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Designing Work for Today's Volunteers

Trainer: Steve McCurley

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Creating Motivating Volunteer Positions

Excerpted from ***Volunteer Management: Mobilizing All the Resources of the Community, 3rd Edition***
Steve McCurley and Rick Lynch (Plattsburgh, NY: INTERPUB GROUP, 2011).

The single most important factor in managing an effective volunteer program is the design of the volunteer positions.

Although this area is critical, Volunteer Program Managers typically pay too little attention to doing it well. An organization that has interesting and productive positions to offer will have an easy time attracting and keeping volunteers.

Too many organizations, instead, provide unsatisfactory work experiences and then have an impossible time retaining volunteers. In such cases, staff may regard volunteers as unreliable. The problem of badly designed volunteer work is seldom diagnosed.

A recent study by the ***Taproot Foundation*** found:

> *Focus group and interview responses were strongly consistent around the desire for clearly defined volunteer opportunities.*
>
> *Specifically, respondents wanted clear expectations for both the nonprofit and the volunteer regarding defined roles and tasks, clear outcome goals, clear timelines and time commitment, and a clear understanding of the expected value and implementation of the activity. Common comments included sentiments like: "without thoughtful structure there is always frustration; it's frustrating for me as a volunteer to know I'm not being as useful as I know I can be, and frustrating for the nonprofit who is wasting time spinning wheels around managing us."*

In this book we will refer to what volunteers do in a number of ways:

- ✓ position
- ✓ role
- ✓ job
- ✓ task
- ✓ assignment
- ✓ responsibility

All of these may simply be taken as referring to the work done by the volunteer.

Much of what we talk about will be based on two simple premises:

- In the short-run, most volunteers will agree to do anything that needs doing.
- In the long-run, most volunteers will prefer to do work that they find satisfying.

There are some corollaries to these premises:

The longer a person continues to perform work that is not satisfying to them the less likely they are to perform it well.

Those who continue to perform work when it is neither enjoyable nor successful tend to be martyrs who are very difficult to be around. All in all, the opportunity to do "work" is not just one of the basic building blocks of the volunteer program – it is *the* key element.

Consulting with Staff about Volunteer Positions

In an organization that employs paid staff, a Volunteer Program Manager should begin the process of creating volunteer positions by gaining staff involvement. To be effective, a volunteer must have the support of staff. The volunteer's work, therefore, must be something that staff want done.

The role of the Volunteer Program Manager in position development is one of "consulting" with staff, helping them develop volunteer positions that support the program and that volunteers want to do.

During the process, the Volunteer Program Manager interviews staff to determine how they might involve volunteers. This interview does not consist of merely asking staff what positions they might have for a volunteer. That question is unlikely to provoke a creative response from staff who have had no experience working with volunteers or who have not spent much time thinking about this question. Instead, the Volunteer Program Manager should take staff through a process (first developed by Ivan Scheier) in which staff members are encouraged to answer the following questions:

- *"What are the parts of your job that you really like to do?"*
  Staff responses might include activities such as working directly with clients, doing research, or public speaking.

- *"What are the parts of your job that you dislike?"*
  Responses might include activities such as compiling reports, writing the organization newsletter, or filing.

- *"What other activities or projects have you always wanted to do but never had time for?"*
  Responses might include activities such as working with a new client group, investigating new sources of funding, or starting a program in a new community.

- *"What are some things you would like to see done that no one has the skills to do? (Or that we can't afford to pay someone to do?)"*
  Responses might include activities such as upgrading the organization's computer capability, doing market research, or creating a new organization logo.

The answers to these questions can form the basis for defining volunteer positions that can be integrated with the staff workload and will be supported by staff.

In a nutshell, if the Volunteer Program Manager can bring in a volunteer who will relieve members of the staff of the tasks they don't like doing and give staff the time to do the things they've always wanted to do, staff have a powerful incentive to make sure that the volunteer has a good experience at the organization.

In addition, by involving volunteers in activities the agency cannot perform with its paid personnel (either through a lack of time or skill), we extend the effectiveness of the organization.

By designing positions around the types of work staff don't like to do or lack the necessary skills to do, the Volunteer Program Manager develops volunteer work that is both "real" (i.e., it really needs to be done) and will be appreciated by the staff. As a consequence, the potential for typical staff-volunteer difficulties, such as staff forgetting to thank volunteers for their efforts, is greatly reduced.

The interview process described here can also be used to educate staff as to the correct "shape" for a volunteer position request, as will be discussed later in this chapter. By helping the staff develop the description of the work to be done, the Volunteer Program Manager will greatly lessen the prospect of being bombarded with impossible requests for volunteers: "Someone to come in from 10-5, Monday through Friday, to do my filing."

To assist in this effort, the Volunteer Program Manager can employ a number of tools to show staff what will be possible. These tools can be used in a "menu" approach, giving staff lists of possibilities.

The tools include:

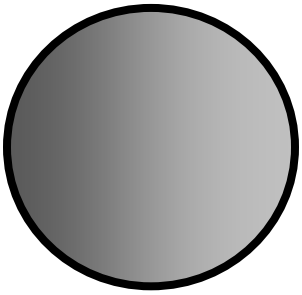
- ✓ A list of the types of jobs/functions that volunteers are already performing in the agency.
- ✓ A list of types of jobs/functions that volunteers perform in other organizations in the community or in similar programs across the country.
- ✓ Skills/descriptions of available volunteers.

These listings will serve to provide ideas on potential jobs to staff who do not have clear understanding of the potential uses of volunteers within the organization. They will serve to broaden the perspective and improve the creativity of staff in developing interesting and challenging volunteer positions.

The Circle of Staff Needs

The process of staff involvement should be a continuous one. The Volunteer Program Manager should develop a process for on-going communication with staff, either by periodic follow-up interviews or through written communication in which the process of new position development continues. One method for accomplishing this is to institute a "work wanted" section in the organization's newsletter or via a memo to all staff, in which volunteer positions are highlighted or in which the skills of new volunteers are announced. The aim of this communication is to create a demand for additional types of volunteer effort.

In essence, what is being created through this process is an inventory of staff needs:



The circle represents the universe of needs and interests of the staff, formatted into a request for particular work to be done. The circle includes a request for:

- ***specific skills that are needed,***
- ***the time commitment that is required,***
- ***attitudes and other qualities that represent what the organization is looking for in a volunteer.***

Within the circle are all the tasks that staff must accomplish in order to deliver current services to clients, to broaden service and clientele, or to accomplish their own internal tasks and operations. The ideas that exist within this range of work represent the possible universe of volunteer work that could be created to assist the agency.

Designing Volunteer Positions for Results
Volunteer programs are successful when volunteers are working in positions they look forward to and want to do. If we fail to give our volunteers such positions, we will be plagued by turnover, unreliability, and low morale.

