Decoda
LITERACY SOLUTIONS | Making sense of the modern world

Working with Volunteers

25 Ideas
For Good Practice

Working with Volunteers – 25 Ideas for Good Practice

This guide aims to provide a quick reference for things to know in order to make working with volunteers a positive experience for both your organization and the volunteer. It is written with the needs of literacy organizations and programs in British Columbia and their volunteers in mind. Each idea contains basic information, input from voices in the field, and resources for further information.

Planning
Idea 1: Know why your organization wants volunteers.
Idea 2: Determine your capacity to manage volunteers.
Idea 3: Manage risks.
Idea 4: Designate a supervisor/coordinator.
Idea 5: Prepare written job descriptions.
Idea 6: Develop policies and procedures.
Idea 7: Outline the relationship between staff and volunteers.

Recruiting
Idea 8: Reflect the diversity of your community.
Idea 9: Understand what motivates volunteers.
Idea 10: Develop a message that will appeal to the volunteers that you want to attract.
Idea 11: Use an appropriate technique to convey your message.

Selecting
Idea 12: Prepare application forms.
Idea 13: Conduct interviews.
Idea 14: Screen volunteers based on job requirements.

Training
Idea 15: Provide an orientation and code of conduct.
Idea 16: Offer job specific training.
Idea 17: Place volunteers to make optimal use of their talents.

Supervision
Idea 18: Develop a communication and support system.
Idea 19: Keep records. And keep them secure.
Idea 20: Provide ongoing training.

Evaluation
Idea 21: Give feedback to volunteers.
Idea 22: Evaluate your volunteer program.

Recognition
Idea 23: Build relationships.
Idea 24: Show your appreciation.

Retention
Idea 25: Keep volunteers involved.

References

Idea 1: Know why your organization wants volunteers.

The first step in planning to work with volunteers is to look at the goals and strategies of your organization. Does working with volunteers make sense for what your organization does or wants to do, and how it wants to operate?

If working with volunteers enhances the work of your organization, identify the roles where volunteers are needed. In literacy organizations, volunteer tutors often come to mind. But there are a number of other positions that volunteers can fill, including board members, fund raisers, and clerical help. While many positions may be long term, there are also volunteers needed for short term assignments such as helping at events. For each role, describe the skills and characteristics required.

Voices from the field:

- Ensure you have meaningful volunteer positions within your organization for the volunteers you recruit.
- Have a clear idea of what you want volunteers to do.
- You need to be clear so that you can make job descriptions clear.
- Why volunteers?
  - to connect needs in the community with skills in the community. We wouldn't have the capacity or skill base within our staff to offer one on one tutoring to the number of people accessing our adult tutoring program. Our community has a wealth of skills that people are willing to share.
  - to create opportunities for one on one work (adult tutoring, reading with kids in school etc.) Sometimes the biggest thing needed is time. Volunteers are willing to give time.
  - some of our community goals are around creating a culture of learning and making literacy visible in our community. The more people involved and the more levels they are involved on, the more this is created in our community.
  - to create a place for everyone who wants to participate. We have volunteers working with adults, with school students, managing book boxes in the community, labeling and sorting books. Finding a place for everyone creates the culture.
- We can't run a program like ours without volunteers. We do not have the staff hours to help all the learners we have coming through our program.

To learn more:

Barrie Literacy Council. (2007). Volunteer handbook. Retrieved from
www.nald.ca/library/learning/volhandbk/volhandbk.pdf
» This handbook outlines the various positions that volunteers can fill in its organization.

Fader, S. (2010). *365 ideas for recruiting, retaining, motivating and rewarding your volunteers: a complete guide for nonprofit organizations*. Ocala, Fla.: Atlantic Publishing Group.
» Includes a chapter on volunteers and fundraising.

MacDonald, R. & Cosburn, J. (2005). *Literacy volunteers: value added toolkit*. Barrie, Ont.: Community Literacy Ontario.
» The section on planning for volunteer management includes tools to help determine the positions volunteers will play in an organization, based on organization needs.

Volunteer Canada. (2012). The Canadian code for volunteer involvement: values, guiding principles and standards of practice. Retrieved from volunteer.ca/files/ccvi-long-eng-apr19-web-sm.pdf
» This resource is designed to provide a framework for discussing the role and relevance of volunteer involvement. Includes values for volunteer involvement and principles for volunteer involvement.

Idea 2: Determine your capacity to manage volunteers.

Working with volunteers can add value to an organization, but it is never 'free'. It involves an investment of both time and money.

Before accepting volunteers, time needs to be spent developing policies and operational systems for volunteer involvement. Then, recruiting and training volunteers requires time. And, once volunteers are in place, an ongoing time commitment to maintaining a relationship with volunteers is required. This includes supervision, communication, evaluation, recognition, and trouble shooting.

Capacity also includes financial considerations. Funds will need to be allocated for training materials and for some form of volunteer recognition. In some cases, expenses for supplies will need to be covered. And, depending on the circumstances, a workspace and/or equipment (e.g. computer) may need to be provided. There is a tendency to underestimate the real costs of volunteer involvement.

Voices from the field:

- Volunteers are time consuming. They are not staff. Sometimes volunteers take up more time than they save. Ensure you factor this into your planning.

- Our volunteer tutor coordinator has done an amazing job creating a community of volunteer tutors in our adult tutoring program. She has tutor gatherings where volunteers come together to share ideas, experiences and wisdom (and of course to share food) and to have access to trainings. Tutors who are not matched with a learner become part of the group even when they are not active. This takes time and resources but it has made our program strong and successful. It is worth the effort but is often an underestimated piece of the whole. Creating a community of volunteers creates strength and sustainability and volunteers feel valued. That said, as our program has grown and become more successful, we have struggled with having the capacity to do what it takes.

To learn more:

Administrators of Volunteer Resources BC. (2001). Standards of practice. Retrieved from
avrbc.com/_Library/Public_Access_Docs/avrbc_standardsofprac_book.pdf
» This resource lists the tasks and responsibilities involved with volunteer management.

Kaatari, J. & Trottier, V. (2002). *Community Literacy of Ontario's SmartSteps to organizational excellence*. Barrie, ON: Community Literacy of Ontario. Also available online at
www.nald.ca/clo/resource/smartsteps/cover.htm
» This resource includes a chapter on assessing organizational capacity and one tool in particular for assessing volunteer capacity.

MacDonald, R. & Cosburn, J. (2005). *Literacy volunteers: value added toolkit.* Barrie, Ont.: Community Literacy Ontario.
» Includes a Volunteer Capacity Assessment tool, p. 16.

Volunteer Canada. (2012). The Canadian code for volunteer involvement: values, guiding principles and standards of practice. Retrieved from volunteer.ca/files/ccvi-long-eng-apr19-web-sm.pdf
» This resource looks at the responsibilities involved in managing volunteers.

Idea 3: Manage risks.

Risk is potential loss or harm. The risk can be to people, property, income, and goodwill. The goal of risk management is to prevent or reduce harm or loss. A secondary goal is to limit liability once reasonable effort has been made to minimize harm. Risk will vary according to circumstances, but risk management should be continuous and applied to all volunteer activity (not just extremely risky situations).

Risk management involves identifying risks and developing risk control strategies. Some examples of the ways that risk can be limited include: clear job descriptions with clear boundaries, modifying jobs to reduce risk, screening of all volunteers, adequately training all volunteers, regularly supervising volunteers, developing policies that guide volunteer behaviour, and purchasing necessary insurance coverage.

Voices from the field:

- Tutors and learners meet only in public places. There is no meeting in homes.

- If I have a volunteer tutor that I have concerns about, then I likely would either not assign him or her to a learner, or be very, very careful who they are matched with and monitor closely.

- We take this very seriously. We have safety policies and procedures and ensure that our organization is in accordance with all relevant laws. For example, last month we had a workshop on "Prevention of Violence in the Workplace" for all our tutors and staff and yesterday all staff renewed their Level 1 First Aid. We have a low risk workplace, but we want to ensure that we have done all we reasonably can to reduce the chances of injury / harm.

- We require all of our tutors to have a RCMP record check done. This is done at their expense (although we offer a refund after 3 months of tutoring.)

- All of the tutoring takes place in a public neutral environment, whether this is a classroom at our center or at the university, or a table at the local library, a coffee shop or a food court. We do not condone people meeting in a private home. We also request that if a male and female are working together at night that they do not meet in our centre but request that they work in an environment where there are others around.

- Make sure your general liability insurance will cover your volunteers.

To learn more:

Blumberg, M. (2008). Volunteers and risk management for Canadian nonprofits and charities. Retrieved from www.blumbergs.ca/images/uploads/Volunteers_and_Risk_Management_for_Canadian_non-profits_and_charities.pdf
» Presents 35 ideas for reducing risk when working with volunteers.

Graff, L. L. (1999). *Beyond the police checks: the definitive volunteer & employee screening guidebook*. Dundas, ON: Linda Graff and Associates.

» Extensive practical information on screening. Includes a chapter on screening as risk management.

Graff, L. (2005). *Best of all: the quick reference guide to effective volunteer involvement*. Dundas, Ont.: Linda Graff & Associates.

» Includes a chapter on risk management including using a risk management model and creating a risk-aware culture.

Graff, L. L. (2012). Risk management in volunteer involvement. In Tracy Connors (Ed.), *The volunteer management handbook: leadership strategies for success. 2nd ed.* (pp. 323-260). Hoboken, NJ: John Wiley & Sons.

» Very thorough coverage of risk management with direct service volunteers and employees.

Imagine Canada. (n.d.). Risk management 101. Retrieved from nonprofitrisk.imaginecanada.ca/node/667

» Concise introduction to risk management.

Nonprofit Risk Management Center. (2009). Hallmarks of a risk-aware nonprofit. Retrieved from www.nonprofitrisk.org/tools/hallmarks/intro.shtml

» Outlines the 12 hallmarks of a risk-aware nonprofit identified by risk management experts. Includes practical strategies and tools to develop these standards.

Nonprofit Risk Management Center. (n.d.) No surprises volunteer risk management tutorial. Retrieved from www.nonprofitrisk.org/tools/volunteer/intro/1.htm

» An online tutorial on volunteer risk management.

Idea 4: Designate a supervisor/coordinator.

Managing volunteers requires a wide range of skills and requires time and effort. One of the standards in the Canadian Code for Volunteer Involvement is about the designation of an individual or individuals to be responsible for supporting volunteer involvement.

This activity should be included in the individual's job description in recognition of the skills and time that volunteer management requires. The coordinator does not necessarily have to be the supervisor for each volunteer; this is often the role of staff who work with volunteers. But, the coordinator (who might also be the supervisor) is responsible for organizing volunteer management functions including policy development, recruitment planning, volunteer selection, training and orientation, supervision, record keeping, recognition and evaluation.

Voices from the field:

- If I knew then what I know now: Plan to have more HR devoted to maintaining volunteers.

