Volunteers are an important part of successful community active living and physical activity programs. Volunteers give freely of their time, knowledge, skills and expertise in order to make a difference in their communities, in the lives of people they know and in the things they care about. They are youth, elders, and many other members of our communities helping each other to enjoy a better quality of life. Volunteers are involved in almost every part of the community including health, education, social services, sports and recreation, culture, the arts, and the environment. Volunteers can work on their own, or with others, do hands-on work or volunteer at an administrative or leadership level. Volunteers can be involved in a formal volunteer program or informally helping an individual or a family in the community.
Understanding Volunteerism

Benefits of Volunteering

Volunteers are people from all walks of life and all ages. What they have in common is the desire to make a difference in their community. Volunteers give freely of their time and expertise in order to make a difference. Volunteering can help you:

- learn or develop skills
- gain work experience
- build self-esteem and self-confidence
- improve health
- help you to meet new people
- feel needed and valued
- make a difference in someone’s life
- express thanks for help you may have received in the past from an organization

Volunteering has many benefits – physical, social, and mental. In addition, “communities with higher volunteer rates have lower crime rates and that people in those communities are consistently happier.” (Putnam, 2000)

Some “Myths” About Volunteers

- Volunteers are ‘free’.
- Any warm body that says “yes” will do!
- There are lots of volunteers who are eager to help our cause.
- Volunteers are happy to contribute and don’t need to be supported or recognized!
- Volunteers don’t need to be managed…just give them a job.
- Our cause is enough to motivate volunteers.
- We can’t direct or discipline volunteers because they are “just” volunteers.

Why Volunteer Management?

There is a need for a systematic approach to managing and organizing volunteers. The more volunteers involved, the more work needs to done.

Good volunteer managers can improve volunteer workers just like an elder can provide guidance, assistance and advice to their children as they become parents; about how to raise a child. There needs to be thought and effort put into the direction given to volunteers. A volunteer manager must make sure that the volunteer’s talents and skills are properly used while ensuring that the volunteer’s needs are met.
Without volunteers, many valuable programs and projects would not exist. Because volunteers are so important to the success of these programs and projects, we must make sure that we are effective at recruiting and keeping volunteers. Volunteers may be directed and managed by:

- Paid staff direction or unpaid volunteer direction
- A volunteer board member
- The vice-chair of each committee directing the group
- Volunteer teams responsible for recruiting and recognizing volunteers
- A volunteer development committee

To win volunteer commitment and to make sure that volunteers are happy and satisfied, everyone has a role to play in good volunteer development.

**Management Functions**

People who are responsible for Volunteer Management have many responsibilities.

- Plan programs
- Develop and maintain systems
- Market volunteer services
- Staff volunteer services
- Train volunteers and staff
- Supervise volunteers and staff
- Conduct public relations
- Interact with the community
- Motivate / recognize staff, volunteers, community
- Administer programs and systems
- Interact with other staff
- Manage finances
- Pursue professional development

**Why Are You Here?**

- Volunteer management is full time people development
- Every human being has value and is worthy of our respect
- People bring unique gifts to a volunteer assignment
- Effective volunteer management seeks to meet volunteers where they are and to help them choose assignments that match their skills, interests, needs and readiness to volunteer
- Volunteers can enhance existing skills and develop new ones in a climate of acceptance
- Methods used to support volunteers must build their capacity to participate as volunteers and leaders
- Informal, individualized recognition for movement towards a goal is the fuel that drives volunteer activities
- Building a sense of community for the volunteer is as important as accomplishing the task to be done
• Sharing power and influence with volunteers creates stronger, more effective programs and more committed individuals
• Given an opportunity to shape their own destiny, people will make wise and responsible choices

Trends and Issues Shaping Volunteerism

Demand for volunteer services is growing dramatically, with a critical need to expand the volunteer base. Organizations are attempting to meet greater needs with fewer resources. This increased demand results in greater competition for volunteers, and people have more options for volunteering than were available before.

Increased demands on time, with changing work and leisure patterns are resulting in people having very limited time to volunteer. Many of today’s volunteers are looking for shorter-term assignments and the resulting sense of achievement that comes from completing a task. Volunteers today expect challenging, interesting assignments that involve things they enjoy doing.

Today’s volunteers come from a much broader cross-section of our community, with a larger number of professionals, young people, and the unemployed. Organizations today are increasingly targeting their recruitment efforts to better reflect the diversity of our communities. This means recruiting beyond our own circle of friends and identifying ways to reach out to everyone in our community.

Today’s volunteers expect to be treated professionally. Some organizations must change their approach to the way volunteers are managed. It is critical to have a clearly defined job for volunteers to do, to provide training and support for volunteers, especially volunteer leaders and to evaluate performance and progress. Management systems must be put in place that recognize and support volunteer involvement.

New views of leadership and management have particular significance for voluntary sector groups. They seek leadership that mobilizes people and gives them freedom to be creative in finding solutions. Many leaders are struggling with the balance between enabling others to and taking responsibility to see that work is done.

Elder volunteers bring unique needs and wishes to the volunteer experience. It is important to adapt current programs to be responsive to the elders in our population, since this group, if used wisely, can pass along traditions and preserve our culture.
Creatively Responding to Trends

**Episodic Volunteers:** Assignments that allow for service of short duration, usually three to four months or less. **One-time:** the volunteer who gives service only once, and **Recurring:** the volunteer who works on a project that recurs each year. The short-term work might be done by individuals or even a group of people (service clubs, teen-groups, elder groups, etc.).

**Job Sharing or Term Volunteering:** Volunteer work is divided among two or more people. This approach is very good for positions which require a large time commitment.

**Group Volunteering:** An entire group is the volunteer unit – family, church group, business department, youth, clubs, etc. The group subdivides the work. Start by recruiting one lead member who in turn "persuades" the rest.

**Flexible Service Hours and Locations:** Rethink when and where volunteering might be done. Some projects can easily be done by people working at home. A lot can be accomplished in the evening or on a weekend.

**Removing Barriers to Volunteers:** Organizations are recognizing that volunteering must be accessible to people. This means that policies must be in place that provide for reimbursement of expenses. People on fixed incomes, the unemployed and younger volunteers will be attracted to organizations who reimburse them of out-of-pocket expenses.

**Job Simplification:** Traditionally, large multi-task jobs can be divided or made more efficient so that it is easier to recruit people to handle different parts of the responsibility. Organizations today are re-evaluating the long-term commitments required to serve in certain roles, especially leadership ones.

**Blending Social Functions with Effective Meetings:** Meetings are kept short and productive. As an option before or after the meeting, people are invited for coffee and a chance to socialize. Those who are busy do not need to attend.

**Training in Effective Volunteer Management is Part of all Leadership Training:** It is understood that working effectively with volunteers is an important role of volunteer leaders. Opportunities for learning about working with volunteers are built into staff and volunteer leadership training.
Youth Volunteerism

Youth who have early, positive volunteering experiences are more likely to volunteer as they get older.

For youth, volunteering brings a new sense of confidence, self-gratification and a good way to interact in the "grown-up world". It also enables young people to develop new communication, career building and social skills that will be useful in other parts of their lives. Often, youth are looking for ways to accumulate volunteer hours for a project or school assignment.

There are eight key interests of young volunteers:

1. **Flexibility** – Young people seek choice and spontaneity, short-term and long-term opportunities. Provide volunteer assignments that can be done after school, on weekends, or during school holidays. Offer flexibility around exam time.

2. **Legitimacy** – Provide information about the full range of volunteer work you have available and explain its importance. Young people want to know how they are making a difference.

3. **Ease of Access** – Make sure that information is available on your organization and the volunteer position. Be clear about how you will help the volunteer prepare for a position, explain what kind of training you will provide.

4. **Experience** – What skills will they learn through the volunteer position and how will these skills further their career paths? Explain the relevance of volunteer experience – make direct connections with employment possibilities.

5. **Incentives** – Offer tangible rewards, especially references. Can you connect them with potential employers?

6. **Variety** – Young people want an opportunity to explore their interests and work towards personal goals. Can you promise them work that will keep them learning about new things?

7. **Organization** – These volunteers are looking for an efficient but informal environment. They want to participate in a relaxed and supportive workplace. Reassure them that they won't be overwhelmed with policies and procedures. Let them know that checklists of phone (email) check-ins are as valid as written reports.

8. **Laughs** – Young people want their volunteering experience to be enjoyable, satisfying.

*Source: FLEXIVOL Model - Institute for Volunteering Research*

Involving youth as volunteers may require a modification of how you manage and utilize volunteers in your organization, but it is worthwhile. Youth are full of energy, interested, and eager to participate in their communities - if recruited, oriented and trained, supervised and evaluated, and recognized properly. Consider what positions in your organization and programs would be suitable for youth volunteers.
Ask yourself the following questions about your volunteer positions to determine how youth-friendly your volunteer program is:

1. Are these tasks something a young person would be able to do?
2. Considering the way the job is designed, would it appeal to a younger volunteer? If yes, why? If not, why not?
3. Is there something about this job that makes it unsuitable for a younger person to do?

Family Volunteerism

Volunteering together is a creative way for families to enjoy each other’s company while making a contribution to the community. Today, families come in as many shapes and sizes as there are volunteer opportunities. A family is defined by the Vanier Institute as “Any group of two or more people that consider themselves to be a family: parents, children, siblings, foster parents, grandparents, aunts, uncles, cousins, friends, and any others who consider themselves a family.” Through involving families, volunteering becomes a real possibility for thousands of people of all ages.

Family volunteering provides a way for the family to spend time together while helping their community. Through volunteer work, children learn how to interact and respond to people in the community who are in need of their help as well as gaining a deeper understanding of the level of community need. To involve families, some volunteer positions should be designed to allow a family to volunteer together. In addition, children whose parents volunteer are more likely to volunteer themselves as adults. Families could volunteer together in projects such as community clean-ups, or community events and festivals. By encouraging family volunteering you are also helping to strengthen families.