When we create roles for volunteers, we tend to create them in the same way we create positions for paid people. The positions tend to be designed around the standard management practices of the non-volunteer world. Paid people, however, will usually not turn up for work if they are not paid. When designing a volunteer activity, we should look to the activities people engage in voluntarily.

Designing a position people want to do is the cornerstone of all successful volunteer programs. While paid people will do a position that is unrewarding because they are compensated for doing it, volunteers will not do so for long. This has given volunteers in general a reputation among paid people of being unreliable.

On the contrary, if the volunteer does not find the position to be personally satisfying, he or she can be relied upon to quit. To attract and retain volunteers, we must design positions they want to do.

Volunteering is a leisure time activity, as volunteer management expert Joe Lovelady once said. People engage in leisure activities for a variety of reasons, including a sense of satisfaction, challenge, reward, and accomplishment.

To attract and keep volunteers, we must design their roles so that they have similar characteristics. Otherwise, people will do something else with their leisure time.

In designing volunteer positions, we might learn something from people who design games. Games are voluntary activities that are designed to be intrinsically motivating.

Games are so motivating, in fact, that people will spend lots of their time and money on expensive equipment and lessons in order to get better at them, something that is rarely true of work.

Games are so well designed, in fact, that people will spend lots of money to get to see other people play them. If this were true of work, we wouldn't have to worry about getting funding for our agencies—we could just sell tickets to watch our people do their work.

The point here is not that volunteering should be a game, but that it should have the same motivational qualities that games have. All games have four characteristics that work can also have but seldom does: ***ownership, the authority to think, responsibility for results or outcomes, and an ability to evaluate or measure what is achieved.***

When we design volunteer positions, therefore, it is good to try to build in these characteristics. Positions designed with these characteristics also require less supervisory effort.

The first of these factors is what we call "ownership."

Ownership
By ownership, we mean that the volunteer has a sense of personal responsibility for something.

Their position contains something they can point to and say "This is mine." This might be a particular product or event or geographic area. In the nonprofit world, the ownership is often a volunteer's own client or project.

There are many examples of volunteers having such responsibility: Mentors, big brothers and big sisters, phone workers in a crisis clinic, a companion or visitor to an elderly person, and foster grandparents are all volunteers who have one or more clients that are "theirs."

Ownership gives the volunteer something to be in charge of and hence to be proud of. Giving volunteers a project of their own, one with a clear end-point, is particularly important to today's new breed of volunteer, who are less interested in making a long-term commitment to an organization than volunteers used to be. And it is also particularly important in attracting new volunteers to an organization.

A 1988 study by *the J.C. Penney Foundation* found that 79% of US citizens who do not volunteer said that the most important incentive in getting them to volunteer would be a short-term project.

Ownership is destroyed when volunteers do only one of many activities the organization provides as part of its service to a particular person or group. In some social service agencies, for example, volunteers might do a preliminary screening of client needs, then hand the resulting paperwork over to a trained professional who would offer specific advice or determine eligibility for services.

Similarly a volunteer firefighter might arrive at the scene of an accident, take the victim's vital signs, then get shoved aside by paid firefighters who do the rest of the activities related to saving the patient.

When volunteers merely do one activity in a string of activities, they can lose the intense satisfaction of helping others that drives most volunteer efforts.

Although they know that somewhere down the line they have contributed to client's needs, their sense of pride and ownership is diluted because all the others have had a hand in it.

Similarly, volunteers fixing up a school will tend to get more satisfaction if they do all the activities related to fixing up a particular room than if they do one activity (such as painting or washing windows) in all the rooms.

The first circumstance provides them with a sense of ownership ("This is my room") whereas in the second case the sense of ownership and responsibility becomes diluted.

Because their sense of pride in the work is reduced, such volunteers tend to burn out much faster than those who have full responsibility for a client or a project.

This is not to say that teamwork should be avoided in position design. Teams of people can also have ownership. In these cases, there is a sense that we have something that is "ours."

In one city, for example, there is an all-volunteer program that was formed when the parks department reduced its complement of maintenance staff as a result of a budget cut.

Teams of volunteers had parks of their own which they kept free of trash and graffiti. ***In this case, the sense of ownership was met*** because the team could look at "our park" and take pride in its appearance.

The Authority to Think
The difference between a team and a collection of isolated individuals is that a team has the authority to plan and evaluate its work and agree on who is going to do what.

This authority to think ***is the second key*** element in good position design, whether for individuals or teams. With this authority the individual or group not only does the work but can also play some part in deciding how to do it.
Many Volunteer Program Managers have a built-in resistance to allowing volunteers this authority. For one thing, the volunteer may

work only a few hours per month and so have difficulty keeping up with what is going on.

Standard management practice holds that it is the supervisor's position to do the planning and the deciding and the employee's position to carry out whatever the supervisor thinks should be done.

Indeed, when a volunteer first comes on board, this may be the most comfortable way to proceed.

As volunteers learn the position and begin to figure out what is going on, however, the fact that they are only doing what someone else decides begins to sap their motivation and dilute their feelings of pride in what they accomplish. They will tend either to resent being told what to do or to lose interest in the position. Either of these will increase the likelihood of their dropping out.

This does not mean that we should abdicate our responsibility for ensuring good results from volunteers. Obviously, we can't afford to have all our volunteers doing whatever they think is best, and without guidance.

We need to make sure that they are all working toward the achievement of a coordinated and agreed set of goals. What we can do, however, is involve them in the planning and deciding process so that they do feel a sense of authority over the "how" of their position.

The process of managing all this is explained in detail in the chapter on supervising volunteers. For now, suffice it to say that in designing the position we should ask:

*"**How would a person who tells the volunteer what to do know what to tell him?"***

Or we could ask:

"What does the volunteer's supervisor do in order to figure out what to tell the volunteer to do?"

We can then include those thinking tasks in the volunteer's position description, healing the schism between thinking and doing. In a sense, in doing this we give the volunteer back her brain.

Responsibility for Results

The third critical element in developing a work structure that encourages excellence is to make sure that the volunteers are held responsible for achieving results, rather than simply for performing a set of activities or "position duties."

If they are responsible for results or outcomes, they are focused on the end product of what they do, and they get the satisfaction of making progress toward a meaningful accomplishment. If, on the other hand, they are responsible only for the activities that may lead to some result, they are divorced from that satisfaction.

Crime prevention volunteers in a Neighborhood Watch program, for example, will get a lot more satisfaction if they are given the responsibility for reducing burglaries, and their effectiveness is measured against this yardstick than if they see the position as the activity of knocking on doors to talk to people about planting "hostile shrubbery" under their windows.

