

A. SUPERVISION & HUMAN RESOURCES

Topic	A. 1. Identify Need for Volunteers
Skill Level	Indicators
<p align="center"><i>“Novice”</i> Acquire basic vocabulary and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Know agency’s priorities and plans <input type="checkbox"/> Know customer/client needs <input type="checkbox"/> Know how volunteers will add value
<p align="center"><i>“Intermediate”</i> Apply skills and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Translate agency priorities and needs into goals/objectives for volunteers <input type="checkbox"/> Design activities for volunteers to meet customer/client needs <input type="checkbox"/> Create volunteer work plan
<p align="center"><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Adjust activities to maintain alignment with agency priorities <input type="checkbox"/> Refine volunteer activities to reflect changing customer/client needs <input type="checkbox"/> Adapt the volunteer work plan to reflect the skills and knowledge of individual volunteers
<p align="center"><i>“Expert”</i> Apply knowledge in a range of contexts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the context of the agency priorities and plans within the larger community <input type="checkbox"/> Articulate the role of agency/members in addressing customer/client needs <input type="checkbox"/> Think strategically about leveraging volunteer assets to benefit community and to create sustainability

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Topic	A. 2. Recruit volunteers
Skill Level	Indicators
<p align="center"><i>“Novice”</i> Acquire basic vocabulary and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Know what the volunteer is going to do (activities) <input type="checkbox"/> Able to create coherent statement of agency priorities/policies and client/customer needs <input type="checkbox"/> Identify appropriate sources of volunteers
<p align="center"><i>“Intermediate”</i> Apply skills and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create a position description <input type="checkbox"/> Write a customized advertisement that attracts potential applicants <input type="checkbox"/> Identify and uses appropriate channels for outreach
<p align="center"><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Able to ‘sell’ the position to applicants <input type="checkbox"/> Willing to adapt expectations to balance agency plans/client needs to strengths of the individual applicants <input type="checkbox"/> Analyze effectiveness of recruiting strategies and make appropriate changes
<p align="center"><i>“Expert”</i> Apply knowledge in a range of contexts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the strengths of applicants and refer to other programs when relevant <input type="checkbox"/> Use expanded networks to make connections outside of traditional channels

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Topic	A. 3. Select and place volunteers
Skill Level	Indicators
<p align="center"><i>“Novice”</i> Acquire basic vocabulary and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create an application form <input type="checkbox"/> Able to identify relevant competency-based screening questions <input type="checkbox"/> Able to distinguish between required and preferred qualifications and skills
<p align="center"><i>“Intermediate”</i> Apply skills and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a protocol for screening that includes application, interview, background checks, and other tools <input type="checkbox"/> Design a scoring mechanism for assessing applications <input type="checkbox"/> Assess applications and interviews with both quantitative and qualitative data
<p align="center"><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Match skill sets with position descriptions and/or placement site <input type="checkbox"/> Negotiate agreement with volunteer regarding positions descriptions/expectation and placement <input type="checkbox"/> Include all relevant people in the decision-making process <input type="checkbox"/> Develop a decision-making protocol for assigning and placing volunteers
<p align="center"><i>“Expert”</i> Apply knowledge in a range of contexts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the motivations of volunteers (demographics, life stages, age etc.) <input type="checkbox"/> Match motivations of volunteers to requirements of placement site <input type="checkbox"/> Articulate reasons for selection or not of volunteers based on selection criteria

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Topic	A. 4. Orient volunteers and staff
Skill Level	Indicators
<p align="center"><i>“Novice”</i> Acquire basic vocabulary and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide initial orientation for volunteer and staff to activities and work plan <input type="checkbox"/> Provide orientation to worksite, including formal and informal networks and structures <input type="checkbox"/> Introduce relevant policies and procedures <input type="checkbox"/> Explain organizational lines of reporting and authority
<p align="center"><i>“Intermediate”</i> Apply skills and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop volunteer handbook <input type="checkbox"/> Develop orientation checklist <input type="checkbox"/> Develop packet of materials from sites <input type="checkbox"/> Involve site supervisor in orientation
<p align="center"><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Gather feedback from volunteers and sites regarding adequacy and relevance of orientation <input type="checkbox"/> Analyze feedback <input type="checkbox"/> Provide training for site supervisors on volunteer management
<p align="center"><i>“Expert”</i> Apply knowledge in a range of contexts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Adapt orientation materials to reflect feedback <input type="checkbox"/> Maintain ongoing relationship with site supervisor to discuss mutual expectations, problems, and performance