- Having a person responsible for volunteer tutors has been key to the success of our adult tutoring program. She coordinates the volunteers in the adult tutoring program. Where we could improve is by extending that sense of belonging and support to volunteers in other programs and literacy initiatives.

- If there isn't a supervisor or manager it can be chaotic, frustrating and counterproductive. Lines of communication and decision making processes need to be clear. There needs to be a go-to person who represents the best interests of the organization.

- I think it is important to have one person in charge so that tutors have a person they can contact to talk about their experiences and/or concerns. Sometimes just a phone call or e-mail is all that is needed to help a pair work through a problem or issue that has come up.

To learn more:

Beaudry, J. (2010). Developing job descriptions in Ontario's community literacy agencies. Retrieved from www.nald.ca/library/research/com_lit_ont/develop_job/develop_job.pdf
» Contains sample job descriptions for volunteer tutor coordinator, volunteer fundraiser coordinator, volunteer special even coordinator.

Brooks, J. (2009). *Its own reward: a guide to community-based adult literacy volunteer tutor programs.* Vancouver, BC: Literacy BC. Also available at decoda.ca/wp-content/files_flutter/1314749077itsownreward.pdf
» Includes a job description for a volunteer tutor coordinator, and an outline of the responsibilities of a volunteer tutor coordinator.

Brudney, J.L. (2012). Preparing the organization for volunteers. In T. Connors (Ed.), *The volunteer management handbook: leadership strategies for success* (2nd ed.) (pp. 55-80).   Hoboken, NJ: John Wiley & Sons.
» Includes a discussion of the importance of a recognized leader of the volunteer program and the volunteer manager's role.

Volunteer Canada. (2012). The Canadian code for volunteer involvement: values, guiding principles and standards of practice. Retrieved from volunteer.ca/files/ccvi-long-eng-apr19-web-sm.pdf

» Outlines key roles, responsibilities and accountabilities that can be adapted for any organization.

Idea 5: Prepare written job descriptions.

A written job description will keep expectations clear for both the volunteer and the organization. A good job description should include the job title, the purpose, activities, qualifications (including skills needed), location and schedule, time commitment, training provided, supervision and reporting requirements, and benefits. Many examples and templates are available to assist in preparing job descriptions. Job descriptions should be reviewed annually to make sure they are still accurate.

Voices from the field:

- Ensure you portray the positions that are available for them to fill accurately and clearly as part of the screening process.

- Make sure you will advise them:
  a) What is expected of them. Preferably have a job description
  b) The number of hours they can expect to spend each week, both direct instruction and preparation time.
  c) Length of time you expect them to commit to the program (e.g. 6 months, year, etc.)

- Provide a clear job description and clarity re who they are responsible to and how to connect with that person easily.

- Allow for flexibility – for example, if a tutor only has a month here, is away for three months and back for six months, keep a good record and tell them you can use them for short term or fill-in positions – many tutors are retired and appreciate volunteering for an organization that understands that tutors may be reticent to make a solid yearlong commitment.

To learn more:

Beaudry, J. (2010). Developing job descriptions in Ontario's community literacy agencies. Retrieved from www.nald.ca/library/research/com_lit_ont/develop_job/develop_job.pdf
» Includes a template for developing job descriptions and sample volunteer job descriptions.

Graff, L. (2005). Best of all: the quick reference guide to effective volunteer involvement. Dundas, Ont.: Linda Graff & Associates.
» Includes a chapter on volunteer position design, emphasizing the importance of position design to success of volunteer involvement.

McCurley, S. & Lynch, R. (1989). *Essential volunteer management*. Washington, DC: VMSystems.
» A concise, basic text on operating a volunteer program; includes advice on designing jobs for volunteers that they derive a benefit from and enjoy while meeting the organization`s objectives.

Points of Light Foundation. (2002). Fact sheet: Designing effective volunteer positions. Retrieved from www.volunteermaine.org/shared_media/publications/old/A.2.%20Designing%20Volunteer%20Positions.pdf
» Tips on creating and using position descriptions. Includes a sample worksheet.

Service Canada. (2011). Writing job descriptions. Retrieved from
www.jobsetc.gc.ca/eng/pieces1.jsp?category_id=2803&root_id=2801
» A step-by-step process for writing job descriptions with a link to job description components.

Idea 6: Develop policies and procedures.

Policies allow for consistency and clarity in volunteer involvement and help to avoid problem situations. While some policies will apply to all volunteers, others may be specific according to volunteer function. For example, there may be separate sets of policies for tutors, board members, fund raisers, and clerical support workers. Policies should be developed in conjunction with staff, and should be congruent with any existing policies and procedures within your organization. They should also comply with national and provincial Human Rights codes, The Freedom of Information and Protection of Privacy Act, and provincial employment standards legislation.

Policies to consider include:
* Screening and accepting volunteers
* Probationary acceptance period
* Scope of volunteering
* Orientation and training
* Benefits: insurance, parking, continuing education
* Reimbursement of expenses
* Use of organization equipment and/or space
* Confidentiality requirements
* Record-keeping requirements
* Attendance and absenteeism
* Supervision
* Performance review procedures
* Grievance procedures
* Retirement and dismissal

These policies guide both volunteer management and volunteer performance and may be seen as two separate sets of policies.

Voices from the field:
* If I knew then what I know now, I would have started with clear guidelines, and not had to deal with so many mistakes, that made both the volunteer and me feel bad.
* Know the potential risks and develop policies, procedures around them. Incident reporting, etc.
* Locally we have an intake system. Our area organization has policies and procedures. This foundation is helpful to refer to when questions arise and clarity is needed.
* It is important to have a procedure in place so you do not have to go back when you have lots of volunteers to deal with and change things. It is often hard to tell how things will go and what procedures you will need but a framework for your program is very important.

To learn more:

Cook-Ritchie, R. (1999). A collection of policy and procedure templates for adult literacy service providers. Retrieved from www.nald.ca/library/learning/template/pdf/template.pdf
» Includes a chapter with templates of starting point volunteer management policies.

Graff, L. L. (1997). Benefits of policies for volunteer programs. Excerpted from *By definition: policies for volunteer programs*. Retrieved from www.energizeinc.com/art/abyd.html

Graff, L. L. (2012). Policy development for volunteer involvement. In T. Connors (Ed.), *The volunteer management handbook* (2nd ed.) (pp. 149-201). Hoboken, NJ: John Wiley & Sons.
» Comprehensive treatment of policy development for volunteer involvement.

Huebner, F. (1999). A guide for the development of policies and procedures in Ontario's community literacy agencies. Barrie, Ont.: Community Literacy of Ontario. Also available online at www.nald.ca/library/research/development-vol1/policies/guide1/devpol-1.pdf
» Includes a section on volunteer policies with sample policies, and a chart of volunteer rights and responsibilities.

Huebner, F. (1999). A guide for the development of policies and procedures in Ontario's community literacy agencies: volume two. Retrieved from www.nald.ca/library/research/guide2/cover.htm
» This companion volume contains policies for volunteer recruitment, volunteer recognition, managing liability and risk, and screening volunteers.

Literacy Victoria. (2008). Literacy Victoria Community Outreach Program: principles, guidelines and protocols for outreach helpers. Retrieved from www.literacyvictoria.ca/sites/default/files/resources/outreachpolicyandproceduremanualfinal.pdf
» Example of clear guidelines for outreach workers, including volunteers. Includes sections on ethical guidelines and health and safety.

Victoria READ Society. (2008). Volunteer management policies and procedures. Retrieved from www.readsociety.bc.ca/volunteers/VolunteerPolicies.pdf
»Example of policies and procedures.

Idea 7: Outline the relationship between staff and volunteers.

Clear divisions of labour, reporting structures and role definitions help create mutually respectful relationships between employees and volunteers. When possible, staff should be involved in developing a volunteer program and have input into their degree of involvement with volunteers. This will help build commitment and support for volunteer involvement. A general caution: Volunteers and employees should not perform the same functions.

Voices from the field:

- Expectations have to be aligned right from the beginning in order to ensure there is no discrepancy. Everyone needs to know what is expected of them, else they do not know their terms of reference. We like to do this by doing volunteer/tutor training (an online module) as well as outlining expectations in initial interviews, reinforced by written agreements.
- It just seems to happen. I am the only program staff person, so the distinction is easy.
- When we did not clarify this relationship we ran into a few difficulties where volunteers felt compelled to change answer keys, teach new material, etc. We tried to stress the positive by letting our volunteers know that their greatest asset was the one to one tutoring that they could provide. I think putting a positive spin on their role really has helped.

To learn more:

Fader, S. (2010). *365 ideas for recruiting, retaining, motivating and rewarding your volunteers: a complete guide for nonprofit organizations.* Ocala, Fla.: Atlantic Publishing Group.
» This resource includes a chapter on volunteer and staff relations, with tips to create and maintain good relationships. Includes advice on handling staff-volunteer conflict.

HR Council for the Nonprofit Sector. (n.d.). Workplaces that work: staff-volunteer relations. Retrieved from hrcouncil.ca/hr-toolkit/workplaces-staff-volunteer.cfm
» This part of an HR toolkit provides practical information on concerns that staff may have about volunteers, how to promote positive relationships, and a section on the board/executive director relationship.

Macduff, N. (2012). Volunteer and staff relations. In T. Connors (Ed.), *The volunteer management handbook: leadership strategies for success* (2nd ed.) (pp. 255-271). Hoboken, NJ: John Wiley & Sons.
» Presents characteristics of effective volunteer-staff teams, symptoms and causes of poor volunteer-staff relationships, a process for building staff-volunteer teams, and tips for enhancing volunteer-staff relations.

McCurley, S. & Lynch, R. (1989). *Essential volunteer management.* Washington, DC: VMSystems.
» A concise, basic text on operating a volunteer program; includes a chapter on volunteer-staff relations.

McCurley, S. & Lynch, R. (2012). How to generate conflict between paid staff and volunteers. Retrieved from
www.casaforchildren.org/site/c.mtJSJ7MPIsE/b.5468205/k.A055/How_to_Generate_Conflict_Between_Paid_Staff_and_Volunteers.htm
» A list of what not to do.

Idea 8: Reflect the diversity of your community.

Communities are diverse and a similarly diverse volunteer base can ensure that services are relevant and meaningful. Diversity in volunteers can also broaden community support. Diversity can include a broad range of characteristics including: ethnicity, culture, age, gender, education, income, physical ability. Examine the nature and scope of volunteer opportunities in your organization to see if they can encompass a volunteer population that reflects the community demographic.

Voices from the field:

- target your marketing

- There is such a rich and diverse pool of skills and people in our community. I am often surprised when a particular need arises and then a person with those skills comes forward. There is power in working from a community's strengths. In a volunteer pool there is a diverse set of strengths... it goes back to the idea that we are stronger together than we are alone.