*Most position descriptions for volunteers (or for paid staff) are **not** defined in terms of results. Instead, they merely list a series of activities the volunteer is supposed to perform. **The result is never mentioned.*** Most often, in fact, the responsibility for the result is fragmented, with several people all having a few activities to perform if the result is to be achieved.

In fact, the responsibility is sometimes so fragmented, that the volunteer loses sight of the result.

As a direct consequence of this, results are poorly and inefficiently obtained; the volunteer gets bored.

Because it can be difficult at first to grasp the concept of defining positions in terms of results, let's look at some examples.

Volunteers in a drug abuse program may be told that their position is to spend three hours per week counseling a client. This is a statement of an activity to be performed. No result of the counseling has been specified, and if the volunteer doesn't achieve much, we shouldn't be surprised.

The position as defined requires no particular skill, other than sitting in a room with someone for three hours.

To define the result, we need to ask:

What is the outcome we want from the counseling?

What do we want the volunteer to accomplish in these three hours per week?

The answer would probably be something like "Clients will be able to cope with daily life without resorting to the use of drugs." By defining this desired result for each volunteer counselor, we offer a challenging and worthwhile accomplishment for the volunteer to be working toward.

Similarly, volunteers in a school program might be told that their position is to work with children on reading skills.

When we ask only that someone "work with" the children, we are not creating any responsibility for helping the children learn.

There is no challenge in the position when it is defined in this way. It is better to specify the specific skill improvements that the volunteer is responsible for helping the child achieve.

The result might read something like "Bring the child's reading abilities up to grade six reading level."

When we define volunteer positions in terms of results, we help meet people's need for a sense of achievement or accomplishment.

It helps them feel that their volunteer activity is valuable and worthwhile. It also helps the volunteer program operate more effectively. **When people know** what they are supposed to accomplish, they are more likely to do so. If we want to achieve meaningful results through our volunteers, it makes sense that we should let them know what results we expect and then hold the volunteers responsible for accomplishing them.

Keeping Score

The fourth critical element in good position design is to decide how to measure whether and to what degree the results are being achieved. If we don't do this, the statement of result will fail to have any motivating value, and it will be impossible for both volunteer and supervisor to know how well the volunteer is doing.

Many Volunteer Program Managers shy away from measuring volunteer performance, thinking that doing so would discourage or de-motivate them.

The opposite is more likely to be the case. *If people can't tell how well they are doing, if they can't tell if they are succeeding or failing, they tend to get bored with the activity.*

There is also no incentive to try a different course of action if you don't know that your present course isn't working.

For some positions the measure of performance is fairly obvious and easy to state.

In the case of a crime prevention volunteer, for example, the number of burglaries in her area is a readily available statistical measure. We can use these statistics (provided she is responsible for the same geographic area for which statistics are being compiled) to measure the result of keeping people safe from burglaries.

Every time a burglary occurs in her area, she will naturally ask "what could have been done to prevent that?"

These thoughts spur her creativity, and encourage new, even more effective approaches. If the position is merely defined as talking to citizens about crime prevention, however, and there is no feedback to her on how well she is doing, there will be little likelihood that more effective approaches will be tried.

In other cases, we find the measure more difficult.

In the case of the Girl Guide leader whose result is to help her girls develop self-assurance, we need to do some hard work to figure out how we will measure progress. We need to ask questions such as:

- How will we know if girls gain self-assurance?
- What would we see when they are and when they aren't self-assured?
- What questions could we ask them to determine their degree of self-confidence?"

Many Volunteer Program Managers don't want to do this much work, and so they take the easy course of holding the volunteer accountable only for performing a set of activities. By doing so, however, they deprive the volunteer of the ability to tell how well she is doing. They also deprive her of a sense of accomplishment.

Taking the time necessary to define how to measure volunteer progress toward results is management work. It is an essential position that all managers should engage in but many do not. In not doing so, we throw away a major motivator.

Many Volunteer Program Managers who do measure performance tend to measure the wrong things. They keep track of things such as hours spent or miles driven or client contacts made. These measures tend to lack any real meaning because they do not tell us whether the volunteer is accomplishing anything of value. They do not measure whether the result is being achieved.

To determine how to measure a given result, involve the volunteers who do the position.

Ask them these two questions:

1. ***"What information would tell us if you are succeeding in achieving the result?"***

2. ***"How will we collect it?"***

Measuring performance makes it possible to introduce an element of competitiveness. It is possible to set targets and to encourage these targets to be surpassed, and even for the setting of records. Records are tremendously motivating. People daily do ridiculous things to break records, such as making an omelet that weighs four tons.

The Guinness Book of Records lists some of these impossible achievements. If people spend time and effort to do such silly things, voluntarily, think of the productive work they might do if there were records to set for something more serious!

Volunteer Position Descriptions

Many organizations and volunteers prefer that a volunteer position, once created, is written down in some form. While this is not necessary for many short term volunteer jobs, especially those that last only a day, it is nice to have a written role description to refer to when committed volunteers come up against questions of boundaries for their activities.

This position description should be developed jointly by the Volunteer Program Manager and the staff person that will supervise the volunteer. It provides a summary of the work and activities to be performed by the volunteer. It functions as an instrument that can be used in the supervision and evaluation of the volunteer.

The discipline of writing a good position description is a useful one.

In some ways, position descriptions can be much more important for volunteer staff than for paid staff. Paid staff are accustomed to learning their positions by osmosis—coming to work and spending time watching what is happening and determining what they should be doing, and how they should do it. For a volunteer, this learning time period may be excessive, since ten days of on-the-position learning can easily translate into several weeks or even months for a part-time volunteer.

Unless the organization is prepared for the volunteer to begin work immediately and has prepared suitable instructions, the volunteer can become discouraged right from the start.

A position description that accurately represents the tasks to be undertaken and the effort that is required can serve as a method for readying the organization for the appearance of the volunteer.

If you discover that either you or the staff with whom the volunteer will be working cannot put together a precise position description, it would be better to re-initiate the process of position development than to recruit a volunteer for a position that cannot be properly defined.

A position description will contain the following:

Title: What the position will be called, or what position is being offered.

Purpose: The result the position is to accomplish. This is the most important part of the position description.

Results: If there are definable results that contribute to the overall purpose, these should be listed.

Suggested Activities: Examples of what might be done to accomplish the purpose. The word "suggested" indicates that the volunteer has some authority to think, to pursue other approved activities if her supervisor agrees these might be effective in achieving the result.

Measures: How we will tell if the result is being achieved.

Qualifications: What skills, attitudes, and knowledge are desired, as well as any requirements requiring dress or conduct.

Timeframe: Estimated number of hours, length of commitment, and flexibility in scheduling.

Site: Location of work.

Supervision: Relationships with staff and other volunteers, reporting requirements and supervisory relationships, as well as procedures for monitoring and dealing with problems.

