

## Module 11

# Working Effectively With Volunteers: Building Service Capacity



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### Building Stronger Organizations through Participation

Our business is training volunteer leaders to build stronger communities. A strong community is an end in itself; it's also an attraction to industry, retirees and other residents to help small towns survive and grow. One of the most important things that community leaders do is to identify, recruit, train, support and reward volunteers in working to build better communities. With declining federal funding for local programs, how good a community is really depends on whether it is able to tap volunteers to meet its needs in private organizations and in local government, schools, the arts and other areas.

### Volunteers — An Asset to the Nonprofit

#### There Are Numerous Ways Volunteers Can Help A Nonprofit

- **They save money.** A volunteer is a walking subsidy whose contributions would otherwise have to be paid for by the nonprofit, the people it serves and the organizations that fund it (Stratton, 1994 in Di Lima and Johns, 1996:3:76).
- **They are conduits to the community at large.** Volunteers often have a wealth of valuable contacts that can translate into donations of goods, services or money to the nonprofit (Stratton, 1994 in Di Lima and Johns, 1996:3:76).
- **They are natural goodwill ambassadors.** When volunteers find service at a nonprofit rewarding, they tell others. The community support volunteers generate can be amazing. In addition to serving as goodwill ambassadors, volunteers can be valuable allies if the nonprofit becomes embroiled in a public controversy. Their reassurance can help avoid a potentially explosive situation. Keep in mind that volunteers can just as easily spread the “bad word” about the nonprofit — if volunteering is a negative experience. Be sure to make it a positive and rewarding one (Stratton, 1994 in Di Lima and Johns, 1996:3:76).
- **They enhance the nonprofit’s services.** Those who use the nonprofit organization’s programs and services are always pleased when their needs are met. This satisfaction can only increase when caring volunteers make the programs and services even more effective (Stratton, 1994 in Di Lima and Johns, 1996:3:76).
- **They lighten the staff’s load.** When volunteers are an extra pair of hands at the nonprofit, they are making life easier for paid staffers — something that should not go unrecognized (Stratton, 1994 in Di Lima and Johns, 1996:3:76).
- **They bring needed expertise.** A volunteer’s occupational experience just might include the expertise the nonprofit needs at the moment. For example, a journalist might be ideal for training the staff or service recipients in the intricacies of desktop publishing (Stratton, 1994 in Di Lima and Johns, 1996:3:76)!

Volunteers themselves benefit from volunteering. They often pick up valuable skills and experience they can use in some future line of work. More intangibly, through,



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what they get back from their contributions of time, talent and energy is the satisfaction they they are helping others (Stratton, 1994 in Di Lima and Johns, 1996:3:76).

## **The Tasks of Volunteer Leadership**

1. Identify — where and who are the potential volunteers? Why do people volunteer?
2. Recruit and place — where do we look for volunteers? How do we get the right pegs in the right holes?
3. Train — letting them know what's expected, where the resources are, and how to do the job.
4. Support — keeping volunteers is the hardest part of the task of leadership.
5. Reward — letting them know you appreciate them.

We will take a closer look at each of these tasks.

## **Identification of Volunteer Sources**

In years past women who did not work outside the home have provided the pool. We have lost most of that pool. Potential sources of volunteers include:

- Teens, although many are employed part-time even while going to school.
- Retirees, most of whom are healthier and more affluent than ever.
- Men and women who have always done volunteer work in many areas.
- Empty Nest families that may include Super Moms who formerly volunteered for activities that involved children. This is a talented pool.
- Newcomers interested in establishing meaningful ties to the community.
- College students engaged in service-learning. They can develop lifelong habits of community service and civic involvement.

