



AMERICORPS



Volunteer Management Primer

**Primary Resource Materials
for Managing Volunteers**

Maine Commission for Community Service

Volunteer Management Primer

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Top 10

Essential Elements of a Successful Volunteer Management Program

1. Start at the Top! Commitment from CEO is essential for a comprehensive volunteer management program.
2. The volunteer program must be consistent with and aligned to mission and vision of organization.
3. Engage volunteers at all levels of organization and all levels of expertise, e.g. board members, education, finance, clerical, all ages, episodic, long term, experts and novices.
4. Designate a person to coordinate volunteers.
5. Provide a clear explanation of what a volunteer will do and what the expected outcomes are.
6. Screen all volunteers, at different levels for different tasks.
7. Establish a method for evaluating how the program is doing.
8. The volunteer program must have a budget.
9. Communicate regularly with all volunteers to assess satisfaction, performance, and problems.
10. Acknowledge volunteer accomplishments with customized recognition and reward.
11. Plan and organize everything you do!

Code of Ethics for Volunteer Managers

The Association of Volunteer Administration designed this Code of Ethics for the benefit of its members. It is designed for administrators of volunteer programs to help professionals become strong and principled leaders who make decisions that are founded on core ethical values.

INTRODUCTION

Volunteer administration is the profession concerned with the study and practice of integrating volunteers effectively into an organization to enhance performance and results. It includes people who direct volunteer involvement as a full-time job, those who carry this responsibility in addition to other job duties, and those who serve in this role as volunteers themselves. Volunteer administration embraces both paid and unpaid leaders.

Managers of volunteer resources are leaders who mobilize citizens to:

- create a social climate which makes the meeting of human needs possible
- provide for the involvement of persons in the decision making process
- contribute to creative and responsible social development and change
- enhance and extend the work of employed persons in many fields and settings

Those who mobilize, direct, and motivate volunteers must be committed to the following core ethical values:

1. Citizenship and Philanthropy
2. Respect
3. Responsibility
4. Compassion and Generosity
5. Justice and Fairness
6. Trustworthiness

Administrators of volunteer programs should base their decision making on these six core ethical values if they are to maintain a program that:

- is accessible to diverse groups
- operates ethically with all stakeholders
- strives for excellence
- maintains the public trust
- sustains a helping environment
- is at low risk for legal actions against it

USING THIS PUBLICATION

Adapted from Code of Ethics developed by the Association for Volunteer Administration 2006

If you are facing an ethical decision or dilemma, scan the various categories for clues that may fit your particular situation.

You may find that more than one core ethical value emerges during your decision making process. Frequently, a decision based on one core ethical value will also be valid when you consider another core ethical value.

Core Ethical Value 1. CITIZENSHIP and PHILANTHROPY

Ethical Principle 1A: Philosophy of Volunteerism

The Volunteer Administrator accepts the responsibility for the ongoing development of a personal, coherent philosophy of volunteerism as a foundation for working with others in developing volunteer programs.

Ethical Principle 1B: Social Responsibility:

The Volunteer Administrator accepts responsibility to help create a social climate through which human needs can be met and human values enhanced.

Core Ethical Value 2. RESPECT

Ethical Principle 2A: Self-Determination

The Volunteer Administrator accepts the responsibility to involve people in decisions that directly affect them.

Ethical Principle 2B: Mutuality

The Volunteer Administrator accepts the responsibility to promote understanding and the actualization of mutual benefits inherent in any act of volunteer service.

Ethical Principle 2C: Human Dignity

The Volunteer Administrator accepts responsibility for the development of volunteer programs and initiatives that respect and enhance the human dignity of all persons involved.

Ethical Principle 2D: Privacy

The Volunteer Administrator accepts the responsibility to respect the privacy of individuals and safeguard information including written, electronic, audio-visual and verbal formats identified as confidential.

Ethical Principle 2E: Safeguarding Confidential Information

The Volunteer Administrator understands the importance of confidentiality and works to protect confidential information.

Ethical Principle 2F: Accessibility

The Volunteer Administrator works to understand and treat with respect individuals from diverse backgrounds.

Core Ethical Value 3. RESPONSIBILITY

Ethical Principle 3A: Staff Relationships

The Volunteer Administrator accepts the responsibility to develop a volunteer program that will enhance and extend the work of the organization's paid staff

Ethical Principle 3B: Professional Responsibility

The Volunteer Administrator accepts responsibility to contribute to the credibility of the profession in the eyes of those it serves.

Ethical Principle 3C: Diligence

The Volunteer Administrator accepts responsibility to be reliable, careful, prepared, and well informed.

Ethical Principle 3D: Doing One's Best

The Volunteer Administrator accepts responsibility to pursue excellence even when resources are limited.

Ethical Principle 3E: Perseverance

The Volunteer Administrator will seek to overcome obstacles to excellence.

Ethical Principle 3F: Continuous Improvement

The Volunteer Administrator commits to improving his/her knowledge, skills, and ability to make judgments.

Ethical Principle 3G: Self-Disclosure And Self-Restraint

The Volunteer Administrator commits to reflective decision making with the intent of advancing the long-term greater good.

Core Ethical Value 4. COMPASSION and GENEROSITY

The Volunteer Administrator assumes the responsibility to be kind, compassionate, and generous in all actions so as to minimize the harm done to others in the performance of one's duties.

Core Ethical Value 5. JUSTICE and FAIRNESS

Ethical Principle 5A: Procedural Fairness

The Volunteer Administrator assumes the responsibility to have an open and impartial process for collecting and evaluating information critical for making decisions.

Ethical Principle 5B: Impartiality

The Volunteer Administrator assumes the responsibility for having impartial and objective standards that avoid discriminatory or prejudicial behaviors.

Ethical Principle 5C: Equity

The Volunteer Administrator assumes the responsibility to treat all individuals with whom he/she works equitably.

Core Ethical Value 6. TRUSTWORTHINESS**Ethical Principle 6A: Truthfulness**

The Volunteer Administrator is committed to the truth and assuring that all verbal and written agreements and contracts for volunteers and staff are founded on the premise of open and honest interaction.

Ethical Principle 6B: Candor

The Volunteer Administrator is committed to fairness and forthrightness.

Ethical Principle 6C: Sincerity/Non-Deception

The Volunteer Administrator will interact with all volunteers in a forthright manner with the utmost sincerity and good intent, never conducting business in a deceptive manner and continually promoting that principle throughout the organization.

Ethical Principle 6D: Principled

The Volunteer Administrator understands and works to promote the core ethical values.

Ethical Principle 6E: Moral Courage

The Volunteer Administrator will base his/her actions on core ethical values and will not compromise those values for convenience.

Ethical Principle 6F: Reasonability Of Commitments

The Volunteer Administrator accepts the responsibility to be reasonable, realistic, and professional in determining the appropriateness of expectations or requests.

