



Vounteer Management Resources
Festivals and Fairs



Volunteer
toronto

Being Volunteer Ready Template

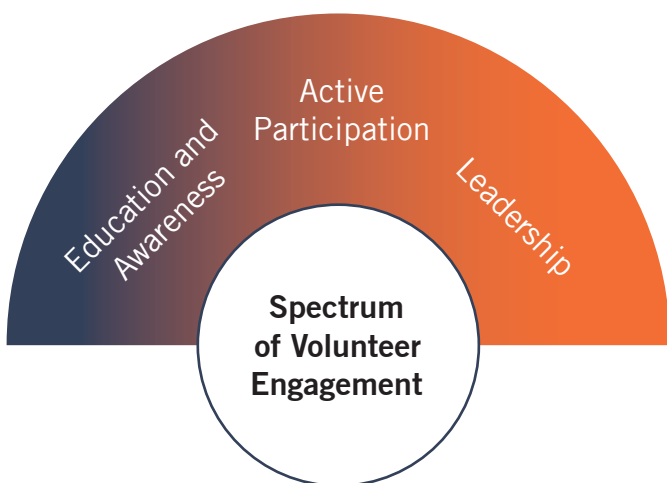
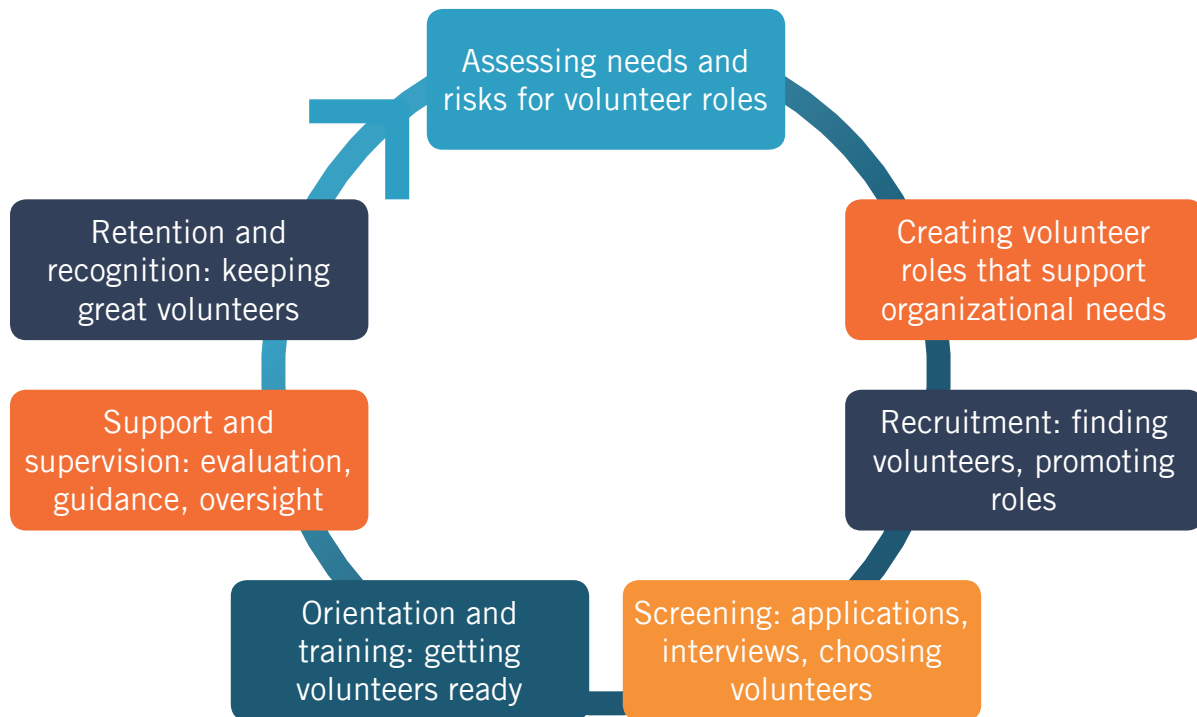
There are a few steps to take to ensure your organization is volunteer ready. Each of these considerations can show you where you might need to focus your time and energy before you can take on volunteers.

