



Everyone Ready®

An online volunteer management
staff development plan

FROM ENERGIZE®

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Volunteer Performance Assessment: Assuring the Best from Each Volunteer

By Andy Fryar

Self-Instruction Guide

for Individuals and Teams



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IDEAL AUDIENCE FOR THIS GUIDE

Volunteer Performance Assessment has been written particularly for:

- Organizational staff (regardless of title) who have a responsibility for the direct supervision of volunteers
- Volunteer program managers – those specifically charged with the management of volunteer resources
- Key volunteers in leadership roles that include the authority to assess and feedback information on the performance of other team members

LEARNING OBJECTIVES

After reading this Guide and discussing its content, participants will be able to:

- Recognize why it is appropriate to talk about evaluating volunteers – and that this is, in fact, an important thing to do
- Articulate the principles of performance assessment as it relates to volunteers
- Describe how to conduct an appraisal effectively
- Develop strategies for a mutual evaluation process for their own setting

HOW TO USE THESE SELF-INSTRUCTION GUIDES

- The Self-Instruction Guides may look like booklets, but they are really an alternative training opportunity. The trainers who create these Self-Instruction Guides provide you with a participatory way to combine written information, exercises you can do at your desk, and online discussion board. The selected topics allow in-depth focus on an important subject necessary to working effectively with volunteers. Most of the Guides present details and suggestions not generally available in standard volunteer management literature.
- Read or complete each section of the Guide *in the sequence presented* – the order of the elements matters to the success of the learning experience.
- First, you will find preparatory information that sets the topic into context and a pre-reading self-assessment.
- Next you'll find the "Featured Reading": a several-page chapter, excerpt, or article from a respected source (often fresh material just published or newly revised) on the chosen topic.
- After that, you'll find "Additional Perspectives," which updates and expands the original writing and has been developed specifically for *Everyone Ready*® participants.
- Then you will find Discussion Questions and something we call "Try-This Exercises."
Recommendation: Consider forming a study group or learning team so that you benefit from the synergy of discussing the material with others in your program. Sharing your ideas aloud reinforces the learning and lays the groundwork for actually implementing many of the ideas developed.
- Finally, the Trainer provides further resources for ongoing study and you can take the post-reading self-quiz.
- The first month that each Guide is introduced, you may **Ask the Trainer** questions via the Discussion Board you'll find on the *Everyone Ready* Main Page. You'll get a personal response and the exchange will be made public for all learners to see. So you should also check back during the month to benefit from anyone else's Q&A.

PRE-READING ASSESSMENT

To get started, let's assess the way that you and your organization currently evaluate the work of your volunteer team. The following series of questions are designed to help you reflect on the current strengths and weaknesses in the way you seek and give feedback.

1. We seek feedback from our volunteers:
 - never
 - rarely
 - sometimes
 - often

2. We give constructive feedback to volunteers:
 - never
 - rarely
 - sometimes
 - often

3. In our organization, volunteer performance assessments can best be described as:
 - A "tool" used to discipline (or fire) wayward volunteers.
 - An opportunity to work through problems with volunteers who are not performing as well as might be expected.
 - A chance to learn about how volunteers are progressing in their work and to resolve any issues that may arise from the process.
 - A structured process that enables constructive, two-way communication to take place.
 - We do not currently undertake volunteer performance reviews.
 - Other: _____

4. Three ways that I communicate with volunteers about the progress they are making with their assigned volunteer roles are:
 - a: _____
 - b: _____
 - c: _____

5. My organization has clearly written position descriptions that outline what is expected of the volunteer performing each designated task.
 - True
 - False
 - Not sure - I need to find out

6. The purpose of volunteer involvement in my agency is clearly communicated to, and understood by, everyone working in the organization.
 - True
 - False
 - Not sure - I need to find out

7. At the time a new volunteer starts work here, we clearly explain to him or her that we will assess his or her work performance.
 - True
 - False
 - Not sure - I need to find out

UNDERLYING PRINCIPLES

Organizations devote their time to recruiting, training, and orienting volunteers, but only a few give adequate consideration to the effective assessment of individual volunteer performance, despite its importance to volunteer productivity. Many organizations assess only the level of success that the *overall volunteer program* achieves and overlook the performance of the volunteering individuals who ultimately drive organizational kudos.