Ethical Principle 6G: Clarity Of Commitments On Behalf of the Organization, Staff and/or Volunteers

The Volunteer Administrator accepts the responsibility to assure clear communication regarding commitments made on behalf of the organization, staff, or volunteers. In order to maximize success of everyone involved, the Volunteer Administrator accepts the responsibility to establish contracts and agreements that are understood and practiced

Ethical Principle 6H: Limitations To Loyalty

The Volunteer Administrator understands personal and professional limits of his/her loyalty to his/her volunteers, clients and organization, and prioritizes them clearly and appropriately to minimize liability and risk to everyone involved

Ethical Principle 6I: Addressing Conflicts Of Interest

The Volunteer Administrator is responsible for identifying policies, procedures and circumstances that might result in a conflict of interest by appropriately and professionally addressing the issue at hand and eliminating it as a conflict.

The Maine Commission for Community Service believes that:

- Service is a fundamental building block of a civil society;
- Service cultivates a sense of personal and civic responsibility;
- Service is a strategy for solving a range of community problems;
- Service is an exemplary vehicle for delivering educational content and assessing learning -- and an educational aim in itself;
- Service varies in intensity from part-time volunteerism to full-time paid service;
- Service, when it is well-conceived and implemented, can be a cost-effective complement to the work of professionals;
- Service includes a range of activities performed by different people using different means;
- Service is a lifelong habit that can be most easily acquired early in life;
- Service works best when it is community-led and government-supported; and
- Service is a fundamental American tradition.

Professional Ethics in Volunteer Administration
Developed for the Association for Volunteer Administration 1995

As a professional in volunteer administration I accept responsibility:

- To develop a personal, coherent philosophy of volunteerism as a foundation for working with others in developing volunteer programs;
- To help create a social climate through which human needs can be met and human values enhanced while promoting the involvement of persons in decisions which directly affect them;
- To promote understanding and the actualization of mutual benefits inherent in any act of volunteer service;
- To develop volunteer programs and initiatives that respect and enhance the human dignity of all people related to them;
- To respect the privacy of individuals and safeguard information received as confidential, and to understand and treat with respect individuals from a diversity of backgrounds;
- To develop a volunteer program that will enhance and extend the work of the organization's paid staff while contributing to the credibility of the profession in the eyes of those it serves;
- To be reliable, careful, prepared and well informed and to pursue excellence even when resources are limited;
- To improve my knowledge, skills and judgments through reflective decision making with the intent of advancing the long term greater good;
- To be kind, compassionate and generous in all actions so as to minimize the harm done to others in the performance of my duties;
- To have an open and impartial process for collecting and evaluating information critical for making decisions through clear communication regarding commitments made on behalf of the organization, staff, or volunteers;
- To have impartial and objective standards that avoid discriminatory or prejudicial behaviors, and for addressing conflicts of interest should they occur;
- To the truth, assuring that all interaction with volunteers and other paid staff is founded on the premise of open and honest interaction;
- To base my actions on the core ethical values of my profession, not compromising those values for convenience.

Reproduced from the 2006 CVA Candidate Handbook 2006

BEST PRACTICES IN VOLUNTEER MANAGEMENT

1: PLAN AND ORGANIZE

Planning for your volunteer program gives you the opportunity to work out the purpose of the program, the role of volunteers in the organization, the program's contribution to the organization's mission, and how the volunteer program fits into the structure of the organization. Planning is best done with input from those who will be affected by the volunteer program, particularly the leaders, the paid staff, and the clients of the organization. A thorough planning process will include the following elements:

Mission Statement: “Why does the volunteer program exist? “

A mission statement is a sentence or short paragraph that states the purpose of the volunteer program and the needs the program addresses. A volunteer program's mission statement should impart a sense of purpose among paid and volunteer staff, helping each to understand the importance of the work they do, and how each complements the other.

Vision Statement: “What will the future be like because of the volunteer program?”

A vision statement provides a description of what the world will look like when the mission is accomplished. It should address everything the program strives to change, for example, the larger community, the environment of the organization, and the well-being of the clients.

Needs Assessment: “What needs will the volunteer program address?”

Formal and informal input from community members, paid staff and clients will help focus the talents of volunteers where they can be of most assistance. Input from paid staff will also help allay any concerns they may have about effectively working with the volunteer program to meet unmet needs. Obtaining input from the people being served at this initial stage helps to build investment and support for your volunteer program.

Goals and Objectives: “What impact or results will the volunteer program achieve?”

Defining measurable goals and objectives gives your volunteers a clear picture of what needs to be accomplished and provides the agency with a way to evaluate the program. Measurable goals incorporate what will be accomplished, by whom, how often, and for what intended outcome.

Budget: “What is the budget for the volunteer program? “

"Volunteer" does not mean "free." Be sure to determine the financial, in-kind, and human resource support necessary to develop and sustain the volunteer program. A good starting point for a volunteer program budget would be a line item for each of the sections of this publication. For example, include in the budget expenses for developing policies and procedures, producing and disseminating recruitment materials, conducting background checks, obtaining training supplies, and hosting recognition events.

Building Investment Among Staff: “How will you prepare paid staff to work with and manage volunteers?”

After obtaining input from paid staff on the design of the volunteer program, keep them informed as the program develops. Report successes. Ask for help in resolving problems. Provide training for staff on the workings of the volunteer program. If they buy in to the volunteer program, paid

staff will create a welcoming environment for volunteers. If not, they may give volunteers the impression that they aren't valued. Make clear to paid staff that volunteers are brought in to support and enhance their work, not to replace them.

Position Descriptions: “What will volunteers do?”

Position descriptions are critical to the success of your volunteer program. Your agency is most likely to be able to recruit and retain volunteers if you offer clearly defined positions that take into account a volunteer's needs as well as yours. Every volunteer should receive a written position description that includes: his/her title, the purpose of the assignment, the results to be achieved, suggested activities, evaluation criteria, qualifications, time frame, the site where the volunteer will work, supervision, and benefits.

2: POLICIES AND PROCEDURES

Policies and procedures are the nuts and bolts of the volunteer program. A policy is a principle, plan or course of action. Policies tell people what to do. A procedure is a series of steps that direct people how to do what they must do.

Reasons to define policies:

- Connect the volunteer program to the larger organization and its mission.
- Provide structure for sound management.
- Formalize decisions that have already been made.
- Ensure continuity over time and promotes equity and standardization.
- Articulate the importance of volunteers and provides an ongoing element of volunteer recognition.
- Contribute to increased volunteer satisfaction, productiveness, and retention.

Types of written policies that should be developed

- Statements of belief/position/value of organization.
- Mechanisms for managing risk (e.g., insurance coverage, background checks).
- Rules to specify expectations, regulations and guides to action (e.g., confidentiality, time and training commitments, customer service).
- Aids to program effectiveness (e.g., personnel policies) modified for the volunteer program.

Specific levels of policies

- Organizational - broad, general statements (e.g., beliefs, values, mission of organization as a whole).
- General - policies about the volunteer program (e.g., why it exists, what constitutes a volunteer, etc.).
- Specific - policies within the volunteer program (e.g., specify what to do).