CATEGORY	WHAT WILL YOU DO?
<p>Planning</p> <ul style="list-style-type: none"> • How many volunteers do you need? • Who will manage the volunteers? • What support do you need? 	
<p>Policies</p> <ul style="list-style-type: none"> • What volunteer policies should be in place? • Do you need a volunteer term commitment? • How do volunteers access policies? 	
<p>Building roles</p> <ul style="list-style-type: none"> • Who creates roles? • Are roles built through a template/structure? • Where are position descriptions posted? 	
<p>Recruitment/promotion</p> <ul style="list-style-type: none"> • Where do you promote opportunities? • Who do you want to see the opportunities? • How do people apply to volunteer? 	

CATEGORY	WHAT WILL YOU DO?
<p>Screening</p> <ul style="list-style-type: none"> • What are your screening steps? • What screening tools do you use? • Do you ask for references? • Are police checks needed? 	
<p>Training/orientation</p> <ul style="list-style-type: none"> • Is orientation and/or training mandatory? • What information is required for volunteers in the role? • Who can conduct training? 	
<p>Supervision/support</p> <ul style="list-style-type: none"> • What does supervision look like? • Who can provide support, and how? • What kind of support do volunteer managers need? 	
<p>Evaluation</p> <ul style="list-style-type: none"> • How often can and should you evaluate volunteers? • When should you address volunteer issues? • How do volunteers provide you with feedback? 	

Increasing Knowledge of Volunteer Management

One of the best ways to set up your volunteer program for success is to ensure everyone in your organization, whether they'll be managing volunteers or not, has some knowledge of volunteer management. The visuals shown below are different representations of volunteer engagement and the role all leaders and staff have in creating lasting relationships with volunteers.



Volunteers move from learning about the role of volunteers and what they do for organizations to active participation, which needs formalization from organizations for success (such as structured roles, people to report to, etc.). They then move into leadership roles, such as board members, chairs of committees and general leadership. You want to be able to support this growth with plans for volunteer leaders.

There are also a number of resources available online to give you and colleagues a crash course on volunteer management knowledge. Start with resources like Energize Inc, your local volunteer centre and Ontario Colleges.

Determining the Right Supervisor

Who supervises who?

The volunteer manager may not be the only person to supervise volunteers. Each volunteer may require a different supervisor based on their work, the risk involved in their role and a number of other factors. You may need other staff to become volunteer supervisors, or even volunteer leaders. Use the following examples as a guide to determine who should be a volunteer's designated supervisor.



VOLUNTEER ROLE	POTENTIAL RISK	SUGGESTED SUPERVISOR
Friendly visitor for isolated seniors in their home	Working with clients one-on-one often in an unsupervised environment	Staff program leader or volunteer manager
Front desk administration	Working with potentially private information of walk-in/phone-in clients	Front desk staff person or lead volunteer
Weekly program volunteer	Single volunteer with a position of authority over a group of clients	Staff program leader, lead volunteer
Festival support volunteer	Could misdirect clients while answering informational questions	Lead volunteer
Volunteer recruitment volunteer	Working with private volunteer information, decision making for volunteer roles	Volunteer manager

The risk and the nature of the role determines who would be an appropriate supervisor. Staff can supervise volunteers if it is a part of their responsibilities, and volunteers can be supervisors of other volunteers with the right training. There should be distinctions of what each type of supervisor can do:

Manager of volunteers

The volunteer manager is likely the one to recruit, screen and select the volunteers and will have the best knowledge of their past experience, potential risks and other important details. In most cases, the volunteer manager is also the only one with decision making authority to dismiss a volunteer. The volunteer manager should also set the requirements for volunteer supervision and standards for evaluation, communication and more. In large organizations, the volunteer manager will often manage other volunteer supervising staff and leadership volunteers.