Benefits: Training, insurance, parking, reimbursement of expenses, child care provision, any volunteer remuneration, events to thank volunteers, etc.

An additional item to include might be the values and philosophy of the organization to which the volunteer is expected to adhere.

The precise format of the position description is not important. What is important is that all of the elements are covered and that, in particular, a well-thought-out purpose is defined for the volunteer.

An Example of a Position Description
Let's look at an example of how to write a position description.

Here are the four essential principles of a well-designed position:

- ✓ ownership,
- ✓ authority to think,
- ✓ responsibility for results,
- ✓ keeping score.

In the U.S. there is a volunteer program whose main purpose is to do household chores for handicapped and elderly people who might otherwise be institutionalized.

Originally, the volunteer position description wasn't in writing. Volunteers simply were told to do whatever cleaning and home maintenance the social worker deemed necessary.

The program was plagued with a high turnover rate, as volunteers often found the work more unpleasant than they had expected. In terms of our four criteria, the volunteers did have ownership – they had clients who were their own and no one else's.

But they had little control over what they did, however, as the social worker limited them to a certain list of tasks. There was no clear end result they could see. And they were measured only by whether they completed their assigned activities.

In redesigning the position, the staff member responsible for supervision and the volunteer coordinator sat down with a group of volunteers to define results and measures. At this day-long meeting, ***two desired outcomes were identified.***

The first was that clients would be able to stay in their homes so long as they had no serious medical problems that made institutionalization necessary. This result was easily measured by the number of nonmedical institutionalizations. Such a result didn't seem enough for the volunteers involved since they felt this could be easily achieved and that they still could be doing a lackluster position. They suggested that a **second outcome** be included, that client houses be clean.

This brought up the problem of how to measure whether a house was clean, since people have different standards of acceptable cleanliness.

After much discussion, the group finally decided that the client should be the one to determine if the house was clean or not.
The final statement of this second result was "Clients will be satisfied with the cleanliness of their homes."

The next step was to determine how to measure this second outcome. The two key

questions were asked: "What information will tell us that we are doing a good position?" and "How will we collect it?" As in most cases, the answer was implied by the desired outcome statement itself.

The information required was the opinion of the client.

Volunteers could get this information informally by asking the client at the end of their visit whether they were satisfied. The program also solicited the opinions of clients on a more formal basis, through a monthly survey.

The results of this survey, in terms of numbers of satisfied clients, were then fed back to the volunteers.

Within the framework of what would be deemed acceptable results, the volunteer was then given the authority to do the thinking necessary to achieve them. Instead of the social worker figuring out what needed to be done, the volunteer was given the responsibility to work this out with the client.

Her success in fulfilling this responsibility was measured by the degree to which she achieved the two results. Where volunteers were having difficulty achieving client satisfaction, they naturally turned to their supervisor for help and advice as to what they should do differently.

This change in the way the position was defined had a transforming effect on all concerned.

The social worker was relieved of the enormous burden of determining what chores needed to be done for each client, and was able to concentrate on actually doing social work.

This made her happier and, because she was able to work personally with isolated clients, it also resulted in a reduction in the number of clients who complained - because complaining was the only way they knew how to cope with their loneliness.

The volunteers got greater satisfaction from their work, as they were responsible not just for doing odious chores but for keeping their clients out of a nursing home-a much more rewarding role.

They had the authority to devise ways of accomplishing this and of cleaning the homes to the clients' satisfaction. And they had clear measures of whether they were achieving their results.

Because of all this, volunteer turnover was greatly reduced, dropping to a negligible level, and the volunteer program developed a statewide reputation for good client service.

In this scenario, the Volunteer Program Manager's role also changed. Instead of being the person who assigned volunteers to clients and then tried desperately to keep them interested in doing the task (by organizing recognition dinners, providing certificates of appreciation, giving motivational talks, and other time-consuming measures), she was now a resource person volunteers sought out whenever they perceived they weren't achieving their results.

The amount of time she spent recruiting was greatly reduced due to much reduced volunteer turnover. And the amount of time she spent in "motivating" volunteers also dropped off, since the position itself had become more rewarding.

Here is an excerpt from the final position description:

Title: **Senior Service Aide**

***Purpose*:** Clients will be satisfied with the tidiness and cleanliness of their homes.

Suggested Activities:

- Identify tasks clients can't do themselves and want done.
- Recommend tasks clients cannot do to the supervisor for approval.
- Devise ways clients can do more for themselves.
- Complete approved household chores.

***Measures*:**

- Client response on periodic survey.
- Number of client compliments and complaints.

***Qualifications*:** Skills in listening and the ability to communicate well with diverse populations is essential. Ability to use common household cleaning apparatus such as vacuums and sponge mops is desirable.

Timeframe: Must be able to devote four hours/week for a minimum of two months. Scheduling will be made to meet the availability of the volunteer as long as it is convenient for the client.

Site: Volunteers will work in the homes of their individual clients.

Supervision: Volunteers will report to the Senior Service supervisor in their area. Their daily work will not be closely supervised.

Benefits: Volunteers will receive training in elements of gerontology and in household cleaning as needed. While on the position, volunteers will have full liability insurance. Mileage will be reimbursed at a rate of 28 cents per mile. Other out-of-pocket expenses will also be reimbursed.

A work record will be kept for each volunteer so that the position will provide them with good position references. Regular social events such as pot-lucks are held for volunteers at which they are recognized for their valuable contributions.

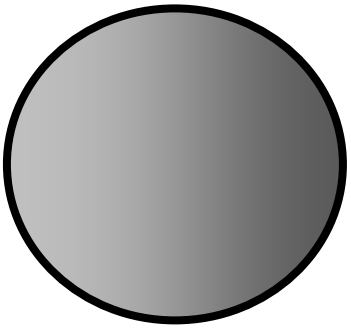
Negotiating and Updating
While the position description ought to be formally constructed before recruiting volunteers, it should not be considered an immutable, finished document. The reason for this is that volunteer programs only succeed when volunteers are motivated to do the position that needs to be done. To ensure this, the position description needs to adapt to meet the needs of the volunteer and the organization.

As the interviewer attempts to match the position to the needs and interests of potential volunteers, some negotiation may take place. Further negotiation should take place after the volunteer has been accepted and has begun work. As she gains more familiarity with the actual work to be done, she may make suggestions as to how the position might be modified to make it even more rewarding.

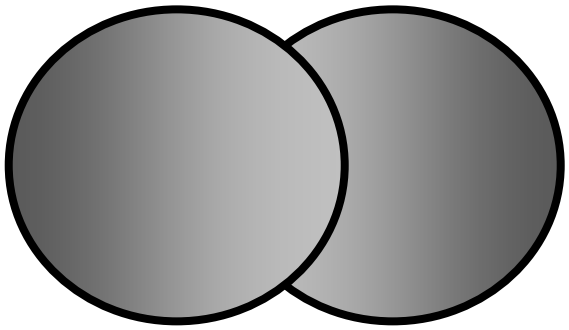
As Ivan Scheier pointed out many years ago, this is in some sense the opposite of what we do with paid staff. There we expect the person to accommodate him or herself to the position. With volunteers, we need to accommodate the position to the individual.