This Guide focuses on how to review *individual* volunteer performance in order to improve individual productivity and, thus, better overall program achievements. (To be clear, it is not the intent here to measure the effectiveness or value of *overall* volunteer effort within the context of an entire program.)

When we speak of performance assessments or evaluations, we often have in mind the specific sit-down meeting between volunteer and supervisor. In actuality, a successful appraisal includes actions well before the meeting, even during orientation of a new volunteer. Consider the following key principles:

Prepare Ahead and Establish Expectations from the Start

Effective performance appraisal begins before a volunteer even starts with your agency! It is incumbent on an organization to understand why it wants to involve volunteers, the range of tasks that will be designated to each team member, and the desired outcomes that should eventuate from that involvement. Volunteer position descriptions should be produced for each volunteer role, which clearly outline expectations of each team member. This document should also clearly outline the fact that volunteers will be expected to participate in regular performance appraisals as an integral part of their role. This information should be shared with new volunteers at the time they join your organization. In doing this, an expectation is established early on that performance appraisals will be conducted and there is less chance that volunteers will feel either offended or defensive when approached by their supervisor to participate in an assessment.

Assessments Should Never Be a Surprise

Effective performance assessment is not about catching people off guard while they are doing the wrong thing. Rather, structured assessments should only ever reinforce what has already been discussed with volunteers as they go about their roles on a day-to-day basis. When conducting an assessment, volunteers should be given adequate prior warning and notification to allow them time to prepare. The process that you plan to use should also always be clearly explained prior to the meeting.

Combat Negative Feelings Associated with Evaluations

Performance evaluations often evoke negative feelings in all of us. Perhaps the words “evaluation” or “assessment” conjure up memories of reprimands during our youth. For whatever reason, it’s a common feeling and, therefore, many of us wish to avoid giving or receiving evaluations. Try to play down the negative feelings by focusing on the positive aspects and outcomes of assessments and ensure that evaluations are an everyday part of your organizational culture. See the Additional Perspectives section of the Guide for a list of ways to focus on the positive.

Choose a Method that Suits Your Organization

Consideration should be given as to the best method for conducting assessments within your organization. This may depend on the size of your agency, the number of volunteers you need to assess, and the nature of the work that volunteers are performing. Assessment can occur utilizing a wide range of methods. It may be conducted in a reasonably informal manner, such as sitting down and discussing progress over a cup of coffee, right through to more formal methods that may include having both the volunteer and supervisor complete a “pre-assessment questionnaire” which is then used as the basis for discussions within the assessment process.

Even with a large number of volunteers, there should still be paid staff members or leadership volunteers designated to work with each volunteer and these supervisors or liaisons are the logical people to conduct performance assessments. You can also rotate your attention, focusing on a few units one year and then a few different units the next. Another option is to form an annual assessment team of representative volunteers whom you train to conduct peer evaluations.

Come to the Assessment Well Prepared

Remember that conducting a performance assessment can be just as challenging and difficult for the assessor as it is stressful for the person being assessed, especially if there are issues of poor performance needing to be discussed. Performance appraisals are usually unsuccessful because the supervisor has not prepared properly, or has not given the volunteer the opportunity to prepare.

Know Your Limit and Seek Help

There is a limit to just how many volunteers one person can effectively appraise. You need to seek help and develop additional avenues of support if you work in an agency where you are responsible for a large number of volunteers. If there is a volunteer program manager on staff, use that person as a resource and advisor.

Beware of Sample Volunteer Evaluation Forms

Many volunteer program managers want sample evaluation forms from other agencies as a starting point for developing their own. This *seems* like a good place to start when designing a review, but a better option is to start with each volunteer position description. The position description is what the volunteer and you have agreed will be done. Not only will an evaluation based on such expectations make most sense to the volunteer, but it will serve as a review of the agreement laid out at the beginning.

That being said, included in the More Resources section of this Guide are a few links to sample evaluation forms for those of you who experience writer's block when approached with this task. The examples are very basic and are included only for the purpose of a starting point. Proceed with caution.

Design Assessments to Align with Each Volunteer's Position

Assessing the performance of short-term volunteers may need to be done differently than for longer serving team members. Assessment at the completion of an assigned project rather than annually may be more appropriate and allow volunteers the opportunity to receive direct feedback directly after the completion of their task.