If you have families volunteering together, as you are working through the volunteer management cycle, think about what modifications, changes or additions you must make to how you recruit, orient and train, supervise and evaluate, and recognize family volunteering.
Volunteer Management Cycle

The central idea of volunteer management theory is the volunteer management cycle.

With good planning and management you will retain your current volunteers and be ready to involve new volunteers as the cycle begins again.

As you continue through this manual you will find additional tools and information related to each of the pieces of the Volunteer Management Cycle.

Source: Volunteer Canada – www.volunteer.ca
Planning

Planning is essential for the success of any volunteer program and involves:

- Designing volunteer positions
- Creating application forms (Sample in Recruitment Section)
- Developing applicable policies and procedures
- Educating others in the organization about involving volunteers.

Planning is simply getting ready for something that has not happened yet. This section will explore these tasks in more detail and provide tools to assist you in the planning process.

Developing Policies & Procedures

It is important to develop policies and procedures that will support and guide how you work with volunteers. Policies and procedures are statements that specify how you do things. They should be specific, and written down. All staff and volunteers should be aware of the policies and procedures for your organization. Policies should exist around things such as:

- Role of the Volunteer Coordinator
- Definition of a volunteer
- Volunteer rights and responsibilities
- Screening
- Volunteer orientation and training
- Conflict of interest
- Dress code
- Timesheets
- Monthly volunteer reports / incident reports
- Reimbursement of expenses
- Recognition
- Volunteer evaluation
- Exit interviews
- Lines of communication
- Corrective action
- Dismissal of a volunteer
- Cancellation of events
- Discipline
- Communication with Volunteer Coordinator / reporting requirements
Assessing Your Volunteer Needs

An important part of planning is to determine what positions are available for volunteers within your organization.

The first step is to identify the general functions / activities of the organization. What is it that the organization will do? To determine this, you should look at your organization's mission and strategic plan, as well as your job description, and program schedules. Once you have identified the general functions, you need to determine the tasks that will need to be done to accomplish this.

For example, the functions of a recreation coordinator may include:

- Recreation programming
- Coordinate volunteers
- Special events
- Overseeing facility usage and maintenance

Once you have identified the general functions, you are now ready to break these down into specific tasks. There are three steps to follow:

- **Task Analysis** – Identify and describe every task to be performed on each job, the skills necessary to perform those tasks, and the minimum acceptable standard for the performance.

- **Task Identity** – Design tasks with clear start and end points and clear purposes.

- **Task Significance** – Determine the relevance of the role within the scheme of the organization. This ensures a clear understanding of why the assignment is important and how it contributes to the achievement of the overall goals. If volunteers do not feel that their task or assignment is meaningful and contributes to the overall goal, then they will be less committed to it.

For example, if we break down the general function of recreation programming into tasks, you may generate a list that would include the following.

- Develop programs
- Schedule programs
- Promote programs
- Registration
- Delivery of programs
- Evaluation of programs

Each of these could be broken down into more specific steps for each of the programs that you offer. If you think about all of these tasks, you could utilize volunteers to assist you with many of them.
For example:

- Volunteers could participate in a recreation committee that would provide you with feedback on current programs and suggestions for new programs.
- Volunteers could be responsible for registration. Registration would involve collecting registration forms and registration fees. It could also involve making up lists of participants to provide to program supervisors.
- Volunteers could be involved in the delivery of programs. This allows you to offer many different programs utilizing each volunteer’s individual skills and abilities. Recruit volunteers to supervise and deliver the programs. Offer them training to assist them in this role.
- A volunteer could be responsible for compiling program attendance statistics from volunteer monthly reports to produce a monthly attendance report for the fall recreation programs.
- Volunteers could also be utilized to assist you with volunteer management. You could have a volunteer committee responsible for recruitment. Current volunteers could be involved in orientation and training for new volunteers.

Let’s look at a whole program:

You wish to offer a six-week community school program. In this program, people would have the opportunity to sign up for one of several different classes / programs that are all offered at the same time.

You recruit volunteers to participate in a committee which will help you to organize the community school. You recruit volunteers with different skills in your community to deliver the programs. The programs that are offered are based on the skills of the volunteers recruited. Examples of programs could include drum dancing, arctic sports, kamik making, curling, and throat singing.

You can use volunteers to:

- Help organize the community school
- Assist with promoting the community school
- Take registrations on the first night
- Deliver the individual programs
- Maybe you want to offer refreshments, or a canteen. Volunteers can be responsible for running the canteen or coordinating the refreshments.

When assessing your volunteer needs and developing job descriptions, keep in mind whether or not the task could be done by a youth volunteer, or a family volunteering together. These types of positions increase the number of people available to target in your recruitment.
Developing Volunteer Job Descriptions

Once you have determined what needs to be done, and what tasks volunteers can do, you need to write a job description for each of these positions.

The goal of developing a job description is to provide:
- Thorough outline of the work (tasks) to be done;
- Any necessary information regarding screening (notification that candidates for this position will be screened)
- A list of required skills; and
- An idea of the term of the assignment (Is it a six week position? One Year? How many hours per week?)

In addition, job descriptions should provide the volunteer with information on:
- Training and skill development – Who is going to teach this volunteer how to do the task assigned? Is there someone around who has done it before? Will you provide a training course? Is there a manual? Will any additional training or professional development be provided?
- Supervision – Your volunteers deserve to know to whom they answer.
- Authority / decision making – Tell them what they can and can’t do. Decide now what they can handle in the way of money, authority, speaking on behalf of the organization, discipline of program participants, etc.

A job description template is included to assist you in developing complete job descriptions. Just as the purpose of a job must be of value to the organization, so must the volunteer assignment.

After you have determined what volunteers you require and developed job descriptions, you need to match the volunteers to the assignments. Once you have created a series of volunteer assignments, filling them should be easy and straightforward. Recruiting volunteers is always easier when based on a volunteer position rather than a general call for volunteers.

Now that you have developed your job descriptions, you will need to plan when to recruit volunteers for each of these positions. Some will be volunteer positions for the summer, some for the winter, and some may be only during Christmas. Include in your annual plan, when you will recruit, orient and train the volunteers that you will need throughout the year. There will be several points during the year that you will need to do these tasks.
Planning Tips

- Develop volunteer policies and procedures. Make sure you provide a copy to each of your current volunteers and all new volunteers.

- Make sure that all of the volunteer positions with your organization have detailed job descriptions. It lets the volunteer know what the expectations of the job are and what they can expect from the organization.

- Develop a volunteer file for each of your volunteers. A volunteer file should contain: an application form, screening information, signed copies of job descriptions, volunteer service and training records, copies of volunteer evaluations, and a record of recognition received. Sample forms are found throughout this manual to help you get started. Volunteer files should be treated with the same amount of confidentiality as employee files.

- Volunteers may be asked questions about other programs and events offered by your organization. Make sure you keep them informed. Provide them with copies of schedules and answers to frequently asked questions.
Job Description

Assignment / Job Title: _____________________________________________

Purpose of the Assignment: _________________________________________

Tasks:________________________________________________________________________

Time Commitment: _________________________________________________________

Skill Requirements:________________________________________________________________

Training & Skill Development: _________________________________________________

Supervision: _______________________________________________________________

Authority / Guidelines: ______________________________________________________

I have read and understood the tasks associated with my volunteer position and will carry them out to the best of my ability. I understand that I can ask for help or assistance when I need it.

Volunteer’s Signature ___________________________ Date ______________

Supervisor’s Signature ___________________________
Recruitment

After you have completed your planning, you are ready for the recruitment stage. Think about the: who, why, where, when and how. Who would be the ideal volunteer? Why would they be interested in the opportunity to volunteer / organization? Where and when can you reach these people? How can you create a recruitment message that encourages potential volunteers to volunteer for your organization? Be creative in coming up with answers to these questions.

Why do people volunteer?

People volunteer for many different reasons. Some of the main reasons are:

- To help others
- To do something enjoyable
- For the benefit of themselves or their family
- To gain additional work experience for employment
- To support a cause
- To learn new skills
- To feel good
- Good working conditions
- A sense of being needed and valued
- An opportunity for personal growth
- Meaningful work that interests or challenges people
- A sense of obligation
- A chance to use special (unique) skills
- Fellowship, socialization, friendship
- Recognition for work well done
- A caring and compassionate supervisor
- A chance to be involved in decision-making
- A feeling of being involved in an issue of importance, a cause in which people believe
- School or course requirements
- Giving something back in gratitude
- Meeting expectations of people whom you hold in esteem
- Relief from personal negative feelings

Volunteering is a two-way street. Volunteers give freely of their time and expertise in order to make a difference. In exchange, volunteering helps the underemployed or unemployed gain work experience. Volunteering helps older adults bring meaning to leisure time, to maintain skills, or even to develop new ones! Volunteering makes it possible for young people to try on a future career for size and gain confidence and skills in the process. Volunteering is a way for people who otherwise feel isolated to get out and meet friends and be part of a group. Research even links volunteering to improved health.
Importance of Motivation Types of Volunteers

Obviously, staff and leadership volunteers need to understand their own styles and the potential negative attributes that may be misinterpreted by volunteers with whom they work. Try the “What’s Your Style?” activity to determine your personal style.