Seven steps in policy development for volunteer programs

1. Recognize that volunteer involvement already exists within the organization.
2. Acknowledge that volunteers are important within the organization.
3. Acknowledge that volunteer involvement warrants the attention of senior management.
4. Begin to give consideration to the volunteer program -- develop a philosophy of why volunteers should be involved in programs and services the agency provides.
5. Develop policies about volunteer involvement.

6. Develop operational guidelines, standards, and procedures for volunteer involvement.
7. Ensure volunteer program evaluation, compliance with established policies and standards, and regular policy review.

Cited from: By Definition: Policies for Volunteer Programs, Volunteer Ontario, Spring 1993.

3: VOLUNTEER RECRUITMENT

Volunteer recruitment means attracting and inviting people to consider involvement with your organization. Many new volunteer administrators make the mistake of beginning their recruiting before they have an idea of why they are recruiting and for what positions. The most important step for recruitment is planning and design. In order to do this, you must spend time learning about your organization from the inside as well as how your organization is perceived by the community and public at large.

Recruitment Message: The recruitment message should be inviting and encourage people to become involved with your organization. An organization may have multiple recruitment messages tailored to the volunteers being sought, such as students, professionals, neighborhood residents, or client family members. Each message should identify:

- The specific need (of the clients and/or the organization);
- How the volunteer can alleviate the need; and
- The benefits to the volunteer.

In evaluating your recruitment message, ask yourself the following questions:

- Does the message honor the volunteer?
- Do I know why some people might not say yes?
- Is the message tailored to a target audience?
- Does my invitation include the needs of our clients?
- Who in the organization can best deliver this message?

Recruitment Strategies: The two most common strategies used to recruit volunteers for defined positions are "non-targeted" recruitment and "targeted" recruitment. Non-targeted recruitment means looking for people with general skills, such as volunteers to participate in community clean-up projects or stock shelves at a food pantry. Targeted recruitment involves looking for people with specific skills, such as lawyers, public relations experts, or graphic artists. Both strategies must use the recruitment messages as described above.

Recruitment Process: People most often volunteer when they feel they are being asked to get involved personally. Don't assume a general advertisement in a newspaper will attract all or most of the volunteers you need. People need to be asked again and again! Recruit for specific projects and programs throughout the year rather than during a once-a-year campaign. When recruiting volunteers, involve the entire organization, from the CEO to the board of directors to the clients and current active volunteers. Sometimes the volunteer administrator is not the most effective recruiter. In membership groups such as the Kiwanis or Rotary, for example, an active member of the group is the better choice to deliver the message. In addition, peers may be especially good at recruiting students and professionals.

Recruiting for Diversity: Diversity should be an essential element in your recruitment plan. In addition to race and ethnicity, consider other components of diversity, such as age, gender, education, income levels, religious beliefs, physical abilities, and skills. Know the demographics of the community your organization serves. The organization will be more effective if both your paid staff and your volunteer staff reflect the community. Also, consider recruiting volunteers from the population your organization exists to serve. This demonstrates to the community that people are assets, and it tells your consumers that you value them as partners, not just as clients.

Finally, consider deliberate and strategic outreach to youth, seniors, and people with disabilities. These groups have traditionally been viewed as targets of volunteer efforts, not as potential volunteers. Everyone has something to offer, and youth organization may be in an ideal position to bring out the best in those who are rarely asked to volunteer.

Recruiting Techniques: There are many techniques available for recruiting volunteers. You must decide which is best for disseminating the recruitment message for your organization and for your specific volunteer positions. Some recruitment techniques to try are:

- Mass media -- print and broadcast
- Public speaking
- Outreach to membership or professional organizations
- Slide shows
- Videotapes
- Direct mail
- Articles in local newspapers and newsletters of other organizations
- Referrals from individuals associated with your organization
- Volunteer fairs
- Internet web-sites
- Volunteer Center referrals

4: SCREENING, INTERVIEWING AND PLACEMENT

Matching potential volunteers to volunteer positions will be an important part of your program's success. Making the match involves using a series of screening techniques that allow the organization and the volunteer to get to know each other and decide whether and how to best work together. Volunteer program administrators may use the screening tools human resources officers use: applications, reference checks, interviews, background checks, training, and observation. Screening potential volunteers should be as sophisticated as necessary for the type of volunteer task under consideration. Volunteers for a community clean-up and volunteers for a one-to-one mentoring program, for example, would go through very different screening processes. The goal of screening is to get the right volunteer into the right position.

Initial Contact: The initial contact is the first step in the process of determining the fit between a potential volunteer and your program. Whether that contact is by telephone, in person, or on-line, be prepared to provide some basic information about your agency and the volunteer opportunities available. Also, get a general idea of what the volunteer is interested in doing and why he wishes to serve your organization.

If it appears there may be a fit, gather relevant contact information, including:

Method of contact

Name

Address, including zip code

Telephone numbers (with area code)

Fax number and e-mail address

Referral source (how the potential volunteer heard about the program)

Specific activities the potential volunteer may be interested in doing as a volunteer

Applications: After the initial contact, you will want to either schedule an interview or have the prospective volunteer complete an application for the position for which the person is applying and decide after reviewing it whether to invite the person in for an interview. Volunteer applications may be very simple or extremely detailed, again, depending on the volunteer position involved. The application and the interview should elicit enough information to determine whether the prospective volunteer is appropriate for your organization and, if so, how he or she may best serve the organization.

Background Checks: Depending on the nature of your agency, the clients you serve, and the work to be done by volunteers, you might require additional screening before placing a volunteer. Be sure to check industry requirements and legal requirements. Screening tools may include:

Personal and/or employment references

Criminal background checks

Fingerprinting

Driving records checks

Substance abuse tests

Physical examinations

Volunteer programs induct volunteers differently according to what procedures best suit the program. Some will conduct a background check and then proceed to the interview, while others believe it is more efficient to meet the applicant before conducting a time-consuming and sometimes costly background check.

Interviews: A face-to-face interview provides an opportunity for a more detailed discussion of your agency's mission, vision, and goals, as well as the volunteer's interests, motivations, and needs. It may be appropriate for the volunteer to be interviewed by more than one person on staff or by volunteers. Whether you use a scripted list of questions based, in part, on information provided on the application, or you simply work from the application itself, the interview is your opportunity to learn about the potential volunteer's:

- Knowledge, skills, and experience pertinent to requirements of the volunteer position;
- Preferences or aversions to specific tasks or types of assignments;
- Schedule and availability;
- Willingness/ability to make the necessary time commitment; and
- Willingness/ability to meet other agency expectations.

Placement: You should make every effort to place the volunteer in a position that provides a good match between the skills and interests identified during the screening process and the duties

you need performed. This effort will pay off in the quality of tasks performed and the volunteer's level of satisfaction.