Be Prepared to Act

Remember, the primary purpose of undertaking performance assessments is to ensure change where change is needed. So, ensure you plan ahead for the time and resources needed to follow up on any issues that may arise. If you are conducting performance appraisals simply to file them away for recordkeeping's sake, you may as well not bother because all you are doing is creating work for yourself with no results.

THINGS TO THINK ABOUT AS YOU READ

The Featured Reading below and the Additional Perspectives section that follows provide a summary of the appraisal process as well as key ingredients for creating stress-free evaluations that are mutually beneficial to the organization and the volunteer. While reading, think about the following questions and how the information applies to your specific situation:

- How is volunteer appraisal dealt with in your organization? Is it expected and welcomed by volunteers or only ever conducted when something goes wrong?
- Does your agency have adequate policies, procedures, and other documentation to cover both the initial performance assessment and for dealing with any significant issues which may arise from the process?
- What is your own comfort level when it comes to conducting assessments with your team, especially in a situation where the volunteer's performance is not up to the required standard?
- Are there line/department managers in your agency who may be skilled in undertaking performance appraisals? Are these people who may be able to mentor you in conducting volunteer assessments more effectively?
- Take time to consider how having to undertake a performance review may be viewed by members of your volunteer team. Does your current approach help to set a climate that helps volunteers feel at ease to ensure you get the most out of the process?

Featured Reading**APPRAISAL OF PERFORMANCE**

Excerpted from chapter 14, "Personnel Management" in Volunteer Program Management: An Essential Guide (3rd edition) by Joy Noble, Louise Rogers and Andy Fryar, Volunteering SA, 2010.

Appraisal is part of an overall approach to managing the performance of all staff, in this case volunteer staff.

The process of staff appraisal can and should be a mutually rewarding one for both the volunteer and the organization. It is during this process that the successes and achievements are identified and discussed, and concerns dealt with. The prospect of an appraisal should be raised during the orientation period and then a firm date set if the initial review concludes satisfactorily.

Having set the date for the appraisal session, the next step is to decide on the process and content of the session. This will depend largely on the degree of complexity of the duties performed by the volunteer.

Remember that this is a constructive, productive and rewarding process, so it follows that both the supervisor and the volunteer will together decide on:

- length of session
- aspects of the position to be appraised
- appropriate action to be taken
- format and content of written report
- time to address strengths and areas to be developed



The word "appraisal" is sometimes interpreted only in terms of poor performance. However, it is just as important to recognize and capitalize on excellent or exceptional performance.

Outcomes of appraisal sessions include:

- identification of further training required
- policy reviews
- recognition of work done by the volunteer
- identification of specific achievements for further acknowledgment
- review of specific work practices
- identification of best practice volunteer work
- possible need to re-locate the volunteer or terminate the arrangement

While not an exhaustive list, it gives an idea of the importance of the role of appraisal.

Featured Reading

Dealing with Poor Performance

Some volunteer program managers find it difficult to take decisive action by providing feedback when performance is below expectations, knowing that the volunteer is working without monetary reward. However, poor performance that adversely affects service provision and relationships needs to be faced sooner rather than later.

As Megan Paull at Edith Cowan University in Perth points out, “Managers must feel equipped to undertake this task (providing feedback) as part of their everyday role, so that problems are dealt with promptly and sensitively before they escalate to a level requiring other action.”

In looking at poor performance, it should not be presumed that the volunteer is necessarily at fault — the fault may lie within the organization, e.g., instructions were not clear, the allocated task was beyond the capabilities of the volunteer, or training was inadequate.

Questions need to be asked, such as:

- Are the volunteer’s expectations being met and in line with their motivation in offering to volunteer?
- Have job requirements and responsibilities been made clear?
- Do the volunteer’s skills and experience match job requirements?
- Are clear communication channels in place that encourage discussion of concerns as they occur?
- Did job requirements warrant institution of checks into the volunteer’s past performance or conduct before recruitment?
- Is a process of regular individual appraisal in place?
- Would a coaching/mentoring program be beneficial?
- Is the organization meeting its responsibilities and is additional training required / desired?

Taking the first step by identifying the concern and bringing it into the open is not easy. However, it helps to remember:

- to tackle the problem, not personalities;
- the alternative to taking action will be long drawn-out dissatisfaction which is unlikely to resolve itself;
- while hesitating in case one person may be upset, many other people may be hurt.