They also need to appreciate the styles of others and make allowances or modifications in their own behavior to make all team members feel comfortable and confident. Some suggestions for working together:

- Talk openly about differences in style.
- Ask people about their preferred supervisory style and be sure to demonstrate an effort to deliver that kind of supervision.
- When new groups form, have people talk about motivational styles and their own expectations. Establish mutually agreed upon ground rules that address style issues.
- Ask someone who is a distinctly different style to coach you in meetings or on projects. A colleague who agrees to monitor the process of a meeting can be a real asset to an achiever or power person.
- Look for compromise opportunities to meet a variety of motivational needs. A work meeting of ninety minutes that has a clear, tight agenda will appeal to those who are task-oriented. This can be followed by an optional leisurely social time that will appeal to those people with strong needs for affiliation.
- Place people in positions that complement their motivational needs. Someone who longs for social interaction would prefer working with a group, not alone in a back office. If someone hates meetings but is interested in your cause, don’t ask him to attend endless meetings. Use people’s best skills and interests.
- Make your own needs known. There are creative solutions to your discomfort. If your concerns are pleasantly presented, most people are prepared to work with you when recognition is made of the value of different motivational types.
- Welcome different approaches to problems and solutions. Comment on the value of different perspectives. Leave a clear message that different is desirable.
- Be patient, someone else may be confused for frustrated by your style.
**Motivation Types**

In general, the motivation of volunteers can be classified into one of three categories. Generally, people in the same category of motivation have similar positive and negative characteristics.

<table>
<thead>
<tr>
<th>Motivational Type</th>
<th>Positive Attributes</th>
<th>Negative Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement Oriented</strong></td>
<td>• Concern with excellence / personal best</td>
<td>• Will sacrifice people to achieve goals.</td>
</tr>
<tr>
<td>Goal: Success in a situation which requires excellent or improved performance</td>
<td>• Sets moderate goals, takes risks</td>
<td>• May be insensitive</td>
</tr>
<tr>
<td></td>
<td>• Enjoys a level of moderate stress</td>
<td>• Can be autocratic</td>
</tr>
<tr>
<td></td>
<td>• Restless / Innovative</td>
<td>• Gets bored quickly</td>
</tr>
<tr>
<td></td>
<td>• Likes challenging work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Likes to work alone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Likes to overcome barriers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Will sacrifice people to achieve goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Concern with excellence / personal best</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sets moderate goals, takes risks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enjoys a level of moderate stress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Restless / Innovative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Likes challenging work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Likes to work alone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Likes to overcome barriers</td>
<td></td>
</tr>
<tr>
<td><strong>Affiliation Oriented</strong></td>
<td>• Seeks out relationships</td>
<td>• Will sacrifice project goals to keep people happy</td>
</tr>
<tr>
<td>Goal: To be with others, to enjoy mutual friendships</td>
<td>• Like to work with many people</td>
<td>• Concerned about personal popularity</td>
</tr>
<tr>
<td></td>
<td>• Likes social activity for its own sake</td>
<td>• Hates to discipline</td>
</tr>
<tr>
<td></td>
<td>• Sensitive to feelings, needs, and wants of others</td>
<td>• Is crushed by criticism</td>
</tr>
<tr>
<td></td>
<td>• Supports others in the achievement of their own goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Talks about feelings</td>
<td></td>
</tr>
<tr>
<td><strong>Power Oriented</strong></td>
<td>• Concern for reputation, position, respect</td>
<td>• Uses personal power “I’m in charge.”</td>
</tr>
<tr>
<td>Goal: To have an impact or influence on others; to bring about change:</td>
<td>• Tries to shape opinion</td>
<td>o I win, you lose</td>
</tr>
<tr>
<td></td>
<td>• Wants to change things (eg. opportunities for the physically challenged)</td>
<td>o Group is dependent, submissive</td>
</tr>
<tr>
<td></td>
<td>• Combative, fighting spirit</td>
<td>o Treats people indifferently</td>
</tr>
<tr>
<td></td>
<td>• Verbally forceful</td>
<td>o Autocratic</td>
</tr>
<tr>
<td></td>
<td>• Uses social power – exercises power to benefit others; I win – you win; charismatic;</td>
<td></td>
</tr>
</tbody>
</table>
What’s your Style?

Look at the words below. As you move from the left to right on each line, pick the word that you feel is MOST characteristic of you and give it “4” points. Assign “3” points to the next most characteristic word, “2” points to the next, and finally “1” point to the least characteristic word.

**EXAMPLE**

<table>
<thead>
<tr>
<th>Directing</th>
<th>Influencing</th>
<th>Steady</th>
<th>Cautious</th>
</tr>
</thead>
</table>

When you have finished, write the letters given to you by the leader in these boxes.

<table>
<thead>
<tr>
<th>Directing</th>
<th>Influencing</th>
<th>Steady</th>
<th>Cautious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Certain</td>
<td>Optimistic</td>
<td>Deliberate</td>
<td>Restrained</td>
</tr>
<tr>
<td>Adventurous</td>
<td>Enthusiastic</td>
<td>Predictable</td>
<td>Logical</td>
</tr>
<tr>
<td>Decisive</td>
<td>Open</td>
<td>Patient</td>
<td>Analytical</td>
</tr>
<tr>
<td>Daring</td>
<td>Impulsive</td>
<td>Stabilizing</td>
<td>Precise</td>
</tr>
<tr>
<td>Restless</td>
<td>Emotional</td>
<td>Protective</td>
<td>Doubting</td>
</tr>
<tr>
<td>Competitive</td>
<td>Persuading</td>
<td>Accommodating</td>
<td>Curious</td>
</tr>
<tr>
<td>Assertive</td>
<td>Talkative</td>
<td>Modest</td>
<td>Tactful</td>
</tr>
<tr>
<td>Experimenting</td>
<td>Charming</td>
<td>Easy-going</td>
<td>Consistent</td>
</tr>
<tr>
<td>Forceful</td>
<td>Sensitive</td>
<td>Sincere</td>
<td>Perfectionist</td>
</tr>
</tbody>
</table>

**TOTAL**

**TOTAL**

**TOTAL**

**TOTAL**

**Instructions for Counting and Graphing**

1. Total the numbers in each of the four columns. Place the number in the Total blank at the bottom of the column. Check the accuracy by adding these four totals together. They should equal 100.

2. Write the letters shown you by the leader in the blocks at the top of each column. The column with your highest total determines your style.
What’s Your Style?

**D- Driver/Dominance**

**Emphasizes:** shaping the environment by overcoming opposition and challenges  
**Tendencies:** getting immediate results, taking action, accepting challenges, and making quick decisions  
**Motivated by:** challenge, power and authority, direct answers, opportunity for individual accomplishment, freedom from direction, control, and new and varied activities  
**Fear:** loss of control, being taken advantage of  
**You will notice:** self-confidence, decisiveness, and risk-taking  
**Limitations:** lack of concern for others, impatience, moving forward without considering outcomes

**I-Influence**

**Emphasizes:** shaping the environment by persuading and influencing others  
**Tendencies:** involvement with people, making a favorable impression, enthusiasm, entertaining, group participation  
**Motivated by:** social recognition, group activities, relationships, freedom of expression and from control and detail  
**Fear:** social rejection, disapproval, and loss of influence  
**You will notice:** enthusiasm, charm, sociability, and persuasiveness  
**Limitations:** impulsiveness, disorganized, lack of follow through

**S-Steadiness**

**Emphasizes:** achieving stability, accomplishing tasks by cooperating with others  
**Tendencies:** calm, patient, loyal, good listeners  
**Motivated by:** infrequent change, stability, and sincere appreciation, using traditional methods  
**Fear:** loss of stability, unknown, change, and unpredictability  
**You will notice:** patience, team player, stability, methodical, calm, easy going, concern for group  
**Limitations:** overly willing to give, putting their needs last, resistance to positive change

**C-Conscientiousness**

**Emphasizes:** working within circumstances to ensure quality and accuracy  
**Tendencies:** attention to detail and standard, analytical accuracy, diplomacy and indirect approaches to conflict  
**Motivated by:** clearly defined performance expectations, quality and accuracy being valued, atmosphere is reserved and businesslike and articulated standards  
**Fear:** criticism of their work, slip-shod methods, and situations emotionally out of control  
**You will notice:** behavior that is cautious, precise, diplomatic, restrained, perfectionism, and factual  
**Limitations:** overly critical of self and others, indecision, because of desire to collect and analyze data, creativity hampered by the need to follow rules
One of the most important things that you can do to help recruit volunteers is to promote volunteerism in your community. Volunteerism can be encouraged by community organizations and individuals.

Community organizations encourage volunteerism:

- With activities and plans supported in the community
- Knowing why they need volunteers
- Knowing what they want from volunteers
- able to recruit volunteers
- Able to match volunteer skills / interests with needs
- Able to orient and train volunteers
- Able to manage volunteers
- Able to recognize volunteers.

Individuals who are recognized for their skills and talents, asked to help out, receive clear and concise direction for helping out, are assisted with materials and support to accomplish a volunteer task, and are recognized for a job well done, also encourage volunteerism.

**Recruitment Methods**

There are several methods that you can use to recruit volunteers for your programs.

**Ripple Effect Recruitment:** Based on the theory that those people already connected to your organization (current volunteers, their friends and relatives, clients, friends and relatives of clients, staff, donors, people in the neighbourhood, retirees in the field), are the best targets for a recruitment campaign.

**Recruitment Team:** Group of people who are enthusiastic about your mission, who have excellent recruiting and communication skills and who, with appropriate training, work as a team to plan for and carry out volunteer recruitment. This could be a subgroup of the people of committee responsible for volunteer development.