. Sometimes, even with appropriate support and training, the first placement may not be the best match. Be flexible enough to try other positions that might provide a better fit.

Finally, not every potential volunteer may be suited for your program-in any capacity. No matter how short-handed your agency might be, it is better to be short-handed a bit longer than to invest time and energy in a volunteer who isn't a good fit for your program.

#5: ORIENTATION AND TRAINING

Initial orientation and training prepares volunteers to perform their duties efficiently and effectively. The policies and procedures developed earlier form the basis for the orientation; the position description forms the basis for the training. Volunteers who understand what is expected of them do a better job and feel satisfied by performing their duties and serving your organization.

Orientation: Orientation to your agency helps volunteers see their service within the context of the organization. Even the most menial tasks can become meaningful if presented in such a way that the volunteer understands how the task fits. Orientation is typically provided by the professional volunteer manager and includes the following topics:

Agency Overview:

Description and history of the agency

Mission, goals, and objectives

Organization, structure, and introduction of key staff

Description of programs and clients served

Time lines and descriptions of major organizational events and activities

Culture and Language of the Organization:

Handbook of policies and procedures

Glossary of terms

Index to codes and abbreviations

Facilities and Staff:

Tour of the facility

Where to store personal belongings

Explanation of "who's who" and "who does what"

Location of rest rooms, supplies and equipment

Arrangements for breaks, meals and refreshments

Parking

Volunteer Program Policies and Procedures:

Types of tasks or other ways in which volunteers contribute

Service requirements

Check-in procedures

Recordkeeping

Training opportunities

Continuation/termination policies
Evaluation procedures

To ensure understanding of and compliance with program policies and procedures, provide each volunteer with a written resource in the form of a volunteer handbook, orientation packet, or other reference guides.

This written resource may be provided during the volunteer's orientation or during their induction into your program. The resource reinforces the information presented in training, helps to address questions that arise during service, and can prove useful as a supervisory tool in dealing with performance issues.

Treating volunteers as part of your organization's staff helps them feel they are part of a team and fosters commitment and retention. Volunteers, as staff members, help represent your agency to the public. The more they know and understand about the nature of your operations and your cause, the more they can contribute to public relations, marketing, and advocacy.

Training

Training gives volunteers the direction and skills necessary to carry out assigned tasks. The staff in the area of the organization where the volunteer is assigned typically provides training. In general, training should be:

- Specific to the requirements of the volunteer position
- Geared to the skill level of the volunteer
- On-going and address needs identified by both volunteer and supervisor
- Periodically evaluated to determine if it is on track

Training is also a form of recognition and serves to keep a volunteer motivated, committed, and performing the quality of service you expect. Sending a volunteer to a special class or conference can be a reward for service, even if the class is not directly related to the volunteer's assignment but is of broad interest to your organization, such as CPR training, public speaking, conflict resolution or team building.

6: SUPERVISION

Volunteers need support to perform their duties. They should have a designated supervisor to whom they can turn for advice, guidance, encouragement, and feedback. The supervisor also needs to provide the materials, training, and direction to enable the volunteer to perform assigned tasks.

A supervisor is responsible for getting the job done by enabling others to do the work. The most important responsibility of a supervisor of volunteers is creating an environment that empowers the volunteers to perform their duties.

Empowered volunteers are willing to take responsibility for what they are doing, contribute more than expected, and perceive themselves to be important members of the organization's staff.

Empower volunteers by providing:

- Sufficient orientation to the organization

- Clear and appropriate expectations
- Proper training and equipment
- Evaluation of performance, and
- Regular reinforcement and recognition.

Volunteers want and need to be held accountable for their performance by their supervisors. An effective supervisor should be concerned that volunteers have confidence in themselves, are satisfied with their level of contribution, and have the opportunity to grow personally and professionally through their service.

The supervisor should be both willing and able to manage your volunteers. Not everyone knows how to work with and motivate volunteers. While many of the principles of supervision are the same for paid or unpaid staff, managing volunteers effectively takes special effort to see that the volunteers' need for satisfaction with their assigned duties is met. A professional volunteer manager can support the supervisors of volunteers by eliciting feedback from the supervisors and using it to evaluate the volunteer program periodically, by facilitating the sharing of experiences among the supervisors, and by showcasing good volunteer supervision.

7: VOLUNTEER PERFORMANCE EVALUATION

Volunteers add value to an organization; evaluating their performance is one way to quantify their contributions toward achieving the mission of the organization. The volunteer program administrator and the volunteer's supervisor conduct periodic evaluations to give volunteers feedback on how they are performing assigned duties and tasks and meeting current objectives. These evaluations also give the administrator and the supervisor opportunities to set new goals for the volunteer, identify additional training needs the volunteer may have, and determine the effectiveness of the volunteer program procedures.

Performance Criteria

When you evaluate your volunteer staff, use the same criteria that you use to evaluate the performance of your paid staff. Clearly defined position descriptions are the basis for fair and equitable performance evaluations. Performance criteria should address both skills and accomplishments. Criteria used may include:

Skills:

- Dependability
- Cooperation
- Effective communication
- Problem solving

Accomplishments:

- Supports organizational vision and mission
- Meets goals and objectives of position
- Completes assigned tasks

Tips for Effective Evaluation

Effective evaluation is conducted at regular intervals and draws information from a variety of sources:

- Staff feedback
- Self-evaluations
- Program records

This information presents a picture of the volunteer's effectiveness. The information should be shared with the volunteer in such a way that it:

- Reinforces the volunteer's contributions
- Emphasizes the volunteer's impact on the organization
- Focuses on the volunteer's skills and accomplishments

Options When Volunteer Performance Is Substandard

When volunteers are performing below expectations or their service is no longer in the best interest of your organization, it may become necessary to take corrective action. You may consider:

- Re-training
- Transferring the volunteer to a new assignment
- Disciplinary action
- "Retirement"

There are circumstances, difficult and often uncomfortable for both parties, when the dismissal of a volunteer is necessary to maintain the credibility and integrity of your volunteer program. Volunteers should understand from their initial induction into your program that they may be terminated with or without cause. Spell out in advance that infractions of rules and regulations, violations of the law, and other unsafe or inappropriate conduct are all grounds for termination.

8: RETENTION AND RECOGNITION

Understanding volunteers' motivations and remaining sensitive to their needs are essential to retaining volunteers. People's reasons for volunteering can differ dramatically. Regular and open communication will help determine the motivating element specific to each volunteer. Remember, also, that personal motivations can change over time.

Basic Motivation Factors

We have found three primary reasons why people choose to volunteer:

Power: a volunteer motivated by power may need to be independent or to have control over a project.

Achievement: a person motivated by achievement may seek to learn new skills through participation in a project.

Affiliation: In large part, these people volunteer because they enjoy the social aspects of the work.