Volunteer program managers need to realistically evaluate the problem and ask how the situation can best be remedied. They should resist the temptation to move an ineffective volunteer to another area of the organization in the hope that the problem will solve itself. While this may sometimes be a useful strategy, more often than not it simply moves the problem from one area to another.

When matters cannot be resolved satisfactorily at the time, other strategies may be necessary such as termination procedures in relation to a volunteer, ensuring of course that appropriate procedures outlined in the organization’s grievance policy are followed.

Featured Reading

A clause in the policy and practice guidelines will point the way and assist managers in taking decisive action in relation to poor performance. Here is an example below:

Any dissatisfaction with performance levels of volunteers will be considered in the context of the workplace environment, and dealt with as it occurs. A change in role, or withdrawal of the offer of voluntary work, will be considered only after the volunteer has been provided with an opportunity to improve performance to the required level.

Evaluating performance requires managers to look at their own performance, that of the organization, and of the volunteer. They must also learn to deal with poor performance, and capitalize on good performance.

Reporting Requirements of Appraisal

These will be specific to the organization, but some form of reporting will or should be required following appraisal.

If a written report is required, it is important that the volunteer has the opportunity to read and comment on it and make suggestions for amendments before it is finalized.

Reports can include the opportunity to comment on:

- aspects of the position such as interaction with service recipients and other team members
- contribution to the program
- action required
- strengths
- areas to be worked on
- outstanding successes

Written reports, if so structured, can also serve as a valuable tool when evaluating the program by providing relevant information. Indeed the staff appraisal process is an important part of the overall process of evaluation of a program.

Supervision and appraisal are an important part of an organization's overall performance management strategy. They are designed to enhance performance in the delivery of quality services that meet the goals of the organization, boost morale and reduce stress. They also provide an opportunity for the achievements of volunteers to be identified, recorded and acknowledged.

ADDITIONAL PERSPECTIVES

Along with the concepts raised in the Featured Reading, take into consideration the following additional key points relating to the topic of volunteer performance review.

Focus on the Positive

The assessment of volunteer performance does not need to have a negative or punitive connotation. It is just as important to assess and acknowledge the good work being done by volunteers as it is to speak to volunteers for purposes of corrective action.

In addition to offering an opportunity for the review of performance, appraisals also provide a great chance for you to discuss future work plans, gauge ongoing motivations, and learn about untapped skills that volunteers may wish to contribute to your agency.

Assessment Is a Two-way Process

Performance assessment is a two-way process designed to promote candid conversation between a supervisor and a volunteer. Not only is it an opportunity for volunteers to gain feedback about their individual performance, it also offers a forum through which volunteers can share constructive feedback about the work of the program, their supervisor, and the agency in which they work. Organizations seeking to gain the most from conducting volunteer assessments will actively structure evaluation sessions to cater for this outcome.

Assessment Can Be a Form of Recognition

One key reason often cited for not performing volunteer assessments is the fear that volunteers will be offended. Rather than being offensive, effective volunteer assessments can create a situation where each team member feels that his or her contribution is both valued and appreciated. Effective assessment can lead to more satisfied volunteers who are not only more “productive,” but also who are more likely to stay with your agency longer. From this perspective, volunteer performance appraisals actually serve as a form of recognition, reward, and retention for program volunteers.

Ignoring Poor Performance Sends a Message to ALL Volunteers

No one enjoys conflict. As a result it becomes an all-too-easy option to turn a blind eye to the team member who is not performing as well as you might have hoped. However, ignoring poor individual performance will not make it go away, neither will moving the volunteer to another area. In fact, ignoring poor performance will often be terminal, not only to the volunteer in question but also to other team members who will grow increasingly resentful of the poor performance of their colleague and the inaction of both the volunteer program manager and the organization.

Recognizing Poor Performance Gives Volunteers Opportunities to Improve

Remember that most volunteers genuinely want to “do good.” They don’t deliberately set out to perform poorly and so not alerting them to the fact that things are going downhill is disrespectful of their time and energy. It also does not afford them the opportunity to take corrective action to remedy the situation.