- This is not something we try to manipulate but it is interesting to see it fluctuate. This year we have quite a few younger tutors and quite a few male tutors which is great. It is an asset to have diversity so that the matching with a learner is easier. There is diversity in learners and so diversity in tutors makes that easier.

- We have been fortunate not to have to go looking too hard for tutors. We have put an ad in the community section of the paper when we are looking. This attracts a wide range of people. We have also recruited at the Rotary club when doing presentations there... that attracts older (often retired) folks. We also have just 'put the word out' which gets a range of tutors.

To learn more:

Baskin, A. (2011). Involving clients in your volunteer program: best practices. Retrieved from charityvillage.com/Content.aspx?topic=Involving_Clients_in_Your_Volunteer_Program_Best_Practices&last=165
» Advice on successfully involving clients as volunteers.

Chiasson, N. & Morel, C. (2007). New Canadians talk about volunteerism: perceived motivations and barriers. Retrieved from library.imaginecanada.ca/files/nonprofitscan/kdc-cdc/aide_fs_neocanadians_mar22_2007.pdf

Fryar, A., Jackson, R. & Dyer, F. (Eds.). (2007). Turn your organization into a volunteer magnet. 2nd ed. Retrieved from energizeinc.com/art/subj/documents/VolunteerMagnet2nded_002.pdf
» Includes a section of essays on attracting diverse volunteers.

Gotlieb, L. (2011). Challenges to volunteering for newcomers. Retrieved from charityvillage.com/Content.aspx?topic=challenges_to_volunteering_for_newcomers&last=165
» Suggestions on welcoming new Canadians as volunteers.

Graff, L. (2005). *Best of all: the quick reference guide to effective volunteer involvement.* Dundas, Ont.: Linda Graff & Associates.
» Includes suggestions for preparing for diversity, p. 78-79.

Imagine Canada. (2007). Volunteering, diversity, and inclusion. Retrieved from library.imaginecanada.ca/files/nonprofitscan/kdc-cdc/diversitybulletin_mar5_2007.pdf
» This issue of the Knowledge Development Centre Bulletin highlights resources that provide guidelines, practical advice and insights on engaging volunteers with a diverse range of individual, cultural, and ethnic characteristics.

Serviceleader.org. (n.d.) Virtual volunteering resources. Retrieved from www.serviceleader.org/virtual
» Includes information on working with online volunteers who have disabilities.

Stewart, D. et al. (2009). A guide for cultural competency application of the Canadian Code. Retrieved from volunteer.ca/files/AGuideforCulturalCompetency-ApplicationoftheCanadianCode.pdf
» Lots of information on planning for volunteer participation that reflects the diversity of the community served.

Volunteer BC. (2010). BC Culturally Welcoming Volunteer Program. Retrieved from www.volunteerbc.bc.ca/our-programs/capacity-building
» A good practice report on engaging new immigrants in volunteer programs is slated for summer 2012.

Volunteer Canada. (2011). Bridging the gap: enriching the volunteer experience to build a better future for our communities: summary of findings of a pan-Canadian research study. Retrieved from volunteer.ca/files/English_Final_Report.pdf
» This research found that more new Canadians are seeking volunteer opportunities, and recommended organizations be sensitive to gender, culture, language and age to improve the volunteer experience.

Winter, L., Whitmore, L. & Hamilton, J. (2008). Capturing the talents of newcomer volunteers: a guide to developing effective, culturally inclusive volunteer programs. Retrieved from mosaicbc.com/sites/all/files/24/M5%20A%20Guide%20to%20Developing%20Effective%20Culturally%20Inclusive%20Volunteer%20ProgramsTextbook%20080506%20with%20Cover%20LR_0.pdf

Idea 9: Understand what motivates volunteers.

As the Literacy Basics website reminds us, "Remember that volunteers come to you because of something they want -not something you want." (Kaattari, n.d.). In BC, most volunteers want to make a difference in their community (Vodarek, Lasby & Clarke, 2010). This altruistic motivation echoes findings from other studies, including Community Literacy of Ontario's study of literacy volunteers (Voo & Kaattari, 2010).

Recent research (Volunteer Canada, 2010) indicates that volunteers have additional motivations that vary with their stage in the life cycle. Young people want work experience, skill development, and the opportunity to meet new people; employer-supported volunteers want to learn new skills (not necessarily the same skills as they use at work); boomers want to pass on their knowledge. The same study also indicated that volunteers today are different in that they tend to be more goal-oriented, have greater structure in their lives, are mobile, are technologically savvy, value autonomy, and have multiple interests and roles. Understanding what motivates volunteers helps in the recruitment process and ultimately in volunteer satisfaction.

Voices from the field:

- If I knew then what I know now, I would take more time to observe, interact with, ask more questions and get more input from the volunteers and potential volunteers on many things, but mainly what kind of experience they are looking for and what support they are wanting/needing.

- Try to determine why they want to tutor.

- As I think about our tutors, here are the motivations that come to mind:
  - to give back
  - a feeling of doing something important that makes a difference in someone's life
  - they have time now that they are retired
  - retired teachers who still enjoy being part of the 'learning scene'
  - getting to know the community as they arrive as newcomers
  - get experience (I think of this one with young volunteers who have a bit of experience and have just graduated and want to work with ESL learners)
  - wanting to volunteer in a setting that allows them one on one time with someone and doing something of value

- It is wonderful when people in our community come forward to help others in the community who are struggling. There is a real sense of value for the volunteers who are working with people who live in their town.

- Volunteers have come to us because they have chosen to give their time to our program. For this reason they are keen to help and willing to listen to the learner. I see

a wonderful partnership that forms and in most cases the tutors seem to get just as much out of the experience as the learners.

To learn more:

Ellis, S. J. (2002). *The volunteer recruitment (and membership development) book*. 3rd ed. Philadelphia, PA: Energize.
» This book covers the basics in recruiting volunteers and more. Includes a chapter on why people volunteer … and why they don't.

Vodarek, L., Lasby, D. & Clarke, B. (2010). Giving and volunteering in British Columbia: findings from the Canada Survey of Giving, Volunteering and participating. Retrieved from www.givingandvolunteering.ca/files/giving/en/reports/british_columbia_report_en_2007_21122010.pdf
» Provides a profile of volunteers in BC, including what volunteers do, how they become involved, and reasons for volunteering.

Volunteer Canada. (2010). Bridging the gap: enriching the volunteer experience to build a better future for our communities. Retrieved from volunteer.ca/files/English_Final_Report.pdf
» This summary of a pan-Canadian research study presents findings on what Canadians are looking for in volunteering and how organizations are engaging volunteers. Points to gaps between what volunteers are looking for and what organizations offer, and notes new trends in volunteering based on advances in technology and shifting demographics. Outlines characteristics of family volunteers, workplace volunteers, baby boomer volunteers and youth volunteers.

Voo, A. & Kaattari, J. (2010). Literacy volunteers: value added. Barrie, Ont.: Community Literacy of Ontario. Retrieved from www.nald.ca/literacyvolunteers/motives.htm
» This section of the Literacy Volunteers Value Added website outlines the volunteer motivations revealed in the Value Added project research.

Idea 10: Develop a message that will appeal to the volunteers that you want to attract.

Effective recruitment consists of attracting just enough of the right volunteers. Too many can be as problematic as too few. Knowing the skills and characteristics your organization needs in volunteers, where those people will be found, and what will motivate them to volunteer will help in developing a targeted recruiting message.

The message should include a statement of why volunteers are important, a description of the volunteer position in the context of need, how the volunteer will benefit from the experience, and contact information. Being clear about what the position requires and what it will achieve will help lead to recruiting success.

Voices from the field:

- If volunteers do not know about your organization, they cannot volunteer. Ensure your organization is marketed so that you are attracting new volunteers.
- Our brochures and radio ads talk about gaining new skills, sharing your gifts with others, gaining valuable work experience, having FUN, and specifically for ESL tutors, learning about other cultures.
- I think the best 'language' is to talk about the difference volunteers can make. Volunteers want to know that their time and efforts are making a real difference, so let them know the great results which are happening! Every month we publish a different learner's story in our newsletter (with their permission, of course) and these positive stories always reflect the difference volunteers' efforts have made to these learners' lives.

To learn more:

Ellis, S.J. (2002). Barriers to volunteering: hidden messages in your recruitment. Retrieved from www.energizeinc.com/art/npbarriers.html
» Offers concise advice on word choice and use of photographs and artwork in recruiting messages.

Ellis, S. J. (2002). *The volunteer recruitment (and membership development) book.* Philadelphia, PA: Energize, Inc.

MacDonald, R. & Cosburn, J. (2005). *Literacy volunteers: value added toolkit.* Barrie, Ont.: Community Literacy Ontario.
» Presents a five-step model for developing a marketing plan to communicate important facts about a program to others, including volunteers.

McCurley, S. (2003). Writing persuasive volunteer recruitment appeals. Retrieved from www.energizeinc.com/art/McCurRecr.html
» Tips on writing a good recruitment message.

Idea 11: Use an appropriate technique to convey your message.

If you need a lot of volunteers with no special skills for a short term assignment, a message that is spread to a broad audience is effective. But, if particular skills are required, a targeted recruitment is desirable to focus efforts. Match the technique to the audience. And, deliver a recruitment message only when your organization is ready to act on responses.

Many agree that the least expensive, most effective method of recruiting is word of mouth, particularly if it is from involved and satisfied volunteers. But, there are many other ways of approaching volunteers. Community Literacy of Ontario outlines several of these in the "ABCs of volunteer recruitment" (Voo & Kaattari, 2010).

Recent research (Volunteer Canada, 2010) recommends providing greater online engagement to leverage the power of the Internet and social media as a means of promoting volunteer opportunities.

Voices from the field:

- We attract potential volunteers through posters and business cards in the libraries and community.

- I have radio ads. There are several ads that target different groups; tutors, literacy learners, ESL learners and general information about programs.

- Brochures.

- Word of mouth from existing or former tutors.

- We are part of a community volunteer centre, so we get volunteers that come in to the office to register for non-specific volunteering.

- We have the most success through local media. Running an ad (or article) in the local paper (or on the radio) generates new tutors every time. Word of mouth also seems to bring people in. We communicate with potential volunteers through being visible in the community (media / local events), as well as through our newsletter, staff, and volunteers.

- We are in a fortunate position in that we no longer have to advertise. In the past we have run ads, sent emails to our current tutors, sent out flyers to our outreach locations and community contacts and run ads on Shaw cable.

- We send an email to all of our applicants one month prior to the course and request an interview. We will usually follow this up with a phone call.

- We continue to be very informal in our recruitment of volunteers. 'Word of Mouth' from other volunteers seems to be the absolute best advertising. We have also found that potential

volunteers phone us after there is an article about us in the newspaper or when we get any kind of exposure in the media.