**Targeted Recruitment:** Specific groups are approached who would benefit from volunteering with your organization and a recruitment message is shaped to appeal to these people specifically. The best recruiters are people from that specific group. A teen would be preferable to an older person recruiting teens.
Volunteers can be recruited personally on a one-on-one basis, through speeches to potential groups and through word-of-mouth from current volunteers. Volunteers can also be recruited through advertisements. Some methods of advertising for potential volunteers include:

- bulletin boards (eg. churches, municipal offices, schools, stores)
- local flyers
- store Windows
- community newspapers (feature stories, letter to the editor)
- public service announcements on the radio
- posters, brochures, pamphlets
- displays
- community radio

Different techniques attract different types of people. If you use a variety of approaches you will catch those who respond to flyers as well as those who are personally asked. **In Canada, the number one reason that people volunteer is because they were asked.** Don’t be afraid to ask people in your community to get involved. The most common place to find volunteers is within your organization. Most new volunteers who are recruited have a direct link to your organization (for example, friends, relatives, children, people they work with etc.)

**Recruitment Tips**

- Start your volunteer search close to home. Ask people who are involved in your programs to volunteer and give something back to the program.

- Target groups that don’t fit the "typical" volunteer profile. Look at the volunteers that are currently involved in your program. Do you have lots of youth, young adults, or elders? Work to recruit the type of volunteer that you have fewest or none of.

- Involve young people - the long-term payoff is terrific.

- Be flexible. Consider short-term assignments, family volunteering, and volunteer placement-sharing.

- Talk about the benefits of volunteering. You never know when you may run into a potential new volunteer.

- Be aware of possible motivators and barriers to volunteering.
Be honest. The reason most volunteers give for quitting their volunteer position is that there is a big difference between what they were asked to do initially and what they end up doing. These differences are usually with respect to the amount of time required, and the amount of support available (eg. training, other volunteers, payment of out-of-pocket expenses etc.)

Screening

Screening policies and procedures should be developed and used for all volunteers with your programs. A screening checklist and relevant forms are found at the end of this section to assist you with this.

We recognize that screening processes may differ for someone from the community and for someone who has recently moved to the community or who is not well known by you.

Steps in the screening process:

**Someone from the community**

1. Initial contact
2. Volunteer application form
3. At least 2 personal reference checks
4. Police Record Check
5. Volunteer agreement
6. Record keeping

**Someone who has recently moved to the community or who is not well known by you.**

1. Initial contact
2. Volunteer application form
3. Personal interview
4. At least 2 personal reference checks
5. Police Record Check
6. Volunteer agreement
7. Record keeping

Additional details on each of these steps are found in the below.

**Initial Contact:** Your initial contact should be welcoming and enthusiastic. You have unlimited opportunities to place people who are interested in volunteering. Be willing to consider every person. Explain that you do have a screening process in place and that while you try to place every volunteer, acceptance is not guaranteed. Outline the screening process.

**Volunteer Application Form:** Provide the potential volunteer with an application form. If the application form is not returned to you within 10 days, follow-up with the potential volunteer by phone, answer any further questions and determine if there is still interest.

**Personal Interview:** For a potential volunteer who has recently moved to the community or who you do not know well, a personal interview is the first step in determining whether or not they will be accepted as a volunteer. Follow the sample
interview question guide provided. Make notes on the form. Information gathered during the interview is confidential.

After the interview is completed assess the information received. Determine whether the potential volunteer is suitable. If you are unsure, have someone else conduct a second interview. You can use the same interview guide eliminating any questions you decide are unnecessary.

Interview Tips

- Complete the interview as soon as possible after receiving the completed volunteer application form.

- Choose a location for the interview that is comfortable, quiet, private and convenient. Avoid locations where you can be overheard or where there will be distractions.

- Explain the process before starting.

- Be a good listener – you are gathering information, not discussing your views.

- Attitude – show interest, be alert, maintain eye contact. The potential volunteer is important – make them feel that way.

- Give the potential volunteer opportunity to ask questions about the organization’s programs and the volunteer positions available.

Personal Reference Checks

You need permission to check a person’s references. Permission for personal reference checks is given on the volunteer application form. Conduct reference checks by telephone, mail, email, fax, or personal visit. All methods are equally acceptable. If you mail a form, include an explanatory letter and provide a stamped, self-addressed envelope. Use a separate reference check form for each reference check. If you use email, print off the reference check, and sign and date the email reference. If you are unable to contact a reference within a reasonable amount of time, request a different reference from the potential volunteer. You should conduct a minimum of two reference checks. Once you have completed the reference checks, assess them to determine whether or not the potential volunteer is suitable. If the volunteer is not suitable, send them a refusal letter.
Police Record Check

The following convictions, unless pardoned, would indicate that the volunteer would not be suitable.

- Involving a violent act – Anyone who has been convicted of a violent crime against another person.

- Involving weapons offences – Anyone who has been convicted of a crime involving weapons.

- Involving controlled drugs and substances – Anyone who has been convicted of dealing (selling). Anyone who has been convicted with possession of controlled drugs and substances within the past five years.

- Involving alcohol – Anyone who has been convicted of crimes involving alcohol within the past five years.

- Involving theft without violence – Anyone convicted of a crime involving theft over $5000. Anyone convicted of a crime involving theft under $5000 within the past five years.

- Involving child abuse – Anyone who has been convicted of abusing a child, physically, emotionally or sexually. Pardons do not affect this exclusion (Bill C-7).

Police procedures vary. Consult your local detachment to determine the procedure in your area. Police procedures may call for the completed Police Record Check to be given directly to you, or directly to the potential volunteer. Whenever you receive a Police Record Check, put the details on the screening checklist and return the original Police Record Check to the potential volunteer. Do not photocopy or retain either the Police Record Check or photocopy.

Police Record Checks should be repeated for all existing volunteers every 3 years. If convictions occur between Police Record Checks, take actions as though the convictions had been listed on the Police Record Check.

Once you have received details of the police record check, assess the results. If there are no convictions or convictions that are not among those listed above, welcome the volunteer to your organization and thank them for meeting the terms of the screening procedures. If there are convictions that are reason not to accept the volunteer - refuse the potential volunteer.
Volunteer Agreement:

Complete a volunteer agreement with the volunteer. Place the volunteer in a position suited to their interests, skills and abilities.

Record Keeping

Detailed records should be kept for all volunteers. A volunteer file should include completed volunteer application and screening forms, as well as details of volunteer service, training, evaluation, and recognition. Volunteer files, like employee files, are confidential.

For potential volunteers who have been refused, at some point in time during the screening process, it is important to keep records of this. Staple all of their information together and place in a file with other refused volunteer applicants.

Sample Volunteer Welcome Letter

Applicant’s Name
Applicant’s Address

Dear FIRST NAME:

It is my pleasure to welcome you as a volunteer with ________________________. I hope that you enjoy your new position with us.

It is important to remember that you are not alone – there are many resources available to help you as you begin your role as ________________________. If you have any questions or concerns at any time please do not hesitate to contact me at (Phone Number)

Once again welcome to _______________________. Thank you for giving of your time and expertise to support sport and recreation programs in _______________________.

Sincerely,

(Phone Number)

Name:
Position:
Saying No – Refusing Volunteers

During the initial screening, a potential volunteer can be refused at any point in the process: interview, reference checks, police record check. Make a conscious and unbiased decision at each stage of the process about going on to the next step.

Base the discussion for refusal on job requirements and / or the findings of the screening. Long explanations are not necessary. You are acting in the best interests of those who participate in your programs.

Saying “no” early in the process is easier than waiting for problems to escalate. Filling positions with unsuitable volunteers may create a bigger problem down the road. Screening is a much easier process than having to consider corrective action or dismissal.

Decisions to refuse an applicant must be made based upon the requirements of the position. Before refusing a potential volunteer, consider whether there may be other positions for which they may have the right skills and abilities. Keep complete and accurate records for all volunteer screening including those of potential volunteers that are refused.

Sample Volunteer Refusal Letter

(Applicant’s Address)

Dear FIRST NAME:

Thank you for your interest in becoming a volunteer. We regret that we are unable to accept you as a volunteer.

Becoming a volunteer with ________________ is not automatic and decisions to accept a volunteer are not made lightly. Three factors determine acceptance: assessment of the applicant’s abilities and skills, the current volunteer positions available, and the outcome of our screening process.

In selecting our volunteers, the needs of our program participants are our prime concern. The needs of the organization itself, and the particular skills and attributes that a potential volunteer would bring to our organization are important considerations as well.

We thank you for your interest in ___________________________.

Sincerely,

Your Name
Your Position
Volunteer Application Form

Date: _____________________

PERSONAL INFORMATION:

First Name: __________________________ Last Name: _____________________
Mailing Address: __________________________________________
____________________________________________________

Territory: ____________________ Postal Code: ________________
Phone Number: _______________ (Home) ________________ (Other)

Preferred Language: □ English □ French □ Inuktitut □ Inuinnaqtun

Birth Date: (Year Optional):  _________________ _________
Are you presently employed? □ Yes □ No Where: ______________________

BACKGROUND INFORMATION:

Describe your main reasons for wishing to volunteer at our organization.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Have you volunteered with us before? □ Yes □ No When: ______________________
What did you do? __________________________________________________________

Please describe any other volunteer experiences: ______________________________
________________________________________________________________________
________________________________________________________________________

AVAILABILITY:

How many hours per week do you wish to volunteer? _________________________

Please use the grid below to show your current availability to volunteer. *Mark only those times that you most prefer.*

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do you have any physical limitations on the type of volunteer position you could do here? (stairs, equipment etc.) □ Yes □ No

INTERESTS/SKILLS: The following are some of the areas in this organization where volunteers are sometimes required. Which of the following areas are you interested in?

☐ Recreation Committee ☐ Special Events ☐ Interpreting
☐ Fundraising ☐ Youth ☐ Adults
☐ Elders ☐ Coaching ☐ Basket weaving
☐ Carving ☐ Other ________________________ ☐ Other ____________________

What would you like to do? __________________________________________

Please give any other information that you feel is relevant to your application. ____________________________________________

References:
Please provide the names of two references whom we can contact.
Name: ___________________________ Phone Number: ____________
Name: ___________________________ Phone Number: ____________

Criminal Record Check
Our volunteer policies require that all volunteers provide a copy of a Criminal Record Check. Are you willing to provide a Criminal Record Check to our organization?
□ Yes □ No

Emergency Contact Person:
Please provide the name of a person whom we could contact in case of an emergency.
Name: ___________________________
Relationship: _____________________ Phone Number: ____________

The information provided is true and accurate to the best of my knowledge.

