are 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 16 for more information.

What are your organization's expectations?

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		

Skills of a Good Supervisor

Rank yourself on these skills of good supervisors.

⬅——————————————➡

Poor   Fair   Good   Very Good   Excellent

Delegation	_____	Communications _____
Planning	_____	Confrontation _____
Coaching	_____	Problem Solving _____
Listening	_____	Evaluation/Review _____
Conflict Resolution	_____	Climate Setting _____
Recognition	_____	Sharing Knowledge _____
Trainer/Teacher	_____	Setting Standards _____
Team Builder	_____	

Identify two key skills you personally wish to improve and your plan for skill enhancement:

Skill   Plan

_____   _____

_____   _____

Handout 9:
Differences Between Supervision of Volunteers and Salaried Staff

Refer to Facilitator's Guide: Differences in Supervision of Salaried Staff &
Volunteers on page 18 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?