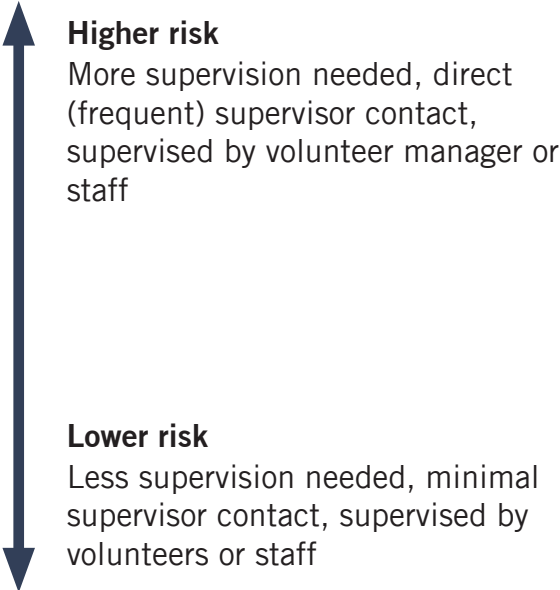
Recruit with a clear message

Long-serving volunteers, or those with relevant skills or expertise, can become supervisors of other volunteers. As with staff, these leaders should receive adequate training on their role as supervisors. These types of supervisors are often involved in hands-on oversight of the volunteer's work and may also support some administrative functions such as scheduling and shift planning. While volunteer leaders can support the evaluation process and provide informal feedback, a volunteer manager or other staff person should manage major decisions such as volunteer reprimand, dismissal and role changes.

Staff

Some staff will have volunteer coordination and supervision as a major part of their role, while others may simply be required to check in with volunteers or provide evaluations from time to time. Volunteer supervision must be a part of the staff person's role if they are expected to be involved in supervising volunteers. Staff should receive training on their specific requirements as volunteer supervisors. While staff can provide a number of the same functions as the volunteer manager, certain responsibilities such as dismissing volunteers should be resolved by the volunteer manager.

Risk Continuum



Resource Assessment Template

Finding the right resources

To help you grow your volunteer program and see continued success, it's vital to get a sense of what resources are available to your organization. By looking to your community, you can identify partners to establish relationships with and look to for support. Use the chart below to help guide your "environmental scan" for each category.



WHAT YOU'RE LOOKING FOR	YOUR ANSWERS
<p>Similar organizations Who is doing work similar to yours? Who can you connect with on the basis of overlapping volunteers?</p>	
<p>Funding What kind of funding exists unique to your area of work? What kind of funding exists unique to your region/area? Who can you talk to about other funding options?</p>	
<p>Political field How do regional and provincial politics impact your volunteer program? How can you connect with politicians for support?</p>	
<p>The (financial and social) economy What impact does the economy have on my program? (more/less volunteers, etc.) What trends can help you plan for the future? Will there be a need for your program in 5 years?</p>	
<p>Finding where you fit in How can you leverage relationships to build capacity and resources? How can you use your uniqueness (based on the rest of the environmental scan) to your advantage? What role do your volunteers play in helping to build resources?</p>	

Finding the right partners

Along with community and local resources, it can be worthwhile to specifically seek out potential organizations you can work with as partners in a variety of roles, like trusteeship or sharing finances. Use the questions below to help you find potential organizations to work with:

1. Identify what area of your work you might want assistance with (an organization to trustee yours, help expand volunteer base, or share space)
2. Determine what benefits you can offer a partner, and what they can offer you (legitimacy and financial support, grant partnerships)
3. Create a project plan for how the partnership will work, and give it a firm timeline (6 months, 1 year or more)

Ongoing Recruitment

Recruitment doesn't end just because you've found your volunteers! Whether your volunteers helped you for a single shift at an event or every weekend for a year, it's important that you keep them engaged. Even if you're not looking for volunteers right now, it's a good idea to always be prepared for potential volunteers.

Connect with volunteers over social media, share posts that show them in action, and take time to thank them for the energy they donate to your organization. By maintaining interactive relationships with your past and present volunteers, you demonstrate that you value their time — and you might even tap into a larger volunteer pool based on their connections.