Volunteer Signature ___________________________ Date ____________
Screening Checklist

Date and initial the non-shaded boxes as each step is completed.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Potential Volunteer who is from the community</th>
<th>Potential Volunteer who has recently moved to the community or who is not well known.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer Application Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference Check #1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference Check #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Record Check</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record Keeping</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Police Record Check: __________________________________________

Date: _______________ Police Service: __________________________

Police Serial Number: ____________________________ Meets Standard: ☐Yes ☐No

☐ Accepted as Volunteer ☐ Refused as Volunteer

Notes: ____________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Screening Process Completed By:

Name: ___________________________ Date: ___________________________
Interview Form

Write notes in point form; use the back of the page if necessary.

Name of Potential Volunteer: ________________________________

Position Applying For: ________________________________ Date: ________________

- Our policy states that certain offences prevent individuals from volunteering with our organization. One of these offences is related to child abuse. Have you ever been convicted of a child abuse offence? ☐ Yes ☐ No
- Why did you decide to volunteer with us?
- What kind of volunteer roles interest you in this organization?
- What experiences do you hope to gain from this position?
- Discuss time commitments (eg. Weekly program; training; recreation committee meetings) and ask: Can you make this time commitment?
- What are your strengths?

For those wanting to volunteer with children or youth, ask:
- Tell me about the experiences you have working with children and youth.
- What did you enjoy most?
- What challenged you most?
- Have you handled difficult situations with children? If so, tell me about it.

For those wanting to volunteer in administrative roles, ask:
- What kinds of experiences have you had that will help you be effective as:

_______________________________

- What questions do you have?

Your Name & Signature ________________________________ Date ________________________________
Reference Check Form

Write notes in point form; use the back of the page if necessary.

Name of Potential Volunteer: ____________________________________________________

Name of Reference: ____________________ Phone Number: ___________________

______________________________ is applying for the following volunteer position.
(Name of Volunteer)
Briefly describe position and responsibilities: ________________________________

____________________________________

Please comment on whether or not this would be a good fit for this individual based on your knowledge of his / her skills and abilities. Are you aware of any reasons why he / she should not volunteer in this role?

If the applicant has applied to volunteer with children, ask:
• Have you seen _________________ interact with children? Please give specifics including the age group.
• How did the children and youth relate to him / her?
• Have you seen him / her handle difficult situations with children? If so, tell me about it.
• If you had children, how would you feel about them participating in a group in which _________________ is a coach or program leader?
• Are you aware of any reasons why he / she should not work with children?

For ALL applicants, ask:
• What are _________________’s strengths?
• How does he / she get along with other adults? Please give an example.
• Does he / she have good organizational skills? □ Yes □ No If no, why?
• Does he / she have good financial management skills? □ Yes □ No If no, why?
• Does he / she follow through on commitments? □ Yes □ No If no, why?
• Is there anything else you would like to add?

_________________________________________ ______ ____________________
Your Name & Signature Date
Volunteer Agreement

Our Commitment

We, ________________________________, agree to accept the services of (Community / Recreation Department) ____________________________ beginning _____________________ and (Volunteer’s Name) ____________________________ (Date) we commit to the following.

1. To provide information, training, and assistance so that you can better meet the responsibilities of the volunteer position.

2. To ensure that you are supervised and provided with feedback on your performance.

3. To respect the skills, dignity, and individual needs of the volunteer, and to do our best to adjust to these individual requirements.

4. To be open to any comments about how we might both be able to better accomplish our tasks.

Volunteer Commitment

We, ________________________________, agree to serve as a volunteer (Name of Volunteer) and commit to the following:

1. To perform my volunteer duties to the best of my ability.

2. To follow the rules and procedures explained to me.

3. To keep confidential information confidential.

4. To meet time and duty commitments, or to provide enough notice so that other arrangements can be made.

We agree to these commitments.

________________________________________________________________________
Volunteer Signature                        Recreation Coordinator Signature

________________________________________________________________________
Date                                         Date
Orientation and Training

When you have recruited your volunteers you will need to provide them with an orientation and training to provide the general information about your organization and the specific information about the volunteer position. Orientation and training help your volunteers feel confident and prepared. You also decrease the chances of problems happening by helping volunteers to know what is to be expected.

By supporting training opportunities you can:

- Prepare and assist volunteers to successfully fulfill their responsibilities
- Generate confidence and competence
- Enhance people’s motivation to work and grow
- Assist volunteers in their professional development goals
- Help to build strong teams among volunteers in your organization

Characteristics of Adult Learners

<table>
<thead>
<tr>
<th>Item</th>
<th>Young Adult (15 – 25)</th>
<th>Adult (21 – 60)</th>
<th>Older Adult (60+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Feature</td>
<td>Well motivated and independent; Usually prepared to take a leadership role</td>
<td>Often motivated by their children</td>
<td>Very interested, may have deep rooted fears.</td>
</tr>
<tr>
<td>Social Characteristics</td>
<td>Self-reliant; adjusts to groups readily</td>
<td>Initially may be uncomfortable joining in a group; often participates for social benefits</td>
<td>Often self conscious, may be motivated by social interest.</td>
</tr>
<tr>
<td>Learning Emphasis</td>
<td>Motivation and attention span tend to be high</td>
<td>May be hesitant to attempt new skills; prefers private feedback</td>
<td>Requires a great deal of reassurance and positive feedback</td>
</tr>
</tbody>
</table>
Public Speaking Tips

Everyone has butterflies! It is helpful to note that being nervous prior to beginning a session in front of participants who view you as their leader can be very intimidating. The following are pointers to increase your confidence level when speaking in public:

- **Visualize what you want to happen.** Visualize your confidence as you enter the room and as you speak; your ease as you gesture and move about, and the positive reaction of the participants.

- **Think of the audience.** If you were in the audience, what would you want or expect to hear from the leader on this occasion or about the subject being presented. Forget yourself and concentrate on the message.

- **Don’t worry about making a mistake.** The audience is on your side. If you were in the audience and the speaker flubbed, would you think, “What a jerk!” or would you reassure her and encourage her to go on?

- **Be confident even if you have to pretend.** No one will know that you’re acting! You’re the one who has been asked to deliver the information because others were confident that you were the best person to deliver the message. Even if you are speaking by virtue of the position you hold, you were chosen because we knew you could do the job!

- **Be yourself.** If you are usually serious, don’t try to be a comedian. If you usually tell jokes, tell them.

- **Practice aloud.** You can do it on your own using a mirror, tape recorder or video camera, or find a willing listener or two.

- **Don’t memorize all the information to be delivered.** It’s all right to have paper or cards in your hand. However, it is important not to read directly from these because it will take the focus off of the participants of the group.

- **Dress comfortably, neatly and appropriately.** Check yourself in the mirror so you won’t have to worry about a slip that shows or a falling hem.

- **Arrive in plenty of time** so that you can meet group members, see how the room is set up, where you will be standing, and check audio-visual equipment.

Remember, it’s all right to be nervous! By using these tips you might alleviate some anxiety.
Use of Equipment

The following tips will help you to better use equipment in your presentations.

- Confirm **twice** that all your equipment will be available on time at your location.
- Never talk with your back to your audience.

**Overheads**

- Keep the projector off until you are ready to show the transparency and then turn it on.
- Practice putting the transparency on the overhead projector to ensure that you put it on the right side up.
- Write notes and details neatly on the borders of the transparencies with a washable overhead marker so you can refer to them as you speak.
- Be sure there is a space beside the projector to place the used and unused transparencies.
- Ensure the projector is positioned closest to your writing hand.

**Flip Charts**

Some people may wish to use a flip chart or blackboard in their presentation. If doing so, here are some pointers:

- Be sure to stand on the correct side of the chart. If you are right handed the chart should be on your left hand.
- Follow the 5 x 5 rule, never more than 5 words across, never more than 5 lines down.
- Use only the top 2/3 of the page so the people in back rows can see.
- Use black or other dark colours. Check markers / pens out before the start of the presentation.
- Keep it large, legible, exciting and memorable.
Eye and Body Communication

The message that you communicate to the audience is more than what you say. Eye contact, body language and posture are all part of good communication.

Eye Contact

Benefits of good eye communication

- You feel less nervous.
- You appear confident (whether you are or not)
- You can focus your thoughts.
- You can motivate your audience.
- You “read” your audience by seeing individuals.

Eyes have a great impact in both one-on-one communication and group communications. Aim for the right level of intimacy. A good guide is to move around the room looking at as many people as possible in five second intervals. Keep in mind the following tips when speaking for improved communication.

- Contact eyes not faces.
- Look at people for four, five or six seconds.
- Work at eliminating rapid and/or distracting eye movements.
- Beware of eye dart. Eye darting indicates fear and anxiety.
- Beware of slow-blink. When a person closes their eyes for two or more seconds while speaking, the message is, “I really don’t want to be here.”

Posture and Movement

The most powerful visual first impression you make comes from not your clothes but from your posture. How you hold yourself physically is an indicator of how you hold yourself mentally - and a decisive factor of how others regard you.

- Stand tall with your shoulders back and your stomach in.
- Watch your lower body. Lean slightly forward with your knees somewhat flexed so you can bounce lightly on the balls of your feet.
- Move - don’t get trapped in one place. Try to remove physical barriers between you and your audience.
- Move naturally - a few steps at a time.
- Beware of repetitive or mechanical movements it is better to stand still.
Types of Training

There are three types of training that you should provide to your volunteers over the time of their involvement with your organization.