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Topic	A. 5. Develop performance measurement system
Skill Level	Indicators
<p align="center"><i>“Novice”</i> Acquire basic vocabulary and knowledge</p>	<p><i>For the person:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a performance appraisal form <input type="checkbox"/> Create and use a timesheet for tracking hours <p><i>For the work:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a tracking tool to measure activities <input type="checkbox"/> Learn and apply principles of youth/adult learning and development
<p align="center"><i>“Intermediate”</i> Apply skills and knowledge</p>	<p><i>For the person:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect data on a regular basis regarding the personal performance of the volunteer <p><i>For the work:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect data on a regular basis regarding activities and the work plan
<p align="center"><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p>	<p><i>For the person:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the performance data of the volunteer <input type="checkbox"/> Develop member development plan that incorporates interests of the volunteer and the priorities of the organization <input type="checkbox"/> Provide opportunities for a variety of experiences and assignments <p><i>For the work:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the data from volunteer activities <input type="checkbox"/> Look for trends and patterns that reflect the continuous improvement of the work
<p align="center"><i>“Expert”</i> Apply knowledge in a range of contexts</p>	<p><i>For the person:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt activities of the volunteer to reflect the skills and motivation of the volunteer <p><i>For the work:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Align the value added by volunteer to agency goals, mission and vision

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Topic	A. 6. Assess and provide feedback on performance
Skill Level	Indicators
<p align="center"><i>“Novice”</i> Acquire basic vocabulary and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of basic supervisory principles (e.g. Communication, setting clear expectations, listening skills, coaching skills, goal setting, providing feedback) <input type="checkbox"/> Identify and articulate performance expectations <input type="checkbox"/> Understand the concept of progressive discipline and grievance procedures
<p align="center"><i>“Intermediate”</i> Apply skills and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate regularly with volunteers <input type="checkbox"/> Assess performance and personal skills and work products <input type="checkbox"/> Provide positive and negative feedback based on performance expectations <input type="checkbox"/> Develop corrective action plan if necessary, based on progressive discipline procedure <input type="checkbox"/> Provide written evaluation for records
<p align="center"><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze results of performance assessment <input type="checkbox"/> Create individual training and development plan that reflects the goals and values of both volunteer and agency <input type="checkbox"/> Manage and resolve conflicts
<p align="center"><i>“Expert”</i> Apply knowledge in a range of contexts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Anticipate potential problems or opportunities for volunteers and sites <input type="checkbox"/> Identify potential volunteers for different assignments <input type="checkbox"/> Articulate impact and value of the individual’s contribution to the work of the agency, the community and the individual <input type="checkbox"/> Responsible for human resources decisions (e.g. hiring, leave requests, terminating)

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Topic	A. 7. Recognize, reward, and retain volunteers
Skill Level	Indicators
<p align="center"><i>“Novice”</i> Acquire basic vocabulary and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Know a range of methods, tools, tangible rewards for recognizing the work of volunteers <input type="checkbox"/> Ensure that volunteers are kept informed of the work of the agency <input type="checkbox"/> Provide frequent formal and informal recognition for work of volunteers <input type="checkbox"/> Understand the roles and relationships of volunteers and staff
<p align="center"><i>“Intermediate”</i> Apply skills and knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain communication with volunteer and staff regarding assignment and personal satisfaction <input type="checkbox"/> Establish an ongoing feedback loop where specific information is shared in an open, informal setting
<p align="center"><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Adapt the workplan based on feedback from volunteer, the supervisor, and the agency <input type="checkbox"/> Adjust the reward and recognition to reflect the motivation of the volunteer <input type="checkbox"/> Reflect the values and culture of the sponsoring agency in any recognition and reward plan
<p align="center"><i>“Expert”</i> Apply knowledge in a range of contexts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and adjust the work of volunteers to reflect their changing motivations of volunteer and the evolving needs of the agency. <input type="checkbox"/> Manage the mutual responsibilities and expectations of both volunteers and staff.