Assessing Motivation

The better you get to know a volunteer, the better you'll be able to identify that volunteer's motivation. Two-way communication is the key to success. Some strategies for keeping abreast of a volunteer's satisfaction include:

Regularly sharing new developments in the program, the organization, and the field. Periodically soliciting the volunteer's suggestions about the program

Finding out what the volunteer likes most about her/his volunteer assignment and, if necessary, moving her/him to a position that includes more of what they enjoy.

Another strategy for retaining volunteers is promoting exceptional volunteers to more responsible positions. Think of a volunteer "career path" at your organization. A volunteer for an event, for example, might be recruited to become a volunteer for a sustained position and

eventually be placed on the board of directors. Again, ongoing and open communication will be key to keeping volunteers engaged with your organization. For example, a newsletter to event volunteers will keep them informed of additional volunteer opportunities.

Recognition: Recognition is how an organization tells volunteers that their efforts are important. Expressing thanks for donated time, energy, and expertise makes volunteers feel valued and appreciated. Praising individual volunteers, as well as the group, is a key volunteer retention strategy.

Recognition should be frequent and personal. Being sensitive to what volunteers expect helps the program administrator to design appropriate recognition activities. For example, volunteers seeking power may enjoy being thanked by the executive director and board of directors. A simple thank you from the paid staff may be appropriate for volunteers motivated by achievement. A party is right for the folks who volunteer to socialize. Section 10 contains resources you can use to plan effective recognition.

Finally, even when a volunteer is satisfied with his or her position in your organization and is properly recognized, life events, such as family relocation, may require the volunteer to move on. Use the volunteer program continuation/termination policies to help plan for turnover among your volunteers.

Awards for Volunteer Service: Each year many local, state, and national organizations present awards to individuals and groups for their outstanding volunteer service. The awards programs typically require that a written nomination be submitted by the agency where the person volunteers. Using pre-determined criteria, the award program selects volunteers to receive special recognition. The award recipient may attend a ceremony, receive a written commendation, or have a donation made in his or her name to the organization that nominated him or her. Many organizations hold events to recognize volunteers in April during National Volunteer Week, although time lines vary.

The Governor's Office on Service and Volunteerism has a list of volunteer award programs. You may discover additional volunteer award programs sponsored by local government or civic groups. Some businesses sponsor volunteer recognition programs such as the J.C. Penney Volunteer Awards. Other organizations sponsor award programs to recognize specific categories of volunteers, such as youth or seniors.

9: MEASURING VOLUNTEER PROGRAM EFFECTIVENESS

Agency and program leaders must make critical decisions regarding the distribution, use and management of available resources. To help make these decisions, volunteer program managers need to document: (1) how financial, material, equipment, in-kind, and human resources have been, are being, and will be used by the agency to support agency efforts; and (2) what benefits these resources have brought to the clients and programs.

Evaluation should be tailored to your organization's capacity to evaluate. There are two basic types of evaluation. Formative program evaluation is used to monitor ongoing program effectiveness and to manage activity. It guides mid-year (or mid-project) adjustments and

provides mid-year data for a year-end report. Summative program evaluation is a year-end (or project-end) report that includes results, strengths, weaknesses, recommendations, and future plans.

Data Collection: To measure program outcomes or attainment of program objectives, it is necessary to systematically collect and record baseline data in the early stages of planning. This data reveals how things were before the volunteer program went into effect. Once you have established the baseline, collect data that will show changes in behaviors, skills, or attitudes of the people affected by the volunteer program and the added value the program brings. The manager may collect quantitative and qualitative data, such as the number of volunteers, the total time that volunteers commit to your organization, what duties volunteers perform, achievements of the volunteers, and the effectiveness of volunteers and paid staff working together. Data collection should draw on information already collected, and additional collection instruments should be developed based on the:
Program goals and objectives Group targeted for evaluation Activities to be evaluated
Resources available for implementing the evaluation

Evaluation Report: This data should be used to analyze how well the plan to involve volunteers met expectations and how well the plan was implemented. The data collection method, or evaluation, should gather the best data the budget will allow and provide adequate time for gathering and analyzing the data. The evaluation report should be a succinct statement that summarizes the results or outcomes of the program activities.

When developing the report, consider the audience and how the information will be used. For example, ask yourself which of the following groups the data is intended to influence or inform:
Board and officers of the agency
Funding sources
Agency managers and staff
Agency volunteers
General public

#10: SUGGESTED RESOURCES FOR FURTHER REFERENCE

Articles and Books

A Practical Guide to Creating and Maintaining a Business/Education Partnership. Alexandria, Virginia: National Association of Partners in Education, 1990.

"By Definition: Policies for Volunteer Programs." Volunteer Ontario, Spring, 1993

Cole, Kathleen, M. and James C. Fisher. Leadership and Management of Volunteer Programs. San Francisco: Jossey-Bass, 1993.

Ellis, Susan J. From the Top Down: The Executive Role in Volunteer Program Success. Philadelphia: Energize, Inc., 1986.

- Ellis, Susan J. The Volunteer Recruitment Book. Philadelphia: Energize, Inc., 1994.
- Lynch, Rick and Steve McCurley. Volunteer Management: Mobilizing All the Resources of the Community. Downers Grove, Illinois: Heritage Arts Publishing, 1996.
- MacKenzie, Marilyn. Curing Terminal Niceness: A Practical Guide to Healthy Volunteer/Staff Relationships. Downers Grove, Illinois: Heritage Arts Publishing, 1990.
- MacKenzie, Marilyn. Dealing with Difficult Volunteers. Downers Grove, Illinois: Heritage Arts Publishing, 1990.
- McCurley, Steve. Teaching Staff to Work with Volunteers. Downers Grove, Illinois: Heritage Arts, 1996.
- McCurley, Steve. Recruiting Volunteers for Difficult Long-Term Assignments. Downers Grove, Illinois: Heritage Arts, 1991.
- McCurley, Steven and Susan Vineyard. Managing Volunteer Diversity. Downers Grove, Illinois: Heritage Arts, 1997.
- Morris, Emily Kittle. Leadership Skills: Developing Volunteers for Organizational Success. Fisher Books, 1994.
- National Collaboration Council for Youth. Screening Volunteers to Prevent Child Sexual Abuse. Washington, D.C.: The National Assembly of National Voluntary Health and Social Welfare Organizations, 1997.
- Patterson, John. Child Abuse Prevention Primer for Your Organization. Washington, D.C.: Non-Profit Risk Management Center, 1995.
- Silver, PhD., Nora, ed. Positioning the Profession: Communicating the Power of Results for Volunteer Leadership Professionals, Richmond, VA: Association of Volunteer Administration, 1999.
- Staff Screening Toolkit. Washington, DC: Non-Profit Risk Management Center, 1998.
- Stem, Gary J. Marketing Workbook for Non-Profit Organizations Volume 1: Develop the Plan. Wilder Foundation, YEAR.
- Tremper, Charles and Gwynne Kostin. No Surprises: Controlling Risks in Volunteer Programs. Washington, DC: Non-Profit Risk Management Center, 1993.
- Vineyard, Sue. Beyond Banquets, Plaques and Pins: Creative Ways to Recognize Volunteers and Staff Downers Grove, Illinois: Heritage Arts, 1989.