Establish a Comfort Level with Feedback for Volunteers and Paid Staff

- It is important to consider ways that your agency can create an environment where the assessment of performance is a welcome and regular part of your organization’s everyday operations. Volunteers and paid staff alike need to understand and appreciate that performance appraisals are a key driver in the ongoing assessment of organizational success and not a threatening and negative experience used only when performance is poor.

- Try and fit appraisals into the normal “life cycle” of volunteer participation. For example, you may be able to schedule the first one to coincide with the end of a volunteer’s trial period with your agency. Anniversary dates from when a volunteer first started with your organization is another easy way to introduce appraisal appointments.
- Be aware that many volunteers will see you as a “person in authority” and, accordingly, they may not be as forthright as you would like in providing open and honest feedback. Therefore, involving key volunteers in the assessment process may be one way of gaining a deeper level of feedback from members of your volunteer team.
- Performance assessments should always be conducted in an environment that is conducive to the free flow of communication. Sitting across a desk in the “Manager’s Office,” for instance, may simply be intimidating and not at all useful in having a person relax and discuss her or his performance openly. Similarly, trying to converse in a noisy coffee shop may also be problematic. A quiet yet relaxing area (like a volunteer lounge) will work best. Privacy should also be considered when selecting the best spot to talk.

Plan Ahead and Know Why You’re Doing It

Knowing the reasons you are conducting a performance review is critical. Think through what it is you want to learn about (and from) each volunteer whose work you have a chance to assess. Developing a set of standard questions helps to ensure that you don’t get sidetracked or forget to cover specific spheres of performance.

Possible Assessment Questions

- Identify three specific things you did here this year that you felt were particularly effective or helpful.
- How much enjoyment and fulfillment are you currently gaining from your role as a volunteer?
- Do you feel your role is clearly defined?
- Are the reasons that you first volunteered with our organization being met?
- Describe those aspects of your volunteer role you find most rewarding.
- Describe those aspects of your volunteer role you find most challenging or difficult. How can we help you to deal with these?
- Do you feel adequately supported in performing your volunteer role?
- List three ways you believe we could better support you in performing your role.
- What would you most like to gain from your volunteer work over the next twelve months?
- Are you interested in trying a different volunteer assignment or working in another area?
- Are there any specific training opportunities you’d like to explore or skills you would like to develop?
- Are you experiencing any difficulties you’d like to share?

ASK THE TRAINER



Trainer Andy Fryar

Discussion Board

Ask the Trainer Questions Specific to Your Situation

When?

During the entire time this Guide is featured on your *Everyone Ready* Main Page, trainer Andy Fryar will be ready to answer any questions that you post on the Discussion Board, accessed via the left column of the *Everyone Ready* Main Page.

Many *Everyone Ready* participants ask “But, how does all this relate to *my* situation?”

The Discussion Board is your chance to ask specific questions related to your organization and to connect with others that may be having similar experiences.

How Does the Discussion Board Work?

1. Look for the trainer’s photo in the top center of the *Everyone Ready* Main page and select “Join the Discussion” underneath.
2. Indicate whether or not you would like to receive notifications about new questions and answers posted to the Discussion Board.
3. The Discussion Board window will appear.
4. Select a “thread” (a particular topic) to read and respond to, or start a new thread (if you have a completely different issue to discuss).
5. Follow the directions on the screen to post a response or question.
6. The trainer will respond via the Discussion Board within 48 hours. If you’ve signed up to receive notifications, you’ll get a direct e-mail with the answer, and your exchange will also be posted to the Discussion Board for the benefit of all participants (you will be given the option to keep the posting anonymous).

STUDY QUESTIONS FOR INDIVIDUAL OR TEAM USE

Here are questions you might like to discuss with other members of your team, or simply consider for yourself:

- In what ways has your agency equipped and trained you to successfully undertake a performance appraisal with members of your volunteer team?
 - Have these been successful?
 - Do you have suggestions or ideas about ways this could be improved, not only for yourself but also for new staff entering your organization?
- Does your agency have any mechanisms or measures in place to ensure that the results of performance appraisals are reported to senior management as a quality measure?
 - Are there ways you believe this information could be better used?
- Do you see the performance of volunteer appraisals as a core part of your work – or more as something you do as you “get around to it”?