To learn more:

Ellis, S. J. (2002). *The volunteer recruitment (and membership development) book*. 3rd ed. Philadelphia, PA: Energize.
» This book covers the basics in recruiting volunteers and more. It reviews a variety of recruitment techniques. Given the vintage of this book, it does not cover using the Internet and social media.

Fader, S. (2010). *365 ideas for recruiting, retaining, motivating and rewarding your volunteers: a complete guide for nonprofit organizations*. Ocala, Fla.: Atlantic Publishing Group.
» Includes a chapter on using technology for recruiting: your website as a recruiting tool, email as a recruiting tool, online social and professional networking as a recruiting tool, online recruiting help.

Graff, L. (2005). *Best of all: the quick reference guide to effective volunteer involvement*. Dundas, Ont.: Linda Graff & Associates.
» Includes numerous suggestions for different publicity mechanisms with the caution that some will be more effective in some communities than in others and some volunteer positions than others.

Jackson, R. (2012). Three things volunteer managers can learn from the social media revolution. Retrieved from www.energizeinc.com/hot/2012/12may.php
» Ideas on how social media can be used as a means of word-of-mouth recruitment.

Literacy Victoria. (2011). Volunteering at Literacy Victoria. Retrieved from www.literacyvictoria.ca/volunteer/volunteering-literacy-victoria
» An example of online recruiting that offers information and an online application form.

Voo, A. & Kaattari, J. (2010). Literacy volunteers: value added: recruitment strategies. Retrieved from www.nald.ca/literacyvolunteers/strategies.htm
» The ABCs of Volunteer Recruitment, a sampling of techniques used in various literacy programs in Ontario to recruit volunteers. Also includes ideas for using the Internet to recruit volunteers.

Idea 12: Prepare application forms.

An application form should only ask for information that is essential for or connected to a particular position. This can include: personal identification, qualifications, equipment/vehicle specifications, availability, preferred working conditions or limits, reason/motivation for volunteering, how applicant heard of the position, relevant paid and unpaid work history, other relevant skills, background and interests, references and permission to contact referees, authorization to verify, verification statement. Avoid asking anything that pertains to human rights restrictions such as age, gender, disability, sexual orientation, marital status unless directly related to ability to meet the job requirements.

Once application forms have been filled in, review them for legibility and organization, ability to follow instructions and provide all necessary information, and accuracy of information, including spelling and grammar. To standardize the review of application forms, Graff (1999) recommends developing an application form rating tool that anonymously rates information on application forms against key position qualifications.

Voices from the field:

- ask the WHO/ WHERE - name, contact info; WHAT- what jobs they are interested in; WHEN- hours that they can work; HOW- skills and experience they have; WHY- why do they want to volunteer for this organization and this job specifically.
- We have created a booklet for tutors that includes some of the paperwork, procedures and resources they will need. This is a work in progress and is something we are working on expanding.

To learn more:

British Columbia Ministry of Justice. (2008). Human rights in British Columbia: information for employers. Retrieved from www.ag.gov.bc.ca/human-rights-protection/pdfs/EmployerInfo.pdf
» Information on the Human Rights Code as it applies in British Columbia.

Graff, L. L. (1999) *Beyond the police checks: the definitive volunteer & employee screening guidebook*. Dundas, ON: Linda Graff and Associates, 1999.
» Extensive practical information on screening, including applications as a form of screening. Offers advice on reviewing application forms and includes sample of an application form rating tool.

Harwood, C. (2002). *Literacy volunteer resources*. Ottawa, ON: Ottawa-Carleton Coalition for Literacy.
» Includes a list of information to include in an application form and a sample tutor application form.

Literacy Victoria. (2012). Volunteering at Literacy Victoria. Retrieved from www.literacyvictoria.ca/volunteer/volunteering-literacy-victoria
» An example of online recruiting that offers information and an online application form.

Idea 13: Conduct interviews.

A good interview is a two way process. It is both an opportunity for the organization to learn more about the potential volunteer and an opportunity for the potential volunteer to learn more about the volunteer position. The interview is both a part of the recruitment process and a screening tool.

The interview process includes:
- Pre-interview preparation of open-ended questions about interests and motivations as well as skills and qualifications. Interpersonal factors such as style, personality and behaviour may be important factors in determining 'fit' between the individual and the position. Questions should be developed with selection criteria in mind including alignment with the position, the organization's values, and the work environment.
- An interview in a private, comfortable setting that is a mutual exchange process concluding with what to expect next. The same anti-discrimination prohibitions apply to the interview as applied to the application form. Notes should be taken during the interview but discretion should be exercised in what is written down.
- A prompt follow-up.

The interviewer should be able to:
- Describe the organization, its mission and values, and its work,
- Explain the work that the volunteer might perform,
- Outline the volunteer policies of the organization,
- Follow an organized system during the interview,
- Negotiate with the volunteer, and
- Be able to decline the placement gracefully if the volunteer is not a good fit.

Voices from the field:

- Explain to the volunteers clearly what their role is, and your expectations of them. Go into detail; don't assume that volunteers will know certain things.
- What volunteer experience has the tutor had? What life experience has the tutor had?
- Get to know the volunteers, what their strengths and weaknesses are. Where would they be a good fit.
- Tell your volunteers what kind of time commitment you require of them and don't pressure them into more.
- What to look for in a volunteer:
    a) Must have a sincere interest in helping people (being a good teacher is a bonus)
    b) Must be flexible and adaptable (attendance, what students are working on, and mood of students fluctuates radically)
    c) Must be enthusiastic and have a good level of energy (leave personal problems at the door)
    d) Must be able to commit for a reasonable length of time (minimum 4-6 months) (continuity is important) recognizing that they are volunteers and will miss the odd week

e) Must be emotionally, socially and intellectually competent. We have had a few volunteers over the years that had some mental health issues. Screen possible volunteers carefully!

- The most important quality of a tutor is people skills.

- Make sure your volunteers have the empathy required to work with adults who have already experienced considerable failure in the past.
- Sometimes you just have to say no. Not all volunteers are going to be an asset to your organization.
- I would make sure that volunteers for the one-to-one tutoring have at least some background in education and I would concentrate more on retired teachers or current teachers.
- It is a great opportunity to get to know your tutors when you do an intake interview with them. It is important to get to know your tutors as you want to make sure that you match them with a learner that suits their wishes and personality.

To learn more:

Charity Village. (2010). Selection interview questions. Retrieved from
cvnet.charityvillage.com/cv/ires/RecruitQs.html
» A large assortment of generic questions to modify for specific positions. Designed for selection of employees, but many of the questions are valid for selection of volunteers.

Graff, L. L. (1999). *Beyond the police checks: the definitive volunteer & employee screening guidebook*. Dundas, ON: Linda Graff and Associates.
» Extensive practical information on screening, including interviews as a screening tool. Offers a sample of an interview rating form.

Graff, L. L. (2005). *Best of all: a quick reference guide to effective volunteer involvement*. Dundas, ON: Linda Graff & Associates.
» This book includes techniques for when you have to turn someone down.

Harwood, C. (2002). *Literacy volunteer resources*. Ottawa, ON: Ottawa-Carleton Coalition for Literacy.
» Includes information about interviewing and using information gathered from the interview to select volunteers.

McCurley, S. & Lynch, R. (1989). *Essential volunteer management*. Washington, DC: VMSystems.
» An oldie but a goodie. A concise, basic text on operating a volunteer program.

Service Canada. (2011). Screening and interviewing job applicants. Retrieved from
www.jobsetc.gc.ca/eng/pieces1.jsp?category_id=2804&root_id=2801
» Tips on preparing for and conducting interviews.

Idea 14: Screen volunteers based on job requirements.

Screening refers to the procedures and processes used to evaluate people who apply for positions, both paid and unpaid. Its purpose is to choose the best candidates and exclude unsuitable candidates. Screening volunteers should be connected to and based on the job requirements. Developing a screening protocol helps insure consistent and equitable treatment of all applicants.

The screening protocol will be determined by the job requirements and screening tools may vary depending on the position. Screening tools include:

- position descriptions,
- pre-application devices that offer information about the position/organization and allow applicants to self-screen,
- resumes and application forms,
- interview(s),
- reference checks,
- qualifications checks,
- police records checks,
- driver's record checks,
- credit bureau checks,
- performance assessments (e.g. demonstrate particular specific skills such as computer skills, typing speed),
- orientation and training (may do training before accepting candidate),
- probationary period.

Written consent from applicants should be received before screening takes place. Determine at the beginning who will pay the costs of screening. Any information collected is confidential, and candidates have the right to know the results. It is important to document the screening.

If you have a gut feeling that something is not right, pay attention to it. It is a reason to investigate further.

Voices from the field:

- Create a simple yet effective process that screens, trains, places and supports the volunteers.

- If I knew then what I know now, I would rely on my intuition more.

- Resumes, interviews, reference checks, criminal record checks, identify skills and match them to the job, probationary period - as you would when hiring for a paid position. You don't have to take everyone who walks through the door.

- We do intake interviews with volunteers (and of course criminal record checks). This lets us get to know them and what they are looking for in the experience as well as what their strengths and skills are.

To learn more:

DaSilva, M. (2006). Safe enough? Reviewing your screening practices. Retrieved from
www.volunteer.ca/files/safeenoughen-final.pdf
» A self-administered checklist to assist organizations with a screening performance review.

Graff, Linda L. (1999) *Beyond the police checks: the definitive volunteer & employee screening guidebook.*
Dundas, ON: Linda Graff and Associates, 1999.
 » Extensive practical information on screening. Includes numerous screening tools. Not intended to offer legal advice.

Public Safety Canada. (2008). Best practice guidelines for screening volunteers. Retrieved from
www.publicsafety.gc.ca/res/cor/rep/vol-ben-eng.aspx

Volunteer Canada. (2001). Safe steps: a volunteer screening process. Retrieved from
volunteer.ca/files/SafeSteps.pdf

Volunteer Canada. (n.d.) Screening. Retrieved from volunteer.ca/screening
 » Section on screening includes 10 steps of screening, laws and screening, webinars, and links to a variety of online
screening resources.

Idea 15: Provide an orientation and a code of conduct.

An orientation is a general introduction to your organization. Its purpose is to give people an understanding of the who, what, when, where, why and how of your organization, and how what they are volunteering to do fits into the larger picture. Topics can include:

- description and history of organization,
- description of programs and clientele,
- organization chart and introduction of key staff,
- orientation to facilities and equipment,
- description of volunteer program(s),
- description of volunteer procedures (record keeping, benefits, training, supervision, etc.) .

The orientation should be reasonably concise and occur within the first month of a volunteer's placement in an organization. Some organizations have orientation modules online which can be reviewed before face-to-face meetings.