## **Who Volunteers?**

- 52 percent of American adults and 53 percent of American teenagers.
- 76 million adults volunteer an average of 100 hours per year.
- Upper socio-economic groups are more likely to volunteer: 63 percent of people with annual household incomes of \$20,000+ volunteered.
- 63 percent of people with some college education volunteered.
- Employed people are more likely to volunteer than people who are not working.
- The annual value of volunteer work is estimated at \$65 billion.
- Generally, the following groups are slightly more inclined to volunteer:
  - Women
  - People under the age of 55
  - People with children still at home
  - Suburban and rural residents
  - People living in larger households



• Volunteer areas:

- Religion . . . . . 19%
- Education . . . . . 12%
- Health . . . . . 12%
- Recreation . . . . . 7%
- Informal volunteer activities. . . . . 23%

- 91 percent of all volunteers made charitable contributions.
- 31 percent of those who volunteered spent a minimum of 2 hours/week;
- 10 percent spent 7 hours or more.

**How Did They Become Involved?**

- Someone asked them personally. . . . . 44%
- A friend or family member was already involved. . . . . 29%
- Through participation in group or organization. . . . . 25%
- Sought the activity on their own. . . . . 25%
- Volunteered because they had seen an ad or some information about volunteer activity in the media. . . . . 6%

**On Volunteering**  
 80 percent of those who did not volunteer listed as the primary reason for not volunteer is:  
**THEY WERE NOT ASKED!**

**Where Are Volunteers Active?**

<u>%</u>	<u>SUBJECT AREA</u>
23	Informal ways or alone
19	Religion
12	Health
12	Education
7	Recreation
6	Citizenship
6	Community Action
6	Work-Related Areas
6	Politics
6	General Fund-Raising
5	Social Welfare
3	Arts/Culture
1	Justice



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## Recruiting and Placement

Some Good Places to Look for Volunteers:

High schools, student organizations

Churches

Service clubs

Parents

Retirement communities

People volunteer to:

- Be sociable
- Develop or express particular skills;
- Experiment with new roles;
- Acquire experience;
- Build communities or serve causes they believe in;
- Support the development of their children;
- Reach out to others in need;
- Express religious or moral values;
- Bridge the transition to new life stages
- Replace activities that have been lost
- Round out a retirement lifestyle

Having speakers available on your volunteer program who are enthusiastic and informed is a good way to raise your visibility. Ultimately, however, recruiting is a labor intensive, one-on-one effort.

The hardest part of the process is placing volunteers in the right job. Every community needs someone who is a volunteer matchmaker — the kind of person who may be recruiting soccer coaches when he or she runs across a perfect Meals on Wheels person and knows how to make the connection.

Once the volunteer has been recruited, how do you find their slot? You can have them fill out forms that identify various volunteer jobs to determine what is right for them, interview volunteers, let them try some roles, move them around; someone needs to keep an eye on the process until the volunteer has found a niche. Many communities, even some fairly small ones, have addressed the recruit-and-place problem by establishing a Volunteer Center that works with organizations and individuals to locate and place volunteers.

In the process of finding and placing people, be careful of two half-truths:

1. Ask a busy person. True; these are people with energy and organization that will serve you well. But you may be overlooking some low-visibility people that need some encouragement and development so that they, down the road, will also be observed as a “busy person.”
2. It’s easier to do it myself. Often true, especially for small job. But if your real talents are in recruiting and placing, you are wasting your valuable talents and denying someone else the opportunity to contribute and learn.



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## Putting Volunteers to Work

In the past, most volunteers performed the same duties the same hours each week. Today's volunteers are different. They often work odd hours on the job and, at the same time, try to juggle the demands of work, day care and family activities. To attract and retain these volunteers, the nonprofit organization has to be flexible and adapt itself to their schedules (Stratton, 1994 in Di Lima and Johns, 1996:3:76). This should not have to be a burden. It is possible to discover a range of services volunteers can perform. Here are some examples:

- Direct hands-on work with clients: These are the volunteers who read to and play games with clients, bathe people, transport those who are unable to get around or serve the lunches — just to name a few activities (Stratton, 1994 in Di Lima and Johns, 1996:3:76).
- Support functions: Volunteers can perform a variety of jobs that staffers often have a tough time catching up on, like typing, filing, stuffing envelopes and photocopying. Two very reliable sources for this kind of volunteer assistance are church organizations and independent living complexes for the elderly (Stratton, 1994 in Di Lima and Johns, 1996:3:76).
- “Outside the nonprofit” volunteer work: Do not think of volunteers only as those who put in six hours a week at the nonprofit. They could be people who bake cookies or other treats once a month for clients, or they could be high school kids who run errands after school. Volunteers can also be trained to do speaking engagements, which can lighten staff responsibility. In addition, this is effective public relations because volunteers who donate their time and talents enjoy a special credibility within the community (Stratton, 1994 in Di Lima and Johns, 1996:3:76).
- Contributions of goods and services: Volunteers are often generous with their material possessions when they perceive an unmet need (Stratton, 1994 in Di Lima and Johns, 1996:3:76).
- Professional and technical services: Skilled or professional people often have a specialty that can help the nonprofit. For example, the volunteer services of a marketing executive can do wonders for the nonprofit's public relations efforts. To take another approach, a volunteer advisory committee made up of business professionals can help the nonprofit's bottom line. Ask as many as 12 volunteers to serve on the committee and recommend how the nonprofit can best manage its finances. Turn to accountants, vice presidents of banks and companies, and others with demonstrated business acumen (Stratton, 1994 in Di Lima and Johns, 1996:3:76).

## Training

1. Volunteers need job descriptions so they know what they are supposed to do. Someone needs to take the time to teach or show them. They need to know what they are to do, whom they are to work with, how they get resources and



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where to go for help. Teamwork is important for integrating new volunteers, especially for teen or student volunteers (Fisher and Cole, 1993:97-118). Remember, we learn from each other and the social aspects of volunteer work are an important motivating factor.

2. Other techniques that may be helpful are orientation sessions; retreats or workshops that build teams of old and new volunteers while providing an orientation; or handbooks that explain the structure and operating procedures of the organization and the functions of various committees or groups, as well as the volunteer's specific assignment (Fisher and Cole, 1993:97-118).
3. An important aspect of training is to develop volunteer leadership through a hierarchy of jobs of increasing independence and responsibility (Fisher and Cole, 1993:97-118).
4. If possible, offer the volunteer the opportunity to acquire some special skills or attend workshops that are relevant to what he or she is doing or will be doing (Fisher and Cole, 1993:97-118).

Invest in volunteers. There are volunteer conferences and all kinds of specialized training — CPR, computer skills, working with children — offered through technical and community colleges, the extension service and other sources. Provide a sitter; pay part or all of the cost. Good volunteers are worth the investment (Fisher and Cole, 1993:97-118).

### **Support**

Support is a critical and often neglected leadership task. Let your volunteers know that they are appreciated and give them the resources and the help that they need (Fisher and Cole, 1993:97-118).

We need to work at correcting disruptive leadership styles:

- Negative
- Critical
- Effusive
- Do-it-yourself
- Neglectful
- Over structured
- Detached or uninvolved

We need to work at developing good leadership styles:

- Self-effacing
- Enthusiastic
- Observant
- Involving others and sharing roles
- Organized but flexible.

Resources are critical — materials, assistance and partners, copying, whatever. Providing resources lets volunteers know that you think what they do is important.



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Feedback, both positive and negative but strong on the positive, is also important. There are a lot of problems in evaluating volunteer workers and volunteer jobs, but it needs to be done.

### **Reward**

Why? They deserve it; it keeps them going. There are never enough good ways to say thank you. Give them pins, plaques, dinners, award programs. Put their names in the newsletters. Acknowledge their contributions at every chance. Remember, volunteers don't get a paycheck, so they are more likely to walk away if they are poorly placed, unsupported, unrecognized or frustrated. We can get by with bad personnel management in business to some degree, but bad management is the death knell of an organization that depends on volunteers. Investing in volunteer management is the most important thing that you can do (Fisher and Cole, 1993:58-77).