- What would you do if a volunteer refused point blank to undertake a performance review with you?
- Are there clear avenues of support in your agency for dealing with those volunteers who have difficult issues that need to be resolved?
 - Are you expected to solve these issues on your own?
 - What would you like this support to look like?
 - Are there ways support could be improved?
- Are the expectations of senior management realistic in regards to the number of volunteers you are expected to assess each week/month/year? The more volunteers you have, the more chance there is that you won't have the time to conduct assessments in an effective manner.
 - How many volunteers are you expected to assess?
 - Do you think this is a realistic number in your agency?
 - Are there other possible agency resources/staff who could be drawn on to assist you with this role?
- What are the ways you currently celebrate the positive achievements of volunteers highlighted through conducting performance reviews with your team members?

“TRY-THIS” EXERCISES

- Identify others who are also responsible for conducting regular performance appraisals with either paid staff or volunteers. This may include your agency's human resources manager, other departmental line managers or the volunteer services supervisor from another section or agency.
 - Set a time to discuss the ways they conduct performance appraisals in their area.
 - Ask if they would mind acting as an assessment 'coach' to you. This may involve having you (*with the permission of volunteers*) sit in on performance evaluations to observe their techniques and experiences.
 - As part of this process, invite your assessment coach to sit in on *your* next appraisal session; then seek their direct feedback about the things you did well and the areas in which they believe you could. Again this will need to be done with the permission of any volunteers involved in the process and their rights and wishes respected.
 - If finding an assessment coach is not easily achieved, try role-playing volunteer assessment situations with your staff team or local volunteer management support group. Try different volunteer scenarios and de-brief with one another when the session is over.
- Ensure that you leave a few minutes at the end of each performance review to allow the volunteer you have been talking with to discuss how s/he found the process.
- Take some time to review your agency's policies in relation to the purpose of undertaking performance reviews. Assess the clarity of these documents especially in how clear they are in stating the desired outcomes you need to deliver when performing volunteer assessments.

RESOURCES ON THIS SUBJECT

Sample Performance Evaluation Forms

From Volunteer Center Midlothian, UK. Download the “VolunteerReview.doc”
<http://www.volunteermidlothian.org.uk/organisations/article.asp?id=60>

From Minnesota Council of Nonprofits—This is very basic and meant for paid employees, but it may be a good a place to start. http://www.mncn.org/info/template_hr.htm#hrtemplatessampleform

Template from Microsoft®—If you use Microsoft® Office software, you can download templates and often make changes to the heading and fields to meet your need (e.g., change “employee” to “volunteer”). <http://office.microsoft.com/en-us/templates/CT010144207.aspx?tl=2#ai:TC001042764>

Books

Books available in the Energize, Inc. online bookstore can be purchased using your Everyone Ready discount code. *Your discount code can be found on your Everyone Ready Main Page.*

Lee, Jarene Frances with Julia M. Catagnus. *What We Learned (the Hard Way) about Supervising Volunteers: An Action Guide to Making Your Job Easier*. Energize, Inc., 1998.
<http://www.energizeinc.com/store/1-175-E-1>.

McCurley, Steve and Rick Lynch. *Volunteer Management: Mobilizing All the Resources of the Community, 3rd edition*. INTERPUB GROUP, 2010. Appendix 3 includes a sample volunteer position feedback and evaluation form. <http://www.energizeinc.com/store/5-224-E-2>.

McCurley, Steve and Rick Lynch. *Keeping Volunteers: A Guide to Retention*. Fat Cat Publications, 2005. Particularly chapters 5 & 8. <http://www.energizeinc.com/store/5-218-E-1>.

Noble, Joy, Louise Rogers, and Andy Fryar. *Volunteer Program Management: An Essential Guide, 3rd edition*. Volunteering SA, Inc., 2010. <http://www.ozvpmbookstore.com/store/5-210-P-1>

Stallings, Betty B. *Training Module 8 in The 55-Minute Training Series: Mutual Performance Reviews* (One training module in the *55-Minute Training Series*). Energize, Inc., 2007.
<http://www.energizeinc.com/store/4-228-E-1>.

Vineyard, Sue and Steve McCurley. *Handling Problem Volunteers*. Heritage Arts Publishing, 1998.
<http://www.energizeinc.com/store/1-171-E-1>.