Vineyard, Sue . New Competencies for Volunteer Administrators. Downer's Grove, Illinois: Heritage Arts, 1996.

Vineyard, Sue. Evaluating Volunteer Programs and Events. Downer's Grove, Illinois: Heritage Arts, 1994.

Websites

Association for Volunteer Administration: www.avaintl.org

Impact Online: www.impactonline.org

Independent Sector: www.indepsec.org

Points of Light Foundation: www.pointsoflight.org

Organizations

Association for Volunteer Administration

P.O. Box 32092, Richmond, VA, 23294

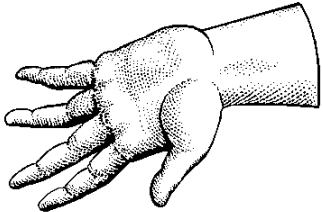
804-346-2266.

Points of Light Foundation

1400 1 Street, NW, Suite 900, Washington, DC 20005-6526

202-729-8000.

My Talents and Gifts



HAND

Make a list of all those things you can do with your hands (e.g. gardening, sports, carpentry, cooking, fixing things).

Hand

1. _____
2. _____
3. _____
4. _____

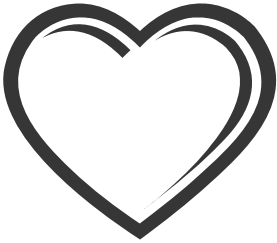


HEAD

Make a list of all those things you know something about and want to share with others (e.g. music, birds, cars, movies, computers).

Head

1. _____
2. _____
3. _____
4. _____



HEART

Make a list of all those things you care deeply about (e.g. the environment, animals, children, art, the elderly).

Heart

1. _____
2. _____
3. _____
4. _____

Name: _____

Date: _____

100 Ways to Recognize Volunteers

1. Smile
2. Put up a suggestion box.
3. Treat to a soda.
4. Reimburse assignment related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meetings.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide a good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.
28. Take time to explain.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.
32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the responsibility.
36. Enable to grow out of the responsibility.
37. Send newsworthy information to the media.
38. Have beverage and cheese tasting parties.
39. Ask client to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff at break times.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans.
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to perspective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.
58. Write thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Leadership Day" for leaders of sponsoring groups.
64. Carefully match volunteer with responsibility.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a real person.
71. Rent billboard space for public recognition.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.
77. Ask for input and listen to the response.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer of the Month" program.
81. Send letter of appreciation to employer.
82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.)
84. Send commendatory letters to prominent public figures.
85. Say "We missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequate orientation.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send greeting cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You."

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

Volunteer Functions Inventory Scoring

Values

Item Numbers	Your Score	Average (total/5)
3.		
8.		
16.		
19.		
22.		
Total		

Understanding

Item Numbers	Your Score	Average (total/5)
12.		
14.		
18.		
25.		
30.		
Total		

Social

Item Numbers	Your Score	Average (total/5)
2.		
4.		
6.		
17.		
23.		
Total		

Career

Item Numbers	Your Score	Average (total/5)
1.		
10.		
15.		
21.		
28.		
Total		

Protective

Item Numbers	Your Score	Average (total/5)
7.		
9.		
11.		
20.		
24.		
Total		

Enhancement

Item Numbers	Your Score	Average (total/5)
5.		
13.		
26.		
27.		
29.		
Total		

Adapted from Kansas State University Cooperative Extension based on the work of Clary et. al.

Volunteer Functions Inventory Interpretation

Score Interpretation: Average scores of 4.5 or higher reflect a strong influence of a particular motivation to volunteer.

Values

A function that may be served by involvement in volunteer service that centers on the opportunities that volunteerism provides for individuals to express values related to altruistic and humanitarian concerns.

Understanding

A function that may be served by involvement in volunteer service that involves the opportunity for volunteerism to permit new learning experiences and the chance to exercise knowledge, skills and abilities that might otherwise go unpracticed.

Social

A function that may be served by involvement in volunteer service that reflects motivations concerning relationships with others. Volunteering may offer opportunities to be with one's friends or to engage in an activity viewed as important by others.

Career

A function that may be served by involvement in volunteer service that reflects the opportunity to learn and practice skills that can be translated into career options. Volunteering may provide the opportunity to explore a new career path or to maintain career related skills.