Volunteerism involves a lot of specialized skills. The most important skills are leadership skills. In addition, however, managing volunteers involves some specialized skills in working with business, fund-raising, motivation, supervision and evaluation — the kinds of personnel management skills that business persons need but adapted to the unique circumstances of volunteer organizations (Fisher and Cole, 1993:58-77).

### **Volunteer-Business Partnerships: What Do We Have to Offer Each Other**

Your volunteer organization is seeking help from local business firms. What is the best way to approach them? Here are some guidelines for getting help, cooperation and support from business firms in your area.

The first rule in preaching, teaching and any other communication is to start where they are — speak their language. Buzzwords like efficient, cost-effective, multipliers and management by objectives will establish a common framework. Read Tom Peters and Peter Drucker to get the mind set. Not only will your prospective supporter respond better, but you will gain some insights into management skills and perspectives that are good for your organization.

### **Asking for Money and Equipment**

Never approach a business or a businessperson without a concrete proposal. Know what you need, how much time it takes, how much it costs, who will benefit and how. Do not say we need help with our accounting system. Say we would like someone to donate 4-6 hours to work with our bookkeeper to set up a better record-keeping system on the computer for incoming funds and we need a person like you or someone from your company because you have a similar kind of income (Fisher and Cole, 1993:42-43; 97-118).

There is a basic economic premise every time we ask for help in voluntary organizations, namely that we need to find ways to ask that result in benefits to both parties. Translation — what's in it for me? Try to figure out who in the company has the skills and can give what you want at the lowest cost/highest benefit.



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### What's in It for Them?

Generally, for the firm, building a stronger community increases the success of their business; more specifically, volunteer work provides them with business contacts, customers and good will. In addition, owners and managers of business firms are also individuals, interested in opportunities to work in a different setting, to show off what they can do, to build a different set of skills, or to try on new roles without fear of failure. Sometimes there is a tax write-off; sometimes there is a payoff in employee morale and retention if they support employee efforts in volunteer work.

### Matching Needs and Resources

Volunteer organizations need money, resources (space, equipment, transportation, other in kind), volunteer time and training or loan of specialized skills. Individual business leaders and firms have those things, but they need to be matched up with the right organization and they need to know what's in it for them.

If I were promoting Habitat for Humanity, I would offer door logos and other means of visibility for hardware stores and other housing related businesses. Theater groups are great at giving visibility to their sponsors, such as programs thanking patrons and donors. Other groups need to develop methods of promotion, for example: ads, bumper stickers that read "I support..", etc. Ask a sporting goods store to sponsor Y programs; ask a bike shop to donate for the PTO or Parent's School Improvement Council raffle because they cater to kids.

This can be fun, matching businesses to volunteer organizations. So the first step is to find a business that has some logical tie to the service you offer — like the Winn Dixie and Salvation Army Even It Up program that provides food for the hungry.

Whether asking for money or time, it helps a lot to make the donation visible; plaques, acknowledgments and a photograph of presenting a check. Think about the tax aspects of what you are asking. Can they give you space, let you use equipment, give you old equipment they are replacing and get more in tax deductions than they could in the sale price? (This approach is especially good for acquiring computers, but make them show you how to run it!)

### Using Business Leaders As Resources

In building business-volunteer partnerships, we need to build on the strengths and compensate for the weaknesses of both parties. Start with some caricatures.

**The Business-Based Volunteer Profile.** Business professionals tend to be hierarchical, task-oriented, performance-minded, competitive, individualistic and specialized. They are good at getting things done, meeting deadlines, innovating, managing resources and evaluating. They may have shortcomings in some people skills, willingness to cooperate, and seeking broad input. They are goal oriented and display strong patterns of day-to-day continuity, planning and methods of doing things that can sometimes stifle creativity.

**The Traditional Volunteer Profile.** These individuals are normally more people and service oriented. They tend to be loosely structured, cooperative, community-orient-



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ed and skilled at a wide variety of tasks. They are good at making people feel needed and wanted, good at carrying out isolated events, and often willing to seek and implement suggestions for improvement. Their shortcomings tend to be lack of availability to the organization on an extended continuing basis, relative absence of resources to support activity, and managerial or planning skills. High turnover rates of volunteers provide many new ideas and creative opportunities, but it also brings inefficiencies and “reinvention of the wheel.” These qualities are essential to delivery of human services.