Online Resources

Fixler, Jill Friedman. “Volunteer Valuation, Not Evaluation.” *Volunteer Management Review*, Charity Channel, March 12, 2003. <http://www.jffixler.com/volunteer-valuation-not-evaluation>

Look in the Energize Online Resource Library under the topic of “Supervision”
<http://www.energizeinc.com/art/subj/super.html>.

Look in the *e-Volunteerism* archives under the topic of “Evaluation/Program Assessment.” Access *e-Volunteerism* from your *Everyone Ready* Main Page.

Halifax Regional CAP Association, “Measuring Performance.” Chapter 7 in *Volunteer Manual* (Canada) Includes a useful outline for creating an evaluation form.
<http://www.halifaxcap.ca/volunteer/manual/section7/measurement.htm>

POST-READING ASSESSMENT

*Now that you have had a chance to study this topic, review the answers you gave in the Pre-Reading Assessment and decide what necessary actions you may now want to implement. Make a note on your calendar to return to this Post-Reading Assessment in **two months**. By then, have your responses changed based on what you learned in this Guide? If not, why not?*

1. We seek feedback from our volunteers:
 - never
 - rarely
 - sometimes
 - often

2. We give constructive feedback to volunteers:
 - never
 - rarely
 - sometimes
 - often

3. In our organization, volunteer performance assessments can best be described as:
 - A “tool” used to discipline (or fire) wayward volunteers.
 - An opportunity to work through problems with volunteers who are not performing as well as might be expected.
 - A chance to learn about how volunteers are progressing in their work and to resolve any issues that may arise from the process.
 - A structured process that enables constructive, two-way communication to take place.
 - We do not currently undertake volunteer performance reviews.
 - Other: _____

4. Three ways that I communicate with volunteers about the progress they are making with their assigned volunteer roles are:
 - a: _____
 - b: _____
 - c: _____

5. Volunteer roles in my organization have clearly written position descriptions that outline what is expected of the volunteer performing each designated task.
 - True
 - False
 - Not sure – I need to find out

6. The purpose of volunteer involvement in my agency is clearly communicated to, and understood by, everyone working in the organization.
 - True
 - False
 - Not sure – I need to find out

7. At the time a new volunteer starts work here, we clearly explain to him or her that we will assess of his or her work performance.
 - True
 - False
 - Not sure – I need to find out

ABOUT THE TRAINER



Andy Fryar

Andy Fryar is the founder and director of OzVPM (*Australasian Volunteer Program Management*)—a consultancy, training, and resource company specializing in volunteerism (www.ozvpm.com).

He has contributed significantly to the Australian volunteerism community, and his achievements include serving as president of both *Volunteering Australia* and *Volunteering South Australia*. In 1998, Andy convened a working party that later evolved into the Australasian Association for Volunteer Administrators (AAVA). He is a co-author of *Volunteer Program Management: An Essential Guide*, 3rd edition (2010), Australia's premier guidebook to volunteering, and currently serves on the editorial committee of the *Australian Journal of Volunteering*. He is also a member of the editorial team for *e-Volunteerism: The Electronic Journal of the Volunteer Community* (www.e-volunteerism.com).

Andy has traveled extensively, conducting training and visiting volunteer programs around Australia, as well as in Canada, New Zealand, India, the United Kingdom and the USA, where he is a regular visitor. He is a faculty member with both the "Institute of Advanced Volunteer Management," based in London, and the "Australasian Retreat for Advanced Volunteer Management."

In 2003, Andy was awarded a Centenary Medal by the Australian government in recognition of his services to the volunteering movement in Australia.

His Web address is <http://www.ozvpm.com> and he can be reached at admin@ozvpm.com.

Works by Andy in the Energize Online Bookstore and Library

- Volunteer Management: An Essential Guide (3rd edition)
- *Turn Your Organisation into a Volunteer Magnet, 2nd Edition* (co-editor)
<http://www.ozvpm.com/documents/VolunteerMagnet2nded.pdf>
- "Not 'Just a VPM'!" chapter in the *Rants and Raves Anthology: What's on the Minds of Leading Authors in the Volunteer World*

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Featured Reading

Excerpted from chapter 14, "Personnel Management" in *Volunteer Management: An Essential Guide (3rd edition)* by Joy Noble, Louise Rogers and Andy Fryar, Volunteering SA, 2010.

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