We need to build positions volunteers *want* to do.

We can then add a second circle to the circle of staff needs discussed at the beginning of this chapter.



This is the circle of what volunteers want to do. Where there is overlap between the circles, where volunteers are doing things they want to do and that staff want done, we have the building blocks of a strong volunteer program.



These circles represent the overlap between the needs of the organization and the motivational needs of the volunteer. The area where the two circles overlap represents the volunteer position that will benefit the organization and be suitable for the individual volunteer.

Creating Meaningful Volunteer Experiences

Excerpted from ***Keeping Volunteers: A Guide to Retention*** by Steve McCurley and Rick Lynch (Olympia, WA: Fat Cat Publications, 2005).

In addition to feelings of connection and uniqueness, people with high self-esteem feel a sense of power. When we talk about power in this context, we are not talking about power over others but rather what might be described as personal power. Personal power stems from a combination of feelings of effectiveness and control. In this chapter, we will examine how the volunteer experience can build this combination.

Volunteers get a sense of effectiveness when they feel that their actions make a difference. Volunteer programs produce this sense of effectiveness when:

- Volunteers see how their actions are related to the mission of the charity
- Volunteer positions are defined in terms of results
- Volunteers get feedback on how their actions are making a difference.

You will note how these elements appear in the following results of Colomy, Chen and Andrews' (1987) study of factors in a volunteer position rated highly by volunteers (given in rank order of importance):

1. Helping others
2. Clearly defined responsibilities
3. Interesting work
4. Competence of immediate supervisor
5. Supervisor guidance
6. Seeing results of my work
7. Working with a respected community organization
8. Reasonable work schedule
9. Doing the thing I do best
10. Suitable workload
11. Freedom to decide how to get things done

Connecting Volunteers to the Mission

Charities exist to solve social problems of some kind or to meet the needs of a given population. Solving those problems or meeting those needs is the purpose or mission of charities. As discussed in the second chapter, when volunteers can see how their actions contribute to achieving the mission, they gain a great sense of purpose and effectiveness.

Scott and Caldwell (1996), in a study of hospice volunteers, found that over 96% listed "believe in hospice mission" as a reason for continuing volunteering – far beyond "opportunity for personal growth" (70%) and "feel needed" (69%), the second and third highest responses.

Starnes and Wymer (1999), in another study, note *"People tend to continue as hospice volunteers when they strongly believe in the mission and feel that their work in support of the mission is valued."*

In Ireland, the National Committee on Volunteering (2002) found that *"Both women and men volunteered because of believing in the cause, and for men this was slightly more important than for women…Belief in the cause increased in importance as women became older and was most significant for the group of women most likely to volunteer, that is those in their 40s and 50s. By contrast belief in the cause was most important for men aged under 30 who were among those least likely to volunteer."*

Belief in the mission of the organization is one of the strongest ways to generate retention – it indicates that the volunteer has internalized the importance of participation and this internalized belief will push them to continue volunteering.

To connect volunteer work to the mission in this way, begin by defining the mission in terms of a solution to a community problem or the meeting of a community need. When you talk to volunteers about their work, talk about their contribution to the mission.

This is easy to do when the volunteers are involved in direct client service. If the mission is that everyone be functionally literate, for example, those volunteers who are involved in

tutoring clients are obviously making a contribution to that end. When volunteers are involved in support activities, such as mailing fund-raising letters or filing documents, the connection is less obvious. By letting such volunteers know how their activities helped the agency achieve its mission, however, you give their activities extra meaning.

For example, in addition to thanking a volunteer for their office assistance, you could say something like, *"Because you came in today, we were able to free our staff to do four extra hours of teaching clients to read."* Or you could say something like "*The fund-raising letter you sent out raised $1200. This enables us to provide tutoring to an additional student."* Such statements help the volunteer see the connection to the mission of the agency and to feel that their actions have additional meaning.

Hashim (2003) notes the power and ease of this technique:

"For many volunteers, there is no better form of recognition than to know how their work has contributed to the cause. This can be done by sharing the outcome of a project with volunteers, such as how much money was raised from an event and how that money is going to help people with hemophilia. It could mean sharing the story of a child who participated in a summer camp, and how the experience affected him."

Elliston (2002) notes what happens in the absence of this belief: *"Those who don't see the connection of task to mission will feel that their efforts are wasted and leave."*

Volunteers can also develop a sense of shared pride in contributing to the mission by writing newsletter articles about their experiences. The newsletter of one charity features articles written by volunteers on the subject of what makes them proud to be part of the organization. When other volunteers read these articles, it reminds them of why they are proud to be involved as well. These feelings of pride translate into feelings of having been a part of accomplishing the mission of the organization.

Designing Volunteer Positions for Results

We can also enhance a volunteer's sense of effectiveness by holding volunteers responsible for achieving results, rather than simply for performing a set of activities or "job duties." If they are responsible for results or outcomes, they are focused on the end product of what they do, and they get the satisfaction of making progress toward a meaningful accomplishment. If, on the other hand, they are responsible only for the activities that may lead to some result, they are divorced from that satisfaction. Crime prevention volunteers in a Neighborhood Watch program, for example, will get a lot more satisfaction if they are given the responsibility for reducing burglaries, and their effectiveness is measured against this yardstick (insofar as is possible) than if they see the position as the activity of knocking on doors to talk to people about planting "hostile shrubbery" under their windows.

Grossman and Furano (2002) note:

> *Having well-defined tasks laid out and communicated to the volunteer (and to those with whom the volunteer will work) is the first step in attracting and retaining effective volunteers. Ill-defined tasks, like "Help the teacher," communicate to both the volunteer and the teacher that their work really is not critical. Volunteer jobs should be carefully designed to provide the volunteer with meaningful work in which both he or she and paid staff who may work beside them know how the volunteer's contributions help to achieve the mission of the organization.*

And Clark and Shimoni (2002b) add:

> *One of the challenges of keeping volunteers engaged over the long term is demonstrating measurable outcomes. Volunteers and others want and need to see benchmarks or milestones of accomplishment to know that an initiative is moving forward. Those milestones need to be clearly articulated or demonstrated. While the vision of the initiative may be very long-term, volunteers need to see progress towards that vision within their term of service.*

With some volunteer positions, results can be obvious, as Thompson and Bono (1993) note:

> *When called to respond to a fire, medical, or rescue emergency, volunteer firefighters participate in an activity which has a real, important, and immediately tangible outcome. They understand that their intervention has the capacity to defeat*

grave threats to life and property, imbuing these firefighters with a true sense of empowerment.