Volunteer handbooks may be included as part of orientation. Fader (2010) suggests that they include the following:

- welcoming message (official thanks),
- organization's mission statement,
- introduction (e.g. history, scope of services, geographic area served, accomplishments and goals),
- organizational structure,
- contact information,
- role of board of directors,
- financial structure,
- volunteer's rights and responsibilities,
- what constitutes acceptable and unacceptable behaviour,
- description of volunteer training programs,
- confidentiality policies,
- safety and risk management policies,
- explanation of recognition programs,
- volunteer severance policies.

Voices from the field:

- Provide a Code of Conduct and a list of expectations – this gives credibility and also an air of professionalism and seriousness (all the while recognizing that tutoring is the primary focus and that record-keeping and reporting requirements should be streamlined and simplified).
- Ensure volunteers know and value the whole program or organization they are volunteering for through a thorough orientation.

- If I knew then what I know now: I would have spent more time ensuring that all volunteers know about and feel a part of the big picture that their good work is supporting.

To learn more:

Barrie Literacy Council. (2007). Volunteer handbook. Retrieved from
www.nald.ca/library/learning/volhandbk/volhandbk.pdf
» An example of a volunteer handbook that could be used for orientation.

Edwards, H.C. (2012). Orientation: welcoming new volunteers into the organization. In T. Connors (Ed.), *The volunteer management handbook: leadership strategies for success* (2nd ed.) (pp. 55-80). Hoboken, NJ: John Wiley & Sons.

Fader, S. (2010). *365 ideas for recruiting, retaining, motivating and rewarding your volunteers: a complete guide for non-profit organizations*. Ocala, Fla.: Atlantic Publishing Group.
» Has advice on creating a volunteer handbook.

Graff, L. (2005). *Best of all: the quick reference guide to effective volunteer involvement.* Dundas, Ont.: Linda Graff and Associated, Inc.
» Includes a chapter on orientation.

Harwood, C. (2002). *Literacy volunteer resources.* Ottawa, ON: Ottawa-Carleton Coalition for Literacy.
» Includes a section in 'Managing the volunteer process' on orientation.

Literacy Victoria. (2011). Literacy Victoria online information session for volunteers. Retrieved from
www.youtube.com/watch?v=CU8Ccrwgaz0&feature=channel_video_title
» This online information session is mandatory for all volunteers and offers some of the information that would be presented in an orientation session.

Idea 16: Offer job specific training.

It is an organization's responsibility to provide volunteers with training to be able to be successful in their placement. Generally, the more complex the duty, the more training is required. Training may be formal, informal (such as coaching or mentoring), or a combination of the two. In literacy organizations, much of the training focuses on tutoring learners and the comments in this section refer to volunteer tutor training.

Many materials are available for tutor training. Because training is often extensive, many organizations distribute written training materials. Harrow et al (2005) recommend a reflective component to allow tutors to discuss their expectations and what they hope to accomplish as a way of approaching how they might or might not be realistic.

Initial training helps provide volunteers with skills to perform successfully. Continued, periodic training as a form of professional development not only boosts their skills but contributes to volunteer satisfaction and retention.

Voices from the field:

- Give your volunteer adequate training.

- Get a formal structure in place for training them, in order to ensure the quality of tutoring.

- Do tutor training with them before asking them to commit to the program. (15 hours of tutor training will help you to get to know them.)

- Make sure they have the info, resources and skills to do the job.

To learn more:

Brooks, J. (2009). *Its own reward: a guide to community-based adult literacy volunteer tutor programs*. Vancouver, BC: Literacy BC. Also available at decoda.ca/wp-content/files_flutter/1314749077itsownreward.pdf
» Outlines the basic elements of a tutor training program.

Decoda Literacy Library. (2012). Tutoring and tutor training materials. Retrieved from decoda.ca/resources/library/library-materials-by-topic/tutoring-tutor-training-materials/
» This annotated bibliography lists online, print and audiovisual resources available for borrowing to residents of BC.

Graff, L. (2005). *Best of all: the quick reference guide to effective volunteer involvement*. Dundas, Ont.: Linda Graff & Associates.
» Offers guidance and tips on designing and delivering volunteer training.

Harrow, S., Leggett, M., Robertson, S., Townsend, L. & Davduik, S. (2005) *Building capacity to attract and retain literacy volunteers: a research report*. Toronto, ON: Imagine Canada.
» This research report looked at motivations and experiences of current and former READ Saskatoon tutors and makes recommendations for steps to increase capacity to recruit and retain literacy volunteer tutors.

Hegel, A. (2003). Advocacy on the agenda: preparing voluntary boards for public policy participation. Retrieved from volunteer.ca/files/boardadvocacymanual.pdf .
» This document was designed to build public policy dialogue skills in voluntary boards of directors.

Hood, M. K. (2012). Training volunteers. In T. Connors (Ed.), *The volunteer management handbook: leadership strategies for success* (2nd ed.) (pp. 237-254). Hoboken, NJ: John Wiley & Sons.
» In addition to the nuts and bolts of training, this chapter looks at learning styles and generational issues and how they impact training.

McCurley, S. & Lynch, R. (1989). Essential volunteer management. Washington, DC: VMSystems.
» Explains, with examples, the three formats for training.

Tate, M. L. (2004). "Sit & get" won't grow dendrites: 20 professional learning strategies that engage the adult brain. Thousand Oaks, Calif.: Corwin Press.
» This is an example of the books available on brain-based strategies that motivate and promote learning in adults.

Idea 17: Place volunteers to make optimal use of their talents.

For rewarding placements, it is important to recognize and effectively utilize volunteer skills. Research (Volunteer Canada, 2010) indicates that volunteers who believe that their skills were not being put to best use were not as satisfied with their volunteer experience.

It is equally, if not more, important to consider volunteer motivations when placing volunteers. For example, some volunteers are interested in learning new skills and not in using their current workplace skills.   A placement where the volunteer feels that their needs are met while they are contributing to the organization will be mutually beneficial and rewarding for everyone. Since individual motivation varies, time needs to be spent getting to know volunteers and their expectations. This can occur during the interview, orientation and training.

Flexibility is the key to success in placement. Positions may be modified to better suit volunteers' interests, skills and limitations. Volunteers can be considered for positions that they didn't initially identify.

Voices from the field:

- Make use of their talents/skills/abilities – for example, don't randomly match a tutor and learner – wait to find a learner who would benefit from those skills, etc. and someone who would be a good match for the tutor.

- Use your volunteers as soon as possible (don't keep them "on the shelf" or you will lose them.), but also let them know that there may be a wait so that you can get a good match between tutor and learner.

- If I knew then what I know now: Perhaps the best answer is that I would have spent more time with the tutors discussing with them their preferences of learner/subject area/level – this awareness on the part of the tutor sometimes evolves over time – it is good to listen to the tutors, check in with them each time you match them with someone new to see if their preferences have changed and to learn more about them.

To learn more:

Fader, S. (2010). *365 ideas for recruiting, retaining, motivating and rewarding your volunteers: a complete guide for nonprofit organizations*. Ocala, Fla.: Atlantic Publishing Group.
» Includes an explanation of the DISC model of human behaviour and how different personalities do best in different types of activities.

Graff, L. (2005). *Best of all: the quick reference guide to effective volunteer involvement*. Dundas, Ont.: Linda Graff & Associates.
» Includes a chapter on placement with advice on linking volunteer motivation with organizational needs.

Volunteer Canada. (2010). Bridging the gap: enriching the volunteer experience to build a better future for our communities. Retrieved from volunteer.ca/files/English_Final_Report.pdf

» This research found that current and past volunteers reported that believing that their skills were not being put to best use and feeling like they were not making a difference led to feelings that their volunteer experience was less than ideal. Conversely, it also found that employer-supported volunteers did not always want a volunteer placement that used the same skills that they used in the workplace.

Idea 18: Develop a communication and support system.

Communication with volunteers is a two way process, offering the organization the opportunity to monitor and support the volunteer and offering the volunteer the opportunity to ask questions and provide feedback. While communication and supervision is a way to help volunteers with any difficulties they encounter, it is also a way of offering positive feedback and recognition for the work they are doing.

Each volunteer should have a designated contact person who maintains regular contact and is available for the volunteer to contact. It is particularly important to establish regular contact and communication with volunteers who work in the field away from regular contact with an organization. Keeping volunteers informed of any changes in the work environment, policies, procedures, health and safety requirements, and organizational changes and events will help keep them current and connected to the organization.

Regular meetings of groups of volunteers with the same job are opportunities for volunteers to talk about their experiences – what's working, what's challenging, what they like.

Voices from the field:

- Make sure your volunteers know that when a learner's problems seem too complex they can talk to you and get assistance or advice.

- If volunteers are working unsupervised, like the tutors who work with learners, away from our office, make sure you maintain regular contact with them.

- Ensure that your volunteers know that they can contact you at any time. Encourage them to contact you any time they have questions.

- Ensure constant and ongoing communication and validation.

- If I knew then what I know now, I would have started earlier with keeping in better/regular contact with volunteers.

- I try to communicate with our volunteers over the phone. This seems to be more personal than email.

- Stay in touch with tutors at least once a month to make sure that they have everything that they need and feel that the match with their learner is working.

- Volunteers can be worried about their role in a learner's development. As well, they may need help to search for the right materials or way in which a particular lesson should be taught. With the guidance of a coordinator they will gain confidence in their skills and feel good about what they are doing.

To learn more:

Bortree, D. S. (2012). Communicating with volunteers and staff. In T. Connors (Ed.), *The volunteer management handbook: leadership strategies for success* (2ⁿᵈ ed.) (pp. 273-285). Hoboken, NJ: John Wiley & Sons.
» Looks at theories of communication and different ways to communicate with volunteers and staff.

Energize Inc. (2012). 25 tips for optimizing online communication with volunteers. Retrieved from www.energizeinc.com/promo/E-mail_with_Volunteers.pdf

Graff, L. (2005). *Best of all: the quick reference guide to effective volunteer involvement*. Dundas, Ont.: Linda Graff & Associates.
» The chapter on supervision includes tips on enhancing effectiveness of volunteer supervision and a section on boundary setting as an important aspect of supervision.

Harrow, S., Leggett, M., Robertson, S., Townsend, L. & Davduik, S. (2005). *Building capacity to attract and retain literacy volunteers: a research report*. Toronto, ON: Imagine Canada.
» This research report looked at motivations and experiences of current and former READ Saskatoon tutors and makes recommendations for steps to increase capacity to recruit and retain literacy volunteer tutors.

Jackson, R. (2012). Three things volunteer managers can learn from the social media revolution. Retrieved from www.energizeinc.com/hot/2012/12may.php
» Ideas on how social media can influence volunteer management.

McCurley, S. & Lynch, R. (2006). Maintaining communication linkages with volunteers. Retrieved from www.energizeinc.com/art/avolmm.html
» This book excerpt considers the supervision of and communication with volunteers who work away from the office.

Idea 19: Keep records. And keep them safe.