Like learning styles, different approaches and different sets of skills are useful for different sets of tasks. When we work with volunteers and volunteer managers, we find it hard to generate interest in such applied and managerial topics as fundraising, financial management, communications and publicity. Yet these are essential tasks and essential skills.

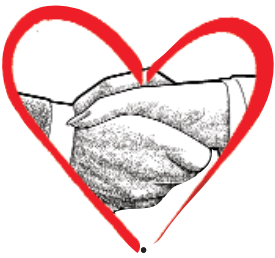
A businessperson who gets deeply involved with a volunteer organization to the extent of adopting some of its cooperative, people-oriented outlook and values will probably change management style in some positive ways, and hopefully some of those Type A, management by objectives ideas, will rub off on the organization. There is also a risk of a conflict in styles. Many of the tasks of a volunteer organization are suited to the typical people-oriented team style, but some are not. Business type activities include budgets, publicity, calendars, bylaws, communications, job descriptions and committee functions.

### **Some Ways to Involve Volunteers**

Recruit them as volunteers or board members and assign them to what they do best. If you do, get others to work with them for balance and for mutual learning. Most volunteers don't like to be assigned to do something I know how to do well all by myself. They know when they leave the task may be is lost, and they like teamwork, and they like to train others to do it too. Furthermore, a good committee needs a mix of right-brained and left-brained types, people-oriented and task-oriented, systematic and creative (Fisher and Cole, 1993:26-41, 81-96).

Recruit volunteers as trainers, teaching people in the organization by setting up a bookkeeping system or label printing system or layout for newsletter. This approach is attractive to single commitment, short term, busy types; or an opportunity for those working their way up, looking for contacts and experience. Want to get someone to teach you fund-raising? Try one of your retired executives, or someone in insurance sales. These people know how to motivate, set up teams and build self-confidence so that most of your volunteers can learn to raise money (Fisher and Cole, 1993:81-96).

Use volunteers as a sounding board and source of ideas — an advisory board that meets quarterly or even semi-annually, picked partly because of their interest but also because of their mix of skills with the chair on the working board. Or get them to conduct in-house workshops on management concerns periodically (Fisher and Cole, 1993:26-41, 81-96).



## A Volunteer's Bill of Rights

I am a volunteer. I build communities, make things happen, and help to provide the glue that holds society together. I reach out to those in need as a part of a team working to create a better world, starting in my local community.

As a volunteer, I have a right to the information I need to do my job.

As a volunteer, I have a right to know what is expected of me and how much freedom I have to adapt the job to my own style and abilities.

As a volunteer, I have a right to the support of the organization, its paid staff and its volunteer leadership.

As a volunteer, I have a right to make choices about how I want to make my contribution.

As a volunteer, I have the right to use my time effectively and wisely.

As a volunteer, I have the right to have adequate resources with which to do my assigned task.

As a volunteer, I have the right to undertake tasks that will give me a sense of achievement and help me to grow as a person.

As a volunteer, I have the right to be recognized for my contributions.

### Worksheet for Business-Volunteer Partnerships: What My Organization Needs and Where to Find It

Help with newsletters and other communications

- Whom to ask:
- What to ask for:

Help with external public relations

- Whom to ask:
- What to ask for:

Board training and leadership development

- Whom to ask:
- What to ask for:

Financial organization, budget preparation, audit

- Whom to ask:
- What to ask for:

Help with fundraising

- Whom to ask:
- What to ask for:

Help with organization — committee structures, job descriptions, bylaws, conduct of meetings

- Whom to ask:
- What to ask for:

Support for clerical functions - space, copying, etc.