Ongoing volunteers

Once an event or program is over, it's tempting to assume the recruitment phase is complete. But now that you've established a positive relationship with a group of great volunteers, it's in your best interest to keep them part of your team — even when there aren't any volunteer shifts you need filled. This way, you'll have a team of oriented and trained volunteers ready to help you out, and you won't have to recruit from scratch again.

Governance volunteers

After their terms are over, governance volunteers may part with your organization. However, they may find that they want to continue their involvement with your group by taking on a different role altogether! This means your recruitment work is already done.

High-skilled volunteers

Once they've completed a project, skilled volunteers will often move on. However, it's possible that new projects that require their expertise will come up in the future, and so it's a good idea to keep in contact with these volunteers.

Future volunteers

If you aren't currently accepting applications, consider inviting interested potential volunteers to keep in touch with you, maybe via email, to express their interest. Keep their name on a list, and when a position becomes available, you can reach out to them first instead of creating a brand new recruitment strategy.

Always be welcoming and create an atmosphere that draws others into your organization.

Short-Term Volunteer Planning Template

You can use this template to help you plan the process of recruiting, screening, preparing and supervising your short-term volunteers. Even if you already work with short-term volunteers, or have a recurring event or activity, this can help you rethink aspects of your short-term volunteering program to be better prepared for these volunteers in the future.

Step One

What's the project/event? When does it happen? How long do you need volunteers for? How many volunteers do you need? What will they do? What skills or experiences will they need to have?

Step Two

What are the risks of having volunteers for this event? What are the risks to the volunteers? To the clients? To the community? To the organization?

Step Three

Based on the risks, how will you screen volunteers? Will you conduct interviews? If so, how? What are the specific screening items you're looking for? How will assess the skills and experience needed?

Step Four

Who will supervise the volunteers? How will you assess their efficacy, impact and success? How will you ensure consistent supervision and support?

Step Five

How will you recognize these volunteers? How will you show the impact of their involvement? What threshold will you employ for certain recognition methods? (4 hours, 1 week, 100 clients)

Short-term volunteer issues

There are a number of different unique needs depending on the type of activity and associated volunteer. This chart provides more information about the varying volunteer issues you may face with these events and functions:

	ONE-DAY EVENT	MULTI-DAY EVENT
Example roles	Street festival, fundraising run, gala production, community league game	Arts festival, thought leadership conference, community fair, regional games
Planning roles	Shift for full day or part of day; when to provide orientation; supervision structure & number of volunteers	How many shifts and how long; assessing skill level and matching roles; ensuring adequate breaks/rest and food
Recruitment	How much time to spend on recruiting; where to promote based on event topic or activities	Longer-term recruitment process; acknowledging shift needs ahead of time; seeking leadership roles
Screening	Effectively screening large group in short time; how much is needed based on needs of role and scale of event	Ensuring a good match for whole event/festival; interviewing or connecting with multiple volunteers in short time
Recognition		
Supervision		

Best practices for engaging short-term volunteers

- » Make your screening requirements very clear; some volunteers may be surprised that a certain level of screening is required for a shorter role, so if they know ahead of time they won't be caught off guard
- » Shift scheduling can be the biggest challenge for any event or activity requiring multiple volunteers – no matter how short or long the event is, make sure you build adequate breaks during and in between shifts
- » Take note of your volunteer leaders and provide extra training if possible to prepare them to move into leadership and supervisory roles where needed
- » Find ways for volunteers to de-stress during the activity and enlist volunteers to help mitigate and manage stressful situations to avoid potentially damaging interactions between volunteers and community members

Recruitment Planning Template

Removing barriers

In order to effectively recruit volunteers for events and festivals, it's important to address barriers that might exist in recruitment. Using this chart, think about how specific recruitment barriers might be overcome – add to the examples and provide your own.