With other volunteer positions, seeing results can be more difficult.

Hands for Nature (2002) a community greening coalition in Ontario suggests the following:

Because volunteers are motivated by their commitment to improve the environment, support their motivation and interest by keeping them posted on any progress resulting from their work. This can be as simple as short email updates to your volunteer roster, posting updates on your web site and through your group's newsletter, annual report or any other communication materials. If you have the time and resources, other more innovative and interactive tools can be used to let people know the difference they have made - such as site tours.

When we define volunteer assignments in terms of results, we help meet people's need for a sense of achievement or accomplishment. It helps them feel that their volunteer activity is valuable and worthwhile. It also helps the volunteer program operate more effectively. When people know what they are supposed to accomplish, they are more likely to do so. If we want to achieve meaningful results through our volunteers, it makes sense that we should let them know what results we expect and then hold the volunteers responsible for accomplishing them.

As Gidron (1984) notes following a study of sources of work satisfaction among volunteers:

"...in order to be satisfied, a volunteer needs, above all, a task in which self-expression is possible – a task which gives the volunteer the opportunity to develop abilities and skills, a task which is seen as a challenge, a task where achievements can be seen."

Giving Feedback on Effectiveness

We can further enhance the volunteers' sense of effectiveness by giving them information as to whether and to what degree the results are being achieved. If we don't do this, the statement of result will fail to have any motivating value, and it will be impossible for both volunteer and supervisor to know how well the volunteer is doing.

Some volunteer work may be difficult to produce measures for because the results take a long time to occur. Clark and Shimoni (2002b) comment

...in long-term social change initiatives, change often takes many years to become apparent. Volunteers involved in such initiatives may express frustration at not being able to see the differences they are making.

They recommend a number of actions to compensate for this:

- Clarify the nature of the social change sought so as to give volunteers a common vision of the long-term goal.
- Develop clear short-term goals or milestones so that volunteers can see the progress they are making.
- Communicate accomplishments widely so that volunteers' contributions can be recognized by the larger community.

Providing a Sense of Control to Volunteers

Our sense of personal power comes not only from a sense that our actions are effective but that we decide what actions we will take. People with a sense of personal power feel that they are masters of their fate rather than helpless victims of circumstance. They feel they can decide to do something about the problems they see. And they feel that when they take those actions, those actions will make a difference.

When we talk about giving volunteers a sense of control, we are talking about giving them the authority to think, the authority to plan and evaluate their work, the authority to decide what to do. The volunteer has a degree of autonomy in determining what they do and how they go about doing it. With this authority the individual or team of volunteers not only does the work but can also play some part in deciding how to do it.

Many Volunteer Program Managers have a built-in resistance to allowing volunteers this authority. For one thing, the volunteer may work only a few hours per month and so have difficulty keeping up with what is going on. And

for another, standard management practice holds that it is the supervisor's job to do the planning and the deciding and the employee's job to carry out whatever the supervisor thinks should be done.

Indeed, when a volunteer first comes on board, this may be the most comfortable way to proceed. As volunteers learn the job and begin to figure out what is going on, however, the fact that they are only doing what someone else decides begins to sap their motivation and dilute their feelings of pride in what they accomplish. They will tend either to resent being told what to do or to lose interest in the job. Either of these will increase the likelihood of their dropping out.

This does not mean that we should abdicate our responsibility for ensuring good results from volunteers. Obviously, we can't afford to have all our volunteers doing whatever they think is best, and without guidance. We need to make sure that they are all working toward the achievement of a coordinated and agreed set of goals. What we can do, however, is involve them in the planning and deciding process so that they do feel a sense of authority over the "how" of their job. We should ask: "How would a person who tells the volunteer what to do know what to tell him?"

Or we could ask: "What does the volunteer's supervisor do in order to figure out what to tell the volunteer to do?"

We can then include those thinking tasks in the volunteer's job description, healing the schism between thinking and doing. In a sense, in doing this we give the volunteer back her brain.

By "empowering" volunteers, we mean making them more autonomous, more capable of independent action. The wisdom of this approach is that it is easier to get good results from empowered people than from people who are dependent. We can do this by giving them authority to decide, within limits, how they will go about achieving the results for which they are responsible. In such a relationship, the manager becomes a source of help for the volunteer rather than a controller or a goad. This not only feels better for the volunteer but allows the manager to spend less time making decisions about the volunteer's work and more time to think strategically, to concentrate on grasping the opportunities that will never be seen if she is mired in the muck of day-to-day detail. It also gives her time to work with other staff of the agency on how to improve their involvement of volunteers.

As an example of providing volunteers with their own sense of control and autonomy, consider the following from a study of the Travelers Aid Society volunteer program. McComb (1995) in a study of the TAS program as Washington Reagan National Airport noted the following ("Martha" is the TAS volunteer program manager, an old friend of the authors):

> *Connected to the rewards of competence and excelling was the reward of autonomy. Martha told me that she wanted volunteers to feel that what they thought or did mattered, and was careful to give them ownership of their environment. Volunteers did not explicitly mention autonomy as a reward, yet autonomy was apparent to me. I understood that Martha's motto of "there's policy and then there's style" meant that different ways of doing the job were permissible. And volunteers did have ownership of the desk on their shifts. For instance, one volunteer decided on his own that the desks needed "Information" signs as well as Travelers Aid signs. He went ahead and had signs professionally printed for each desk; TAS reimbursed his costs.*

The result of this approach, along with other practices we've discussed, is significant: "TAS volunteers stay. Eight had worked for 15 to 20 years, nine for 10 to 14 years, working 52 three- or four-and-a-half-hour shifts a week."

Colomy, Chen and Andrews (1987), in a study of volunteers at various agencies, perhaps summarize all this chapter when they cite the importance that volunteers give to what they refer to as 'situational facilities,' a variety of job-related factors including suitable workload, clearly defined responsibilities, competence of their supervisor, and a reasonable work schedule. They conclude:

> *Perhaps the single most important finding reported in this study is the relatively high importance volunteers accord situational facilities. The high ranking and high mean score of situational facilities are evident both for the sample as a whole and for each of the three sub-groups of volunteers. In addition to the intrinsic and extrinsic*

incentives associated with volunteer work, then, it appears that individuals strongly desire conditions and organizational settings that facilitate effective and efficient volunteer work.

Don't we all?

Planning a Volunteer Position Worksheet

by Steve McCurley

This 'worksheet' is intended to assist you in deciding what types of volunteers could be of assistance to you. We hope that this information will make it easier for you to think of creative ways to involve volunteers and make it easier for us to recruit the right volunteer for you.