- **Orientation** – This is provided when volunteers first join an organization.
- **On-the-job training** – Volunteers may require some formal and informal training in order to complete their responsibilities.
- **Transitional training** – As volunteers prepare to move on and accept new responsibilities or a new position that may require different or expanded skills and abilities, they may need or want some training to ensure they are comfortable in their new role.

Orientation Checklist

You should develop a standard orientation session that you use with all volunteers. This orientation may be completed in a one-on-one situation or in a small group. In general an orientation should include:

- Some background & history of the organization
- A discussion of the goals and mission
- An overview of programs offered
- A chance to meet paid staff and long-time volunteers
- Familiarization with the facilities
- Distribution of a prepared handbook of policies and procedures, rules and regulations and a chance to discuss them
- Discussion of how volunteer relate to more experienced volunteers, staff, administration
- Distribution of job descriptions and a chance for questions and answers about expectations

Training

Orientation is followed by actual training. The training program is planned by the volunteer coordinator and uses the experienced volunteers or staff as trainers. Training sessions can be in a workshop format in a single day or single evening, or spread out over a couple of weeks in short sessions. The focus of training is on developing, reviewing or polishing skills needed to do the job and to give an opportunity to talk with more experienced people who are doing the same or similar jobs. They should also be given a chance to observe the activities they will soon be a part of if possible.
Consider the volunteer positions available within your organization and identify the amount, content, and approach to training needed for each one. Also think about the volunteers that you will be training. If you decide to train youth volunteers with older volunteers, keep in mind that they will move through the experience differently. Youth volunteers may have a shorter attention span and will prefer to learn by doing than to sit and listen to theory. They don’t want to receive a lot of written materials. Youth volunteers want training that is relaxed and fun with lots of time for socializing.

If you are planning a youth volunteer project, than you may decide to develop training specifically for youth participating in this project. Have fun, and keep the session very interactive. Include physical activity, site visits, role play, and practice sessions.

Keep in mind that you can teach through a variety of ways.

- You can include short skits to teach important points.
- Write and record 30 second radio commercials for a volunteer task. Use this to introduce your training session.
- Use recorded phone conversations as teaching tools.
- Try role-playing. This allows volunteers to learn while building confidence.
- Set up a training bulletin board. Have volunteers submit questions and post the questions and answers on the training bulletin board.

A sample volunteer training is included on Supervising Recreation Programs to get you started.

**Training Checklist**

It takes careful planning to make training positive and helpful for volunteers. Keep in mind the following points when planning training:

- Build your training opportunities based on the experience and knowledge of the volunteers involved. Avoid teaching people what they already know.

- Make the training practical and relevant to the volunteer’s responsibilities.

- Take into consideration the various other roles and time commitments of volunteers. Create schedules and dates that are realistic. Provide several opportunities for volunteers to attend or check with all volunteers prior to the training to choose two times that are most convenient for all of the volunteers expected to attend the training.

- Coordinate your training so that it is ongoing and planned, not a one-time event.

Ensure your organization is committed to providing the time and financial resources to ensure successful training opportunities.
Volunteer Training Module: Supervising Recreation Programs

Before the Training:

- Arrange date, time and location for session.
- Notify and encourage all volunteers to attend who are involved in supervising recreation programs.
- Review the Supervising Recreation Programs presentation provided. Ensure that you understand the contents of the session.
- Photocopy the pages onto overheads. Arrange to borrow an overhead projector. If an overhead projector is not available, put information on overheads onto flip chart paper.

Notes on Delivery:

- Use Supervising Recreation Programs Presentation provided. Ensure that necessary modifications are made to suit your individual situation.
- Handouts to be provided to the volunteers should include copies of the Procedures for Dealing with Problems, as well as copies of the Volunteer Monthly Report (See Supervision and Evaluation section), and the Incident Reporting Form. These policies and forms should also be included in your Volunteer Handbook.
- Encourage volunteers to ask questions throughout the training session. Ask them a couple of times during the presentation and at the end whether or not they have any questions. Encourage any volunteers who think of questions after the training that they have not asked to contact you at your office.
- Provide volunteers with your contact information. Where is your office? What is your phone number?
- At the completion of the training session, thank volunteers for participating in the session. You may also wish to provide refreshments for them.
Why is Supervision Important?

- Helps to keep participants safe
- Helps to ensure that the facility is not damaged
- Helps to keep lines of communication open
Supervision Hints - Before

- Make sure to check area where session is going to be held, prior to the beginning of the session for any dangers.
- Be aware of potential dangers, such as goal posts, fences, ditches, gravel (ball fields), etc. And make sure to adjust games so that those objects don’t come into play, even warn participants of their location.
- Make sure to check equipment prior to its use by participants, to make sure that it is working properly.
- Set program rules and boundaries. Ensure participants know what these are. Post Program Rules in a place where all participants can see them.
- Inform the Recreation Coordinator of any problems, dangers, or damage with equipment or the facility. Make note of these on your Volunteer Monthly Report.

Supervision Hints - During

- Count the number of participants at the beginning of the session and regularly during the session.
- Have a safety stop signal for emergencies i.e. 3 quick whistles blasts – Make sure participants know what this signal means.
- Be alert. Always be on the look out for potential dangers when a session is taking place. Try and watch for someone that is going to fall, or collisions that can be avoided.
- Make sure that participants are spaced well enough apart so that no one runs into each other during games or activities.
- Make sure you can see all participants at all times and know where everyone is at all times.
Supervision Hints - After

- Make sure that all participants have left the building at the end of the program. Check the washrooms, and any other places that participants may be.

- If there are no programs immediately after you, turn off the lights, set the alarm if applicable, and lock the doors.

- Complete an Incident Report Form and submit it to the Recreation Coordinator for any major incidents or problems that occurred.

- Record the number of participants on your Volunteer Monthly Report and make any important notes about the session. Submit your Monthly report at the end of each month to the Recreation Coordinator.

Dealing with Problems

In small groups, make a list of ALL of the problems that may occur during a recreation program.
Potential Problems

- Minor First Aid Situation (Example: Cuts, scrapes, bruises)
- Major First Aid Situation (Example: Heart attack, Broken bones)
- Fighting
- Drugs / Alcohol
- Suspicious Characters Hanging Around Office, Lobby, Lockers etc.
- Complaints from Parents

Dealing with Problems

Minor First Aid Situations (Ex. Cuts, Scrapes, Bruises)

- If you are the only Supervisor, stop the program.
- Provide first aid if trained to do so.
- Record on an Incident Report Form.
- Continue program.
Dealing with Problems

Major First Aid Situations (Heart Attack, Stroke, Broken Leg, Hit by Snowmobile, Fall)

- Stop program, and have someone clear the area.
- Assess the situation. What happened?
- Call Police. Provide them with details and that medical assistance is needed.
- Provide first aid if trained to do so. If you are not trained to provide first aid, stay with the casualty, don’t move them, and wait for assistance.
- Record on an Incident Report Form and notify Recreation Coordinator.

Dealing With Problems

Fighting

- Fighting is not allowed during any of the programs.
- If a fight occurs, ensure that all of the other participants are safe and removed from the situation.
- Ask people fighting to stop.
- If they will not stop fighting, call the police for assistance.
- Complete an Incident Report Form, and notify the Recreation Coordinator.
Dealing with Problems

Drugs / Alcohol

- Usage of drugs and alcohol is not permitted during any of the programs. People who are under the influence of drugs or alcohol should be asked to leave immediately.
- If they will not leave, contact the police for assistance.
- Complete an Incident Report Form, and notify the Recreation Coordinator.

Dealing with Problems

Suspicious Characters Hanging Around Office, Lobby, Lockers etc.

- Approach.
- Ask “Can I help you?”
- Find out why are they there and do they intend to participate.
- Be polite.
- If they do not have a reasonable explanation for being there, ask them to leave.
- Report and document.
Dealing with Problems

Complaints From Parents

- Ask person’s name.
- Listen with interest.
- Be understanding and express concern recognizing parent’s point of view.
- Refer to supervisor if necessary.
- Paraphrase complaint / clarify details.
- Reach a deal or agree on a plan of action.
- Report and record incident on an incident report form.
- Take action to satisfy customer and to stop problem from happening again.

Communication with the Recreation Coordinator

It is important that the Recreation Coordinator be informed of what is happening in each and every program.

- Complete and submit Volunteer Monthly Reports each month.
- Complete and submit all Incident Report Forms after any incident to the Recreation Coordinator.
# Volunteer Training Log

**Volunteer Name:** ________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Training Received</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Incident Report Form

Program: ____________________________

First Name: __________________________  Last Name: __________________________
Address: ____________________________

Territory: ____________________________  Postal Code: __________________________
Phone Number: ______________________


Emergency Personnel Contacted:
☐ RCMP  ☐ Health Centre  ☐ Fire Department

Details of Incident (What happened? Where did it happen? For injuries requiring first aid to be given, include where injuries are located on the body ie. big toe of right foot): __________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Was the casualty following the rules at the time of the incident? ☐ Yes  ☐ No
If no, provide details: ______________________________________________________

________________________________________________________________________

Details of First Aid Treatment Given or How Problem was Resolved: ____________

________________________________________________________________________

________________________________________________________________________

First Aid Given By: ____________________________  Phone Number: __________________________
Witness: ____________________________  Phone Number: __________________________
Witness: ____________________________  Phone Number: __________________________

Signature of Person Completing this Form: ____________________________

Signature of Recreation Coordinator: ____________________________
Supervision & Evaluation

Supervision and evaluation is for your benefit and the volunteers. You need to know that the volunteer is fulfilling their role effectively and the volunteer needs reassurance too. Regular evaluation provides you and the volunteer time to assess how the volunteer placement is going and if changes could be made to improve the volunteer’s satisfaction or performance.