- Whom to ask:
- What to ask for:

Help computerizing mailings and records

- Whom to ask:
- What to ask for:

Direct financial support

- Whom to ask:
- What to ask for:



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## Rights of Volunteer Board Members

- To be fully informed about responsibilities, time commitment, organization, etc., before accepting the position of board member.
- To have opportunities for orientation and continuing board training which will assist the board member to function effectively.
- To be kept informed through accurate financial reports, management reports, regular and thorough briefings by staff, etc., about the operation of the organization.
- To expect that volunteer time will not be wasted by lack of planning, coordination, or cooperation within the organization or within the board.
- To be assigned jobs that are worthwhile and challenging, with freedom to use existing skills or develop new ones.
- To be able to decline an assignment if it is felt that the match of skills and interests is not appropriate.
- To have successful job experiences that provide opportunities for personal growth.
- To be trusted with confidential information that will help the board member carry out assignments and responsibilities.
- To know whether or not the volunteer work is effective and what results have been obtained; access to an evaluation process which will measure performance based upon measurable, impartial standards.
- To be recognized at appropriate times for one's work and involvement as a board member (Maui United Way in Di Lima and Johns, 1996, 7:9).

### Motivating Volunteer Staff: Why I am Not a Volunteer

*(A not-so-tongue-in-cheek confession of a former volunteer)*

SOMEHOW, I get the feeling that NOT to be a volunteer in someone's program today is to be uncivilized. But, like many of my peers who "sit-out," I have reasons for letting opportunity pass me by. You, the program administrator and professional, have supplied me with them. Do you really want to know why I am not a volunteer?

For a long time I never knew you wanted me. You communicated quite well, "I'd rather do it myself, thank you." You are articulate in expressing your needs in dollars and decimals. Your silence on services, I figured, was your last word.

Once you did call for help, and I stepped forward. But you never told me how to get started. I later thought that maybe what you actually said was, "Why don't we have lunch . . . sometime?"

I persevered, however, I reported for duty. You turned me over to a department head and he, in turn, sent me down to the section chief. He was out and the secretary did not know what to do with so rare a species as a volunteer, so she suggested that I get in touch next Tuesday. I called, but my message got lost.



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I might have overlooked the runaround. People cannot be blamed for doing the best they can, and the worst and best are hard to distinguish in the emptiness of a vacuum. For some reason, I thought you, as their leader, would have given a bit of thought beforehand to what you would do with me, a volunteer, or at least to let someone else know I was coming and give the worry of organizing the situation.

Come time for the spring mail-out, and my neighbor and I appeared on the scene. We worked: for two days we licked stamps and envelope flaps, until the steak at supper tasted like tongue. Then I learned from the slip of a clerk that before our coming you had turned off the postage machine. I really cannot blame you; if you had not gone out of your way to make work for us, what would a couple of volunteers have done for two whole days?

I tried again, a number of times. But you really did not expect much of me. You never trained me, nor insisted on standards for my work. A particularly tough day was coming up for the crew, and I cut out—it was a perfect day for golf. On my return, you said nothing about my absence, except to ask about my score. I never learned if my truancy made any difference.

In spite of all, I think I made a contribution. The only real thanks I got was a letter from you—a form letter. I know how “demanding” this letter was on you. My neighbor had typed the master copy, I had copied it, and together we had forged your name, stuffed the envelopes, sealed, stamped, and mailed them.

### Rate Yourself as a Volunteer Supervisor

**INSTRUCTIONS:** Answer each of the following questions, then rate your performance in each area on a 1-10 scale (10 best) and mark the five areas you will work on for improvement during the next week. (Circle item number)

- When did you last have an exit interview with a volunteer and said thank-you?

The kind of recognition isn't as important as the fact that you systematically recognize your volunteers for their work. Recognition should be appropriate for the situation. The best recognition is still a sincere thank-you when a job is well done.

### Supervising Volunteers:

#### Are You on Target?

Do you . . .

Support and fight for volunteer and professional staff?

Explain deadlines in advance?

Admit your mistakes?

Delegate to volunteers and staff?