It is important to maintain accurate records for each volunteer and for the volunteer program. Harwood (2002) suggests that the following types of information may be included:

Volunteer information

- Application forms
- Reference checks
- Police records checks
- Interview results
- Contract
- Emergency contact information
- Training schedule and certificates

- Hours
- Appreciation certificates
- Record of placements
- Evaluations
- Volunteer evaluation of program
- Disciplinary reports (you hope not)
- Exit date and interview report

Volunteer Program records

- Promotional material
- Information package
- Orientation information
- Interview checklist
- Position descriptions
- Detailed descriptions of specific tasks
- Policies and Procedures
- Volunteer Request forms
- Training schedules and programs
- Schedules of placement
- Database of volunteers

- Statistics on volunteers – numbers, hours, length of service
- Sign in/out sheets
- Leave of absence forms
- Events schedule
- Evaluation sheets/questionnaires
- Volunteer recognition and appreciation records
- Newsletter entries
- Annual reports on volunteer services

Examine your record keeping to make sure any information or statistics required for funding is collected and stored.

It should be clearly stated in writing how volunteer information will be collected, used and stored. The record keeping should be confidential and conform to your organization's privacy standard. If your organization doesn't have a privacy policy, it needs to develop one. Keep records secure and limit access to the records to only those who need them to do their job.

Voices from the field:

- Names and contact information, interests and background. It is kept in my home office with no one accessing it except myself.

- Information kept: basic information, education and work experience, information about matches with learners, and ongoing comments by program manager about the match, monthly tutor/learner reports. Information is kept in a locked filing cabinet.

- Basic demographic information, police check, references. Kept in locked filing cabinet, as well as on a secure server.

- We keep tutors' registration forms, interview forms, end of the course reporting, and their monthly reports all together. These are in a file along with the file of their current learner. These are kept in a file cabinet in a room which is kept locked at night.

- The phone numbers and resumes are kept in a back office which is secure.

To learn more:

Graff, L. (1999). *Beyond police checks: the definitive volunteer & employee screening guidebook*. Dundas, Ont.: Linda Graff & Associates.
» Stresses the purpose and importance of documentation.

Harwood, C. (2002). *Literacy volunteer resources*. Ottawa, ON: Ottawa-Carleton Coalition for Literacy.
» The first unit of this resource, 'Managing the volunteer process', contains information and tools for documenting the intake process and volunteer information. Includes lists of records that an organization may wish to keep for individual volunteers and for the volunteer program as a whole.

Office of the Information & Privacy Commissioner for British Columbia. (2004). Guidelines for developing a privacy policy under the Personal Information Protection Act (PIPA). Retrieved from www.oipc.bc.ca/pdfs/private/PIPAprivacypolicyguidelines051804.pdf

Office of the Information & Privacy Commissioner for British Columbia. (2012). A guide to B.C.'s Personal Information Protection Act for businesses and organizations. Retrieved from www.oipc.bc.ca/pdfs/private/GuidePIPA%28Apr2012%29.pdf

Idea 20: Provide ongoing training.

Ongoing training serves several purposes. It improves volunteers' skills. It improves risk management. It may provide an opportunity for volunteers to discuss challenges and successes. And, it serves as a type of volunteer recognition.

Training can be customized to meet volunteer needs. It may be combined with staff training opportunities. Mentoring and coaching are also forms of additional training.

Voices from the field:

- ongoing training – in-services will be offered

- Treat volunteers as professionals by providing professional development opportunities, ongoing support and whatever would benefit them in their tutoring role and enhance their practice.

- Provide ongoing training and support, and deal with issues that arise promptly.

To learn more:

READ Saskatoon. (2007). Tutor to tutor: a handbook for developing a tutor mentoring program for volunteer literacy agencies. Retrieved from www.nald.ca/library/learning/tutorto/tutorto.pdf
» Describes a program for level two tutor training for experienced tutors to be mentors to other tutors, developed in part to extend the skills of long term tutors. Includes a manual.

Voo, A. & Kaattari, J. (2010). Literacy volunteers: value added. Retrieved from www.nald.ca/literacyvolunteers/ongoing.htm
» The Ongoing Training and Support section of this website outlines research results about the kind of ongoing training volunteers would like to receive as well as agency wishlists on the ongoing training and support they would like to offer.

Idea 21: Give feedback to volunteers.

Regular feedback lets volunteers know that their work is important. Ongoing performance feedback from the beginning of a placement can be informal and an opportunity to offer support and immediately correct problems. A more structured review should occur at least once a year.

It should be a positive experience focused on what is being done well as well as areas for improvement. It is also an opportunity to look at any changes in volunteer motivation and interests, the job description, additional training requirements, and volunteer satisfaction.

Evaluation of volunteers should be based on and built into the job description and volunteers should be aware of it before they begin their placement. Volunteers should know ahead of time how they will be evaluated so they can be prepared. Comments should be specific and issue-centred, not person-centred. Volunteers should have the opportunity to offer feedback on their experience and the support they have received.

Voices from the field:

- We evaluate a volunteer's performance by checking with learners and their responses.
- On-going informal discussions with the tutor and learner. I often try to meet with them separately. Usually done informally when they come in to meet.
- Monthly tutor/learner reports.
- This is done on an ongoing informal basis. Time permitting, I would like to have more formal end-of-year (or mid-program) evaluations.
- Informally through conversation with the tutor and the learner, through reviewing their monthly (or bi-monthly) reports and doing periodic "Progress Updates". I look to see if they are keeping the learner's goals as their primary focus and I check to see if they are following any of my suggestions and ideas. I expect that they will adhere to our Code of Ethics.
- We tend to evaluate using two very informal criteria: 1) observing the volunteer working with a student in action (over a period of time) - everyone can have a bad day so we tend to evaluate over a period of time. 2) In dialogue with students we get a sense of which volunteers are making an impact and which ones 'not so much'. I know that this method does not hold up to sound pedagogy (is that the right word?) but it definitely seems to work. We have had a core of the same 5 volunteers for the last 3-4 years.

To learn more:

Community Literacy of Ontario. (2012). Literacy basics: board governance: board evaluation. Retrieved from www.nald.ca/literacybasics/boardgov/evaluat/1.htm

MacDonald, R. & Cosburn, J. (2005). *Literacy volunteers: value added toolkit*. Barrie, Ont.: Community Literacy Ontario.
» This resource includes tools to help in volunteer performance appraisal, including a process guide, an appraisal checklist, and an appraisal form.

McCurley, S. & Lynch, R. (1989). *Essential volunteer management*. Washington, DC: VMSystems.

» A concise, comprehensive guide to volunteer management, including information on evaluation with detailed guidance when volunteers need to be discontinued.

Vineyard, S. (1988). *Evaluating volunteers, programs and events*. Downers Grove, Ill. : VMSystems – Heritage Arts Publishing.
» Brief explanation of the 6 basic principles of evaluation. Includes sample evaluation form.

-

Voo, A. & Kaattari, J. (2010). Literacy volunteers: value added: performance appraisals. Retrieved from www.nald.ca/literacyvolunteers/perform.htm
» This website includes a section on performance appraisals for literacy volunteers with general guidelines as well as additional questions for literacy volunteers. Includes a discussion of performance appraisals for boards of directors of literacy agencies.

Idea 22: Evaluate your volunteer program.

An annual review of the volunteer program to see if it is on track is recommended as good practice. It includes reviewing the goals and objectives of the program, checking the results, getting feedback from volunteers and clients, and using information from exit interviews. Existing tools for volunteer program evaluation can be used as is or customized to meet particular interests/requirements.

An evaluation can produce both quantitative and qualitative information about volunteer involvement. This information can be used to modify the volunteer program and to meet reporting requirements.

Voices from the field:

- We evaluate our program through learner satisfaction and learner progress.
- I did a *From The Ground Up* program assessment in 2007 (I had to check the date to answer this questionnaire, and it was a shock how long ago this was done)
- The government reporting requirements are a great catalyst for forcing us to do this. As required, we use the benchmarks and evaluate the progress of learners against these benchmarks, but also take into account achievements which benchmarks cannot measure.
- I sent a questionnaire out recently to all of our tutors as I was interested in knowing if they were content with the program, if they were receiving the help that they needed and if they had any specific requests for ongoing professional development. I was pleased that we had over a 50% return (45 out of 85 tutors responded). The high rate of tutor retention indicates that the program is meeting the needs of most of our tutors.
- We do this very informally. Are students continuing to come to our program? Are we hearing complaints about our volunteers? Do we observe positive energy and relationship between students and volunteers? Are students getting through material with the help of a volunteer?   We have one AMAZING story here: I had all but given up hope on one of our students last year. He had completed 4 of the 5 courses necessary for his Adult Dogwood but there was absolutely no way he was going to complete Math 11 Essentials - at least that is what I had thought. One of our volunteers worked relentlessly with him for three months. The volunteer was patient, meticulous and skilled. In the end this young man completed Math 11 Essentials scoring 60% on the final examination with NO help whatsoever. I was humbled and it was a great lesson for me!

To learn more:

Booth-Johnson, Debbie. (2006). *Monitoring plan for volunteer tutor programs: Project Literacy Victoria.* Vancouver, BC: RIPAL BC. Also available online at www.nald.ca/library/learning/groundup/mtvtp/victoria.pdf
» This report describes user friendly tools that were designed to provide feedback about effectiveness of volunteer tutoring services. The tools provide an opportunity for learners and tutors to review progress, set goals, and identify supports and challenges. They also allow the program coordinator to see how well the learner and tutor pair is matched, and examine the effectiveness of tutor training. The tools include: The Learner/Tutor Session Report, The Learner and Tutor Monthly Report, and The Tutor Training Feedback Form.

Charette, N., Humphrey-Pratt, C., Maillot, N. & Webb, A. (2006). The Canadian code for volunteer involvement: an audit tool. Ottawa, Ont.: Volunteer Canada. Retrieved from volunteer.ca/files/ManagementAuditEng.pdf
» Provides tools to assess, both overall and in detail, your organization's standards for volunteer involvement.

Community Literacy of Ontario. (2010). Promoting best practices in volunteer management. Barrie, ON: Community Literacy of Ontario. Retrieved from www.nald.ca/library/research/probest/probest.pdf
» Sets out six features of a quality standard for program-volunteer relations for Ontario Literacy and Basic Skills programs.

Harwood, C. (2002). *Literacy volunteer resources*. Ottawa, ON: Ottawa-Carleton Coalition for Literacy.
» Includes a section in 'Managing the volunteer process' on involving tutors in evaluating a program.

Thomas, A.M. (1989). *Adult literacy volunteer tutor program evaluation kit*. Victoria, BC: Ministry of Advanced Education, Training and Technology. Also available online at www.nald.ca/library/learning/progeval/progeval.pdf
» An oldie but a goodie. A manual designed to help literacy program providers objectively examine their practices with the aim of improving program conditions. Seventeen components of a quality literacy program are identified as the basis for assessment. A questionnaire includes a checklist of conditions that support good practice.