Volunteer managers must determine
- If the objectives are being accomplished
- What procedures need to be altered
- Whether or not events have gone as planned

Volunteers can be asked for regular, perhaps monthly, written progress reports as well as periodic verbal reports. These reports allow you to be able to spot problems that need correcting and to discover and quickly clear up any misunderstandings. (See sample monthly volunteer report form.)

**Evaluation is a two-way process.** It allows volunteers to let the recreation coordinator know if they are receiving the resources, support, and guidance they need to achieve results. The volunteer or staff member may want to discuss the problems or receive reassurance that the program and the people involved are on track.

Evaluations should take place at regular intervals and at least once annually. Feedback is non-judgmental, supportive, constructive, and honest. It helps increase motivation as well as efficiency.

Evaluations should be completed with reference to the volunteer position description.

What can Organizations Expect From Volunteers?

An organization can expect a volunteer to:
- Be interested in the field.
- Choose carefully the area in which to volunteer – jobs suited to interest and ability are usually the most rewarding.
- Realistically estimate the amount of time available to give.
- Report to assignments on time.
- Be clear as to the roles and duties of the job.
- Respect the principles of confidentiality and the same ethical standards as staff members.
- Approach the working situation with an open mind and be willing to go through an orientation period.
- Be a good worker – to share the work load, and to be flexible.
• Be honest – to be open enough to make the organization aware of its program’s strengths and weaknesses.
• Be able to take direction and supervision.
• Keep a friendly relationship with the organization and the people receiving the service.

Motivational Type & Supervision

In general the motivation of volunteers can be classified into one of three categories. People from different types of motivational categories prefer different levels of supervision.

<table>
<thead>
<tr>
<th>Motivational Type</th>
<th>Preferred Supervision</th>
</tr>
</thead>
</table>
| Achievement Oriented         | Wants concrete feedback to improve performance  
                               | Likes result-focused management  
                               | Wants a boss who leaves him / her alone  
                               | Likes to be challenged  
                               | Enjoys time management and responds to goals, objectives, and conceptual thinking  
                               | Needs a well-delegated task  
                               | Enjoys being consulted about decisions, planning |
| Affiliation Oriented         | Wants a concerned, caring supervisor  
                               | Enjoys long chats  
                               | Welcomes advice  
                               | Likes to be part of a team, pair, group  
                               | Needs help if situation is tense or unpleasant  
                               | Avoids conflict  
                               | May not report problems back to supervisor or may “dump” them back to supervisor |
| Power Oriented               | Likes clear cut policies and procedures  
                               | Likes to know limits of authority  
                               | Likes strong leadership  
                               | Needs lots of personal freedom and respect  
                               | Works well alone  
                               | Tends to operate outside standard rules and regulations  
                               | Likes to associate with other “power brokers”  
                               | Needs to be included in decision making and planning |

Achievement Oriented
Goal: Success in a situation which requires excellent or improved performance.

Affiliation Oriented
Goal: To be with others, to enjoy mutual friendships

Power Oriented
Goal: To have an impact or influence on others; to bring about change
Steps to Evaluating Volunteer Accomplishments

1. Gather information. Make a visit to the program. Talk with the volunteer.

2. Prepare a written report and make sure the volunteer receives a copy of it.

3. Review the evaluation results with the volunteer and offer suggestions for building on his or her accomplishments. This review may also help to determine the individual’s interest in continuing as a volunteer.

Tips for Supporting Volunteers

- Talk informally with volunteers to monitor their satisfaction with the program.

- Motivational questions might include:
  - How do you feel about your position?
  - What are your frustrations?
  - What do you need in order to perform better?

- Show an interest in your volunteers on a personal level.

- Build volunteer confidence by giving honest and supportive feedback.

- Take the time to make sure that all parties concerned understand the feedback.

- Emphasize the positive, and focus on a person’s behaviour rather than on him or her personally.

- Focus on observations rather than interpretations or conclusions made from what you have heard.

- Ask for and listen to constructive feedback with openness.

- Use the sandwich approach. If you have a suggestion for change to make or a comment to offer,
  
  Open with a positive comment
  
  Provide the corrective comment
  
  End with a positive comment.

- Ask the volunteer what he or she would like to change about their performance before
offering any negative or corrective comments. Often, they will identify the problem you were about to raise.

- At times, it may be better to give feedback in private.

Resolving Problems

Despite your best recruitment, orientation and training, problems may arise with some volunteers. It is important to address these problems or issues as they arise to prevent them from getting worse. Keep in mind the following tips when working to resolve problems.

- Focus on specific and concrete situations, not vague and general comments.
- Focus on present, rather than past behaviour.
- Focus on changeable and modifiable behaviour.
- Focus on a description of “what” rather than “how well” or “why”.
- Be honest and show respect.
- Give feedback right away or as soon as appropriate. Don’t put off dealing with the problem hoping that it will go away. It will only get worse.
- Suggest various options rather than the right answer.
- Create a climate that allows for sharing of information, not judging of abilities.

Exit Interviews

Exit interviews should be conducted with all volunteers who leave their positions. The interview provides an opportunity to find out why the volunteer is leaving and gather any suggestions he or she may have to improve the position. It also allows an opportunity to discuss the possibility of involving the person in another capacity. It is also an opportunity to once again thank the volunteer for the time that they have given to the organization or their community. The individual’s name and length of service as well as a list of the types of volunteer positions performed should be kept on file for a length of time in case the volunteer returns or for statistical analysis.
Exit Interview

We are always working to improve our volunteer program. We would appreciate you helping us to identify areas in which we might do better. Please complete the following questions honestly. All information collected will be kept confidential. It will be used to ensure that other volunteers receive the best possible treatment.

Name: ________________________________________________________________

Volunteer Positions Held: ________________________________________________

______________________________________________________________________

______________________________________________________________________

The orientation and training that I received was:

☐ Very Good  ☐ Good  ☐ Poor  ☐ Could have used more  ☐ Did not receive any

Why are you leaving? (Please check all reasons that apply.)

☐ Job Accomplished  ☐ No new challenges  ☐ Did not like the job I was given
☐ Didn’t feel well utilized  ☐ Need a change  ☐ Other commitments
☐ Other: ______________________________________________________________

What did you like best about volunteering with us? __________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

What suggestions would you make for changes or improvements in our volunteer program? ________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Overall, how would you rate your experience in volunteering with us?

☐ Great  ☐ Good  ☐ OK  ☐ Fair  ☐ Terrible

Additional Comments: ____________________________________________________

______________________________________________________________________

______________________________________________________________________
# Monthly Volunteer Report

**Volunteer Name:** 

**Position:** 

**Program:** 

**Program Statistics:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Participants</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Highlights from this Month:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Issues / Problems:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**I need additional training and / or support with:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Volunteer: ___________________________ Date: _______________

54
Record of Volunteer Service

First Name: __________________________  Last Name: _____________________

Mailing Address: __________________________________________
__________________________ Postal Code: ________________

Phone Number: ________________________ (Home) _________________________ (Other)

Fill in the hours of service per day next to the date. Add the total for the month at the bottom.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours for the Year: ____________
Volunteer Evaluation Form

Volunteer’s Name: ________________________________ Date: ________________

Task: ________________________________

☐ Excellent  ☐ Good Job
☐ Could benefit from further training  ☐ Did not complete task

Comments: _________________________________________________________________________________________________________________________________________

Task #2: ________________________________

☐ Excellent  ☐ Good Job
☐ Could benefit from further training  ☐ Did not complete task

Comments: _________________________________________________________________________________________________________________________________________

Signature of Supervisor: _____________________________________________________________

I have read the evaluation and provided my comments on the back.

Signature of Volunteer: ________________________________ Date: ________________________
Recognition

Recognition should be both formal and informal. It happens informally every time a thank you is said. Formally, volunteers are thanked through celebrations and recognition events planned in their honour. It is important that the “thank you” fits the volunteer; you need to know your volunteers so that they can be thanked in a way that leaves them feeling truly recognized.

A volunteer’s pay is the recognition that he or she receives. It should be recognized that he or she is an equal and respected part of the organization. Recognition helps volunteers to feel valued. If managed properly, your recognition program will motivate volunteers. It will:

- Contribute to productivity
- Contribute to retention
- Contribute to morale

Appropriate and regular recognition will help you to keep happy volunteers for a longer period of time.

When to Recognize Volunteers

Volunteers should be recognized frequently. You can recognize volunteers when they join your organization, on a daily or weekly basis, on a monthly basis, at the completion of a special project, at meetings with staff or groups, on occasions, at events, on an annual basis, and when a volunteer leaves your organization.

*National Volunteer Week*, held in April of each year, or *International Day of Volunteers* held on December 5th of each year are ideal times to hold annual events.

You can recognize your volunteers in the volunteer office or lounge, in the hallway, in the community co-op, at stores, in the media, and in your community newsletter.
Recognition Programs that Work

- Ensure that rewards are appropriate for the individual.
- Base rewards on individual jobs or tasks.
- Develop consistent reward policies, resulting in a sense of trust that effort will receive the proper reward.
- Recognize volunteers who have been with you for a long time and special contributions frequently.
- Offer rewards that can be shared by teams of volunteers or the entire organization.
- Give recognition for what you want more of.
- Give recognition honestly.

Personalizing Volunteer Recognition

Personalizing your volunteer recognition component of your program is the best form of showing appreciation for the contribution of volunteers. A generic message does not recognize an individual’s contribution, which is the only external cue that tells a volunteer that they are doing a good and worthy job.

Here are some helpful hints on recognizing your volunteers:

- When your volunteer does something that has really helped the organization, remember to write down the impact, so that when you write a card or give a speech to recognize that volunteer, you will have different messages for each volunteer, instead of using the same language for each one.