RECRUITMENT BARRIER	OPPORTUNITY
Position promotion may not reach everyone	<ul style="list-style-type: none"> • Promote in diverse communities (physical and online message/ bulletin boards, community events, organizational cross-promotion) • •
Language of position description and application may confuse or overwhelm applicants	<ul style="list-style-type: none"> • Provide materials, forms, letters of agreement, etc. in clear, basic language • If fluency is required, evaluate literacy and fluency at the screening and selection level, don't turn away potential volunteers sight unseen • •
Candidates may not understand what is required in the role	<ul style="list-style-type: none"> • Provide full information about steps involved in the process and why each step is required • Include general information about volunteering (not limited to your organization) at info sessions or in info packages • •

RECRUITMENT BARRIER	OPPORTUNITY
Screening process is unclear	<ul style="list-style-type: none"> • Be flexible with references and other screening requirements, if that is appropriate and possible for the position • Ensure mandates and expectations are clearly stated • •
Organization isn't prepared to remove barriers	<ul style="list-style-type: none"> • Encourage staff to develop opportunities with removing barriers in mind • Support the creation of a diverse staff and volunteer environment to support the organization's community • •
<i>Think of other barriers your organization may face</i>	<i>Think of solutions and opportunities for success</i>

Measuring and Improving Volunteer Engagement

The Conference Board of Canada has identified 8 drivers of employee engagement. The list below is an adaptation of these 8 drivers you can apply to your volunteers and volunteer program through support and supervision.

- | | |
|--|--|
| 1. Trust and integrity | 5. Pride in the organization/cause |
| 2. The work of the role | 6. Working with other volunteers (and staff) |
| 3. The impact of individual contribution on organization performance | 7. Volunteer development |
| 4. Personal/professional growth opportunities | 8. Relationship with supervisor/manager of volunteer |

You may notice that some or all of these line up with the motivations that brought your volunteers to your organization. The effectiveness of these drivers depends on each volunteer’s needs and motivations, but having most or all of them in place will help you ensure your volunteers are engaged and actively working toward the mission of your organization.

How do you measure your volunteer’s level of engagement or satisfaction? You can use a survey (with the drivers in mind) like the one, below to assess and determine which drivers you may need to enhance to improve satisfaction and engagement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel trusted to do my work (1)	1	2	3	4	5
My work is fulfilling and enjoyable (2)	1	2	3	4	5
I have the right amount of work (2)	1	2	3	4	5
My work is contributing directly to the mission (3)	1	2	3	4	5
I am making an impact on our community (3)	1	2	3	4	5
My volunteer work helps me meet my goals (4)	1	2	3	4	5
I believe in the mission of this organization (5)	1	2	3	4	5
I can meet and work with other great volunteers (6)	1	2	3	4	5
I feel well trained and prepared for my role (7)	1	2	3	4	5
I can to ask for help when I need it (7/8)	1	2	3	4	5
I feel appreciated by my supervisor(s) (8)	1	2	3	4	5

If you’re seeing a lot of “disagrees” for certain responses, consider how you can increase these drivers for your volunteers and improve their engagement.

The Importance of Training

Training is an opportunity to:

- » Provide volunteers with specific information about their role
- » Ensure volunteers have the necessary knowledge and skills to perform their roles safely and effectively
- » Explore volunteer boundaries or other important topics deeply
- » Provide volunteers with learning related to their personal or professional goal

When to train volunteers

Training should be provided at the start of a volunteer's role but also on an ongoing, proactive basis. When possible, provide training regularly throughout the volunteer experience – including monthly in-person trainings or online offerings. Some training can or should be mandatory while others can be optional and more beneficial for the volunteer than the organization specifically.

Ongoing training

Higher-risk roles will usually require more ongoing training. For instance, if a volunteer is engaged to provide support to clients with serious illnesses, training should be provided up front and refreshed throughout the volunteer's engagement on the necessary knowledge of maintaining safe and healthy practice with these clients.

Adult learners

Most of your volunteers are “adult learners,” individuals who are not currently in a formal learning environment. Adult learners tend to be internally motivated, self-directed and goal-oriented. You should focus your training efforts on using practical tools like games, scenarios, case studies and assessments to enhance the learning process.



How does learning happen?