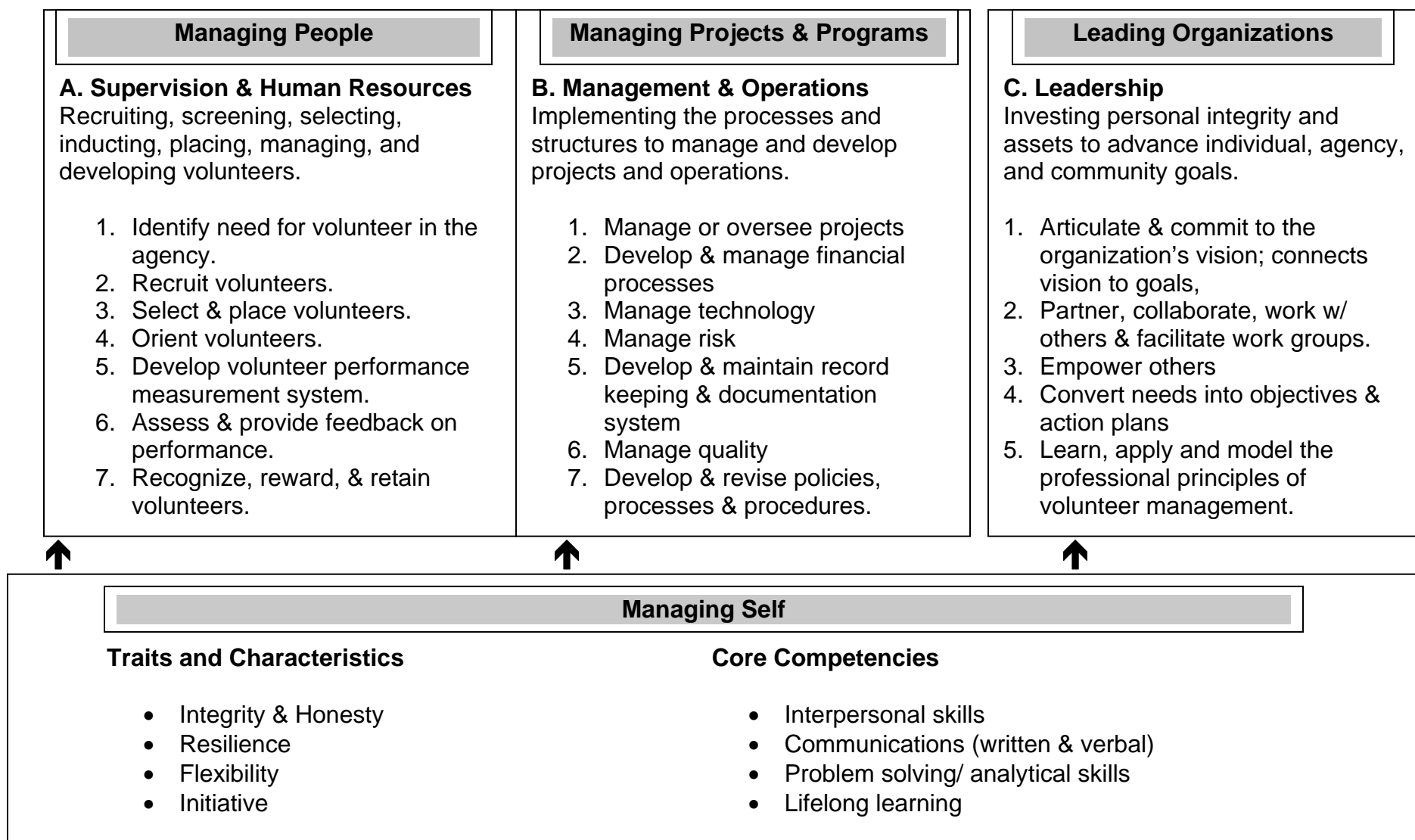
Protective

A function that may be served by involvement in volunteer service that is to protect the ego from negative features of the self — it may serve to reduce guilt over being more fortunate than others and to address one's own personal problems.

Enhancement

A function that may be served by involvement in volunteer service that centers on personal development, personal growth and higher self-esteem.

Volunteer Management Competencies: Summary



VOLUNTEER MANAGEMENT COMPETENCIES: INDICATORS FOR NOVICE LEVEL MANAGER

A. SUPERVISION & HUMAN RESOURCES

Topic	Indicators	No training	No experience	Some training	Some experience	Confident and Capable
A. 1. Identify Need for Volunteers	<input type="checkbox"/> Know agency's priorities and plans <input type="checkbox"/> Know customer/client needs <input type="checkbox"/> Know how volunteers will add value					
A. 2. Recruit volunteers	<input type="checkbox"/> Know what the volunteer is going to do (activities) <input type="checkbox"/> Able to create coherent statement of agency priorities/policies and client/customer needs <input type="checkbox"/> Identify appropriate sources of volunteers					
A. 3. Select and place volunteers	<input type="checkbox"/> Create an application form <input type="checkbox"/> Able to identify relevant competency-based screening questions <input type="checkbox"/> Able to distinguish between required and preferred qualifications and skills					
A. 4. Orient volunteers	<input type="checkbox"/> Provide initial orientation to activities and work plan <input type="checkbox"/> Provide orientation to worksite, including formal and informal networks and structures <input type="checkbox"/> Introduce relevant policies and procedures <input type="checkbox"/> Explain organizational lines of reporting and authority					

A. 5. Develop performance measurement system	<p><i>For the person:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a performance appraisal form <input type="checkbox"/> Create and use a timesheet for tracking hours <p><i>For the work:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a tracking tool to measure activities <input type="checkbox"/> Learn and apply principles of youth/adult learning and development 					
A. 6. Assess and provide feedback on performance	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of basic supervisory principles (e.g. Communication, setting clear expectations, listening skills, coaching skills, goal setting, providing feedback) <input type="checkbox"/> Identify and articulate performance expectations <input type="checkbox"/> Understand the concept of progressive discipline and grievance procedures 					
A. 7. Recognize, reward, and retain volunteers	<ul style="list-style-type: none"> <input type="checkbox"/> Know a range of methods, tools, tangible rewards for recognizing the work of volunteers <input type="checkbox"/> Ensure that volunteers are kept informed of the work of the agency <input type="checkbox"/> Provide frequent formal and informal recognition for work of volunteers <input type="checkbox"/> Understand the roles and relationships of volunteers and staff 					

B. MANAGEMENT AND OPERATIONS

Topic	Indicators	No training	No experience	Some training	Some experience	Confident and Capable
A. 1. Manage or oversee projects	<input type="checkbox"/> Follow an established protocol for a project <input type="checkbox"/> Conduct a project <input type="checkbox"/> Document outcomes using a template <input type="checkbox"/> Count the outputs					
B. 2. Develop and manage financial processes	<input type="checkbox"/> Understand laws regulating nonprofit financial management <input type="checkbox"/> Monitor expenditures against a program specific budget <input type="checkbox"/> Know the financial sources of program support <input type="checkbox"/> Understand In Kind Contributions <input type="checkbox"/> Document reporting and tracking of expenditures					
B. 3. Manage technology	<input type="checkbox"/> Facility with basic computer technology (e.g. word processing, spreadsheet, database, email and internet) <input type="checkbox"/> Capable of record keeping for volunteer management					
B. 4. Manage Risk	<input type="checkbox"/> Understand laws regarding volunteer liability <input type="checkbox"/> Identify existing risk management policies in agency, program, and placement site <input type="checkbox"/> Understand key elements of risk management (avoidance, prevention, reduction, and control) <input type="checkbox"/> Implement process of risk assessment					
B. 5. Develop & maintain record keeping & documentation system	<input type="checkbox"/> Use a record keeping system that documents activities and progress towards goals <input type="checkbox"/> Compile data in response to program requirements					

B. 6. Manage quality	<input type="checkbox"/> Comply with requirements imposed by agency and professional standards <input type="checkbox"/> Recognize qualitative and quantitative data that provides valuable information about program value <input type="checkbox"/> Understand vocabulary and tools for quality management (e.g. TQM Total Quality Management, and Continuous Quality Improvement)					
B. 7. Develop and revise policies, processes, and procedures	<input type="checkbox"/> Know current policies, processes, and procedures for the program, agency and placement site <input type="checkbox"/> Identify sources of information for samples or templates for policies, processes, and procedures					

C. LEADERSHIP

Topic	Indicators	No training	No experience	Some training	Some experience	Confident and Capable
C. 1. Articulate & commit to the organization's vision; connect vision to goals	<input type="checkbox"/> Know how the project contributes to the vision and goals of the agency <input type="checkbox"/> Aware of the community, political and cultural context of the project <input type="checkbox"/> Hold a perspective about the larger vision of the agency's view of the future <input type="checkbox"/> Know the elements of strategic planning					
C. 2. Partner, collaborate, work with others & facilitate work groups	<input type="checkbox"/> Know the principles of group dynamics <input type="checkbox"/> Understand the principles of adult learning <input type="checkbox"/> Know the basics of meeting management					
C. 3. Empower others	<input type="checkbox"/> Recognize the difference between empowering and abdicating power <input type="checkbox"/> Provide coaching and support while holding others responsible for results <input type="checkbox"/> Able to assert personal experience and point of view <input type="checkbox"/> Know the definitions and implications of disability					
C. 4. Convert Needs into Objectives and Action Plans	<input type="checkbox"/> Know basic principles of logic models for measuring outcomes <input type="checkbox"/> Know how to develop performance measures					
C. 5. Learn, apply, and model the professional principles of volunteer management	<input type="checkbox"/> Able to identify professional strengths and weaknesses <input type="checkbox"/> Able to develop a self improvement plan <input type="checkbox"/> Know the formal organizational structure for volunteer management					

Volunteer Position Description Worksheet and Sample

Consider using or adapting this worksheet to develop position descriptions for the volunteer positions in your nonprofit.