Potential Job Areas

In thinking about how and where volunteers might be involved in your area of responsibility, there are factors that you might want to consider. You might, for example, want to think about creating volunteer jobs through consideration of the following categories of work:

1. Are there areas of work that staff don't want to do? This may be because they are not skilled in that type of work, or are too skilled for the work, or else simply have a preference to concentrate their efforts in another area.
2. Are there areas in which there is too much work for staff to do alone, and for which we might create volunteer assistants who can extend staff resources? These assistants might work directly with a staff person or could do tasks that benefit all staff.
3. Are there areas in which we can extend services because volunteers would allow us to begin work that we cannot now even consider undertaking?

You might also want to consider the creation of volunteer jobs based on the recipients of the service. Consider the following:

- Jobs that are of direct assistance to an individual client. (Counseling, visitation, mentoring, etc.)
- Office administrative help. (Information services, filing, messengers, etc.)
- Direct assistance to staff. (Research, training, computer assistance, etc.)
- Outreach. (Speakers bureau, fundraising, client marketing, etc.)

Volunteer Job Design

Keep the following keys in mind as you think about the specific work you would like the volunteer to do:

1. The work must be meaningful and significant, both to the agency and to our clientele. The work must be needed and should be interesting to someone. This means that your volunteer job must have a 'Goal' or a 'Purpose' that the volunteer can work to accomplish and can feel good about having achieved.
2. The volunteer ought to be able to feel some 'ownership' and 'responsibility' for the job. Volunteers are not robots, but must feel that they have some input into and control over the work they are asked to do. This will mean including the volunteer in the flow of information and decision-making within the office.
3. The work must fit a part-time situation. Either the work must be small enough in scope to be productively approached in a few hours a week, or else it must be designed to be shared among a group of volunteers.
4. Volunteers must be 'worked with.' They should be assigned to work with staff who are capable of supervising their activities in a productive fashion, and providing on-going direction, evaluation and feedback. What arrangements will you need to make in order to ensure this supervision of the volunteer?

Scheduling the Volunteer Job

The more flexible the timeframe of the volunteer job, the greater the likelihood that we can find someone who will be willing to undertake it. Think about the following as different options for the job:

- Can the work be done to a totally flexible schedule at the discretion of the volunteer?
- Are there set hours during the week when we need the volunteer?
- Could the work be done on evenings or weekends?
- Must the work be done on-site at our office?

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Working with Staff to Develop High Impact Volunteer Assignments

Excerpted from ***Best Practices for Volunteer Programs*** by Steve McCurley and Sue Vineyard (Darien, IL: Heritage Arts, 2001).

Developing high impact volunteer assignments is the most effective method of upgrading the involvement of volunteers. The work done by volunteers is the essential currency of volunteer involvement, giving value both to the volunteer and to the organization. Directors of volunteer service must work continually with staff to ensure that requests for volunteer assistance are channeled to areas that are significant and meaningful, offering volunteers a chance to make a real difference in the agency. As every volunteer director has learned, however, this is not just a matter of asking staff what volunteer positions they would like filled. Most staff have neither the knowledge nor the energy to develop interesting volunteer positions, and some will resist involving volunteers in serious work. Here are three ways to work effectively with staff to develop high impact volunteer jobs.

Link Volunteer Jobs Directly to the Agency Mission

If you can link volunteer jobs to the accomplishment of the agency's mission, and avoid having volunteers working in peripheral areas ("nice, but not essential"), then you can better guarantee that volunteers will be spending their time on meaningful activities.

Gail Moore and Marilyn MacKenzie noted this vital need:

> *If directors of volunteers want to establish credibility they must demonstrate a commitment to helping the organization (and the people that direct it - the executive director and the board) meet its objectives and achieve its mission.*

To determine where within your agency volunteers can be linked to accomplishment of the mission, ask the following questions:

1. Where do we have the greatest difficulty in delivering effective services?
2. What are the biggest unmet needs of our clients?
3. Where do we have problems in reaching new populations?
4. Where are staff spending their time on work beneath their skills and capabilities?

The best time to ask these questions is either during the strategic planning process for the agency or during the initial planning phase of a new project. Each of the questions above will give you answers that could be turned into volunteer positions.

Ultimately it is desirable to have the role of volunteers directly linked to accomplishment of the agency's mission, preferably in a written statement which outlines the involvement of volunteers. Consider this example from the Volunteer Program of the Bureau of Land Management:

> *In the decades to come, volunteers will be woven into the fabric of BLM, playing a key role in protecting the health of the public lands and providing better service to our publics. Volunteers will be vital stewards of the public lands by serving as BLM team members, providing innovative ideas and key resources, and serving as ambassadors in their local communities.*

Link Volunteer Jobs Directly to Assisting Staff

Staff will value volunteer positions that they see to be of direct assistance to them. Unfortunately, you, as the volunteer director, are not in a position to determine what these jobs might be. To uncover possible volunteer jobs you will need to conduct interviews with staff to determine their needs and interests. This role basically engages the volunteer director as a consultant to staff, much as computer specialists seek to specifically match applicable software and hardware to computer users.

To successfully undertake this, you will need to ask the right questions, and to ask them in the right fashion. Here are some examples of different question types that a good interviewer might use in working with staff to develop opportunities for volunteers:

Factual Questions
Factual Questions are designed to obtain objective data about the other party and their work. They are intended to give you a picture of the status of the other party, and are usually best phrased in a manner that will allow them to be answered with short, unequivocal responses. Examples include:

- "Do you do any volunteer work yourself?"
- "Have you ever worked with volunteers in the past?"
- "Are you utilizing any volunteers in your department now?"
- "How many volunteers are here now?"
- "How long have they been with you?"
- "What sort of jobs do these volunteers do?"
- "What are the major services that you deliver?"
- "What do you see as the biggest needs in your area?"
- "What kind of training should a person have to do this type of work?"
- "What resources or assistance would you need to involve volunteers in your area?"

Feeling Questions
Feeling Questions are designed to obtain subjective data on the other party's feelings, values and beliefs regarding the situation. They are intended to give you information on how the other party thinks or feels about the situation. Feeling Questions are most useful when used to follow-up a Factual Question. Examples include:

- "How did you feel about working with volunteers then?"
- "What do you think it would take for a volunteer to enjoy working here?"
- "What do you like to do most in your job?"
- "What do you like to do least in your job?"
- Is it possible that volunteers could do some of the things you're working on if they were under your supervision?"
- "Are there jobs that you do not think it is appropriate for volunteers to do?"
- "Do you think you could train volunteers to do the job adequately?"

Third Party Questions
Third Party Questions are an indirect way to discover what the other party is thinking. They are useful because they seem less threatening than a forced direct request or question. Examples include:

- "Some people would use volunteers to do _____. How would you feel about that."
- "One thing that other departments have tried is to _____. What would you think about that?"
- "A problem that other people sometimes have is _____. Do you think that might occur here?"
- "Has anyone else expressed any concerns about what volunteers might be doing here?"