Volunteer Canada. (2012). The Canadian code for volunteer involvement: values, guiding principles and standards of practice. Retrieved from volunteer.ca/files/ccvi-long-eng-apr19-web-sm.pdf
» Performance reviews for both volunteers and the volunteer program are outlined as a standard of practice.

Voo, A. & Kaattari, J. (2010). Literacy volunteers: value added: economic value. Retrieved from www.nald.ca/literacyvolunteers/economic.htm
» This website includes a section on how they evaluated the economic value of volunteers and the social value.

Idea 23: Build relationships.

Volunteering in a literacy organization involves multiple relationships: volunteer to supervisor, volunteer to organization, volunteer to other volunteers, and, for tutors, volunteer to learner. Research (Volunteer Canada, 2010) has indicated that organizations can create a more rewarding volunteer experience by getting to know volunteers better, including what individuals are looking to achieve by volunteering. Volunteers are seeking reciprocal relationships where both volunteer and organization benefit. As Harrow et al note (2005), a sense of community is important.

Empowering can enhance the relationship with volunteers. It is accomplished through decision sharing and increasing responsibility. It reinforces the volunteer's role as a part of the organization and increases volunteer satisfaction and retention.

Voices from the field:

- Ensure that your volunteers feel special and valued. This can be done by spending time getting to know them – what is unique and special about them.

- Create a community that they belong to with other volunteers and make it fun to be a part of it.

- We have found that volunteers who make meaningful connections with one or two students on a regular basis get the most satisfaction. It seems to be more rewarding than simply circulating among many students each week. Relationships, and one where the tutor sees progress for a learner, brings them back and erases down-times and less positive experiences.

- Our volunteer tutor coordinator has done an amazing job creating a community of volunteer tutors in our adult tutoring program. She has tutor gatherings where volunteers come together to share ideas, experiences and wisdom (and of course to share food) and to have access to trainings. Tutors who are not matched with a learner become part of the group even when they are not active. I know in the past some volunteers have taken tutor training and then had to wait for a long time to get matched. Some have withdrawn their willingness to help in frustration. Since starting tutor gatherings (a few years ago) and creating a community, that is not the case. We have heard comments of appreciation from those who feel 'a part' before they start with a learner.

- Creating a community of volunteers creates strength and sustainability and volunteers feel valued.

- As a substitute teacher I often felt that I was working in isolation and was not able to share ideas and experiences with others in my line of work. In our program, the tutor gatherings give tutors a chance to learn from and share with each other in a way that is informal and positive. I try to take these opportunities to tell tutors just how much their time means to our program.

- When a learner is given the chance to work one on one with a tutor they tend to feel more comfortable working on the areas they struggle in. Often learners have had a very poor experience in school and have felt that they were never listened to. This

opportunity gives them a chance to be heard. Because our program follows the learner goals the learner can take control of their growth and will often feel more motivated to work hard.

To learn more:

Graff, L. (2005). *Best of all: the quick reference guide to effective volunteer involvement*. Dundas, Ont.: Linda Graff & Associates.
» Includes a section on supervision, with information on identifying 'appropriateness' in volunteer relationships and boundaries.

Lynch, R. (2009). Volunteer retention and feelings of connection. Retrieved from nc.casaforchildren.org/files/public/community/programs/ProgramResources/Volunteer_Retention_Lynch.pdf
» Volunteer retention is enhanced when a good relationship exists between volunteers and staff. This article lists inadvertent actions that reduce volunteers' connections with organizations. It then suggests ways to create a positive sense of connection.

Ontario Volunteer Centre Network and Volunteer Canada. (n.d.) Have we thanked the volunteers? Involving volunteers effectively: recognition and motivation: fact sheet no. 13. Retrieved from volunteer.ca/files/VOICE13.pdf
» The ideas in this recognition checklist focus on developing a thoughtful relationship including good communication and the opportunity to grow.

Idea 24: Show your appreciation.

There are many ways to recognize volunteers, both formally and informally. The key is that the recognition should be meaningful to the volunteer. And, that will depend on the volunteer's motivations.

Regardless, recognition should be sincere, frequent and timely. Many ideas exist for volunteer recognition, and some are reasonably priced. And, a free one that everyone appreciates is positive reinforcement and thanks.

Voices from the field:

- Appreciate your volunteers and show it regularly.
- Recognize your volunteers – for their time/efforts/dedication – in a variety of ways.
- These events are vital for the recognition component of volunteer management. We have a "Tutor Recognition Luncheon" every year and it's something volunteers really look forward to.
- I should also say that we treat our volunteers well. They are given a gift at the end of the year, invited to attend our graduation ceremony and generally treat them like 'gold'. Recently one of our volunteers fell and broke her ankle. Someone went to visit her with a gift basket and card.
- We have tried to go out of our way to recognize at least one volunteer per year at our graduation ceremony.
- Our events are usually quite small and informal. They are usually in-service trainings with a social component, or a tutor/learner social event where we buy a sandwich and fruit platter and beverages.

To learn more:

Baudville. (2012). Volunteer appreciation. Retrieved from www.baudville.com/volunteer-appreciation/rctopiclisting/10
» Links to lots of ideas on volunteer appreciation that is meaningful.

Cravens, J. (2011). Recognizing online volunteers and using the Internet to honor ALL volunteers. Retrieved from www.coyotecommunications.com/volunteer/recognize.html
» Advice on recognizing volunteers, including specific ideas for recognizing online volunteers and ideas for using the Internet to honour all volunteers.

Gotlieb, L. (2011). Re-energizing volunteer recognition. Retrieved from charityvillage.com/Content.aspx?topic=Re_Energizing_Volunteer_Recognition&last=165
» Offers ideas for formal and informal recognition.

MacDonald, R. & Cosburn, J. (2005). *Literacy volunteers: value added toolkit*. Barrie, Ont.: Community Literacy Ontario.

» This comprehensive resource includes a section on research and best practice in volunteer recognition. While it recognizes that a special event is not appropriate for all volunteers, it includes a detailed event planning checklist for when a special event is a good idea.

Volunteer Canada. (n.d.). Recognition. Retrieved from volunteer.ca/topics-and-resources/recognition
» Offers descriptions of recognition programs that typically don't work and recognition programs that typically work, along with ten guidelines for recognition. Includes a section on helpful hints.

Voo, A. & Kaattari, J. (2010). Literacy volunteers: value added: recognition ideas. Barrie, Ont.: Community Literacy of Ontario. Retrieved from www.nald.ca/literacyvolunteers/recognition.htm
» Lots of ideas for informal and formal recognition, ideas to celebrate collective accomplishments, ideas for using Web 2.0 for volunteer recognition.

Idea 25: Keep volunteers involved.

If you've used many of the other ideas for good practice, you'll already be doing things that keep volunteers involved. Thanking them, letting them know that they're making a difference and contributing to the community, developing or strengthening their skills, providing them with opportunities to make decisions, supporting their efforts, paying attention to their needs and motivations, and including them as part of the organization's team all contribute to volunteer retention.

Research (Volunteer Canada, 2010) shows that some of the things that current and past volunteers disliked about their experience were perceived organizational politics, belief that their skills were not being put to best use, feeling like they weren't making a difference, and frustration with lack of organization related to the volunteer activity. These are pitfalls to be avoided.

The same research suggests that focusing recruitment and retention efforts on past volunteers may be the most effective way of expanding the volunteer base.

Voices from the field:

- Volunteers need to be continually motivated in order for them to stay on. Think about how to motivate them (recognition / pro D) etc.

- If I knew then what I know now, I would have set up a system of achievements and accomplishments for volunteers much earlier. Giving them milestones to reach truly keeps them engaged. Things like 'volunteer spotlights' in newsletters and other features highlighting their volunteer work are incredibly valuable in retaining people.

- Communicate process, changes, successes, challenges; share the vision; when applicable invite them to be part of the planning; celebrate; keep it fun; show appreciation continuously; be clear on expectations; provide adequate and timely training.

- Creating a community of volunteers through coming together has been key for us.

- Tutor trainings, workshops on specific topics tutors want to learn about and tutor gatherings all help to keep volunteers involved. We would much rather have tutors waiting for learners than the other way around. For this reason it is important to have opportunities for tutors to still be active in the program while they wait for a learner to be matched with them.

To learn more:

Fader, S. (2010). *365 ideas for recruiting, retaining, motivating and rewarding your volunteers: a complete guide for nonprofit organizations.* Ocala, Fla.: Atlantic Publishing Group.
» Includes a chapter on volunteer empowerment.

Harrow, S., Leggett, M., Robertson, S., Townsend, L. & Davduik, S. (2005). *Building capacity to attract and retain literacy volunteers: a research report.* Toronto, ON: Imagine Canada.

» This research report looked at motivations and experiences of current and former READ Saskatoon tutors and makes recommendations for steps to increase capacity to recruit and retain literacy volunteer tutors.

Lynch, R. (2009) Volunteer retention and feelings of connection. Retrieved from nc.casaforchildren.org/files/public/community/programs/ProgramResources/Volunteer_Retention_Lynch.pdf
» Volunteer retention is enhanced when a good relationship exists between volunteers and staff. This article lists inadvertent actions that reduce volunteers' connections with organizations. It then suggests ways to create a positive sense of connection.

Voo, A. & Kaattari, J. (2010). Literacy volunteers: value added: retention strategies. Retrieved from www.nald.ca/literacyvolunteers/retent.htm
» Research results on what literacy agencies in Ontario do to retain volunteers with a link to retention strategies.