*Sections of the
Job Description*

Explanation and Example

Purpose: This section describes the specific purpose of the position in no more than two sentences. If possible, the purpose should be stated in relation to the nonprofit's mission and goals.

Example: The position of *After-School Tutor* support [Name of Nonprofit]'s educational program for high school students. The tutoring program is designed to help high school students achieve academic success and graduate on time.

Job Title: What title has been assigned to the position?

Example: After-School Tutor

Location: Where will the volunteer work?

Example: The After-School Tutoring Program is conducted at the County Library on Main Street

Key Responsibilities: List the position's major duties.

Example: The After-School Tutor: (1) works with an assigned high school student to provide assistance in one or more academic subjects;

(2) assists a student develop a better understanding of in-class and homework assignments;

(3) coaches the student in identifying resources to complete assignments;

(4) reviews completed assignments and suggests ways to improve or supplement assignments; and

(5) provides positive feedback on the student's progress and encourages the student's continued focus on academic excellence.

Reports to: Indicate the title of the person to whom the volunteer reports.

Example: Director of Tutors

- Length of Appointment:** Note the time period in which the volunteer will serve, and include restrictions, if applicable.
- Example:* The After-School Tutor will serve for the Fall 2001 and Spring 2002 semesters. The tutor is eligible to continue in the 2002/2003 school year with approval from the director of tutors.
- Time Commitment:** Indicate the approximate number of days or hours required per week.
- Example:* The After-School Tutor position requires a minimum commitment of two hours, and no more than four hours per week, for each week that school is in session. In addition, each volunteer must attend a two-hour orientation during the week before the semester begins. The program is held from 3-5 p.m. each Wednesday.
- Qualifications:** List education, experience, knowledge, and skills required. If a criminal history record check or other background check will be conducted, it should be indicated here.
- Example:* Eligible candidates for the After-School Tutor position include adults over 21 years of age who have earned a Bachelor's Degree and who pass a criminal history record check.
- Support Provided:** List resources that will be available to the volunteer.
- Example:* Training for this position will be provided at the four-hour orientation session. In addition, the director of volunteers is available on an ongoing basis to answer questions and provide other assistance as needed.

Other categories that an organization would include, if applicable, in a volunteer job description are:

- *appointed by*
- *development opportunities*
- *relationships*
- *age requirement*
- *benefits provided (i.e., lunch, T-shirt or opportunity to assist a young person achieve academic success).*

PROFESSIONAL PORTFOLIO: TELLING YOUR STORY

What (Topic)	Key Points
<p style="text-align: center;">Portfolio and Resume</p> <p>Benefits of a Professional Portfolio</p>	<p>4. How is a portfolio different from a resume?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resume derived from portfolio, which is more comprehensive <input type="checkbox"/> Resume is job-focused, adapted for a specific job <input type="checkbox"/> Resume is shorter <p>5. What are the benefits of having a Professional Portfolio?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize the stuff you've saved over the years <input type="checkbox"/> It's a portable record of major accomplishments <input type="checkbox"/> Facilitates seeing the connections between interests and abilities <input type="checkbox"/> Facilitates reflection re aspects of your life that may lead to more focused decisions about career options <input type="checkbox"/> Can use excerpts from portfolio to buttress discussion of your skills and abilities during an interview <input type="checkbox"/> Demonstrates your investment of effort to an employer about the job <input type="checkbox"/> Documents accomplishments for later requests for raises, promotions and transfers <input type="checkbox"/> Makes writing a resume easier since all the info you need is one place and easily updated <input type="checkbox"/> Helps to combine work-related needs w/ personal strengths and get the best of both worlds
What (Topic)	Key Points
<p style="text-align: center;">Portfolio Content</p> <p>The learning portfolio, as instructors and educational institutions use it, tends to focus on documenting the process of all learning that has occurred. When you are focusing on learning, this is a good practice.</p> <p>However, a professional portfolio focuses on the potential for accomplishing future, specific work. It is assumed that learning has happened. Employers are more interested in those skills, abilities, experience, or personal qualities that relate to the specific work being discussed.</p> <p>Don't bring examples of what you learned in school.</p>	<p>6. What's in a Portfolio?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Artifacts that are explained or linked to an accomplishment, a value, or a set of employer-desired skills/capabilities <input type="checkbox"/> Remember that skills are not just work-related; can be derived as well from hobbies, sports, volunteer work, and family roles and responsibilities; especially important if you have little formal work experience <input type="checkbox"/> Products <input type="checkbox"/> Statement of a work philosophy <input type="checkbox"/> Focus on the audience for whom the portfolio is intended <p>http://www.stec.uvic.ca/tutorials/career-portfolio.html</p> <p>http://www.collegeview.com/career/res_covers/career_port/getstart.html</p> <p>http://www.aag.org/Careers/UW/Portfoliobasics.html</p> <p>http://www.dal.ca/~career/career_1744.html</p>

Resources in Volunteer Management

Primary Texts

Wilson, Marlene. The Effective Management of Volunteer Programs. Volunteer Management Associates, Boulder, CO. 1976.

Wilson, Marlene. Survival Skills for Managers. Volunteer Management Associates, Boulder, CO. 1981.

Ellis, Susan J. From the Top Down: The Executive Role in Volunteer Program Success. Energize, Philadelphia, PA. 1999

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

Bradner, Jeanne H. Leading Volunteers for Results. Conversation Press, Winnetka, Illinois.

Connors, Tracy Daniel, Editor. The Volunteer Management Handbook. John Wiley & Sons. 1995.

Websites

Maine Commission for Community Service funds AmeriCorps programs and supports the Volunteer Maine website. Resources related to national service are found on the Commission website. www.MaineServiceCommission.gov

Volunteer Maine is a statewide database management system available to any nonprofit in Maine who registers as an organization. In addition to statewide coverage, it allows an organization to register a need for volunteers, or to recruit volunteers for a specific event, and manage the volunteer's time and activities. www.volunteermaine.org

Corporation for National and Community Service maintains a comprehensive website www.cns.gov as well as the Resource Center which contains a wealth of resources for managing volunteer and AmeriCorps, Learn & Serve, and Senior Corps programs. <http://nationalserviceresources.org/>

Maine Association of Nonprofits. This membership organization has an excellent website with information about training they offer and resources available through them. www.nonprofitmaine.org

Nonprofit Risk Management Center. This national organization is a primary source for information about risks, insurance, and other topics related to nonprofit management. www.nonprofitrisk.org