- Be aware of volunteers’ interests through conversations and observation. That way, when it comes time to give them recognition gifts, you can get them something that they will really appreciate, and they will also know that you are interested in them.

- Ask other volunteers, clients or staff about the volunteers’ efforts and personality. This will help you to get an idea of how others see this person, and will make the volunteer feel more included in the group, knowing how others perceive them.

- Find out what types of foods your volunteers like - then randomly present them with treats, just to let them know that they are appreciated. Sometimes group volunteer recognition events lose the individual element of each volunteer’s contribution. Small, periodic, random gifts can help to decrease this problem.

- Celebrate volunteers’ birthdays and let all staff know when that birthday is. For many people, just knowing that everyone in an organization is aware of you and shows interest can help you to realize that the organization appreciates your contribution.
Develop a Volunteer Recognition Plan

Volunteer recognition is a very important component to a successful volunteer program. Don’t just leave your volunteer recognition to chance. Take some time to plan how you will recognize your volunteers throughout the year. Use the Volunteer Recognition Planner to help you to plan your recognition for this year.

You should give consistent recognition. For example, you always hold an annual recognition event to which all volunteers are invited or you always recognize volunteers when they have volunteered with your organization for five years. Keeping recognition consistent does not mean that you always have to do the exact same things or give the same card, it does mean that you should give recognition of the same perceived value.

Recognition Hints

- Celebrate your recognition system. Make sure all of your volunteers and staff know what your recognition system is and what they need to do to get certain things.

- Keep track of previous awards given.

- Build a feeling of prestige around your major awards so that people receiving them feel the significance of their achievement.

- Remember to match the appropriate form of recognition to the right person.
### Ways to Recognize Volunteers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Smile</td>
</tr>
<tr>
<td>2</td>
<td>Put up a volunteer suggestion box</td>
</tr>
<tr>
<td>3</td>
<td>Send a birthday card</td>
</tr>
<tr>
<td>4</td>
<td>Arrange for discounts</td>
</tr>
<tr>
<td>5</td>
<td>Send a letter of welcome</td>
</tr>
<tr>
<td>6</td>
<td>Give service stripes</td>
</tr>
<tr>
<td>7</td>
<td>Provide free coffee</td>
</tr>
<tr>
<td>8</td>
<td>Plan annual ceremonial occasions</td>
</tr>
<tr>
<td>9</td>
<td>Post an Honour Role in the reception area</td>
</tr>
<tr>
<td>10</td>
<td>Nominate volunteers for Nunavut Volunteer Awards</td>
</tr>
<tr>
<td>11</td>
<td>Provide child care</td>
</tr>
<tr>
<td>12</td>
<td>Include them in team planning</td>
</tr>
<tr>
<td>13</td>
<td>Allow the volunteer to grow on the job</td>
</tr>
<tr>
<td>14</td>
<td>Allow the volunteer to grow out of the job</td>
</tr>
<tr>
<td>15</td>
<td>Send newsworthy information to the media</td>
</tr>
<tr>
<td>16</td>
<td>Have coffee and cake parties</td>
</tr>
<tr>
<td>17</td>
<td>Welcome volunteers to staff coffee breaks</td>
</tr>
<tr>
<td>18</td>
<td>Involve volunteers in training other volunteers</td>
</tr>
<tr>
<td>19</td>
<td>Have a public reception</td>
</tr>
<tr>
<td>20</td>
<td>Send a valentine</td>
</tr>
<tr>
<td>21</td>
<td>Recommend a volunteer to a prospective employer</td>
</tr>
<tr>
<td>22</td>
<td>Provide scholarships to volunteer conference</td>
</tr>
<tr>
<td>23</td>
<td>Use volunteers as consultants</td>
</tr>
<tr>
<td>24</td>
<td>Write them thank-you notes</td>
</tr>
<tr>
<td>25</td>
<td>Invite them to participate in developing policies</td>
</tr>
<tr>
<td>26</td>
<td>Surprise them with coffee and cake</td>
</tr>
<tr>
<td>27</td>
<td>Celebrate outstanding projects and achievements</td>
</tr>
<tr>
<td>28</td>
<td>Nominate them for volunteer awards</td>
</tr>
<tr>
<td>29</td>
<td>Praise them to their friends</td>
</tr>
<tr>
<td>30</td>
<td>Provide substantive in-service training</td>
</tr>
<tr>
<td>31</td>
<td>Plan staff and volunteer social events</td>
</tr>
<tr>
<td>32</td>
<td>Send occasional fun cards.</td>
</tr>
<tr>
<td>33</td>
<td>Encourage client-planned surprises</td>
</tr>
<tr>
<td>34</td>
<td>Create newspaper publicity.</td>
</tr>
<tr>
<td>35</td>
<td>Promote a “Volunteer of the Month” program</td>
</tr>
<tr>
<td>36</td>
<td>Send a letter of appreciation to their employer</td>
</tr>
<tr>
<td>37</td>
<td>Plan a Recognition Edition of the community newsletter</td>
</tr>
<tr>
<td>38</td>
<td>Colour code name tags to indicate particular achievements (hours, years, etc.)</td>
</tr>
<tr>
<td>39</td>
<td>Have a fishing derby</td>
</tr>
<tr>
<td>40</td>
<td>Send Christmas Cards</td>
</tr>
<tr>
<td>41</td>
<td>Say “We missed you”</td>
</tr>
<tr>
<td>42</td>
<td>Give volunteer caring kits</td>
</tr>
<tr>
<td>43</td>
<td>Have children involved in programs that make posters for volunteers</td>
</tr>
<tr>
<td>44</td>
<td>Name an award after a long-standing volunteer</td>
</tr>
<tr>
<td>45</td>
<td>Use children’s drawings to make bookmarks</td>
</tr>
<tr>
<td>46</td>
<td>Send an anniversary card to volunteers highlighting their years of service</td>
</tr>
<tr>
<td>47</td>
<td>Give them a framed photo of them “on-the-job”</td>
</tr>
<tr>
<td>48</td>
<td>Give graduating student volunteers a workshop on resume writing</td>
</tr>
<tr>
<td>49</td>
<td>Dedicate a community bench to the community volunteers</td>
</tr>
<tr>
<td>50</td>
<td>Give volunteer certificates signed by the Mayor</td>
</tr>
</tbody>
</table>
More Ways to Recognize Volunteers

- Give your volunteers a bag of mixed nuts with a note attached stating, "We would go 'nuts' without your support!".

- Use candles for National Volunteer Week. Wrap them in cellophane and tie them with a note stating, "You light up the lives of so many!". You can also use notes stating, "You lighten our load by volunteering."

- Make Volunteer Caring Kits for your volunteers. Compile all of the items into a bag and photocopy the list of ingredients. Attach a greeting card or tag with a personal thank you to the volunteer.

- Mini-Grants to Volunteers
  For several years, the County Commissioners (of Colorado USA) have awarded mini-grants to volunteers in the County government volunteer programs. Volunteers submit proposals for grants that will benefit the work of their volunteer program, the clients served by the volunteer program, or the program volunteers. Examples of this are: a demonstration project; the enhancement of a current project; the purchase of a piece of equipment or supplies that will improve or enhance the volunteer experience or the volunteer program; training or publications that will increase volunteer skills or knowledge. Awards are made at a Commissioners' meeting followed by a reception. The volunteers are recognized publicly as are the very creative programs in which they work.

Source: Volunteer Canada - www.volunteer.ca

Volunteer Caring Kit

- Paper clips: Paper clips have many uses, just like each volunteer has many talents. Paper clips are also used to hold a program together and provide guidance to youth.

- Rubber Bands: Rubber bands represent the flexibility that all volunteers need to have. You can adapt to any different situation. As volunteers, you can also stretch your own abilities to have new opportunities.

- Band Aids: Band aids help others and are sensitive to others feelings, just as volunteers have to be keyed-in to the feelings of those they work with.

- Coin: This coin represents a quarter to call and ask for help and to remind you that you are not alone.

- Paper Bill: this money calculates the contribution that volunteers make to a program through their donation of time.

- Balloon: This balloon expands and grows as you learn from others.

- Heart Sticker: This heart represents the ability to reach out to youth. You care about our youth and what they are doing.

- Mint: This mint represents the fact that each of you is worth a mint. Volunteers are very special and really make a difference.

- Lifesavers: Lifesavers represent the special contribution to a program that each volunteer makes and emphasizes that each of us are unique and different just like the rainbow of colour of lifesavers and that there is a place in the organization for everyone.

- Safety Pin: A safety pin to remind you that you are bright and sharp and utterly indispensable.
Volunteer Recognition Planner

Year: ______________________

How we Recognize Volunteers…

☐ Monthly: ____________________________

☐ Annually: ____________________________

☐ After a Special Event: ____________________________

☐ When volunteers leave: ____________________________

☐ Other: ____________________________

Annual Volunteer Recognition Event Plan

☐ Date / Time: ____________________________

☐ Location: ____________________________

☐ Number of Volunteers Attending: ____________________________

☐ Special Invited Guests: ____________________________

☐ Recognition Items Given to Volunteers: ____________________________

☐ Refreshments: ____________________________

☐ Entertainment: ____________________________

☐ Advertising / Promotion of the Event: ____________________________

☐ Media Coverage: ____________________________

☐ Other: ____________________________

I can improve next year’s event by: ____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
## Volunteer Recognition Log

Volunteer Name: ________________________________________________________

<table>
<thead>
<tr>
<th>Date:</th>
<th>Recognition Received:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Date:</td>
<td>Recognition Received:</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Date:</td>
<td>Recognition Received:</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Date:</td>
<td>Recognition Received:</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Date:</td>
<td>Recognition Received:</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
References:


Volunteer Management for Recreation Leaders, NWT Municipal and Community Affairs.