Give credit where credit is due?

Give people a chance to prove themselves?



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Give complete and specific job instructions?  
Provide adequate materials and equipment?  
Make prompt, clear-cut decisions wherever possible?

### **Are You Slipping?**

#### **Have you . . .**

Criticized volunteers or staff in front of others?  
Shown favoritism to any member in your work group?  
Blamed others for your mistakes?  
Found fault with everything a volunteer or staff member does?  
Gossiped about one of the volunteers or staff with others in the work group?  
Made it obvious that you are the boss?  
Over-supervised or tried to watch everything they do?  
Treated volunteers or staff as inferiors? (Fisher and Cole, 1993:119-137)

### **Major Causes of Low Volunteer Productivity**

#### **Possible reasons for low volunteer productivity or morale:**

1. Boredom: too much routine
2. Discontent: personality differences
3. Idleness: fluctuating workload, inefficient staffing structure
4. Lack of interest in the work
5. Ill-defined assignments
6. Inadequate supervision
7. Misunderstanding of policies and their purposes
8. Resentment, overload, or unrealistic deadlines
9. Poor communication within work team
10. Emotional stress and personal difficulties

Possible remedies suggested: \_\_\_\_\_



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## Evaluation Volunteer Feedback Form

Date: \_\_\_\_\_

Project \_\_\_\_\_

Job Assignment(s) \_\_\_\_\_

Supervisor/Telephone: \_\_\_\_\_

Hours Donated: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Please rate the Volunteer Services program by checking the box most closely describing your experiences. Add any notes or comments you wish.

	Very Helpful	Somewhat Helpful	Not Helpful
1. Was the experience you received in your volunteer job(s) helpful to you?	_____	_____	_____
2. Did you feel your contribution was helpful?	_____	_____	_____
3. Was the supervision you received adequate to meet your needs?	_____	_____	_____
4. Was the training you received adequate to meet your needs?	_____	_____	_____
5. Would you be willing to repeat this assignment if you had the opportunity?	_____	_____	_____
6. Are you interested in learning about other volunteer opportunities?	_____	_____	_____

Do you have any questions that might help us improve the program?

Additional comments:

Volunteer signature (optional) \_\_\_\_\_ Date \_\_\_\_\_



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**Evaluation Categories and Suggested Criteria for Performance**

**Professional and Interpersonal Skills**

- Establishes measurable goals/objectives in planning work.
- Uses resources prudently and effectively.
- Plans and conducts programs suited to organization’s and client’s needs.
- Works effectively with other volunteers.
- Solves problems effectively.
- Communicates effectively with all staff about program-related matters.
- Communicates effectively in writing and speaking.
- Devotes the time necessary to carry out his/her part in it.
- Understands organization’s mission and his/her part in it.
- Contributes, when appropriate, to program planning, implementation and evaluation.

**Organizational Relations Skills**

- Works with organizations and individuals as a team member; leadership in program development.
- Supervises other volunteers effectively.
- Encourages and facilitates open communication.
- Delegates effectively.
- Makes appropriate and objective decisions.

**Specific comments on strengths and improvements needed:**

- How well were responsibilities of the position description met?
- Other Aspects of Evaluation (overall evaluation by immediate supervisor).

**Rating (Check one):**

- \_\_\_\_\_ This person is outstanding. He/she is an exceptional team member, maintains excellent relations with the organization’s several publics, and is recognized widely in the community/county/state for his/her expertise.
- \_\_\_\_\_ This person exceeds expectations of the position by demonstrating innovative approaches and working with other volunteers and staff.
- \_\_\_\_\_ This person meets all of the expectations of the position.
- \_\_\_\_\_ This person needs improvement; he/she has not met the expectations of the position.

(List specific area for improvement) \_\_\_\_\_

\_\_\_\_\_ This person should seek placement elsewhere. He/she has not responded adequately to prior counseling.

\_\_\_\_\_  
Signature of Supervisor / Date

\_\_\_\_\_  
Signature of Volunteer / Date



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