Learning is the process of transforming a person's previously held knowledge, skills and attributes. This takes place through two main stages: sensory intake, which is how someone takes in information; and processing and interpreting the information, comparing with their own knowledge and experiences. Examples for each include:



Sensory Intake

- » Hearing instruction or stories from a facilitator
- » Seeing handouts, slides, videos or other visual media
- » Experimenting with a case study, role play or activity relevant to the learning material



Process & Interpret

- » Using individual reasoning methods
- » Comparing new information with what a learner already knows
- » Referencing past experiences or held beliefs and applying this to their own context

Training Short-Term Volunteers

For your short-term event, activity or opportunity, you may have a very large number of volunteers – it’s integral that all of your volunteers receive training of some kind so they can:

1. Know how to do their role properly
2. Know more about your organization to ensure it is a good fit
3. Know about emergency protocol, rules, policies & procedures

Planning training

Since you may not be able to bring in all of your volunteers for a face-to-face orientation, make sure you focus on the essentials by answering these questions: what will the volunteer do? How will the volunteer support your work and make an impact? What will your volunteer say if asked about your organization? What will your volunteer do in the case of an emergency? Who does your volunteer report to?

Orientation options

When planning your orientation and training, there are a few methods you can use, including live or pre-recorded online webinars, “drop-in” rotating orientation, a volunteer handbook, or even day-of-event orientation at the start of your activity. No matter which method you use, you should **prioritize the mission** and talk about the **value and impact** of the project or event the volunteers are a part of.

Use this chart to determine the method you’ll use to cover each important area of training:

TOPIC	METHOD
Learning about the event/activity	
Learning about the organization	
Meeting supervisors/ understanding reporting structure	
Understanding boundaries & rules	
Getting to know event facility/ space	

You can also use the volunteer handbook to enhance and add to your orientation and training, especially highlighting policies, procedures and important contextual information.

Adult Education Basics



Adult learners

Nearly all volunteers you train would be considered “adult learners” as they are outside of a formal education experience. Adult learners tend to be internally motivated, self-directed, and come with some pre-existing knowledge. They are goal oriented and want to be respected. This might also mean adult learners want to jump ahead, so use practice learning opportunities like scenarios and role playing.

Learning is a process

The process of learning changes a person’s previously held knowledge, skills and attitudes, and happens over three stages:

- » In the first stage, a person receives new information. Everyone has different preferences for how they take in information, such as hearing, seeing or experimenting with something.
- » In the second stage, a person will process this new information. There are a variety of factors that influence how someone processes information, such as personality, reasoning methods, and physical & cognitive capacities.
- » In the third stage, a person will interpret the new information. If the new information is different from what the person already knows, they will reference a past experience and/or held beliefs to make sense of it in their own context.

Making sense of it all

The processing & interpretation stages are all about making sense of the new information and applying it to what someone already knows:

- » Personality Influences - These revolve around the way people manage their learning, and often means learners are either practical, active, observational or theoretical, though of course many are a bit of everything.
- » Methods of Reasoning – Things like learning environment, social vs. solitary learning, performing vs. theorizing information can all impact how each person will reason or deal with new information, much like the learning types at the bottom of this page.
- » Capacities to Learn – Physical and cognitive capacity can also impact how information is processed and interpreted, and each person will use different techniques based on their abilities. Trainers should be mindful of accessibility needs as well.



visual learner



auditory learner



verbal learner



physical learner



logical learner



social learner



solitary learner

Training Volunteers with Motivations in Mind

When preparing to train your volunteers, it's important to consider the motivations that brought each volunteer to your organization. Motivations include wanting to make a contribution to the community, using skills, being personally affected by the cause, networking with others or improving job opportunities. Use the chart below to determine how you might use each motivation in training to keep volunteers engaged from the beginning.

TRAINING STYLE	MOTIVATION	CONNECTION
Scenario	Making a contribution	Showcase the impact volunteers will make in the role by using a scenario activity of a real interaction
Icebreaker	Networking with others	Use an icebreaker that will encourage volunteers to meet each other, forging connections for later in the role
Learning new skill relevant to the role	Use skills and experience	When teaching a specific skill, identify the value of the skill to the role but also the uses in day-to-day life as well

volunteertoronto.ca

**344 Bloor St. West, Suite 404
Toronto, ON M5S 3A7
Canada**

416-961-6888

info@volunteertoronto.ca



**Volunteer
Toronto**