References

Administrators of Volunteer Resources BC. (2001). *Standards of practice*. Retrieved from avrbc.com/_Library/Public_Access_Docs/avrbc_standardsofprac_book.pdf

Barrie Literacy Council. (2007). Volunteer handbook. Retrieved from www.nald.ca/library/learning/volhandbk/volhandbk.pdf

Baskin, A. (2011). Involving clients in your volunteer program: best practices. Retrieved from charityvillage.com/Content.aspx?topic=Involving_Clients_in_Your_Volunteer_Program_Best_Practices&last=165

Beaudry, J. (2010). Developing job descriptions in Ontario's community literacy agencies. Retrieved from www.nald.ca/library/research/com_lit_ont/develop_job/develop_job.pdf

Blumberg, M. (2008). Volunteers and risk management for Canadian nonprofits and charities. Retrieved from www.blumbergs.ca/images/uploads/Volunteers_and_Risk_Management_for_Canadian_non-profits_and_charities.pdf

Booth-Johnson, D. (2006). *Monitoring plan for volunteer tutor programs: Project Literacy Victoria.* Vancouver, BC: RIPAL BC. Also available online at www.nald.ca/library/learning/groundup/mtvtp/victoria.pdf

Brooks, J. (2009). *Its own reward: a guide to community-based adult literacy volunteer tutor programs.* Vancouver, BC: Literacy BC. Also available at decoda.ca/wp-content/files_flutter/1314749077itsownreward.pdf

Charette, N., Humphrey-Pratt, C., Maillot, N. & Webb, A. (2006). The Canadian code for volunteer involvement: an audit tool. Retrieved from volunteer.ca/files/ManagementAuditEng.pdf

Charity Village. (2010). Selection interview questions. Retrieved from cvnet.charityvillage.com/cv/ires/RecruitQs.html

Chiasson, N. & Morel, C. (2007). New Canadians talk about volunteerism: perceived motivations and barriers. Retrieved from library.imaginecanada.ca/files/nonprofitscan/kdc-cdc/aide_fs_neocanadians_mar22_2007.pdf

Community Literacy of Ontario. (2010). Promoting best practices in volunteer management. Retrieved from www.nald.ca/library/research/probest/probest.pdf

Connors, T. (Ed.). (2012). *The volunteer management handbook: leadership strategies for success* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Craven, J. (2011). Recognizing online volunteers and using the Internet to honor ALL volunteers. Retrieved from www.coyotecommunications.com/volunteer/recognize.html

DaSilva, M. (2006). Safe enough? Reviewing your screening practices. Retrieved from www.volunteer.ca/files/safeenoughen-final.pdf

Decoda Literacy Library. (2012). Tutoring and tutor training materials. Retrieved from
decoda.ca/resources/library/library-materials-by-topic/tutoring-tutor-training-materials/

Ellis, S.J. (2002). Barriers to volunteering: hidden messages in your recruitment. Retrieved from
www.energizeinc.com/art/npbarriers.html

Ellis, S. J. (2002). *The volunteer recruitment (and membership development) book*. Philadelphia, PA: Energize,
Inc.

Fader, S. (2010). *365 ideas for recruiting, retaining, motivating and rewarding your volunteers: a complete guide for
non-profit organizations*. Ocala, Fla.: Atlantic Publishing Group.

Gotlieb, L. (2011). Challenges to volunteering for newcomers. Retrieved from
charityvillage.com/Content.aspx?topic=challenges_to_volunteering_for_newcomers&last=165

Gotlieb, L. (2011). Re-energizing volunteer recognition. Retrieved from
charityvillage.com/Content.aspx?topic=Re_Energizing_Volunteer_Recognition&last=165

Graff, L. (1999). *Beyond police checks: the definitive volunteer & employee screening guidebook*. Dundas, Ont.:
Linda Graff & Associates.

Graff, L. (2005). *Best of all: the quick reference guide to effective volunteer involvement*. Dundas, Ont.: Linda
Graff & Associates.

Graff, Linda L. (2012). Policy development for volunteer involvement. In T. Connors (Ed.), *The
volunteer management handbook* (2nd ed.) (pp. 149-201). Hoboken, NJ: John Wiley & Sons.

Graff, Linda L. (2012). Risk management in volunteer involvement In T. Connors (Ed.), *The volunteer
management handbook* (2nd ed.) (pp. 323-260). Hoboken, NJ: John Wiley & Sons.

Harrow, S., Leggett, M., Robertson, S., Townsend, L. & Davduik, S. (2005). *Building capacity to attract
and retain literacy volunteers: a research report*. Toronto, Ont.: Imagine Canada, 2005. Also available
online at www.nald.ca/readsask/pubs/attract/attract.pdf

Harwood, C. (2002). *Literacy volunteer resources*. Ottawa, ON: Ottawa-Carleton Coalition for Literacy.

Hauer, L. et al. (2006). The Canadian code for volunteer involvement. Retrieved from
volunteer.ca/files/CodeEngJune2006.pdf

Hegel, A. (2003). Advocacy on the agenda: preparing voluntary boards for public policy
participation. Retrieved from volunteer.ca/files/boardadvocacymanual.pdf .

HR Council for the Nonprofit Sector. (n.d.). Workplaces that work: staff-volunteer relations.
Retrieved from hrcouncil.ca/hr-toolkit/workplaces-staff-volunteer.cfm

Huebner, F. (1999). *A guide for the development of policies and procedures in Ontario's community literacy
agencies*. Barrie, Ont.: Community Literacy of Ontario. Also available online at
www.nald.ca/library/research/development-vol1/policies/guide1/devpol-1.pdf

Huebner, F. (1999). A guide for the development of policies and procedures in Ontario's community literacy agencies: volume two. Retrieved from www.nald.ca/library/research/guide2/cover.htm

Imagine Canada. (2007). Volunteering, diversity, and inclusion. Retrieved from library.imaginecanada.ca/files/nonprofitscan/kdc-cdc/diversitybulletin_mar5_2007.pdf

Jackson, R. (2012). Three things volunteer managers can learn from the social media revolution. Retrieved from www.energizeinc.com/hot/2012/12may.php

Kaattari, J. (n.d.) Literacy basics: volunteer management. Retrieved from www.nald.ca/literacybasics/volunt/profile/01.htm

Kaattari, J. & Trottier, V. (2002). *Community Literacy of Ontario's SmartSteps to organizational excellence*. Barrie, ON: Community Literacy of Ontario. Also available online at www.nald.ca/clo/resource/smartsteps/cover.htm

Literacy Victoria. (2008). Literacy Victoria Community Outreach Program: principles, guidelines and protocols for outreach helpers. Retrieved from www.literacyvictoria.ca/sites/default/files/resources/outreachpolicyandproceduremanualfinal.pdf

- Literacy Victoria. (2011). Literacy Victoria online information session for volunteers. Retrieved from www.youtube.com/watch?v=CU8Ccrwgaz0&feature=channel_video_title

Literacy Victoria. (2011). Volunteering at Literacy Victoria. Retrieved from www.literacyvictoria.ca/volunteer/volunteering-literacy-victoria

Lynch, R. (2009). Volunteer retention and feelings of connection. Retrieved from nc.casaforchildren.org/files/public/community/programs/ProgramResources/Volunteer_Retention_Lynch.pdf

MacDonald, R. & Cosburn, J. (2005). *Literacy volunteers: value added toolkit*. Barrie, Ont.: Community Literacy Ontario.

Macduff, N. (2012). Volunteer and staff relations. In T. Connors (Ed.), *The volunteer management handbook: leadership strategies for success* (2nd ed.) (pp. 255-271*).* Hoboken, NJ: John Wiley & Sons.

McCurley, S. (2003). Writing persuasive volunteer recruitment appeals. Retrieved from www.energizeinc.com/art/McCurRecr.html

McCurley, S. & Lynch R. (1989). *Essential volunteer management.* Downers Grove, Ill.: VMSystems-Heritage Arts.

Office of the Information & Privacy Commissioner for British Columbia. (2004). Guidelines for developing a privacy policy under the Personal Information Protection Act (PIPA). Retrieved from www.oipc.bc.ca/pdfs/private/PIPAprivacypolicyguidelines051804.pdf

Office of the Information & Privacy Commissioner for British Columbia. (2012). A guide to B.C.'s Personal Information Protection Act for businesses and organizations. Retrieved from www.oipc.bc.ca/pdfs/private/GuidePIPA%28Apr2012%29.pdf

Ontario Volunteer Centre Network and Volunteer Canada. (n.d.) Have we thanked the volunteers? Involving volunteers effectively: recognition and motivation: fact sheet no. 13. Retrieved from volunteer.ca/files/VOICE13.pdf

Points of Light Foundation. (2002). Fact sheet: Designing effective volunteer positions. Retrieved from www.volunteermaine.org/shared_media/publications/old/A.2.%20Designing%20Volunteer%20Positions.pdf

Public Safety Canada. (2008). Best practice guidelines for screening volunteers. Retrieved from www.publicsafety.gc.ca/res/cor/rep/vol-ben-eng.aspx

READ Saskatoon. (2007). Tutor to tutor: a handbook for developing a tutor mentoring program for volunteer literacy agencies. Retrieved from www.nald.ca/library/learning/tutorto/tutorto.pdf

Service Canada. (2011). Screening and interviewing job applicants. Retrieved from www.jobsetc.gc.ca/eng/pieces1.jsp?category_id=2804&root_id=2801

Service Canada. (2011). Writing job descriptions. Retrieved from www.jobsetc.gc.ca/eng/pieces1.jsp?category_id=2803&root_id=2801

Serviceleader.org. (n.d.) Virtual volunteering resources. Retrieved from www.serviceleader.org/virtual

Stewart, D. et al. (2009). A guide for cultural competency application of the Canadian Code. Retrieved from volunteer.ca/files/AGuideforCulturalCompetency-ApplicationoftheCanadianCode.pdf

Tate, M. L. (2004). *"Sit & get" won't grow dendrites: 20 professional learning strategies that engage the adult brain*. Thousand Oaks, Calif.: Corwin Press.

Thomas, A.M. (1989). *Adult literacy volunteer tutor program evaluation kit*. Victoria, BC: Ministry of Advanced Education, Training and Technology. Also available online at www.nald.ca/library/learning/progeval/progeval.pdf

Victoria READ Society. (2008). Volunteer management policies and procedures. Retrieved from www.readsociety.bc.ca/volunteers/VolunteerPolicies.pdf

Vineyard, S. (1988). *Evaluating volunteers, programs and events.* Downers Grove, Ill.: VMSystems-Heritage Arts.

Vodarek, L., Lasby, D. & Clarke, B. (2010). Giving and volunteering in British Columbia: findings from the Canada Survey of Giving, Volunteering and participating. Retrieved from www.givingandvolunteering.ca/files/giving/en/reports/british_columbia_report_en_2007_21122010.pdf

Volunteer BC. (2010). BC Culturally Welcoming Volunteer Program. Retrieved from www.volunteerbc.bc.ca/our-programs/capacity-building

Volunteer Canada. (n.d.). Recognition guidelines. Retrieved from volunteer.ca/topics-and-resources/recognition/recognition-guidelines

Volunteer Canada. (n.d.) Screening. Retrieved from volunteer.ca/screening

Volunteer Canada. (2010). Bridging the gap: enriching the volunteer experience to build a better future for our communities. Retrieved from volunteer.ca/files/English_Final_Report.pdf

Volunteer Canada. (2012). The Canadian code for volunteer involvement: values, guiding principles and standards of practice. Retrieved from volunteer.ca/files/ccvi-long-eng-apr19-web-sm.pdf

Voo, A. & Kaattari, J. (2010). Literacy volunteers: value added. Retrieved from www.nald.ca/literacyvolunteers/index.htm

Winter, L., Whitmore, L. & Hamilton, J. (2008). Capturing the talents of newcomer volunteers: a guide to developing effective, culturally inclusive volunteer programs. Retrieved from mosaicbc.com/sites/all/files/24/M5%20A%20Guide%20to%20Developing%20Effective%20Culturally%20Inclusive%20Volunteer%20ProgramsTextbook%20080506%20with%20Cover%20LR_0.pdf