Checking Questions
Checking Questions allow you to see how the other party feels as the discussion progresses. They also allow the other party involvement and participation in the decision-making process. Examples include:

- "How does this idea seem to you?"
- "What would happen if we did this _____?"
- "What would make this a negative experience for you?"

This process of direct interviewing of staff should be familiar to most volunteer directors, since it is precisely the kind of thing that is done in interviewing prospective volunteers about their interests and abilities. You can also extend this process by advertising interesting talents that prospective volunteers have shown, thus allowing staff to "recognize" a potential volunteer job. Publicizing of success stories is another way to encourage creativity among staff, as is periodically distributing a listing of all the types of work that volunteers are engaged in within your agency.

Link Volunteer Positions to Wishes and Dreams

Another way to approach the development of new volunteer positions is to allow staff to dream about what they would like to do to really enhance their work. Assisting in this can be done either during direct interviewing of staff or during a planning session. It basically involves prompting staff to think about the ways they can both improve themselves and the quality of the work they are doing. The way to do this is to ask what is called a Magic Wand Question, one that allows the respondent to do a bit of daydreaming and wishful thinking.

Examples of good questions to ask to stimulate this process include:

- "What have you always wanted to do but never had enough staff?"
- "What would it be like here if you didn't have this problem or concern?"
- "What would you do if you had a full-time person assigned as your assistant?"
- "If you could design the perfect person for you to work with, what would they be like?"
- "What more would you have to do to be truly recognized for giving excellent service to your clients?"
- "What have you wanted to learn how to do better?"
- "What are some things that you would like to see done but that you never have the time to do?"

The goal of these questions is to tap into the frustrated creativity of overworked staff. This technique is also very useful in situations where staff may fear replacement of paid positions by volunteers, since it concentrates on developing new areas of activity, not re-assigning current work.

Each of the techniques above should assist you in increasing the "value" of your volunteers to the agency, resulting in the creation of positions that achieve a higher impact for the agency and more meaningful work for the volunteers.

Volunteer Position Description Format

Title/Position:

Goal of Position:

Sample Activities:

1.

2.

3.

4.

Timeframe:

Length of commitment:

Estimated total hours:

Scheduling:

- At discretion of volunteer
- Needed:

Worksite:

Qualifications Sought:

1.

2.

3.

Benefits:

1.

2.

Staff Contact:

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Example of Volunteer Position Description

Title: Greeter in Reception Area

Goal of Position: To make the public feel welcome and enjoy the refuge.

Sample Activities and Desired Results:

1. **Visitors to the Refuge will feel comfortable and welcome.**

   Suggested activities:
   - Greet visitors when they pay admission.
   - Assess which exhibits and events would be most likely to appeal to individual visitors.
   - Inform visitors of refuge exhibits and events.
   - Check on visitors' reactions to the refuge.

   Outcome Measures:
   - Visitor responses on periodic visitor evaluations.
   - Repeat visitors as indicated by responses at reception.

2. **Increase friends group membership.**

   Suggested activities:
   - Explain benefits of membership to visitors where appropriate.
   - Provide visitors with membership information when they leave.

   Outcome Measures:
   - Number of visitors who become members.

3. **The refuge will collect required admission fees from visiting non-members.**

   Suggested activities:
   - Accept fees at reception desk.
   - Maintain petty cash fund and records

   Outcome Measures:
   - Fees collected vs. numbers of non-member visitors.

Timeframe and Scheduling: Flexible to needs and availability of volunteer.

Length of Commitment: Negotiable

Worksite: Refuge Visitors Center

Qualifications Sought:

- Ability to deal effectively with visitors in a friendly fashion
- Dependability
- Comfort in dealing with admission fee transactions

Benefits:

- Free refuge membership
- Access to visitor-restricted areas of refuge, with staff approval

Staff Contact: Refuge Interpretation Specialist

Resources and Further Reading

Books

All are available in the Energize Online Bookstore[*]

Ellis, Susan J. *Volunteer Recruitment (and Membership Development) Book, 3rd ed.* Philadelphia: Energize, Inc., 2002. http://www.energizeinc.com/store/1-128-P-1

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[Remember to access e-Volunteerism *articles through your Main Page.]*

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[*] Can be purchased using your *Everyone Ready* discount code in the Energize, Inc. online bookstore at www.energizeinc.com/bookstore. Your discount code, which you will need to enter upon checkout, can be found on your *Everyone Ready* Main Page.

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Articles (continued)

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RCVO. "Volunteer Role Design: the Key to Your Volunteer Program," 2006, http://www.rcvo.org/media/2863/rcvo-volroledesign.pdf

"Trailblazers and Troublemakers: Entrepreneurial Volunteers." Keyboard Roundtable discussion in *e-Volunteerism,* Vol. IV, Issue 1, October 2003.

Vantage Point. "Skilled Volunteer Engagement: Case Study Analysis." 2007, http://www.thevantagepoint.ca/sites/default/files/Skilled%20Volunteer%20Engagement%20Case%20Study%20Analysis_0.pdf

VCOSS Training and Development Clearinghouse. "Skilled Volunteers: A Guide for Community Organisations," http://www.volunteeringgeelong.org.au/home/documents/Skilled_Vol.pdf

Volunteer Canada. *A Matter of Design: Job Design Theory and Application to the Voluntary Sector*. Ontario: Volunteer Canada, 2001, http://volunteer.ca/files/MatterofDesignEng.pdf

Volunteering England. *Creating Volunteer Roles*, http://www.volunteering.org.uk/resources/goodpracticebank/Core%20Themes/creatingvolunteerroles

For additional resources, see "Volunteer Work Design" in the Energize online Volunteer Management Library at http://www.energizeinc.com/art/subj/workdes.html

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He has served as a consultant on volunteer program development to AARP, the National Association of Partners in Education, the U.S. Tennis Association, Special Olympics International, the National Park Service, the Points of Light Foundation and many other groups. He is the co-founder with Susan J. Ellis of *e-Volunteerism*: *The Electronic Journal of the Volunteer Community*. He is one of the founding faculty of the Institute on Advanced Volunteer Management, held in the United Kingdom each year. He is the author of 14 books and more than 150 articles on volunteer involvement, including the bestselling basic texts, *Volunteer Management: Mobilizing All the Resources of the Community, 3rd Edition* and *Keeping Volunteers: A Guide to Retention*.

On the international front, Steve has done work in Canada, England, Ireland, the Caribbean, Australia, and South America. His writings have been translated into Spanish, Portuguese, Russian, Ukrainian, Hebrew, Chinese, and Korean, among other languages.

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